



National Institutes of Health
National Institute of Child Health
and Human Development
Bethesda, Maryland 20892

Dear Colleague,

An overriding mission of the National Institute of Child Health and Human Development (NICHD) is to support research and programs that help ensure the health and well being of all children. Therefore, we are very pleased to present *Media-Smart Youth*, an afterschool program that encourages healthy behaviors in children ages 11 to 13 by helping them navigate our complex media world and empowering them to make thoughtful decisions about nutrition and physical activity.

Every day young people make critical choices that affect their health. What they see and hear in the media can have a profound effect on their decisions. The *Media-Smart Youth: Eat, Think, and Be Active!* curriculum is designed to teach young people the skills they need to understand and critically evaluate media messages. The lessons and activities address media analysis, nutrition, and physical activity and are reinforced by the hands-on experiences young people gain in creating health messages for their peers.

With your help, the *Media-Smart Youth* afterschool program will assist young people in developing healthy attitudes about media, nutrition, and physical activity that will last well into their adult lives.

Sincerely yours,

A handwritten signature in black ink that reads "Duane Alexander".

Duane Alexander, M.D.
Director, NICHD

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- Finishing Up the Lesson

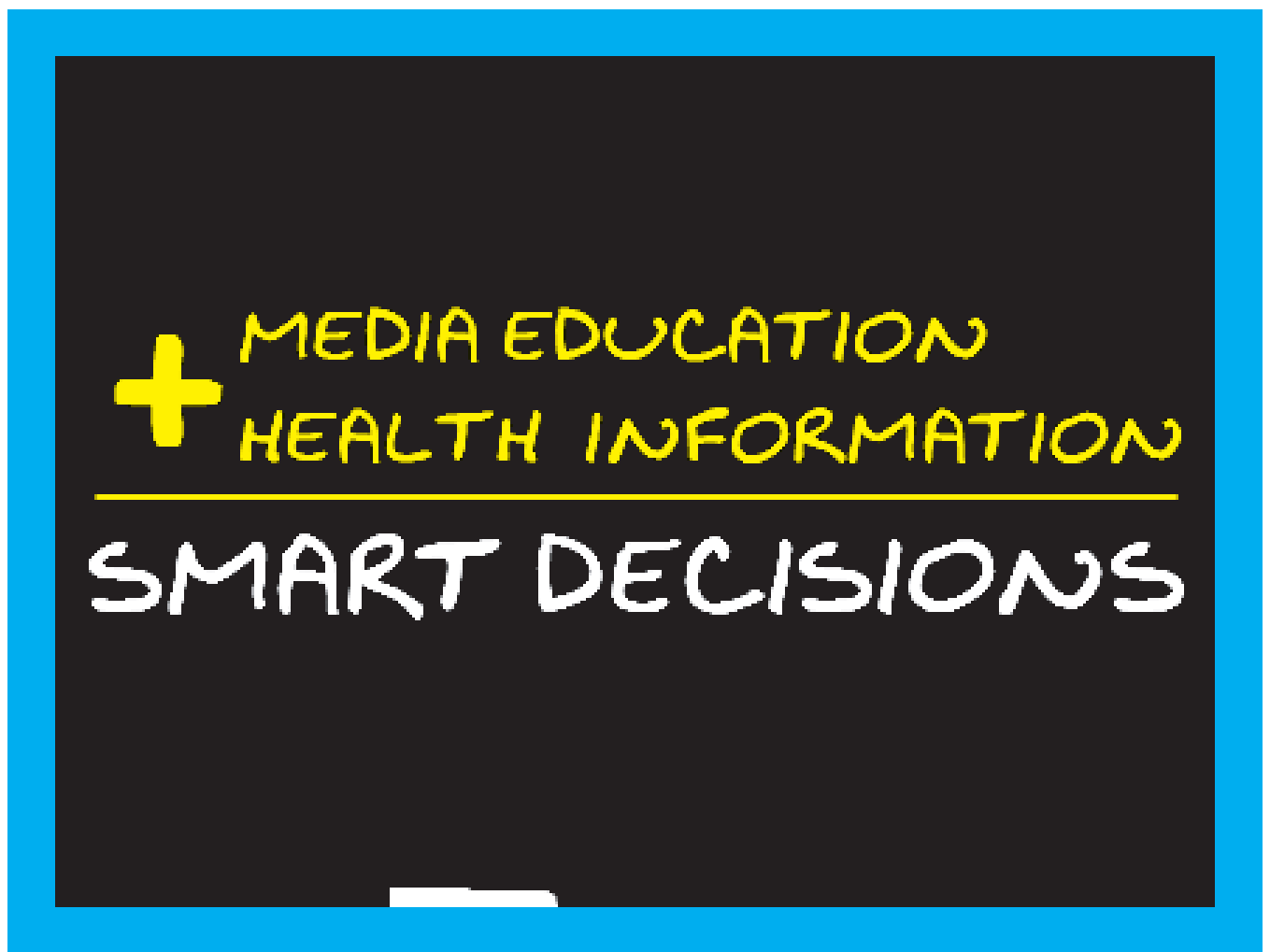
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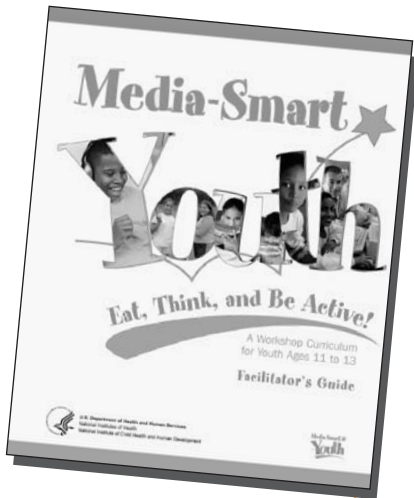
Introduction and Overview



Welcome to **Media-Smart Youth: Eat, Think, and Be Active!**

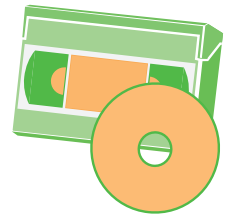
This engaging and exciting curriculum helps young people understand the complex media world around them. It will also help them make thoughtful decisions about issues important to their health, specifically nutrition and physical activity.

It's All Here



Everything you need to plan and carry out Media-Smart Youth is included in this packet.

- The **Facilitator's Guide** features 10 structured lessons and a variety of helpful resources. The table on the next page provides a summary of the lessons.
- A companion **Media-Smart Youth Video and DVD** includes modules for both youth and facilitators.
- Pre- and post-curriculum optional activities—called *Tell Us What You Think* and *Tell Us What You Think Now*—provide your program staff and facilitators the opportunity to learn what the youth know and think about media, nutrition, and physical activity issues before and after participating in the curriculum.
- A colorful **6 Media Questions Poster** illustrates the program's media analysis tool.



This **Introduction and Overview** gives you the upfront information you need to plan Media-Smart Youth, including:

- **Introducing Media-Smart Youth**, which provides background on why and how the National Institute of Child Health and Human Development (NICHD) created this curriculum
- **Preparing for the Curriculum**, which describes some of the key steps and decisions to consider before conducting the Media-Smart Youth curriculum; this information is most helpful for program directors, agency staff, and facilitators
- **Paying Attention to the Details**, which provides the information that facilitators need to carry out the Media-Smart Youth lessons

Media-Smart Youth At-A-Glance

Lesson	Activities	Snack Break	Action Break	Mini Production	Take-Home Idea	Video Module
1 Welcome To Media-Smart Youth	Getting Started A: What Is the Media-Smart Youth (MSY) Workshop? B: Working Agreement C: Focus on Fruits and Vegetables	It's Veggie Time!	Red Light, Green Light	N/A	Tell family about MSY; try a working agreement; tell family about fruits/vegetables	What Is MSY? (intro to workshop)
2 Thinking About Media	A: What Are Media? B: Media & Health—What's the Connection? C: Mini-Production	Mix It Up!	It All Depends on Where You Sit (Wall Sit)	Whose Point of View Is It? Media Question 1 (VIDEO; news report)	Determine purpose next time you use media	What Are Media? (clips of formats; media purposes)
3 Asking Questions	A: More Than One Kind of Kid B: The 6 Media Questions C: Mini-Production	Just Peachy!	The Director Says... (Simon Says)	And...Action! Media Question 3 (PRINT; comic strip)	ID message next time you watch TV; discuss with family	Sample Media (samples for 6 Media Questions activity)
4 Nutrition Know-How... Eat It Up!	A: Hurray for Whole Grains! B: Cutting Back on Fat and Added Sugar C: Mini-Production	Fruit and Krunch Kebabs	A Cool Wind Blows	Creating a Nutrition Poster. Media Question 2 (PRINT; poster)	Share new nutrition ideas: fruit/vegetables, whole grains, low-fat, and added sugar	Eat It Up! (snacks)
5 Motion Com-motion—What Is Being Active?	A: What Is Physical Activity? B: Activities Fit To Be Tried C: Mini-Production	Terrific Tortillas	(Built into Lesson)	Physical Activity Jingles. Media Question 4 (MUSIC; jingle)	Measure pulse; tell family/friends about pulse	Activities Fit To Be Tried: Music Sequence (music for Activity B)
6 Visiting a Grocery Store	Option 1: Going to the Grocery Store (fieldtrip) Option 2: Bringing the Grocery Store to You A: What's on the Label? B: Mini-Production (optional)	Eating Right... Quick as a Flash!	Playground Games	Write a Song or Do an Internet Scavenger Hunt (optional)	Look for fruits and vegetables, whole grains, low-fat and added sugar, read Nutrition Facts labels; talk about food packaging	N/A
7 The Power of Advertising	A: What Is Advertising? B: Thinking About Body Image C: Mini-Production	Food-Group Mania	Let's Do Yoga!	Omission Mission. Media Question 5 (THEATER; skit)	Look for product placement next time you use media	Let's Do Yoga! (Action Break); The Power of Advertising (influence of advertisements)
8 Super Snacks and Better Bones	A: Foods in the Media and Thinking About Packaging B: Building Better Bones C: Mini-Production	Bone-Building Sundaes and More	Weight-Bearing Fun	Your Attention, Please! Media Question 6 (PRINT; billboard)	See which snacks are high in calcium; calcium and physical activity help strong bones; Scavenger Hunt: Calcium	Smoothie Sensations (smoothies)
9 Making Smart Choices Fun and Easy	A: Being Active: What Makes It Easy? What Makes It Hard? B: Get in the Action! C: Mini-Production	Pop It!	The Human Knot	Get Out the Vote! Choose Your Big Production Media Format	Think about helpers/obstacles; talk to family and friends about making physical activity easy	Big Production Montage (clips of Big Productions)
10 Getting Into the Production Mode	A: This Message Brought to You By... B: 6 Media Questions from the Production Point of View C: 3 Ps in Production	Dip It!	Walkin' In Style	T-Shirts (optional)	Next time you use media, figure out production phases; tell family and friends about the 3 Ps and about the Big Production	On the Air! Roll the Presses! (behind-the-scenes look at production)

Introducing Media-Smart Youth

These days, young people are actively engaged with the media world around them—they're often reading, watching, listening, or surfing.

Media—such as television, videotapes, video games, the Internet, radio, compact discs, magazines, and more—are all around us. They can have a lifelong effect on young people's attitudes, behaviors, and on ways of thinking about many things, including physical activity, nutrition, and health.

Advertising tells us what and when to eat, and how to be active. Sports celebrities, entertainers, and other pop-culture icons offer powerful role models of lifestyle choices. Obvious and subtle messages about body image are everywhere. What's more, when people are using media they are generally not being physically active.

Navigating through this world of media requires knowledge and skills. That's why Media-Smart Youth: Eat, Think, and Be Active! was created. Youth who are media smart have the know-how and critical thinking abilities to be thoughtful media participants. They question the “who,” the “why,” the “what,” and the “how” behind the words and images. As a result, they are wiser about the messages they see and hear, and about the decisions they make.



What Is Media-Smart Youth?

The Media-Smart Youth education program focuses on building media analysis and media production skills to help young people ages 11 to 13 understand the connections between media and health. The program uses nutrition and physical activity examples to help youth learn about these connections and to build their media analysis skills. As part of the U.S. Department of Health and Human Services (DHHS) National Youth Media Campaign, this program is coordinated by the National Institute of Child Health and Human Development (NICHD), a component of the National Institutes of Health (NIH). Media-Smart Youth combines youth development principles and practices with current media analysis, content, up-to-date research findings, and federal recommendations about nutrition and physical activity. It is also consistent with widely accepted, national learning standards (see Appendix I for more information on the relationship between Media-Smart Youth topics and these standards).

In the Media-Smart Youth program, young people will:

- Learn about the connections between media and health
- Analyze and create media messages
- Evaluate both obvious and subtle media messages to determine accuracy and consistency with their values
- Learn about key components of a nutritious diet, including fruits and vegetables, whole grains, and calcium, and about the importance of reducing fat and added sugar intakes
- Develop strategies for making healthful food choices in real-life settings
- Discuss the importance of daily physical activity in promoting health
- Develop strategies for becoming more active in their daily lives
- Create health messages for other young people

Why Do We Need Media-Smart Youth?

Every day, youth ages 11 to 14 in the United States—who spend on average 6 hours and 45 minutes a day using media—encounter a barrage of marketing and advertising messages.¹ In fact, the number of television commercials that children and young people view has risen from about 20,000 per year in the 1970s to recent estimates of more than 40,000 per year.² The majority of the advertisements they view are for food, primarily candy, cereal, and fast food.³

While media use and exposure to food marketing and advertising messages are at an all-time high, health experts are expressing a growing concern about the nutritional quality of the American diet. Children, young people, and adults are consuming more calories than they need without meeting recommended intakes for many nutrients.⁴ These intakes are particularly important for young people, who may not be getting the nutrients they need for their growth and development. According to a 2005 report from the Institute of Medicine and a recent study published by the *Journal of the American Medical Association*, more than 15 percent of young people in the United States are obese.^{5,6} Many more are at risk for becoming overweight or obese. Fewer than one-third of young people in the United States eat recommended amounts of fruits and vegetables.⁷ In addition, fewer than 50 percent of children ages 6 to 18, and fewer than 15 percent of teenage girls ages 14 to 18, get the recommended daily amount of calcium.⁸ Americans' increasingly sedentary lifestyle is another important part of the obesity problem. Nearly half of American youth ages 12 to 21 are not vigorously active on a regular basis.⁹

¹ Roberts, D.F., Foehr, U.G., Rideout, V.J., & Brodie, M. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

² The Henry J. Kaiser Family Foundation (2004, February 24). *The Role of Media in Childhood Obesity*. (Publication 7030). Retrieved April 12, 2005, from <http://www.kff.org/entmedia/entmedia022404pkg.cfm>.

³ Ibid.

⁴ U.S. Department of Agriculture, Department of Health and Human Services. (2005). *Dietary Guidelines for Americans*. Retrieved April 14, 2005, from <http://healthier.us.gov/dietaryguidelines>.

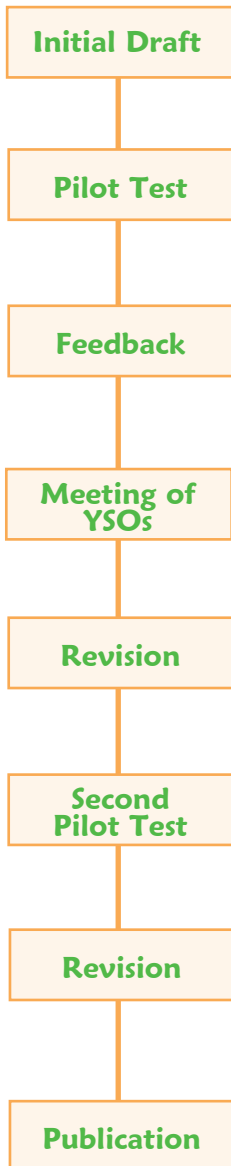
⁵ Institute of Medicine of the National Academies. (2005). *Preventing Childhood Obesity: Health in the Balance*. Eds, Koplan, J.P., Liverman, C.T., & Kraak, V.I.

⁶ Ogden, C.L., Flegal, K.M., Carroll, M.D., & Johnson, C.L. (2002). Prevalence and trends in overweight among U.S. children and adolescents. *The Journal of the American Medical Association*; 288(14), 1728–1732.

⁷ Life's First Great Crossroads: *Pre-Teens Make Choices that Affect their Lives Forever*. (2000, May) Centers for Disease Control and Prevention.

⁸ Gleason, P., & Sutor, C. (2001). Children's Diets in the Mid-1990s: Dietary Intake and Its Relationship with School Meal Participation (C. OCN-01-CD1, p.xv). Alexandria, VA: Office of Analysis, Nutrition and Evaluation, U.S. Department of Agriculture.

⁹ Satcher, D. (1999). *Physical Activity & Health: Report of the Surgeon General*. Retrieved April 14, 2005 from <http://www.cdc.gov/nccdphp/sgr/adoles.htm>.



In response to these problems, the U.S. congress asked four agencies within DHHS to develop programs that would help young people make choices that reinforce healthful behaviors, including being physically active and eating nutritious foods. This curriculum is part of those efforts.

How Was Media-Smart Youth Developed?

Media-Smart Youth has gone through a lengthy development process, with rigorous review and testing. An initial draft of the curriculum was pilot-tested in a variety of settings by youth-serving organizations (YSOs) in seven sites around the country. Facilitators at each pilot site submitted online feedback after each lesson. In addition, curriculum developers observed lessons at all sites and solicited written and verbal feedback from participating youth and their parents. These opportunities for feedback allowed facilitators, youth, and parents to comment on lesson content and flow, timing of activities, directions to facilitators, facilitator preparation, and overall appeal and success of the curriculum. After the pilot tests were completed, all the sites participated in a day-long meeting to discuss their experiences and make suggestions for revising and improving the curriculum. The curriculum was then extensively revised and reviewed by experts in nutrition, physical activity, media literacy, and youth development. These revisions led to another round of pilot testing, which created more opportunities for feedback from facilitators and youth, that led to a final set of revisions and refinements to the curriculum. The result is the guide you have in hand.

Preparing for the Curriculum

This curriculum is—first and foremost—flexible! It is easily adapted for use with young people from diverse cultural and ethnic backgrounds and those with special needs or interests. It may be used in a wide variety of community settings—such as afterschool programs and summer camps—and by many types of youth-serving agencies.

Media-Smart Youth brings together a mix of learning formats, including brainstorming, small and large group discussions, games, and creative productions. All of these activities are intended to create discussion and encourage problem solving and critical thinking. The curriculum includes 10 structured lessons with activities that explore media, nutrition, and physical activity topics. Each lesson also includes a *Snack Break* and an *Action Break*. These breaks reflect the nutrition and physical activity content of the curriculum and provide fun, hands-on ways to experience these concepts.

The curriculum concludes with a *Big Production*—an opportunity for youth participants to use what they have learned to create a media project designed to motivate other young people to take action for better nutrition or increased physical activity. In the process, the youth learn new skills in production, teamwork, and creativity.

Media-Smart Youth also has an accompanying videotape/DVD, which contains segments for facilitators and segments for youth. The segments for facilitators offer an orientation to the program and tips on implementing it from facilitators who participated in the pilot testing. The segments for youth are designed to teach program concepts in an engaging media format. You can decide whether to use the videotape/DVD during the lessons. *Choosing not to use the videotape/DVD will not affect your ability to carry out the program.* Appendix D provides a short synopsis of each segment on the videotape.

There is a checklist on page 28 that will help you think about the resources you may need for this program.

Make sure to watch the “Welcome to Facilitators” and “Voices of Experience” modules of the Media-Smart Youth video or DVD. These modules will be especially helpful to you as you prepare for the curriculum.

Finally, the Media-Smart Youth curriculum includes several appendices with supplementary material and resources that will help you make the most of the curriculum. These include:

- Sample permission forms
- Additional *Snack Break* and *Action Break* ideas
- A guide to the Media-Smart Youth video/DVD
- Guidance and resources for doing the *Big Production*
- A list of resources on curriculum topics
- Sample materials to help you promote and publicize the program
- A list of academic standards that reflect key learning areas supported by the curriculum lessons
- A sample certificate for youth who complete the curriculum
- A glossary of important terms used in the lessons

Now that you are familiar with how the overall curriculum is structured, here are some key items to think about before you get started.

Determining the Timing of the Lessons

The suggested time for each lesson is 90 minutes—70 minutes for activities and 10 minutes each for the *Snack Break* and the *Action Break*. And, if you decide to use them, you'll also need to allow 20 additional minutes each for the pre- and post-curriculum *Tell Us What You Think* activities that come before Lesson 1 and after Lesson 10. Lesson 10 also includes an extra optional activity. If you choose to do this extra activity, you'll need to make sure you have an extra 30 minutes to complete it.

Suggested times also are provided for each activity within the lessons. The age, gender mix, and size of your group will affect how much time you will need for the lessons, so keep this in mind when you establish the schedule and timing of your program. Pilot sites varied in the time needed to get through the lessons. To give you added flexibility, you may want to build more time into the lessons when you set up the schedule.

Scheduling the Lessons

The Media-Smart Youth program has no set schedule. You decide the frequency and scheduling of lessons that work best for you and your participants. The sites that pilot-tested this program used a variety of formats. Here are some possible options:

- One lesson at a time, once or twice a week, after school or on a weekend day
- One lesson at a time, on consecutive days
- One lesson at a time, once a month
- Multiple lessons in a day, over several days or weeks (this option might work best for a camp program where youth are together for a concentrated period of time)

Aside from the overall timing of the program, you will also want to carefully consider *when* to schedule lessons. These questions can help you determine the best timing:

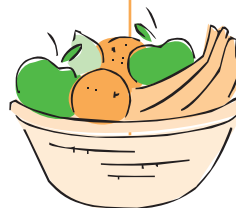
- Do most youth in your group have regular school, social, or family commitments on a particular day or at a specific time?
- Are there cultural or religious considerations for selecting or avoiding particular days?
- When are facilities most readily available?

Youth will work on the *Big Production* after completing all 10 lessons. Planning and carrying out the *Big Production* may take anywhere from one day to a few weeks or months—it all depends on the project you choose.

Choosing the Right Location

Every aspect of Media-Smart Youth is designed to help young people learn by doing. For example, some of the activities require the youth to work in groups, or to move around in a space, or to work on large pieces of paper with markers and other supplies. Your location will need to be large enough to accommodate these activities.

Before you choose your location, take a quick look at the *Snack Breaks* for all lessons and the additional snack ideas in Appendix B so you will know what to expect. Most of the suggested snacks are simple and easy to prepare, but a few require refrigeration and most require some setting up. A nearby sink for hand washing and clean-up will help make *Snack Breaks* easier.





Also, the size of the room will be a consideration. Each lesson will get the youth up and moving. All of the physical activities can be done indoors and require little, if any, equipment. Be sure to review the lesson activities and *Action Breaks* and the additional *Action Break* ideas in Appendix C before you choose a location for the program.

Recruitment Ideas At-A-Glance

- Send a postcard or e-mail message to young people who regularly participate in your activities.
- Make simple posters or flyers to put on bulletin boards in schools, at libraries, and in local stores.
- Contact parents and guardians who have enrolled their children in other programs sponsored by or hosted by your organization.
- Encourage young people to enroll for two—themselves and a friend.
- Put a notice in your organization's newsletter.
- Send an announcement to your community newspaper for inclusion in its event listings.
- *Your ideas here!*

Selecting the Participant Group

Media-Smart Youth is designed to stimulate discussion and critical thinking that can happen only through the active participation of all the youth. To help you get everyone involved, we suggest that you limit the size of your group to 15 or fewer participants. A group this size will allow you to maximize opportunities for each youth to become fully involved. For the purpose of group work and valuable discussion, a minimum of eight youth is suggested.

Recruiting Youth Participants

You will want to consider a variety of approaches to spread the word about your program. Think about past recruitment efforts that have worked for your organization or try something new that you think will be successful. Consider hosting a pre-registration event that features media demonstrations, fun activities, and nutritious snacks. You may wish to play the Media-Smart Youth videotape Segment #11: *Big Production Montage*, which displays productions created by youth who participated in the pilot phase of the program. Or, you could host an orientation before the program begins to help youth and their parents become excited and better informed about the program. Ask others throughout your community to help with your enlistment efforts, too.

Keeping Youth Involved

With thoughtful recruitment efforts, you should have many eager young people ready to learn how to be media smart. Keeping them engaged so they gain the full benefits of the program can sometimes be difficult, though. For some, the excitement of creating their own *Big Production* may be enough to keep them coming. Others may need more reasons. Consider awarding a small item in each lesson, such as a packaged snack that is low in fat and added sugar, a container of 100-percent fruit juice, a whole-grain food item, or small toys that promote physical activity, such as a ball or Frisbee™, to those who volunteer answers or are particularly helpful. Or offer a small prize to the participants who follow through with each lesson's *Take Home a New Idea!* activity. There are many other ways to keep young people engaged. Ask the youth themselves for ideas that will keep them coming back.

Engaging Parents and Guardians

Getting parents and guardians involved in Media-Smart Youth is great for everyone—for you, the youth, and families. A simple letter sent before the first session of the program can start the process of involving parents and guardians by telling them about the program, asking them to support their children's active participation, and encouraging them to get involved in the take-home activities included with the lessons.

Getting parents and guardians engaged also means getting permission for their children to participate. If your organization's policy is to require parental permission for youth to participate in your other programs, you will want to do the same for the entire Media-Smart Youth curriculum and for the field trip in Lesson 6. Keep in mind that if you plan to put any youth's voice or image on any Media-Smart Youth products during the program, you will need written parental consent for all youth. You can find sample permission forms in Appendix A. In addition to covering the usual information, these sample forms ask parents and guardians to report any allergies their child may have. This knowledge will be particularly important for planning *Snack Breaks*.

You may want to go beyond getting permission from parents and guardians. Ask for volunteers to join you during the lessons and to come along for the Lesson 6 field trip. These opportunities are great ways for the youth to show off their newly acquired knowledge and critical thinking skills to parents and guardians!

If You Have Extra Time, Consider a Field Trip to a Media Outlet

Whether or not you work with a media partner, you may want to give the youth some real-world exposure by taking them on a field trip to a newspaper office, TV or radio station, or graphic design firm. Field trips are wonderful opportunities for the youth to see the concepts they are exploring in the program. If you choose to add this option, think about doing it early in the program. You will also need to do some advance planning; the planning suggestions and sample permission form for Lesson 6 (the grocery store field trip) will help you organize a media outlet trip.

If you aren't able to visit a media outlet, take a virtual tour of a production studio as you begin planning your *Big Production*. The Lesson 10 Media-Smart Youth video/DVD segment, *On the Air! Roll the Presses!* provides a behind-the-scenes look at the action at a TV studio, a radio studio, and a newspaper office.

Deciding Whether or Not to Use a Media Partner

You can conduct the Media-Smart Youth lessons and carry out the *Big Production* using your own organization's current staff, expertise, and resources. However, you may want to get someone with a little more media expertise to help you, especially when it comes to planning and executing the *Big Production*. A media partner may be an individual—a newspaper reporter, advertising executive, or local high school photography teacher, for example—or several representatives from one or more media-related organizations.

You may conduct the program without a media partner, but you should consider the special value added to the youth's experience by involving representatives from one or more local media organizations. A media partner can add:

- Professional perspective
- “Real-life” reinforcement of content
- Expert insight, guidance, and support
- Facilities, supplies, and equipment

A media partner's involvement is limited only by your collective imaginations. Here are some options:

- Enroll a media partner to assist you in conducting the entire Media-Smart Youth curriculum
- Invite a media partner to guide you through the *Big Production*
- Conduct the curriculum and *Big Production* on your own, but ask a media partner to help promote and distribute your group's *Big Production* media product when it is completed

◆ Finding a Media Partner

If you are not sure about whether to seek out a media partner or how to go about finding one, these questions may help you.

- Do you know people at a media organization in your community—perhaps a theater, newspaper, radio or TV station, production company, or graphic design studio?
- Do you have the time and ability to contact local media organization(s)?
- Does your local high school or college have facilities and faculty media experts?
- Are there any media professionals among the parents or guardians of program participants?
- Does a local corporation have internal production facilities?
- Do you have a local cable (TV) access station?

If you are having trouble finding a media partner or decide to do the *Big Production* on your own but still need media equipment, contact local high schools or colleges. Many schools have production studios in their buildings. Ask whether these schools offer classes on using the production equipment or other media-related skills, and determine if any of the students would like to help you with your *Big Production*.

◆ Involving Your Media Partner

Here are some other tips for deciding how to involve a media partner:

- Be specific about the role you want the media partner to play. Which lessons do you want the partner to attend or facilitate?
 - ▶ If you have enrolled your media partner to help with the entire curriculum, you may want the partner to lead each lesson's *Mini-Production* (Activity C) along with Lesson 9, in which the youth select their media format and the action they will promote; Lesson 10, in which the youth learn about the main phases of production; and the *Big Production* sessions.
 - ▶ If your media partner is going to assist only with the *Big Production*, invite him or her to take part in Lessons 9 and 10, and lead the *Big Production* sessions.
 - ▶ If your media partner is helping only to promote your finished *Big Production*, negotiate a specific plan for the partner's involvement, such as the number of times your *Big Production* will air on the partner's cable TV station or the number of times your ads will appear in the partner's newspaper.

- Talk with your media partner to ensure you understand each other's facilitation styles and approaches to discipline issues, and agree on a mutually acceptable approach. Do what you can to help the media partner feel comfortable around young people. Remember, facilitation may not be your media partner's area of expertise.
- Determine whether your budget will allow you to pay your media partner. If so, you may want to pay for the partner's time or for the use of the organization's facilities or equipment.

Getting Your Community Involved

The value of the Media-Smart Youth program extends far beyond what goes on in the lessons. Involving members of your community can benefit your program now, as well as nurture relationships for the future. Try some of these ideas:

- Ask high schools to post flyers to recruit participants or enlist teenage volunteers to help with lessons or the *Big Production*.
- Invite local personal trainers, nutritionists, or people with media experience to serve as guest facilitators.
- Contact your local library about hosting one or more lessons. Libraries often have rooms available for community members to use. They also provide access to research and media sources that may be useful.
- Ask a local printer or copy center to donate poster-sized versions of print advertisements (both commercial and public service announcements) for the lessons.
- Approach a local grocer to donate food or ingredients for your *Snack Breaks*.
- Approach your local newspaper office or radio or TV station to see whether it would want to do a story on your Media-Smart Youth program.
- Approach local media outlets to air or promote your *Big Production* product.

You will be surprised at how many ways you can get people involved and at how many people want to get involved. Look for every opportunity to make your program a well-known community endeavor. Appendix H contains some tools that you can use to publicize and promote your Media-Smart Youth programs.

Paying Attention to Details

This section covers the details you will need to focus on to plan and conduct your program. It will give you a good understanding of the concepts behind Media-Smart Youth—and it will help you make the most of your time and your skills. Take some time to review this information now and refer to it often as you prepare for each lesson.

Focusing on the Lessons

The Media-Smart Youth lessons follow a simple and consistent structure and format—an opening activity, a *Snack Break*, a second activity, an *Action Break*, a third activity called a *Mini-Production*, and a short *Finishing Up the Lesson* section. There is also a *Take Home a New Idea!* section in each lesson. The only variation from this structure is in Lesson 5. Lesson 5, which focuses on physical activity, provides youth with an opportunity to be active during the lesson activity itself and does not include a separate *Action Break*.

Throughout the curriculum, the start of each lesson indicates what you will need to prepare for it, and then guides you through it step by step.

The **Opening Page** of each lesson provides an overall summary of what's to come:

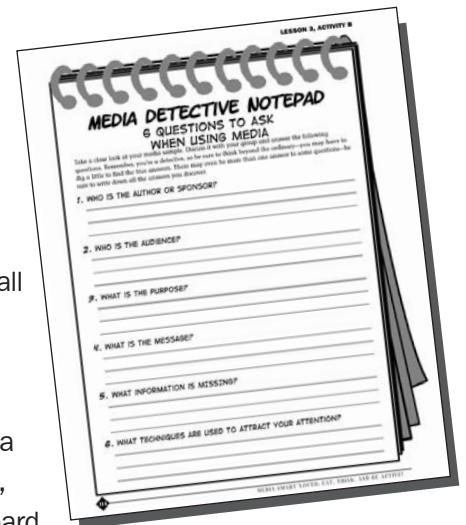
- The length of the lesson
- An overview of the lesson content
- Learning objectives for the lesson to help you stay on track and to evaluate success
- A list of all the lesson's activities and how much time is suggested for each
- A list of materials you will need for the activities, *Snack Break*, and *Action Break*
- A Facilitator's Preparation list, which suggests steps to do ahead of time to help the lesson go smoothly

Activities A and B are the core content segments. These activities are designed to be carried out quickly—usually in 20 to 30 minutes

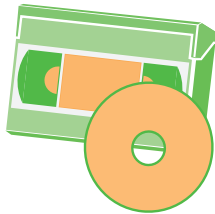


each—to keep youth energized and interested. You may find that some activities lend themselves to in-depth discussions that may take more than the recommended time. Stay alert to the participants’ needs and their reactions. You want to keep youth engaged and interested, but you also want to cover all the material in each lesson.

Activity C is the *Mini-Production* in which youth use the skills they have learned in the lesson to create a simple media product, such as a video news report, comic strip action hero, poster, jingle, skit, or billboard. All *Mini-Production* handouts and tools are included at the end of each lesson on sheets that can be photocopied clearly in black and white.



Each lesson includes a corresponding **Media-Smart Youth Video/DVD** segment (with the exception of Lesson 6, the field trip to a grocery store). Whether or not you choose to use the videotape/DVD, and how you use it, is up to you. The videotape/DVD and lesson content complement each other, so if you choose not to use the videotape/DVD, its main points are covered in the existing lesson content. If you have extra time and wish to present both the lesson content and the videotape/DVD segment, you may do that, too. Each lesson has a specific point at which the videotape/DVD may be viewed (usually during Activity A or B). This point is indicated with an icon in the text margin (see left).



The **Snack Break** is a simple, nutritious treat that comes after Activity A. The recommended time for this break is 10 minutes.



The **Action Break** gives the youth a chance to get active and energized after Activity B. The recommended time for this break also is 10 minutes.



And last, but not least, **Finishing Up the Lesson** gives you the chance to wrap up by asking youth to share one or more fun and interesting things they learned during the lesson. The curriculum lists several key points to listen for, but you should let youth describe what they have learned in their own words. Each of these sections also includes *Take Home a New Idea!* This activity gives youth an opportunity to share at home what they have learned in the program. It is a great way to engage family members and reinforce program concepts. Youth also receive a copy of the recipe from the session’s *Snack Break* to take home and try with their family and friends.



Focusing on the Big Production

The *Big Production*, which takes place after the youth have completed all 10 lessons, is a media product created by participants for young people in their own age group. These *Big Productions* are likely to appeal to slightly younger ages as well. The purpose of a *Big Production* is to motivate others to take a specific action for better nutrition or increased physical activity. *Big Productions* may be relatively simple—such as a store window display or a school newspaper article—or more complex, such as a radio spot on a local station, a video public service announcement, or a physical activity event to raise money for a local charity.

Planning and carrying out the *Big Production* may take anywhere from one day to a few weeks or months—it all depends on the project. You and your media partner (if you choose to use one) will have to work together to set realistic timelines for developing the product, sharing it among small groups, providing and soliciting feedback, revising the product, and producing it for distribution. Appendices E and F contain information, guidance, and tools to help you plan for and carry out a successful and fun *Big Production*.

Facilitating the Facilitation

The pages of the Media-Smart Youth curriculum are filled with visual aids to help make your facilitating job easier.

Colorful icons make it easy to find exactly what you're looking for:



appears on the front page of the lesson next to the list of lesson activities



indicates the suggested length of time for an activity



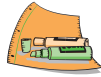
indicates the content overview provided for the lesson or an activity



indicates the learning objectives of a lesson or activity



indicates any facilitator's preparation that may be needed



indicates any materials or supplies needed



indicates a good opportunity to be sensitive to the diversity of the group in the discussion or activity



appears next to italicized text that you can paraphrase or read to the youth as written



indicates when to show a Media-Smart Youth video/DVD segment



appears next to the *Snack Break*



appears next to the *Action Break* and next to other times in which youth are being active or have the potential to be active



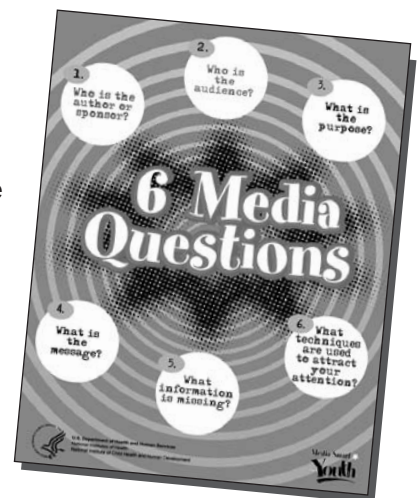
indicates when it's time to finish up the lesson

A Note About...

Be sure to read these boxes for helpful information and teaching suggestions.

Highlighted boxes, like the one above, provide important background information, and teaching suggestions at appropriate places in the lesson.

A **6 Media Questions Poster** is included with the Media-Smart Youth curriculum. This poster is a tool to help young people analyze and create media. You will want to post it when this topic is introduced in Lesson 3, and in each of the remaining lessons of the program.



Throughout the Media-Smart Youth curriculum, you will find recurring words and phrases that have particular meaning.

For example: When Media-Smart Youth refers to **physical activity**, it means *anything* that gets a person moving...such as jumping rope, playing basketball, walking, or carrying groceries. Physical activity does not have to be strenuous.

You'll often see the phrase "**LISTEN to ideas from youth. If necessary, GUIDE them to the following responses**" as part of the facilitator's directions. This phrase indicates where and how you might help move the discussion in a certain direction. In some cases, the list under this phrase includes examples of potential answers. In other cases, the list includes specific content that youth should learn. This convention is used to stimulate discussion so the facilitator isn't always just lecturing to the youth, but rather engaging them in a guided discussion. Use your imagination for good ways to guide the discussion (such as "What about...," "Have you thought of...," "Can you think of other ways, such as..."). For more information on asking open-ended questions, see the Leading with Open-Ended Questions section of the Media-Smart Youth introduction and overview (p. 25).

Throughout the lessons, the term **large paper** refers to any kind of large sheets of paper, oversize newsprint, or large pads that are commonly used for group training. Youth will use these sheets in many activities, and the large paper will be helpful to you when you want to write down key points from discussions. These sheets are available in most office supply stores, drug stores, or grocery stores. Because you will need to post them often, consider purchasing large pads that already have a strip of light adhesive at the top of the back of each sheet.

To energize critical thinking skills, the lessons often call for **brainstorming**. These "brain dumps" are a great way to encourage all the youth to participate in a nonjudgmental and freeform way. You will be surprised at the thoughtful and creative ideas that emerge during a brainstorm!

One final and all-important term: **snack**. Snacks are sometimes frowned upon because they are associated with high-calorie, low-nutrient foods and drinks. Media-Smart Youth has a different take on this concept: Young people need snacks to satisfy their rapidly growing bodies, and

the key to choosing snacks—as with any other food—is to choose with healthy nutrition in mind. Each lesson includes a delicious and nutritious snack that echoes the concepts the youth learn in the lessons. Keep in mind that these food breaks are snacks, not meals, so pay attention to how much food you provide. Controlling how much food you provide also will help you manage your budget.

The nutrition information in Media-Smart Youth focuses largely on snacks for several reasons. Many youth have more control over their snack choices than over their meal choices, which may be planned and prepared by other family members or school cafeteria staff. Also, youth often eat snacks during afterschool time, and this curriculum is well suited for afterschool settings. Media-Smart Youth teaches youth how to make smart snack choices.

Doing Your Homework

You will find that planning and preparing before each lesson will save valuable time and will help increase your confidence about facilitating each lesson. Every lesson tells you exactly what you need to do to carry it out. Here is a general checklist to help you prepare.

Review the text for the lesson.

Become familiar with the content and timing of activities and breaks. The more you know ahead of time, the more comfortable you will feel when you begin the lesson. Remember, the length of time listed is a suggestion only. Feel free to adjust the time to suit your group's needs...and don't forget set-up and clean-up.

Gather or shop for materials.

Media-Smart Youth uses limited materials—such as markers and paper—that are usually readily available. Many may be put aside at the beginning of the program for use throughout the lessons (see A Suggested Shopping/Gathering List on p. 22). Other supplies and equipment—such as a VCR, DVD player, disposable camera, or tape recorder—are not required, but may add extra value to activities. Your media partner or others in the community may be able to provide some materials.

Create a comfortable environment.

Evaluate your meeting space. Is it too hot or cold? Is it the right size and shape? Is the lighting appropriate for the activity? Is noise a problem? Ensure the atmosphere is right. Set up the room to maximize interaction and enjoyment of the lesson. Be creative! Classroom-style seating may

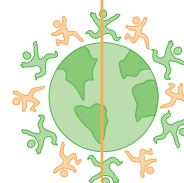
be too “school like” for youth to feel relaxed; desks may be a barrier, too. Consider a circle or semi-circle of chairs, or let young people sit on the floor. Mix up seating arrangements from lesson to lesson and within lessons to keep young people engaged.

❑ **Consider your participants.**

Some groups are more energetic than others. They may want lots of action and competition between teams. Others groups are quieter. They may want more pencil-and-paper activities, more cooperative group activities, and less competition. Some youth have no difficulties sharing their thoughts and being active in front of peers. Other youth may be less outgoing. Consider the nature of your group and the individual youth, and adapt the activities to suit them. Appendix C includes suggestions for adapting activities for youth with disabilities.

❑ **Make the most of the diversity of your participants.**

The lessons provide many opportunities for you to recognize and celebrate the richness and diversity of the cultures and ethnicities represented in your group. Adapt the discussions and activities as needed to reflect the identities of the group. The *Mini-Productions* may be a particularly good opportunity for the youth to showcase their heritages through the media they create. At the same time, be alert to any instances when highlighting cultural or ethnic identity may be uncomfortable for the youth. Throughout the lessons, we’ve included an icon (right) to note times where you may want to highlight or be sensitive to issues related to cultural or ethnic identity.



❑ **Prepare for *Snack Breaks*.**

All snacks are intended to be simple and to illustrate a different nutrition concept, but they are just suggestions. Feel free to modify snacks for your group. Would you like to include special cultural or ethnic foods? Do you need to consider allergies or dietary needs? Do you need a cooler, refrigerator, or freezer? Do you have everything you need for clean-up? Do you have a sink or bathroom nearby for hand washing? Decide what you need and want, or look at more snack options—including no-refrigeration-needed ideas—in Appendix B.

Many afterschool programs qualify for federal reimbursement for snacks if they participate in the U.S. Department of Agriculture’s (USDA) National School Lunch Program or Child and Adult Care Food Program. To see whether your Media-Smart Youth snack costs could qualify for reimbursement, visit the USDA Web site:
<http://www.fns.usda.gov/cnd/afterschool/default.htm>

A Suggested Shopping/Gathering List

A few materials are used in every lesson or *Snack Break*. You may want to gather or buy enough of these items to last throughout the workshop.

For Activities

- Large paper
- Easel (if desired)
- Colored markers and pens
- Masking tape
- Pens and pencils
- Watch or timer

For Snacks

- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)
- Paper plates
- Paper bowls
- Paper napkins
- Cups
- Plastic knives and spoons

Deciding Whether to Work with Other Facilitators

You may wish to work with other adult facilitators as you carry out the Media-Smart Youth curriculum. Involving others in the lessons can be invaluable to your program and to the young people. When making this decision, take a look at some of the benefits and challenges. Determine the best equation for your group.

You may decide that the advantages of working with another facilitator outweigh any disadvantages. If so, follow these guidelines to maximize success:

All facilitators should:

- Review and become familiar with the full curriculum
- Discuss and determine respective roles and responsibilities
- Agree on facilitation and discipline techniques
- Meet or talk before each lesson to prepare and divide planning and facilitation duties
- Get together after each lesson to discuss what worked and what might be improved next time
- Respect each other's differences and individual strengths
- Be supportive
- Be flexible

Multiple Facilitators

Benefits

- Help youth stay focused
- Help the sessions run more smoothly
- Bring diversity of ideas
- Involve community

Challenges

- Show different facilitation styles
- Use different approaches with youth
- Have different attitudes about discipline

Making the Most of Your Facilitation

The Media-Smart Youth curriculum uses several key strategies to facilitate critical thinking and encourage discussion. The activities encourage youth to explore questions, answers, and possible connections. The point is for them to work together to share information and solve problems. Here are a few skills that you can develop to help make that happen.

◆ Modeling Open and Nonjudgmental Behavior

In Lesson 1, participants develop a Working Agreement that governs their participation in the group. Throughout the program, encourage the young people to accept and follow that agreement. But don't forget *your* behavior with, and reactions to, the group. Your actions can go a long way toward setting the right example.

◆ Working in Small Groups

To increase participation, youth will work in small groups for many of the activities, and then come back together as a whole group to share their discussions and results. As part of your planning for each lesson, you may want to decide how you will divide the youth into groups for these activities.

◆ Handling Sensitive Issues

The Media-Smart Youth curriculum is not about weight loss or dieting, or forcing anyone to do physical activity. However, this curriculum addresses nutrition and physical activity—two important “body issues”—and it is designed to promote and encourage critical thinking and discussion. As a result, personal, sensitive, or uncomfortable topics may occasionally arise. You should try to anticipate and prepare for these situations. Before beginning the program, discuss with the leadership of your organization how you might address such potentially difficult situations. During the program, be sure to create an accepting environment where everyone feels comfortable participating and safe in expressing their thoughts.

Why Small Groups?

Because of the small numbers involved, this kind of work provides participants with more opportunities to practice skills, share thoughts, work cooperatively, and actively observe others. As a result, participants can more easily:

- Establish common ground and provide the foundation for finding solutions together
- Cultivate support that can enhance self-esteem
- Acquire new skills
- Improve performance through immediate feedback
- Learn and become motivated

Ideas to Consider When Sensitive Issues Arise:

- If you know the answer to a question, share it briefly. If not, acknowledge the importance of the issue, and explain that you will try to find the answer after the lesson.
- Don't insist that a young person participate in a discussion or physical activity if he or she seems uncomfortable. Don't allow other participants to tease or pressure the young person.
- Try to redirect the discussion back to the topic at hand if the issue raised leads in a new direction.
- Consider asking participants to talk with you or another trusted adult after the lesson.
- Ask participants to find out more on their own and report back to the group at a later session.
- Model respect for *all* sensitive issues and special needs, including visible physical disabilities, as well as food allergies or dietary needs. Make sure that participants respect each other.
- Honor—and support—cultural differences, some of which can greatly influence nutrition and activity choices and body image attitudes.

◆ Leading with Open-Ended Questions

Many activities begin and end with a group discussion that prompts the young people to reflect on their own experiences, opinions, and ideas; think about answers to their own questions; and share knowledge. You can start and keep the discussion going by using open-ended questions. Open-ended questions are those that get people talking. They often start with “what, when, where, and how.” In contrast, closed-ended questions are questions that can be answered by “yes” or “no,” and that often do not require additional discussion.



Here are some examples of open-ended questions:

- ▶ “What do you mean by...?”
- ▶ “What kind of fruits do you like?”
- ▶ “When is it easy for you to be physically active?”
- ▶ “How did you figure out that this food contains whole grains?”
- ▶ “Can you tell me more about...?”

Be Sure to...

- Acknowledge positive behaviors frequently
- Give encouragement and compliments
- Demonstrate respect for participants and their beliefs
- Be clear about how you expect group members to treat each other
- Respect participants' feelings and boundaries
- Model cooperative behavior
- Demonstrate concepts and examples when possible
- Participate in the games and competitions when possible
- Use simple language
- Encourage group members to share experiences
- Build on strengths
- Listen!
- Let group members react, think, and analyze
- Be flexible and enthusiastic

Here are some ways to turn closed-ended questions into open-ended ones:

Closed-Ended		Open-Ended
“Did you watch TV last night?”		“What TV shows, if any, did you watch last night?”
“Do you like that CD?”		“What did you think about that CD?”

◆ **Leading by Example**

Young people will be more motivated to fully participate in the active parts of the curriculum if you are part of the fun. Dress in casual clothes and appropriate shoes and join in the games and *Action Breaks*. If you ask the group to run to the other end of the room as part of an activity, do it yourself first. Be energetic and animated! Remember, model the active behavior you are encouraging. You may be surprised at how positively the group responds.

◆ **Making the Lessons Fun...and Relevant**

Try to avoid using the word “class” during lessons. Mentioning the “classroom” or asking the “class” to pay attention may make the activity feel too much like school for the youth.

If you notice that the youth are restless or bored, take a minute or two to do a physical activity. Even a short activity will get their hearts pumping and their adrenaline going. Short spurts of activity will bring their focus back to the curriculum and offer them a nice break. Ask them to stand and do jumping jacks for 60 seconds without stopping. Or, turn on some music and suggest they dance in place. If you have extra time and the weather permits, have them go outside and just run.

Incorporate current events into your discussion. If you meet the weekend after a major news event, discuss how the event was covered in the media (print, TV, radio, Internet). Or, if a new movie is about to come out, see what youth think about the various marketing activities associated with the movie’s release.

Young people enjoy seeing themselves. Photograph or videotape the youth in action during the Media-Smart Youth activities. Create and bring a photo collage to the next lesson or play the taped footage.

◆ **Encouraging Active Participation and Leadership**

Media-Smart Youth provides many opportunities to help young people build confidence, encourage leadership, and give them the feeling that this program is *theirs*. Take full advantage of every chance to ask for volunteers and get participants involved in facilitating lessons. A few of the participants will likely assume these roles naturally; some will be able to do so with coaching and guidance, and others will prefer to remain in the background. Your efforts to make the environment as nurturing as possible will encourage those who are not natural leaders to be more comfortable in the group.

◆ **Making Transitions**

A big part of your role is to help youth see the relationships among all the activities and lessons. A skilled facilitator is prepared to summarize each activity and transition to the next one. The summary gives the participants a quick recap of the main points of the activity, while the transition relates those points to previous and upcoming activities.

To Summarize an Activity:

- State the main point of the activity
- Ask the group for its ideas
- Acknowledge the group’s hard work
- Congratulate the group for its good ideas

To Transition:

- Tell how this point or activity is related to the next
- Use only one or two sentences

Here’s an example of a transition:

**You’ve learned all about Media-Smart Youth.
You’re ready and you’re set.**

Now, GO...

and make your Media-Smart Youth workshop terrific!

Ways to Involve Young People:

- Ask them to:
- Hand out materials
 - Take notes
 - Time activities
 - Lead activities
 - Encourage others in a group
 - Report to the group
 - Help prepare snacks
 - Help lead *Action Breaks*
 - *Your ideas here!*

Some Things to Keep in Mind

Resources Checklist

Conducting the Media-Smart Youth workshop requires several types of resources. Before you begin the program, keep in mind the items that will be needed for lessons and activities. Brainstorm where and how you can get them. Not all items will need to be purchased. Think about those that could be donated, volunteered, or obtained at a discount.

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
MATERIALS/SUPPLIES	
Creative supplies —Several <i>Mini Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative supplies.	
Paper supplies —Large and small format paper, poster board, white and colored paper, construction paper, and posting notes are used throughout the workshop. Name tags and pocket folders for each participant are also required.	
Photocopies —Each lesson requires the production of worksheets and take-home papers. Throughout the course of the workshop, numerous photocopies will be required.	
Media samples —Certain activities require the facilitator to provide teen/youth magazines or other print publications and other items such as CODs, print ads, posters, and segments of popular TV shows, movies, or radio programs.	
Watch/timer —A watch, stopwatch, or timer may be used to keep track of time required for each activity.	
Other specific materials —Clipboards (or hard, flat writing surfaces), a container or ballot box, and a bandana are also needed for select activities.	
TV/VCR or DVD player —If using the Media-Smart Youth video/DVD, a TV and player will be needed.	
Camera and recorders —Several pieces of media equipment may be used for <i>Mini Productions</i> and other activities, including a video camera and blank tapes, disposable camera, or audio tape recorder and blank tapes. (optional)	
Optional activity supplies —White t-shirts are required for an optional activity in Lesson 10 and prize incentives may be used for the <i>Lesson 6: Visiting a Grocery Store Scavenger Hunt</i> .	
FOOD	
Snack ingredients —Each lesson includes a <i>Snack Break</i> and will require enough snacks for the number of youth participating in the workshop.	
Snack supplies —To make and serve the snacks, a variety of paper plates, bowls, cups, plastic utensils, serving spoons, toothpicks, napkins, sandwich bags, and kitchen equipment may be needed.	
OTHER NECESSITIES	
Venue/location —A venue or location for workshop meetings may need to be secured if your group doesn't already have a regular meeting spot.	
Transportation —Transportation of youth participants to and from the workshop location may be offered or necessitated.	
Media partner —The workshop may be conducted with the assistance of a media partner. See p. 13 of the Introduction for more information regarding how to engage a media partner.	
Media production equipment —Depending on the scope of the <i>Big Production</i> , media production equipment may be needed. See Appendix E to learn about the types of equipment involved in producing media.	

Tell Us What You Think

Pre-Curriculum Activity

Optional



Time

20 minutes



Activity Overview

Youth will complete a pre-curriculum activity designed to find out what they think and know about media, nutrition, and physical activity.



Activity Objective

By the end of the activity, facilitators will be able to:

- ◆ Determine youth base knowledge of the topics covered in the Media-Smart Youth program.



Materials Needed

- Pencils/pens (one for each youth)
- Tell Us What You Think* sheets (one copy for each youth)
- Alpha-Code* sheets (one copy for each youth)
- Watch/timer



Facilitator's Preparation

- Photocopy the *Tell Us What You Think* and *Alpha-Code* sheets (one copy of each for each youth).

Note to Facilitator

The *Tell Us What You Think* and the *Tell Us What You Think Now* activities at the beginning and at the end of the workshop are optional activities designed to give you and your program a good sense of what the youth know and think about the three major Media-Smart Youth topics—media, nutrition, and physical activity. Choosing not to do these activities will not affect your ability to conduct the workshop. However, conducting both activities and comparing the responses of the youth before and after the workshop can be helpful in several ways:

- ◆ Responses to *Tell Us What You Think* will give you a good sense of how much the youth know already about the Media-Smart Youth workshop topics. Understanding their prior knowledge, skill levels, and opinions will help you tailor the workshop to their needs and interests.
- ◆ A comparison of the pre- and post-curriculum sheets will help you gauge how much the youth learned during the lessons.
- ◆ The information from these sheets will give you data you can use to plan future Media-Smart Youth workshops as well as other programs. The data may also be useful in making presentations to current or potential funders or to afterschool program administrators.

We recommend that you think about these activities as a pair. If you choose to do one, do both. If you choose to skip one, skip both.



Warm-Up

1. EXPLAIN the *Tell Us What You Think* sheet briefly.

2. SAY:

I will now hand out a sheet that's designed to help me understand what you think about nutrition, physical activity, and the media.

At the end of the workshop, I'll ask you to fill out a similar worksheet. Your responses will help me to see how your thoughts on these topics may have changed.

Knowing what you think now and at the end of the workshop will help me do a better job of presenting the Media-Smart Youth material.

A Note About Keeping This Activity Upbeat

This activity is not a test! Keep the tone light and fun. Make the young people comfortable by telling them that there are no wrong answers and they won't be graded. Assure them that no matter how they answer, it will not affect their ability to participate in the program.



17
minutes

Doing the Activity

1. HAND OUT the *Tell Us What You Think* and *Alpha-Code* sheets and the pencils/pens.
2. ASK youth to complete the *Tell Us What You Think* sheet. They should do this on their own, without talking to each other. Youth who finish quickly can do the *Alpha-Code* sheets until all youth complete the *Tell Us What You Think* sheet.
3. ALLOW 16 minutes for youth to complete the *Tell Us What You Think* sheet. ANSWER questions as they come up. TELL youth when they have 5 minutes and then 1 minute left.
4. ASK youth to hand in their completed *Tell Us What You Think* sheets.



1
minute

Closing the Activity

1. THANK youth. ASK youth whether they have any comments or questions. ANSWER any questions the youth may have.

ALPHA-CODE

Try and figure out the secret message! Use the picture code below to decode the message. Find the pictures in the alphabet list and write the letters that match them in the blanks above the code.



A =

B =

C =

D =

E =

F =

G =

H =

I =

J =

K =

L =

M =

N =

O =

P =

Q =

R =

S =

T =

U =

V =

W =

X =


Y =

Z =

TELL US WHAT YOU THINK

Tell Us About You:

- 1 I am a (Check one.): Girl Boy
- 2 I am in grade (Check one.): 5 6 7
 8 Other grade: Which one? _____
- 3 I am (Check one.): 10 years old 11 years old
 12 years old 13 years old
 ___ years old (fill in your age if it is not on the list)
- 4 I am (Check one.):
 Hispanic or Latino
 Not Hispanic or Latino
- 5 I am (Check one or more.):
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
 Other _____

turn the page... 

Instructions

The next questions ask about **physical activity**, **nutrition**, and the **media**. Your answers will help us in developing programs for youth your age. There may be some questions with words that you don't understand or have not learned about yet. In that case, just make your best guess and choose that answer. You will not be graded on these questions. We hope you find this activity interesting!

Physical Activity

6 Young people should be physically active for at least _____ minutes each day. (Check only one option.)

- 15
- 30
- 45
- 60

7 Check **all** the actions that you think are physical activities:

- Walking
- Carrying groceries
- Climbing stairs
- Playing soccer


Instructions for Question 8 & 9: Circle True or False for each statement below.

8 Physical activity is anything that gets your body moving.
TRUE FALSE

9 Riding a bike is a weight-bearing activity.
TRUE FALSE

10 Taking your pulse during or after physical activity can tell you _____.
(Please check one.)

- how strong your muscles are
- how hard your body is working
- how flexible your body is
- how many minutes a day you should be active

turn the page... 

Instructions for Questions 11–13: The next three questions ask for your opinions about activities. There are no right or wrong answers. For each question, mark (X) the box that tells how you feel. The lighter the box, the more you disagree with the sentence. The darker the box, the more you agree with the sentence.

11 I intend to be physically active for at least an hour a day during the next month.

12 I intend to be more physically active during the next month.

13 I intend to do more weight-bearing activities during the next month.

Stongly Disagree Stongly Agree

14 What can you do to help make your bones stronger? (Check one.)

- Eat foods with less added sugar and do weight-bearing activities
- Eat foods high in calcium and do weight-bearing activities
- Eat whole grains and do stretches to be more flexible
- Eat fruits and vegetables and get enough sleep


Nutrition

15 Check **all** the ways to include fruits and vegetables in daily eating:

- Eat a banana with breakfast.
- Drink milk with dinner.
- Have a glass of 100-percent fruit juice.
- Have a turkey sandwich on whole-grain bread.

16 Check **all** the foods that are sources of calcium:

- Yogurt
- Spinach
- Carrots
- Peanut butter

turn the page... 

17 Check all the ways that you can reduce added sugar in your daily eating:


- Have plain cereal instead of frosted cereal for breakfast.
- Drink 100-percent fruit juice instead of fruit punch.
- Have jelly beans at snack time instead of ice cream.
- Split a candy bar with a friend instead of eating the whole thing.

18 Check all the ways that you can reduce fat in your daily eating:

- Remove the skin before eating chicken.
- Drink whole milk instead of skim milk.
- Choose a small order of French fries instead of a large order of French fries.
- Put butter on your toast instead of jam or jelly.

19 Check all the types of whole grains:

- Oatmeal
- White rice
- Wheat bread
- Popcorn

turn the page... 


Instructions for Questions 20–26: The next seven questions ask for your opinions about the foods that you eat. There are no right or wrong answers. For each question, mark (X) the box that tells how you feel. The lighter the box, the more you disagree with the sentence.

- ◆ **20** I intend to eat more vegetables during the next month.
- ◆ **21** I intend to eat more fruit during the next month.
- ◆ **22** I intend to eat fewer high-fat snack foods during the next month.
- ◆ **23** I intend to eat more whole-grain foods during the next month.
- ◆ **24** I intend to eat or drink more foods with calcium during the next month.
- ◆ **25** I intend to read the food label when I eat packaged snack foods during the next month.
- ◆ **26** I intend to eat fewer snack foods with added sugar during the next month.

	Stongly Disagree			Stongly Agree

Media

- ◆ **27** Check all the ways a person might see or hear advertisements:
 - Signs on the outside and inside of buses
 - Previews before movies and video rentals
 - Logos on t-shirts
 - Shopping bags

turn the page... 

Instructions for Questions 28–32: Please match the letter of the media concept next to the correct definition.


28	a) Point of View	___ The way a person looks at an event or situation, or the perspective from which something is considered.
29	b) Techniques	___ A specific group of people that a media producer, a company, or a program is trying to reach. The members of this group usually have something in common.
30	c) Target Audience	___ The specific process by which a task is completed; the methods used by a media product to attract your attention.
31	d) Sponsor	___ The reason a media product is created, for example, to persuade.
32	e) Purpose	___ The company or organization that pays for a media product such as an ad.

33 Check all of the things you think media can do:

- Give you information
- Entertain you
- Persuade you to do or buy something

34 Check all of the reasons you think it is important to know the sponsor of a message:

- To understand the point of view of the message
- To help you identify the audience
- To help you understand why you are being asked to take a certain action
- To help you form an opinion about the message

turn the page... 


35 Check all the things that you think are examples of media:

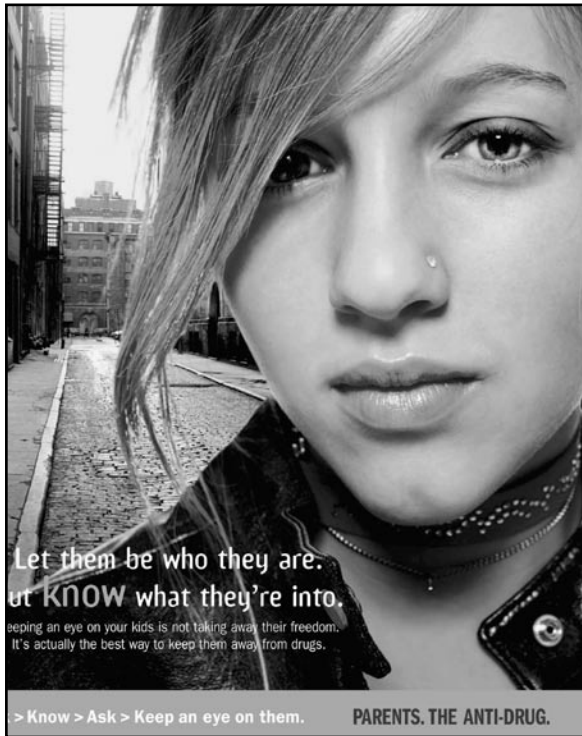
- Magazines
- Internet
- Logo on a shoe or t-shirt
- Billboards

Instructions for Questions 36 & 37: Circle True or False for each statement below.

36 Media can influence people's food choices.
TRUE FALSE

37 Media can influence the amount of physical activity a person gets.
TRUE FALSE

turn the page... 



Please answer the following questions about the ad above.

- 38** Who is the audience for this ad? (Circle one.)
- Parents
 - Drug users
 - Youth
 - Punks
- 39** What is the purpose of this ad? (Circle one.)
- To inform parents about the signs of drug use
 - To inform young people about drugs
 - To persuade parents to talk with their kids
 - To persuade youth to talk to their parents

- 40** What is the message in this ad? (Circle one.)
- Be cool.
 - Don't take drugs.
 - It's important to know what your kids are doing.
 - Young people with nose rings don't take drugs.

- 41** Thinking about the purpose of the ad, what important information is missing from this ad? (Circle one.)
- How to talk with your kids
 - Information about the best way to keep your kids from taking drugs
 - A phone number to call for more information
 - Names of places where youth can hang out

- 42** What techniques are used to attract your attention in this ad? (Check one.)
- No message
 - A celebrity
 - An empty street in the background
 - A girl with her friends

turn the page...

WHY WE USE BOOSTER SEATS.



REASON #235 TO USE BOOSTER SEATS: HER SMILE.
Sometimes, it's as easy to protect your children as it is to love them. When your child outgrows his or her safety seat, use a booster seat until your child is at least eight years old or is over 4-feet 9-inches tall. Seat belts alone are made for adults. A booster seat raises a child up so the seat belt fits, preventing the child from being thrown from the car in a crash. To learn more, go to www.buckleupamerica.org.

Parents protecting children
with child safety seats.



- 45** What is the purpose of this ad? (Circle one.)
- To inform parents about how booster seats are made
 - To persuade parents to use booster seats
 - To make us laugh
 - To persuade parents to take pictures of their children

- 46** Thinking about the purpose of the ad, what important information is missing from this ad? (Circle one.)
- Where to buy booster seats
 - A good reason to use booster seats
 - A Web site to go to for more information about booster seats
 - How booster seats work

Please answer the following questions about the ad above.

- 43** Who is the author or sponsor of this ad? (Circle one.)
- Companies that sell booster seats
 - Parents
 - NHTSA
 - Companies that sell cars
- 44** Who is the audience for this ad? (Circle one.)
- Parents
 - Children
 - Adults who own cars
 - Companies that sell cars

turn the page...



49 What techniques are used to attract your attention in this ad? (Circle one.)

- a. Very few words
- b. A celebrity
- c. Picture of a big shoe
- d. Both A and C

Please answer the following questions about the ad above.

47 Who is the author or sponsor of this ad? (Circle one.)

- a. Shoe company
- b. Parents
- c. Youth
- d. Ad Council

48 What is the message in this ad? (Circle one.)

- a. Skateboarding is dangerous.
- b. Volunteering is hard work.
- c. Being physically active is important.
- d. Volunteering is cool.

Welcome To Media-Smart Youth



Total Time

90 minutes

- 🕒 70 minutes for **Activities**
- 🕒 10 minutes for **Snack Break**
- 🕒 10 minutes for **Action Break**



Lesson Overview

In this lesson, youth learn the workshop's overall purpose and structure. The facilitator and the youth get to know each other, become comfortable sharing ideas and opinions, and establish a set of rules for working together throughout the workshop. They also learn about the nutrition concepts that the Media-Smart Youth program emphasizes and play a game that explores the sensory qualities of fruits and vegetables.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ State the workshop purpose and topics
- ◆ Create a working agreement
- ◆ Name at least two qualities that make fruits and vegetables appealing to eat
- ◆ List three ways to include fruits and vegetables in daily eating



Lesson Activities

- ◆ **Getting Started**
(13 minutes)
- ◆ **Activity A: What Is the Media-Smart Youth Workshop?**
(18 minutes)
- ◆ **Snack Break: It's Veggie Time!**
(10 minutes)
- ◆ **Activity B: Working Agreement**
(12 minutes)
- ◆ **Action Break: Red Light, Green Light**
(10 minutes)
- ◆ **Activity C: Focus on Fruits and Vegetables**
(25 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly the *Snack Break*.



Materials Needed

For Activities

- Name tags (one for each facilitator and youth)
- Empty pocket folders (one for each youth)
- Pencils/pens (one for each youth)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Large paper, markers, masking tape, watch/timer, easel (if available)
- A bandana or similar material to use as a blindfold (you may want to have one additional blindfold as a back-up)
- Paper plates (enough for about half of the youth in the group)
- A variety of individual fruits and vegetables; consider the following when making selections (also see box, “A Few Notes About This Activity,” p. 46):
 - Choose foods that appeal to the senses (for example, they have a good smell or an interesting texture).
 - Choose equal numbers of fruits and vegetables and bring enough for half the number of youth in the group.
 - Choose well-known fruits and vegetables as well as some that may not be so familiar to all of the youth.
 - Choose fruits and vegetables that reflect the cultures and ethnicities of the youth.
- A knife to cut up the fruits and vegetables

- A piece of cloth or paper large enough to cover the prepared produce
- Labels that identify each fruit or vegetable and what sense it tests
- Paper towels, napkins, or wipes for youth to clean their hands
- Take Home a New Idea!* sheets (one copy for each youth)

For Snack Break

- Fresh, raw vegetables, such as carrots, cauliflower, broccoli, green or red peppers, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable the youth in your group like (include vegetables that the youth like and also ones that they may not have tried before)
- Several dips, such as: low-fat salad dressing; a dip made of $\frac{3}{4}$ cup of plain low-fat yogurt, $\frac{1}{4}$ cup of low-fat sour cream, and a packet of dried onion soup mix; nonfat or low-fat cottage cheese; or guacamole made from a ripe avocado, $\frac{1}{4}$ cup of salsa, garlic powder, and lime juice
- Platter or tray
- Paper plates, bowls, cups, and napkins
- Serving spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- None



Facilitator's Preparation

Getting Started

- None

Activity A

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #3: *What Is Media-Smart Youth?* This segment introduces the workshop.

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Write "Working Agreement" across the top of a sheet of large paper.



Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Just before the activity, place one fruit or vegetable on each plate. Cut or peel the food, if necessary, to enhance its sensory quality (the texture or smell, for example). Do not let the youth see what you are doing. Cover the plates with a cloth or paper when you are done, and

- set the prepared plates aside until they are actually used in the activity.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

LESSON 1

A Few Notes About This Activity

- We have structured this activity for pairs of youth, which means that half the youth in the group are blindfolded and have to guess the identity of the fruit or vegetable; the other half are their “testers.”
- You will need to buy fruits and vegetables for this activity, but you will need only a small amount for each test, so that disposing of the food touched by the youth during the activity is not too wasteful.
- You can use leftover pieces of fruit or vegetables for additional rounds of the game if youth who were “testers” want to take a turn as blindfolded “guessers.” Or, you



can ask youth if they want to take any leftovers with them to enjoy at home.

- You can do this activity in lots of different ways—the table below describes individual sensory qualities and individual fruits and vegetables, but you could test all the qualities of a single food.
- If it is appropriate for your group, you also can try taste tests as well as sensory tests. However, be sensitive to the fact that some cultures have taboos about touching and tasting food, especially if more than one person touches the food. If these taboos apply to the youth in your group, have the “tester” hold the piece of food in a paper towel or napkin.

A Few Fruits and Vegetables that Appeal to the Senses

Smell	Hearing	Touch
<ul style="list-style-type: none"> • A lemon slice • Cantaloupe pieces • A very ripe tomato • Pineapple • Raw onion • Green or red bell pepper 	<ul style="list-style-type: none"> • Biting on a crunchy apple • Breaking open and peeling a banana • Snapping a carrot in two • Peeling an orange • Tearing lettuce leaves • Dropping grapes into a bowl • Knocking on a ripe watermelon or honeydew melon 	<ul style="list-style-type: none"> • A prickly artichoke • A bumpy ear of corn • A hairy coconut • A slippery slice of kiwi • Lumpy raisins • Straight and narrow asparagus • Tree-like broccoli
<p>What other possibilities can you think of?</p>		

Getting Started



Time
13 minutes



Activity Overview

Facilitator and workshop participants write their names on name tags. The youth write their names on folders that will hold their handouts. They introduce themselves and tell a fact about themselves.



Materials Needed

- Name tags (one for each facilitator and youth)
- Empty pocket folders (one for each youth; these folders will stay at the workshop location)
- Pens (one for each youth)



Facilitator's Preparation

- None



🕒 Total time: 13 minutes

GETTING STARTED

Getting Started

1. HAND OUT a name tag and a folder to each youth.
2. TELL youth that they will use the folders to store handouts they receive during the workshop.
3. ASK youth to write their names on the name tags and folders. ALLOW 5 minutes for this activity. MAKE a name tag for yourself. COLLECT the folders.
4. WELCOME the youth to the Media-Smart Youth workshop.
5. SAY:



*The Media-Smart Youth workshop will help you learn about **media** and their connection to health, **nutrition**, and **physical activity**.*

A Note About Terms

Terms in bold are defined in the Glossary (Appendix K).

Over the course of the workshop, you'll become media experts. You'll also learn some key nutrition and physical activity concepts. Knowing about these topics can help you make good choices for your health.

To start, let's introduce ourselves.

6. BEGIN by introducing yourself and sharing one of your favorite foods and physical activities. ASK youth to introduce themselves in turn by saying their first name and then naming their favorite food and physical activity. ALLOW 5 minutes for the introductions.

A Note About Adapting the Introduction

If group members know each other, ask them other questions, such as the craziest food combination that they ever ate. Do not insist that youth share this fact about themselves if they seem reluctant to do so.

7. ADD other points as needed to fit the needs of the group.
 - ◆ Give youth a brief orientation to the facility so they can find their way around.
 - ◆ Tell youth where the restrooms and water fountains are located.
8. THANK the group for sharing. TELL youth they will now learn more about the Media-Smart Youth workshop.

What Is the Media-Smart Youth Workshop?



Time
18 minutes



Activity Overview

Youth learn about the workshop's overall purpose, topics, and structure. If desired, they can watch a videotape or DVD segment about the workshop.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ State the workshop purpose and topics



Materials Needed

- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #3: *What Is Media-Smart Youth?* This segment introduces the workshop.

A Note About the Videotape/DVD

The Media-Smart Youth videotape/DVD includes modules for facilitators that you can watch as part of your preparation for conducting the workshop. It also includes modules for youth that correspond to each lesson of the workshop. These modules complement the material presented during the lessons. However, using the video or DVD during lessons is entirely optional. Choosing not to use the video/DVD modules will not affect your ability to lead the workshop or the success of the program.

LESSON 1

ACTIVITY A

🕒 Total time: 18 minutes **WHAT IS MEDIA-SMART YOUTH?**



2
minutes

Warm-Up

1. LEAD a brief discussion about workshop topics.
ASK youth:
 - ◆ What are some of your favorite TV shows, radio stations, and magazines?
 - ◆ What kinds of foods do you and your friends like to eat?
 - ◆ How often do you do something active, such as walking, playing a sport, or anything that gets your body moving? How active do you think other youth your age are?
2. CONGRATULATE youth on their thoughtful responses. TELL them they will do a lot more thinking and talking about these issues during the workshop.



10
minutes

Doing the Activity

1. SAY:



This workshop is about youth, media, nutrition, and physical activity. Health experts know that media have a strong influence on the choices that young people make. They also are worried that young people aren't eating well and aren't active enough.

Media-Smart Youth helps youth understand more about media so that they can use it wisely. It's about promoting smart eating and physical activity choices. Media-Smart Youth is NOT about weight control or dieting or forcing anyone to do sports.

A Note About Body Image



Throughout the workshop, be sensitive to issues related to **body image**, weight, appearance, and physical ability. Young people and their bodies are going through many changes, and youth are often sensitive about these changes. They also experience peer pressure related to these issues, and that pressure may affect their participation in workshop discussions and activities. Attitudes about body image may also be influenced by culture.

In every lesson, maintain a positive tone, acknowledging that everyone is unique and has special gifts to contribute to the group. Remind participants that the focus of the workshop is media and making healthy food and physical activity choices, not weight control or having a particular body size or shape. Be aware if anyone appears to be reluctant to talk about or participate in any of the activities. You may want to talk with them individually outside of the session to make sure they feel comfortable participating in the group.

For more tips on handling sensitive issues, see the *Making the Most of Your Facilitation* section of the Media-Smart Youth Introduction and Overview (p. 24).

WHAT IS MEDIA-SMART YOUTH?

🕒 Total time: 18 minutes

ACTIVITY



Segment #3: What Is Media-Smart Youth?



- If you choose to use the Media-Smart Youth videotape or DVD, SKIP steps #4 and #5.
SAY: Now we're going to watch a segment that will tell you more about this workshop and the types of activities you will do related to media, nutrition, and physical activity.

- SHOW the *What Is Media-Smart Youth?* segment and then conduct CLOSING THE ACTIVITY.



- If you choose not to use the video or DVD, SAY:
Everyone today is surrounded by media. Media are ways of communicating information or ideas to people, for example a video, play, song, newspaper, or Web site. Media can influence lifestyle and habits in many ways, especially in terms of nutrition and physical activity.

*Over the past 20 years, some young people and adults in our society have begun to eat too much. We are also choosing too many foods that are high in **fat**, **added sugar**, and **calories**, and we are not eating enough fruits, vegetables, and **whole grains**. The choices we make can affect our health now and in the future.*

Another part of the problem—for youth as well as for adults—is that we don't spend enough time doing physical activities that get our bodies moving and our hearts pumping. Not being active enough also can affect our health now and in the future.



- SAY:
In this workshop, we'll spend time exploring different kinds of media and finding out how media affects what we do. By the end, you'll be media experts!

You'll also learn about nutrition and physical activity and some of the challenges involved in making smart physical activity and food decisions.

Throughout the workshop, you'll have a chance to apply what you've learned about media, nutrition, and physical activity in Mini-Productions, where you will act out skits, design billboards, compose songs, and create news reports.

A Note About Physical Activity

Throughout the workshop, the term **physical activity** is used instead of exercise because it suggests a broader concept beyond just organized sports or defined types of exercise. The idea behind Media-Smart Youth is to encourage youth to be more physically active in many different ways, some of which don't fall inside the usual understanding of exercise, such as walking up a flight of stairs or carrying groceries into the home. As you lead the lessons, try to avoid saying "exercise" and use the term "physical activity" instead.

A Note About the Dietary Guidelines for Americans

The issues we address in Media-Smart Youth are emphasized by many health experts and are discussed in detail in the **Dietary Guidelines for Americans**: <http://www.health.gov/dietaryguidelines/>

LESSON 1

ACTIVITY A

🕒 Total time: 18 minutes **WHAT IS MEDIA-SMART YOUTH?**

At the end of the workshop, you'll put it all together in a Big Production. The purpose of the Big Production is to create a media product that motivates others your age to take action for better nutrition or increased physical activity.



6 minutes

Closing the Activity

1. THANK youth for their participation. ASK whether youth have any comments or questions.

A Note About Probing for Answers

Throughout the lessons, you'll often see the phrase "LISTEN to ideas from youth. If necessary, GUIDE them to the following responses" as part of the facilitator's directions. This phrase indicates where and how you might help move the discussion in a certain direction. In some cases, the list under this phrase includes examples of potential answers. In other cases, it is specific content that we want the youth to learn. This convention is used to stimulate discussion so you aren't lecturing to the youth, but rather are engaging them in a guided discussion. Use open-ended questions to guide the discussion (such as "What about...," "Have you thought of...," "Can you think of other ways, such as..."). For more information on asking open-ended questions, see the *Leading with Open-Ended Questions* section of the Media-Smart Youth Introduction and Overview (p. 25).

2. EXPLAIN that youth will now have a **snack**. SAY:
Before we eat this lesson's snack, let's talk about snacking a little.
3. ASK youth:
 - ◆ What is a snack?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Any food or beverage a person eats or drinks between meals.
 - ◆ Where do you get your snacks?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Parents/home
 - ❖ School
 - ❖ Friends/friends' houses
 - ❖ Buy them myself
 - ◆ Is it good to eat snacks? Why or why not?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Yes: We get hungry and snacks give us energy to keep going. Snacks taste good.
 - ❖ No: Snacks aren't nutritious or healthy.

WHAT IS MEDIA-SMART YOUTH?

🕒 Total time: 18 minutes

ACTIVITY

A

4. SAY:

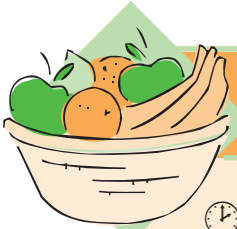


Actually, snacks *are* a good thing. Young people are growing so fast, they need more nutrients than younger children or adults do. Snacks are a great way to fill in the gaps between meals, and give youth the nutrition their bodies need to get through the day.

Just as with any other food choice, the key to smart snacking is to focus on nutritious foods and to less often choose snacks that are high in fat and added sugar. You may have more control over the snacks you eat than over other foods, such as those at mealtime, so snacking is an important nutrition issue for young people.

Each Media-Smart Youth lesson includes a snack. Some will be familiar to you; others might include foods you've never had before. They all reflect the nutrition ideas you'll be learning about in the workshop. I hope that you'll be willing to give them all a try. You never know, you might discover some new foods that you really like!

Snack Break



It's Veggie Time!

 **Time: 10 minutes**

POINT OUT that vegetables are an important part of healthy eating. Raw vegetables are fast and easy to prepare—just wash and cut them. You can even buy vegetables already washed and cut. Trying them with a variety of low-fat, tasty dips makes them even more appealing.

What's In It?

- Fresh, raw vegetables, such as carrots, cauliflower, broccoli, green or red pepper, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable
- Several dips, such as: low-fat salad dressing; a dip made of $\frac{3}{4}$ cup of plain low-fat yogurt, $\frac{1}{4}$ cup of low-fat sour cream, and a packet of dried onion soup mix; fat-free or low-fat cottage cheese; or guacamole made from a ripe avocado, $\frac{1}{4}$ cup of salsa, garlic powder, and lime juice

Other Things You Need

- Platter or tray
- Paper plates, bowls, cups, and napkins
- Serving spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- **TELL** youth to select some fresh vegetables and place them on a plate.

- Then they can put the dips on top of the vegetables or on the side of the plate for dipping.
- **ENCOURAGE** youth to try some vegetables and dips that they have not had before.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing and eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Working Agreement



Time
12 minutes



Activity Overview

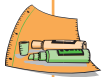
Youth establish a set of rules for working together throughout the workshop.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Create a working agreement



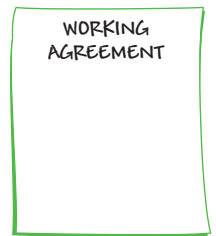
Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)



Facilitator's Preparation

- Write "Working Agreement" across the top of a sheet of large paper before the session begins.



LESSON
1
ACTIVITY **B**

🕒 Total time: 12 minutes

WORKING AGREEMENT



1
minute

Warm-Up



1. TELL youth that they will now develop a **working agreement** for the workshop.
2. EXPLAIN why this agreement is important. SAY:
A working agreement is a set of rules made by a group to help its members work together.

A Note About the Working Agreement

A working agreement is a valuable way to help maintain positive behavior over the course of the workshop. If problem behaviors emerge, you can always revisit the list with the group and change or add rules.

A working agreement will help everyone feel comfortable taking part in the workshop because we all will understand what's expected of us.

The agreement will also help us all feel respected and free to express our ideas and thoughts.

By deciding together about what behaviors are and are not acceptable, we can help prevent problems later.



10
minutes

Doing the Activity



1. BEGIN to **brainstorm** ideas for the working agreement. SUGGEST the first one.
SAY: *Everyone should actively participate in the discussions and activities.*
2. If everyone agrees with your suggested idea, WRITE on the large paper entitled *Working Agreement*: "1. Everyone should participate."
3. ASK youth to suggest other rules for the group. WRITE each suggestion on the large paper. NUMBER them as you go.

A Note About Brainstorming

Brainstorming is a great way to create ideas and have fun. Here are some simple guidelines for brainstorming:

- All ideas are good ideas during a brainstorm! Ask youth to share thoughts and not hold any ideas back.
- Everyone should contribute. Tell youth that the more minds that are at work, the bigger and better the brainstorm.
- Absolutely no criticism of ideas is allowed. Criticism can bring the brainstorming session to a halt.
- Write down all ideas. Don't let any ideas be forgotten because you or the youth did not write them down.

WORKING AGREEMENT

🕒 Total time: 12 minutes

ACTIVITY

4. SUGGEST ideas, if necessary. MAKE SURE to frame the agreements as positive statements rather than negatives (for example, “Respect differences” rather than “Don’t put anyone down”). Possible ideas include:
 - ◆ Allow only one person to talk at a time.
 - ◆ Listen to others.
 - ◆ Respect differences and opinions.
 - ◆ Welcome all ideas.
 - ◆ Offer positive comments only.
 - ◆ Help set up and clean up activities and snacks.
 - ◆ Show up on time.
 - ◆ Attend all sessions (if possible).

5. POST the working agreement. If it is helpful, KEEP this sheet and POST it at the start of each lesson.

6. SAY:



At any time, if someone feels that a member of the group is breaking the agreement, you can remind them that you’ve all agreed to these ground rules.



1 minute

Closing the Activity

1. CONGRATULATE youth on their working agreement. ASK whether youth have any comments or questions. TELL them it is time for an *Action Break*.

A Note About Including Movement in the Lessons

Try to add movement to the lessons in creative ways. For example, instead of raising their hands when they want to speak, youth can stand and hop, twirl around, wave their arms, or do jumping jacks. We’ve intentionally incorporated movement into all of the lessons to get the youth active and energized. These physical activities are noted with an icon that looks like this:



If you think of other ways to make the lessons active, go for it!

A Note About Consequences

If it seems appropriate for your group, you may want to ask youth to suggest consequences for breaking the rules. Consequences will help keep them focused and out of trouble. Their answers may help you later if behavior issues arise.

Action Break



Red Light, Green Light

 **Time: 10 minutes**

1. Clear away all the chairs so there is open space in the room (better yet, go outside if you have time and space, and if weather permits).
2. Ask for a volunteer to be the “crossing guard,” who stands in front of the room facing the group.
3. Ask the rest of the group to line up horizontally at the other end of the room.
4. When the crossing guard turns around so his/her back is to the youth, he/she yells “green light!” and the group members can run (or walk fast if the room is small) toward the crossing guard until the crossing guard turns around again to face the class and yells “red light!” When the crossing guard yells “red light,” all the youth must freeze in place until the crossing guard turns around and yells “green light” again.
5. If the crossing guard sees someone moving when they are supposed to be “frozen” in place, the crossing guard should call that person to leave the game and stand at the side of the room.
6. The first to “catch” the crossing guard wins. If the room is small, change the game to have youth circle the room or snake around a certain path between the desks and chairs.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Focus on Fruits and Vegetables



Time
25 minutes



Activity Overview

After a brief introduction to the nutrition concepts emphasized in the Media-Smart Youth workshop, youth play a game that allows them to explore the sensory qualities of fruits and vegetables. The activity ends with a quick discussion about ways to enjoy fruits and vegetables more often in daily eating.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Name at least two qualities that make fruits and vegetables appealing to eat
- ◆ List three ways to include fruits and vegetables in daily eating



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- A bandana or similar material to use as a blindfold (you may want to have one additional blindfold as a back-up)
- Paper plates (enough for about half the youth in the group)
- A variety of individual fruits and vegetables; consider the following when making selections (also see box, “A Few Notes About This Activity,” p. 46):
 - Choose foods that appeal to the senses (for example, they have a good smell or an interesting texture).
 - Choose an equal number of fruits and vegetables and bring enough for half the number of youth in the group.
 - Choose well-known fruits and vegetables as well as some that may not be so familiar to all the youth.
 - Choose fruits and vegetables that reflect the cultures and ethnicities of the youth.

LESSON 1

ACTIVITY C

🕒 Total time: 25 minutes

FRUITS AND VEGETABLES

- A knife to cut up the fruits and vegetables
- A piece of cloth or paper large enough to cover the prepared produce
- Labels that identify each fruit or vegetable and what sense it tests
- Paper towels, napkins, or wipes for youth to clean their hands
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- Just before the activity, place one fruit or vegetable on each plate. Cut or peel the food, if necessary, to enhance its sensory quality (the texture or smell, for example). Do not let the youth see what you are doing, cover the plates with a cloth or paper when you are done, and set the prepared plates aside until they are actually used in the activity.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



4
minutes

Warm-Up

1. ASK youth:

◆ Why do we eat?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ To help our bodies grow
- ❖ To get nutrients that our bodies need to be healthy
- ❖ To satisfy hunger
- ❖ To stay alive
- ❖ To enjoy the taste of foods
- ❖ To have fun, be social

2. TELL youth that they will be talking a lot about health, nutrition, and food—especially snacks—during Media-Smart Youth.

3. SAY:



To have a healthy body, you need to feed it right. That means giving it all the nutrients and other good things it needs to grow and develop while staying within calorie needs. Nutrition is a pretty complicated subject, and we don't have time to cover all the details in the Media-Smart Youth workshop. So, instead, we're going to focus on a few types of foods that health experts agree are really important for youth:

- ◆ Fruits and vegetables
- ◆ Whole grains
- ◆ **Calcium**-containing foods

We're also going to talk about the importance of reducing fat and added sugars in our food choices.

4. MENTION that all of the *Snack Breaks* will feature at least one food or drink that contains a fruit or vegetable, whole-grain food, or calcium. REMIND youth that this lesson's *Snack Break* featured vegetables.

5. ASK youth:

- ◆ What are some examples of fruits and vegetables, whole grains, and calcium-containing foods?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Fruits and vegetables: apples, oranges, strawberries, peas, beans, potatoes
- ❖ Whole grains: whole-wheat bread, oatmeal, brown rice
- ❖ Calcium-containing foods: milk, yogurt, calcium-fortified orange juice

6. ASK youth:

- ◆ What do you think health experts say about including fruits and vegetables, whole grains, and calcium-containing foods in our food choices?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Choose them more often
- ❖ Have them every day



20 minutes

Doing the Activity

1. SAY:



*We're going to talk about most of these nutrition issues later in the workshop. But now we're going to do something fun to help us focus on fruits and vegetables. Fruits and vegetables are good for us because they are rich in nutrients and **dietary fiber**. What are some other reasons why people like to eat fruits and vegetables?*

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ They taste great.
- ◆ They're pretty and colorful.
- ◆ They're quick to prepare and easy to eat.

2. TELL youth that they will now play a game that focuses on the sensory qualities of fruits and veggies (good smells, interesting sounds, and unique textures.)

3. PASS out paper towels or wipes for youth to clean their hands.

4. EXPLAIN the rules of the game:

- ◆ Youth will form pairs. One person in each pair will be the “guesser”; the other person in the pair will be the “tester.” Each pair, in turn, will play the game. The point of the game is for the guesser to correctly identify a particular fruit or vegetable.
- ◆ Pair #1 comes forward. The guesser sits at a table and is blindfolded by the tester.
- ◆ The tester puts a plate with a fruit or vegetable in front of the blindfolded tester.
- ◆ Depending on the sensory test, the tester puts the guesser’s hands on the item (so the guesser can identify the item based on the way it feels), holds the item up to the guesser’s nose (so the guesser can identify the item based on the way it smells), or does something to the item near the guesser’s ear (such as peeling or breaking, so the guesser can identify the item based on the sound).
- ◆ The guesser has 20 seconds in which to identify the fruit or vegetable. He or she can ask the tester or the whole group for hints. When the time is up, the guesser’s blindfold is removed.

A Note About This Game

This game is intended to reinforce the fact that fruits and vegetables have many wonderful qualities and are appealing and satisfying foods. Make the game fast-paced and fun. Encourage all the youth—the participating pairs and the observers—to join in with giving hints and answering questions.

If you have an odd number of youth, pair with a youth and become a guesser or a tester yourself!

5. ASK youth to form pairs and choose whether they will be a guesser or a tester. Each pair will take a turn playing the game while the rest of the group watches. **BEGIN** the game. **CONGRATULATE** the youth when they are done.

6. LEAD a brief discussion about the fruits and vegetables the youth like to eat (this chat may be particularly interesting if the group is ethnically or culturally diverse and enjoys produce specific to their home cultures).

7. ASK youth for their suggestions about ways to choose fruits and vegetables more often in daily eating (see the tips on p. 64 for more ideas). **WRITE** their ideas on large paper. **ENCOURAGE** youth to choose deeply colorful fruits and vegetables (such as spinach, broccoli, sweet potatoes, berries, and cantaloupe) because they are especially rich in nutrients important to health.



Here are some tips on incorporating fruits and vegetables into daily eating:

- ◆ Add cut-up fruit to a bowl of cereal.
- ◆ Have a piece of fruit or cut-up vegetables for a snack.
- ◆ Enjoy a bowl of vegetable soup.
- ◆ When you have a restaurant meal, order a side dish of vegetables or fruit for dessert.
- ◆ Add cut-up vegetables (such as baby carrots, red peppers, broccoli, or zucchini) or fruit (such as a cut-up apple or some raisins) to a leafy green salad.
- ◆ Have a glass of 100-percent fruit juice when you're thirsty.
- ◆ Keep a bowl of fruit on the kitchen counter for easy access to healthy snacks.
- ◆ Try vegetables on a pizza.
- ◆ Eat a vegetable wrap sandwich or a bean burrito with lettuce and tomatoes.

For more suggestions visit:

- <http://www.cdc.gov/nccdphp/dnpa/5aday/tips/basics.htm>

A Note About This Discussion

Save the large paper with the group's ideas about ways to more often choose fruits and vegetables. In Lesson 4, the youth will create a nutrition poster, and some of these ideas may come in handy.



1
minute

Closing the Activity

1. THANK youth for their wonderful ideas and suggestions. TELL them that this discussion is a great beginning and that they will be building on these ideas throughout the workshop.



Finishing Up the Lesson

 **Time: 2 minutes**

1. THANK youth for doing great work during today's lesson.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Media-Smart Youth purpose and topics
 - ◆ Working agreements
 - ◆ Fruits and vegetables
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. TELL youth that they will begin to explore the world of media in the next lesson.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ Tell them about the workshop and what you'll be doing in it.
- ◆ Tell them about the many ways that fruits and vegetables appeal to the senses.
- ◆ The next time you need to work in a group, suggest creating a working agreement first.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. Tell them about the workshop and what you'll be doing in it.
2. Tell them about the many ways that fruits and vegetables appeal to the senses.
3. The next time you need to work in a group, suggest creating a working agreement first.

Take Home a New Snack: It's Veggie Time!

Here's the recipe from today's snack. Try it at home with your family and friends.

Vegetables are an important part of healthy eating. Raw vegetables are fast and easy to prepare—just wash and cut them. Make sure if you cut vegetables, you do it with an adult around to help. You can even buy vegetables already washed and cut. Trying them with a variety of low-fat, tasty dips makes them even more appealing.

What's In It?

- Fresh, raw vegetables, such as carrots, cauliflower, broccoli, green or red pepper, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable
- Several dips, such as: low-fat salad dressing; a dip made of $\frac{3}{4}$ cup of plain low-fat yogurt, $\frac{1}{4}$ cup of low-fat sour cream, and a packet of dried onion soup mix; fat-free or low-fat cottage cheese; or guacamole made from a ripe avocado, $\frac{1}{4}$ cup of salsa, garlic powder, and lime juice

How to Put It Together

- Select some fresh vegetables and place them on a plate.
- Put the dips on top of the vegetables or on the side of the plate for dipping.
- Try some vegetables and dips that you have not had before!

Thinking About Media



Total Time

90 minutes

- 70 minutes for **Activities**
- 10 minutes for *Snack Break*
- 10 minutes for *Action Break*



Lesson Overview

This lesson focuses on media. Youth brainstorm different kinds of media formats and identify the purpose of each. They also discuss current trends in media use among young people and explore the connection between media and health. For the *Mini-Production*, youth explore the concept of point of view in media. They learn how understanding the point of view helps people form opinions about what they see and hear in the media. Youth write scripts for a 1-minute TV news report that presents two different points of view.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ List at least four types of media
- ◆ Name three purposes of media

- ◆ Explain at least two ways that media can affect health behaviors
- ◆ Explain the media concept of point of view



Lesson Activities

- ◆ **Activity A: What Are Media?**
(30 minutes)
- ◆ *Snack Break: Mix It Up!*
(10 minutes)
- ◆ **Activity B: Media & Health—What's the Connection?**
(15 minutes)
- ◆ *Action Break: It All Depends On Where You Sit*
(10 minutes)
- ◆ **Activity C: Mini-Production: Whose Point of View Is It?**
(23 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly *Activity C: Mini-Production* and the *Snack Break*.



Materials Needed

For Activities

- Youth folders
- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have four stickers
- Scissors (one pair)
- TV News Script Starter* sheets #1 and #2 (3 to 5 copies of each sheet)
- Pencils/pens (one for each youth)
- Video camera and blank videotape (optional)
- Disposable camera (optional)
- Take Home a New Idea!* sheets (one copy for each youth)

For Snack Break

- Whole-grain breakfast cereal (such as whole-wheat flakes or wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples, apricots, or bananas)
- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons

- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- None



Facilitator's Preparation

Activity A

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and make two columns at the top with the headings: "Type of Media" and "Purpose."
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

TYPE OF MEDIA	PURPOSE

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Set up an easel at the front of the room with blank sheets of large paper to write on during the discussion.
- Post four pieces of large paper around the front of the room. At the top of each piece of paper, write one of the following statements:
 - ◆ I watched TV yesterday.
 - ◆ I played video games yesterday.
 - ◆ I surfed the Internet yesterday.
 - ◆ I listened to the radio yesterday.



- Cut a strip of four stickers for each youth.
- Write the following fact about media use among children in the United States on a note card or piece of paper:

Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Source: Roberts, D.F., Foehr, U.G., Rideout, V.S., & Brodie, M. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *TV News Script Starter* sheets.
- If you plan to videotape the youth as they present their news stories to the group, set up a TV/VCR and put a blank videotape in the video camera. You can play back the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

What Are Media?



Time

30 minutes



Activity Overview

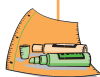
Youth brainstorm different kinds of media formats and identify their purposes.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ List at least four types of media
- ◆ Name three purposes of media



Materials Needed

- Large paper, markers, tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and make two columns at the top with the headings: "Type of Media" and "Purpose."
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

TYPE OF MEDIA	PURPOSE

LESSON
2
ACTIVITY **A**

 Total time: 30 minutes

WHAT ARE MEDIA?

 **3**
minutes

Warm-Up

A Note About the Term *Media*

Use the warm-up discussion to define the term *media*. Make this a quick discussion and then move right into DOING THE ACTIVITY.

Be sure to note that media is a broad concept. Encourage youth to think broadly and creatively during their brainstorming. Also mention to youth that the workshop will focus on mass media (such as television or radio) rather than on individual media (such as a letter or telephone call).

1. WELCOME youth back. TELL youth that today’s lesson will focus on the connection between media and health.
2. ASK youth:
 - ◆ What does the word *media* mean to you? LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Ways of communicating or expressing information or ideas to people
 - ❖ Examples of media: newspapers, radio, books, letters, recorded music, the Internet, television, and telephone calls
3. SAY:
Today we are going to brainstorm about media. To get started, let’s think about all the types of media we come across every day. This activity will also help you think about possible media projects you might create for your Big Production.



 **25**
minutes

Doing the Activity

 **10**
minutes

Part One: Brainstorm Media

1. TELL youth they are going to make a list of different kinds of media.
2. DIVIDE the youth into two or three small groups and put one group at each workstation.
3. ASK the group to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group’s ideas on a piece of large paper.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the list when the group is done.
4. ASK youth to work in their small groups and brainstorm all the different kinds of media formats they can think of. Their lists should include any and all kinds of media. ASK youth to write only under the “Type of Media” column for now. NOTE that they

WHAT ARE MEDIA?

 Total time: 30 minutes

ACTIVITY A

will use the “Purpose” column later. If youth fill up the “Type of Media” column with ideas, INVITE them to continue on the next page of large paper; HAVE them divide the second page into two columns with the same headings.

5. ALLOW 5 minutes for youth to brainstorm and write down their ideas. TELL youth when they have 1 minute left to finish their lists.
6. TELL youth that each group will have 1 minute to present its list to the entire group. ASK youth to gather around the first group’s paper and listen as the presenter reads the group’s list out loud. CONTINUE until all work groups have presented their lists.

7. SUGGEST any media you think of that may be missing from the lists, including:

- ◆ Newspapers
- ◆ TV
- ◆ Radio
- ◆ Books
- ◆ Magazines
- ◆ Music
- ◆ Internet
- ◆ Billboards
- ◆ Movies
- ◆ Videos
- ◆ Visual art (paintings, photos, sculptures, etc.)
- ◆ Theater
- ◆ Dance
- ◆ Performance art
- ◆ Video games
- ◆ Comic books/graphic novels
- ◆ Advertisements/commercials
- ◆ **Infomercials**
- ◆ **Public Service Announcements (PSAs)**
- ◆ Signs on the outside or inside of buses or at bus stops/transit stops
- ◆ Radio contests
- ◆ Art contests
- ◆ Sports sponsorships
- ◆ Signs on the sides of trucks and vans
- ◆ Food or drink packages (for example, cereal boxes)
- ◆ Mail/e-mail/instant messaging
- ◆ Telephone/text messages
- ◆ Flyers/brochures

A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can be the first to come up with 10 or even 15 media formats? Or, see which team has the longest list when the 5 minutes for this activity are up. Give a round of applause to the group that wins and invite those youth to present their list first.



15
minutes

Part Two: Finding the Purpose

1. EXPLAIN that all media products have a **purpose**, or a reason why they are created. ASK youth what the three main purposes of media are.

A Note About the Purposes of Media

Listen for the three main purposes listed to the right when youth offer their ideas. In the next part of this activity, youth will use these three purposes to categorize the media on their lists. They may also include any other purposes of media they thought of during the brainstorming.

- WRITE down the group's ideas about purposes on a piece of large paper posted at the front of the room. INVITE youth to look at the examples of media on their lists to help them think about purpose.

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ To **entertain** (for example, comic books or movies)
- ◆ To **inform** (for example, TV or radio news)
- ◆ To **persuade** (for example, magazine and TV advertisements)

3. SAY:



Now I'd like you to return to your work groups and identify the purpose of each type of media on your list. Write down a purpose next to the type of media it refers to, in the "Purpose" column on your lists. Keep in mind that some types of media may have more than one purpose. You will have 5 minutes to create your purpose list.

- ALLOW youth 5 minutes to write down a purpose for each media type. TELL youth when they have 1 minute left to finish their lists.



Segment #4: *What Are Media?*

- If you choose to use the Media-Smart Youth video or DVD, SKIP the material in step #7. SAY: *Now we will watch a video segment that tells more about media and their purposes.*



- SHOW the *What Are Media?* module, then CONDUCT CLOSING THE ACTIVITY.

- If you choose not to use the videotape or DVD, ASK youth to return to the larger group and share some of their observations about the purposes of media. ASK youth:
 - ◆ Why is it helpful to know the purposes of different kinds of media? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Knowing the purpose helps us to be more aware of how media are used and how media may affect us.
 - ❖ Knowing the purpose helps us to think critically about what we see and hear in the media.

**2**
minutes**Closing the Activity**

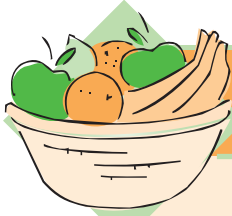
1. CONGRATULATE youth on their good work. ASK whether youth have any questions.

2. SAY:



Media can influence people's attitudes and decisions about many things, especially nutrition and physical activity. This activity was a starting point for thinking about media and the purposes of media. Throughout this workshop, we will build on these ideas and learn how to be media smart. But first, it is time for a Snack Break!

Snack Break



Mix It Up!

 **Time: 10 minutes**

What's In It?

- Whole-grain breakfast cereal (such as whole-wheat flakes or wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples, apricots, or bananas)

Other Things You Need

- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- **TELL** youth they are going to make their own trail mix.
- **POUR** each ingredient onto a plate.
- **GIVE** each youth a sandwich bag.
- **INVITE** them to make their own trail mix by spooning into their bags any combination of ingredients they like.

EXPLAIN that trail mix is a great snack for busy youth on the go. **TELL** youth that it is fun and easy to prepare several bags

ahead of time at home so they can grab one as they leave their home. They can try out different combinations of dried fruits and cereal.

POINT OUT that the cereal and the granola in the snack mix are whole-grain foods.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Media & Health—What’s the Connection?



Time
15 minutes



Activity Overview

Youth discuss current trends in media use among young people and explore the connection between media use, food choices, and levels of physical activity.



Activity Objective

At the end of the activity, the youth will be able to:

- ◆ Explain at least two ways that media can affect health behaviors



Materials Needed

- ❑ Large paper, markers, masking tape, watch/timer, easel (if available)
- ❑ Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have four stickers
- ❑ Scissors (one pair)



Facilitator’s Preparation

- ❑ Set up an easel with blank sheets of large paper to write on during the discussion at the front of the room.
- ❑ Post four pieces of large paper around the front of the room. At the top of each piece of paper, write one of the following statements:
 - ◆ I watched TV yesterday.
 - ◆ I played video games yesterday.
 - ◆ I surfed the Internet yesterday.
 - ◆ I listened to the radio yesterday.
- ❑ Cut a strip of four stickers for each youth.
- ❑ Write down on a note card or piece of paper the following fact about media use among children in the United States.



Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Source: Roberts, D.F., Foehr, U.G., Rideout, V.S., & Brodie, M. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

LESSON
2

ACTIVITY **B**

 Total time: 15 minutes


MEDIA & HEALTH

 1
minute

Warm-Up

A Note About Doing Media-Use Research

This research activity is meant to be brief. Youth should move quickly to complete it in just a few minutes. This activity shows that, even when we only have a small amount of time, we still can gather useful information about a group of people. The information will help youth understand the members of the group. Moving along quickly will allow you to have more time for a discussion of the results and of the link between media and health.

1. ASK youth how much time each day they think young people spend, on average, using media, not including any time spent at school. EXPLAIN that using media includes behaviors such as playing video games, listening to music, reading, using the computer, and watching TV, videotapes, or DVDs. 
2. WRITE youth's ideas on large paper in the front of the room so that they can compare their thoughts with the actual statistic later.

3. SAY:



Before I tell you the answer to this question, let's do some quick research about media use.

 13
minutes

Doing the Activity

 5
minutes

Part One: Quick Group Research

1. SAY:



Even when you don't have a lot of time, you can still learn a lot of valuable information from some quick, basic research.

The research we're going to do now will be anonymous, which means no one will write down his or her name. Instead, you will use stickers to record your answers to a few questions about media use. May I have a volunteer to help hand out the stickers?

2. ASK youth to think about how they spent their day yesterday. EXPLAIN that several sheets of large paper are posted around the room, and that each sheet has a different statement written on it. TELL youth to read each statement to themselves and put one sticker on the page if the statement is true for them. If the statement is not true for them, they should go to the next statement.

3. SAY:

You have 2 minutes for this research process, so move quickly! I'll call "Stop" when the time is up. You can read the statements in any order you wish. Once you've answered each of the statements, return to your seat.

No talking during this exercise! This is a silent, individual activity. We want to reduce bias in our research. Bias (pronounced "BY-us") means influence. Reducing the bias in research means reducing the influence you have on each other's answers.

4. ALLOW 2 minutes for youth to do the research activity.**5. ASK** for four volunteers to count the "data" from this quick research. Each volunteer will count the stickers on one of the large paper sheets and write the total on the bottom of the page.**6. SAY:**

This information gives us a sense of some of the media the group used yesterday. Keep in mind that we didn't include a lot of different forms of media for the sake of time.

7. ASK:

- ◆ Do you think this media use is typical among youth your age?

A Note About Creating a Nonjudgmental Environment

This quick research exercise is intended to help youth think about the connection between media and health by reflecting on their own behaviors in a safe, comfortable environment. Facilitators should ensure that all youth feel comfortable by keeping the conversation casual and nonjudgmental. There is no need to focus on specific individual behaviors or challenges; talking about media use in a general manner is enough.

LESSON
2

ACTIVITY **B**

 Total time: 15 minutes

MEDIA & HEALTH

 8 minutes

Part Two: Exploring the Connection Between Media and Health

1. SAY:



Let's look at the answer to the question I asked you earlier about how much time young people spend with media at home in one day.

2. ASK for a volunteer to read the note card with data about media use:

Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

3. DISCUSS this statistic and the connection between media and health with youth.

ASK youth:

- ◆ What do you think about this amount of time? How does it compare to what you thought earlier when I first asked you the question?
- ◆ Instead of sitting in front of a screen or using other media for more than 6 hours each day, what else could young people do with their time?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Walk with friends
 - ❖ Do homework
 - ❖ Play sports or games with friends
 - ❖ Go roller skating/in-line skating
 - ❖ Talk with friends
 - ❖ Go on errands with a parent
 - ❖ Do household chores
-
- ◆ Why do you think most youth spend more time using media than being physically active?

- ◆ What's the connection between media and health?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Media are everywhere and can have a powerful effect on our attitudes, behaviors, and health.
- ❖ Many media advertisements promote foods that are high in fat and added sugar and that do not have much nutritional value.
- ❖ Many people like to snack while they use media and do not realize how much they are eating. They often choose high-fat, high-added sugar foods that taste good and fill them up, but may not have much nutritional value.
- ❖ Many media advertisements aimed at young people (and adults) make foods very tempting. TV ads often link eating with “fun” and “excitement,” which can lead away from eating to satisfy hunger. People are more likely to overeat if they lose track of whether or not they are hungry.
- ❖ Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media often portray body sizes and shapes that are unrealistic and have little to do with being healthy.
- ❖ Media keep us busy but not necessarily active. People often choose to use media instead of being physically active.
- ❖ Media often portray sports as fun and exciting. Even though that portrayal encourages an interest in sports, some people watch TV sports instead of being active themselves.



1
minute

Closing the Activity

1. THANK youth for sharing their experiences, good ideas, and comments. ASK whether youth have any comments or questions. TELL them it is time for an *Action Break*.

Action Break



It All Depends On Where You Sit

 **Time: 10 minutes**

SAY:



This activity may not look difficult to an observer, but those who are doing it know it's hard work! This exercise is an example of how the same situation can differ, depending on your perspective or point of view. Later in this lesson we will explore the concept of point of view in the media.

READ the directions out loud to the youth once before leading them through the steps:

1. Divide the youth into two groups—Group A and Group B.
2. ASK members of Group A to stand in a row with their backs against an empty wall. They should spread out along the wall so that there is “elbow” room between each person.
3. ASK members of Group B to watch the members of Group A.
4. ASK Group A’s members to keep their backs against the wall and, at the same time, walk one or two medium-sized steps out in front of them (away from the wall).
5. ASK members of Group A to slowly slide their backs down the wall until their legs form a 90-degree angle with their backs. Their backs should still be flat against the wall. TELL them that their bodies should look like imaginary chairs. Their arms should be dangling at their sides or crossed over their chests.
6. TELL members of Group A that they must try as hard as they can to maintain this position. If they move, they are out of the game. The last person to stay in this position without moving wins!
7. ASK members of Group B if they think that the activity looks easy or hard. LISTEN to their answers, and ASK why they feel that way.
8. When everyone has dropped out and you have a winner in Group A, ASK members of Group A if Group B’s opinion about the wall-sit was correct. POINT OUT that actually doing an activity can be very different from watching it. Group A’s point of view may be very different from Group B’s point of view. It is important to keep in mind that what you may think is true (for example, that the wall-sit didn’t look too hard) may not be true once you try it for yourself (for example, once members of Group B do the wall-sit, they may realize it actually is difficult).
9. REPEAT steps 2 through 6 with Group B so its members have a chance to try the wall-sit and members of Group A have a chance to watch it.
10. ASK everyone if they felt that the activity was harder than they expected it to be when it was first explained.
11. CLOSE the activity by asking youth to keep the wall-sit in mind as an example of point of view. ENCOURAGE youth to be open to trying new activities before judging them.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Mini-Production: Whose Point of View Is It?



Time
23 minutes



Activity Overview

Youth explore the concept of point of view in media and learn how understanding the point of view helps people form opinions about what they see and hear. Youth work in small groups to brainstorm and write a 1-minute script for a TV news report about vending machines in school. At the end of the activity, each group reads its news script to the full group. If a video camera is available, the group presentations can be taped and watched later.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain the media concept of point of view



Materials Needed

- Youth folders
- TV News Script Starter* sheets #1 and #2 (3 to 5 copies of each sheet)
- Pencils/pens (one for each youth)
- Video camera and blank videotape (optional)
- TV/VCR (optional)
- Disposable camera (optional)
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- Photocopy the *TV News Script Starter* sheets.
- If you plan to videotape the youth as they present their news stories, set up a TV/VCR and put a blank videotape in the video camera. You can play the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

A Note About This Mini-Production

Don't forget to remind the youth that the Mini-Production is a great opportunity for them to showcase their cultural heritage through the media they create.

A Note About Expanding the Activity

If you have extra time to expand this activity, you may wish to give each young person a chance to write his or her own script. To do this, divide youth into pairs. One youth in the pair will fill in the *TV News Script Starter Point of View #1* sheet and the other youth will fill in the *Point of View #2* sheet. The pairs will combine their individual scripts to create a complete news story. During the presentations, ask each pair to present its combined script to the group.



1
minute

Warm-Up

1. ASK youth:

- ◆ What does **point of view** mean?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ The way in which someone looks at or interprets a specific situation or issue; someone's perspective on an issue
- ❖ The position from which something is considered

- ◆ Why is it helpful to consider the point of view presented in the media?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ The same topic or issue often can be perceived from many different perspectives.
- ❖ Knowing the point of view that is presented in media can help you understand the information you see and hear.
- ❖ People may form different opinions about a topic depending on the points of view they are exposed to in the media.



21
minutes

Doing the Activity

1. SAY:



News reports aim to include many points of view so all people can get the full story on a topic. For example, a news report about a new highway being built in a neighborhood may include information from local residents who are in favor of the highway, as well as information from those who are against it. This full picture helps people learn all sides of the story.

You're going to write a TV news report that explores two different points of view on vending machines that sell soft drinks in schools. The skills you practice here will help you

WHOSE POINT OF VIEW IS IT?

 Total time: 23 minutes

ACTIVITY C

when you do your Big Production at the end of the workshop. I'm going to divide you into two groups. Group 1 will be assigned the point of view that it's a good idea to have vending machines that sell soft drinks in school. Group 2 will be assigned the point of view that it's not a good idea to have vending machines that sell soft drinks in school. Each group will develop a script for a 1-minute news story that presents its point of view. A 1-minute radio spot should be about 3/4 of a page of written script. Then we will put your stories together to create the complete news report. For the purpose of this activity, you need to create a news report that presents the point of view you are assigned, regardless of whether or not you personally believe this point of view.

2. **SHARE** a few facts about vending machines and soft drinks in schools to help youth understand the issue. **SAY**:



- ◆ 60% of all public middle schools and high schools have vending machines that sell soft drinks.
- ◆ In exchange for having vending machines, most schools receive cash—as much as hundreds of thousands of dollars each year—from soft drink companies. Schools often use the money for programs, such as athletics and music, that benefit students.
- ◆ One 20-ounce bottle of soft drink contains carbonated water, natural and artificial flavors, sometimes caffeine, and about 17 teaspoons of sugar, for a total of 250 calories or more. All of the drink's calories come from sugar.
- ◆ Some schools are starting to ban the sale of soft drinks from school vending machines and are offering milk, fruit juice, water, and low-sugar sports drinks instead.

Source: Woolston, C. (2002). *Kids, soda, and obesity*. Blue Cross Blue Shield of Minnesota. Retrieved May 18, 2005, from <http://blueprint.bluecrossmn.com/topic/soda>.

3. **DIVIDE** the youth into two groups. **ASSIGN** one group to be the students who support having vending machines sell soft drinks in school and the other group to be the students who are against vending machines that sell soft drinks in school. **ENCOURAGE** youth to mention some of the facts about vending machines in their news report.
4. **ASK** each group to select one or more youth for each of these roles:
- ◆ Note taker(s) will write down the group's ideas on the *TV News Script Starter* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the script when the group is done.

5. GIVE each group one *TV News Script Starter* sheet. Group 1 should receive Point of View #1; Group 2 should get Point of View #2. EXPLAIN that each group will work together to complete one *Script Starter* sheet. When the groups are done, the selected presenter(s) will present the script on behalf of their group.
6. ALLOW youth 10 minutes to create their news story scripts. TELL youth when they have 5 minutes and then 1 minute left to finish their scripts.
7. WALK around to both groups while they work to see if group members need any help creating the scripts or to answer any questions.
8. If desired, ASK a youth volunteer to record the news reports on videotape or with the disposable camera during the presentations.
9. After 10 minutes, ASK the presenter from each small group to read the group's 1-minute TV news story. REMIND youth that together, the two groups are creating one complete news report.
10. DISCUSS the news stories with the group.

ASK youth:

- ◆ Why is it so important to identify the point of view represented in a particular media piece?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ The information, images, or sounds that are included in any media segment often depend on the point of view that is represented.
 - ❖ If a news story or an advertisement includes only one point of view, you may not be getting the whole story. Even two points of view do not always represent the whole story.
- 11. If you videotaped the news report presentations and have a few extra minutes and a TV/VCR available, watch the videotape of the news report with the group. If time is short, show the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*. If you took photographs, TELL youth that you will have the pictures for them to see at a later session.

Optional Additional Activity

If you have time and if it seems feasible, invite youth to write a letter to the editor of their local or school newspaper about vending machines in school that sell soft drinks. Youth have an important and unique point of view on this issue—encourage them to share it with others. Letters to the editor are a great media format for expressing opinions.



1
minute

Closing the Activity

1. CONGRATULATE youth on their creativity and insights. ASK whether youth have any comments or questions.
2. TELL youth to put the scripts in their folders.



Finishing Up the Lesson

Time: 2 minutes

1. THANK youth for doing great work during today's lesson.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Different types of media formats
 - ◆ Purposes of media
 - ◆ Examples of the connection between media and health
 - ◆ Point of view presented in media
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. TELL youth that the next lesson will focus on key questions to ask when using or seeing media.
5. To help you prepare for the lesson, ASK youth to share the names of a few CDs they listen to and TV shows they watch. USE this information to prepare for Lesson 3 (See Facilitator's Preparation, Activity B, p. 94).

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you use a type of media at home, try to figure out its purpose.
- ◆ Tell your parent or other family member about the purpose of that type of media. Ask parents and friends to identify a purpose the next time they use media, too. If they need help, explain "purpose" to them.



TV NEWS SCRIPT STARTER

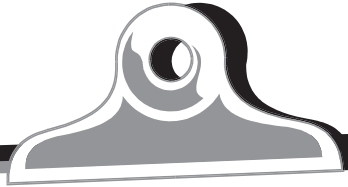
POINT OF VIEW #1

“Good afternoon. I’m _____ (FILL IN YOUR NAME), reporting for the Media-Smart Youth Network. In today’s news, we look at the issue of vending machines in schools.”

Write your 1-minute script in the lines below. Use the back of this page if you need more room. Answer the following questions to help you write your script:

- 1 What does your group think about vending machines that sell soft drinks in school?
- 2 Can you name three reasons why your group feels this way?
- 3 What would you like to see happen with vending machines in schools in the future?

“And now, here’s my friend, _____ (FILL IN THE PRESENTER’S NAME FROM GROUP #2), with another point of view on this issue.”



TV NEWS SCRIPT STARTER

POINT OF VIEW #2

“Thanks. I’m _____ (FILL IN YOUR NAME) with another point of view of this issue.”

Write your one-minute script in the lines below. Use the back of this page if you need more room. Answer the following questions to help you write your script:

- 1 What does your group think about vending machines that sell soda in school?
- 2 Can you name three reasons why your group feels this way?
- 3 What would you like to see happen with vending machines in schools in the future?

“I’m _____ (FILL IN YOUR NAME),
from the Media-Smart Youth Network reporting on vending machines in schools.
That’s the end of our news coverage for today. Have a great day.”



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you use a type of media at home, try to figure out its purpose.
2. Tell your parent or other family member about the purpose of that type of media. Ask parents and friends to identify a purpose the next time they use media, too. If they need help, explain "purpose" to them.

Take Home a New Snack: Mix It Up!

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It? Whole-grain breakfast cereal (such as whole-wheat flakes or wheat and barley nugget cereal)

- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples, apricots, or bananas)

How to Put It Together • Pour each ingredient onto a separate plate.

- Get a sandwich bag.
- Make your own trail mix by spooning into your bag any combination of ingredients you like.

Trail mix is a great snack for busy youth on the go. It is fun and easy to prepare several bags ahead of time at home so you can grab one as you leave your home. You can try out different combinations of dried fruits and cereal.

Asking Questions



Total Time

90 minutes

- 70 minutes for **Activities**
- 10 minutes for *Snack Break*
- 10 minutes for *Action Break*



Lesson Overview

This lesson continues to focus on concepts that help youth become media smart. Youth learn about the media concept of target audience and explore different ways to define audiences. They are introduced to the 6 Media Questions, a tool for analyzing and creating media. Youth practice analyzing different forms of media using the 6 Media Questions. For the *Mini-Production*, youth create an action hero who promotes a healthy action.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Define the media concept of target audience
- ◆ Name at least two characteristics of a youth audience
- ◆ Recognize the 6 Media Questions
- ◆ Use the 6 Media Questions to analyze selected media examples

- ◆ Explain that media messages often promote a specific action



Lesson Activities

- ◆ **Activity A: More Than One Kind of Kid**
(15 minutes)
- ◆ *Snack Break: Just Peachy!*
(10 minutes)
- ◆ **Activity B: The 6 Media Questions**
(30 minutes)
- ◆ *Action Break: The Director Says...*
(10 minutes)
- ◆ **Activity C: Mini-Production: And...Action!**
(23 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly *Activity C: Mini-Production* and the *Snack Break*.



Materials Needed

For Activities

- Youth folders
- The 6 Media Questions poster
- Two examples of media from the following options: a cover of a popular compact disc, a print ad, or a poster (make sure that these examples reflect the cultural identity of the group)
- Media Detective Notepad* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- Watch/timer
- Masking tape
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD or a videotape with a taped segment of your group's favorite TV show (optional)
- Action Hero Kit* sheets (one copy for each youth)
- Fine-point colored markers (enough for each youth to have several to draw with)
- Field Trip Permission Form* (one copy for each youth)
- Take Home A New Idea!* sheets (one copy for each youth)

For Snack Break

- Sliced peaches (fresh or canned in water or juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen desserts (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola
- Ice cream scoop



- Paper bowls
- Plastic spoons
- Paper napkins
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

Action Break

- None



Facilitator's Preparation

Activity A

- None

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Post the 6 Media Questions poster in the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- Find two examples of media (based on the responses given at the end of Lesson 2)—a cover of a popular compact disc, a print ad, or a poster.
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #5: *Sample Media*. This segment includes samples

of public service announcements (PSAs). Select one PSA to play for the youth during Part Two of this activity. Or, videotape a brief segment of your group's favorite TV show (based on the responses given at the end of Lesson 2) before the lesson and bring it in to show the group.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *Action Hero Kit* sheet (one copy for each youth).
- Photocopy or adapt the *Lesson 6 Field Trip Permission Form* (one copy for each youth).
- Photocopy the *Take Home A New Idea!* sheet (one copy for each youth).

Look Ahead Alert: Lesson 6

Lesson 6: *Visiting a Grocery Store* is coming up soon. You have two options for doing the lesson. The first option is to take the youth to a grocery store, where they can apply the skills and ideas they are learning to a real-life setting. The second option is to create a "virtual tour" of the grocery store in your workshop setting.

You will need to do some advance preparation for both options, so please review Lesson 6 and follow the preparation instructions for the option that works best for your group. The end of this lesson has a sample permission form for groups who will go on the field trip. You also can find this form in Appendix A. We recommend that you send permission forms home at the end of today's lesson to allow enough time for youth to bring them back with a parent's signature before the trip takes place.

More Than One Kind of Kid



Time

15 minutes



Activity Overview

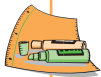
Youth do an exercise to show different ways a group of young people can be defined as a target audience.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Define the media concept of target audience
- ◆ Name at least two characteristics of a youth audience



Materials Needed

- None



Facilitator's Preparation

- None

LESSON
3

ACTIVITY **A**

 Total time: 15 minutes

MORE THAN ONE KIND OF KID

 2
minutes

Warm-Up

1. WELCOME youth back.

2. ASK youth:

◆ What is a **target audience**?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ A target audience is a specific group of people that a media producer, a company, or a program is trying to reach.
- ❖ Members of a target audience usually have something in common. A target audience may be people of the same age and gender, such as 12-year-old girls, or it may be a group of people who like to do the same thing, such as youth who play soccer.

◆ Why do media producers target their media to specific audiences, instead of just making one show or advertisement for everyone?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ One media product will not appeal to everyone. That's why there are shows created for youth, others created for adults, and still others created for toddlers. Groups of people who have things in common often enjoy the same TV show, or music, or other media formats.
- ❖ Media are more appealing and powerful when they are created for a specific group of people.

3. SAY:



Let's play a game to see some different ways we can group ourselves as a target audience.

 12
minutes

Doing the Activity

A Note About Engaging Youth

This activity provides a wonderful opportunity to engage youth in the teaching process. Therefore, we've structured this activity so that, after you read the first few statements on the next page, you can ask for volunteers to read from your list. When this list is complete, invite youth to suggest other characteristics and call those characteristics out to the group. They have great ideas for traits that define them—after all, they are a target audience!

1. Ask the youth to stand in a big circle.

2. SAY:



I will read a list of phrases that describe young people. If you hear a phrase that describes you, step into the middle of the circle. If the next phrase doesn't apply to you, take a step back to the edge of the circle. Try to remember how many phrases apply to you.

3. START the game. READ the first few phrases from the list below. Then ASK a few volunteers from the group to read from the list. (You may add more phrases or change those below to reflect the interests or characteristics of the youth in your group.)



- ◆ Everyone who is a girl
- ◆ Everyone who is a boy
- ◆ Everyone who is in 7th grade
- ◆ Everyone who is 11 years old
- ◆ Everyone who is 12 years old
- ◆ Everyone who is 13 years old
- ◆ Everyone who lives in an apartment building
- ◆ Everyone who likes to dance
- ◆ Everyone who likes pizza
- ◆ Everyone who likes vegetables
- ◆ Everyone who ate fruit today
- ◆ Everyone who likes music
- ◆ Everyone who drinks milk with their lunch
- ◆ Everyone who likes to draw or paint
- ◆ Everyone who likes to watch soccer games
- ◆ Everyone who played basketball in the last week
- ◆ Everyone who knows how to jump rope
- ◆ Everyone who walks to school
- ◆ Everyone who thinks his or her parents or guardians are too strict
- ◆ Everyone who likes to wear jeans

4. INVITE the youth to take turns thinking of other characteristics that may apply to young people. As youth call out different characteristics, the rest of the group should continue to step in and out of the circle depending on whether the characteristics apply to them.

LESSON
3

ACTIVITY **A**

 Total time: 15 minutes

MORE THAN ONE KIND OF KID

A Note About Defining an Audience by Ethnic Identity



We recommend that you do not use ethnic identity as an example of how advertisers segment or define a target audience. We tested workshop materials with pilot groups and found that young people were uncomfortable drawing these kinds of distinctions among themselves. In later discussions about target audiences, you may simply want to mention that ethnic groups are another example of differences among people, and that media producers may use them as a way to target audiences. If youth should choose ethnic identity as a characteristic when they take turns leading the activity, monitor the group to make sure the exercise still feels comfortable for everyone. If youth discuss ethnic identity, be sure they use terms that are appropriate and not derogatory.

5. ASK youth to return to their seats.
6. ASK youth how many times they stepped in the middle of the circle. **CALL OUT** ranges and ASK youth to raise their hands when you call out the range that they fit into, such as 1 to 5 times, 6 to 10 times, and more than 10 times.

 **1**
minute

Closing the Activity

1. SAY:



As we just saw, target audiences can be defined in many ways. Every time you were in the middle of the circle, you were the target audience. At one time or another, all of us are a target audience that the media focuses on. It may happen more often than we realize.

One way that media producers create media that appeal to a specific audience is by learning about the things that specific audience cares about. Then they link the media product to those specific interests.

2. THANK youth for participating. ASK whether youth have any comments or questions. TELL them it is time for a *Snack Break*.

Snack Break

LESSON 3



Just Peachy!

 **Time: 10 minutes**

What's In It?

- Sliced peaches (fresh or canned in water or juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen desserts (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola

Other Things You Need

- Ice cream scoop
- Paper bowls
- Plastic spoons
- Paper napkins
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- TELL youth to place peach slices in a bowl.
- TOP the slices with one scoop ($\frac{1}{2}$ cup) of fat-free or low-fat frozen yogurt, or soy frozen dessert.
- INSTRUCT youth to sprinkle a spoonful of granola on top.

While making and eating this snack, SUGGEST to youth that they invent a short statement that would tell their friends why they would want to choose this particular snack. Can they come up with a statement that is 10 words or fewer? EXPLAIN to

the youth that they will talk about statements made by media in the next activity, so this brainstorm during the snack is a fun way to get their creative juices flowing.

POINT OUT that the granola they are eating is a whole-grain food and that fat-free or low-fat frozen yogurt is a good source of calcium, a nutrient important for strong bones and bodies. TELL youth that they will learn more about these topics in later lessons.

There's a copy of this recipe at the end of the lesson for youth to take home. ENCOURAGE youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind this is a snack and not a meal.

The 6 Media Questions



Time
30 minutes



Activity Overview

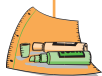
Youth use the 6 Media Questions to analyze different kinds of media.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Recognize the 6 Media Questions
- ◆ Use the 6 Media Questions to analyze selected media examples



Materials Needed

- Youth folders
- The 6 Media Questions poster
- Two examples of media from the following options: a cover of a popular compact disc, a print ad, or a poster (make sure that these examples reflect the cultural identity of the group)
- Media Detective Notepad* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- Watch/timer
- Masking tape
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD or a videotape with a taped segment of your group's favorite TV show (optional)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- Find two examples of media (based on the responses given at the end of Lesson 2)—a cover of a popular compact disc, a print ad, or a poster.
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #5: *Sample Media*. This segment includes samples of PSAs. Select one to play for youth during Part Two of this activity. Or, videotape a brief segment of your group's favorite TV show (based on the responses given at the end of Lesson 2) before the lesson and bring it in to show the group.

LESSON
3

ACTIVITY **B**

 Total time: 30 minutes

THE 6 MEDIA QUESTIONS

 **9**
minutes

Warm-Up



1. SAY:
All media have a message.

2. ASK youth: What does message mean?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
◆ A message is the specific point or statement made by a media product, such as the main idea of a TV advertisement or a key point in a news story.



3. SAY:
All media have messages to express, and media messages are communicated in many ways.

Understanding the messages in media is an important part of becoming media smart. Once you identify a media message, you can decide what you think of it.

In fact, six key principles—we call them the 6 Media Questions—help us understand the messages in the media we use. The 6 Media Questions are basic questions you can use to analyze media. These messages also will help you create media in your Mini-Productions and your Big Production.

4. ASK for a volunteer to read each question. After each question is read, ASK for a volunteer to explain what the question means. Some additional questions for this review include:

- ◆ What is this question asking you to think about?
- ◆ What does this question mean to you?

5. CLARIFY the concepts in each media question as needed. USE the *Understanding the 6 Media Questions* table for definitions of these concepts and examples of each.

This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions with their group.

Understanding the 6 Media Questions	
<i>What do you think about this media product? Answer the 6 Media Questions to help you decide.</i>	
The 6 Media Questions	What Do They Mean?
1. Who is the author or sponsor ?	This question is asking you to identify who wrote, created, or sponsored the media product. A newspaper journalist, a musician, or a food company are examples of sponsors.
2. Who is the audience?	This question is asking you to identify the group, such as young people, parents, older adults, or any other group you think the media product is meant for. In other words, who does the creator/sponsor want to see, hear, or use this product?
3. What is the purpose?	This question is asking you to identify the reason this media product was created (such as to inform, entertain, or persuade).
4. What is the message?	This question is asking you to identify the message that this specific media product is trying to get across. The message is the main statement, point, or opinion that is being expressed in the media. In other words, what is the media product telling you? Once you know what the message is, you can decide what you think about it and whether you agree with it.
5. What information is missing?	This question is asking you to identify information that is not included in the media message, but that is still important. The act of leaving out information is also known as omission . For example, a food ad might leave out information about ingredients, or a news story might present only one point of view about an issue.
6. What techniques are used to attract your attention?	This question is asking you to identify the specific techniques the media product uses to grab your attention and draw you in. The techniques used in media—such as sound, color, humor, or use of well-known people—are important because they make the media more interesting and attractive. Different techniques work with different audiences.

LESSON
3

ACTIVITY **B**

 Total time: 30 minutes

THE 6 MEDIA QUESTIONS

 20 minutes

Part One: Using the 6 Media Questions

 15 minutes

1. TELL youth that they will now have a chance to practice using the 6 Media Questions. EXPLAIN to youth:
 - ◆ I am going to divide you into two small groups.
 - ◆ Each group will get a media example.
 - ◆ Each group will work together to analyze its media example by answering the questions on the *Media Detective Notepad* sheet.
 - ◆ Both groups will have 5 minutes to analyze the media example.
 - ◆ Then each group will take turns presenting its ideas to all of us.
2. ASK for a volunteer to pass out the *Media Detective Notepad* sheets and the youth folders. Remind youth that only one person in each small group needs to write down the answers for the group. Other group members also can write the answers on their *Media Detective Notepad* sheets if they like, but they do not have to do so.
3. DIVIDE youth into two small groups.
4. GIVE each group one of the following media examples to analyze: a cover of a popular compact disc, a print ad, or a poster.
5. ASK each group to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group's ideas on the *Media Detective Notepad* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the answers when the group is done.
6. ALLOW groups to work for 5 minutes. VISIT each group and PROVIDE help as needed. TELL youth when they have 1 minute left to finish their sheets.
7. ASK the groups to take turns presenting their media example and answers from the *Media Detective Notepad* sheet. TELL each group that it has 2 minutes to present its example and answers. CLARIFY any concepts or questions that youth have difficulty with.

Media Analysis Example

Below is an example of how to analyze an advertisement using the 6 Media Questions. Keep in mind that these answers are only some possible answers. There may be other correct answers to some of the questions. For example, “What information is missing?” can have a wide variety of answers, depending on the perspective of the person answering the questions.

1. Who is the author or sponsor of this ad?
NHTSA (National Highway Traffic Safety Administration)
2. Who is the audience for this ad?
Parents
3. What is the purpose of this ad?
To persuade parents to use booster seats
4. What is the message in this ad?
Use a booster seat to protect your child.
5. What information is missing from this ad?
Where to buy booster seats
6. What techniques are used to attract your attention in this ad?
Black and white photograph of a smiling girl



 5 minutes

Part Two: Reviewing a PSA or Favorite TV Show



Segment #5: *Sample Media*

1. If you choose to use the Media-Smart Youth videotape or DVD, SKIP step #3.



SAY:

Now we're going to watch an example of a type of media. Then we'll talk about this example, so pay close attention. Keep in mind the 6 Media Questions we just talked about so you can be as media smart as possible!

2. **PLAY** one of the video media samples from the *Sample Media* video module, or a brief 1-minute clip from one of your group's favorite TV shows. After you play the sample, **ASK** youth the 6 Media Questions in connection with what they just viewed, and **DISCUSS** the answers as a group.

Answers to the 6 Media Questions for the PSAs in Segment #5: Sample Media

Sample #1 Football (Video)	
Questions	Answer
1. Who is the author or sponsor?	http://www.teensvolunteer.org
2. Who is the audience?	Teenagers, specifically boys
3. What is the purpose?	To persuade you to be a volunteer
4. What is the message?	Take the things you like to do and turn them into opportunities to volunteer.
5. What information is missing?	Lists of places to volunteer, what's the first step in finding a volunteer option
6. What techniques are used to attract your attention?	Football players coming out of the screen, music, humor (teen getting kicked by the boy)
Sample #2 Hello (Audio)	
1. Who is the author or sponsor?	http://www.weprevent.org , U.S. Department of Justice, Crime Prevention Coalition of America, National Conservation Council, the Ad Council
2. Who is the audience?	Primarily adults, anyone worried about crime in their neighborhood
3. What is the purpose?	To persuade you to talk to your neighbors so you can work together to identify potential criminals in your neighborhood
4. What is the message?	Talking to your neighbors is an easy way to be on the alert for neighborhood crime and to be informed about your neighborhood, in general.
5. What information is missing?	Where to call or what to do if you spot a crime and/or identify a criminal in your neighborhood
6. What techniques are used to attract your attention?	Talk-show format, humor and laugh track, McGruff the Crime Dog (well-known figure)

A Note About Using a PSA or Favorite TV Sample

Part Two of Activity B gives youth a chance to analyze a video media sample. Because TV and video are a regular part of many young people's lives, it is valuable for youth to analyze a video sample in this activity if you have a TV/VCR or DVD player available. The Media-Smart Youth videotape or DVD includes several examples of PSAs for you to choose from, or you may play the clip you recorded from one of your group's favorite TV shows.

The media sample on the Media-Smart Youth videotape or DVD is a PSA. A PSA makes people aware of a problem or issue and often includes a solution for the problem. Examples of the kind of issues that are discussed in PSAs include:

- Teen smoking
- Drug use
- Crime and safety
- Littering
- Lead poisoning

When you are finished with the discussion, conduct CLOSING THE ACTIVITY.

3. If you choose not to use the video or DVD, ASK youth:
What is the difference between the purpose and message of media?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ Purpose tells you what the media was created to do, such as entertain, inform, or persuade.
- ◆ Message is the main point or statement made by a media format, such as the main idea of a TV story or a key point in a news article.



1
minute

Closing the Activity

1. CONGRATULATE youth for being observant about media. ASK whether youth have any comments or questions. TELL them to put their *Media Detective Notepad* sheets into their folders.

2. SAY:



Throughout the rest of this workshop, you'll use the 6 Media Questions to analyze media and to create your own media. Knowing how to use the 6 Media Questions is an important step in becoming media smart. Now, each of you will take a turn being a director during the Action Break!

Action Break



The Director Says...

 **Time: 10 minutes**

This game will get the group moving and give each youth a chance to practice being a director. First, you (the facilitator) will be the director. Then youth can have their turn.

1. To begin, all the youth should stand facing the director (facilitator). Youth should spread out so they are at arm's length from each other and have room to move easily.
2. The director instructs everyone to perform an action by saying, "The director says" followed by an action and then demonstrates that action. For instance—"The director says jog in place." The group must imitate the director by jogging in place until the director gives the next action. Then each young person takes a turn being the director and may call out up to two actions for the group to do (you may increase this number depending on the size of your group and the time available).
3. There's one twist: If the director only says an action, such as "Jump up and down," and does not begin his or her sentence with the words "The director says..." then the director's turn is automatically over even if he or she did not get to name two actions for the

group to do. Also, the group members should not imitate a director's action if the instruction does not begin with the words "The director says." Instead, the members should continue doing the previous action (for example, jogging in place) while the group rotates to another director.

4. Make sure the director gives actions that include physical activity. Some suggestions include:
 - ◆ Do jumping jacks.
 - ◆ Touch your toes, then your head, then your toes, etc.
 - ◆ Dance in place.
 - ◆ Turn around in a circle.
 - ◆ Jump up and down on your left foot or on your right foot.
 - ◆ Do sit-ups.
 - ◆ Do leg lifts.
 - ◆ Stretch your arms up toward the ceiling.
 - ◆ Shuffle two steps to the left and then two steps to the right.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for

Mini-Production: And...Action!



Time
23 minutes



Activity Overview

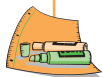
Youth brainstorm and create an action hero for a new cartoon show.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain that media messages often promote a specific action



Materials Needed

- Youth folders
- Action Hero Kit* sheets (one copy for each youth)
- Fine-point colored markers (enough for each youth to have several to draw with)
- Masking tape
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- Photocopy the *Action Hero Kit* sheet (one copy for each youth).
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

LESSON 3

ACTIVITY C

 Total time: 23 minutes

AND... ACTION!

 5 minutes

Warm-Up

1. ASK youth:

- ◆ What does **action** mean?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Action means doing something—such as making movement, creating change, buying something, or going somewhere.
- ❖ Examples of action include dancing, reading, doing community service, talking with your friends, thinking, coming to this workshop, or buying an apple.

2. SAY:



The third media question focuses on purpose. One purpose of media is to persuade an audience to act. We're going to focus on the concept of action in this activity. This Mini-Production will teach you skills that you can use in your Big Production at the end of the workshop. Let's begin by thinking of your favorite TV commercials.

3. ASK youth:

- ◆ What specific actions do your favorite commercials ask you to take?
- ◆ What specific actions do other media products you've seen ask you to take?

4. ASK youth:

- ◆ What do you think it means when we say that an ad promotes a **specific action**? LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ It means the advertisement's producer wants you to take one certain action. For example, an advertisement for a particular brand of breakfast cereal doesn't want you to buy just any kind of cereal. The producer wants you to buy the brand of cereal you saw in the ad.
- ❖ To be effective, it is important for media producers to be clear and exact about the action they want the audience to take. Being clear and exact is what makes the action specific.

5. SAY:



Sometimes people who create advertisements or public service announcements include a short, catchy phrase to persuade an audience to take an action.

6. ASK youth:

- ◆ What is this short phrase called?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ◆ **Slogan**

- ◆ What are some examples of slogans?

7. SAY:



In your Big Production, you are going to encourage your audience to take a specific action for better nutrition or increased physical activity. Let's practice thinking of specific actions now by doing a creative activity.

 17 minutes **Doing the Activity**

1. SAY:



You are going to create an action hero to star in a new cartoon show. Your action hero can be any kind of hero you want—you are the sponsor of this new cartoon show, after all. The unique feature of your hero is that it has special powers to promote a specific healthy action that focuses on nutrition or physical activity. You must decide what kind of action your hero will promote, and then create a slogan that he or she can say often to persuade others to do it, too. After you choose your hero's nutrition or physical activity action and slogan, you will draw a sketch of your action hero. Some examples include:

- ◆ Carrot Boy likes to eat a handful of carrots every day. Carrots help his eyesight so he can find missing toys for kids all over the city. Carrot Boy encourages kids his age to eat carrots to help their eyes be healthy, too. His slogan is: "Go crunchy! Eat carrots today!"
- ◆ Basketball Girl likes to play basketball every day. Playing basketball helps her feel energetic and makes her legs strong so she can run fast and catch criminals. Basketball Girl encourages kids her age to play basketball so they can be strong and fast, too. Her slogan is: "Dribble a ball today!"

2. HAND OUT the Action Hero Kit sheets and markers to each youth. ASK youth to work individually or in pairs to create an action hero. TELL youth they have 10 minutes to

LESSON 3

ACTIVITY C

 Total time: 23 minutes

AND... ACTION!

create their action hero. TELL youth when they have 5 minutes and then 1 minute left to finish their action heroes. If they finish early, they can start outlining a story about their action hero on the back of the page.

A Note About Thinking of a Specific Action

This activity is meant to be fun and fast. Encourage youth to spend just 1 minute thinking of a nutrition or physical activity action they like to do, and then use the rest of the time to create a character and slogan about this action.

3. REMIND youth to name their heroes! They should choose a name that reflects the hero's unique skills and the specific action the hero promotes.
4. ASK youth to hang their action heroes on the wall when they are done, or when 10 minutes have passed, so the rest of the group can view them.
5. DISCUSS briefly with the group:
 - ◆ What specific actions do your action heroes promote?
 - ◆ Why is it important that they promote specific actions?
 - ◆ What are their slogans?



1
minute

Closing the Activity

1. CONGRATULATE the group members on their creativity and fun approach to this activity. ASK whether youth have any comments or questions. TELL them to remove their action hero drawings from the wall and put them in their folders.
2. TELL youth that they will have more opportunities throughout the workshop to promote nutrition and physical activity actions.



Finishing Up the Lesson

 **Time: 2 minutes**

1. THANK youth for doing great work during today's lesson. COLLECT their folders.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Target audience
 - ◆ The 6 Media Questions
 - ◆ Role of media in promoting specific actions
 - ◆ Slogans
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. TELL youth that the next lesson will focus on nutrition.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you use a type of media at home, try to figure out its message.
- ◆ Tell your parent or other family member about that type of media's message. Ask them to identify messages the next time they use media, too. If they need help, explain the term "message" to them.



Media Detective Notepad

6 QUESTIONS TO ASK WHEN USING MEDIA

Take a close look at your media sample. Discuss it with your group and answer the following questions. Remember, you're a detective, so be sure to think beyond the ordinary—you may have to dig a little to find the true answers. There may even be more than one answer to some questions—be sure to write down all the answers you discover.

1. WHO IS THE AUTHOR OR SPONSOR?

2. WHO IS THE AUDIENCE?

3. WHAT IS THE PURPOSE?

4. WHAT IS THE MESSAGE?

5. WHAT INFORMATION IS MISSING?

6. WHAT TECHNIQUES ARE USED TO ATTRACT YOUR ATTENTION?

ACTION HERO KIT

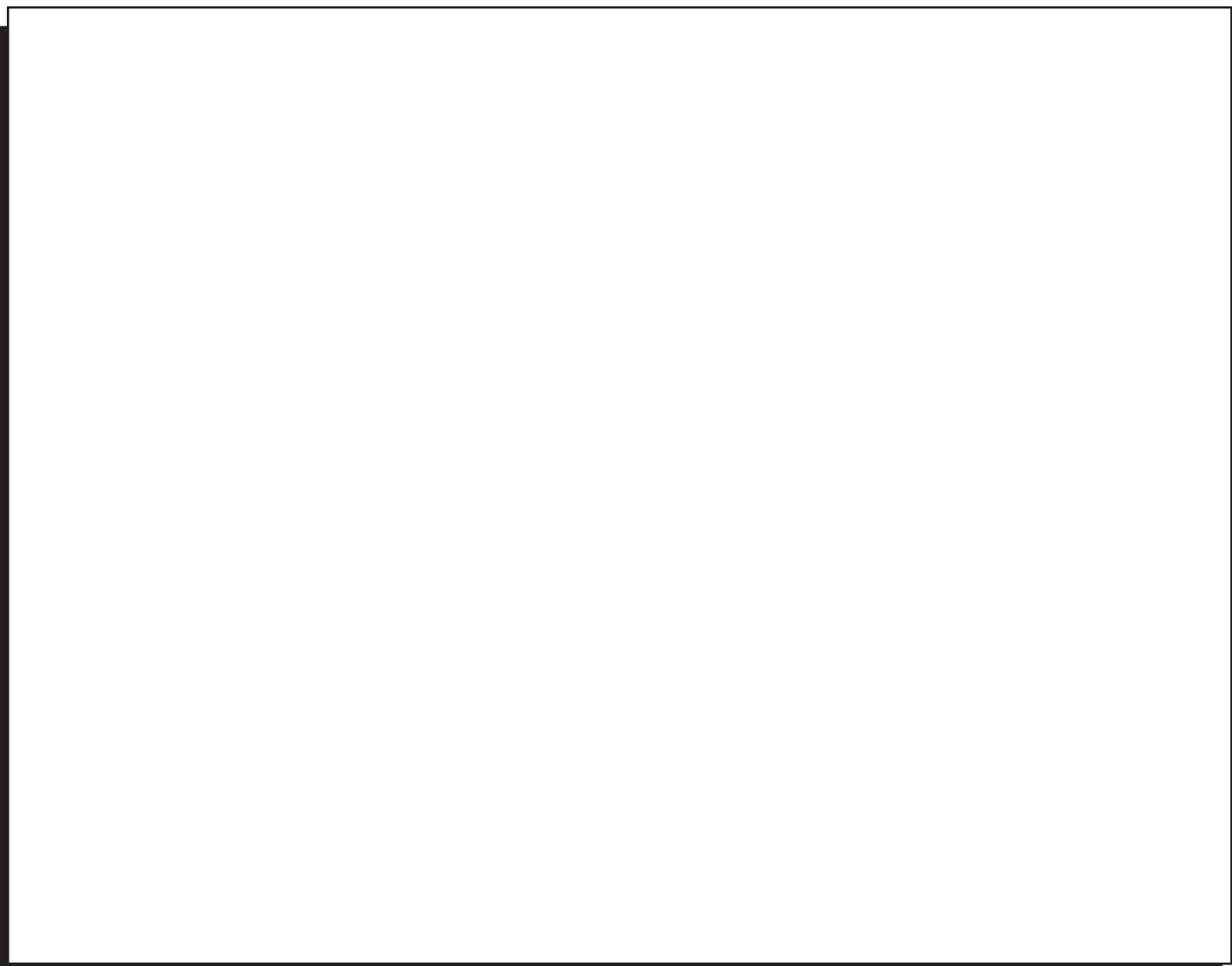
My name is: _____

The name of my action hero is: _____

My action hero's nutrition or physical activity action is: _____

My action hero's slogan is: _____

Draw your action hero in the space below.



Sample Parental Permission Form for Lesson 6 Grocery Store Field Trip

If you decide to conduct Lesson 6 by taking a field trip to a grocery store, your organization may want to obtain parent/guardian permission. If so, this sample permission form may be helpful to you. Please adapt it as needed.

DATE

Dear Parents/Guardians,

YOUR ORGANIZATION'S NAME will be conducting a field trip to a grocery store as part of the *Media-Smart Youth: Eat, Think, and Be Active!* program. The trip will give youth a chance to apply many of the nutrition concepts they have been exploring in the program. While they are at the grocery store, youth will:

- Review the wide variety of nutritious foods available at the store
- Examine and compare ingredient lists and Nutrition Facts labels to see how these tools can help them make smart food choices
- Explore how food manufacturers use product packaging and in-store product placement to influence sales

WHERE: -----
NAME OF GROCERY STORE

WHEN: -----
DATE OF FIELD TRIP

TRANSPORTATION: -----
HOW YOUTH WILL GET TO THE STORE AND BACK

If you can help out as a chaperone, we would be very happy to have you come along on the field trip. This is a great chance to see these thoughtful and creative youth in action!

Sincerely,

NAME OF FACILITATOR/PROGRAM DIRECTOR

- Yes, my child -----
NAME OF YOUTH may participate in the grocery store field trip.
- No, my child -----
NAME OF YOUTH may not participate in the grocery store field trip.
- I can help chaperone the field trip.

Youth's name (Print): _____

Parent/guardian name (Print): _____

Parent/guardian signature: _____

Telephone: (Work) _____ (Home) _____ (Cell) _____

My child has the following food allergies/medical conditions: _____



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you use a type of media at home, try to figure out its message.
2. Tell your parent or other family member about that type of media's message. Ask them to identify messages the next time they use media, too. If they need help, explain the term "message" to them.

Take Home a New Snack: Just Peachy

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Sliced peaches (fresh or canned in water or juice)
- Fat-free or low-fat frozen yogurt or soy frozen dessert
- Low-fat granola

How to Put It Together

- Place peach slices in a bowl.
- Top them with one scoop ($\frac{1}{2}$ cup) of fat-free or low-fat frozen yogurt, or soy frozen dessert.
- Sprinkle a spoonful of granola on top.

Bonus

The granola you are eating is a whole-grain food and the fat-free or low-fat frozen yogurt is a good source of calcium, a nutrient important for strong bones and bodies!

Nutrition Know-How... Eat It Up!



Total Time

90 minutes

- 🕒 70 minutes for **Activities**
- 🕒 10 minutes for **Snack Break**
- 🕒 10 minutes for **Action Break**



Lesson Overview

Youth learn about whole grains and discuss ways to choose whole-grain foods more often in their daily lives. Youth also talk about the importance of choosing foods that are low in fat and added sugar, and work in groups to identify ways to reduce fat and added sugar in their food choices. For the *Mini-Production*, youth create a poster that encourages young people to choose fruits and vegetables, whole-grain foods, or foods that are low in fat and added sugar.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Name two benefits of a diet rich in whole-grain foods
- ◆ List at least three types of whole-grain foods

- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label
- ◆ Name three ways to include whole-grain foods in daily eating
- ◆ Name two foods that are high in fat
- ◆ Name two foods that are high in added sugar
- ◆ Explain the importance to health of reducing intake of fat and added sugar
- ◆ List three ways to reduce fat or added sugar in daily eating
- ◆ Create food-related health messages for an audience of young people



Lesson Activities

- ◆ **Activity A: Hurray for Whole Grains!**
(25 minutes)
- ◆ **Snack Break: Fruit and Krunch Kebabs**
(10 minutes)
- ◆ **Activity B: Cutting Back on Fat and Added Sugar**
(23 minutes)

LESSON 4

- ◆ **Action Break: A Cool Wind Blows**
(10 minutes)
- ◆ **Activity C: Mini-Production:
Creating a Nutrition Poster**
(20 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.



Materials Needed

For Activities

- ❑ The 6 Media Questions poster
- ❑ Large paper, markers, masking tape, watch/timer, easel (if available)
- ❑ Picture of a whole grain with the parts labeled (see end of lesson)
- ❑ Prepared signs listing nutrients and other components of whole grains (see notes on the next page)
- ❑ Empty packages from several whole-grain and refined-grain foods, such as whole-wheat/white bread, brown/white rice, whole-grain breakfast cereal (such as a whole-wheat flake cereal)/refined-grain breakfast cereal (such as a sweetened rice-based cereal)
- ❑ Large papers with suggestions about ways to more often choose fruits and vegetables (from Lesson 1), whole-grain foods, and foods low in fat and added sugar (from this lesson, Activities A and B)
- ❑ TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- ❑ Two or three pieces of poster board
- ❑ Markers and pens in a variety of colors (several for each youth)
- ❑ Decorative supplies, such as stickers
- ❑ *Take Home a New Idea!* sheets (one for each youth)

For Snack Break

- ❑ Crunchy whole-grain breakfast cereal (such as a whole-wheat flake cereal, or wheat and barley nugget cereal)
- ❑ Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- ❑ Fresh fruit (such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks)
- ❑ Toothpicks or wooden skewers
- ❑ Three or four bowls
- ❑ Paper plates, cups, and napkins
- ❑ Plastic spoons
- ❑ Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- On 8½" x 11" sheets of paper, make signs listing the nutrients and other components of whole grains, as shown below. Each youth should have a sign. Make one extra sign each for "IRON" and "B VITAMINS"; they will be used in the whole-grain-to-refined-grain demonstration. If you have more than 10 youth in the group, make additional signs for "BRAN." If you have fewer than 10 youth, youth can hold more than one sign (except for the person holding the "ENDOSPERM" sign, who should hold only that sign).

FIBER	ENDOSPERM
GERM	BRAN
B VITAMINS thiamin, niacin, riboflavin, folic acid	IRON
ANTIOXIDANTS	VITAMIN E

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and label it at the top: "Strategies to Reduce Fat and Added Sugar."
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #6: *Eat It Up!* This segment features young people in real-life situations faced with difficult snack choices.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Set up two or three workstations in different areas in the room where the youth can work in small groups. Each workstation should have a piece of poster board, markers and pens, and decorative supplies. Make sure that the large papers with food choice strategies are posted and easily seen by youth.
- Photocopy the *Take Home a New Idea!* sheet (one for each youth).

Hurray for Whole Grains!



Time

25 minutes



Activity Overview

The activity begins with a brief discussion about grains and whole grains and their importance to health. The youth then act out what happens during the milling process to demonstrate the difference between a whole grain and an enriched, refined grain. The activity ends with a quick discussion about ways to enjoy whole-grain foods more often in daily eating.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Name two benefits of a diet rich in whole-grain foods
- ◆ List at least three types of whole-grain foods
- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label
- ◆ Name three ways to include whole-grain foods in daily eating



Materials Needed

- The 6 Media Questions poster
- Large paper, markers, masking tape, watch/timer, easel (if available)
- Picture of a whole grain with the parts labeled (see end of lesson)
- Prepared signs listing nutrients and other components of whole grains (see notes below)
- Empty packages from several whole-grain and refined-grain foods, such as whole-wheat/white bread, brown/white rice, whole-grain breakfast cereal (such as a whole-wheat flake cereal)/refined-grain breakfast cereal (such as a sweetened, rice-based cereal)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- On 8½" x 11" sheets of paper, make signs listing the nutrients and other

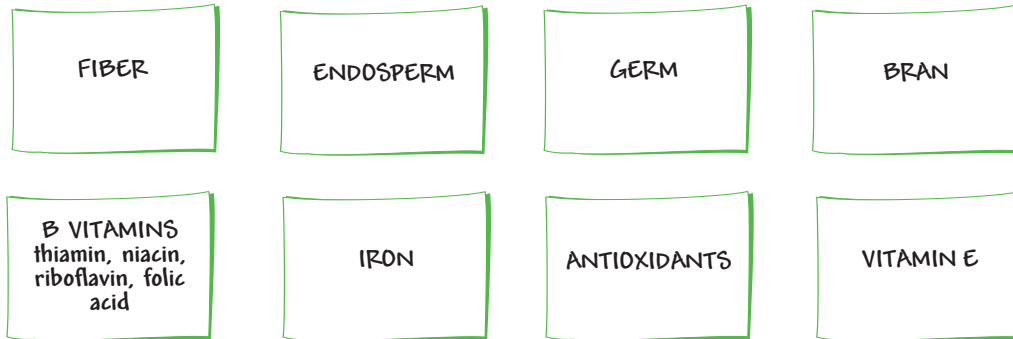
LESSON
4

ACTIVITY **A**

🕒 Total time: 25 minutes

HURRAY FOR WHOLE GRAINS!

components of whole grain, as shown here. Each youth should have a sign. Make one extra sign each for “IRON” and “B VITAMINS”; they will be used in the whole-grain-to-refined-grain demonstration. If you have more than 10 youth in the group, make additional signs for “BRAN.” If you have fewer than 10 youth, youth can hold more than one sign (except for the person holding the “ENDOSPERM” sign, who should hold only that sign).





5 minutes

Warm-Up



1. WELCOME youth back. SAY: *In this activity we're going to return to the subject of nutrition. We're going to talk about whole-grain foods.*
2. TELL youth they are going to do a quick brainstorm. ASK them to name as many grain foods as they can. WRITE down all their responses on large paper. USE the following list to help them if needed.



Grain Foods

- | | | |
|--------------------------|--|------------------|
| ❖ Bagels | ❖ Crackers | ❖ Pita bread |
| ❖ Barley | ❖ English muffins | ❖ Polenta |
| ❖ Bread | ❖ Indian naan bread | ❖ Popcorn |
| ❖ Breakfast cereal | ❖ Grits | ❖ Pretzels |
| ❖ Bulgur (cracked wheat) | ❖ Matzo/matzoh | ❖ Quinoa |
| ❖ Cake | ❖ Muffins | |
| ❖ Cookies | ❖ Oatmeal | ❖ Rice |
| ❖ Corn bread | ❖ Pancakes | ❖ Rolls and buns |
| ❖ Corn chips | ❖ Pasta (noodles, spaghetti, macaroni, etc.) | ❖ Taco shells |
| ❖ Couscous | | ❖ Tortillas |
| | | ❖ Waffles |



3. CONGRATULATE youth on all their ideas. SAY: *Grains have been a basic food for people all over the world for thousands of years. They are an important part of a nutritious diet. People eat whole-grain foods and refined-grain foods. Most of the grains eaten in the United States are **refined grains**.*
4. SHOW youth the picture of a whole grain found at the end of the lesson. NOTE that a whole grain contains all the parts of the grain—the bran, endosperm, and germ. Using the picture, POINT OUT that each of these parts contains important nutrients.

A Note About Terminology

Be prepared for the possibility of giggling or jokes about the term “endosperm.” If this happens, tell youth that they are right in thinking “endosperm” sounds like “sperm.” Both come from the Greek word “sperma,” which means “seed.”

5. EXPLAIN that a refined grain is a whole grain that has gone through a milling process. In this process, the whole grain kernels are cleaned and moistened. Then they are crushed between heavy rollers, which separate the bran and germ from the endosperm. The endosperm particles are ground some more and sifted to make white flour. The bran and germ particles are gathered together and sold as feed for livestock. NOTE that removing the bran and the germ removes many of the **nutrients** in the grain. Most refined grains are enriched, which means that some of these nutrients are added back.

6. SAY:



Today, health experts say that we should try to choose foods made from whole grains in place of those made from refined grains.

*An important way to know if a packaged food is made from whole grains is to look at the **ingredient list**, which is often on the back or sides of a package. The ingredient list tells you exactly what is in a particular food item. The **ingredient** that weighs the most is listed first, and the ingredient that weighs the least is listed last. For example, the ingredient list for canned pinto beans might be: pinto beans, water, and salt. This means that the first ingredient (pinto beans) weighs the most, followed by the second ingredient (water), then the third (salt).*

7. ASK youth:

- ◆ Why do you think that health experts suggest we eat whole-grain foods instead of refined-grain foods?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Whole-grain foods have more nutrients than refined-grain foods do.

8. SAY:



*Whole-grain foods also have more dietary fiber than refined-grain foods. Dietary fiber is a kind of **carbohydrate** (sugars and starches are the other two kinds of carbohydrates). Fiber is important because it helps keep your digestive tract healthy. Fiber is found only in plant foods: whole grains, fruits, vegetables, dry beans, and nuts and seeds. A few foods—like dry beans—are very high in fiber. Most other fiber-containing foods—like whole grains, fruits, and vegetables—have smaller amounts. That’s one reason it’s important to eat plenty of whole-grain foods, fruits, and vegetables. By themselves, they don’t have a lot of fiber, but together, they can supply a lot in a person’s overall diet. People who eat diets that are rich in whole-grain foods and other fiber-containing foods may have lower risks of diseases such as heart disease, diabetes, and some cancers.*



19
minutes

Doing the Activity



8
minutes

Part One: Using the Package to Find Whole Grains

1. HAND OUT the empty packages from the grain products. ASK youth to look at the ingredient list and find clues that will tell them whether the food is made from whole grain or enriched, refined grains.

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

◆ *Clues for whole-grain foods:*

- ❖ “Whole” or “whole-grain” is listed before the grain ingredient’s name.
- ❖ The whole grain is the first ingredient listed.

◆ *Clues for enriched, refined-grain foods:*

- ❖ Words like “wheat flour,” “enriched flour,” or “degerminated cornmeal” are found in the ingredients list.
- ❖ The ingredients list includes **vitamins** and **minerals** that have been added back, such as thiamin, riboflavin, or iron.

2. TELL youth about other things to look out for:

- ◆ A grain food with a brown or dark color isn’t necessarily a whole-grain food. The color can come from molasses or other ingredients.
- ◆ Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” or “seven-grain” are usually not whole-grain foods.
- ◆ A whole-grain health claim on the package tells you the food is made from whole grains: “Diets rich in whole-grain foods and other plant foods and low in total fat, saturated fats, and cholesterol may help reduce the risk of heart disease and certain cancers.”

3. ASK youth to look at the **Nutrition Facts labels**. ASK them to find “Fiber” on the label. If the young people need help finding fiber on the Nutrition Facts label, look to the table on p. 188 in Lesson 6 to help guide them. Which grains have more fiber? NOTE that this activity is just a quick look at the label. TELL youth that they will look at the label in more detail in Lesson 6: *Visiting a Grocery Store* (p. 95).

A Note About Reading the Nutrition Facts

The U.S. Food and Drug Administration Web site offers great information about the Nutrition Facts label and how to use it to make food choices. Go to:
<http://www.cfsan.fda.gov/~dms/foodlab.html>

LESSON
4
ACTIVITY **A**

🕒 Total time: 25 minutes

HURRAY FOR WHOLE GRAINS!

🕒 11 minutes

Part Two: At the Grain Mill

1. SAY:



At the beginning of this activity, I explained the milling process. Let's do a demonstration now that puts that explanation into action. It will help you see the difference between whole grains and refined grains, and why you may want to choose whole-grain foods more often. First we're going to demonstrate what happens to a whole grain at the mill. Then we'll demonstrate what happens at the mill when a whole grain is processed into an enriched, refined grain.

2. **HAND OUT** the prepared signs. Each youth should hold a sign indicating what part of the whole grain he or she is: fiber, bran, endosperm, germ, antioxidants, vitamin E, B vitamins, or iron. **ASK** all the youth to stand in a tight cluster together at one end of the space. **EXPLAIN** that, together, they are a whole grain. **ASK** the youth or youths holding the "BRAN" signs to stand at the outside of the cluster because they are the outer covering of the whole grain.

A Note About This Activity

Be sensitive to any youth's reluctance to be in a tight cluster. It is intended to suggest a seed packed full of elements, but if youth would prefer some space in their cluster, that's all right.



3. **TELL** youth that the milling process has begun. **ASK** the group to slowly shuffle toward the other end of the room. **REMAND** them to stay as close together as they can. When they get to the other end of the room, **TELL** them to stop. Ta-da! They are still a whole grain, ready to be made into bread, pasta, cereal, or other whole-grain products.



4. **TELL** youth to return to the place where they started (they do not have to stay in their cluster as they return to the starting place). **EXPLAIN** that they are now going to demonstrate what happens when a whole grain is milled into a refined grain.
5. **ASK** all the youth but two (one holding an **IRON** sign, one a **B VITAMINS** sign) to stand in a tight cluster together at one end of the space. **EXPLAIN** that, together, they are a whole grain. Each youth in the cluster holds a sign indicating what part of the whole grain they are: fiber, bran, endosperm, germ, antioxidants, vitamin E, B vitamins, or iron. The two other youth stand about two-thirds of the way down the space. They are the nutrients added back during the refining process.

HURRAY FOR WHOLE GRAINS!

🕒 Total time: 25 minutes

ACTIVITY

A

6. TELL youth that the milling process has begun. ASK the group to begin to shuffle toward the other end of the room. REMIND them to stay as close together as they can. When the group is about one-third of the way across the space, TELL the cluster to stop.
7. ASK the bran, germ, fiber, B vitamins, iron, antioxidants, and vitamin E youth to leave the cluster and stand to the side. The one person remaining in the cluster (endosperm) continues on toward the other end of the room. When the youth reaches the two youth holding the B VITAMINS and IRON signs, TELL him/her to stop.
8. ASK the youth holding the B VITAMINS and IRON signs to join the “ENDOSPERM” person in a tight cluster. TELL the cluster to continue shuffling. When they get to the other end of the room, TELL them to stop. Ta-da! They are now an enriched refined grain ready to be made into bread, pasta, cereal, or other refined-grain products.
9. ASK youth to return to their seats. CONDUCT a quick debriefing, using the following questions:
 - ◆ What do you think about what happens to a whole grain during the milling process?
 - ◆ Has this demonstration changed your opinions about grain foods? If so, how?
10. BE SURE to note that even though nutrients are added back when the grain is enriched, it doesn't mean that the final product is exactly the same, or as nutritious as the whole-grain product.
11. DISCUSS the kinds of grain foods the youth like to eat (this talk may be particularly interesting if the group is ethnically or culturally diverse and enjoys grain foods specific to their heritages).
12. ASK youth for their suggestions about ways to choose whole-grain foods more often in daily eating. FOCUS on good times, places, and occasions to eat these foods. USE the chart on the next page as a guide to help youth as needed. WRITE their ideas on large paper. (This large paper also will be used in the next activity.)



Whole Grains that are Widely Available in the United States

- | | | |
|----------------|--------------------|---------------|
| ❖ Brown rice | ❖ Pearl barley | ❖ Whole oats |
| ❖ Bulgur | ❖ Popcorn | ❖ Whole rye |
| ❖ Graham flour | ❖ Whole-grain corn | ❖ Whole wheat |
| ❖ Oatmeal | | |



Tips on Eating More Whole-Grain Foods

I. CHOOSE WHOLE-GRAIN FOODS INSTEAD OF REFINED-GRAIN FOODS

Choose	Instead Of
<ul style="list-style-type: none"> • Whole-wheat bread, bagels, pita, or tortillas • Oatmeal bread 	<ul style="list-style-type: none"> • White bread, bagels, pita, or tortillas
<ul style="list-style-type: none"> • Whole-wheat pasta (try going half whole-wheat and half regular at first) 	<ul style="list-style-type: none"> • Regular pasta
<ul style="list-style-type: none"> • Brown rice 	<ul style="list-style-type: none"> • White rice
<ul style="list-style-type: none"> • Whole-wheat flake or shredded wheat breakfast cereal • Oatmeal • Hot wheat cereal 	<ul style="list-style-type: none"> • Corn- or rice-based breakfast cereal
<ul style="list-style-type: none"> • Bran or whole-wheat muffins 	<ul style="list-style-type: none"> • Danishes, doughnuts, croissants

II. TRY WHOLE-GRAIN FOODS YOU'VE NEVER TRIED BEFORE

- Bulgur (cracked wheat, it's a little like rice and has a nutty flavor)
- Barley
- Couscous made from millet
- Wheat germ (great sprinkled on fat-free/low-fat yogurt)
- Wild rice

III. EAT WHOLE-GRAIN FOODS MORE OFTEN

Enjoy Them at Breakfast

- Whole-wheat pancakes
- Toasted whole-grain bread or English muffin

Enjoy Them at Lunch

- Sandwich made with whole-wheat bread or pita
- Beef and barley soup

Enjoy Them at Dinner

- Whole-wheat spaghetti with tomato sauce
- Broiled chicken with bulgur on the side

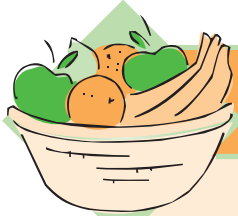
Enjoy Them for Snacks

- Whole-wheat pita and hummus
- Air-popped popcorn

1
minute**Closing the Activity**

1. THANK youth for their wonderful ideas and suggestions. TELL them that they will be talking more about nutrition in the next activity, but first they're going to have a *Snack Break*.

Snack Break



Fruit and Krunch Kebabs

 **Time: 10 minutes**

What's In It?

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake cereal or wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fresh fruit (such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks)

Other Things You Need

- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, low-fat or fat-free milk, water, or seltzer)

How to Put It Together

- ◆ PUT yogurt in bowls.
- ◆ POUR cereal onto plates.
- ◆ TELL youth to stick a toothpick in a piece of fruit.
- ◆ TELL them to pick up the fruit by the toothpick and dip the fruit into yogurt.

- ◆ INSTRUCT youth to roll the yogurt-covered fruit in the cereal to coat the fruit.

POINT OUT that the cereal they are eating is a whole-grain food and that yogurt is a good source of calcium, a nutrient that's important for healthy bones and teeth.

There's a copy of this recipe at the end of the lesson for youth to take home. ENCOURAGE youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind this is a snack and not a meal.

Cutting Back on Fat and Added Sugar



Time

23 minutes



Activity Overview

In this activity, youth talk about the importance of choosing foods that are low in fat and added sugar. Youth discuss some major sources of fat and added sugar in foods and work in groups to identify ways to reduce fat and added sugar in their diets.



Activity Objective

At the end of the activity, youth will be able to:

- ◆ Name two foods that are high in fat
- ◆ Name two foods that are high in added sugar
- ◆ Explain the importance to health of reducing intake of fat and added sugar
- ◆ List three ways to reduce fat or added sugar in daily eating



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and label it at the top with the heading: "Strategies to Reduce Fat and Added Sugar."
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #6: *Eat It Up!* This segment features young people in real-life situations faced with difficult snack choices.

Strategies to Reduce Fat and Added Sugar

LESSON
4
ACTIVITY **B**

🕒 Total time: 23 minutes

FAT AND ADDED SUGAR

🕒 9 minutes

Warm-Up



1. WELCOME youth back. SAY: *We've already talked about fruits, vegetables, and whole-grain foods and why they are good for our bodies. Now we're going to talk about fat and added sugar.*

2. ASK youth:

- ◆ You each make choices every day about the foods you eat, especially when it comes to having snacks. Do you ever think about fat or added sugar in food items when you make food choices?
- ◆ Why is it important for young people to be aware of how much fat and added sugar they eat?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

❖ Young people need to eat nutritious foods to help their bodies grow. Many foods that are high in fat or added sugar can fill us up without offering important nutrients. Many of these foods are also high in calories. It's important for young people to make sure that their food choices fulfill their hunger cravings while also giving their bodies essential nutrients and staying within calorie needs.

❖ What you eat now has an impact on your future health. When you're young, eating foods that are rich in nutrients, low in fat and added sugar, and moderate in calories will help you build good eating habits and will help your body stay healthy when you are older. Over time, diets that are high in fat, added sugar, and calories, and low in fiber can lead to health problems, such as heart disease or diabetes.

A Note About This Discussion



We have provided examples of foods high in fat and added sugar to help guide this discussion. If appropriate, encourage youth to include foods high in fat and added sugar from their own culture throughout this discussion.

3. SAY:



Let's talk about where fat in our food comes from. There are three main ways that fat is found in our food:

- ◆ *Visible fat*—This is fat you can see on food, such as untrimmed fat on meat and poultry or the skin on poultry.
- ◆ *Hidden fat*—This is fat that is found naturally within certain foods. For example, cheese naturally contains fat.
- ◆ *Added fat*—This is fat that is used in cooking or that is added to foods in processing. Butter is an example of added fat.

4. TELL youth they are going to do a quick brainstorm. ASK them to name as many foods as possible that are high in fat. REMIND them to think about all three ways fat is in food: visible fat, hidden fat, and added fat. WRITE down their ideas on large paper. Use the list below to help them if necessary.

Examples of foods that are high in fat:

- ❖ *Visible fat:* Meat/poultry with untrimmed fat, bacon
- ❖ *Hidden fat:* Whole milk, cheese, ice cream, coconut, nuts, chocolate
- ❖ *Added fat:* Oils, butter, salad dressing, cakes, cookies, crackers, muffins, doughnuts, potato chips, corn chips

5. SAY:



Now let's talk about sugar in our food. There are two ways that sugar is found in our food:

- ◆ *Naturally occurring sugar—such as the sugar found in fruit or milk*
- ◆ *Added sugar—sugars and syrups that are added to foods during processing or preparation*

Although our bodies process natural and added sugars in the same way, foods that have naturally occurring sugars also tend to have more nutrients than do foods that are high in added sugar. For example, an orange contains sugar naturally, but it also has fiber and other nutrients. Jelly beans, on the other hand, are high in added sugar and contain no nutrients.

6. TELL youth they are going to do another quick brainstorm. ASK them to name as many foods as possible that are high in added sugar. WRITE down their ideas on large paper. Use the list below to help them if necessary.

Examples of foods that are high in added sugar:

Soft drinks, candy, cakes/cookies/pies, fruit punch, sports drinks, ice cream, some ready-to-eat breakfast cereals

7. CONGRATULATE youth for their ideas. SAY: *As you can see from these lists, many familiar foods are high in fat or added sugar. It's important to be aware of this fact, and to try to cut back on fat and added sugar. Cutting back may seem hard to do at first, but there are many ways to do it. We're going to play a game that will help us think of ways to cut back on fat and added sugar.*



LESSON
4
ACTIVITY **B**

🕒 Total time: 23 minutes

FAT AND ADDED SUGAR



13
minutes

Doing the Activity

1. ASK youth:

What are three important ways to reduce fat and added sugar in your diet?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ Choose *alternatives* that are lower in fat or added sugar.
- ◆ Choose *smaller amounts* of foods that are high in fat or added sugar.
- ◆ Choose *less often* foods that are high in fat or added sugar.

2. TELL youth they are going to play a game in which they brainstorm ideas for reducing fat and added sugar in their diets. Their ideas should build on the three ways they just discussed. Some examples of ideas include:

- ◆ Have a plain breakfast cereal instead of a frosted breakfast cereal (added sugar: alternative).
- ◆ Instead of having a regular soda every day, choose fat-free or low-fat milk or water most of the time (added sugar: less often or alternative).
- ◆ Remove the skin before eating chicken (fat: alternative).
- ◆ Make chips a “sometimes treat” instead of a regular snack (fat: less often).
- ◆ Choose a small order of fries instead of a large order (fat: smaller amounts).
- ◆ Split an ice cream sandwich with a friend instead of eating it all by yourself (added sugar and fat: smaller amounts).

3. DIVIDE the youth into two or three small groups and put one group at each workstation with large paper and markers.

4. ASK the group to select one or more youth for each of these roles:

- ◆ Note taker(s) will write down the group’s ideas on a piece of large paper.
- ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
- ◆ Presenter(s) will read the list when the group is done.

5. ASK youth to work in their small groups and brainstorm as many strategies as possible for reducing fat or added sugar in their diets. They should try to come up with as many ideas as possible in 5 minutes. ENCOURAGE them to think about their own lives and what they eat. What strategies would work for them in their daily food choices?

6. ALLOW 5 minutes for youth to brainstorm and write down their ideas. VISIT each group and PROVIDE help as needed. TELL youth when they have 1 minute left to finish their lists.
7. When they are finished with the brainstorm, TELL youth that each group will have 1 minute to present its list. ASK youth to gather around the first group's paper and listen as the presenter reads the list out loud. CONTINUE until all groups have presented their lists.
8. CONGRATULATE youth for their teamwork and creative ideas. TELL youth that their lists show that we can use many different ways to reduce fat and added sugar in our diets. Some ways may work better for us than for others.

A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can create the longest list in 5 minutes? Give a round of applause to the group that wins and invite those youth to present their list first.



Segment #6: *Eat It Up!*



9. If you choose to use the Media-Smart Youth videotape or DVD, SKIP the material in step #10. SAY: *Now we're going to watch a video segment that shows young people in real-life situations faced with making some snack choices. You may even see some of the great strategies you came up with!*

SHOW the *Eat It Up!* module.



10. If you choose not to use the video or DVD, SAY: *It's important to choose foods and drinks that are low in fat and added sugar so that your growing bodies can get all the nutrients they need now, and to help prevent health problems in the future.*

11. DISCUSS with the youth as a full group:
 - ◆ Which of the approaches for reducing fat and added sugar did you like best?
 - ◆ Which ideas do you think you'd be most likely to try?



1 minute

Closing the Activity

1. THANK youth for all their great work. ASK them whether they have any comments or questions. TELL them it is time for an *Action Break*.

Action Break



A Cool Wind Blows

 **Time: 10 minutes**

1. SET UP the chairs in a half-circle. Use one less chair than there are youth.
2. CHOOSE one youth to remain standing in front of the chairs, facing the group. ASK remaining youth to sit on the chairs.
3. TELL youth that you will call out a statement that describes some members of the group. Be sure to begin the statement by saying, “The cool wind blows for anyone who _____,” filling in the blank with any descriptive quality about some members of the group. For example, you may choose to say: “The cool wind blows for anyone who played basketball yesterday.” If any of the youth played basketball the previous day, the wind makes them move. Those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. The goal is to find a seat before all the seats are gone. Two rules:
 - ◆ Youth cannot move to a seat on either side of the one they just stood up from (unless only two youth who are sitting next to each other stand up).
 - ◆ They cannot push or hurt each other to get a seat.
4. There will always be one youth left who doesn’t find a seat. That person should then stand in the middle of the circle and say another statement that describes members of the group, such as, “The cool wind blows for anyone who has brown eyes,” and so on.
5. The facilitator can call out “Tornado!” at any time and EVERYONE (including the youth who was standing at the time) must find a different seat.
6. Encourage youth to think of descriptive qualities that relate to media, food, and physical activity. Some examples include:
 - ◆ Anyone who listened to music today
 - ◆ Anyone who drank at least one soda yesterday
 - ◆ Anyone who played a video game yesterday



Continued...

Action Break

LESSON 4



A Cool Wind Blows (continued)

- ◆ Anyone who drank fat-free or low-fat milk today
- ◆ Anyone who did a physical activity yesterday
- ◆ Anyone who likes grapes
- ◆ Anyone who likes to play soccer
- ◆ Anyone who walked to school yesterday

7. Make sure the game moves quickly so youth are moving often. ASK youth if they had fun. ASK if they think the “Cool Wind Blows” game counts as physical activity. TELL them that it does count—anything that has them moving quickly, jumping around, and getting out of breath is a great way to be physically active and have fun, too!

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Mini-Production: Creating a Nutrition Poster



Time
20 minutes



Activity Overview

Youth design a poster for young people based on food and nutrition topics covered so far in the workshop—fruits and vegetables, whole-grain foods, and fat and added sugar.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Create food-related health messages for an audience of young people



Materials Needed

- Masking tape
- Large papers with suggestions about ways to more often choose fruits and vegetables (from Lesson 1, Activity C), whole-grain foods, and foods low in fat and added sugar (from this Lesson, Activities A and B)
- Two or three pieces of poster board
- Markers and pens in a variety of colors (several for each youth)
- Decorative supplies, such as stickers
- Take Home a New Idea!* sheets (one for each youth)



Facilitator's Preparation

- Set up two or three workstations in different areas in the room where the youth can work in small groups. Each workstation should have a piece of poster board, markers and pens, and decorative supplies. Make sure that the large papers with food choice strategies are posted and easily visible to youth.
- Photocopy the *Take Home a New Idea!* sheet (one for each youth).



3 minutes

Warm-Up

1. SAY:



We've talked a lot about nutrition so far in the workshop. We explored the wonderful qualities of fruits and vegetables in Lesson 1. Then, in this lesson, we talked about whole-grain foods and the importance of reducing how much fat and added sugar we eat.

So, now we're convinced that it's a good idea to make these kinds of food choices. But what about other young people? How can you convince them to reach for fruits and veggies, go for whole-grain foods, and cut back on fat and added sugar? It's time to design an attention-grabbing nutrition poster that influences your target audience.

This Mini-Production plays with several of the 6 Media Questions you learned about in the previous lesson—specifically sponsor, purpose, and audience. In it, you'll practice skills that you can use in your Big Production at the end of the workshop.

2. Briefly REVIEW the first three Media Questions.



SAY:

Lesson 2 focused on point of view and the sponsor of a media product.

ASK youth:

- ◆ Who is the sponsor of this Mini-Production?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ We are.

SAY:



Lesson 3 focused on the purpose of a media product. In that lesson's Mini-Production, the purpose of the product was to persuade an audience to take an action.

ASK youth:

- ◆ What is the purpose of this Mini-Production?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ To educate and inform the audience about important nutrition concepts
- ❖ To persuade them to choose more often fruits and vegetables or whole-grain foods, or to reduce their intakes of fat and added sugar

CREATING A NUTRITION POSTER

🕒 Total time: 20 minutes

ACTIVITY



- ◆ Who is the target audience in this *Mini-Production*?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Young people



16
minutes

Doing the Activity

1. DIVIDE the group into two or three smaller groups. ASK that each small group go to a workstation.

2. SAY:



Each group is going to create a fun and creative nutrition poster for young people. These posters can look like anything you want, but they should focus on one topic only—fruits and vegetables, whole-grain foods, or cutting back on fat or added sugar in food choices. If more than one group wants to do a poster on the same topic, that's fine. The only requirements are that it must:

- ◆ *Be based on the nutrition concepts you've discussed in the lessons*
- ◆ *Include some of the ideas you have already suggested for ways to incorporate these foods and strategies into daily eating*

3. REFER youth to the large papers with suggestions from earlier activities.
4. ASK youth to begin the activity. ALLOW 15 minutes for the groups to create their posters. TELL youth when they have 5 minutes and then 1 minute remaining.
5. ASK the groups to tape their posters to the wall so that everyone can see them.



1
minute

Closing the Activity

1. CONGRATULATE the youth on their fine work. ASK whether youth have any comments or questions.

A Note About the Large Papers and Posters

Consider saving the large papers and posters from this lesson's activities. Youth may want to use them when they plan their *Big Production*.



Finishing Up the Lesson

 **Time: 2 minutes**

1. THANK youth for doing great work during today's lesson.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Differences between whole grains and refined grains
 - ◆ The importance of cutting back on fat and added sugar
 - ◆ How to use pictures and words together to help other young people learn about healthy eating
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. ASK youth to turn in any signed permission slips for the Grocery Store Field Trip (if applicable). REMIND those who have not yet done so to bring them in at the next lesson.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ Think about one strategy you really liked for eating more whole grains or cutting back on fat and added sugar.
- ◆ Tell your parent or other family member about this strategy. Encourage your family and friends to try it with you!

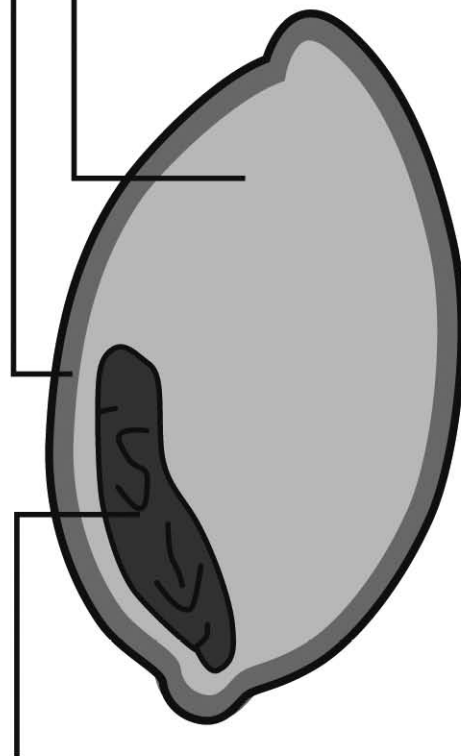
Whole grain kernel

Bran

“Outer shell” protects seed
Fiber, B vitamins, trace minerals

Endosperm

Provides energy
Carbohydrates, protein



Germ

Nourishment for the seed
Antioxidants, vitamin E,
B vitamins

Source: Center for Nutritional Policy and Promotion, U.S. Department of Agriculture (May 2002).
Get on the Grain Train. Retrieved November 11, 2004, from http://www.pueblo.gsa.gov/cic_text/food/grain/train.htm.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. Think about one strategy you really liked for eating more whole grains or cutting back on fat and added sugar.
2. Tell your parent or other family member about this strategy. Encourage your family and friends to try it with you!

Take Home a New Snack: Fruit and Krunch Kebabs

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake cereal or wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fresh fruit (such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks)

How to Put It Together

- Put yogurt in a bowl.
- Pour cereal onto a plate.
- Stick a toothpick in a piece of fruit.
- Roll the yogurt-covered fruit in the cereal to coat the fruit.

Bonus: The cereal in this snack is a whole-grain food and yogurt is a

Motion Commmotion—What Is Being Active?

LESSON 5



Total Time

90 minutes



80 minutes for **Activities**



10 minutes for *Snack Break*
(*Action Break* integrated into
Lesson Activities)



Lesson Overview

This lesson focuses on physical activity. Youth learn about the importance of physical activity to good health. Youth brainstorm creative ways to be physically active, learn how to take their pulse, and practice doing different kinds of physical activities. For the *Mini-Production*, youth develop messages about physical activity for their peers and then create jingles that convey these messages.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Explain what it means to be physically active
- ◆ Explain why physical activity is important to good health
- ◆ Calculate their pulse rate while at rest and after varying levels of physical activity

- ◆ Write a media message to promote physical activity to their peers



Lesson Activities

- ◆ **Activity A: What Is Physical Activity?**
(25 minutes)
- ◆ *Snack Break: Terrific Tortillas*
(10 minutes)
- ◆ **Activity B: Activities Fit To Be Tried**
(25 minutes)
- ◆ **Activity C: Mini-Production: Physical Activity Jingles**
(28 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.

LESSON 5



Materials Needed

For Activities

- Youth folders
- Large paper and markers (enough for two groups to use at the same time), masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- Pulse Game* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD, or portable stereo and music
- Jingle Time* sheets (at least two copies each for two to three groups)
- Tape recorder and blank audiocassette (optional)
- Video camera and blank videotape (optional)
- TV/VCR (optional)
- Take Home a New Idea!* sheets (one copy for each youth)

For Snack Break

- Eight-inch whole-wheat tortillas (if not available in your local stores, look for substitutes, such as whole-grain bread or whole-wheat English muffins)
- Sliced turkey
- Shredded part-skim mozzarella or low-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit (such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas)
- Paper plates, cups, and napkins

- Plastic knives and spoons
- Drinks (100-percent fruit juice, low-fat or fat-free milk, water, or seltzer)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Set up two workstations in different areas of the room where the youth can work in two small groups. Each workstation should have large paper (taped to the wall or on an easel) and markers.
- Write the “Physical Activity Recommendations for Young People” on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.

Snack Break

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Be physically active for a total of at least 60 minutes on most, if not all, days of the week
- ◆ Try to do a variety of physical activities
- ◆ Find enjoyable physical activities so they become a fun part of everyday life

- ❑ Review the snack and prepare ahead as needed.

Activity B

- ❑ Write the “Levels of Intensity” on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.

Levels of Intensity*

- ◆ Low: fewer than 120 beats per minute
- ◆ Moderate: between 120 and 150 beats per minute
- ◆ Vigorous: more than 150 beats per minute

- ❑ Practice taking your pulse (see p. 160 for instructions).
- ❑ Photocopy the *Pulse Game* sheet (one copy for each youth).
- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #7: *Activities Fit To Be Tried: Music Sequence*. This module includes four 2-minute segments of music for facilitators to play during the activity. This segment has no visuals.

- ❑ If you choose not to play the music on the Media-Smart Youth videotape or DVD, set up a portable stereo and select music to play in 2-minute segments while youth are doing the physical activities.

Activity C

- ❑ Photocopy the *Jingle Time* sheet. Make at least two copies for each group, in case a group needs to rewrite its jingle.
- ❑ If you plan to videotape the youth as they present their jingles to the group, set up a TV/VCR and put a blank videotape in the video camera. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*.
- ❑ If you plan to audiotape the youth as they present their jingles to the group, put a blank audiocassette into the tape recorder so that you are ready to record.
- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

*U.S. Department of Agriculture Food & Nutrition Service (2003). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html.

What Is Physical Activity?

LESSON 5 ACTIVITY A



Time

25 minutes



Activity Overview

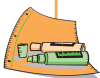
Youth discuss the importance of physical activity to good health. They work in teams to create Top 10 *It's Hard to Believe, But It's Physical Activity* lists. They also review physical activity recommendations for young people.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain what it means to be physically active
- ◆ Explain why physical activity is important to good health



Materials Needed

- Large paper and markers (enough for two groups to use at the same time), masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Set up two workstations in different areas of the room where the youth can work in small groups. Each workstation should have large paper (taped to the wall or on an easel) and markers.
- Write the “Physical Activity Recommendations for Young People” on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Be physically active for a total of at least 60 minutes on most, if not all, days of the week
- ◆ Try to do a variety of physical activities
- ◆ Find enjoyable physical activities so they become a fun part of everyday life



4
minutes

Warm-Up

1. WELCOME youth back. TELL youth that today's lesson will focus on physical activity.
2. ASK youth:
 - ◆ We've done different kinds of physical activity during each session of the workshop so far. What does the term physical activity mean? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Physical activity is anything that gets your body moving.
 - ❖ Examples include going up and down stairs; playing soccer, basketball, or football; swimming; biking; jumping rope; dancing; throwing a ball; doing sit-ups; playing Frisbee™; walking the dog; washing the floor.

A Note About the Term *Physical Activity*

This session highlights the fact that physical activity is more than just traditional sports or exercises. The examples that youth give in this discussion will help you see whether they understand this concept and can help guide your facilitation during this session's activities.

3. SAY:



That's right, physical activity is a broad term that refers to all kinds of activities: slow, fast, easy, hard, simple, complicated, alone, or in a group. If it gets your body moving, then it's physical activity! Remember that sports and exercising are just one part of physical activity. There also are many other ways to be physically active.

4. ASK youth:

- ◆ What can physical activity do for your body? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Physical activity can:
 - ▶ Keep your body healthy
 - ▶ Make your bones and muscles strong
 - ▶ Make you feel energetic
 - ▶ Build strength and endurance
 - ▶ Help your mental health
 - ▶ Help you feel good about yourself
 - ▶ Give you something to do when you are bored

- ▶ Create a fun way to meet others or spend time with friends
- ▶ Help to relieve stress
- ▶ Help you sleep better

A Note About Adapting the Discussion



To adapt this discussion to your group, include suggestions for physical activities that are geographically or culturally relevant, as appropriate. Be sure youth know that everyone can be physically active, no matter what their physical condition. Tailor the physical activities in this lesson and other lessons throughout the workshop to meet the specific needs of your group, including members with disabilities.

For more information and ideas about tailoring activities for individuals with disabilities, see Appendix C.

20
minutes

Doing the Activity

15
minutes

Part One: Create Top 10 Lists

1. SAY:



One key to being active is finding ways to make physical activity a natural part of your daily life. This concept can seem hard at first, but with some creative thinking, we can find many different and fun ways to add physical activity to our lives.

Let's start doing some creative thinking right now. You are going to work in teams to create a Top 10 It's Hard to Believe, But It's Physical Activity list. These lists should include any physical activity that gets your body moving, especially everyday activities. Don't include traditional sports or exercises, such as basketball or weightlifting. You can be as imaginative as you want, as long as the activity gets your body moving!

2. ASK youth for an example of an activity that would go on this list. Some examples might include: sweeping, vacuuming, or building a snowman.
3. DIVIDE the youth into two groups.
4. ASK each group to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group's ideas on large paper.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.

LESSON 5

ACTIVITY A

 Total time: 25 minutes

WHAT IS PHYSICAL ACTIVITY?

◆ Presenter(s) will read the list when the group is done.

5. ALLOW the groups 5 minutes to create their lists on the large paper. TELL youth when they have 1 minute left and when it is time to stop.
6. ASK each group to present its list to the larger group.
7. After each group has presented, CONGRATULATE the youth for having such creative and clever ideas.

A Note About Creating an Exciting Environment

Encourage youth to have fun with their presentations. For example, the teams could write their lists in a top 10 countdown format, starting with number 10 and ending with number 1. One group member could play the role of an announcer and call out each number on the list while another reads aloud the idea that goes with that number, or members of the other group could simulate a drumroll by clapping their hands on their thighs before each number is called.

8. DISCUSS the lists briefly. ASK:

- ◆ Which activities on the list surprised you because you never thought of them as physical activity before today?
- ◆ Which physical activities on these lists would you like to do sometime?

A Note About These Lists

Save these lists so you can remind youth about these activities during the discussion in Lesson 8, Activity B (see p. 268) and Lesson 9, Activity B (see p. 297).

9. POST the lists in the room for the remainder of the session.



5 minutes

Part Two: Physical Activity Recommendations

1. SAY:



Let's do a quick activity. I'm going to call out amounts of time. When I call out the total amount of time you think young people should spend doing physical activities each day, please jump to your feet quickly, like this. [SIT down and JUMP to your feet quickly to show youth what you mean.] If you're wrong, I'll ask you to sit back down quickly. We'll stop when we get to the right answer.

WHAT IS PHYSICAL ACTIVITY?

 Total time: 25 minutesACTIVITY **A**

2. Slowly CALL OUT 10-minute segments of time, beginning with 10 minutes and ending with 60 minutes:
 - ◆ 10 minutes
 - ◆ 20 minutes
 - ◆ 30 minutes
 - ◆ 40 minutes
 - ◆ 50 minutes
 - ◆ 60 minutes



If youth jump to their feet for any segment of time before you get to 60 minutes, TELL them that young people should spend more time doing physical activity each day than the amount of time they just guessed. ASK them to sit back down and try again. Doing physical activity while they think about how much time they should be active each day will help make the point. After you announce “60 minutes,” wait a moment to see if youth jump to their feet. Then, TELL youth that 60 minutes is the correct answer. APPLAUD youth for doing a great job discovering the answer while being active.

3. SAY:



Many health experts believe that young people are not as physically active as they should be. Experts have come up with some recommendations to help young people be more physically active. Each set of recommendations is slightly different, but they all agree that young people should be active every day and should do a variety of different physical activities.

4. UNCOVER the paper with “Physical Activity Recommendations for Young People” written on it.
5. ASK for volunteers to take turns reading the three recommendations.

A Note About Physical Activity Recommendations

The physical activity recommendations for young people included in this curriculum are summarized from a number of U.S. government sources, primarily those listed below. Although these sources differ in specifics, they are consistent in the overall themes—namely, that young people should:

- ◆ Be physically active for at least 60 minutes on most, if not all, days of the week
- ◆ Do a variety of different physical activities
- ◆ Find physical activities that they enjoy doing so that the activities become a regular part of everyday life

U.S. Surgeon General:

http://surgeongeneral.gov/topics/obesity/calltoaction/fact_adolescents.htm

U.S. Centers for Disease Control and Prevention:

<http://www.cdc.gov/nccdphp/dnpa/recommendations.htm>

The President’s Council on Physical Fitness and Sports

<http://fitness.gov>

Dietary Guidelines for Americans, published by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture:

<http://www.health.gov/dietaryguidelines>

6. SAY:



Health experts say that youth your age need to be physically active every day to be fit and grow strong. You can be physically active for 60 minutes at one time, or you can spread the time out doing different activities throughout your day.

As your lists show, being physically active doesn’t mean you have to play an organized sport. Of course, you can play an organized sport if you like, or play sports casually with your friends. But, you can be active in many other ways as part of your daily life. Just keep in mind that being physically active in any way is important.

7. EXPLORE the concept of moderate versus vigorous activity. ASK:

- ◆ What do you think moderate physical activity means?
LISTEN to ideas from youth. If necessary, GUIDE them to the following type of response:
 - ❖ Moderate activity gives you a workout but is not overly strenuous. People who

are doing moderate activity are being active, but they are usually not out of breath and can still carry on a conversation while doing the activity.

- ◆ What do you think vigorous activity means?

LISTEN to ideas from youth. If necessary, GUIDE them to the following type of response:

- ❖ Vigorous activity makes your body work hard. People who are doing vigorous activity may feel out of breath and may find it hard to carry on a conversation while doing the activity.

8. ASK youth:

- ◆ What suggestions do you have for people who want to do 60 minutes of physical activity a day, but who aren't physically active now?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Start with small steps! You don't have to do 60 minutes of physical activity each day right away. Instead, start with 5 or 10 minutes a day and work up to 60 minutes slowly, over time. If you start with realistic, small steps, you are more likely to stick with doing regular physical activity and take greater steps to be more active over time.
- ❖ Be physically active in several small chunks of time spaced over the course of the day.
- ❖ Choose activities you enjoy so you can have fun while being physically active.
- ❖ Be physically active with a friend. You can help each other stick with your plan!



1
minute

Closing the Activity

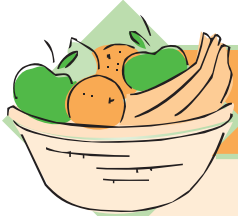
1. THANK youth for doing great work. ASK whether youth have any comments or questions. TELL them that now it's time for a *Snack Break*.

A Note About Physical Activity Resources

See Appendix G for a list of additional physical activity resources.

LESSON
5

Snack Break



Terrific Tortillas

 **Time: 10 minutes**

What's In It?

- Eight-inch whole-wheat tortillas (if not available in your local stores, look for substitutes, such as whole-grain bread or whole-wheat English muffins)
- Sliced turkey
- Shredded part-skim mozzarella or reduced-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit (such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas)

Other Things You Need

- Paper plates, cups, and napkins
- Plastic knives and spoons
- Drinks (100-percent fruit juice, low-fat or fat-free milk, water, or seltzer)

How to Put It Together

- ◆ TELL youth to layer meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).
- ◆ INSTRUCT them to roll it up, and enjoy!
- ◆ OFFER some fruit on the side.

POINT OUT that the tortilla they are eating is a whole-grain food and that the cheese is a good source of calcium, an important nutrient that you will be discussing later in the workshop.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Activities Fit To Be Tried

LESSON 5 ACTIVITY B



Time

25 minutes



Activity Overview

Youth learn how to calculate their resting pulse rates. They practice doing different kinds of physical activity and calculate their pulse rates after each activity.



Activity Objective

At the end of the activity, youth will be able to:

- ◆ Calculate their pulse rates while at rest and after varying levels of activity



Materials Needed

- Youth folders
- Pulse Game* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD or a portable stereo and music



Facilitator's Preparation

- Write the "Levels of Intensity" on a sheet of large paper in front of the room. Cover this sheet until it is needed in the discussion.
- Practice taking your pulse.
- Photocopy the *Pulse Game* sheet (one copy for each youth).
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play *Segment #7: Activities Fit To Be Tried: Music Sequence*. This module includes four 2-minute segments of music for facilitators to play during the activity. This segment has no visuals.
- If you choose not to play the music on the Media-Smart Youth videotape or DVD, set up a portable stereo and select music to play in 2-minute segments while youth are doing the physical activities.

Levels of Intensity

- ◆ Low: fewer than 120 beats per minute
- ◆ Moderate: between 120 and 150 beats per minute
- ◆ Vigorous: more than 150 beats per minute



Warm-Up

1. ASK the following questions:

◆ What is your **pulse**?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Your pulse is the throbbing of your arteries as your heart pumps blood through them.
- ❖ Your pulse tells you how fast your heart is beating; pulse is also known as heart rate.
- ❖ Your pulse can give you information about how hard your body is working.

◆ How do you take your pulse?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Take your pulse by putting your index and middle finger on the inside of your wrist or on the side of your neck, and counting the number of beats per minute that you feel.

2. HAND OUT the *Pulse Game* sheets, youth folders, and a pen or pencil to each youth.

3. SAY:



Resting heart rate is the number of times a person's heart is beating per minute when that person has not been moving. The resting heart rate is different from your exertion heart rate, which is what we'll take later. Let's practice by taking our resting heart rate together. [DEMONSTRATE for youth the way to take a pulse as you guide them through the steps.]

Here's how we'll do it:



◆ *Sit down quietly and relax.*

◆ *Put your index and middle finger on the inside of your wrist of your opposite hand, below your thumb. Or place your fingers on the side of your neck, in the soft hollow area next to your windpipe. Now feel for your pulse.*



◆ *Don't use your thumb to feel for your pulse because it has its own pulse.*

◆ *I'm going to count 6 seconds on my watch while you count your pulse rate.*

◆ *When I say "Go," begin silently counting the number of beats you feel.*

◆ *When I say "Stop," stop counting.*

◆ *In the box under Step 1 on the *Pulse Game* sheet, write down the number of beats you counted during the 6 seconds.*

4. **MAKE SURE** all the youth have found their pulse. **HELP** youth if necessary.
5. **TELL** youth when it is time for them to begin counting their pulse. **ALLOW** 6 seconds to pass on your watch/timer. **TELL** youth to stop counting.
6. **ASK** youth to write down the number of beats they counted during the 6 seconds in the Step 1 section of the *Pulse Game* sheet. **ASK** them to multiply that number by 10 (by adding a zero to their original number). **EXPLAIN** that the resulting number is their resting pulse rate.
7. **SHOW** youth the large paper with the different “Levels of Intensity.” **REVIEW** the three levels briefly. **ASK** youth:
 - ◆ What level of intensity was your resting heart rate?
 - LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - ❖ Resting heart rate is low intensity (fewer than 120 beats per minute).
 - ❖ Low intensity means your body is not working very hard.

A Note About the Levels of Intensity

The ranges reflected on the levels of intensity are appropriate for most youth ages 11 to 13; however, they may vary depending on how physically fit a young person is. The body of a young person who is very physically fit will not have to work as hard at the same activity as the body of a young person who is not physically fit. For this reason, discourage comparisons of pulse rates and instead emphasize that this is an individual activity.

8. SAY:



The resting heart or pulse rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute. Between 60 and 100 is an average, and people change from day to day and throughout the day depending on what they are doing. Your resting pulse rate may be different. The pulse rates that each of you will calculate during our activity are specific to the particular setting you are in today, and may be influenced by many factors, including the tempo of the music. The heart rates you write down do not reflect your ability to do any physical activity.



Doing the Activity



1. EXPLAIN to youth that they will now try out different kinds of physical activities in two separate groups. Each group will do a specific physical activity.

2. SAY:



You are going to see how different physical activities and the way you do each of them affect your pulse rate. I will divide you into two groups and each group will do a different physical activity for 2 minutes. After you finish doing the activity for 2 minutes, you will immediately take your pulse rate. I will keep time and let you know when to start and stop the activity, and when to take your pulse rate.

When you are done calculating your 6-second pulse, write it in the second column of Step 2 on the Pulse Game sheet, multiply it by 10, and write this number in the fourth column—Beats Per Minute—on the table.

Lastly, you will determine the level of intensity you used for the activity. Two people can experience a different level of intensity when doing the same type of physical activity because the way you do an activity affects how hard your body is working.

After you finish the first activity, I will tell each group to do a new physical activity. You'll do a total of four activities for 2 minutes each and will calculate your pulse rate after each one. Try and do each activity with a little more intensity than the previous one.

Remember, this is an individual activity. Don't compare your answers with one another.

3. DESCRIBE the four activities. ACT out each physical activity so the youth are clear about what they should do.

- ◆ Walking: Youth should walk around the room for 2 minutes. If space is limited, youth can also walk in place.
- ◆ Doing sit-ups or knee-lifts: Youth should find a comfortable spot and do sit-ups for 2 minutes, or stand and alternate lifting one knee at a time as high as possible for 2 minutes.
- ◆ Running in place: Youth should find a comfortable spot to stand in and run in place for 2 minutes.
- ◆ Pretending to jump rope: Youth should find a comfortable spot to stand, pretend they are holding a jump rope, and jump for 2 minutes. Even though they are only pretending to hold a jump rope, they should be sure to do as many real jumps as they can do for a full 2 minutes.

A Note About Adapting This Activity

Pilot sites reported that youth liked the energy and pace of dividing into separate groups and doing different activities at the same time. However, if it works better for your space or group dynamics, you may choose to keep all youth together and have them all do each of the four activities together as one large group.

The four physical activities suggested here are included because they do not take up much space and because some require more physical effort than others. If you wish, you may adapt these physical activities or substitute others to match the interests, abilities, and lifestyles of youth in your program and the space available for doing this activity. If you decide to change the activities, be sure to include those that require varying levels of effort. Consider including at least one activity that is not considered a “sport” or “exercise,” such as sweeping.



You may choose to use real jump ropes for the activity if you have enough available for half the group members to use at the same time and youth can safely jump rope in the space available.

Remind youth to be careful not to bump into tables or chairs in the room, or into one another, as they do the physical activities. Encourage youth to slow down or stop doing an activity and slowly walk in place if they need to take a break.

4. DIVIDE youth into two groups and have them stand in different corners of the room. ASK youth to spread out and stand at least an arm’s length apart so they have room to move around. All youth should be able to hear and see you (the facilitator). STAND in the front or middle of the room to count time for the youth and give directions.



Segment #7: Activities Fit To Be Tried: Music Sequence

5. PLAY music while youth are doing the activities, using either the Media-Smart Youth videotape or DVD, or your own music and a portable stereo. TURN OFF the music after each physical activity while youth calculate their pulse rates.
6. LEAD youth through the activity according to the table on the next page.



Group Activity Table

Group 1	Group 2
Walk	Sit-ups/knee-lifts
Sit-ups/knee-lifts	Walk
Run in place	Pretend jump rope
Pretend jump rope	Run in place

- ◆ For the first 2 minutes, ASK Group 1 to walk and Group 2 to do sit-ups or knee-lifts.
- ◆ CALL OUT start and stop times for doing the activity (2 minutes). When youth finish the activity, ASK them to stand still and immediately take their pulse rates. CALL OUT start and stop times for youth to count their pulse rates (6 seconds).
- ◆ ASK youth to record their pulse rate on their *Pulse Game* sheets.
- ◆ Next, ASK the groups to switch activities. Group 1 will now do sit-ups or knee-lifts and Group 2 will walk. After members of each group take and record their pulse rates, have them continue with the same process until both groups complete all the activities in the *Group Activity Table*.

A Note About Creating a Comfortable Environment

Be sure to create a supportive and nonjudgmental environment where youth feel comfortable trying out different physical activities. If a young person is in a wheelchair or has physical limitations, such as asthma, incorporate activities that reflect his or her needs and abilities. See Appendix C for ideas on how to adapt physical activities for youth with physical disabilities or limitations.

This activity is an individual exercise and is not competitive—encourage a fun and relaxed environment in the room.

7. ASK all the youth to come back together to talk about what they have learned.
ASK youth:
 - ◆ What did you discover about the different physical activities?
 - ◆ Do you think that the same activity could be moderate or vigorous depending on how you do it?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

 - ❖ Yes, the way you do an activity affects how hard it is; for example, if you walk slowly, your body might be working a little, but if you walk very quickly, your body will work harder.
 - ❖ The harder you are breathing, the more vigorous the workout.

2
minutes**Closing the Activity**

1. CONGRATULATE youth on their great work and THANK them for participating. ASK whether youth have any comments or questions. TELL youth to put their *Pulse Game* sheets in their folders.



2. SAY:

Keep these activities in mind when you are looking for ways to be active each day. And if you are curious about how hard your body is working when you're doing physical activity—take your pulse!

Mini-Production: Physical Activity Jingles



ACTIVITY **C**



Time

28 minutes



Activity Overview

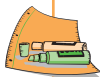
Youth create a message to promote one of the activities they just tried. Then they invent a jingle based on their message. At the end of the session, youth present their jingles to the group.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Write a media message to promote physical activity to their peers



Materials Needed

- Youth folders
- Jingle Time* sheets (at least two copies for each group)
- Pencils/pens (two for each group)
- Tape recorder and blank audiocassette (optional)
- Video camera and blank videotape (optional)
- TV/VCR (optional)
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- Photocopy the *Jingle Time* sheet. Make at least two copies for each group in case a group needs to rewrite its jingle.
- If you plan to videotape the youth as they present their jingles to the group, set up a TV/VCR and put a blank videotape into the video camera. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*.
- If you plan to audiotape the youth as they present their jingles to the group, put a blank audiocassette into the tape recorder so that you are ready to record.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

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5

ACTIVITY **C**

 Total time: 28 minutes

PHYSICAL ACTIVITY JINGLES

 **2**
minutes

Warm-Up

1. ASK youth:

- ◆ Which one of the 6 Media Questions focuses on message?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Media Question #4: What is the message?

- ◆ Why is it important to think about a media product's message?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ The message is the main point of the media product. It is the central idea that the sponsor wants to communicate to the audience.

- ◆ What can you do to make sure that a brief message has a big effect on people?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Make it catchy and easy to remember.
 - ❖ Give it a clear point.
 - ❖ Make it build on ideas, actions, or feelings that the target audience cares about.

 **25**
minutes

Doing the Activity

1. SAY:



Because understanding messages is such an important part of being media smart, we want to give you some time to practice writing your own messages. You are going to work in small groups to develop a message and a jingle to promote one of the physical activities you did in the last activity. The skills you practice here will help you do your Big Production at the end of the workshop.

A jingle is a short, catchy song, like the ones used in advertisements. [You may want to give youth an example of a jingle by singing or humming the first few words of a jingle that you know they will recognize.]

The audience for your message and jingle is other young people your age.

Here's what you'll do:

- ◆ *Choose one of the four physical activities we did a few minutes ago that you really liked.*

- ◆ Write a short message about that physical activity to promote it to your peers.
 - ◆ Create a short jingle that conveys your message. You can use an existing tune for your jingle, or make up your own tune. Your jingle should be no more than 30 seconds long.
 - ◆ At the end of the session, each group will perform their jingle for the group.
2. SPLIT youth into two groups. GIVE each group a *Jingle Time* sheet.
 3. ASK the groups to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group's ideas on the *Jingle Time* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 4. TELL the youth they will have 15 minutes to write their message, create their jingle, and practice presenting their jingle as a group. TELL youth when they have 5 minutes and then 1 minute left to finish their jingles.
 5. WALK between the groups to offer help as needed.
 6. If a video camera is available, ASK for volunteers to record each group's jingle. If you are audiotaping the jingles, SET UP the tape recorder in a location that will allow it to record the youths' voices clearly.
 7. After 15 minutes, ASK each small group to present its jingle. The group presentations should take 4 minutes total. As each group finishes, ASK members of the larger group if they can identify the jingle's message. APPLAUD each group's creative work.
 8. If you have time and you videotaped the jingle presentations and have a TV/VCR available, PLAY the videotape of the jingles for the group. Or, if you recorded the jingles using an audiotape recorder, LISTEN to the jingles with your group. If time is short, play the recorded presentations before or after a future Media-Smart Youth lesson, or even during a *Snack Break*.



1
minute

Closing the Activity

1. CONGRATULATE youth for their creative and clever jingles, and for doing a great job presenting them to the entire group. ASK whether youth have any comments or questions. ASK the youth who were the chosen writers for their groups to put their jingles in their folders.



Finishing Up the Lesson



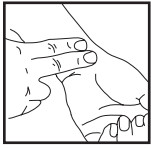
Time: 2 minutes

1. **THANK** youth for doing great work during today's lesson. **COLLECT** their folders.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ The definition of physical activity
 - ◆ Taking a pulse or calculating a pulse rate
 - ◆ Jingles
3. **ASK** youth to take home a new idea (see box below). **HAND OUT** the *Take Home a New Idea!* sheets.
4. **TELL** youth that the next lesson will focus on advertising.
5. **ASK** youth to turn in any signed permission slips for the Grocery Store Field Trip (if applicable). **REMINDE** those who have not yet done so to bring them in at the next lesson.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you do something active at home for several minutes, stop and take your pulse to see how hard your body is working. You'll need a watch with a second hand or a digital watch to count the 6 seconds.
- ◆ Tell your parents or other family members about pulse rates. Ask them to take their pulse the next time they are active for several minutes, too. If they need help, explain "pulse rate" to them and show them how to take it.



The Pulse Game



Step 1. Resting Pulse

To figure out your resting pulse rate:

- Sit down and relax.
- Count the number of beats in your pulse for 6 seconds.
- Then multiply by 10 to get your 1-minute pulse.
- Then, figure out the level of intensity you used to do this activity.

A resting heart rate for youth older than age 10 and adults is usually between 60 to 100 pulse beats per minute.

Activity	Number of Heart Beats In 6 Seconds	Beats Per Minute	*Level of Intensity
Resting pulse	<input type="text"/>	<input type="text"/>	<input type="text"/>

$\times 10 =$

* See table below for list of different levels

Step 2. Activity Pulse Game

To figure out your pulse rate for each activity, take your pulse after you do the activity and count the number of beats for 6 seconds. Then multiply by 10 to get your 1-minute pulse rate.

Activity	Number of Heart Beats In 6 Seconds	Multiply by 10	Beats Per Minute (1-minute Pulse Rate)	*Level of Intensity
Walking		$\times 10 =$		
Sit-ups/knee-lifts		$\times 10 =$		
Running (in place)		$\times 10 =$		
Jump rope (pretend)		$\times 10 =$		

*Levels of Intensity

- Low Intensity: fewer than 120 beats per minute
- Moderate Intensity: between 120 and 150 beats per minute
- Vigorous Intensity: more than 150 beats per minute



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you do something active at home for several minutes, stop and take your pulse to see how hard your body is working. You'll need a watch with a second hand or a digital watch to count the 6 seconds.
2. Tell your parents or other family members about pulse rates. Ask them to take their pulse the next time they are active for several minutes, too. If they need help, explain "pulse rate" to them and show them how to take it.

Take Home a New Snack: Terrific Tortillas

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Eight-inch whole-wheat tortillas (if whole-wheat tortillas are not available in your local stores, look for other substitutes, such as whole-grain bread or whole-wheat English muffins)
- Sliced turkey
- Shredded part-skim mozzarella or reduced-fat cheddar cheese
- Shredded lettuce or fresh spinach
- Fruit (such as oranges, grapes, apples, nectarines, pineapple, strawberries, or bananas)

How to Put It Together

- Layer the meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).

Visiting a Grocery Store



Important Note to Facilitators

You have two options for doing this lesson. *Option 1* is to take the youth on an actual field trip to a grocery store. Preparing for the grocery store visit requires some advance logistical work. We give hints on p. 178 on how to organize and prepare for the trip. Our pilot sites reported that these efforts were well worth it and that the field trip was an excellent learning experience for the youth. One facilitator said, “This lesson worked very well for us. It gave the youth a chance to practice the skills they’d been learning throughout Media-Smart Youth, and we really had a lot of fun. Customers in the grocery store were even helping our youth with the *Scavenger Hunt Guides!*” (Naheeda Hirji Walji, Girl Scout Council of Greater Minneapolis, Pilot Test Site)

If you are unable to take the youth on this field trip because of cost, transportation, lack of chaperones, or other reasons, you can still do this activity through a “virtual tour” of the grocery store. Please go to p. 199 and follow the instructions for *Option 2, Bringing the Grocery Store to You.*

Each option has different *Scavenger Hunt Guide* sheets, so be sure to photocopy the correct set.

Option 1: Going to the Grocery Store



Total Time

We suggest that you keep the actual time in the grocery store to no more than 45 minutes. However, you can adapt the time to fit your schedule. Keep in mind the time you need to travel to and from the store. See instructions below for flexible options.



Lesson Overview

In this lesson, youth visit a grocery store to review the wide variety of foods available. Using *Scavenger Hunt Guide* sheets, youth examine and compare ingredient lists and Nutrition Facts labels from a variety of foods to help them make food choices. The grocery store also offers a place to explore how food manufacturers use product packaging and shelf placement to influence consumer purchasing behavior.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Identify serving size, fat, fiber, and added sugar content on a Nutrition Facts label
- ◆ Apply nutrition information about fat, fiber, and added sugar content to food choices

A Note About the Breaks

Even though this lesson is structured differently from the others, you should still include a *Snack Break* and an *Action Break*.



Snack Break: If possible, ask the youth to help choose their favorite healthy snack at the grocery store. Here are some

easy, portable snack ideas:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving, 100-percent fruit juice
- Low-fat yogurt “tubes” (frozen, if desired)
- Small bottles of water/seltzer

Action Break: If you are walking to and from the grocery store, that is the *Action Break!* To make it more fun, have youth include silly walks, marching, or short sprints into the trip. If you are not walking, have the youth play their favorite playground game before or after the field trip. Some ideas include: Duck, Duck, Goose; Spud; and Fruit and Veggie Tag (see the *Action Break* in *Option 2* on p. 211 for instructions on how to play these games).



LESSON 6



Materials Needed

- Youth folders
- Facilitator's Guide to the Scavenger Hunt* sheets (enough for each facilitator and chaperone)
- Scavenger Hunt Guide* sheets (one copy for each youth, the facilitator, and the chaperone(s); see pp. 189–196)
- Pencils/pens (one for each youth)
- Clipboards or hard, flat writing surfaces, such as books (one for each youth)
- Food for the snack, or money to purchase snacks at the store (optional)
- Prizes, such as small bags of pretzels or inexpensive puzzles, yo-yos, or other items (may be used if you choose to make the scavenger hunt a contest) (optional)
- Signed permission forms
- Take Home a New Idea!* sheets (one for each youth)



Facilitator's Preparation

Well before the day of the field trip:

- Choose a grocery store to visit.** Make sure that the store is the type that many of the youths' families would visit on a regular basis. Gourmet or organic grocery stores may not be the best location for this field trip if the families do not typically shop there.
- Contact the owner or manager of the grocery store.**

- ◆ Consider giving the store manager a copy of the Media-Smart Youth fact sheet; see Appendix H.
- ◆ Tell the store manager briefly about the Media-Smart Youth program:
 - ❖ Media-Smart Youth is an after-school program designed to help youth understand how media can influence their lives, particularly in relation to nutrition and physical activity.
 - ❖ This program empowers young people, ages 11 to 13, to make smart choices about nutrition and physical activity.
 - ❖ During this field trip, the youth will look at the Nutrition Facts labels of certain foods and the packaging of various products.
- ◆ Tell the store manager the date and time you would like to come and the number of youth and adult chaperones participating.
- ◆ Tell the manager that the youth will temporarily remove items from the shelves to examine food labels. Assure him or her that the youth will put all items back in their proper places and that youth will not handle non-packaged food, such as produce.
- Enlist parents/guardians as chaperones.** Including parents/guardians in the field trip is a great way to involve them actively in Media-Smart Youth. To recruit chaperones, send a note home with the youth or call each

parent/guardian. Describe the field trip and ask them to come to the store with the group to help guide the youth. The Sample Permission Form also has a space for parents to note if they would like to chaperone—this is another great way to recruit chaperones. If more than one adult agrees to chaperone, you can divide the youth into smaller groups so they can investigate various parts of the store according to the different *Scavenger Hunt Guide* sheets.

- ❑ **Visit the store yourself.** The field trip activity has four main elements—breakfast cereal, produce, bread, and milk products. Visit the store you’ve selected to determine where the breakfast cereal, produce, bread, and milk product sections are located.
- ❑ **Practice reading a Nutrition Facts label.** Due to the wide variety of foods available at the grocery store, we are unable to provide you with the exact answers to the *Scavenger Hunt Guide* questions. In order for you to assist the youth in answering the questions correctly, we encourage you to visit the following Web site for information on how to read a Nutrition Facts label and for helpful examples: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf>. There’s also a sample label on p. 190 for reference.
- ❑ **Decide how you will conduct the field trip.** This task involves determining how you will tour the store and how the youth will gather

their findings. Your pre-field trip visit to the store will help you make these decisions.

- ◆ Depending on the number of youth on the field trip, the number of chaperones you have, the amount of time you have, and the type of store you will visit, the youth can:
 - ❖ Divide into smaller groups to do different *Scavenger Hunt Guide* sheets and report back to the larger group with their findings. If you divide into smaller groups, we recommend that at least one adult be with each group.
 - ❖ Complete one or more *Scavenger Hunt Guide* sheets as a single group.
- ◆ Youth will use the *Scavenger Hunt Guide* sheets to help them in their investigations. Depending on the nature of the group and their interests, you can:
 - ❖ Ask the youth to record their observations by filling out the *Scavenger Hunt Guide* sheets. Or, if they wish, they can choose one youth to write down the observations for the group. Writing down observations will help them remember what they’ve learned. These records also may be a helpful resource when the youth begin work on their *Big Production*.
 - ❖ Suggest that, instead of writing answers, the youth use the *Scavenger Hunt Guide* questions as a framework to discuss and

LESSON 6

debate their observations in the store. This approach may be a good option if you think that the youth will feel that writing down their findings is too much like school work.

- ❖ Conduct the field trip as a contest, offering a bonus to the individual or group that shows the best behavior and completes the sheets first. For example, the first group to complete its *Scavenger Hunt Guide* sheets might:
 - Receive its snack first
 - Choose a snack in the store that is low in fat and added sugar for the whole group to enjoy
 - Share its answers first
 - Win a prize such as a small bag of pretzels, a coupon from a local smoothie shop, or an inexpensive toy

Conducting the field trip as a contest is a fun way to maintain youth interest. If you choose this option, make sure that youth know that their behavior is part of the contest. If they disobey the ground rules (see p. 183), they will be disqualified.

- ❖ If you choose to have prizes, you may also want to offer them to everyone who completes the field trip, regardless of how much time they needed to complete the scavenger hunt.
- ❖ Make sure there is enough time at the end of the grocery

store visit to discuss the answers. Structure the field trip accordingly. For example, if you have 45 minutes in the store, then you might want to divide your time as follows:

- 10 minutes to introduce the lesson
 - 20 minutes for the youth to fill out the *Scavenger Hunt Guide*
 - 10 minutes to share their answers
 - 5 minutes for the snack
- ❖ Make sure that each facilitator and chaperone knows the timeline and can alert the youth when they have 5 minutes and 1 minute left to complete the *Scavenger Hunt Guides*.

On the day of the field trip (or before)

- Collect the signed permission forms. Make sure you have a signed form for each youth going on the trip.
- Photocopy the *Facilitator's Guide to the Scavenger Hunt* (enough for each facilitator and chaperone).
- Photocopy enough of the appropriate *Scavenger Hunt Guide* sheets to have one for each youth, facilitator, and chaperone. For example, if the whole group will be visiting only the bread aisle, you need photocopy only the *Scavenger Hunt Guide: Bread* sheet.
- Prepare snacks or collect enough money to purchase them at the store.
- Photocopy the *Take Home a New Idea!* sheet (one for each youth).

Doing the Activity

Before the Field Trip, At Your Media-Smart Youth Location

1. SAY:



Today, we're going on a field trip! The purpose of this field trip is to put into action the media and nutrition ideas we've talked about in earlier lessons. You will be looking at ingredient lists and Nutrition Facts labels to help reinforce what you've learned about why we should try to include certain foods more often in our snacks and meals. You'll also look at how food manufacturers use product packaging and placement of the products on the shelves to influence what people buy.

2. REMIND youth of the Working Agreement they established in Lesson 1.

3. ADD any new working agreement statements that may apply only to this field trip. **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:

- ◆ Youth should not touch non-packaged food.
- ◆ Youth should walk and speak quietly in the store.
- ◆ Youth should stay with a chaperone at all times.
- ◆ Youth should behave themselves at all times during the field trip.

4. Quickly REVIEW the major nutrition themes you've focused on in Media-Smart Youth so far: fruits and vegetables, whole grains, and foods low in fat and added sugar. **TELL** youth it will be important to keep these ideas in mind as they read the Nutrition Facts labels and ingredient lists.

ASK youth:

- ◆ What is a Nutrition Facts label?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:

- ❖ The Nutrition Facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, **protein**, and other nutrients. This information is based on a **serving size**.

LESSON 6

OPTION 1

GOING TO THE GROCERY STORE

◆ What is a serving size?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
- ❖ Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need.
- ❖ The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. Serving sizes on Nutrition Facts labels are not always the same as serving sizes in nutrition recommendations.

5. SAY:



The Nutrition Facts label can help you make food choices by giving you information about the nutrients in a serving of food.

Before we begin the scavenger hunt, here are a few tips to help you understand the label:

- ◆ % DV (percent daily value) is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food.
- ◆ Use the “5–20” guide¹ to make sense of the % DV. 5% DV or less is low. 20% DV or more is high. So if you want to choose foods that are lower in fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients—such as vitamin C—look for % DV that is closer to 20.
- ◆ The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar in the food or drink.

During the Field Trip, At the Store

1. If you have chosen to conduct the field trip in small groups, DIVIDE youth into groups based on who will complete each *Scavenger Hunt Guide* sheet.
2. EXPLAIN to youth that they will each receive a *Scavenger Hunt Guide* (between one and four sheets, depending on how many you have decided they will complete) that will help lead them through the grocery store. HAND OUT the *Scavenger Hunt Guide* sheets.
 - ◆ If you want youth to fill out the *Scavenger Hunt Guide* sheets, HAND OUT pencils/pens and clipboards.
 - ◆ If you want youth to use the *Scavenger Hunt Guide* sheets as a discussion guide, do not pass out pencils/pens and clipboards.

¹ U.S. Department of Agriculture Food & Nutrition Service. (2003, January). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide* (USDA Publication No. FNS-323). http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html.

GOING TO THE GROCERY STORE

- If you have chosen to make the *Scavenger Hunt Guide* a competition, **EXPLAIN** how the competition will work. **REMIND** youth of the ground rules.



If the competition is between groups, **SAY:** *The first group to finish its Scavenger Hunt Guide will win a bonus or prize.*

If the competition is individual, **SAY:** *Everyone who completes their Scavenger Hunt Guide will receive a bonus or prize.*

- If the youth are splitting up into groups, **TELL** everyone when and where they should meet after completing their *Scavenger Hunt Guide*.
- START** the scavenger hunt. Use the questions on the *Scavenger Hunt Guide* sheets to navigate through the store. Use the *Facilitator's Guide to the Scavenger Hunt* information box (see pp. 188–189) as a quick reference for what the youth should be paying attention to when they are doing the scavenger hunt. Each chaperone accompanying the youth around the store should have a copy of this guide.
- TELL** the youth how much time they will have for each scavenger hunt. You and each chaperone should **REMIND** them when they have 2 minutes and then 1 minute left for each hunt.
- GATHER** as a full group. **ASK** the youth to read their answers to the *Scavenger Hunt Guide* sheets out loud to the rest of the group. **ANSWER** any questions they may have.

Before You Leave the Store, Additional Discussion Questions

If you have time available after the scavenger hunt and discussion, bring up the following additional questions about grocery stores:

- ASK** youth:
 - ◆ Does anyone know what the display cases at the end of the aisles are called? They are called **endcaps**. Why do you think stores have endcaps?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - ❖ Sometimes endcaps display items that are on sale. Other times, the store puts items on the endcaps that they want to sell fast to make room for more products. These items are not always sold at a reduced price.
 - ◆ What is being sold on the endcaps at this grocery store? Are these items on sale or not? Are these items that you would buy or that your parents/guardians would buy?

2. ASK youth:

- ◆ Are the items located by the register usually fruits and vegetables, low-fat milk products, or foods that contain whole grains?
- ◆ What types of foods are located by the register?
- ◆ Does anyone know what items near the cash register—such as the magazines, candy, and gum—are called?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

❖ **Impulse buys**

- ◆ Why do stores put impulse buy items near the cash registers?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ People don't usually plan to buy them, but are tempted while they are waiting in line.
- ❖ It's an easy way for a store to sell more items.

3. ASK youth:

- ◆ What did you notice about the way products are placed on the shelves?
- ◆ Are the most expensive items at the top or bottom of the shelves?
- ◆ Are they at the eye level of young children, your eye level, or the eye level of most adults?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Stores place products targeted to children at a lower level so that the children can see them more easily.
- ❖ Stores place more expensive products at the eye level for an adult of average height.

4. At the end of your visit, GO with the youth to speak to the store manager. THANK him or her for the opportunity to visit the store. Also, THANK the chaperones for their help.

5. PICK OUT and PURCHASE a snack (if appropriate), or GIVE youth the snack you brought with you on the trip.

After the Field Trip, Important Discussion

1. DISCUSS the field trip with the group on your way back from the store or back at your site.

GOING TO THE GROCERY STORE



2. SAY:

When we were in the grocery store, we saw that many fruits and vegetables aren't packaged in bags, boxes, or wrappers like other foods, such as cookies or string cheese.

3. ASK:

- ◆ How does food packaging help promote food products?
 LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Food packages often use fun, attention-grabbing techniques to attract your attention and make you want to eat the food. Foods that don't have packaging, such as fruits and vegetables, cannot rely on these techniques to attract your attention.
 - ❖ Some fruits and vegetables—such as baby carrots or raisins—are now sold in convenient packages that make it easy for people to eat without preparation. Such convenience may make it easier for people to include more fruits and vegetables in their daily food choices.



4. SAY:

Now let's think about the packaging of loaves of bread or other bread products.

5. ASK:

- ◆ What is the most important nutrition information on the bread package?
 LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Information about whether or not the bread is a whole-grain food

6. ASK:

- ◆ The next time you are in a grocery store with your family members, what are some things that you can teach them based on what you learned today?
- ◆ What are you going to suggest they buy so you have more snacks that include fruits/vegetables, whole-grain foods, and fat-free or low-fat milk products at home?
- ◆ Why is it important to be familiar with the choices at your local grocery store?
- ◆ What are some other things you noticed that you have not yet shared with the group?

7. When you get back to your site, PASS OUT youth folders. ASK youth to put the handouts in their folders. COLLECT youth folders. HAND OUT the *Take Home a New Idea!* sheets.

8. THANK youth for their great behavior and their impressive investigative work.

Facilitator's Guide to the Scavenger Hunt

Option 1

There are four *Scavenger Hunt Guide* sheets that focus on the following categories. You will find these guides on pages 191 to 198.

Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Presence of whole grains
- Fiber
- Added sugar
- Packaging

Youth should look at boxes of breakfast cereal, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal* sheets.

☞ **Best Options:** Breakfast cereals that are made with whole grains and that are low in added sugar

Produce

The key issues to think about in the produce section are:

- Availability of a wide range of fruits and vegetables in the produce section
- Availability of a variety of deeply colored fruits and vegetables (red, orange, purple, yellow, green)
- Availability of ready-to-eat fruits and vegetables
- Packaging of fruits and vegetables, or lack of packaging

Youth should look at the fruits and vegetables in the produce section, seek out new fruits and vegetables they have never seen or tried before, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Produce* sheets.

☞ **Best Options:** Almost all produce items; especially dark-green leafy vegetables and red, orange, and yellow fruits and vegetables. Some fruits and vegetables don't seem so colorful on the outside, but are very colorful under a skin or a peel, such as sweet potatoes or cantaloupe.

Bread

The key issues to think about in the bread section are:

- Presence of whole grains
- Fiber
- Packaging

Youth should look at the breads, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Bread sheets*.

☞ **Best Options:** Whole-grain breads

Milk and Milk Products

The key issues to think about when looking for milk products are:

- Availability of fat-free or low-fat milk and milk products

Youth should look at the milk products, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Milk Products sheets*.

☞ **Best Bets:** Fat-free and low-fat milk and milk products

Optional: If you have time, another important thing to look for in the milk products section is calcium. Most milk products are rich in calcium. While youth are looking at fat content on the label, you can point out that milk products often have more than 20% DV of calcium. Note that they will learn more about calcium in Lesson 8.

Facilitator's Guide to the Scavenger Hunt Option 1

Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole Grain Oat Cereal

Serving Size →

Total Fat →

Fiber →

Sugar →

Ingredients list for "whole grain" and "sugar" words →

Nutrition Facts	
Serving Size 1 cup (30g)	
Servings Per Container About 14	
Amount/Per Serving	
Calories 110	Calories from Fat 20
	% DV*
Total Fat 2g	3%
Saturated Fat 0g	0%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 210mg	9%
Total Carbohydrate 22g	7%
Dietary Fiber 3g	11%
Sugars 1g	
Protein 3g	
Vitamin A 10%	• Vitamin C 10%
Calcium 10%	• Iron 45%
*Percent Daily Values (DV) are based on a 2,000 calorie diet.	

INGREDIENTS: WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.



Scavenger Hunt Guide: Breakfast Cereal Option 1

Today you're going on a scavenger hunt for information. Tour the breakfast cereal section of the store and answer the questions below.

Key things to look for in your search

- Whole grains
- Fiber
- Added sugar
- Packaging



Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on the Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Choose two brands of cereal that seem to be very different from each other. One should be a sweetened, corn- or rice-based cereal (many of these cereals say "sweetened" on the package), and the other should be an unsweetened, wheat-based cereal. Read the Nutrition Facts labels and ingredient list, and fill in the chart.

What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Whole Grains	Sweetened, corn- or rice-based cereal NAME:	Unsweetened, wheat-based cereal NAME:
1. How many different words for whole grains are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		
2. How much fiber is in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

3. Which cereal has more "whole grain" words on the ingredient list?

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber? _____

Choose someone in your group to read this paragraph out loud:



Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened Cereal	Unsweetened Cereal
<p>5. There are many different ways to say "sugar." How many different "sugar" words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, malted corn, and barley syrup.</p>		
<p>6. How many grams of sugar are in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)</p>		

7. Which cereal has more "sugar" words on the ingredient list?

8. Which cereal has fewer grams of sugar?

9. Find six cereals that you would like to eat that are unsweetened and high in fiber and list their names here:

Packaging and placement

10. What are some techniques that companies use to decorate cereal boxes? _____

11. What do you notice about where the cereals are placed on the shelves?

12. What clues help you figure out the main target audience for a particular brand of cereal?

13. Name one interesting fact you learned about the breakfast cereal aisle. You can think about nutrition content, packaging, or the location of the product on the shelves.

Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!



Scavenger Hunt Guide: Produce Option 1

Today you're going on a scavenger hunt for information! Tour the produce section and answer the questions below.

NOTE: Use your eyes, not your hands, to do this scavenger hunt. Do not touch any foods that are not in bags or other packaging.

Key things to look for in your

search

- Availability of a wide range of fruits and vegetables in the produce section
- Availability of a variety of deeply colored fruits and vegetables (red, orange, purple, yellow, green)
- Availability of ready-to-eat fruits and vegetables
- Packaging or lack of packaging

Nutrition Information

1. Find five different fruits or vegetables that you eat regularly (at least once a week).

1 _____	4 _____
2 _____	5 _____
3 _____	

Choose someone in your group to read this paragraph out loud:



Health experts think young people should eat lots of fruits and vegetables, especially really colorful ones, because they are full of vitamins and minerals.

2. Find the following:

Three kinds of dark-green leafy vegetables

1 _____	2 _____	3 _____
---------	---------	---------

Three deep-yellow or orange fruits or vegetables (remember, they can be deep yellow or orange under a peel or skin, too)

1 _____	2 _____	3 _____
---------	---------	---------

Three types of berries

1 _____	2 _____	3 _____
---------	---------	---------

Vegetables or fruits you would like to try soon

1 _____	2 _____	3 _____
---------	---------	---------

3. List any fruits and vegetables that you've never seen before today.

1 _____ 3 _____

2 _____ 4 _____

4. Why is it good to try new fruits and vegetables?

Packaging and placement

5. List at least three produce items that are packaged in a way that makes them ready to eat right now.

1 _____ 3 _____

2 _____

Do you think young people would choose these items? Yes No

Why or why not? _____

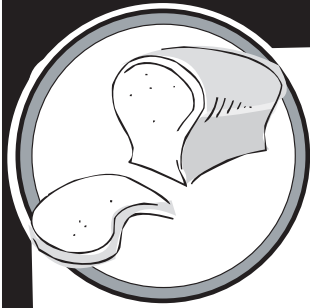
6. Are fruits and vegetables advertised as much and/or in the same way as other items (such as breakfast cereals or cookies)? Yes No

Why is this, do you think? _____

7. What would you suggest to a fruit or vegetable company to help it sell more of its products?

8. Name one interesting fact you learned about the produce section. You can think about nutrition content, packaging, or the location of the fruits and vegetables in the store.

Congratulations! You have finished the Produce Scavenger Hunt!



Scavenger Hunt Guide:

Bread Option 1

Today you're going on a scavenger hunt for information. Tour the bread section and answer the questions below.

Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging



Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Choose one loaf of sliced white bread and one loaf of sliced whole-grain bread. Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg=1g.

Breads	White Bread	Whole Grain Bread
	BRAND NAME: _____	BRAND NAME: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

Choose someone in your group to read this paragraph out loud:



Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.

4. Which bread has more "whole grain" words on the ingredient list? _____

5. Which bread has more "refined grain" words on the ingredient list?

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?

7. What type of bread do you and other young people you know usually eat?

8. Find three types of whole-grain breads that you would like to eat, and list their names (English muffins, pita bread, and tortillas are breads, too!)

1: _____

2: _____

3: _____

Circle the one you will choose the next time you go to the store.

9. Think of and write down one sandwich idea that uses whole-grain bread.

10. Name one interesting fact you learned about the bread aisle. You can think about the nutrition content, packaging, or location of the bread on the shelves.

Congratulations! You have finished the Bread Scavenger Hunt!



Scavenger Hunt Guide: Milk and Milk Products Option 1

Today you're going on a scavenger hunt for information! Tour the milk section and answer the questions below.

Key things to look for in your search

search

- Low-fat or fat-free milk products
- Calcium

What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:
1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Nutrition Information

Choose someone in your group to read this paragraph out loud:



People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

Don't forget the "5–20" rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Milk Products	2% Milk	Fat-free milk	Regular cheddar cheese	Reduced-fat cheddar cheese	Regular cottage cheese	Fat-free cottage cheese	Regular cream cheese	Reduced-fat cream cheese	Whole-milk yogurt	Fat-free yogurt
1. What are the total fat grams per serving?										
2. What is the percent daily value (%DV) of fat per serving?										

3. Of these milk products, which should you choose more often based on fat content?

Fat-free milk	or	2% milk
Regular cheddar cheese	or	Reduced-fat cheddar cheese
Regular cottage cheese	or	Fat-free cottage cheese
Reduced-fat cream cheese	or	Regular cream cheese
Whole-milk yogurt	or	Fat-free yogurt

Why?

Packaging and placement

4. What words on the milk product package tell you whether the product is low in fat?

5. What are some techniques that companies use to decorate the packages of milk products?

6. What clues on the package help you figure out the main target audience?

7. Name one interesting fact you learned about milk products. You can think about the nutrition content, packaging, or the location of the milk products in the store.

Bonus: See if you can find calcium on the Nutrition Facts label. Calcium is important for healthy teeth and bones. Pick two of the products you just looked at and answer the questions below:

Name of product 1 _____

Is the % DV for calcium 5 or less or 20 or more? (circle one)

Name of product 2 _____

Is the % DV for calcium 5 or less or 20 or more? (circle one)

You'll learn more about calcium in Lesson 8.

Congratulations! You have finished the Milk and Milk Products Scavenger Hunt!



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. Next time you're in the grocery store, look for snacks in the grocery store that are low in total fat and added sugar, and that include fruits, vegetables, and whole grains.
2. Read the Nutrition Facts labels to figure out what nutrients are in the foods and drinks you like.
3. Notice where food and drinks are placed on store shelves.
4. Talk with a family member or friend about the Nutrition Facts labels and how the placement of foods and drinks on grocery shelves affects your decisions about what to buy.

Take Home A New Snack: Eating Right...Quick

Here's a list of ready-to-eat snack foods. Try them at home with your family and friends.

What's In It?

Any quick, ready-to-eat food, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving 100-percent fruit juice
- Low-fat yogurt "tubes" (frozen, if desired)
- Small bottles of water/seltzer

How to Put It Together

- Grab one or two of these ready-to-eat foods for a quick and healthy snack.

Bonus: All of these snacks are low in fat. Part-skim string cheese and yogurt are also good sources of calcium!

Option 2: Bringing the Grocery Store to You



Note to Facilitators:

This lesson is an alternative to actually visiting the grocery store, so the format is different from the rest of the lessons in the curriculum. If you have extra time, do another playground game option from the *Action Break* or another activity from Appendix C.



Total Time

90 minutes

- 70 minutes for **Activities**
- 10 minutes for *Snack Break*
- 10 minutes for *Action Break*



Lesson Overview

In this lesson, youth review the wide variety of foods available in a grocery store. Using *Scavenger Hunt Guide* sheets, youth examine and compare ingredient lists and Nutrition Facts labels from a variety of foods to help them make smart food choices.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Use the Nutrition Facts label to determine serving size, fat, and fiber content
- ◆ Present a song, rap, or chant about going to a grocery store



Lesson Activities

- ◆ **Activity A: What's on a Label?**
(40 minutes)
- ◆ **Snack Break: Eating Right... Quick as a Flash!**
(10 minutes)
- ◆ **Activity B: Mini-Production: Write a Song or Do an Internet Scavenger Hunt (optional)**
(28 minutes)
- ◆ **Action Break: Playground Games**
(10 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)
- ◆ **Optional Extra Activity:**
Internet Scavenger Hunt



Materials Needed

For Activities

- Youth folders
- Scavenger Hunt Guide* sheets (one copy for each youth; see end of lesson)

LESSON 6

- Pencils/pens (one for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Lined paper, enough for each youth to have between four and six sheets
- Tape recorder and blank audio tapes (optional)
- Computer(s) for *Internet Scavenger Hunt* (optional)
- Empty food packages (see box below)

For this activity, you will need at least one of each of the following empty food packages. We encourage you to gather three or more of the cereals and breads, if possible, to give youth more opportunity to review and analyze different products.

Breakfast Cereals

- At least one empty box from a sweetened, corn- or rice-based cereal
- At least one empty box from an unsweetened, wheat-based cereal

Bread

- One bag from a loaf of whole-grain bread
- One bag from a loaf of white bread

Milk Products

- One small empty carton from 2% milk
- One small empty carton from fat-free milk
- One empty package from regular cheddar cheese
- One empty package from reduced-fat cheddar cheese

For Action Break

- Playground ball, if playing “Spud”

For Snack Break

- Paper plates, cups, and napkins
- Any quick, ready-to-eat food, such as:
 - ◆ Bananas
 - ◆ Baby carrots
 - ◆ Part-skim string cheese
 - ◆ Small boxes of raisins
 - ◆ Fig bars
 - ◆ Frozen fruit bars
 - ◆ Single-serving, 100-percent fruit juice
 - ◆ Low-fat yogurt “tubes” (frozen, if desired)
 - ◆ Small bottles of water/seltzer



Facilitator's Preparation

Activity A

- Photocopy enough of the *Option 2 Scavenger Hunt Guide* sheets to have one set for each youth.
- Create three stations around the room according to the different *Scavenger Hunt Guide* sheets—Cereals, Bread, and Milk Products. Place the empty food packages at the appropriate stations.

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- If audio taping the songs created during the *Mini-Production*, make sure that the tapes are cued up to the right place to begin recording.

Action Break

- Review the activity and prepare ahead as needed.

Optional Extra Activity

Internet Scavenger Hunt

- Photocopy *Scavenger Hunt Guide* sheets (one for each youth).
- Set up one or more workstations at a computer.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

What's On the Label?



Time

25 minutes



Activity Overview

Youth examine and compare ingredient lists and Nutrition Facts labels from a variety of foods to help them make smart food choices.



Activity Objective

At the end of the activity, the youth will be able to:

- ◆ Read the Nutrition Facts label to determine serving size, fat, and fiber content



Materials Needed

- Youth folders
- Scavenger Hunt Guide* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Empty food packages (see box below)

For this activity, you will need at least one of each of the following empty food packages. We encourage you to gather three or more of the cereals and breads, if possible, to give youth more opportunity to review and analyze different products.

Breakfast Cereals

- ◆ At least one empty box from a sweetened, corn- or rice-based cereal
- ◆ At least one empty box from an unsweetened, wheat-based cereal

Bread

- ◆ One bag from a loaf of whole-grain bread
- ◆ One bag from a loaf of white bread

LESSON 6

ACTIVITY OPTION 2 A

 Total time: 25 minutes

WHAT'S ON THE LABEL?

Milk Products

- ◆ One small empty carton from 2% milk
- ◆ One small empty carton from fat-free milk
- ◆ One empty package from regular cheddar cheese
- ◆ One empty package from reduced-fat cheddar cheese



Facilitator's Preparation

- Photocopy enough of the *Option 2 Scavenger Hunt Guide* sheets to have one set for each youth.
- Create three stations around the room according to the different *Scavenger Hunt Guide* sheets—Cereal, Bread, Milk and Milk Products. Place the empty food packages at the appropriate stations.
- Due to the wide variety of foods available at the grocery store, we are unable to provide you with the exact answers to the *Scavenger Hunt Guide* questions. In order for you to assist the youth in answering the questions correctly, we encourage you to visit <http://www.cfsan.fda.gov/~dms/foodlab.html> for information on how to read a Nutrition Facts label and for helpful examples. There's a sample label on p. 217 for your reference.

 **2** minutes **Warm-Up**

1. ASK youth:

- ◆ How many of you go to the store with your parents or guardians for groceries?
- ◆ How many of you help decide what types of foods are purchased for your family?
- ◆ What types of foods or drinks do you usually ask your parents or guardians to buy for you?

2. SAY:



Today you'll be looking at ingredient lists and Nutrition Facts labels of different food packages to help you figure out serving sizes and the amounts of fat, fiber, and added sugar. You'll also look at how food companies use product packaging to influence the foods that people buy. Next time you're at the store with your parent or guardian, you will have the tools to help make choices about the foods your family eats.

 **22** minutes **Doing the Activity**

1. Quickly REVIEW the major nutrition themes focused on in the Media-Smart Youth lessons: Fruits and vegetables, whole grains, and reducing fat and added sugar. TELL youth it will be important to keep these ideas in mind as they read the Nutrition Facts labels and ingredient lists.

ASK youth:

- ◆ What is a Nutrition Facts label?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ The Nutrition Facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein, and other nutrients. Nutrition information is based on a serving size.
- ◆ What is a serving size?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
 - ❖ Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need.
 - ❖ The nutrient information provided on a Nutrition Facts label is based on a single

LESSON
6

ACTIVITY
OPTION 2 **A**

 Total time: 25 minutes

WHAT'S ON THE LABEL?

serving size for that particular food or beverage. Serving sizes on a Nutrition Facts label are not always the same as serving sizes in nutrition recommendations.

2. SAY:



The Nutrition Facts label can help you make food choices by giving you information about how many nutrients are in a serving of food.

3. SAY:



Before we begin the scavenger hunt, here are a few tips to help you understand the label:

- ◆ *% DV (percent daily value) is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food.*
- ◆ *Use the “5–20” guide to make sense of the % DV. 5% DV or less is low. 20% DV or more is high. So if you want to choose foods that are lower in fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients—such as vitamin C—look for % DV that is closer to 20.*
- ◆ *The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar is in the food or drink.*

4. DIVIDE youth into three groups.

5. EXPLAIN to youth that they will each receive *Scavenger Hunt Guide* sheets, and that they will fill out the sheets based on the food packages in front of them at each station. **HAND OUT** the *Scavenger Hunt Guide* sheets.

6. SAY:



Each group will have 5 minutes to complete a sheet. After 5 minutes, I will say “Stop—next station” and you will move to the next station.

7. START the scavenger hunt. Use the *Facilitator’s Guide to the Scavenger Hunt* information box (see p. 216) as a quick reference for what the youth should be paying attention to when doing the scavenger hunt, or if they have questions. **REMIND** youth when they have 1 minute remaining for each of the rotations.

8. ASK the youth to read their answers to the *Scavenger Hunt Guide* sheets out loud to the rest of the group. **ANSWER** any questions they may have.

WHAT'S ON THE LABEL? Total time: 25 minutesACTIVITY
OPTION 2 **A**

9. When all the groups have visited all the stations, bring everyone back into one group. ASK:
- ◆ Why is it important to be familiar with the choices at your local grocery store?
 - ◆ The next time you are in a store with your family, what are some things that you can teach them based on what you learned today?
 - ◆ What are you going to suggest they buy so you have more snacks that include whole grains and low-fat milk products at home?
 - ◆ What are some other things you noticed that you have not yet shared with the group?
10. PASS OUT youth folders. ASK youth to put the handouts in their folders. COLLECT youth folders.

**1**
minute**Closing the Activity**

1. THANK youth for all their great work. ASK them whether youth have any comments or questions. TELL them it is time for a *Snack Break*.

LESSON
6

Snack Break



Eating Right...Quick as a Flash!

 **Time: 10 minutes**

Here are some ideas for healthy “grab-and-go” snacks.

What’s In It?

Any quick, ready-to-eat food, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving, 100-percent fruit juice
- Low-fat yogurt “tubes” (frozen, if desired)
- Small bottles of water/seltzer

Other Things You Need

- Paper plates, cups, and napkins

How to Put It Together

- ◆ TELL youth they can grab one or two of these ready-to-eat foods for a quick and healthy snack.

POINT OUT that all these foods are low in fat and that part-skim string cheese and low-fat yogurt are good sources of calcium (if these foods are

part of the snack given to youth). TELL them they will be talking more about calcium in a later lesson. NOTE that “grab-and-go” snacks are great when youth are short on time.

There’s a copy of this list at the end of the lesson for youth to take home. ENCOURAGE youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to serve, keep in mind that this is a snack and not a meal.

Mini-Production: Write a Song!



Time
23 minutes



Activity Overview

Youth create a song, rap, or chant about going to the grocery store.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Present a song, rap, or chant about going to the grocery store



Materials Needed

- Youth folders
- Pencils/pens (one for each youth)
- Lined paper (enough for each youth to have four to six sheets)
- Tape recorder or other recording device (optional)
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- If taping the songs/raps created during the *Mini-Production*, make sure that the tapes are cued to the right place to begin recording.

LESSON 6

ACTIVITY OPTION 2 **B**

 Total time: 23 minutes

WRITE A SONG!

 2
minutes

Warm-Up

1. SAY:



Now we're going to write the words to a song, rap, or chant about being at a grocery store and making smart food choices. The skills you practice here will help you when you begin work on your Big Production.

You can choose any of the nutrition themes we have discussed throughout Media-Smart Youth—fruits and vegetables, whole grains, or foods that are low in fat and added sugar. You must give your song a name and write the lyrics; then, if you want to, present it to the rest of the group. Feel free to pick a tune to a song you already know and just change the words.

 20
minutes

Doing the Activity

1. DIVIDE youth into groups of two or three.
2. HAND OUT the lined paper and pens.
3. TELL youth that they have 15 minutes to write their songs. Remind youth when they have 5 minutes and then 1 minute left.
4. When time is up, ASK the youth to come back to the large group. ASK one group to volunteer to present its song to the rest of the group. ALLOW the rest of the groups to present their songs, if they want. You may choose to RECORD the presentations (optional).

 1
minute

Closing the Activity

1. THANK youth for sharing their fun and creative songs. If you have time and youth are interested, PLAY the recorded songs.
2. ASK youth whether they have any comments or questions. TELL them it is now time for a fun *Action Break*.

Action Break

LESSON 6

Playground Games



 **Time: 10 minutes**

Materials Needed

- ❑ A playground ball, if playing “Spud”

Facilitator’s Preparation

- ❑ PICK one or more of the following playground games to play with your youth.

Spud:

This game works best in a large, open space such as a field or a gym. Choose one player to be “IT.” Everyone else counts off 1, 2, 3, 4, etc., so each person has a number. Everyone except the person who is “IT” stands still. The player who is “IT” throws the ball high in the air and calls out a number. As the other players scatter, the player whose number was called runs and tries to grab the ball. When he/she does, he/she shouts “Spud,” at which point the other players must freeze. The ball holder can take two big steps toward any person, whom he/she then tries to hit with the ball. The target person can try to not get hit by moving his/her body, but not his/her feet. The target can also try and catch the ball. If the thrower misses or

the target catches the ball, the thrower earns an “S.” If he/she hits the target, that person earns an “S.” Whoever earns the letter becomes “IT” and starts the next round. Players are eliminated once they earn “S-P-U-D.” The last person still in the game wins.

Duck, Duck, Goose:

In this game, all the youth sit down in a circle facing each other. One person is “IT” and walks around the circle. He or she walks around, tapping people’s heads and saying “duck” for each person. At one point, “IT” says “goose”; the “goose” gets up and chases “IT” around the circle. The “goose” tries to tag the person who is “IT” before he or she can sit down in the “goose’s” spot. If the goose is not able to tag the person who is “IT”, the “goose” becomes “IT” for the next round and play continues. If the goose does tap the person, the person tagged has to sit in the center of the circle. Then the “goose” becomes “IT” for the next round. The person in the middle can’t leave until another person is tagged and he or she is replaced.

Continued...

LESSON
6

Action Break



Playground Games (continued)

Fruit and Veggie Tag:

Choose one or more volunteers to be “IT.” The youth who is “IT” must run around and tag the other participants. If a youth gets tagged, he or she must freeze in place. The youth who is “IT” asks the frozen participant to name either a fruit or a vegetable. If he or she responds immediately with the name of a type of fruit or vegetable that has not been used yet, he or she gets to return to the game. If the youth does not respond immediately or he or she names a fruit or vegetable that has already been said, he or she must remain frozen. Play continues until all participants are frozen. The last person to be tagged is “IT” for the next round.

ENCOURAGE youth to try these activities with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.



Finishing Up the Lesson

Time: 2 minutes

1. **THANK** youth for doing great work during today's lesson. **COLLECT** their folders.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Nutrition Facts label
 - ◆ Choosing food products in a grocery store
 - ◆ Food packaging
3. **ASK** youth to take home a new idea (see box below). **HAND OUT** the *Take Home a New Idea!* sheets.
4. **TELL** youth that the next lesson will focus on advertising.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ Next time you're in the grocery store, look for snacks that are low in total fat and added sugar, such as fruits, vegetables, or those with whole grains.
- ◆ Read the Nutrition Facts labels to figure out what nutrients are in the foods and drinks you like.
- ◆ Talk with a family member or friend about how the Nutrition Facts labels and the packaging of the products affect your decisions about what to buy.

Facilitator's Guide to the Scavenger Hunt

Option 2

Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Added sugar
- Presence of whole grains
- Fiber
- Packaging

Youth should look at boxes of breakfast cereal, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal* sheets.

- ☞ **Best Options:** Breakfast cereals that are made with whole grains and that are low in added sugar

Bread

The key issues to think about in the bread section are:

- Presence of whole grains
- Fiber
- Packaging

Youth should look at the breads, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Bread* sheets.

- ☞ **Best Options:** Whole grain breads that are high in fiber

Milk and Milk Products

The key issues to think about in milk products are:

- Availability of fat-free or low-fat milk products

Youth should look at the milk products, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Milk and Milk Products* sheets.

- ☞ **Best Bets:** Low-fat and fat-free milk products

Optional: If there's time, another important thing to look for in the milk products section is calcium. Most milk products are rich in calcium. While youth are looking at fat content on the label, you can point out that milk products often have more than 20% DV of calcium. Note that they will learn more about calcium in Lesson 8.



Scavenger Hunt Guide: Breakfast Cereal Option 2

Today you're going on a scavenger hunt for information. Visit the breakfast cereal station and answer the questions below.

Key things to look for in your

- Whole grains
- Fiber
- Added sugar
- Packaging



What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:
1gram is about the weight of a paper clip and 1,000 mg =1g.

Nutrition Information

Don't forget the "5–20" rule when looking at fiber content on Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists for the two cereals, and fill in the chart.

Whole Grains	Sweetened, corn- or rice-based cereal NAME:	Unsweetened, wheat-based cereal NAME:
1. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:
2. How many different words for "whole grains" are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		

3. Which cereal has more "whole grain" words on the ingredient list?

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber? _____

Choose someone in your group to read this paragraph out loud:



Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened cereal:	Unsweetened cereal:
<p>5. There are many different ways to say "sugar." How many different "sugar" words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, and malted corn and barley syrup.</p>		
<p>6. How many grams of sugar are in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)</p>		

7. Which cereal has more "sugar" words on the ingredient list?

8. Which cereal has fewer grams of sugar?

Packaging

9. What are some techniques that companies use to decorate cereal boxes? _____

10. What clues help you figure out the main target audience for a particular brand of cereal?

Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!



Scavenger Hunt Guide:

Bread Option 2

Today you're going on a scavenger hunt for information. Visit the bread station and answer the questions below.

Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging



Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means that the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Breads	White bread	Whole-grain bread
	BRAND NAME: _____	BRAND NAME: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

Choose someone in your group to read this paragraph out loud:



Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.

4. Which bread has more “whole grain” words on the ingredient list? _____

5. Which bread has more “refined grain” words on the ingredient list?

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?

7. What type of bread do you and other young people you know usually eat?

8. Think of and write down one sandwich idea that uses whole-grain bread.

Congratulations! You have finished the Bread Scavenger Hunt!



Scavenger Hunt Guide: Milk and Milk Products Option 2

Today you're going on a scavenger hunt for information. Visit the milk and milk products station and answer the questions below.

Key things to look for in your search

- Low-fat or fat-free milk products
- Calcium



What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:
1gram is about the weight of a paper clip and 1,000 mg =1g.

Nutrition Information

Choose someone in your group to read this paragraph out loud:



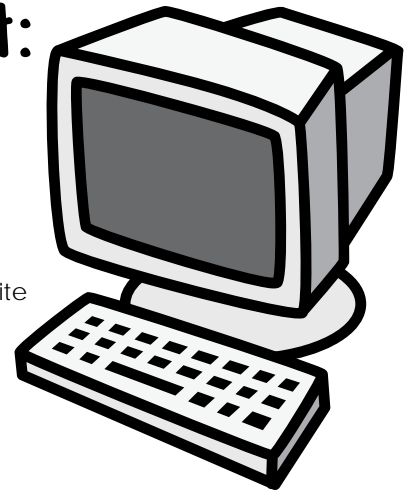
People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

Don't forget the "5–20" rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Milk Products	2% Milk	Fat-free milk	Regular cheddar cheese	Low-fat cheddar cheese
1. What are the total fat grams per serving?				
2. What is the percent daily value (% DV) of fat per serving?				

Optional Internet Scavenger Hunt: Nutrition



Take your nutrition knowledge to the next level with this Web site Scavenger Hunt. Sometimes you'll get the name of the Web site to visit, but you must still dig deeper to find the answers. Other times, you'll be on your own and will need to use your favorite search engine to find a site that has the answer you need. If you have several computers available, divide into groups.

Good luck!



Name five cookbooks for youth. Try <http://www.usda.gov/news/usdakids/index.html> (go to the "Team Nutrition" page) for ideas.

1. _____ 4. _____
2. _____ 5. _____
3. _____



Find the fat and calorie content of the following foods from a fast-food restaurant:

RESTAURANT NAME: _____

	Sausage, egg and cheese breakfast sandwich	Hamburger	Cheeseburger	Small fries	Large fries	Your favorite fast-food dessert
Total fat						



Search for a recipe for homemade salsa. Write it out below:



Search for the three main ingredients for "Ants on a Log" and write them below.

1. _____ 3. _____
2. _____



Find the names (or Web site addresses) of three nutrition Web sites for youth other than the one listed on this handout:

1. _____ 3. _____
2. _____

Congratulations! You have finished the Internet Nutrition Scavenger Hunt!



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. Next time you're in the grocery store, look for snacks that are low in total fat and added sugar such as fruits, vegetables, and foods with whole grains.
2. Read the Nutrition Facts labels to figure out what nutrients are in the foods and drinks you like.
3. Talk with a family member or friend about how the Nutrition Facts labels and the packaging of the products affect your decisions about what to buy.

Take Home A New Snack: Eating Right...Quick as a Flash!

Here's a list of ready-to-eat snack foods. Try them at home with your family and friends.

What's In It?

Any quick, ready-to-eat food, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving, 100-percent fruit juice
- Low-fat yogurt "tubes" (frozen, if desired)
- Small bottles of water/seltzer

How to Put It Together

- Grab one or two of these ready-to-eat foods for a quick and healthy snack.

Bonus: All of these snacks are low in fat. Part-skim string cheese and low-fat yogurt are good sources of calcium!

The Power of Advertising



Total Time

90 minutes

- 🕒 70 minutes for Activities
- 🕒 10 minutes for *Snack Break*
- 🕒 10 minutes for *Action Break*



Lesson Overview

This lesson focuses on advertising. Youth create a list of all the different ways they are exposed to advertisements. They also talk about body image and create collages. For the *Mini-Production*, youth explore the concept of omission while creating advertisements for a new breakfast cereal.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Name at least three ways that youth are exposed to advertisements
- ◆ Explain at least two ways that ads can influence food choices
- ◆ Describe the influence of the media on body image
- ◆ Explain the media concept of “omission”
- ◆ Identify information missing from an advertisement



Lesson Activities

- ◆ **Activity A: What Is Advertising?**
(20 minutes)
- ◆ **Snack Break: Food-Group Mania**
(10 minutes)
- ◆ **Activity B: Thinking About Body Image**
(23 minutes)
- ◆ **Action Break: Let’s Do Yoga!**
(10 minutes)
- ◆ **Activity C: Mini-Production: Omission Mission**
(25 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for two activities and the breaks are the minimum recommendations. If you have more than 90 minutes available for the lesson, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.



Materials Needed

For Activities

- Youth folders
- Large paper, markers, masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- Brief segment of a popular TV show or movie for youth that includes product placement—the intentional placement of a product in a film, TV show, or radio program—make sure that these examples reflect the cultural identities of the group members (optional)
- Teen, fashion, and health magazines—make sure that these examples reflect the cultural identities of the group members (several magazines—one for every two to three youth in the group)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Scissors (several pairs for each of two groups)
- Glue
- Markers and other creative supplies (enough for two groups to use at the same time)
- Pencils/pens (one for each youth)
- Omission Mission Script Starter* sheets (several copies for each of two groups)
- Two small pieces of paper
- Take Home a New Idea!* sheets (one copy for each youth)



For Snack Break

- Fat-free or low-fat cottage cheese, or low-fat or reduced-fat cream cheese or Neufchatel cheese
- Whole-wheat English muffins or rice cakes (if these are not available in your local stores, look for other whole-grain substitutes)
- Bananas
- Other fresh or dried fruit that the group likes (such as apricots, apples, raisins, or cranberries)
- Paper plates and napkins
- Plastic knives and spoons
- Drinks (100-percent fruit-juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- TV/VCR or DVD player and Media-Smart Youth videotape or DVD



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Post two sheets of large paper in the front of the room spaced at least a few feet apart. Label the top of each page with “Ways to Advertise.”
- Create an open space where youth can move from the back of the room to the front of the room

WAYS TO
ADVERTISE

easily (or from one side of the room to the other), and in which they can also sit down in a circle.

- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the TV/VCR or DVD player so it is ready to play *Segment #9: The Power of Advertising*. This segment shows the influence of advertising and its connection to health.
- ❑ If you are showing a brief clip of a TV show or movie for youth that includes a product placement, have the videotape and TV/VCR set up and ready to play (optional additional activity).

Snack Break

- ❑ Review the snack and prepare ahead as needed.

Activity B

- ❑ Collect fashion and health magazines with pictures of models, and teen magazines with images of popular celebrities. Make sure you have enough magazines for members of each small group to look through and cut pictures from.

Action Break

- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the TV/VCR or DVD player so it is ready to play *Segment #8: Let's Do Yoga!*. This segment features a yoga instructor demonstrating a few yoga poses. We

recommend that you show this video or DVD segment to the youth to help them learn the yoga poses. However, if you aren't able to do so, watch the segment in advance so you can properly teach the youth the poses.

Activity C

- ❑ Photocopy the *Omission Mission Script Starter* sheet (several copies for each of two groups).
- ❑ On one small sheet of paper, write "High in added sugar" and on the other write "Fortified with eight vitamins and minerals." Fold each piece of paper. You will give one to each small group. These statements are the facts that each group will leave out of its ad.
- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

What Is Advertising?



Time
20 minutes



Activity Overview

Youth talk about advertising and list all the ways they are exposed to ads. They also talk about subtle advertising approaches, such as logos and product placement.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Name at least three ways that youth are exposed to advertisements
- ◆ Explain at least two ways that ads can influence food choices



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- Brief segment of a popular TV show or movie for youth that includes product placement—the intentional placement of a product in a film, TV show, or radio program—make sure that these examples reflect the cultural identities of the group members (optional)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Post two sheets of large paper in the front of the room spaced a few feet apart. Label the top of each page with “Ways to Advertise.”
- Create an open space where youth can move from the back of the room to the front of the room easily (or from one side of the room to the other), and in which they can also sit down in a circle.



LESSON
7

ACTIVITY A



Total time: 20 minutes

WHAT IS ADVERTISING?

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #9: *The Power of Advertising*. This segment shows the influence of advertising and its connection to health.
- If you are showing a brief clip of a TV show or movie for youth that includes product placement, have the videotape and TV/VCR set up and ready to play (optional additional activity).

WHAT IS ADVERTISING?

 Total time: 20 minutes

1 minute **Warm-Up**

1. WELCOME youth back.

2. SAY:



In the last couple of lessons we've focused on nutrition and physical activity. In this lesson we're going to return to media. We're going to consider a form of media that we're exposed to all the time. This form of media has a big influence on the decisions we make every day.

3. ASK youth:

◆ What is an advertisement?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ An advertisement is an announcement designed to attract people's attention.
- ❖ It is a specific kind of media with a main purpose of persuading people to buy or support something—a product, service, or belief.

4. ASK youth:

◆ When you think of advertisements, what is the first thing that comes to your mind?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ TV commercials
- ❖ Radio commercials
- ❖ Magazine ads
- ❖ Internet pop-up ads

15 minutes **Doing the Activity**

10 minutes | **Part One: Advertising Relay Race**

1. SAY:



I am going to divide you into two groups. Each group will stand in the back of the room and group members should line up as though they're going to do a relay race. On the other side of the room are two sheets of large paper titled, "Ways to Advertise." Each group will use one of these sheets.

Here's how we'll do the race:

◆ I'll give the first person in each line a marker.

- ◆ One by one, you will either hop, walk backwards, or crawl across the room to your group's large paper and write down one of the types of advertising you encounter on a typical day.
- ◆ After you write it down, hop, walk backwards, or crawl back to your group and pass the marker to the next person—who will then hop, walk backwards, or crawl across the room and add an idea to the list.
- ◆ All your group members will repeat the process. We'll keep playing until I tell you to stop.
- ◆ If anyone has trouble thinking of a type of advertising, talk with the rest of your group to get ideas.



You have 5 minutes to do the advertising relay race, so move quickly to see how many ideas your group can come up with. The group with the most ideas on its list wins!

There's one catch: You can decide if you want to hop, walk backwards, or crawl to go across the room and back, but you must choose a different movement from the person who went before you. Otherwise, you have to go back to the line and start again. For example, if the person before you chooses to crawl across the room and back, you must either hop or walk backwards. If you choose to hop, the person who goes after you should either crawl or walk backwards. Your group members will have to help you remember what movement the person before you did so you don't repeat the same one.

A Note About Movement in This Activity

During the pilot test of the workshop, we learned from youth that they like being active while learning the lesson content, and they also like having options to choose from. You can substitute fun options the youth enjoy for the movements listed for this activity. We recommend that you include two or three comparable movements and let youth choose which one they want to do. Adding a twist to the rules of the activity, such as the one above, that says youth must do a different movement from the person before them, adds a sense of excitement and competition to the activity, which many youth enjoy. Suggestions for other ways to move across the room include:

- ◆ Jump
- ◆ Do jumping jacks
- ◆ Skip
- ◆ Sashay sideways
- ◆ Link arms with another teammate and move in pairs

Demonstrate each movement youth can select from—hop, walk backwards, crawl, or whatever else you choose—so they are clear about the options.

For more information and ideas about tailoring activities for individuals with physical disabilities, see Appendix C.

WHAT IS ADVERTISING?



Total time: 20 minutes

ACTIVITY

A



2. ALLOW 5 minutes for youth to create their lists and finish the race. TELL youth when they have 1 minute left, and when it is time to stop. CONGRATULATE youth on their great ideas.

3. ASK for a volunteer from each group to read the lists. REVIEW the lists quickly. SUGGEST other ideas as needed. Possible ideas include:
 - ◆ TV commercials
 - ◆ Radio commercials
 - ◆ Infomercials (30-minute programs that promote a product or service)
 - ◆ Newspaper ads
 - ◆ Magazine ads
 - ◆ Public service announcements (PSAs) (print, TV, or radio)
 - ◆ Billboards
 - ◆ Signs on the outside and inside of buses
 - ◆ The Internet, including pop-up boxes
 - ◆ Previews before movies and video rentals
 - ◆ Promotional activities in schools
 - ◆ Radio contests
 - ◆ Art contests
 - ◆ Signs in sports stadiums
 - ◆ Signs on the sides of trucks and vans
 - ◆ Food and drink packages
 - ◆ Shopping bags
 - ◆ Mail
 - ◆ Telemarketing
 - ◆ Cups and mugs

4. CONGRATULATE youth on creating great lists quickly while being physically active at the same time!

5. ASK youth:

- ◆ What did you learn from the ideas on your lists?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Advertising is all around us, in many parts of our lives.
 - ❖ There are many different ways to advertise.
 - ❖ Advertising appears in places we may not immediately think of, such as on cereal boxes or other product packages.

6. TELL youth they are going to spend a little time now talking about some subtle forms of advertising.



Part Two: Exploring Subtle Advertising Approaches

1. SAY:



Some ads are powerful because they are subtle. Subtle describes something that can be hard to detect or analyze. Let's use a logo as an example.

2. ASK youth:

- ◆ What is a logo?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ A logo is a symbol that stands for a company and its beliefs.
 - ❖ A logo aims to make you recognize and like a product.
- ◆ How many of you think of logos as advertisements?
(ASK for a show of hands.)

3. SAY:



We are going to do a quick exercise to explore the concept of logos. Let's sit in a circle together. I'm going to say a few statements. When I say a statement that applies to you, jump up from your seat quickly and then sit back down.



4. READ the statements from the list below. ALLOW time in between reading each statement for youth to jump up and down.

- ◆ If you have a logo on your shirt, jump up.
- ◆ If you have a logo on your jacket, jump up.
- ◆ If you have a logo on your shoes, jump up.
- ◆ If you have a logo on your backpack or school bag, jump up.



WHAT IS ADVERTISING?



Total time: 20 minutes

ACTIVITY

A

5. ASK youth:

- ◆ Why do many people think it is important to wear clothes with particular logos on them?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ They want to be associated with products or companies or teams that they think are cool or represent a certain lifestyle or attitude.
 - ❖ They see people they like wearing them, such as actors, music celebrities, athletes, or their friends, and so they want to wear them, too.
 - ❖ Many of these products are heavily advertised; seeing them often makes people want to have them.



6. SAY:

Let's talk about another subtle form of advertising—product placement.

7. ASK youth:

- ◆ Have you ever noticed specific products—such as jeans, shoes, food, drinks, or any other product—in a TV show or movie but not in a commercial?
ASK for a show of hands.



8. SAY:

- ◆ *This is called product placement. What does product placement mean?*
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Companies pay to have their products placed in specific films and TV shows.
 - ❖ Product placement occurs in other forms of media, too, such as video games, books, music lyrics, and comic books.

9. ASK youth:

- ◆ How many of you have ever wanted to buy a product after you saw it in a TV show or movie that you like?
ASK for a show of hands.
- ◆ Why is product placement such an effective and subtle form of advertising?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ From the audience's point of view, it looks like the product just “happens” to be there, but it is put there on purpose to market it to the show's audience.
 - ❖ We want to be like the actors and celebrities in TV shows and movies who use those products.

- ❖ Seeing a particular product all over the place—even in TV shows and the movies—makes it seem as though it’s everywhere.
- ❖ Companies want you to see their product because, when you think about needing a product like it, you are more likely to think of using their brand.

Optional Additional Activity

If you have extra time, play a brief clip of a popular TV show or movie for youth that includes product placement. View the clip and discuss it with the group.



Closing the Activity



Segment #9: *The Power of Advertising*

1. If you choose to use the Media-Smart Youth video or DVD, SKIP the material in step #2.



SAY: *You may not realize how much advertising you actually see in a day. We are going to watch a short segment that shows the power of advertising and its connection to health.*

SHOW Segment #9: *The Power of Advertising* module, and then go to step #3.

2. If you choose not to use the video or DVD, ASK youth to return to the larger group and share some of their observations about the effects of media.

ASK youth:

- ◆ What do you think about the effect of all these forms of advertising on your lives? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Advertising makes us want the products we see promoted.
 - ❖ We associate certain products with specific ways of being, such as being beautiful, happy, carefree, popular, rich, or smart.
 - ❖ We associate certain actors or music with specific products.
 - ❖ Advertising affects our emotions by portraying the way we want to feel about ourselves.

WHAT IS ADVERTISING?



Total time: 20 minutes

ACTIVITY

A

3. ASK youth:

- ◆ On average, about how many ads do you think that young people see and hear every year?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Youth see and hear an average of 40,000 advertisements a year.¹



4. SAY: *Most of these advertisements are for food—primarily candy, cereal, and fast food.*²

5. ASK youth:

- ◆ How much do you think companies spend to advertise and market food products specifically to children and youth?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Companies spend about \$10 billion to \$15 billion a year just to reach children and young people like you.³

6. ASK youth:

- ◆ What do you think about all of the food advertising aimed at young people?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ It's nice that advertisers are paying attention to young people, but it isn't necessarily healthy for us.
- ❖ Food advertisements promote processed foods and foods that are high in fat and added sugar more than they promote fruits and vegetables, whole grains, and foods that are low in fat and added sugar.
- ❖ It can be hard to choose fruits and vegetables, whole grains, and foods that are low in fat and added sugar when there is so much focus on foods that are high in fat and added sugar in the media. With all that attention, foods that are high in fat and added sugar can be hard to resist.

7. CONGRATULATE youth on their great work. ASK whether youth have any comments or questions. TELL them that they will enjoy items from several food groups during the *Snack Break*.

¹ Henry J. Kaiser Family Foundation. (2004). Issue Brief. *The Role of Media in Childhood Obesity*. Publication 7030. Retrieved January 14, 2005, from <http://www.kff.org/entmedia/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=32022>

² Ibid.

³ Heilman, E. (2001). *The politics behind an overweight America: Talking with Dr. Marion Nestle*. Retrieved March 30, 2005, from <http://globalrph.healthology.com/globalrph/14951.htm>

Snack Break



Food-Group Mania

 Time: 10 minutes

What's In It?

- Fat-free or low-fat cottage cheese, or low-fat or reduced-fat cream cheese or Neufchatel cheese
- Whole-wheat English muffins or rice cakes (if these are not available in your local stores, look for other whole-grain substitutes)
- Bananas
- Other fresh or dried fruit that the group likes (such as apricots, apples, raisins, or cranberries)

Other Things You Need

- Paper plates and napkins
- Plastic knives and spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- ◆ TELL youth to spread cottage cheese or cream cheese on a rice cake or an English muffin.
- ◆ TOP with sliced bananas or other fruit provided.

POINT OUT that whole-wheat English muffins are a whole-grain food and that the cottage cheese contains calcium. **TELL** them they will talk about calcium in a later lesson.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family or friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Thinking About Body Image



Time

23 minutes



Activity Overview

Youth talk about body image and create collages of body types found in magazines. Youth reflect on how the media promotes certain body types.



Activity Objective

At the end of the activity, the youth will be able to:

- ◆ Describe the influence of the media on body image



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- Teen, fashion, and health magazines—make sure that these examples reflect the cultural identities of the group members (several magazines—one for every two to three youth in the group)
- Scissors (several pairs for each of two groups)
- Glue
- Markers and other creative supplies (enough for two groups to use at the same time)



Facilitator's Preparation

- Collect fashion and health magazines with pictures of models, and teen magazines with images of popular celebrities. Make sure you have enough magazines for members of each small group to look through together and cut pictures from.

LESSON
7
ACTIVITY **B**

 Total time: 23 minutes

THINKING ABOUT BODY IMAGE



A Note About Creating a Comfortable Environment

In this activity, it is important to carefully observe youths' responses and reactions to the discussion. Body image is an extremely sensitive topic for many people, particularly young people, because their bodies are still growing and changing. Youth may bring up some ideas that they struggle with—appearance, body size, self image, self acceptance, fitting into a group, and fashion trends, among others. Attitudes about body image also are influenced by culture. Create a comfortable, supportive environment for these discussions. See the Media-Smart Youth Curriculum Introduction and Overview for tips on handling sensitive topics.

During this activity, pose discussion questions that are general and broad rather than personal or specific to individuals in the room. It is much easier for people to talk about body image issues in general, rather than talk about their own bodies. For example, instead of asking, "How do the images in the media affect how you feel about your own body?" ask, "How do you think the images in the media affect how young people feel about their bodies?" Also keep in mind the gender and cultural mix of the group. These factors may affect comfort levels for discussing these topics.

If you know that any youth in the group have serious issues with body image, you may want to tell them privately about the lesson topic beforehand.



1 minute

Warm-Up

1. ASK the following questions:

- ◆ What does the term body image mean?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Body image refers to what we think our bodies look like and how we feel about our bodies.
- ❖ Body image is also how we think others see us.



21 minutes

Doing the Activity

1. SAY:



Now we're going to talk about body image and the media. You're going to work in groups to create collages of body types that are typically shown in the media. Each group will get some magazines and creative supplies. Go through the magazines and select a few pictures of models. After you cut out a bunch of pictures, work together as a group to paste them on the piece of large paper and create a collage. You will have 15 minutes to create your collages.

2. DIVIDE youth into two groups. HAND OUT magazines and creative supplies to each group.
3. ALLOW youth 15 minutes to do the collage activity. WALK around the room and help youth as needed. TELL youth when they have 5 minutes and then 1 minute left.
4. ASK youth to hang their collages in the front of the room so everyone can see them.
5. ASK the full group:
 - ◆ What do the people in your collages look like? Why did you choose them?
 - ◆ Why do you think actors and models look the way they do?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Actors get a lot of professional help to look the way they do. They spend a lot of time with hairstylists, make-up artists, body trainers, and clothing consultants.
 - ❖ Models and actors often limit what they eat to maintain a certain body weight. Many models are very thin, which can be unhealthy.
 - ◆ What effects can the body types shown in the media have on the way young people feel about their own bodies?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Youth may want to look like the people they admire or see in the media.
 - ❖ The body types shown in the media can create unrealistic expectations for people about how their bodies should look.



1
minute

Closing the Activity

1. SAY:



Great work! Thank you for such a thoughtful and important discussion.

2. ASK whether youth have any comments or questions.

3. SAY:



Keep in mind that what you see in the media isn't always realistic. Advertisers often use

LESSON
7
ACTIVITY **B**

 Total time: 23 minutes

THINKING ABOUT BODY IMAGE

computer programs to make models look even thinner than they are. They touch up pictures to take out blemishes, wrinkles, bulges, and even freckles. Actors' and models' body types and looks may seem effortless and natural in a picture, but in reality, their looks are not always realistic or easy to achieve. Many actors have people helping them look the way they do; they also spend a lot of money to look the way they do. Also, these body types may not be healthy for most people, including the actors and models themselves.


Now, we are going to have fun stretching and twisting during our Action Break!

Action Break

7



Let's Do Yoga!

 Time: 10 minutes

Materials Needed

- Media-Smart Youth videotape or DVD (optional)
- TV/VCR or DVD player (optional)

Facilitator's Preparation

If using the Media-Smart Youth video tape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #8: *Let's Do Yoga!* This segment includes a demonstration of the yoga moves in this *Action Break* performed by a trained instructor. We recommend that you show this video or DVD segment to the youth to help them learn the yoga poses. However, if you aren't able to do so, watch the segment in advance so you can properly teach the youth the poses.

This segment also includes several optional poses that may be done if time allows.

1. *SAY: What is yoga? One meaning of the word yoga is to unite or to come together. Yoga brings together the mind and the body. It is a practice that involves physical postures, breathing techniques, and meditation. Yoga has many physical and emotional benefits, such as increased energy, reduced stress, better coordination, and lower blood pressure.*

Yoga poses can look very simple from an outsider's perspective. Yet the person doing yoga knows that they require a lot of muscle strength, balance, and concentration.

Note to Facilitator

Read through the instructions to all five poses described below and decide which ones you want to do with the youth. You may choose to do all five, or just some of them, with your group. Make sure you allow enough time for the youth to get into a position and hold it for at least several seconds. Repeat a pose a few times before moving onto the next one. Youth should stop doing any pose that is painful for them. Yoga is about stretching, not about pain. While talking youth through the poses, keep reminding them to breathe.

Action Break



Let's Do Yoga! (continued)

2. *SAY: Let's do some yoga together.*

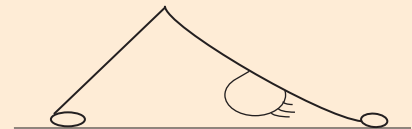
Mountain Pose

- ◆ Stand straight in an upright position with your feet together. Press your feet flat against the floor as if to stretch them. As you stand straight, picture a string running through your spine, pulling you upward, lifting your knees, hamstrings (back of the thigh), and hips.
- ◆ Keep your abdomen in and chest high. Your arms may remain at your sides in a relaxed manner. Take deep breaths in and out.
- ◆ Try to hold the pose for 30 seconds or so. Repeat several times, trying to elongate your body more and more each time.
- ◆ This pose is good to repeat between other stretches or poses.



Downward Dog Pose

- ◆ Start with your hands and knees on the floor. Keep your arms shoulder-width apart and place your hands flat on the floor directly below your shoulders. Point your fingers straight ahead. Keep your legs about hip-width apart.
- ◆ Inhale and curl your toes under, as if getting ready to stand up. Exhale and straighten your legs; push upward with your arms so that you end up looking like an upside down "V." Your weight should be evenly distributed between your hands and feet. Try to keep your legs straight and remember to breathe while in the pose. Hold the pose for at least a few seconds.
- ◆ Go back to your starting position, exhale, and repeat the Downward Dog pose several times.



Continued ...

Action Break

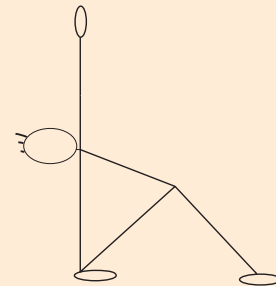
LESSON 7



Let's Do Yoga! (continued)

Triangle Pose

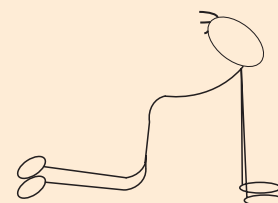
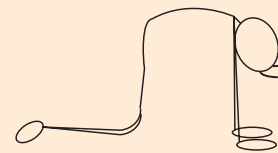
- ◆ Stand with your feet well apart (about 3 feet). Point the toes of your left foot all the way to the left, and your right foot just slightly to the left. Stretch your left arm straight out at shoulder level as if you were pointing to the wall on your left. Bring your right arm straight up toward the ceiling, against your right ear. Now inhale.
- ◆ As you exhale, bend to the left and slightly forward. Slide your left hand down your left leg and hold on to the lowest part of your leg or ankle that you can reach. Look out at your right hand, which is still reaching straight toward the ceiling. Take several full breaths in this pose before releasing it. Return to your starting position.
- ◆ Now point the toes of your right foot all the way to the right, and your left foot just slightly to the right. Repeat the steps above, this time bending to the right. Repeat the pose several times, alternating between your left and right sides.



Cat and Cow Pose

These are really two poses, with one flowing into the other.

- ◆ Cat—Start on your hands and knees on the floor. Keep your hands shoulder-width apart and just in front of your shoulders; keep your legs about hip-width apart. Take a deep breath in. As you exhale, move into the Cat pose by drawing your spine up and pulling your chest and stomach in so your back reaches up to the ceiling. Drop your head down gently toward the floor.
- ◆ Cow—As you inhale deeply, move into Cow pose by letting your back curve downward, dropping your stomach low toward the floor, and lifting your head up so your body creates a cup. Stretch gently.



Continued ...

7

Action Break



Let's Do Yoga! (continued)

- ◆ Repeat this movement several times, flowing smoothly from the Cat pose into the Cow pose, and the Cow pose back into the Cat pose.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Remember, if you have extra time and the youth are interested in learning more yoga, there are additional poses at the end of the video/DVD segment.

Mini-Production: Omission Mission



Time

25 minutes



Activity Overview

Youth discuss the media concept of “omission.” Youth create an advertisement for a new breakfast cereal and leave out a fact from their ads.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain the media concept of “omission”
- ◆ Identify missing information in an advertisement



Materials Needed

- Youth folders
- Pencils/pens (enough for each youth)
- Omission Mission Script Starter* sheets (several copies for each of two groups)
- Two small pieces of paper
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator’s Preparation

- Photocopy the *Omission Mission Script Starter* sheet (several copies for each of two groups).
- On one sheet of small paper, write “High in added sugar” and on the other write “Fortified with eight vitamins and minerals.” Fold each piece of paper. You will give one to each small group. These statements are the facts that each group will leave out of its ad.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



Warm-Up

1. ASK youth:

- ◆ Which one of the 6 Media Questions focuses on missing information?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Media Question #5: What information is missing?

- ◆ Media question #5 focuses on a media concept called “omission.” What does omission mean?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ To leave something out or to fail to include a specific fact or piece of information

- ◆ Why might media producers leave out some of the facts about an issue, story, or product in their media product?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Advertisements are short. Media producers might not have enough time to include all the facts.
 - ❖ Producers want to include only the information they think is most important to their purpose and message.
 - ❖ Advertisers often want to stress a specific point that might sound good to an audience.
 - ❖ Advertisers may want to ignore a particular feature about a product that might not sound appealing to a target audience.

2. ASK youth for examples of media products that leave out certain information, or SHARE some of the following examples with youth:

- ◆ A local news show may not cover some types of news stories because its producers do not think these stories are important to the audience.
- ◆ A television show may not reflect the real impact of situations it shows because those storylines may not be funny or interesting to the audience. A good example of this situation is when a main character on a show has a baby. Even though the main character and the baby live together and the show focuses on the character’s daily life, the baby may be only a very small part of the show. The show doesn’t reflect the reality of life with a baby.
- ◆ A product that is called “Cool Fruit Thirst Quencher” may not mention in its ad that it contains only 10-percent fruit juice. The advertisers do not mention this fact because it probably would not help them sell the product.



- ◆ An advertisement for a car may focus on how fast and powerful the car is, but not mention anything about the car's safety features because the target audience is most interested in buying a car that offers speed and a powerful engine.



20 minutes

Doing the Activity

1. SAY:



Advertisers need to include information in their ads that will persuade people to buy or support their product, service, or ideas.

Now you are going to work in two groups to create a 30-second radio advertisement for a product. The skills you practice in this Mini-Production will help you when you begin work on your Big Production. You want to persuade your target audience to buy your product.

Here's what you need to know to create your ad:

- ◆ The Yummy Cereal Company has just developed a new breakfast cereal for youth called Happy Rectangles.
- ◆ The Yummy Cereal Company has hired your advertising firm to create a 30-second advertisement that promotes this cereal.
- ◆ The Yummy Cereal Company has two main target audiences for its ads—young people and parents.
- ◆ The Yummy Cereal Company wants the audience to know it is the sponsor of the ad.
- ◆ Happy Rectangles cereal is:
 - ❖ Made from corn and oats
 - ❖ High in added sugar
 - ❖ A fun, 3-D rectangle shape
 - ❖ Fortified with eight vitamins and minerals




There is one catch: You have to leave out a fact about Happy Rectangles cereal from your ad. After you divide into your groups, I am going to give each group a folded piece of paper with a different fact written on it. This fact is what your group will leave out of your ad. Do not share your fact with the other group! Your job is to create an appealing radio ad about Happy Rectangles cereal based on all the facts I have given you, except the one written on your group's piece of paper.

Your group will have 15 minutes to create an ad and to rehearse it. Then each group will present its ad to the other group, which will try to guess what fact is missing.

Don't forget to include the name of the author or sponsor in your ad. Sponsors are often named at the end of a radio or TV advertisement, at the beginning and end of a radio or TV show, and in the small print at the bottom of a print ad.

2. HAND OUT the *Omission Mission Script Starter* sheets, youth folders, and pencils/pens.
3. DIVIDE the youth into two groups.
4. GIVE each group a folded piece of small paper. One piece should say, "High in added sugar." The other should say, "Fortified with eight vitamins and minerals."
5. ASK the groups to begin work. TELL youth when they have 5 minutes and then 1 minute left. ASK one group to come to the front of the room and read its advertisement. ASK the other group to guess what important fact was missing.
6. After the first group's presentation, ASK the second group to present its advertisement and allow the first group to guess the missing fact.
7. ASK youth:
 - ◆ Does your ad tell you the full story about the cereal?
 - ◆ Would knowing about the missing fact change your mind about wanting the product?
 - ◆ Do you think knowing the missing fact would change a parent's mind about purchasing or wanting the product?

1
minute**Closing the Activity**

1. CONGRATULATE youth for their creative ideas and fun advertisements, and for doing a great job guessing the missing information. ASK whether youth have any comments or questions.
2. SAY:
 *Don't forget to be a Media-Smart Youth when you experience media, especially advertisements. Keep in mind that you may not be hearing the full story, and that the missing facts may be important to you.*
3. ASK youth to place their *Script Starter* sheets in their folders. COLLECT youth folders.



Finishing Up the Lesson



Time: 2 minutes

1. THANK youth for doing great work during today's lesson.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Ways young people are exposed to advertisements
 - ◆ The influence of media on body image
 - ◆ Reasons advertisers leave information out of their ads
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. TELL youth that in the next lesson they will start planning for the *Big Production!*

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you use media—such as watching TV or a movie—look for product placement.
- ◆ Tell your parents or other family members about the product you saw placed in the media you were using. Ask them to look for product placement the next time they use media, too. If they need help, explain product placement to them. You also can make this activity into a game: the next time you and a parent or family member are watching TV or using other media, have a contest to see who can be the first to find an example of product placement.

Omission Mission

Script Starter

Your mission is to create a 30-second radio advertisement for Happy Rectangles cereal. Your group will have one specific fact it must leave out of the ad. Except for this one fact, your ad should include all the other information below about Happy Rectangles. When you are done, rehearse your script with your group so that you can present it to the other group.

Group members' names: _____

Sponsor of this ad: _____

The name of our product: *HAPPY RECTANGLES CEREAL*

HAPPY RECTANGLES CEREAL is:

- o Made from corn and oats
- o A fun, 3-D rectangle shape
- o High in added sugar
- o Fortified with eight vitamins and minerals



Our advertisement's target audience: *YOUNG PEOPLE AND THEIR PARENTS*

Our advertisement's purpose: *TO PERSUADE PEOPLE TO BUY HAPPY RECTANGLES*

The fact that we will omit from our advertisement is:

SCRIPT:

If you need more room to write, use the back of this page.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you use media—such as watching TV or a movie—look for product placement.
2. Tell your parents or other family members about the product you saw placed in the media you were using. Ask them to look for product placement the next time they use media, too. If they need help, explain product placement to them. You can also make this activity into a game: the next time you and a parent or family member are watching TV or using other media, have a contest to see who can be the first to find an example of product placement.

Take Home a New Snack: Food-Group Mania

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Fat-free or low-fat cottage cheese, or low-fat or reduced-fat cream cheese or Neufchatel cheese
- Whole-wheat English muffins or rice cakes (if these are not available in your local stores, look for other whole-grain substitutes)
- Bananas
- Other fresh or dried fruit that the group likes (such as apricots, apples, raisins, or cranberries)

How to Put It Together

- Spread cottage cheese or cream cheese on a rice cake or an English muffin.
- Top with sliced bananas or other fruit.

Bonus: The whole-wheat English muffin you are eating is a whole-grain food, and the cottage cheese contains calcium!

Super Snacks and Better Bones



Total Time

90 minutes

- 70 minutes for Activities
- 10 minutes for *Snack Break*
- 10 minutes for *Action Break*



Lesson Overview

This session focuses on nutrition, physical activity, and media concepts. First, youth discuss the types of foods featured in media, particularly in advertisements. They discuss food packages as a form of advertising and learn about serving sizes by looking at the Nutrition Facts labels on several common snack items. Then, through an activity and the *Action Break*, youth examine the roles that calcium and physical activity play in building and maintaining strong bones. They also use the Nutrition Facts label to learn about choosing calcium-rich foods. During the session's *Mini-Production*, youth explore the media concept of "technique" as they create billboards with physical activity and nutrition messages.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Explain two ways that advertisements and packaging can influence food choices
- ◆ List at least two ways to reduce fat or added sugar when eating packaged snack foods
- ◆ Describe the importance of calcium and physical activity for building and maintaining strong bones and teeth
- ◆ Name at least two types of weight-bearing physical activities
- ◆ Name two calcium-rich foods
- ◆ Use the Nutrition Facts label to find the calcium content of a food
- ◆ Describe at least three techniques that can capture a viewer's attention to a message

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available for the lesson, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.

Lesson Activities



- ◆ **Activity A: Foods in the Media and Thinking about Packaging** (20 minutes)
- ◆ **Snack Break: Bone-Building Sundaes and More** (10 minutes)
- ◆ **Activity B: Building Better Bones** (23 minutes)
- ◆ **Action Break: Weight-Bearing Fun** (10 minutes)
- ◆ **Activity C: Mini-Production: Your Attention, Please!** (25 minutes)
- ◆ **Finishing Up the Lesson** (2 minutes)

Materials Needed



For Activities

- Youth folders
- Large paper, markers, masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- One empty package of each of these snacks:
 - ◆ 3.5-ounce “grab bag” of chips
 - ◆ King-size candy bar
 - ◆ 20-ounce bottle of regular soda
- Sheet with Nutrition Facts labels

for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth)

- Calcium Counter* sheet (one copy for each youth)
- Several very large pieces of poster board or paper (as large as you can get) or a roll of easel or craft paper (available in toy or craft stores)
- Decorative supplies: jumbo-tip markers, wide paint brushes, paints, large stencils for lettering, construction paper, streamers, etc.
- Your Attention, Please!* sheets (one copy for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Scavenger Hunt Guide: Digging for Calcium* sheets (one copy for each youth)

For Snack Break

- Two or three different flavors of fat-free or low-fat yogurt or soy yogurt (vanilla or fruit flavored)
- Two or three types of canned or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)
- Paper plates, napkins, cups, bowls, and spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- ❑ Two food cans or other common items weighing 2 pounds each



Facilitator's Preparation

Activity A

- ❑ Post the 6 Media Questions poster in the room.

Snack Break

- ❑ Review the snack and prepare ahead as needed.

Activity B

- ❑ Label the top of a piece of large paper with the heading “Weight-Bearing Physical Activities” and post in the room.
- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #10: *Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.
- ❑ Photocopy the sheet with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth).
- ❑ Photocopy the *Calcium Counter* sheet (one copy for each youth).

- ❑ Photocopy the Extra Take-Home Activity, *Scavenger Hunt: Digging for Calcium* sheets (one copy for each youth).

WEIGHT-BEARING
PHYSICAL ACTIVITIES

Action Break

- ❑ Review the break and prepare ahead as needed.

Activity C

- ❑ Set up four workstations with poster board and decorative supplies.
- ❑ Photocopy the *Your Attention, Please!* sheet (one copy for each youth).
- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

Foods in the Media and Thinking About Packaging



Time

20 minutes



Activity Overview

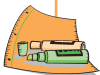
Youth discuss the types of foods seen in the media, particularly in advertisements. They discuss food packages as a form of advertising and learn about serving sizes by looking at the Nutrition Facts labels for several common snack items.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain two ways that advertisements and packaging can influence food choices
- ◆ List at least two ways to reduce fat or added sugar when eating packaged snack foods



Materials Needed

- One empty package of each of these snacks:
 - ◆ 3.5-ounce “grab bag” of chips
 - ◆ King-size candy bar
 - ◆ 20-ounce bottle of regular soda



Facilitator's Preparation

- No preparation needed.



Warm-Up

1. ASK how many youth saw a food or drink in the media the previous day, especially snack foods and drinks. REMIND them to think of all the many ways that things to eat and drink can appear in media—TV, radio, newspapers, magazines, the Internet, billboards, bus signs, and others. They may also see the foods or drinks integrated into a TV show, such as when a character drinks a soda or a family eats a meal together.

2. ASK youth:
 - ◆ What kinds of foods and drinks are usually featured in the media? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Foods that are fast and easy to make
 - ❖ Prepared food
 - ❖ Bottled water
 - ❖ Yogurt drinks
 - ❖ Breakfast cereal
 - ❖ Sports drinks
 - ❖ Candy
 - ❖ Soda
 - ❖ Chips
 - ❖ Foods available from restaurants

 - ◆ Are fruits and vegetables or whole-grain foods featured in media very often? How often are the featured foods and drinks low in fat or added sugar? LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Fruits, vegetables, and whole-grain foods are not featured in the media very often.
 - ❖ Few of the foods featured in media are low in fat or added sugar.

 - ◆ What do you think about the kinds of food and snacks shown in the media and how they influence food choices? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ They make you want to have them, even if you aren't hungry or thirsty.
 - ❖ It can be hard to choose fruits and vegetables, whole grains, and low-fat and low-sugar foods when other kinds of foods are everywhere in the media.



15 minutes

Doing the Activity

1. SAY:



In our last lesson, we talked about advertising as an important form of media. When we took our trip to the grocery store we looked at food packaging and shelf placement. Now we're going to put those two concepts together and look at food packages as a kind of advertising. We're also going to examine how packages themselves, especially those for snacks that are heavily advertised in the media, can influence how much or what we eat.

2. HOLD UP the empty packages of the snack items. MAKE SURE that all youth can see them. ASK youth:

- ◆ Do you think that these packages count as a form of advertising?
- ◆ What about the packages suggest that they are ads?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ They have logos.
- ❖ The design used is similar to what's shown in TV and print ads.
- ❖ Everything about the package is designed to get me to buy it.

3. ASK youth to name the three ways to cut back on fat and added sugar that they learned about earlier.

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ Choose alternatives that are lower in fat and added sugar.
- ◆ Eat smaller amounts of foods that are higher in fat and added sugar.
- ◆ Have foods higher in fat and added sugar less often.

4. TELL youth that they are now going to do some detective work on the “amounts” idea to see how the packages of these common snacks influence how much people eat. REMIND youth about serving size:

- ◆ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of cut-up fruit, or 8 fluid ounces (1 cup) of milk.
- ◆ Nutrition guides use serving size as a way to help people know how much of different types of foods they should eat to get the nutrients they need.
- ◆ The nutrient information on the Nutrition Facts label is based on a serving size.
- ◆ The serving size on the Nutrition Facts label is sometimes, but not always, the same as the recommended serving sizes given in nutrition guides.

5. HOLD up packages again. ASK youth:
 - ◆ How many servings do you think are in each package according to their Nutrition Facts labels?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

 - ❖ One serving

6. PASS around the packages. TELL youth to find the serving sizes on the Nutrition Facts labels and to read them out loud.

ASK youth:

 - ◆ Were you surprised to learn that these packages contain more than one serving?
 - ◆ Think about the packages as a form of media. The label tells you this package contains more than one serving. But what about the package might make you think that this snack is just one serving? Which information stands out more—the packaging or the serving size information on the Nutrition Facts label?
 - ◆ Do you think that when young people get this size, they usually finish the package all at once?
 - ◆ Are these packages easy to find in stores or hard to find?

7. ASK youth to look at the rest of the Nutrition Facts labels. NOTE that the % DV on the label for total fat and total carbohydrates is based on one serving. REMIND them that 5% DV is considered low, and 20% DV is considered high. ASK youth:
 - ◆ If a package of a snack like this contains more than one serving, and a person eats the whole package, what does that mean for % DV?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

 - ❖ A person is getting two or more times the % DV for that nutrient.
 - ❖ If one serving of the snack is high in fat or added sugar according to the % DV, then eating the whole package means that a person is consuming a lot of fat or added sugar.

A Note About Total Carbohydrates and Added Sugar

Two of the snacks featured in this activity—the candy bar and the soda—are high in added sugar. The Nutrition Facts label does not give a % DV for sugars, but it does give one for total carbohydrate (carbohydrates include sugars as well as starches and fiber). Much of the total carbohydrates in the candy bar and all of the carbohydrates in the soda come from added sugar, so looking at the % DV for total carbohydrate will give youth a good sense of how much the added sugar is contributing to the total carbohydrates recommended for a day.

Foods in the Media

 Total time: 20 minutes

ACTIVITY

A

- ❖ Many snack foods that are high in fat or added sugar are also high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories without getting nutrients they need.

8. ASK youth:

- ◆ So, what's the main conclusion we should draw from this activity?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Serving size counts!

9. SAY:



That's right. Serving size is important. For foods that are high in fat, added sugar, or calories, the smaller the serving size, the better. Just because a snack is sold in one package does not mean that a person should eat it all at one time.

10. ASK youth for their ideas about how they can make smart decisions about packaged snacks that are high in fat and added sugar.

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Have the snack less often.
- ❖ Share the snack with a friend.
- ❖ Have some now and put the rest away for another time.
- ❖ Look for a smaller package.
- ❖ Choose another snack that is lower in fat or added sugar.



1
minute

Closing the Activity

1. CONGRATULATE youth on their thoughtful discussion. ASK whether youth have any comments or questions. TELL them they are now going to have a delicious, good-for-you snack that's also a great introduction to the next activity.

Snack Time



Bone-Building Sundaes and More

 **Time:** 10 minutes

What's In It?

- Two or three different flavors of fat-free or low-fat yogurt or soy yogurt (vanilla or fruit flavored)
- Two or three types of canned or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

Other Things You Need

- Paper plates, napkins, cups, bowls, and spoons
- Drinks (100-percent fruit juice, water, or seltzer)

How to Put It Together

- ◆ TELL youth to put $\frac{1}{2}$ cup of yogurt or soy yogurt in a bowl.
- ◆ TOP with fruit.

POINT OUT that yogurt is a good source of calcium and that they will learn more about calcium in the next activity.

TELL youth to try these others calcium-containing snacks:

- ◆ Almonds and fruit
- ◆ Low-fat or reduced-fat cheese and whole-wheat pita bread
- ◆ Calcium-fortified, 100-percent orange juice

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snack.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Building Better Bones



Time

23 minutes



Activity Overview

Youth learn that a calcium-rich diet and weight-bearing physical activity will help them build strong bones and teeth now and will help prevent fractures and bone loss later in life.



Activity Objective

By the end of this activity, youth will be able to:

- ◆ Describe the importance of calcium and physical activity to building and maintaining strong bones and teeth
- ◆ Name at least two types of weight-bearing physical activities
- ◆ Name two calcium-rich foods
- ◆ Use the Nutrition Facts label to find the calcium content of a food



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Sheet with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth)
- Calcium Counter* sheet (one for each youth; see end of lesson)



Facilitator's Preparation

- Label the top of a sheet of large paper with the heading "Weight-Bearing Physical Activities" and post in the room.
- Using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the player so it is ready to play Segment #10: *Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.
- Photocopy the sheet with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth).
- Photocopy the *Calcium Counter* sheet (one copy for each youth).

LESSON
8
ACTIVITY **B**

 Total time: 23 minutes

BUILDING BETTER BONES

 7 minutes

Warm-Up

1. ASK youth whether any have grandmothers or grandfathers who have recently broken a bone or who have gotten shorter as they've grown older. If so, explain that their family member may have a condition called osteoporosis (AWS-tee-o-po-ro-sis), which means that their bones don't have enough calcium and other minerals. Without these nutrients, bones can break very easily.

2. SAY:



A number of things are important for building your bones and teeth when you're young and for keeping them strong all through life. We're going to talk about two of those things in this activity. Can you guess what they are? I'll give you some hints: We've done one of them in every lesson so far. The other begins with the letter C. What are these two things?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ Physical activity
- ◆ Calcium

Note to Facilitator

Some resources about "strong bones" for you and the youth in your group:

- ◆ The *Milk Matters* Calcium Education Campaign (<http://www.nichd.nih.gov/milk>), supported by the National Institute of Child Health and Human Development (NICHD)
- ◆ Powerful Bones. Powerful Girls. The National Bone Health Campaign (<http://www.cdc.gov/powerfulbones>), a joint effort of the U.S. Department of Health and Human Service's Office on Women's Health, the U.S. Centers for Disease Control and Prevention, and the National Osteoporosis Foundation
- ◆ National Institutes of Health Osteoporosis and Related Bone Diseases—National Resource Center (<http://www.osteoporosis.org>)
- ◆ "Kids and Their Bones: A Guide for Parents" from the National Institute of Arthritis and Musculoskeletal and Skin Diseases (<http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>)

3. TELL youth they are going to talk about weight-bearing physical activity first.

4. SAY:



Weight-bearing physical activities are any activities in which your body works against gravity. That happens when your feet, legs, or arms are carrying most of your weight.

Bones are living tissue. Weight-bearing physical activity causes new bone tissue to form, which makes your bones stronger. Bones also become stronger when muscles push and tug against them during weight-bearing physical activity.

5. ASK youth to name some weight-bearing physical activities. WRITE their ideas on large paper.



LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Running
- ❖ Walking
- ❖ Skipping
- ❖ Hopping
- ❖ Jumping
- ❖ Playing sports like, basketball, soccer, and baseball
- ❖ Jumping rope
- ❖ Doing jumping jacks
- ❖ Doing push-ups
- ❖ Climbing stairs
- ❖ Raking leaves
- ❖ Playing hopscotch
- ❖ Dancing
- ❖ Lifting weights
- ❖ Carrying groceries
- ❖ Doing handstands and cartwheels

6. ASK youth to name at least two physical activities that are not weight bearing (but are still great to do!):

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Swimming
- ❖ Biking
- ❖ Horseback riding

7. CONGRATULATE youth on their wonderful ideas. TELL them that they are going to try some weight-bearing activities in just a few minutes during the *Action Break*.
8. EXPLAIN that another way to keep bones strong is to get enough calcium. Calcium is a mineral that builds strong, healthy bones and teeth, that keeps them strong throughout life, and that is important for overall health.¹
9. ASK youth:
 - ◆ Where do we get calcium?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

 - ❖ From foods and drinks, especially milk and milk products²
10. SAY:



That's right. Milk products—milk, yogurt, and cheese—are the best dietary sources of calcium. Because some milk products are also high in fat, it's important to choose fat-free or low-fat versions of these products.

But milk products aren't the only sources of calcium. Some people have trouble digesting milk products and others choose not to consume them. So, some food companies are adding calcium to foods that don't naturally contain this nutrient. You can now buy calcium-fortified soy drinks, orange juice, breakfast cereals, and bread. These products are good for people who don't eat or can't digest milk products.

Another way to get calcium is by eating non-dairy foods that naturally contain smaller amounts of calcium than milk products. For example, dark-green leafy vegetables (such as broccoli, spinach, kale, turnip greens, and collard greens), cooked dried beans (such as white beans, soybeans, and garbanzo beans), almonds, figs, and canned salmon with bone all contain calcium.

A Note About Linking to Lesson 5: Motion Commotion

This point in the activity is a good place to refer to Lesson 5: Motion Commotion. ASK youth if they remember their Top 10 *It's Hard to Believe, But It's Physical Activity* lists. Ask the youth how many of the activities on those lists are weight bearing, and how many are not (but are still great ways to be active).

¹For more information on calcium, visit the *Milk Matters* Calcium Education Campaign Web site at <http://www.nichd.nih.gov/milk>.

²Youth may mention vitamins or supplements as a source of calcium. We emphasize food sources because most experts agree that calcium should come from natural dietary sources whenever possible. However, some people do need to take calcium supplements. See the *Milk Matters* Calcium Education Campaign (<http://www.nichd.nih.gov/milk/>) for more information on calcium supplements.

BUILDING BETTER BONES

 Total time: 23 minutes



Segment #10: Smoothie Sensations

11. If you choose to use the Media-Smart Youth videotape or DVD, SKIP the material in step #12 and #13. SAY: *Now we're going to see a segment that shows how to make a smoothie that's rich in calcium. SHOW the Smoothie Sensations segment. GO to DOING THE ACTIVITY.*



12. If you choose not to use the video or DVD, SAY:

It is most important to consume enough calcium during the childhood and teen years because about 90 percent of all the calcium you'll ever get into your bones is there by age 18.³ After that, it's important to keep consuming enough calcium to maintain the calcium that's already in your bones. So, building strong bones and teeth now and keeping them strong will help prevent health problems later in life.



13. SAY: *Some people do not get enough calcium in their diets and need to work on consuming more. Jump to your feet if you know the answer to the next question. ASK: Which of the following groups of people do you think is LEAST likely to get enough calcium in their diets?*

- ◆ Teen boys
- ◆ Teen girls
- ◆ Girls under the age of 8
- ◆ Boys under the age of 8



SAY: The answer is "teen girls." Only 19 percent of females between the ages of 9 and 18 get enough calcium.⁴ That means only about one in every five teen girls gets the calcium they need each day. For teen boys, 52 percent, or a little more than half, get enough calcium. For those younger than age 8, 79 percent of girls and 89 percent of boys get enough calcium. These statistics tell us that as young people get older and make more of their own food and drink choices, they're not choosing as many foods and drinks with calcium as they should.

A Note About Adapting This Discussion to Your Group



Depending on the cultural make-up of your group and how much time you have, you can extend this discussion. Talk about whether milk products are common at home or school. If they are not, find out what other kinds of calcium-containing foods are available. (See the *Calcium Counter* sheet on p. 283 for a list of some common calcium-containing foods.)

³ From: National Institute of Arthritis and Musculoskeletal and Skin Diseases. Retrieved September 13, 2005, from <http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>.

⁴ Source: The National Health and Nutrition Examination Survey (NHANES) 1988-1994

LESSON
8

ACTIVITY **B**

 Total time: 23 minutes

BUILDING BETTER BONES

 15 minutes

Doing the Activity

1. PASS OUT the *Nutrition Facts* labels sheet.⁴



SAY:

The Nutrition Facts label is one way you can find out how much calcium is in the food you're eating so you can be sure you're getting enough.

2. ASK youth to find "Calcium" on the labels. (It is located at the bottom left-hand side of the label.) They will see the % DV next to it.



SAY:

Most adults need 1,000 milligrams of calcium a day. That means they need to choose foods every day that add up to 100% DV. Because young people are still growing, they need more calcium than adults—they need 1,300 milligrams every day.

3. ASK youth:

- ◆ If 1,000 milligrams is 100% DV, what % DV is 1,300 milligrams?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ 130%

4. ASK youth to compare the calcium % DV on the Nutrition Facts labels. ASK youth:

- ◆ Which foods are high in calcium (20% DV or more)? Which foods are low in calcium (5% DV or less)? Which foods are in between?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ High in calcium: fat-free milk, low-fat fruit yogurt, calcium-fortified orange juice
- ❖ Low in calcium: rice, orange juice
- ❖ In between: bean burrito, broccoli

⁴From: U.S. Department of Agriculture Food & Nutrition Service (2003). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). Retrieved August 11, 2005, from http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html.

A Note About Foods Being High or Low in Calcium

The major food groups—fruits and vegetables; grains; milk and milk products; meat, fish, poultry and dry beans; fats, oils, and sweets—differ from each other in many ways, including the nutrients they contain. Some food groups are naturally higher in some nutrients than in others. For example, most milk products are naturally rich in calcium; most vegetables are not. But most vegetables have more fiber and niacin (a B vitamin) than milk products do. In this activity, make sure that youth understand that just because one food is higher in calcium than another, it doesn't necessarily mean that it is a "better" food.

5. **PASS OUT** the *Calcium Counter* sheets and a pen or pencil to each youth. **TELL** youth that this list shows the % DV of calcium for some common foods. **EXPLAIN** that the group is going to do a quick brainstorm to see how many ways a young person can get the recommended amount of calcium in a day. They are to pick foods that add up to 130% DV. **GIVE** them two important hints:
 - ◆ They should focus on foods high in calcium and try to include other foods that are in between and low in calcium.
 - ◆ Choosing more than one serving of a favorite calcium-rich food can help the % DV add up (for example, a cup of fat-free milk at lunch and a cup at dinner).
6. **ALLOW** youth 1 minute to look through the list. **BEGIN** the brainstorm. **ALLOW** youth to come up with two or three options. **WRITE** their suggestions on the large paper and add up the % DVs to make sure that each option totals 130% DV.



1
minute

Closing the Activity

1. **CONGRATULATE** youth on their calcium-rich thinking! **SUGGEST** that they take their *Calcium Counter* sheets home to help them think about calcium in their daily food choices.
2. **TELL** youth they are going to put what they just learned about weight-bearing physical activity into action with a fun *Action Break*.

Action Break



Weight-Bearing Fun

 **Time:** 10 minutes

Materials Needed

Two food cans or other common items weighing about 2 pounds each

1. PLACE the two cans at one end of the room, about 10 feet apart.
2. DIVIDE youth into two groups. Each group should be about 20 feet away from a can.
3. GIVE the following instructions:
 - ◆ The first youth in each group runs to a can at the other end of room, does a weight-bearing activity five times, runs back, and tags the second youth in line. Youth can do any weight-bearing activity, including push-ups, pretend to climb stairs, or lift weights using the can.
 - ◆ The second youth in the group runs to the other end of room and does another weight-bearing activity five times.
 - ◆ One at a time, the remaining members of the groups run to the other end of room and do a weight-bearing activity five times.
 - ◆ The first group to have every member complete the sequence wins.
4. Before the groups begin, ASK them to choose the weight-bearing activities that each member will do. USE the list they came up with in the previous discussion for more ideas. The groups can do them in any order and they can repeat the same activity if they choose.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Mini-Production: Your Attention, Please!



Time

25 minutes



Activity Overview

Youth explore the media concept of “technique” by creating two billboards. One focuses on snacking, and the other focuses on bone building.



Activity Objective

By the end of this activity, youth will be able to:

- ◆ Describe techniques that can draw a viewer’s attention to a message



Materials Needed

- Youth folders
- Several very large pieces of poster board or paper (as large as are available) or a roll of easel or craft paper (available in toy or craft stores)
- Decorative supplies: jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, streamers, etc.
- Your Attention, Please!* sheets (one copy for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Scavenger Hunt Guide: Digging for Calcium* sheets (one copy for each youth)



Facilitator’s Preparation

- Set up four workstations with poster board and decorative supplies.
- Photocopy the *Your Attention, Please!* sheet (one copy for each youth).
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the Extra Take-Home Activity, *Scavenger Hunt: Digging for Calcium* sheets (one copy for each youth).



Warm-Up

1. SAY:



We're going to do our Mini-Production now. This time, we're going to focus on Media Question 6: What techniques are used to attract attention?

You're going to explore this question through the media format of billboards. The skills you practice in this Mini-Production will help you when you begin planning your Big Production.

Billboards are a common form of outdoor advertising. They use big, bold pictures and few words because they have to get a message across fast. People often see billboards when they are driving by—they don't have a lot of time to read!

2. ASK youth:

- ◆ What techniques attract your attention when you see billboards?
 - LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Bright colors
 - ❖ No color (black and white photographs or black background and white text, for example)
 - ❖ Few words
 - ❖ Funny words
 - ❖ Celebrities
 - ❖ Beautiful or funny pictures
 - ❖ Action

- ◆ What techniques attract your attention when you see other media?
 - ❖ Music (lively, sad, loud, or soft)
 - ❖ No sounds at all

- ◆ Why is technique important?
 - LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ It gets people's attention.
 - ❖ When you have people's attention, you can get your message across.

YOUR ATTENTION, PLEASE!

 Total time: 25 minutes

ACTIVITY



3. SAY:



You are going to create billboards with messages about snacking and building strong bones. Your audience is other people your age. Knowing your audience will help you decide what techniques to use.



20
minutes

Doing the Activity

1. DIVIDE the youth into four groups. ASK each group to go to a workstation. TELL two groups that they will create billboards with a message about making smart snack choices. TELL the other two groups that they will create billboards with a message about building strong bones by eating calcium-rich foods and doing weight-bearing physical activities.
2. HAND OUT the youth folders and a *Your Attention, Please!* planner sheet to each youth. The youth should use the planner sheets to decide what they want to say and what techniques they will use to get their message across. Once they have decided on their message and techniques, they can begin to create the billboards.
3. ASK youth to begin work on their billboards. ALLOW 12 minutes for youth to complete their billboards. TELL them when they have 5 minutes and then 1 minute left to work.
4. ASK youth to tape their billboards on the wall when they are done. ASK a volunteer from each group to explain the group's billboard and the techniques the group used to get viewers to pay attention to their message.



1
minute

Closing the Activity

1. CONGRATULATE youth on their creativity and beautiful work. ASK whether youth have any comments or questions. TELL them to put their *Your Attention Please!* creative planner sheets into their folders.

A Note About Showcasing the Billboards

Ask if you can post the billboards in a main hallway or lobby of your facility, or in some other space where many people will see them.



Finishing Up the Lesson

Time: 2 minutes

1. THANK youth for doing great work during today's lesson. COLLECT their folders.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Snacks, packaging, and serving size
 - ◆ Calcium, weight-bearing physical activity, and healthy bones
 - ◆ Techniques used by media to get people's attention
3. ASK youth to take home a new idea (see box). HAND OUT the *Take Home a New Idea!* sheets and the *Scavenger Hunt Guide*. TELL youth the Scavenger Hunt is an extra take-home activity for this lesson—it's a scavenger hunt for calcium that they can do with their family or friends the next time they are at the grocery store.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you want a snack, check out the Nutrition Facts label and see if the snack is a good source of calcium (at least 20% DV).
- ◆ Tell your parents or other family members about why calcium and weight-bearing physical activity are important for strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat frozen yogurt! Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
- ◆ Take the *Scavenger Hunt: Digging for Calcium* sheet with you the next time you go to the grocery store with a parent or family member.

Look Ahead Alert: Lesson 9

If you will be working with a media partner, consider inviting your partner to be a part of the next lesson. The youth will make some important decisions then about your *Big Production*, and your media partner's participation may be helpful.

In Lesson 9, Activity C, you will be asking youth specific questions about their media product. Make sure to review the questions on p. 311 ahead of time, in case you need to prepare to help them answer the questions.

Your Attention, Please

OUR BILLBOARD TOPIC IS: SMART SNACKING

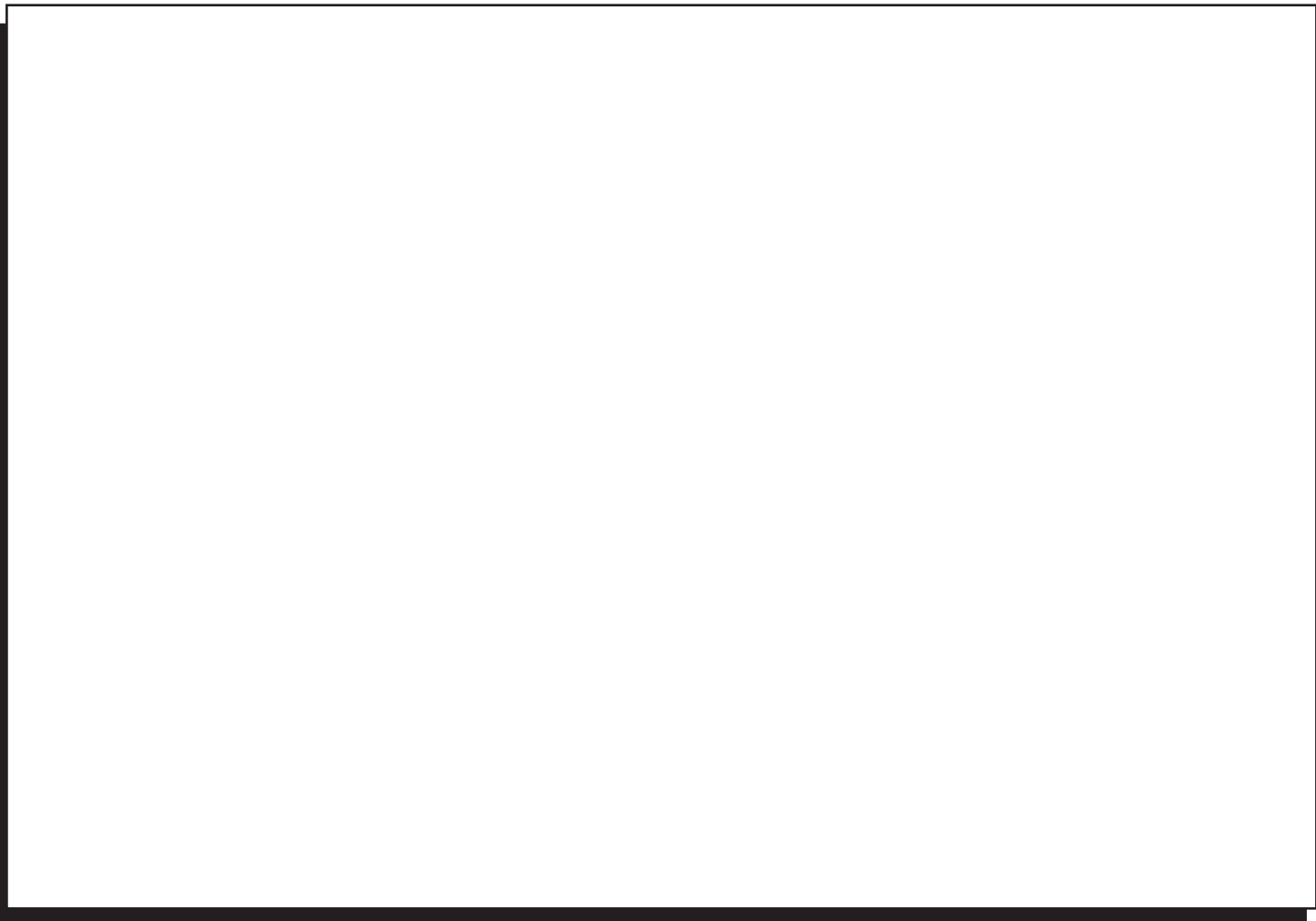
CALCIUM, PHYSICAL
ACTIVITY, AND STRONG

BONES

OUR MESSAGE IS: _____

WE WILL USE THESE TECHNIQUES TO GRAB PEOPLE'S ATTENTION:

DRAW A ROUGH SKETCH OF YOUR BILLBOARD IN THE SPACE BELOW:



NUTRITION FACTS LABELS**

Below are Nutrition Facts labels for a variety of foods. Photocopy and cut out these labels to use in Activity A.

BROCCOLI, COOKED

Nutrition Facts		
Serving Size 1/2 cup (92g)		
Servings Per Container 6		
Amount Per Serving		
Calories	25	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	20mg	1%
Total Carbohydrate	5g	2%
Dietary Fiber	3g	11%
Sugars	1g	
Protein	3g	
Vitamin A	35%	• Vitamin C 60%
Calcium	4%	• Iron 4%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

BURRITO, BEAN

Nutrition Facts		
Serving Size 1 burrito (198g)		
Servings Per Container 1		
Amount Per Serving		
Calories	380	Calories from Fat 110
		%Daily Value*
Total Fat	12g	18%
Saturated Fat	4g	20%
Cholesterol	10mg	3%
Sodium	1100mg	46%
Total Carbohydrate	55g	18%
Dietary Fiber	13g	52%
Sugars	3g	
Protein	13g	
Vitamin A	45%	• Vitamin C 0%
Calcium	15%	• Iron 15%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

ORANGE JUICE

Nutrition Facts		
Serving Size 8 fluid ounces (249g)		
Servings Per Container 8		
Amount Per Serving		
Calories	110	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	26g	0%
Dietary Fiber	0g	0%
Sugars	22g	
Protein	1g	
Vitamin A	0%	• Vitamin C 50%
Calcium	2%	• Iron 0%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

CALCIUM-FORTIFIED ORANGE JUICE

Nutrition Facts		
Serving Size 8 fluid ounces (249g)		
Servings Per Container 8		
Amount Per Serving		
Calories	110	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	26g	0%
Dietary Fiber	0g	0%
Sugars	22g	
Protein	2g	
Vitamin A	0%	• Vitamin C 180%
Calcium	35%	• Iron 0%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

NUTRITION FACTS LABELS

YOGURT, LOW-FAT WITH FRUIT

Nutrition Facts		
Serving Size 1 Cup (245g)		
Servings Per Container 1		
Amount Per Serving		
Calories	280	Calories from Fat 70
		%Daily Value*
Total Fat	7g	11%
Saturated Fat	4.5g	24%
Cholesterol	25mg	8%
Sodium	150mg	6%
Total Carbohydrate	44g	15%
Dietary Fiber	0g	0%
Sugars	38g	
Protein	9g	
Vitamin A	4%	• Vitamin C 20%
Calcium	35%	• Iron 4%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

RICE, PLAIN, BOILED

Nutrition Facts		
Serving Size 1/2 cup (88g)		
Servings Per Container 8		
Amount Per Serving		
Calories	100	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	22g	7%
Dietary Fiber	0g	0%
Sugars	0g	
Protein	2g	
Vitamin A	0%	• Vitamin C 0%
Calcium	0%	• Iron 6%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

FAT-FREE MILK

Nutrition Facts		
Serving Size 8 fluid ounces (245g)		
Servings Per Container 8		
Amount Per Serving		
Calories	90	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	<5mg	0%
Sodium	125mg	5%
Total Carbohydrate	12g	4%
Dietary Fiber	0g	0%
Sugars	11g	
Protein	8g	
Vitamin A	10%	• Vitamin C 4%
Calcium	30%	• Iron 0%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

** From: U.S. Department of Agriculture Food & Nutrition Service (2003). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html.

CALCIUM COUNTER

Food	Food Label Serving Size	% DV Calcium
MILK GROUP		
Fat-free or low-fat milk	1 cup (8 fluid ounces)	30%
Fat-free or low-fat yogurt	1 cup	35%
Low-fat milkshake	1 cup	25%
Fat-free or reduced-fat cheese	1 oz.	20%
Low-fat pudding	1/2 oz.	10%
Fat-free or low-fat cottage cheese	1/2 oz.	6%
GRAIN GROUP		
Waffles	2 waffles	20%
Pancakes	3 pancakes	20%
Calcium-fortified bread	1 slice	8%
Corn tortillas	3 medium	8%
FRUIT AND VEGETABLE GROUP		
Broccoli	1/2 cup	4%
Collard greens	1/2 cup	20%
Bok choy (also called pak choi)	1/2 cup	10%
Potato	1 medium	2%
Calcium-fortified orange juice	1 cup	30%
Regular orange juice	1 cup	2%
Figs, dried	1 figs	6%
MEAT AND BEAN GROUP		
Chili with beans	1 cup	10%
Baked beans	1/2 cup	8%
Dry roasted almonds	1/4 cup	10%
Scrambled eggs	2 eggs	8%
Peanut butter	2 tablespoons	0%
MIXED DISHES		
Cheese pizza, 12"	2 slices	25%
Macaroni and cheese	1 cup	25%
Soup prepared with milk	1 cup	15%
Lasagna	1 cup	25%

Adapted from: Center for Food Safety and Applied Nutrition, U.S. Food and Drug Administration. (2002). *Calcium! Do You Get It? A Calcium Education Program for Girls Ages 11–14. Leader's Guide*. Section V: Calcium Sources, (www.cfsan.fda.gov/~dms/ca-5.html) and appendices: Calcium Scorecard (www.dvsan.fda.gov/~dms/ca-a2.html). Obtained: November 2, 2004.

For more information on the calcium content of foods go to Appendices B-4 and B-5 of the Dietary Guidelines for Americans at <http://www.health.gov/dietaryguidelines/dga2005/document/html/appendixB.htm>.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you want a snack, check out the Nutrition Facts label and see if the snack is a good source of calcium (at least 20% DV).
2. Tell your parents or other family members about the importance of calcium and weight-bearing physical activity to strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat frozen yogurt. Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
3. Take the *Scavenger Hunt: Digging for Calcium* sheet with you the next time you go to the grocery store with a parent or family member.

Take Home a New Snack: Bone-Building Sundaes and More

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Low-fat or fat-free yogurt or soy yogurt (vanilla or fruit flavored)
- Canned or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

How to Put It Together

- Put 1/2 cup of yogurt or soy yogurt in a bowl.
- Top with fruit.

Bonus: The yogurt is a good source of calcium!

Try these other calcium-containing snacks:

- Almonds and fruit
- Low-fat or reduced-fat cheese and whole-wheat pita bread
- Calcium-fortified orange juice



Extra Take-Home Activity

Scavenger Hunt Guide: Digging for Calcium

Note: The next time you're at a grocery store with a parent or family member, take this scavenger hunt guide along with you to search for foods and drinks that are sources of calcium.

Step 1 FIND SOURCES OF CALCIUM IN MILK PRODUCTS

Read this paragraph out loud:

Many milk products are good sources of calcium. On the Nutrition Facts label, calcium is listed as a percentage of the daily value (% DV). To figure out how many milligrams of calcium a food has, add a 0 (zero) to the end of the % DV listed on the label. For example, a food with 20% DV of calcium has 200 milligrams of calcium in it. Don't forget the "5-20" rule when looking at the Nutrition Facts label. 5% DV or less means the product is low in calcium, and 20% DV or more means the product is high in calcium.

Young people ages 9 through 18 should get 1,300 milligrams of calcium a day, so they should choose foods that add up to 130% DV of calcium. It is best to eat calcium-rich foods that are low in fat.

Nutrition Information

What is a gram ?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:
1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Questions	Whole milk	Fat-free milk	Cheddar cheese	String cheese	Plain fat-free yogurt	Yogurt with fruit flavor	Cottage cheese
1. What is the % DV of calcium per serving?							
2. How many milligrams of calcium does this food have? (HINT: just add a zero to the % DV.)							

3. Of the milk products listed above, which are considered "high" in calcium (contain 20% DV or more)?

1. _____ 2. _____ 3. _____

STEP 2: FIND SOURCES OF CALCIUM IN NON-DAIRY FOODS

Read this paragraph out loud:

Not everyone likes milk, yogurt, or cheese. Some people have trouble digesting these foods, and others may choose not to eat or drink them. Young people who do not or cannot have milk or milk products still need plenty of calcium. To help people get enough calcium, food companies are adding calcium to certain foods that don't contain it naturally.

A: Go to the SOY DRINKS SECTION. You might find soy drinks located in the dairy or breakfast cereal aisle. If you can't find soy drinks, ask someone who works in the store to tell you where they are (if the store does not have a soy drinks section, skip to question #5).

4. Do all of the soy drinks have added calcium? Yes No
What clues on the package tell you that calcium may be added?

B: Go to the BREAD SECTION

5. Write the names of two brands of bread that have added calcium.
1. _____ 2. _____

What clues on the package tell you that calcium may be added to bread?

C: Go to the JUICE SECTION (frozen or fresh)

6. Write the names of two brands of orange juice that have added calcium.
1. _____ 2. _____

What clues on the package tell you that calcium may be added to orange juice?

STEP 3: DON'T FORGET ABOUT OTHER NON-DAIRY FOODS THAT CONTAIN SMALL AMOUNTS OF CALCIUM!

See if you can find any of these foods in the grocery store. Check the Nutrition Facts labels to see how much calcium they contain:

- Canned sardines or salmon with bone
- Collard greens
- Spinach
- Blackstrap molasses
- Bok choy (Chinese cabbage, also called pak choi)
- Canned white beans

Congratulations! You have finished the Digging for Calcium Scavenger Hunt!

Making Smart Choices Fun and Easy



Total Time

90 minutes

- 70 minutes for **Activities**
- 10 minutes for *Snack Break*
- 10 minutes for *Action Break*



Lesson Overview

Youth explore reasons why it may be easy or hard for them to be physically active. Youth also learn the difference between specific and general actions and select potential specific actions for their *Big Production*. The lesson concludes with the youth selecting the media format and type of project they will use in their *Big Production*.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Name at least two factors that make it easy to be physically active every day
- ◆ Name at least two factors that make it hard to be physically active every day
- ◆ Identify at least two specific actions they will take to improve nutrition or physical activity
- ◆ Choose a media format for the *Big Production*



Lesson Activities

- ◆ **Activity A: Being Active: What Makes It Easy? What Makes It Hard?**
(20 minutes)
- ◆ **Snack Break: Pop It!**
(10 minutes)
- ◆ **Activity B: Get In the Action!**
(20 minutes)
- ◆ **Action Break: The Human Knot**
(10 minutes)
- ◆ **Activity C: Mini-Production: Get Out the Vote! Choose Your *Big Production* Media Format**
(28 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available for the lesson, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.

9



Materials Needed

For Activities

- Youth folders
- The 6 Media Questions Poster
- Small slips of paper, each with a question written on it (one slip of paper for each youth and the facilitator; see Facilitator's Preparation)
- Container to hold slips of paper
- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Pencils/pens (one for each youth)
- Ballot cards (index cards)
- Ballot box (a shoe box with lid)
- Large piece of colorful paper to cover the ballot box (try gift wrap paper or the comics page from the Sunday newspaper)
- Take Home a New Idea!* sheets (one copy for each youth)
- Choosing Specific Actions for the Big Production* sheets (one copy for each youth)

For Snack Break

- Air-popped popcorn or low-fat microwave popcorn
- Non-stick cooking spray
- A variety of spices and toppings, such as parmesan cheese, dill, oregano, pepper, garlic powder, chili powder, Italian herb seasoning, lemon pepper, paprika

- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)
- Paper plates, cups, and napkins
- Microwave oven or air-popper

For Action Break

- None



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
 - Write the two following questions on separate slips of paper:
 - ◆ What makes it easy to be physically active?
 - ◆ What makes it hard to be physically active?
- If possible, have an equal number of each question on the slips of paper. If the number of slips does not divide evenly by two, repeat the "What makes it easy..." categories for the remaining slip of paper.
- Put the slips of paper in a container. Shake to mix well.

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).

- ❑ Bring the large papers from Lessons 1 and 4, in which youth created lists of nutrition tips, and from Lesson 5, in which youth listed physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

Action Break

- ❑ Review the activity and prepare ahead as needed.

Activity C

- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #11: *Big Production Montage*. This segment shows examples of *Big Productions* that other Media-Smart Youth participants have created.
- ❑ Prepare the secret ballot box: Cover a shoebox with colorful paper (such as gift wrap paper or the comics page from the Sunday newspaper) and cut a wide slit in the lid of the box.
- ❑ To help you choose potential *Big Production* media formats, review sources of ideas:
 - ◆ The “Types of Media” and “Ways to Advertise” lists generated in Lessons 2 and 6
 - ◆ The *Mini-Productions* the youth have developed over the course of the curriculum
 - ◆ Appendix E, which contains additional *Big Production* ideas, information, and tips for working with each format

- ❑ From these potential media possibilities, choose six to eight options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. List these options on a piece of large paper and post at the front of the room. Include a range of project ideas. The projects you list will not necessarily be those chosen by the youth, but can provide ideas from which they can brainstorm additional ideas.
- ❑ If you have enlisted a media partner for your *Big Production*, have a conversation before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- ❑ List the questions below on a piece of large paper, and post the paper at the front of the room.

Should We Do It?

- Do we have enough time?
- Do we have the materials/equipment?
- Do we need outside help?
- Do we have the right number of people?
- Is it a popular format for our audience?
- Is it a good format for our messages?

- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

Being Active: What Makes It Easy? What Makes It Hard?



Time

20 minutes



Activity Overview

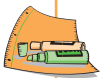
In this activity, youth think about factors that make it easy or hard to be physically active every day. The youth play a game in which they ask each other questions about what makes it easy and hard to be physically active every day.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Name at least two factors that make it easy to be physically active every day
- ◆ Name at least two factors that make it hard to be physically active every day



Materials Needed

- The 6 Media Questions poster
- Small slips of paper, each with a question written on it (one slip of paper for each youth and the facilitator; see Facilitator's Preparation)
- Container to hold slips of paper



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Write the two following questions on separate slips of paper:
 - ◆ What makes it easy to be physically active?
 - ◆ What makes it hard to be physically active?

If possible, have an equal number of each question on the slips of paper. If the number of slips does not divide evenly by two, repeat the "What makes it easy..." category for the remaining slip of paper.

- Put the slips of paper in a container. Shake to mix well.

9

ACTIVITY A

 Total time: 20 minutes

BEING ACTIVE

 4 minutes

Warm-Up

1. WELCOME youth back.

2. SAY:



Today we're going to talk about the everyday reality of being physically active. You're going to do an activity that will help you think about the things in your own lives that make it easy or hard to be physically active every day. This activity also will help us think about our Big Production.



3. For each of these statements, ASK youth to jump to their feet if they agree with the statement. Ask youth to sit down before moving on to the next statement:

- ◆ Everyone who thinks it's easy to be physically active every day
- ◆ Everyone who thinks it's hard to be physically active every day
- ◆ Everyone who wants to be physically active every day
- ◆ Everyone who plans to be physically active every day

4. SAY:



Sometimes it's easy to be physically active every day. Other times, things get in the way and it's hard to fit it in.

5. CONDUCT a quick brainstorm. ASK youth for one or two examples of the kind of things that might make it easy or hard to be active. Here are some possibilities:



Things That Make It Easy To Be Active	Things That Make It Hard To Be Active
<ul style="list-style-type: none"> • Having a dog that needs to be walked every day • Playing on a softball team with friends • Having a parent or guardian who likes to do physically active things with me • Listening to music that makes me want to dance 	<ul style="list-style-type: none"> • Feeling that I do not have time to be physically active every day • Living too far away to bike or walk to school every day • Living in a place with cold and rainy weather, which makes it hard to go outside and do physical activities • Being tired after school and not feeling like being physically active



6. SAY:

Good ideas! Let's do an activity that will get us thinking some more about these issues.

15
minutes

Doing the Activity

1. DIVIDE the youth into two groups. ASK the two groups to face each other in two lines that are about 20 feet apart (or far enough apart to allow youth to run/skip/hop from one line to the other).
2. PASS the container of slips of paper with the questions on them. ASK each youth to take one slip of paper. TELL youth not to read the questions out loud or share them! TAKE the last slip for yourself.
3. EXPLAIN the rules of the game:
 - ◆ I will start by reading a question from a slip of paper out loud. I will call on a person to answer the question. After answering the question, that person (Person A) reads the question on his or her own slip of paper. Everyone should think of an answer.
 - ◆ After reading the question, Person A immediately runs/skips/hops across to the other group and stops in front of a person (Person B).
 - ◆ Person B must answer the question. Person A sits down on the floor at the place where Person B was standing. The process continues in the same way: Person B reads out his or her question, runs/skips/hops across to the other group, and picks a person (Person C) to answer the question. After Person C answers, Person B sits down. Person C asks his or her question, runs/skips/hops to the other line, and picks a person to answer.
 - ◆ This process continues until only one of you is left standing. The last person gets to ask me the last question.
 - ◆ Try not to repeat answers, but if someone mentions an idea that really applies to another person, too, it is okay to give the same answer.
4. Before youth start the game, ENCOURAGE them to think of answers in terms of their own lives—what in their daily routines and family situations makes it easy or hard to be physically active? When thinking of things that make it easy to be physically active, do they:
 - ◆ Choose to do physical activities
 - ◆ Plan ahead to fit physical activity into the day
 - ◆ Do a little physical activity whenever possible



9

ACTIVITY A



Total time: 20 minutes

BEING ACTIVE

5. TELL youth to play the game. When all youth have asked and answered the questions, END the game. DISCUSS their answers. ASK:

- ◆ Which answers surprised you because you never thought of them as **helpers** (things that make it easy to be physically active) or as **obstacles** (things that make it hard to be physically active)?
- ◆ Why is it good to think about helpers and obstacles?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ If we understand what things help us or stand in our way, then we can see how to change things in our lives so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.
- ❖ Understanding the helpers and obstacles in our lives will help us focus on the things in our lives that we can change, not on the things we can't change. For example, if we live too far away to walk to school, we can't change that. Maybe there are other things in our lives we can change to help us be more active, such as including physical activity in other things we are already doing.

A Note About Engaging the Youth

Make this game as fun and lively as possible. Encourage the youth to call out their questions and answers loudly and clearly, and urge them to keep thinking of answers even if they already had their turn.

A Note About Discussing Obstacles



Some of the obstacles that the youth list may be more difficult to address than others. Be prepared to come up with thoughtful responses to issues such as, "My neighborhood is dangerous, and I don't feel safe outside," or "My parents can't afford sports equipment," or "Kids laugh at me when I run." See the Media-Smart Youth Curriculum Introduction and Overview for tips on handling sensitive topics.



1
minute

Closing the Activity

1. CONGRATULATE youth for their thoughtful and creative efforts and for working well together. ASK whether youth have any comments or questions.
2. EXPLAIN to youth that they also can apply these same questions—What makes it easy? What makes it hard?—to better understand what might make it easier or harder to choose fruits and vegetables, whole-grain foods, and foods that are lower in fat and added sugar. Knowing the answers to these questions can help them make smart choices about the food they eat.
3. TELL youth that after a quick *Snack Break* they will do an activity to get them thinking about their *Big Production*.

9

Snack Break



Pop It!



Time: 10 minutes

What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Non-stick cooking spray
- A variety of spices and toppings, some ideas include:
 - ◆ Parmesan cheese
 - ◆ Dill
 - ◆ Oregano
 - ◆ Pepper
 - ◆ Garlic powder
 - ◆ Chili powder
 - ◆ Italian herb seasoning
 - ◆ Lemon pepper
 - ◆ Paprika

Other Things You Need

- Paper plates and napkins
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)
- Microwave oven or air-popper

How to Put It Together

- ◆ POP the popcorn in the microwave or with an air-popper.
- ◆ POUR into a large bowl.
- ◆ SPRAY popcorn with the cooking spray.
- ◆ ADD two or three of the suggested toppings.

TRY different combinations such as:

- ❖ **Pizza popcorn:** Parmesan cheese, oregano, and Italian herb seasoning
- ❖ **Lemony dill popcorn:** Lemon pepper and dill
- ❖ **Spicy popcorn:** Parmesan cheese, garlic powder, and chili powder

POINT OUT that popcorn is a whole-grain food!

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Get In the Action!



Time

20 minutes



Activity Overview

Youth explore the difference between specific and general actions and select potential specific actions for use in their *Big Production*.



Activity Objective

At the end of the activity, the youth will be able to:

- ◆ Identify at least two specific actions to promote nutrition or physical activity



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- Choosing Specific Actions for the Big Production* sheets (one copy for each youth)
- Youth folders



Facilitator's Preparation

- Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).
- Bring in the large papers from Lessons 1 and 4, in which youth created lists of nutrition tips, and from Lesson 5, in which youth listed physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

9

ACTIVITY B



Total time: 20 minutes

GET IN THE ACTION!



7 minutes

Warm-Up

1. SAY:



In this activity we're going to begin thinking about our Big Production. The Big Production will allow you to use all the things you've learned about media, physical activity, and nutrition to create your own media products.

Because it takes time to plan for the Big Production, we need to start now. That's why we're going to come up with several ideas for the nutrition or physical activity action we want to promote to other young people. We'll begin serious work on the Big Production in the next session.

2. SAY:



As we've learned, media products are often designed to promote an action, such as buying a product, going somewhere on vacation, or thinking a certain way about a subject. The authors or sponsors of a media product do whatever they can to ensure that you—the target audience—do the action they are promoting. One way they do this is by choosing an action that's easy for the audience to do. They also try to avoid talking about any obstacles that might prevent the audience from doing the action. Finally, they make the action appealing to the audience.

Let's look at an example: The Zippy's fast food chain sells hamburgers, salads, French fries, and fruit smoothies. Zippy's is well known for its delicious food. Its advertising emphasizes that Zippy's restaurants are all over town and that the restaurants are open 24 hours a day.

3. ASK youth:

- ◆ What action is Zippy's promoting?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Eat at Zippy's!

- ◆ How does Zippy's make it easy for us to eat there?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ It's convenient to go there because they have restaurants all over town.
- ❖ We can get food any time we want because they are open 24 hours a day.

- ◆ Why does Zippy’s want to make it easy and appealing for us to eat there?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ If it’s easy to eat there, we’re more likely to do it.
 - ◆ How does Zippy’s make it appealing for us to eat there?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ The food at Zippy’s is really delicious.
4. ASK youth to think back to Lesson 3 and their Action Heroes. ASK them what action they promoted in that *Mini-Production*. TELL them that they are now going to do something similar, but will take it one step further. They are going to decide on a specific nutrition or physical activity action to promote in the *Big Production*, keeping in mind ways to make it easy as well as appealing to their target audience.
5. ASK youth if they remember what the word “specific” means?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Precise
 - ❖ Exact
 - ❖ Definite
6. MAKE SURE that youth know the difference between a specific action and a **general action**. ASK youth to name one or two general actions and then ASK them to make these actions specific. Examples could include:

General Action	➔	Specific Action
Eat healthy food.	➔	Have a piece of fruit at lunch every day.
Cut back on added sugar.	➔	Choose fat-free milk instead of soda for an afterschool drink.
Be more physically active.	➔	Call up a friend and invite him or her to play basketball.
Do vigorous physical activities.	➔	Every time you take the stairs, run up them.

9

ACTIVITY B



Total time: 20 minutes

GET IN THE ACTION!

7. ASK youth:

- ◆ Why are specific actions better than general actions?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Specific actions are easier to do because we know exactly what we are supposed to do.
- ❖ We can clearly see the progress we are making toward a goal.



12 minutes

Doing the Activity

1. HAND OUT the *Choosing Specific Actions for the Big Production* worksheet. SAY:



Take a look at the sheet I just handed out. Let's review the left column. This column lists the main ideas that we've talked about all through the Media-Smart Youth lessons.

2. ASK one of the youth participants to read the left column of the worksheet out loud to the rest of the group.

3. DIVIDE the youth into two groups. ASSIGN the nutrition actions to one group and the physical activity actions to the other group.

4. SAY:



Your group is going to work to change each of the Media-Smart Youth actions you were assigned. Change the general action in the left column into a specific action in the middle column. The right column has examples of specific actions so you can get an idea of how to do it. For example, one message is "Eat more whole-grain foods each day." To make it specific, you could say, "Make your next sandwich with whole-wheat bread." As a group, you have to think of a specific action for each of these general actions.

5. ALLOW youth 8 minutes to work on the actions. TELL them when they have 5 minutes, then 1 minute left.

6. ASK a volunteer from each group to read their group's answers out loud. WRITE both groups' specific actions on a sheet of large paper as they read them. If necessary, HELP youth to rephrase their actions to make them more specific.

7. Briefly DISCUSS their reasons for choosing these particular actions.

GET IN THE ACTION!
 Total time: 20 minutes

8. REMIND youth that if the action is specific, easy to do, and appealing to your target audience, people will be more likely to do it!

9. ASK youth to select as a group one nutrition action and one physical activity action as possibilities for their *Big Production* to focus on.

10. Once they have selected their actions, CIRCLE the two selected actions so they stand out. SAVE this paper for Lesson 10.

A Note About Choosing Actions

See if youth can agree on what action to choose. If they cannot come to a consensus, try a simple voting process: Have the youth put a check mark next to the nutrition and the physical activity actions they like best. The actions with the most check marks win. Remember, though, that the decisions the youth make today are not set in stone. Youth will have another chance to consider them in Lesson 10.

Optional Additional Activity

If you have time and it seems feasible, ask the youth whether they would like to make a group nutrition or physical activity resolution using the actions they selected. Use all the elements they have worked with in this lesson so far—the “What makes it easy...” and “What makes it hard...” activity—as well as the discussions about general actions versus specific actions. Encourage them to be realistic, and remind them that their resolution can involve a little change or a big change—whatever they think they can achieve. In discussing their resolution, have the youth talk about how they plan to accomplish their goal and who might help them (such as parents/guardians, siblings, friends, or teachers).



1 minute Closing the Activity

1. CONGRATULATE youth on their wonderful work. ASK whether the youth have any comments or questions. TELL youth to put their *Choosing Specific Actions for the Big Production* sheets in their folders.



ACTIVITY B



Total time: 20 minutes

GET IN THE ACTION!

2. SAY:



Even when we try to be active and eat healthy foods, it's sometimes hard to do. Identifying specific actions makes it easier for us to know what we want to do and to know when we are doing it! Your ideas about actions are a great resource for your Big Production.

In the next activity we're going to do some more Big Production planning. But first, let's take an Action Break.

Action Break

9



The Human Knot

 **Time: 10 minutes**

1. **HAVE** youth stand in a circle facing each other.
2. **TELL** each person to reach out and grab the hands of two people across from them, not next to them. Youth must hold the hands of two different people.
3. When everyone is holding two other people's hands, **INSTRUCT** youth to remain holding hands until the game is over. They must not break the knot.
4. **EXPLAIN** that they must find a way to “untie the knot” and return to their original circle with everyone still holding hands. They can twist, turn, step over hands, and go under arms—anything to untie the knot, except letting go. If they let go, they must rejoin hands and reconnect the circle as it was before they disconnected and start over.
5. When they are finished, **ASK** youth whether they think this was physical activity (yes). **ASK** if it was easy or hard to play this game.
6. **SAY:**



See...doing something fun helps make it easy to be physically active.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Mini-Production: Get Out the Vote!

Choose Your Media Format



Time

28 minutes



Activity Overview

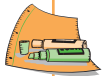
In this activity, youth will review the goal of the *Big Production*, then discuss and decide upon their chosen media format for the *Big Production*.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Choose a media format for the *Big Production*



Materials Needed

- Large paper, masking tape, markers, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Pencils/pens (one for each youth)
- Ballot cards (index cards)
- Ballot box (a shoe box with lid)
- Large piece of colorful paper to cover the ballot box (try gift wrap paper or the comics page from the Sunday newspaper)
- *Take Home a New Idea!* sheet (one copy for each youth)



Facilitator's Preparation

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #11: *Big Production Montage*. This segment shows examples of *Big Productions* that other Media-Smart Youth participants have created.
- Prepare the secret ballot box: Cover a shoebox with colorful paper (such as gift wrap paper or the comics page from the Sunday newspaper) and cut a wide slit in the lid of the box.

9

ACTIVITY C



Total time: 28 minutes

GET OUT THE VOTE!

- To help you choose potential *Big Production* media formats, review sources of ideas:
 - ◆ The “Types of Media” and “Ways to Advertise” lists generated in Lessons 2 and 7
 - ◆ The *Mini-Productions* the youth have developed over the course of the curriculum
 - ◆ Appendix E, which contains additional *Big Production* ideas, information, and tips for working with each format
- From these potential media possibilities, choose six to eight options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. List these options on a piece of large paper and post at the front of the room. Include a range of project ideas. The projects you list will not necessarily be those chosen by the youth, but can provide ideas from which they can brainstorm additional ideas.
- If you have enlisted a media partner for your *Big Production*, have a conversation before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- List the questions below on a piece of large paper, and post the paper at the front of the room.

Should We Do It?

- Do we have enough time?
- Do we have the materials/equipment?
- Do we need outside help?
- Do we have the right number of people?
- Is it a popular format for our audience?
- Is it a good format for our messages?

- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

2
minutes**Warm-Up****1. SAY:**

In this activity, we're going to continue thinking about the Big Production. Today we're going to vote on the type of project we'll do.

2. ASK youth:

- ◆ Thinking back to Lesson 2, can you remember the purposes of media?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ Entertain
- ❖ Inform
- ❖ Persuade

- ◆ What are some of the different types of media we have talked about in the workshop so far?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Newspapers
- ❖ TV
- ❖ Radio
- ❖ Magazines
- ❖ Music
- ❖ Internet
- ❖ Billboards
- ❖ Movies and videos
- ❖ Advertisements
- ❖ Signs on the outside and inside of buses or at bus stops
- ❖ Product packaging

A Note About Possible Media Formats

Depending on your media partner and the types of projects that are realistic for your group to do—given time, room space, materials, or other issues—you may need to adapt this discussion slightly to reflect the options that are available for your group to consider for its *Big Production*.

A Note About Other Types of Media

For a broader list of types of media, see Lesson 2, p. 73.

9

ACTIVITY C

 Total time: 28 minutes

GET OUT THE VOTE!

 25 minutes

Doing the Activity

1. **HAND OUT** an index card and a pencil or pen to each youth.

2. **SAY:**



Before we vote on the type of project we want for our Big Production, let's review the possibilities and then discuss each one so that you can make a choice you feel sure about.



Segment #11: *Big Production Montage*

3. If you choose not to use the Media-Smart Youth video or DVD, **SKIP** to step #5 now. If you choose to use the video or DVD, **SAY:**



Now we're going to look at some Big Productions that other Media-Smart Youth have created. These may give you an idea of some of the many things you could do for your Big Production.

4. **SHOW** the *Big Production Montage* segment, and then continue with step #5.

5. **SAY:**



Let's make some decisions as a group, and then each of you will have the chance to cast one vote on a final decision.

6. **ASK** the youth to look at the ideas posted at the front of the room. **ASK** for other *Big Production* ideas not included on the list. **WRITE** any additional items on the paper.

7. **ASK** whether there are any ideas they do not want to pursue. **DRAW** a line through these ideas on the list. Try to **NARROW** down the list to three ideas.

8. **USE** the list of questions on the large paper to help youth discuss the pros and cons of one project versus another. **EXPLAIN** to youth that, for each idea, you'll ask a series of questions. Let them know that this discussion will help them agree on a choice together. **ALLOW** 10 minutes for this discussion. Do not eliminate any of the three ideas, but rather, discuss the feasibility of doing each proposed *Big Production* format.



9. REVIEW the questions on the large paper with the youth. USE the points below to guide the discussion.
 - ◆ Do we have enough time?
 - ❖ Let youth know how much time will be available for them to complete the *Big Production*.
 - ◆ Do we have the materials/equipment?
 - ❖ If not, where could we get them? Who could we ask for help?
 - ◆ Do we need outside help?
 - ❖ If so, who could we ask for help?
 - ◆ Do we have the right number of people?
 - ❖ Too few? Too many?
 - ◆ Is it a popular format with our audience (other young people)?
 - ◆ Is it a good format for our messages?
10. After 10 minutes, BRING the discussion to a close. TELL youth that it is now time to cast their votes.
11. If desired, WRITE each of the three *Big Production* ideas on a new piece of large paper so that youth know exactly what options they are voting for.
12. ASK youth to vote for the one *Big Production* project idea that they feel the group could complete most successfully. EXPLAIN that this is a secret ballot vote, which means that no one will know how others vote. They should not include their names on their ballots. ASK each youth to write their vote on an index card and put the completed ballot in the secret ballot box.
13. ASK for a volunteer to read the ballots. ASK for a second volunteer to put a check mark on the large paper next to each idea for each vote received. ANNOUNCE which idea has the most votes. In the event of a tie vote, TOSS a coin and WRITE the winning project idea on a sheet of large paper. SAVE this paper for Lesson 10.

1
minute

Closing the Activity

1. CONGRATULATE youth on working together to choose their *Big Production* media format. ASK whether youth have any comments or questions. REMIND them that the *Big Production* begins with Lesson 10.



Finishing Up the Lesson



Time: 2 minutes

1. **THANK** youth for doing great work during today's lesson. **COLLECT** their folders.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Ways young people can make it easier to be physically active
 - ◆ Specific actions they can take to improve nutrition or physical activity
3. **ASK** youth to take home a new idea (see box below). **HAND OUT** the *Take Home a New Idea!* sheets.
4. **TELL** youth that the next lesson will focus on learning about the three phases of media production.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you want to try a new physical activity, think about how it fits into your life. What helpers and obstacles do you see?
- ◆ Tell your parents or other family members what you learned about. Ask them to take the same action. If they need to be convinced, think together about the ways they can make it easy and appealing—and therefore more likely—to do.

Look Ahead Alert: Decorating Big Production Team T-Shirts!

Lesson 10 includes an optional activity in which youth decorate white t-shirts with their *Big Production* team name. You may buy these shirts or ask youth to bring them from home. If you choose the latter, **TELL** youth about this activity now and **ASK** each youth to bring a t-shirt to the next lesson. See Lesson 10 for more details. This activity requires an extra 30 minutes of time.

Choosing Specific Actions for the *Big Production*

Nutrition		
Main Nutrition Ideas (These are general actions.)	Your Specific Actions Go Here	Specific Action Examples
Have fruits and vegetables each day.		Put blueberries or other fruit on your cereal in the morning.
Have whole-grain foods each day.		Make your next sandwich on 100-percent whole-wheat bread.
Cut back on fat.		Have a baked potato instead of fries.
Cut back on added sugar.		Split a candy bar with your friend instead of eating it all on your own.
Have foods and drinks with calcium each day.		Drink a tasty low-fat yogurt smoothie for a calcium-filled snack.

Physical Activity		
Main Physical Activity Ideas (These are general actions.)	Your Specific Actions Go Here	Specific Action Examples
Be physically active each day.		Take the stairs instead of the elevator.
Add some "I can't believe it's physical activity" activities into your week.		The next time it snows, have a snowball fight with your friends.
Try new physical activities that you've never done before.		Pick a new sport—such as tennis—and play it with a friend.
Make physical activity a part of everyday life.		If you love to dance, put music on and dance every day.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you want to try a new physical activity, think about how it fits into your life. What helpers and obstacles do you see?
2. Tell your parents or other family members what you learned about. Ask them to take the same action. If they need to be convinced, think together about the ways they can make it easy and appealing—
and therefore more likely—to do.

Take Home a New Snack: Pop it!

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Non-stick cooking spray
- A variety of spices and toppings; some ideas include:
 - Parmesan cheese
 - Dill
 - Oregano
 - Pepper
 - Garlic powder
 - Chili powder
 - Lemon pepper
 - Paprika
 - Italian herb seasoning

How to Put It Together

- Pop the popcorn in the microwave or in an air-popper.
- Pour into a large bowl.
- Spray popcorn with the cooking spray.
- Add two or three of the suggested toppings.

TRY different combinations such as:

- Pizza popcorn: Parmesan cheese, oregano, and Italian herb seasoning
- Lemony dill popcorn: Lemon pepper and dill
- Spicy popcorn: Parmesan cheese, garlic powder, and chili powder




Bonus: Popcorn is a whole-grain food!

Getting Into the Production Mode



Total Time

90 minutes

-  70 minutes for Activities
-  10 minutes for *Snack Break*
-  10 minutes for *Action Break*

Note: See the end of the lesson for an optional extra activity in which the youth decorate t-shirts with the group's *Big Production* team name. You will need an additional 30 minutes to do this activity.

If you did the *Tell Us What You Think* activity before Lesson 1, don't forget to do the *Tell Us What You Think Now* activity after this lesson. You will need an additional 20 minutes to do this activity.



Lesson Overview

In this lesson, youth begin planning their *Big Production* by focusing on key concepts of production. Youth develop a name and identity for their *Big Production* team, discover how to use the 6 Media Questions to create their media message, learn about the steps of media production, and determine the production roles they will play.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Explain why it is important to know the sponsor of a message
- ◆ Create a *Big Production* team name
- ◆ Construct a media message using the 6 Media Questions
- ◆ Explain the three phases of media production
- ◆ Describe the roles youth may play during each media production phase



Lesson Activities

- ◆ Activity A: This Message Brought to You By... (15 minutes)
- ◆ Snack Break: Dip It! (10 minutes)
- ◆ Activity B: The 6 Media Questions from the Production Point of View (35 minutes)
- ◆ Action Break: Walkin' in Style (10 minutes)
- ◆ Activity C: 3 Ps of Production (15 minutes)
- ◆ Finishing Up the Lesson (5 minutes)

A Note About Lesson 9, Lesson 10, and the *Big Production*

In Lesson 9, the youth began thinking more specifically about their *Big Production*. They chose several possible actions to promote, and they selected their *Big Production* media format. Lesson 10 builds on this work and allows the group to plan in more detail. By the end of this lesson, you should have a fairly complete *that you can use for your Big Production*. A creative plan is a tool that professional media producers use to make decisions before they start their actual media project. This plan covers all aspects of the production. The way you use your creative plan to structure and carry out the *Big Production* after Lesson 10 is up to you and your group. The tools and guidance you need to lead the young people through each of the production steps can be found in Appendices E and F.

If you have a media partner for your workshop, be sure to include him or her in this lesson, especially to help guide Activity B, in which youth make their creative plan decisions.



Materials Needed

For Activities

- The 6 Media Questions poster
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Large paper, markers, masking tape, watch/timer, easel (if available)
- Large paper with the 6 Media Questions from the Production Point of View
- Large papers with Nutrition Action and Physical Activity Action (from Lesson 9, Activity B)
- Large paper with “Our Creative Plan” written on it (see Facilitator’s Preparation for more detail)
- Large papers with “Message,” “Missing Information,” and “Techniques” written on them
- Final tally for *Big Production* media format or type of project (from Lesson 9, Activity C)

- Sticky posting notes (3” x 3” or 4” x 6” size will work well); have one note for each youth
- Pencils/pens (one for each youth)
- A large paper with “Pre-Production,” “Production,” and “Post-Production” written on it
- Role Game* sheet (one copy)
- Rolls of streamers (or string or yarn) in different colors (the number of rolls should equal one-half of the number of youth)
- Take Home a New Idea!* sheets (one copy for each youth)

For Optional T-Shirt Activity

- White t-shirt for each youth (either new t-shirts you purchase or t-shirts brought from home by each youth)
- Creative supplies for decorating t-shirts, including fabric paints, permanent markers, etc., or decoration kits purchased from a craft store

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly *Activity C: Mini-Production* and the *Snack Break*.

For Snack Break

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip
- Paper plates and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- Whistle or bell (optional)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Prepare a large sheet with the 6 Media Questions from the Production Point of View, as shown.

6 Media Questions from the Production Point of View

1. Who is the sponsor?
2. Who is your audience?
3. What is your purpose?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

- Post the sheet in the front of the room.
- Post the large papers with the Nutrition Action and Physical Activity Action and the *Big Production* final tally in a place where all youth can easily see them.
- Prepare and post a large paper with the title "Our Creative Plan." It should look like this:

Our Creative Plan

1. Author or Sponsor
2. Audience
3. Purpose
4. Message
5. Missing Information
6. Techniques

- Write the following titles on three other pieces of large paper: “Message,” “Missing Information,” and “Techniques.”

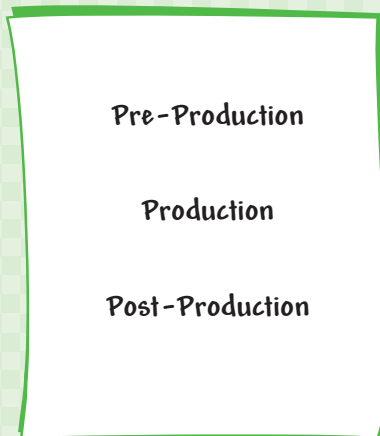


Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Prepare and post a piece of large paper with “Pre-Production,” “Production,” and “Post-Production” written on it.



- Photocopy the *Production Network* sheet. Cut along the dotted lines on the Production Network sheet so that each role and each definition is on its own slip of paper. Divide

the slips of paper into two separate piles—one for “definitions” and the other for “roles.” Mix up each pile.

- Arrange the room so that young people can easily toss rolls of streamers (or string or yarn) without obstructions.
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segments #12, #13, and #14: *On the Air! Roll the Presses!* They provide an inside look at how three different types of media productions are created. Each of these three segments is slightly longer than the other Media-Smart Youth video or DVD segments.
- Photocopy the *Take Home a New Idea!* sheets (one copy for each youth).

Optional Big Production T-Shirt Activity

- Fold large sheets of paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other art supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have creative supplies and t-shirts ready and place them in a corner of the room until it is time to start the activity.

This Message Brought to You By...



Time

15 minutes



Activity Overview

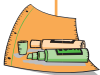
Youth establish a group name and identity as the production team for the *Big Production*.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain why it is important to know the sponsor of a message
- ◆ Create a *Big Production* team name



Materials Needed

- The 6 Media Questions poster
- Large paper, markers, masking tape, watch/timer, easel (if available)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.



ACTIVITY A

 Total time: 15 minutes

THIS MESSAGE BROUGHT TO YOU BY...

 2 minutes

Warm-Up

1. WELCOME youth back.

2. SAY:



All of you have done incredible work in this workshop so far. I'm so impressed by your media-smart skills and your knowledge about nutrition and physical activity. Now you're ready to really start planning your Big Production! Remember, the goal of the Big Production is to create a media project that motivates other young people to take a specific action for better nutrition or increased physical activity. The Big Production will allow you to combine everything you've learned in the workshop, along with a few new production skills that you'll learn today. Let's get started with our planning. The first thing we're going to do is create a Big Production team name.

3. ASK youth:

- ◆ Think about the examples of media you've looked at in this workshop. What are some of the ways you can tell who the author or sponsor of a media product is? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ The media product shows the name of a company, group, or person it is from, or it says "sponsored by" or "brought to you by."
 - ❖ The media product shows a logo that you identify with a specific company, group, or person.
 - ❖ The media product uses colors or music that you associate with a particular company, group, or person.

- ◆ Why is it important to know who the sponsor of a media product is? LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ To help you understand the point of view of the message
 - ❖ To help you understand why you are being asked to take a certain action
 - ❖ To help you form an opinion about the message



Doing the Activity

1. SAY:



When you create and launch your Big Production, it will be important that your audience knows you are the sponsor. By developing a production team identity, your audience can recognize media products made by your group.

2. FACILITATE a brainstorm to help youth select a team name by asking the following questions. RECORD youth ideas on large paper:

◆ What types of things do you have in common?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ We are all part of the same afterschool program.
 - ❖ We are all learning about media, physical activity, and nutrition.
 - ❖ We are all in middle school.
 - ❖ We all like to do the same kind of activities, such as...
 - ❖ We all like to eat the same kinds of food, such as...
 - ❖ We all like the same kind of animals, such as...
 - ❖ Other characteristics about the group
-
- #### ◆ What name could you use to describe yourselves as a group? Think about the following:
- ❖ Name they came up with during a *Mini-Production*
 - ❖ Name of their afterschool program
 - ❖ Name of the school they attend (if all attend the same school) or the school's mascot
 - ❖ Name of the organization they belong to (if all belong to the same organization)
 - ❖ Media-Smart Youth

3. REVIEW the list of ideas. ASK the youth to vote by a show of hands for the name they want to use to identify themselves as a *Big Production* team.

4. ASK youth to practice saying the following statement in their best announcer's voice: "This message brought to you by [*Big Production* team name]." This activity will help them see whether they like the sound of their new name. ALLOW a few minutes for youth to do this and to discuss other options if they don't like how it sounds.



ACTIVITY **A**

 Total time: 15 minutes

THIS MESSAGE BROUGHT TO YOU BY...



Closing the Activity

1. CONGRATULATE the [*Big Production* team name] on a job well done! ASK whether youth have any comments or questions.
2. TELL youth they will have a *Snack Break* and then do some more production planning.

Snack Break

10



Dip It!

 **Time:** 10 minutes

What's In It?

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

Other Things You Need

- Paper plates and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- ◆ **ARRANGE** the pita bread and tortilla triangles on paper plates.
- ◆ **PUT OUT** an array of dips for youth to try, along with serving spoons.
- ◆ **TELL** youth to put some pita bread or tortilla triangles on their plates, along with a spoonful of each dip.
- ◆ **ENCOURAGE** youth to try bread/tortilla and dip combinations they may not have had before.

POINT OUT that the pita bread and the tortillas they are eating are whole-grain foods.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind that this is a snack and not a meal.

The 6 Media Questions from the Production Point of View



Time

35 minutes



Activity Overview

Youth will use the 6 Media Questions from the Production Point of View to create a media message for their *Big Production*.



Activity Objective

At the end of the activity, the youth will be able to:

- ◆ Construct a media message using the 6 Media Questions



Materials Needed

- Large paper, masking tape, watch/timer, easel (if available)
- Large paper with the 6 Media Questions from the Production Point of View written on it
- Large paper with “Our Creative Plan” written on it (see facilitator’s preparation for more detail)
- Large papers with “Message,” “Missing Information,” and “Techniques” written on them
- Large papers with Nutrition Actions and Physical Activity Actions (from Lesson 9, Activity B)
- Final tally for *Big Production* media format or type of project (from Lesson 9, Activity C)
- Sticky posting notes (3” x 3” or 4” x 6” size will work well); have one note for each youth
- Pencils/pens (one for each youth)

A Note About the 6 Media Questions

The 6 Media Questions from the Production Point of View are the same six questions youth have been using throughout this curriculum to analyze media. The questions are slightly reworded so that youth can now use them to create media.



Facilitator's Preparation

- ❑ Prepare a large sheet with the 6 Media Questions from the Production Point of View, as shown.

6 Media Questions from the Production Point of View

1. Who is the sponsor?
2. Who is your audience?
3. What is your purpose?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

- ❑ Post the sheet in the front of the room.
- ❑ Post the large papers with the Nutrition Actions and Benefits and Physical Activity Actions and Benefits and the *Big Production* final tally in a place where all youth can easily see them.
- ❑ Prepare and post a large paper with the title "Our Creative Plan." It should look like this:

Our Creative Plan

1. Author or Sponsor
2. Audience
3. Purpose
4. Message
5. Missing Information
6. Techniques

PRODUCTION POINT OF VIEW

🕒 Total time: 35 minutes

ACTIVITY

B

- ❑ Write the following titles on three other pieces of large paper: “Message,” “Missing Information,” and “Techniques.”

Message

Missing Information

Techniques

10

ACTIVITY B

 Total time: 35 minutes

PRODUCTION POINT OF VIEW

 9 minutes

Warm-Up

1. SAY:



It's time to continue planning the Big Production. First, let's review the decisions we made during Lesson 9.

2. REMIND youth of their *Big Production* media format decision.

3. SHOW youth the large papers with their options for Nutrition Actions and Physical Activity Actions. REVIEW the options they chose for each.

4. ASK youth to choose one specific action (either a nutrition or a physical activity action) that they will promote in their *Big Production*. GUIDE the youth to agree on one action to use, or ASK them to vote to choose one.

5. CONGRATULATE the youth on their decision.

6. SHOW youth the 6 Media Questions from the Production Point of View poster. EXPLAIN that these are the same questions they've been using to analyze media samples, but reworded slightly to help them create their own effective media.

7. ASK for a volunteer to read each question out loud. REFER to the "Understanding the 6 Media Questions from the Production Point of View" table to answer any questions.

This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions from the Production Point of View with their group.

Understanding the 6 Media Questions from the Production Point of View
 What goes into creating a media product? The following questions will help you decide.

The 6 Media Questions	What Do They Mean?
1. Who is the author or sponsor?	This question asks you to identify the person or group who is creating the media product.
2. Who is the audience you are trying to reach?	This question asks you to identify the audience for your media. In other words, who should see, hear, or use your media product?
3. What is the purpose of your media product?	This question asks you to identify the reason you are creating your media product (entertain, inform, persuade).
4. What is your message?	This question asks you to identify the message you want to get across in your media product. The message is the main statement, point, or opinion expressed in a media product. In other words, what is the media product telling people?
5. What information are you leaving out?	This question asks you to identify information that you will not include in your media product. Because media messages often are short, you'll need to decide what information you feel is most important for the audience to know. This question will help you decide what to leave out.
6. What techniques are you using to attract attention?	This question asks you to select techniques you want to use in your media product to grab your audience's attention. Choose techniques—such as sound, color, or humor—that will make your media product more interesting and attractive. Keep in mind that different techniques work with different audiences.

 **25 minutes** **Doing the Activity**

1. SAY:



You will now use the 6 Media Questions to decide what your Big Production will look like and to create a media message that promotes your specific action. In each of the Mini-Productions up to now, you've created media products using one or two questions at a time. Now you are going to use all 6 Media Questions at once. Going through all these questions will help you develop the same kind of "creative plan" that media professionals use when they plan products such as TV shows or magazines.

10

ACTIVITY B

 Total time: 35 minutes

PRODUCTION POINT OF VIEW

2. **SHOW** youth the “Our Creative Plan” large paper. **ASK** for volunteers to answer Media Questions #1, #2, and #3 for your *Big Production*. **RECORD** the answers on the piece of large paper.

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:

- ◆ The author is the [Production Team name].
- ◆ The audience is [other young people].
- ◆ The purpose is to [inform, entertain, or persuade].

3. **SAY:**



Good work! Knowing the answers to the first three Media Questions is crucial to answering the others. Now we’re going to create our message. We know what action we want to promote—[REPEAT the action the youth selected].

What can you say in one short, memorable sentence that will encourage young people to take this action? Think back on the jingles you created a few sessions ago as an example of a short message. Your message will be the focus of your Big Production. What three elements make it more likely that a person will do an action? As much as possible, your message should reflect these elements.

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:

- ◆ The action is specific.
- ◆ The action is easy to do.
- ◆ The action is appealing to the audience.

4. **HAND OUT** a sticky posting note to each youth. **ASK** youth to write down one sentence with a message promoting their action. **ALLOW** 2 minutes for youth to work.
5. **ASK** for a volunteer to collect the sticky notes and post them on the large paper titled “Message.”
6. **INVITE** youth to come up and look at all the messages. **DISCUSS** the messages. **GUIDE** the youth to agree on one message to use, or **ASK** them to vote to choose one. If necessary, **ALLOW** youth to select elements from several messages to create a new message that appeals to them.
7. **CONGRATULATE** youth on developing a terrific message for their *Big Production*. **WRITE** the message on the “Our Creative Plan” large paper.

8. SAY:



Now let's think about Media Question #5: What information is missing? In our Big Production, we'll be saying a number of things about the action we want young people to take, but we won't have time to say everything we could possibly say about it. What do we leave out? Think back to the Omission Mission Mini-Production. Why do media producers leave out some of the facts?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ Not enough time for all the facts
- ◆ Want to include only the information that is most important to achieving their purpose and expressing their message
- ◆ Want to make a specific point that appeals to the audience
- ◆ Want to ignore a specific point that might not sound good to an audience

9. ASK youth to name things they will leave out of their message. WRITE these items on the large paper titled "Missing Information." MAKE SURE that the youth keep their audience in mind and do not decide to leave out information that is really important to their audience or to their purpose.

A Note About the Missing Information Discussion

This conversation may take a little time because, in deciding what information to leave out, the youth will also probably talk about the information they feel is important to leave in. You'll need to keep this distinction clear for the youth. You may find that the group's message evolves somewhat as a result of this conversation, or that ideas emerge about how they want to present their message during the *Big Production*. On a separate piece of large paper, write down any of these creative production ideas. Youth may be able to use them when you move into the *Big Production* itself.

10. When it is clear that youth have no more thoughts on Media Question #5, CONGRATULATE them on their "Missing Information" list. WRITE their "Missing Information" items on the "Our Creative Plan" sheet.
11. TELL youth that they will now discuss the techniques they will use to grab their audience's attention. REMIND them that the techniques should work with the media format they have chosen. For example, music wouldn't work for a print production, but would be great background for a video or radio production.

10

ACTIVITY B

 Total time: 35 minutes

PRODUCTION POINT OF VIEW

12. ASK youth to quickly call out as many techniques as they can think of. LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ◆ Bright colors
 - ◆ No color (black and white photographs, for example)
 - ◆ Music (lively, sad, loud, or soft)
 - ◆ No sounds at all
 - ◆ Action
 - ◆ Celebrities they know (for example, the school principal or a well-known person in the neighborhood)
 - ◆ Beautiful or funny pictures
 - ◆ Funny dialogue
 - ◆ Catchy slogan or jingle

13. REMIND youth that the techniques should be tailored to fit the decisions they've already made:
 - ◆ Format
 - ◆ Audience
 - ◆ Specific action they are promoting
 - ◆ Message
 - ◆ Purpose of the message
 - ◆ Missing information

A Note About Techniques

Be sure to keep this discussion realistic and within the bounds of your budget, resources, and experience. If you have a media partner, he or she should be able to help you guide this discussion appropriately.


14. ASK youth which techniques they want to use in their *Big Production*. ALLOW a few minutes for this discussion. WRITE their thoughts on the large paper titled "Techniques." GUIDE the youth to agree on at least two techniques, and WRITE them on the large paper titled "Our Creative Plan."

1
minute**Closing the Activity**

1. CONGRATULATE youth. ACKNOWLEDGE that creative planning is hard work. EXPLAIN that media professionals often spend months planning a production, and that the youth are doing a great job. ASK whether youth have any comments or questions.
2. TELL youth it is time to take an *Action Break*. After the break, they will take care of one last production element.



Walkin' in Style

 Time: 10 minutes

Materials Needed:

Whistle or bell (optional)

1. CREATE a large, open space in the room by moving chairs out of the way.
2. ASK youth to spread out around the room.
3. TELL youth to walk around the room when you give the signal (blow a whistle, ring a bell, say “go,” or another action word) and to keep moving until you tell them otherwise. They may walk in any direction they like and can walk in any style they like, but they should avoid touching others and should fill the open spaces in the room. If youth touch or bump into each other, both youth who made contact must go to the side of the room and do 10 jumping jacks before returning to the group.
4. After a minute or two, ASK youth to do some of the following:
 - ◆ Change the direction they walk whenever you blow on your whistle or call out a particular word.
 - ◆ March and bring their knees up high to their hips. Slap each knee with their hands as they take each step or clap their hands together under the thigh that is raised.
 - ◆ Walk like a duck (walk while squatting).
 - ◆ Take long strides for two steps, short strides for two steps, and repeat this pattern.
 - ◆ Walk at an angle or zigzag in any sort of geometric shape.
 - ◆ Alternate walking on toes for three steps; then on heels for three steps, and repeat this pattern.
 - ◆ Add your own or ask youth to offer their ideas!
5. Remind youth that if they touch or bump into each other, they must go to the side of the room and do 10 jumping jacks before returning to the group.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Mini-Production: 3 Ps of Production



Time
15 minutes



Activity Overview

Youth learn about the major phases or steps of media production and the roles associated with each phase.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Explain the three phases of media production
- ◆ Describe the roles they may play during each media production phase



Materials Needed

- Masking tape
- A large paper with “Pre-Production,” “Production,” and “Post-Production” written on it
- Role Game* sheet (one copy)
- Rolls of streamers (or string or yarn) in different colors (the number of rolls should equal one-half of the number of youth)
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator’s Preparation

- Create and post a piece of large paper with “Pre-Production,” “Production,” and “Post-Production” written on it.
- Photocopy the *Production Network* sheet. Cut along the dotted lines so each role and each definition is on its own piece of paper. Divide the slips of paper into two separate piles—one for “definitions” and the other for “roles.” Mix up each pile.

Pre-Production

Production

Post-Production

10

ACTIVITY C

 Total time: 15 minutes

3 Ps of PRODUCTION

- Arrange the room so that young people can easily toss rolls of streamers (or string or yarn) without obstructions.
- If using the Media-Smart Youth videotape or DVD player, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segments #12, #13, and/or #14: *On the Air! Roll the Presses!* They provide an inside look at how three different types of media productions are created. Each of these three segments is slightly longer than the other Media-Smart Youth video or DVD modules.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



Warm-Up

1. SAY:



Doing a production involves many steps. We can divide these steps into three main phases: pre-production, production, and post-production. Let's talk about these phases for a few minutes.

You need to do lots of things before you're ready to create your media product. All the things you do to prepare are part of pre-production. Let's think back to our Mini-Productions.

2. REFER to the large paper with the three production phases written on it. ASK youth:

- ◆ What were some of the pre-production things we did to prepare for our *Mini Productions*?
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Write or decide on our message(s)
 - ❖ Answer the 6 Media Questions to decide how to create the media product
 - ❖ Organize supplies

SAY:



Once you knew who your audience was, what you wanted to say, and had all your supplies and equipment gathered, you moved into the production phase. The production phase covers all the activities involved in creating your production—such as writing, designing, taking pictures, or any other kind of creating.

ASK youth:

- ◆ What *Mini-Productions* did we do?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Acted out a news report about vending machines (Lesson 2)
 - ❖ Created an action hero (Lesson 3)
 - ❖ Designed a nutrition poster (Lesson 4)
 - ❖ Composed a physical activity jingle (Lesson 5)
 - ❖ Developed a radio advertisement for breakfast cereal (Lesson 7)
 - ❖ Designed a nutrition/physical activity for “strong bones” billboard (Lesson 8)

10

ACTIVITY C

 Total time: 15 minutes

3 Ps of PRODUCTION



SAY:

Even when the creative part is finished, you're still not done with production. You have one more phase, called post-production.

ASK youth:

- ◆ What did you do after you finished your *Mini-Productions*?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ Showed/shared our products with each other
- ❖ Talked about the different ways we communicated our messages

SAY:



For many media productions, post-production includes other activities as well, such as putting the media product into final form—editing a video, for example—or promoting and advertising the product.

A Note About Structuring Your Big Production

You may wish to structure your *Big Production* implementation schedule around the stages of pre-production, production, and post-production. This will break up the process into smaller chunks and allow young people to see how their roles may change depending on where they are in the production process.



3. SAY:

As you can see, when you create your Big Production, you'll go through pre-production, production, and post-production. These are the 3 Ps of Production!

Creating messages and media products can involve a lot of people who do many different things during each of these phases.



Segments #12, #13, and #14: *On The Air! Roll the Presses!*

4. If you choose to use the Media-Smart Youth video or DVD, SAY: *Now you're going to get an inside look at how a media production crew goes through the 3 Ps of Production.*

If you choose not to show the video or DVD, go straight to DOING THE ACTIVITY.

Show one or more of the segments within *On the Air! Roll the Presses!* The segments include inside looks at video production, radio production, and newspaper production. Each segment is slightly longer than the other Media-Smart Youth video or DVD segments. If you choose to show only the segment about the format you will use in your *Big Production*, consider showing the remaining segments at a later date as a “virtual field trip” for the youth.



Doing the Activity

1. SAY:



Now let's play the Role Game. This activity will help you learn more about all the roles you can play during the Big Production.

2. TELL the youth they will divide into two groups to create a production network.
3. DIVIDE the youth into two groups with an equal number of people—Group A and Group B. If you don't have an equal number, you, your media partner, or another adult in the room can participate. Have Group A line up in a row on one side of the room while Group B lines up in a row along the opposite side of the room. The groups should stand about 10 feet apart. Each member of Group A should stand directly across from and facing a member of Group B.
4. ASK for two volunteers (one from each group) to pass out the slips of paper. HAND the "definitions" slips of paper to the Group A volunteer and the "roles" slips of paper to the Group B volunteer. TELL the volunteers to hand one to each youth in the group, and keep one for themselves. ASK the volunteers to return to their spots in line. ASK youth to read the slips of paper, but TELL them to keep what is written to themselves.
5. GIVE each youth in Group B a roll of streamer (or string or yarn).
6. EXPLAIN the Role Game:
 - ◆ The first person in Group A will read his or her definition out loud. Each member of Group B will listen to the definition to see if it fits the role listed on his or her slip of paper.
 - ◆ The person who has the role that matches the definition should yell out the name of the role, hold the loose end of their streamer, and then toss the streamer roll to the Group A member who read the definition. Both people should then hold onto ends of the streamer while all the other definitions are read and matched with the correct roles and all the other rolls of streamers tossed.
 - ◆ If any of the young people realize that they matched the wrong definition to a role when they hear other definitions read during the game, they should fix it by tossing the roll end of the streamer to the person with the correct role.

10

ACTIVITY C

 Total time: 15 minutes

3 Ps of PRODUCTION

- ◆ At the end of the activity, the group will have created a production network of streamers and will have learned about all the possible roles they might play in the *Big Production*.
- 7. ALLOW youth 5 minutes to play the Role Game. SUGGEST to youth that throughout the activity they should be thinking about the roles that sound interesting to them.
- 8. CLARIFY any definitions or roles as needed while youth play the game.
- 9. DEBRIEF with the group before they let go of their streamers. ASK youth to share their thoughts on the overlapping streamers or strings. LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Media production involves an intricate web or network of relationships and responsibilities.
 - ❖ Teamwork and cooperation are essential to production work.



1
minute

Closing the Activity

1. CONGRATULATE youth for doing a great job getting into the production mode. ASK whether youth have any comments or questions.
2. TELL youth they will decide on roles soon, as part of the pre-production phase of the *Big Production*.


A Note About Assigning Roles

By this point in the workshop, the best roles for individual youth may be evident to you and to the group. Some youth may be especially good at writing or drawing, while others may excel at directing or coordinating productions. If you have time in this lesson and feel it is appropriate, go ahead and have the youth decide on the roles they will play during the *Big Production*.

Optional Activity

10

Big Production T-Shirts

 **Time:** 30 minutes

If you have time during this lesson, or later as you begin your *Big Production*, consider having the youth create *Big Production* t-shirts for themselves. Youth can decorate the t-shirts with their *Big Production* team name or logo, their message, or anything else related to the Media-Smart Youth workshop.

This fun activity can help build a strong sense of group togetherness during the *Big Production*. Sites that pilot-tested the Media-Smart Youth program reported that the shirts were valuable in other ways as well; youth were excited about wearing them at school and at home as a sign of their participation in the workshop. The t-shirts were also a great advertisement for the program and for their *Big Production*. As they learned in Lesson 7, clothing is media, and logos work!

Materials Needed

- White t-shirt for each youth (either new t-shirts purchased by you or t-shirts brought from home by each youth)
- Supplies for decorating t-shirts, including fabric paints, permanent markers, etc., or decoration kits purchased from a craft store

Facilitator's Preparation

- Fold large sheets of paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have art supplies and t-shirts ready and place them in a corner of the room until you're ready to start the activity.

Continued ...



Optional Activity

Big Production T-Shirts (continued)

Doing the Activity

Pre-Production

1. ASK for volunteers to help hand out the t-shirts, art supplies, and large folded papers. SHOW the youth how to place the folded paper inside their t-shirts.

Production

2. ALLOW groups to work for 20 minutes to create their t-shirts.

Post-Production

3. ASK the youth to place their t-shirt designs on a table or on the floor in the front of the room so they can see each other's productions.
4. When they are done, ASK youth to help clean up—gather together the supplies, wipe up spills, and throw away trash.

Closing the Activity

1. CONGRATULATE youth on their fine use of clothing to create a media product. ASK whether youth have any comments or questions.



Finishing Up the Lesson

 Time: 5 minutes

1. THANK youth for doing great work today.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Creating a media message using the 6 Media Questions
 - ◆ The 3 Ps of Production
 - ◆ Roles in a production network
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. TELL youth that they are now in production mode. During the next session they will continue the pre-production phase of their *Big Production*.
5. SHARE any further information about your *Big Production* process, schedule, and plans that will help youth understand how the *Big Production* will work and will keep them interested in and excited about the *Big Production*.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ The next time you use media at home, try to figure out what went into the pre-production and post-production phases of that media product.
- ◆ Tell a family member or friend about the 3 Ps of Production. Tell them about your *Big Production*, too.

Notes About *Big Production* Guidance and Youth Certificates

Remember to refer to Appendices E and F. They contain useful guidance and tools to help you make the *Big Production* a big success.

At the end of the *Big Production*, you may want to give each youth a Media-Smart Youth Certificate of Participation. Look for a sample certificate in Appendix J.

This concludes the structured lessons in the curriculum. At this point, youth should be prepared to work with a facilitator or media partner to create their *Big Production*. Facilitators may choose to administer the optional *Tell Us What You Think Now* post-curriculum activity after the end of this lesson.

ROLE GAME

Directions: Photocopy this sheet and cut along the dotted lines so that each role and each definition is on a separate slip of paper. Divide the slips of paper into two piles—one for “roles” and the other for “definitions.” During the activity, you will divide the youth into two groups and give one group the roles and the other the definitions.

Producer	This person oversees the entire production project and makes sure everyone is doing his or her job as planned.
Director	This person directs actors, actresses, and the technical crew and supervises rehearsals and performances.
Editor	This person reviews, edits, and completes the script or puts together video and audio footage.
Talent	This person performs a role in the production.
Scriptwriter	This person writes the words that the talent or narrator speaks during a production.
Cameraperson	This person is in charge of recording performances for a video production.
Grip	This person is an assistant to the cameraperson and handles cords, lights, and microphones.
Music Director	This person composes, performs, or selects music to be used in the production.
Art Director	This person decides how a print production will look and supervises the designers who create it.
Reporter	This person interviews people to create stories about a particular issue or event.
Set/Prop Designer	This person decides how the scenery in the production should look and what types of props (objects such as a coffee cup, book, etc.) are needed.
Set Builder	This person builds the scenery.
Graphic Designer	This person designs pages for either print or online production projects.
Emcee	This person hosts a live event.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. The next time you use media at home, try to figure out what went into the pre-production and post-production phases of that media product.
2. Tell a family member or friend about the 3 Ps of Production. Tell them about your *Big Production*, too.

Take Home a New Snack: Dip it!

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

How to Put It Together

- Arrange the pita bread and tortilla triangles on paper plates.
- Put a spoonful of each dip on the plates.
- Try bread/tortilla and dip combinations you may not have had before.

Bonus: The pita bread and tortillas you are eating are whole-grain foods!

Tell Us What You Think Now

Post-Curriculum Activity

Optional



Time

20 minutes



Activity Overview

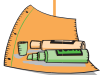
Youth will complete a post-curriculum activity to find out what they have learned about media, nutrition, and physical activity and to get their feedback about the workshop so far.



Activity Objective

By the end of the activity, facilitators will be able to:

- ◆ Determine youth knowledge of the topics covered in the Media-Smart Youth program



Materials Needed

- Pencils/pens (one for each youth)
- Tell Us What You Think Now* sheets (one copy for each youth)
- Word Search* sheet (one copy for each youth)



Facilitator's Preparation

- Photocopy the *Tell Us What You Think Now* and *Word Search* sheets (one copy of each for each youth).



Warm-Up

1. EXPLAIN the *Tell Us What You Think Now* sheet briefly.

2. SAY:



I will now hand out a sheet that's designed to see what you think today about media, nutrition, and physical activity. Now that you've completed 10 sessions on these topics, you may have different ideas than you did at the beginning of the workshop, when you completed the Tell Us What You Think sheets. Knowing what you think now and what you thought at the beginning of the workshop helps me do a better job of presenting this workshop.



Doing the Activity

1. HAND OUT the *Tell Us What You Think Now* and *Word Search* sheets and the pencils/pens.

2. ASK youth to complete the *Tell Us What You Think Now* sheet. EXPLAIN that they should do this on their own, without talking to one another. Youth who finish quickly can do the *Word Search* sheet until all youth complete their *Tell Us What You Think Now* sheets.

3. ALLOW 15 minutes for youth to complete the *Tell Us What You Think Now* sheet. TELL youth when they have 5 minutes and then 1 minute left.

4. ASK youth to hand in their completed *Tell Us What You Think Now* sheets.

A Note About Keeping This Activity Upbeat

This activity is not a test! Keep the tone light and fun. Make the young people comfortable by telling them that there are no wrong answers and that they won't be graded.

A Note About Reviewing the Youth's Responses

After the lesson, take time to review the youth's responses. Compare the sheets with the pre-curriculum activity from the beginning of the workshop. The information provided should be helpful in several ways:

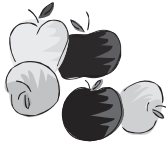
- ◆ It will give you a good sense of how much the youth knew at the beginning of workshop about the Media-Smart Youth workshop topics—media, nutrition, and physical activity—and what they knew about these topics by the end of the workshop. A comparison of the pre- and post-curriculum sheets will help you gauge how much the youth learned during the lessons.
- ◆ The information from the pre-curriculum sheet and the post-curriculum sheet will give you data you can use to plan future Media-Smart Youth workshops, as well as other programs. The data also may be useful in making presentations to current or potential funders, administrators, or to afterschool program management.

**1**
minute

Closing the Activity

1. THANK youth. ASK whether youth have any comments or questions.

WORD SEARCH



Find and circle as many of these healthy foods as you can. Try to find them all!
Then, try to remember to eat more of them in your daily meals and snacks!

There are 40 words total. You will find them backward, forward,
diagonal, and straight up and down.



APPLE
ASPARAGUS
AVOCADO
BANANA
BEET
BLUEBERRY
BREAD
BROCCOLI



CARROT
CELERY
CHEESE
CHERRY
CORN
CUCUMBER
FIG
FRUIT



GRANOLA
GRAPE
LETTUCE
MANGO
MILK
ONION
ORANGE
PEA



PEAR
PEPPER
PINEAPPLE
POTATO
PUMPKIN
RADISH
RAISIN
RASPBERRY




SPINACH
SQUASH
STRAWBERRY
TOMATO
TURNIP
VEGETABLE
WATERMELON
Yogurt

Z N K P D A E R B R S W T T M I L K D M
Z T P F E K V X Y T O J G H H S Z F G N
N O Y G Z P L F R F M T S K T F Q R O R
S M G Z R Y P A C L L I A E C Y I I T A
Q P Q N N K W E A R D X E T R T N G W S
B Z I V A B H M R A H B E R O O N V P P
A C W N E M Y C R S V S E A L P L T G B
N X K R A O U I O G E H L E T T U C E E
A L R H G C C L T E C P A P P L E A H R
N Y R U U L H O H L E C I H T N G V S R
A Q R M G P M C Z B P G D N L P M O A Y
N T B T E T C C T A I H N T R R V C U S
L E A A Z F E O X T N Q T A F U M A Q E
R J L K C C L R C E E X M T R G T D S P
G W O L B O E B Z G A O T A M O T O T A
G V N M K V R Z T E P Y P R T V M I K R
T R A L N P Y N M V P F H Z V H U T D G
T H R A I S I N P D L A S P A R A G U S
R K G G K Y R R E B E U L B F P M L T V
P U M P K I N H N L W A T E R M E L O N

TELL US WHAT YOU THINK NOW

Tell Us About You:

- 1 I am a (check one): Girl Boy
- 2 I am in grade (check one): 5 6 7
 8 Other grade: Which one? _____
- 3 I am (check one): 10 years old 11 years old
 12 years old 13 years old
 ___ years old (fill in your age if it is not on the list)
- 4 I am (check one):
 Hispanic or Latino
 Not Hispanic or Latino
- 5 I am (check one or more):
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
 Other _____

turn the page... 

Instructions

The next questions ask about physical activity, nutrition, and the media. Your answers will help us in developing programs for youth your age. There may be some questions with words that you don't understand or have not learned about yet. In that case, just make your best guess and choose that answer. You will not be graded on these questions. We hope you find this activity interesting!

Physical Activity

6 Young people should be physically active for at least _____ minutes each day. (Check only one option.)

- 15
- 30
- 45
- 60

7 Check all the actions that you think are physical activities:

- Walking
- Carrying groceries
- Climbing stairs
- Playing soccer


Instructions for Question 8 & 9: Circle True or False for each statement below.

8 Physical activity is anything that gets your body moving.
TRUE FALSE

9 Riding a bike is a weight-bearing activity.
TRUE FALSE

10 Taking your pulse during or after physical activity can tell you _____.
(Please check one.)

- how strong your muscles are
- how hard your body is working
- how flexible your body is
- how many minutes a day you should be active

turn the page... 

Instructions for Questions 11–13: The next three questions ask for your opinions about activities. There are no right or wrong answers. For each question, mark (X) the box that tells how you feel. The lighter the box, the more you disagree with the sentence. The darker the box, the more you agree with the sentence.

11 I intend to be physically active for at least an hour a day during the next month.

12 I intend to be more physically active during the next month.

13 I intend to do more weight-bearing activities during the next month.

Stongly Disagree Stongly Agree

14 What can you do to help make your bones stronger? (Check one.)

- Eat foods with less added sugar and do weight-bearing activities
- Eat foods high in calcium and do weight-bearing activities
- Eat whole-grain foods and do stretches to be more flexible
- Eat fruits and vegetables and get enough sleep


Nutrition

15 Check all the ways to include fruits and vegetables in daily eating:

- Eat a banana with breakfast.
- Drink milk with dinner.
- Have a glass of 100-percent fruit juice.
- Have a turkey sandwich on whole-grain bread.

16 Check all the foods that are sources of calcium:

- Yogurt
- Spinach
- Carrots
- Peanut butter

turn the page... 

17 Check all the ways that you can reduce added sugar in your daily eating:


- Have plain cereal instead of frosted cereal for breakfast.
- Drink 100-percent fruit juice instead of fruit punch.
- Have jelly beans at snack time instead of ice cream.
- Split a candy bar with a friend instead of eating the whole thing.

18 Check all the ways that you can reduce fat in your daily eating:

- Remove the skin before eating chicken.
- Drink whole milk instead of skim milk.
- Choose a small order of French fries instead of a large order of French fries.
- Put butter on your toast instead of jam or jelly.

19 Check all the types of whole-grain foods:

- Oatmeal
- White rice
- Wheat bread
- Popcorn

turn the page... 


Instructions for Questions 20–26: The next seven questions ask for your opinions about the foods that you eat. There are no right or wrong answers. For each question, mark (X) the box that tells how you feel. The lighter the box, the more you disagree with the sentence.

- ◆ 20 I intend to eat more vegetables during the next month.
- ◆ 21 I intend to eat more fruit during the next month.
- ◆ 22 I intend to eat fewer high-fat snack foods during the next month.
- ◆ 23 I intend to eat more whole-grain foods during the next month.
- ◆ 24 I intend to eat or drink more foods with calcium during the next month.
- ◆ 25 I intend to read the Nutrition Facts label when I eat packaged snack foods during the next month.
- ◆ 26 I intend to eat fewer snack foods with added sugar during the next month.

	Stongly Disagree			Stongly Agree

Media

- ◆ 27 Check all the ways a person might see or hear advertisements:
 - Signs on the outside and inside of buses
 - Previews before movies and video rentals
 - Logos on t-shirts
 - Shopping bags

turn the page... 

Instructions for Questions 28–32: Please fill in the letter of the media concept next to the correct definition that matches.


28	a) Point of View	___	The way a person looks at an event or situation, or the perspective from which something is considered.
29	b) Techniques	___	A specific group of people that a media producer, a company, or a program is trying to reach. The members of this group usually have something in common.
30	c) Target Audience	___	The specific process by which a task is completed; the methods used by a media product to attract your attention.
31	d) Sponsor	___	The reason a media product is created, for example to persuade.
32	e) Purpose	___	The company or organization that pays for a media product such as an ad.

33 Check all of the things you think media can do:

- Give you information
- Entertain you
- Persuade you to do or buy something

34 Check all of the reasons you think it is important to know the sponsor of a message:

- To understand the point of view of the message
- To help you identify the audience
- To help you understand why you are being asked to take a certain action
- To help you form an opinion about the message

turn the page... 


35 Check all the things that you think are examples of media:

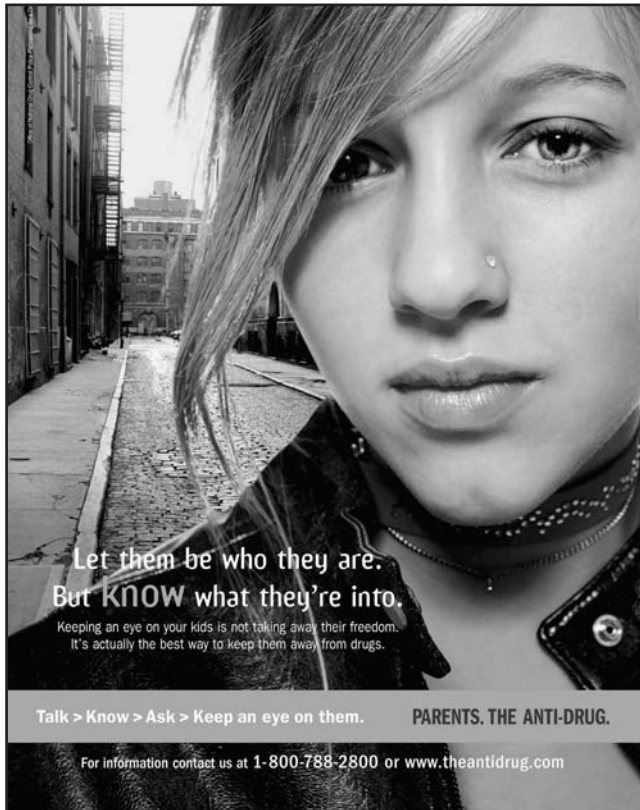
- Magazines
- Internet
- Logo on a shoe or t-shirt
- Billboards

Instructions for Questions 36 & 37: Circle True or False for each statement below.

36 Media can influence people's food choices.
TRUE FALSE

37 Media can influence the amount of physical activity a person gets.
TRUE FALSE

turn the page... 




Please answer the following questions about the ad above.

- 38 Who is the audience for this ad? (Circle one.)
- Parents
 - Drug users
 - Youth
 - Punks
- 39 What is the purpose of this ad? (Circle one.)
- To inform parents on the signs of drug use
 - To inform young people about drugs
 - To persuade parents to talk with their kids
 - To persuade youth to talk to their parents

- 40 What is the message in this ad? (Circle one.)
- Be cool.
 - Don't take drugs.
 - It's important to know what your kids are doing.
 - Young people with nose rings don't take drugs.

- 41 Thinking about the purpose of the ad, what important information is missing from this ad? (Circle one.)
- How to talk with your kids
 - Information about the best way to keep your kids from taking drugs
 - A phone number to call for more information
 - Names of places where youth can hang out

- 42 What techniques are used to attract your attention in this ad? (Check one.)
- No message
 - A celebrity
 - An empty street in the background
 - A girl with her friends

turn the page... 

WHY WE USE BOOSTER SEATS.



REASON #235 TO USE BOOSTER SEATS: HER SMILE.
Sometimes, it's as easy to protect your children as it is to love them. When your child outgrows his or her safety seat, use a booster seat until your child is at least eight years old or is over 4-feet 9-inches tall. Seat belts alone are made for adults. A booster seat raises a child up so the seat belt fits, preventing the child from being thrown from the car in a crash. To learn more, go to www.buckleupamerica.org.

Parents protecting children
with child safety seats.



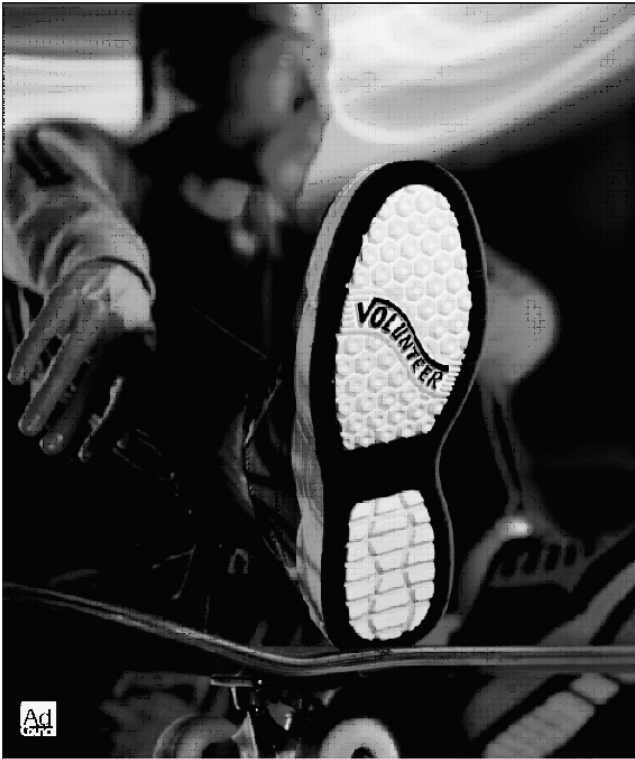
Please answer the following questions about the ad above.

- 43 Who is the author or sponsor of this ad? (Circle one.)
- Companies that sell booster seats
 - Parents
 - NHTSA
 - Companies that sell cars
- 44 Who is the audience for this ad? (Circle one.)
- Parents
 - Children
 - Adults who own cars
 - Companies that sell cars

- 45 What is the purpose of this ad? (Circle one.)
- To inform parents about how booster seats are made
 - To persuade parents to use booster seats
 - To make us laugh
 - To persuade parents to take pictures of their children

- 46 Thinking about the purpose of the ad, what important information is missing from this ad? (Circle one.)
- Where to buy booster seats
 - A good reason to use booster seats
 - A Web site to go to for more information about booster seats
 - How booster seats work

turn the page...



Ad
Council

What do you
want to be
labeled as?

Get involved.
800-722-4466
weyrent.org

49 What techniques are used to attract your attention in this ad? (Circle one.)

- a. Very few words
- b. A celebrity
- c. Picture of a big shoe
- d. Both A and C

Please answer the following questions about the ad above.

47 Who is the author or sponsor of this ad? (Circle one.)

- a. Shoe company
- b. Parents
- c. Youth
- d. Ad Council

48 What is the message in this ad? (Circle one.)

- a. Skateboarding is dangerous.
- b. Volunteering is hard work.
- c. Being physically active is important.
- d. Volunteering is cool.

Appendices

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■ Grocery Store Field Trip Permission Form	
B. Additional <i>Snack Break</i> Options	B-1
C. Additional <i>Action Break</i> Options	C-1
■ Action Break Options	
■ Adapting Activities for Youth with Disabilities	
D. The Video/DVD At-A-Glance	D-1
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■ The Big Production Glossary	
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G. Media, Nutrition, and Physical Activity Resources	G-1
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I. Educational Content Standards Linked to Lesson Activities	I-1
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If you decide to conduct Lesson 6 by taking a field trip to a grocery store, your organization may want to obtain parent/guardian permission. If so, this sample permission form may be helpful to you. Please adapt it as needed for your organization.

Sample Permission Forms



This appendix provides sample permission forms for the Media-Smart Youth program and for the Grocery Store Field Trip. Feel free to adapt either of these forms to fit the needs of your program.

Workshop Permission Form

DATE

Dear Parents/Guardians,

_____ is sponsoring a workshop for youth to learn about media, nutrition, and physical activity. The workshop will be held at _____ during the weeks of _____ at _____ on the following days of the week _____. We invite your child to participate.

YOUR ORGANIZATION'S NAME
HOURS
DATES
LOCATION
DAYS OF THE WEEK

Media-Smart Youth: Eat, Think, and Be Active! was developed in response to increased rates of childhood obesity and decreased levels of physical activity among young people. The lessons include many fun activities that will help youth learn how to ask questions and think about what they see in the media, how to make healthful food choices in real-life settings, and how to increase physical activity in their daily lives. The youth may be asked to answer a few questions before and after the workshop to assess what they know about these topics.

Youth also may go on field trips, including one to a grocery store to apply nutrition lessons learned during the workshop and possibly one to a media outlet to learn about media production.

We hope your child will participate in Media-Smart Youth and encourage you to ask your child about workshop activities. Discussing what he or she has learned is a wonderful way to help your child apply this knowledge at home.

Sincerely,

NAME OF PROGRAM DIRECTOR

Please check one or more of the following boxes:

- Yes, my child may participate in this workshop.
 - No, my child may not participate in this workshop.
 - Yes, my child may be videotaped or photographed as a part of her/his participation in Media-Smart Youth. This may include my child being interviewed during the duration of this project. I give the organization and those acting and affiliated with this project the authority and permission to own, copyright, use, re-use, publish, and re-publish photographic portraits, pictures, or audiovisual materials of my child in which my child may be included. My child's name will not be used with any of the photos, images, or other materials. I also give permission to _____ and its partners to use any printed materials or videotapes that include my child.
- ORGANIZATION

Snacks will be provided to all youth during the workshop

- My child has the following food and/or drink allergies (and any other allergies or medical conditions we should know about):

Youth's name (print): _____

Parent/guardian name (print): _____

Parent/guardian signature: _____

Telephone (indicate which parent/guardian): (work) _____ (home) _____ (cell) _____

Grocery Store Field Trip Form

DATE

Dear Parents/Guardians,

_____ will be conducting a field trip to a grocery store as part of the Media-Smart Youth: Eat, Think, and Be Active! program. The trip will give the youth a chance to apply many of the nutrition concepts they have been exploring in the program. While they are at the grocery store, the youth will:

YOUR ORGANIZATION NAME

- Review the wide variety of nutritious foods available at the store
- Examine and compare ingredient lists and Nutrition Facts labels to see how these tools can help them make smart food choices
- Explore how food manufacturers use product packaging and in-store product placement to influence sales

WHERE: _____

WHEN: _____

TRANSPORTATION: _____

If you can help out as a chaperone, we would be pleased to have you come along on the field trip. This field trip is a great chance to see these creative youth in action!

Sincerely,

NAME OF PROGRAM DIRECTOR

Please check one or more of the following boxes:

Yes, my child _____ may participate in the grocery store field trip.

CHILD'S NAME

No, my child _____ may not participate in the grocery store field trip.

CHILD'S NAME

I can chaperone the field trip.

Youth's name (print): _____

Parent/guardian name (print): _____

Parent/guardian signature: _____

Telephone (indicate which parent/guardian): (work) _____ (home) _____ (cell) _____

Additional Snack Break Options



Low Preparation Healthy Snacks

(Just open the package and serve...)

Sweet Snacks

- ◆ Gingersnaps
- ◆ Dry whole-wheat or oat breakfast cereal
- ◆ Fig bars
- ◆ Sugar-free fruit gelatin cups
- ◆ Low-fat or fat-free pudding cups
- ◆ Applesauce cups
- ◆ Low-fat granola bars
- ◆ Grapes
- ◆ Nectarines
- ◆ Oranges
- ◆ Clementines
- ◆ Tangerines
- ◆ Blueberries
- ◆ Strawberries
- ◆ Raspberries
- ◆ Blackberries

Salty Snacks

- ◆ Whole-wheat pita bread
- ◆ Sesame breadsticks
- ◆ Sunflower seeds
- ◆ Pumpkin seeds
- ◆ Bagel chips
- ◆ Baked potato chips

Drinks

- ◆ 100-percent fruit juice
- ◆ Seltzer
- ◆ Water
- ◆ Fat-free or low-fat milk (chocolate or flavored, too)

Frozen Snacks

- ◆ 100-percent fruit bars
- ◆ Low-fat fudge pops

Vegetable Snacks (wash or peel as necessary)

- ◆ Celery sticks
- ◆ Carrot sticks or baby carrots
- ◆ Cherry or grape tomatoes
- ◆ Broccoli
- ◆ Cauliflower
- ◆ Baby corn
- ◆ Red or green bell peppers
- ◆ Cucumbers
- ◆ Jicama
- ◆ Asparagus
- ◆ Snow peas
- ◆ Snap peas
- ◆ Edamame (soy beans)
- ◆ Zucchini

Milk Product Snacks

- ◆ Part-skim string cheese
- ◆ Fat-free or low-fat yogurt
- ◆ Low-fat or reduced-fat cottage cheese
- ◆ Reduced-fat cheese slices
- ◆ Low-fat rice pudding

Fruit Snacks (wash or peel as necessary)

- ◆ Dried fruit (such as figs, raisins, prunes, dates, cranberries, apricots, cherries, strawberries, mangoes, or pineapples)
- ◆ Bananas
- ◆ Apples
- ◆ Pears
- ◆ Peaches
- ◆ Plums

One or More Steps to Easy and Healthy Snacks

Chip/Dip Snacks

- ◆ Low-fat or reduced-fat cheese slices on whole-wheat pita bread
- ◆ Baked tortilla chips and salsa
- ◆ Baked tortilla chips and fat-free refried beans
- ◆ Hummus with pita chips
- ◆ Whole-wheat pita bread with fat-free or low-fat cottage cheese and fresh or dried strawberries on top

Snack Starters

Spread peanut butter, low-fat or reduced-fat cream cheese, or Neufchatel cheese on any of the following and top with sliced fruit and/or raisins:

- ◆ Matzo(h)
- ◆ Tortilla
- ◆ Rice cake
- ◆ English muffin
- ◆ Whole-wheat bread
- ◆ Celery

Bowl Treats

- ◆ Oatmeal cooked in the microwave or on the stovetop
- ◆ Cereal with fat-free or low-fat milk (add cut-up fruit such as bananas or peaches)
- ◆ Plain fat-free or low-fat yogurt with fresh, frozen, or canned fruit on top and a dash of cinnamon or some low-fat granola
- ◆ Applesauce with cinnamon, nutmeg, and dried fruit
- ◆ Sugar-free, fruit-flavored gelatin with small chunks of fruit added

Share these sandwiches with a friend for a snack-size portion

Spread the following on a tortilla and roll it up to eat, or use these fillings to stuff a pita pocket:

- ◆ Low-fat or reduced-fat cream cheese or Neufchatel cheese and thinly sliced vegetables
- ◆ Salad with fat-free or low-fat dressing
- ◆ Low-fat or reduced-fat cheese (melt in a toaster oven or microwave)
- ◆ Tuna, egg, or chicken salad made with low-fat mayonnaise
- ◆ Sloppy Joe filling or chili
- ◆ Burrito: Cooked black or pinto beans, chopped tomato, and reduced-fat cheese

Other sandwiches to share

- ◆ Spread hummus on one-half of a bagel. Top with sliced tomato and sprinkle with ground black pepper.
- ◆ Cut off the crust from a slice of whole-wheat bread. Flatten the bread with a rolling pin. Spread with your favorite filling (try low-fat or reduced-fat cream cheese or Neufchatel cheese with chopped parsley and bits of deli meat) and roll up the bread.

Fruit Snacks (prepare as necessary)

- ◆ Cantaloupe
- ◆ Honeydew
- ◆ Watermelon
- ◆ Papaya
- ◆ Lychee
- ◆ Mango (sprinkle some hot sauce on top for a spicy treat)
- ◆ Guava
- ◆ Star fruit
- ◆ Passion fruit
- ◆ Pomegranate
- ◆ Grapefruit

SNACK BREAK OPTIONS

Frozen Fruit Treats

- ◆ Wash and dry grapes or blueberries, put them in a plastic bag and place the bag in the freezer for five hours or longer. Eat them straight from the freezer or drop them into fat-free or low-fat yogurt.
- ◆ Line a plate with plastic wrap or wax paper. Slice a banana and lay the slices out in a single layer. Cover tightly with plastic wrap and freeze.
- ◆ Place portable fat-free or low-fat yogurt “tubes” in the freezer. They make an ice-cream-like treat.
- ◆ Pour 100-percent fruit juice with small chunks of fruit (pineapple or berries work well) into ice-cube trays or small paper cups. When half frozen, insert a popsicle stick or toothpick into each; put back into the freezer until completely frozen.

Other Easy Treats

- ◆ Wrap a slice of fat-free or reduced-fat cheese around a crunchy pickle.
- ◆ Cut a banana into slices. Coat slices with honey and then with wheat germ or low-fat granola.
- ◆ Dip pretzels into melted fat-free or reduced-fat nacho cheese.
- ◆ Sprinkle chopped walnuts onto canned or fresh pears.
- ◆ Mash hard-boiled eggs with pepper and mustard.
- ◆ Air-popped popcorn

If you have the equipment at your location or the parents/guardians of the youth in your program want to include some healthy recipes for home, here are some simple snacks for youth.

Melted Cheese Quesadilla (makes 2 servings)

What you need:

- ◆ 2 tortillas (small)
- ◆ 2–3 slices of fat-free or reduced-fat shredded cheese (American, cheddar, or Swiss)
- ◆ Salsa (optional)

Supplies:

- ◆ Toaster oven (not a regular toaster)
- ◆ Aluminum foil
- ◆ Oven mitts

Directions

1. Place one tortilla on a piece of aluminum foil in a cold toaster oven.
2. Place the cheese on top. Cover with the other tortilla.
3. Toast in the toaster oven—make sure to watch the tortillas so they don't burn.
4. After the cheese melts, let the quesadilla cool slightly before removing it from the toaster oven with the oven mitts.
5. Cut into triangles.
6. Dip into salsa (optional).

Vegetable Pizza (makes 2 servings)

What you need:

- ◆ 2 pieces whole-wheat mini pita bread or 1 whole-wheat English muffin (split)
- ◆ ¼ cup assorted fresh or frozen vegetables (such as chopped or sliced carrots, broccoli, cauliflower, red pepper, sliced mushrooms, sliced tomato)
- ◆ 4 tablespoons tomato or pasta sauce
- ◆ ⅛ cup shredded part-skim mozzarella cheese

Supplies:

- ◆ Toaster oven
- ◆ Small skillet
- ◆ Non-stick cooking spray
- ◆ Measuring cup
- ◆ Oven mitts
- ◆ Knife

Directions

1. Pre-heat oven to 400 degrees.
2. Coat small skillet with cooking spray. Heat over medium heat. Wash, cut, and add the vegetables; stir and cook until tender-crisp.
3. Spread 2 tablespoons of tomato or pasta sauce onto each pita bread or English muffin half; spoon on cooked vegetables and spread the cheese on top. Bake in the toaster oven for 8–10 minutes or until the cheese melts. Remove with oven mitts.

SNACK BREAK OPTIONS

Spinach Pizza Bagel (makes 6 servings)

What you need:

- ◆ 1 (10-ounce) package frozen, chopped spinach
- ◆ 3 (small) plain, onion, or garlic bagels
- ◆ 1 cup shredded part-skim mozzarella cheese

Supplies:

- ◆ Microwave
- ◆ Small bowl
- ◆ Cutting board and knife (if bagels are not pre-sliced)
- ◆ Large, microwave-safe plate
- ◆ Oven mitts
- ◆ Knife, fork

Directions

1. Thaw spinach according to the directions on the package.
2. Squeeze all the liquid from the spinach into the sink. Put the spinach into a small bowl.
3. Using the cutting board and knife, slice the bagels into 6 halves.
4. Place the bagels, flat sides up, on a microwave-safe plate.
5. Spread the spinach on the bagels.
6. Sprinkle the cheese over the spinach.
7. Microwave the bagels on high for 1 ½ to 2 minutes, or until the cheese melts.
8. Use the oven mitts to remove the plate from the microwave.

Broccoli and Cheese (makes 4 servings)

What you need:

- ◆ 1 (6-ounce) package of frozen broccoli
- ◆ 1 small microwave-safe jar of fat-free or reduced-fat cheddar cheese or nacho cheese

Supplies:

- ◆ Microwave
- ◆ Medium-size pot filled $\frac{3}{4}$ of the way with water
- ◆ Strainer
- ◆ Oven mitts
- ◆ Bowl

Directions

1. Cook frozen broccoli in a pot of boiling water until tender, but not too soft.
2. Drain broccoli in strainer.
3. Remove the lid from the jar of cheddar cheese, put it into the microwave, and heat as directed on jar or until the cheese melts.
4. Pour some cheese over the steaming broccoli.

Make Your Own Salad

What you need:

A selection of three or more of any of the following ingredients:

- ◆ Torn Romaine lettuce, baby spinach, or other dark-green leaf lettuce
- ◆ Shredded carrots
- ◆ Halved or quartered mushrooms
- ◆ Tomato wedges or cherry or grape tomatoes
- ◆ Shredded fat-free or reduced-fat cheddar, mozzarella, or Swiss cheese
- ◆ Sliced pitted olives
- ◆ Walnut pieces
- ◆ Sunflower seeds
- ◆ Raisins or dried cranberries
- ◆ Seedless red or green grapes
- ◆ 6-ounce can of water-packed tuna, chicken, salmon or ham, drained and flaked
- ◆ Strips of sliced lunch meats
- ◆ Mandarin orange segments
- ◆ Pineapple chunks
- ◆ Chopped apple or pear
- ◆ Bottled salad dressing (many salad dressings are high in fat and calories; use a small amount of regular dressing or substitute a low-fat or fat-free dressing)

Supplies:

- ◆ Bowl
- ◆ Salad fork/spoon
- ◆ Can opener
- ◆ Knife

Directions

1. Wash all of the vegetables before you make the salad.
2. Combine three or more ingredients in a bowl and mix together to make a yummy salad.
3. Drizzle salad dressing on top.

SNACK BREAK OPTIONS

Patriotic Calcium Parfaits (makes 2 servings)

What you need:

- ◆ ½ cup strawberries (fresh or frozen)
- ◆ ½ cup blueberries (fresh or frozen)
- ◆ ½ cup fat-free or low-fat vanilla yogurt
- ◆ ¼ cup sliced or slivered almonds

Supplies:

- ◆ Clear cups or drinking glasses
- ◆ Spoons
- ◆ Measuring cup
- ◆ Knife

Directions

1. Wash the fruit. Remove the stems and slice the strawberries.
2. Fill the bottoms of two drinking glasses with 2 spoonfuls of strawberries each.
3. Add 2 spoonfuls of yogurt to each glass.
4. Add 2 spoonfuls of blueberries to each glass.
5. Add 2 spoonfuls of sliced or slivered almonds.
6. Repeat layers as desired.

Fluffy Fruit Salad (makes 6 servings)

What you need:

- ◆ 1 cup fruit-flavored fat-free or low-fat yogurt
- ◆ 1 cup fat-free or low-fat whipped topping
- ◆ 15-ounce can mandarin oranges, drained
- ◆ 5.5-ounce can pineapple tidbits, drained
- ◆ 1 cup red or green grapes, quartered

Supplies:

- ◆ Large mixing bowl
- ◆ Bowls or plastic cups
- ◆ Measuring cup
- ◆ Can opener
- ◆ Knife

Directions

1. Combine all ingredients in large mixing bowl in the order listed above and stir until well coated.
2. Serve in small bowls or plastic cups.

Crunchy Banana Boats (makes 2 servings)

What you need:

- ◆ 1 medium banana
- ◆ 2 tablespoons fruit-flavored low-fat or reduced-fat cream cheese or Neufchatel cheese (bring to room temperature for easy spreading)
- ◆ 2 tablespoons low-fat granola

Supplies:

- ◆ Plate
- ◆ Knife
- ◆ Measuring spoons

Directions

1. Slice the banana in half lengthwise.
2. Place the banana halves on a plate with the flat sides up. Spread one of the halves with cream cheese.
3. Top the cream cheese with low-fat granola.
4. Place the other banana half on top of the granola-covered banana slice to make a banana boat sandwich. Cut boat in half crosswise.

Snack Mix (makes 3 servings)

What you need:

- ◆ 1 cup unsalted pretzels
- ◆ ½ cup small, whole-wheat flake or nugget cereal
- ◆ ¼ cup unsalted almonds
- ◆ ¼ cup raisins

Supplies:

- ◆ Large bowl
- ◆ Measuring cup
- ◆ Sealable, sandwich-size plastic bags

Directions

1. Place ingredients into the large bowl in the order listed above.
2. Stir or toss the ingredients together.
3. Pour the snack mix into three sealable, sandwich-size plastic bags.

SNACK BREAK OPTIONS

Chocolate Mint Shake (makes 1 serving)

What you need:

- ◆ 1 ½ cups fat-free or low-fat chocolate milk, or chocolate soy beverage
- ◆ ⅛ teaspoon peppermint extract

Supplies:

- ◆ Small plastic cup
- ◆ Measuring cup
- ◆ Measuring spoons
- ◆ Plastic wrap
- ◆ Blender
- ◆ Measuring spoon
- ◆ Tall glass

Directions

1. Pour $\frac{3}{4}$ cup of the milk or soy beverage into a plastic cup. Cover the cup with plastic wrap. Place it in the freezer overnight, or until it is frozen.
2. Remove the cup from the freezer and let it thaw for 15 minutes, or just until you can remove the chocolate “ice cube” from the cup.
3. Drop the “ice cube” and the remaining $\frac{3}{4}$ cup of beverage into a blender.
4. Add the peppermint extract.
5. Cover tightly with the blender lid and blend until smooth.
6. Pour into a tall glass.

Enjoy!

Additional Action Break Options

APPENDIX

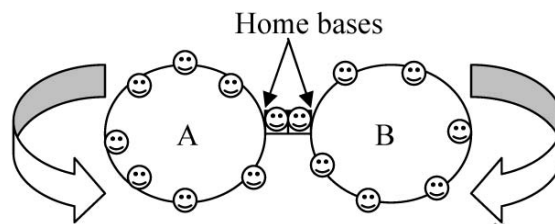


Action Break Options

If you have extra time or are looking for substitute *Action Break* activities, then try some of these fun, easy, low-equipment games—they're sure to get everyone's hearts pumping and mouths smiling!

Name Bases

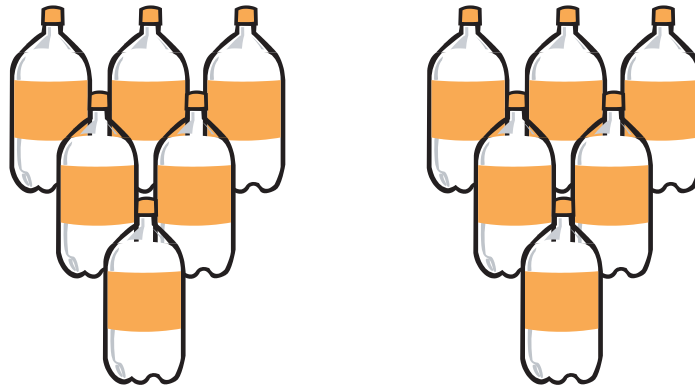
1. PLACE two “home bases” (you can use sheets of white paper or newspaper, carpet squares, or folders) about 2 feet apart.
2. ASK each youth to state his or her name. TELL youth they should try to remember each others' names.
3. DIVIDE group in half (the game will still work if the two groups have an uneven number of youth). One half will be group A, and the other half will be group B.
4. ASK each group to form a circle. The two circles should be next to each other and “touch” at the home bases.



5. TELL all youth that when you give the signal, group A will rotate in a counterclockwise direction and group B will rotate in a clockwise direction.
6. TELL the groups that when you say “STOP,” everyone should stop moving and the youth on the two home bases should face each other and call out each other's names. TELL the youth that the one who calls out the correct name first will be allowed to bring that one person on the other team into his or her circle.
7. If neither youth knows the other's name, they both should call out their own names one at a time. SAY “go” again to restart the game.
8. When all names have been learned, the game is over.

Frisbee™ Bowling

1. FILL 12, 2-liter soda bottles with about 1 cup of water each (to weigh them down). MAKE SURE the caps are tightly screwed onto the bottles.
2. SET UP the bottles in two pyramid formations (like bowling pins) at one end of the room about 3 feet apart so the point of each pyramid is facing the rest of the room.



3. DIVIDE the youth into two groups (if there is an uneven number of youth, the first person on the team with the least youth should go twice—first and last).
4. ASK each group to line up about 6–12 feet away (depending on the size of the room) from the bottle “pins.”
5. ASK the first youth in each line to throw a Frisbee™ at the pins to try and knock them down. TELL youth that after they knock down their pins, they must run to the pins to reset them as fast as possible, run back to the line, and tag the next person in their line; the next person will then take his or her turn trying to knock down the bottles. Each bottle that is knocked down wins 1 point for the team.
6. TALLY the points as youth in both groups take turns. The team with the most points wins.

Crocodile Race

1. ESTABLISH a finish line with a string or other marker.

ACTION BREAK OPTIONS

2. DIVIDE the youth into two groups. (If there is an uneven number of youth, join one group yourself or, if not possible, ask one youth to volunteer to judge at the finish line. Make sure there are at least two rounds so that all youth can participate as part of the crocodile.)
3. ASK each group to stand in a straight line at the opposite end of the room from the finish line.
4. ASK the youth to put their hands on the hips or shoulders of the person in front of them.
5. ASK everyone to crouch down at the same time so that they are still on their feet, but are bending their knees as far as possible, and still holding on to the person in front of them. TELL them they are now two long crocodiles.
6. TELL the youth that each crocodile must race to the other side of the room by waddling in the squat position. The first crocodile to reach the finish line without breaking apart wins. If the room is not big enough to have a race, SET UP two sets of obstacles for each crocodile to weave around.

Driving School'

1. TELL youth to hold their hands in front of them as if they were holding the steering

wheel of a car.

2. SAY “green light” and TELL youth to pretend they are “automobiles” by walking at a normal pace around the room.
3. Every 30 to 45 seconds CALL OUT the following commands in column A and immediately follow the command with the corresponding instruction in column B.
4. TELL youth that they cannot touch each other at all—if they do, they are considered part of a collision. Automobiles that “collide” must report to the “Body Shop” (an area off to the side) before they may resume participating. While in the Body Shop, those involved in the collision must:
 - ◆ Do “repair work” (such as 10 jumping jacks or sit-ups).
 - ◆ Shake hands with each other and say, “I’m sorry, please drive safely!”

Column A	Column B
Green Light	Walk at a normal pace
Yellow Light	Move slowly
Red Zone	Stop
School Zone	Skip
Neighborhood	March
Highway	Run
Reverse	Move backward making beeping sounds
Emergency Vehicle	Move to the side of the activity area and wait for the next command
One Way	Move clockwise
Oil Slick	Make quick turns to avoid pretend “oil slicks”
Pot Hole	Leap
Tunnel	Duck down as you walk
Flat Tire	Hop on one foot
Traffic Jam	Move closer to other youth and shuffle your feet slowly

¹ Adapted from: **FlagHouse CATCH curriculum**. (2002). The Regents of the University of California and FlagHouse, Inc. The development and evaluation of the CATCH materials were funded by grants from the National Heart, Lung, and Blood Institute, National Institutes of Health, U.S. Department of Health and Human Services.

ACTION BREAK OPTIONS

Clothes Relay

1. **GATHER** two equal sets of oversized (large for the youth) clothes. Make sure each set contains equal items. For example:
Set 1: Pair of men’s pants, dress shirt, overcoat, hat, sunglasses, pair of shoes
Set 2: Women’s skirt, blouse, overcoat, hat, sunglasses, pair of shoes
2. **DIVIDE** the youth into two groups (if there is an uneven number of youth, the first person on the team with the least youth should go twice—first and last). **PLACE** each set of clothes in front of the first person in each group.
3. **DECIDE** on a turn-around point at the other end of the room and **TELL** youth where the turn-around point is located.
4. **TELL** the youth that when you say “go” the first person from each team must put on all the clothes in their set (over their own clothes), run to the designated turn-around point, run back to the team, take off the clothes and hand them to the next player—who must put all the clothes on before he or she runs to the turn-around point and back.
5. The first group to have each member complete the relay wins.

More Ideas!

- ◆ **Dance:** **ASK** youth to create a 5-minute dance routine and teach it to three or more classmates. Dance styles may include line dancing, salsa, hip-hop, break dancing, pop, cheerleading, or anything else the youth enjoy.
- ◆ **Favorite Games:** **PLAY** the youth’s favorite games, such as “Hot Potato,” “Red Rover,” “Mother May I,” “Limbo,” or “The Hokey Pokey.”
- ◆ **Obstacle Course:** **HAVE** youth help design and build an obstacle course around the room. **LEAD** youth under desks, around trash cans, over yardsticks, etc.
- ◆ **Beach Walk:** **HAVE** youth calculate how many miles away a favorite destination spot (such as a beach) is from your site. **HAVE** the youth walk around a track or neighborhood before each lesson to accumulate those miles; once the group has accumulated enough miles to have “made it to the beach,” **HOLD** a beach party.
- ◆ **Elbow Walk:** **TELL** youth to travel around the room while leading with a particular body part of their choice—an elbow, knee, ear, head, or stomach. After several minutes, **TELL** them to freeze in place and then **ANNOUNCE** a different body part with which they now must lead. **INVITE** youth to take turns leading the game by calling out different body parts.

Adapting Physical Activities for Youth with Disabilities

Students with disabilities must be actively engaged participants in meaningful learning experiences—not just in the physical proximity or space. For example, inclusion is NOT a student with a disability playing catch with a teaching assistant or peer while the rest of the class is engaged in a game activity such as basketball. The best inclusive environments offer a variety of activities at different levels of difficulty so ALL students can be involved in learning.¹

If one or more of the youth in your program have a disability, arrange a discussion with their parent(s)/guardian(s) before the program starts. This discussion should include:

- Full explanation of the youth’s disability
- Information regarding the management of the youth’s disability within school-related and other physically active programs that involve youth without disabilities
- The amount of support given by a parent/guardian/primary care giver for the youth during the hours of the Media-Smart Youth program
- The administration and responsibility of medications and aids where applicable
- Actions required to ensure the successful integration of the youth into the program

General changes that may help to engage youth with disabilities:

- ◆ Place the youth with the disability close to you or a responsible member of the group for one-on-one assistance if necessary.
- ◆ If possible, modify the activity so that all of the youth are doing the same thing, so the youth with the disability doesn’t feel different.
- ◆ Create more space between students by having them spread out.
- ◆ Eliminate the concept of an individual or team “winner.”
- ◆ Eliminate outs/strike-outs.
- ◆ Reduce the number of actions required to complete the relay or activity.
- ◆ Give continuous verbal cues and support.

¹ Trip, A., Piletic, C., & Babcock, G. (2004). **A Position Statement on Including Students with Disabilities in Physical Education.** American Association for Active Lifestyles and Fitness. Reston, VA. Retrieved July 17, 2005 from http://www.aahperd.org/aaalf/pdf_files/pos_papers/inclusion_position.pdf.

ADAPTING PHYSICAL ACTIVITIES

Options for adjusting time for youth with disabilities:

- ◆ Disregard time limits.
- ◆ Vary the tempo.
- ◆ Slow the activity pace.
- ◆ Lengthen the time allowed.
- ◆ Shorten the time allowed.
- ◆ Provide frequent rest periods.

Options for including children with orthopedic impairment:

- ◆ Reduce field size or relay length.
- ◆ Simplify paths/obstacles.
- ◆ Play on a surface that allows easy use of wheelchairs, walkers, and crutches.

Options for including children with visual impairments:

- ◆ Increase the size of the ball.
- ◆ Use a brightly colored ball.

Options for including children with hearing impairment:

- ◆ Learn a few hand signals or sign language.
- ◆ Assign a partner/helper as an aid.

For additional resources on adapting physical activities for youth with disabilities, please visit:

- ◆ The National Center on Physical Activity and Disability at http://www.ncpad.org/fun/fact_sheet.php?sheet=285§ion=1831 or http://www.ncpad.org/fun/fact_sheet.php?sheet=121 or you can call them at: 1-800-900-8086.
- ◆ PE Central at <http://pecentral.org/adapted/adaptedmenu.html> or you can call them at: (540)953-1043.

Remember to focus on what the youth CAN DO rather than on what they CANNOT DO.

The Video/DVD At-A-Glance



Segment #1: Welcome to Facilitators is an overview and introduction for adults interested in implementing the Media-Smart Youth program. The segment provides information about the content of the program, the types of activities youth will do, and the structure of the curriculum. Organizations may also use this module to prepare staff and engage partners and funders. Running time: 5:13

Segment #2: Voices of Experience, designed for program facilitators and other staff, features testimonials from pilot-site facilitators and media partners. The module offers tips and suggestions for recruiting youth and conducting the program, handling sensitive subjects, working with a media partner, and doing the *Big Production*. Running time: 7:20

Segment #3: What is Media-Smart Youth? is a Lesson 1 introduction for youth that shows the program in action. The segment gives young people a preview of the activities they will do related to media, physical activity, and nutrition. Programs may also want to use this module as a youth-recruiting or community-engagement tool. Running time: 4:48

Segment #4: What are Media? includes clips of various media and their purposes, and notes that learning how to decode media messages is an important step in making healthy lifestyle choices. Running time: 2:47

Segment #5: Sample Media provides examples of public service announcements (PSAs) that youth view in Lesson 3 as they learn how to apply the 6 Media Questions. Running time: 2:00

Segment #6: Eat it Up! features young people in real-life situations who are faced with snack choices. A teen narrator describes how youth can reduce fat and added sugar while still enjoying snacks. Running time: 3:31

Segment #7: Activities Fit To Be Tried: Music Sequence provides four, 2-minute segments of music with differing styles for the facilitator's use during the "Activities Fit To Be Tried" portion of Lesson 5. This module includes an on-screen timer that prompts the young people to begin and end each activity. Total running time: 8:00



Segment #8: Let's Do Yoga! features a trained yoga instructor demonstrating how each of the *Action Break* yoga positions is done. This segment can be shown during the *Action Break* of Lesson 7 and youth can follow along, or it can be used by facilitators before the lesson as part of their preparation. The segment also includes several optional poses that may be done if time allows. Running time: 5:56; additional poses: 3:10

Segment #9: The Power of Advertising reinforces the Lesson 7 message about the influence of advertising and its connection to health. The module shows the an array of advertisements in various forms that young people are exposed to. Running time: 3:40

Segment #10: Smoothie Sensations features a narrator making a delicious smoothie while discussing the importance of calcium for building strong bones. Running time: 2:44

Segment #11: Big Production Montage features clips from *Big Productions* created during the pilot tests and provides an exciting way for youth to get energized about their own upcoming *Big Production*. Running time: 2:26

Segments #12, #13, & #14: On the Air! Roll the Presses! are modules that provide an inside look at newspaper production, radio production, and video production. Footage and interviews with producers, directors, writers, graphic artists, and technical crew reveal how much work goes into putting together a media product. The modules provide a great introduction when youth select their *Big Production* media format or can be shown at later production sessions as a “virtual field trip” for youth.
Running times #12: 3:20; #13: 3:54; #14: 4:10

Doing the Big Production



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Introduction

Need ideas and tips for doing the *Big Production*? This appendix can help. It provides production ideas within four major media formats—video, audio, print, and online. Use these ideas as you prepare for *Lesson 9: Making Smart Choices Fun and Easy*. They will help you guide youth to select the type of *Big Production* project they'll do. Any of these ideas can be scaled up or down to suit your skills, resources, and timeframe.

How you actually plan, develop, and carry out the *Big Production* is up to you, the youth in your group, and your media partner (if you are collaborating with one). If you choose one of the four media formats listed above, the tips and suggestions provided here will help you work through some key production issues. This information will give you a good sense of the skills and resources needed for the *Big Production*. As you get into planning and production, use the materials in *Appendix F: The Big Production Toolbox*. These materials—a 6 Media Questions sheet, a **storyboard** template, templates for video and audio scripts and a print news story, and a short *Big Production* post-production survey—will help ensure a successful and fun activity. This appendix has its own glossary that defines the bold-faced words in this section that relate to media and media production.

If you or your media partner wish to learn more about producing media in the various formats, the resources and online information searches suggested here will help, too.

An Important Note

Although the **Big Production** sessions will be structured differently from previous lessons, don't forget to incorporate **Action Breaks** and **Snack Breaks** into each meeting to keep youth moving and help them stay energized and focused.

Appendices B and C provide suggestions for healthy snacks and fun physical activities that can be incorporated in the **Big Production** sessions. Or, ask youth to suggest their favorite healthy snacks and have them lead their favorite physical activities.

DOING A VIDEO BIG PRODUCTION

Doing a Video *Big Production*

The youth can incorporate the *Big Production* ideas into a video project in many ways—a video production doesn’t have to be a 30-second ad! Listed below are the major formats within video and some specific ideas that can be scaled up or scaled down depending on your timeframe and available resources.

Helping Youth Choose a Video Production

Viewing different types of video productions will help youth think about whether they want to use this media format to promote their physical activity and nutrition messages. You can easily obtain the following video examples:

- ◆ Tape a television or cable program.
- ◆ Rent videos from a local store.
- ◆ Borrow videos from your local library.
- ◆ Download video samples from the Internet.

Be sure to choose examples that not only illustrate a specific video format, but also are things that young people are interested in seeing. Ask them what their favorite TV shows and movies are, and draw examples from these suggestions.

Production Ideas

- ◆ A TV program is a one-time show or ongoing series. TV programs deal with a wide range of subjects. They can be fiction (such as sitcoms, soap operas, dramas, cartoons) or non-fiction (such as news, cooking, sporting events, or game or talk shows), and they usually run 30 or 60 minutes. Only a few TV programs are broadcast live; most are taped and edited before broadcast.

Big Production Possibilities

- ❖ Create a comedy about two families living next door to each other. One family is physically active all the time and eats a nutritious diet. The other family is the exact opposite.
- ❖ Create a drama about a girl who doesn’t like to be active. Her friends convince her that being active can be fun.
- ❖ Create a dating game show in which the “bachelorette” chooses one of the three “bachelors” based on his nutrition and physical activity habits, or the other way around (a “bachelor” chooses the “bachelorette”).

Use These Online Search Keywords

To find video samples on the Internet in various formats, try:

- ◆ Music video
- ◆ Sitcom
- ◆ Movie trailer
- ◆ Infomercial
- ◆ Public service announcement

- ❖ Create a news show on why the lack of physical activity is causing health problems for many Americans.
- ◆ A movie is similar to a TV program in many aspects, but usually is a much larger-scale production. Movies, like TV programs, deal with a variety of topics and may be divided into fiction (such as drama, non-fiction, comedy, thriller, animated, science-fiction) and non-fiction genres or types. A non-fiction movie is called a documentary. Many movies air on TV after they are shown in movie theaters, some are created especially for television, the **Internet**, or to go directly to video/DVD.

Big Production Possibilities

- ❖ Create a drama about detectives who are on a behind-the-scenes mission to find out what goes into the decisions about the foods offered in the school cafeteria (make sure you first get permission from the school to film in the cafeteria).
- ❖ Create a comedy about a boy who does not know how to dance and is fretting about attending a school dance. A few days before the dance, the boy's friends come to his house to teach him some great dances. Afterwards, he can't wait to get to the dance!
- ❖ Create a documentary film about the group's favorite sport.
- ◆ A movie trailer or promo is what you see in the movie theater or on a rented video/DVD before the feature presentation begins. A movie trailer is a promotion, or "promo" for an upcoming movie. It is a brief, fast-paced segment that gives you an idea of what the movie is about, but does not reveal the entire plot. It is designed to make you want to see the entire movie.

Big Production Possibilities

- ❖ Create a promo for any of the movie ideas above.
- ❖ Create a promo for a film about a new superhero—The Fitness Girl—who flies around town "saving" people by helping them be more active and make smart nutrition choices. Feature one of the action heroes that the youth created in Lesson 3.
- ◆ An advertisement or public service announcement (PSA) makes the viewer interested in the product, service, or idea being promoted. An advertisement sells a commercial product (such as toothpaste, orange juice, compact disc) or service (such as a bank or airline). A PSA usually promotes an idea or behavior (such as smoking prevention, voter registration, physical activity). Ads and PSAs usually last 15 to 60 seconds.

DOING THE BIG PRODUCTION

Big Production Possibilities

- ❖ Create an advertisement about the youth’s favorite whole-grain food.
 - ❖ Create a PSA promoting the “action” of dancing for at least 20 minutes each day.
 - ❖ Create an advertisement for deeply colored fruits and vegetables.
 - ❖ Create a PSA about why it is healthy to walk or bike to school instead of taking the bus or getting a ride in a car.
- ◆ An infomercial is a longer version of an advertisement. It is a 30-to 60-minute program that sells a product or service and includes interviews (called testimonials) with individuals who use the product or service. Infomercials often include a demonstration of how the product or service can be used. Remember that infomercials usually have very energetic hosts or even celebrities advertising the products—the crazier and sillier they act, the better!

Big Production Possibilities

- ❖ Create an infomercial to “sell” the youth’s favorite physical activity. The infomercial demonstrates how to do the physical activity and has interviews with other youth who do this activity.
 - ❖ Create an infomercial that demonstrates a fast and healthy snack technique such as making tortilla wraps, or a healthy cooking tool, such as a barbecue grill that drains away fat as it cooks.
- ◆ A music video is a brief video production of a musical performance or a production set to music. Some music videos can resemble a mini-movie: They have a plot and actors, but the song replaces the dialogue. Other music videos look more like a concert performance of a particular song. Music videos of movie soundtracks may feature movie scenes. Many music videos include choreographed dance routines.

Big Production Possibilities

- ❖ Create a music video of a song the youth composed for a *Mini-Production*.
- ❖ Create a dance routine to accompany some fast-paced, upbeat, pre-recorded music. Make sure the dance routine or message that goes along with it includes a nutrition or physical activity message from the workshop.

Working with Video

Because video is the media that youth consume the most, they may naturally be drawn to the idea of creating a video *Big Production*. A video production can be easily scaled up or down to match your time and resources. Youth will be able to apply many of the concepts and skills learned throughout this curriculum to a video production.

Use the 3 Ps of Production to guide the development of the group's *Big Production*, and use the 6 Media Questions to decide how to communicate the group's messages using video.

Here are some tips to consider if you're thinking about using video for the *Big Production*. Also, see *Appendix F: The Big Production Toolbox* for handouts that can help the youth plan and carry out the production.

1. Pre-production is the most important P when creating videos. Too often, youth want to jump right into the production phase, using the cameras and acting out stories. This rush to action can ruin the best idea. To complete a successful video project, allow sufficient time for pre-production tasks, including concept and message development, storyboarding (see below for more on storyboarding), location selection, and set construction and prop gathering.

- ◆ *Assign or let youth choose roles carefully.* Creating a video production requires teamwork. Here are a few of the roles that youth can play:
 - ❖ Producer—oversees the entire production project and makes sure everyone is doing his or her job as planned.
 - ❖ Director—directs actors, actresses, and the technical crew, and supervises the video shoot.
 - ❖ Talent—performs designated roles in the production.
 - ❖ Scriptwriter—develops and writes the **script**, all the words that are spoken during the production, and helps determine needed sound effects and music.
 - ❖ Cameraperson—records the video production and is in charge of the camera and other equipment.
- ◆ *Identify the messages about physical activity or nutrition that youth want to send the viewer.* Use the 6 Media Questions sheet in Appendix F to help them sharpen their messages.

DOING THE BIG PRODUCTION

- ◆ *Teach storyboarding.* A big challenge in guiding youth to create video products is getting them to see things in pictures instead of words. Storyboarding will help them build this skill. The storyboard depicts how the actors or objects actually will appear in a shot. A storyboard allows youth to plan several aspects of the production, including how the shot will look. It also gives direction to the camera crew that indicates whether the shot will be a close-up or taken from far away. Appendix F contains a storyboard template that will help the youth with this essential pre-production task.

The storyboard may also help young people create the script for each scene. The script includes the dialogue or words actually spoken by the on-screen actors or by an off-screen narrator (this narration also is called a **voiceover**), and the sound effects or other audio, such as music, needed to tell the story. Appendix F includes a template to help the youth write the script.

Be sure to set aside enough time for youth to fully develop their concept and describe it—scene by scene—using storyboards. Keep the production and storyboarding simple; don't include too many scenes.

- ◆ *Consider locations, sets, and props.* Picking the right locations to film your scenes and getting permission to film there are critical steps in planning. **Sets/Settings** and **props** are tools that will help get the message across to the audience more effectively. Location “arranger,” set builder, and prop “hunter” are excellent roles for youth who don't want to be in front of or behind the camera.
- ◆ *Set development and prop research.* These are aspects of production that can get others in the community involved. Encourage young people to contact adults at school or in the community to ask for permission to film at the locations you've picked for your scenes. They also can contact a local high school's technical education program for help with set construction, or ask a local costume shop or theater guild to lend any necessary props.

2. All youth should understand the basics of working with a camera.

This goes for those in front of the camera as well as those behind it. Whether working with a media partner or doing a video production on your own, youth will need to learn to work carefully with expensive, high-tech equipment, such as video cameras and microphones.

Use These Online Search Keywords

To find information on video production concepts, search these terms:

- ◆ Video and shot composition
- ◆ Framing
- ◆ Camera angle
- ◆ Field of view

- ◆ *Teach youth about the equipment.* Before beginning the *Big Production*, conduct a short “Art Gallery” activity. Place all the equipment youth will be using on tables so that youth can observe the cameras. Point out the features of the equipment that they’ll need to use to effectively record their *Big Production*. Some of these features will vary among models, but the basic aspects that youth will need to know about are: Power button, lens, battery, zoom control, viewfinder, focus, microphone, fade, auto/manual.

After the youth have visually inspected the cameras, allow everyone to take turns using them. Consult each camera’s user manual, if available, to familiarize yourself with these functions before you discuss them with the young people. If the user manual isn’t available, search the manufacturer’s Web site to download an electronic version.

3. Use varying shot compositions to bring the video production to life. **Composition** refers to how a **shot** is framed or how the subjects look in the viewfinder.

- ◆ **Rule of thirds.** A guideline that video directors and camerapeople often use is the “rule of thirds.” The rule of thirds suggests that you divide the frame into thirds with imaginary horizontal lines. By always positioning the horizon on either the top or bottom third, you achieve the most pleasant-looking shot.
- ◆ **Consider visual length.** This element of a shot can be used to evoke emotion, give a sense of urgency, or highlight an important moment in the production. A **long shot** is used to orient the audience to the location of the scene, and a **close-up** or **extreme close-up** shot is used to show a specific action, reaction, or emotion. A **medium shot** is when the camera is about 3 feet from its subject. Use a **bust shot** (the head and shoulders of a person) when a narrator, such as a reporter, is on screen, and a **two shot** when two people are having a conversation.

The angle or height at which the camera is held can also vary for each of these shot types. Videotape the same scene twice, first by standing on a chair and shooting down and then by lying on the floor and shooting up. Have youth describe how each shot makes them feel about the characters and situation.

4. Sound is another important factor to consider. Sound can include on-camera dialogue, off-camera voiceovers, and any sound effects or music the youth might want to add during editing. Because background noise often gets in the way, it is best to avoid trying to capture sound during the video recording. A voiceover recorded during editing is an effective way to ensure that the audience can hear the message.

DOING THE BIG PRODUCTION

If the group’s concept calls for an interview or conversation among several people, build a **studio**—a quiet room or corner where you can ensure there is no other loud background noise.

- 5. Develop a shooting plan.** This step takes place after the youth have fully developed the storyboards and decided what and where to shoot. A **shooting plan** can simply be a document that lists the planned scenes, provides camera instructions for each scene, indicates the proposed length of each scene, names the actors and actresses in each scene, and describes accompanying dialogue and other audio. A shooting plan will help your director keep the shoot on schedule and ensure you’ve recorded all the **raw footage** the youth will need for their production.

◆ *Consider the order of the scenes.* As the youth develop the shooting plan, keep in mind that unless they are doing “in-camera” editing (discussed below), the order in which they shoot the scenes does not have to be the same order as the storyboard or planned finished production. This process is called **non-linear** shooting and editing. For example, if the concept calls for a series of outside shots at the beginning and end of the production, the youth can tape all the outside shots on the same day.

- 6. Determine the timing of the entire production and each scene.** A common challenge with beginning video directors and camerapeople is gathering too much footage for each scene. In the end, this makes the editing job much more difficult.

◆ *Use the shooting plan and storyboard to help determine the necessary length for each scene.* First, determine the total running time for the planned production. Then, review the concept and storyboards and assign an estimated duration to each scene.

◆ *Test the estimates.* Rehearse each scene with the actors to determine the actual time each scene requires. If the production doesn’t involve live actors, but includes products at a grocery store, for example, they still can do a “dry run.” Be sure to use the planned shot composition and camera angle while the director times the scenes.

◆ *Use cue cards to help with timing.* **Cue cards**, which give the actor written “cues” about what to say, may help put actors at ease and ensure that dialogue is delivered succinctly and at the right time.

- 7. Edit the video production.** Several editing methods are available, including in-camera and nonlinear editing, and VCR-to-VCR editing.

Use These Online Search Keywords

For more information about video editing, try:

- ◆ Video editing
- ◆ Editing software
- ◆ In-camera edits
- ◆ VCR-to-VCR editing

- ◆ *Consider in-camera editing.* This approach allows the youth to complete a video production without the need for external editing equipment or software. The edits and final project are created in the camera. In-camera editing is ideal for a small-scale video production.

To produce a video using in-camera editing, rehearse each scene—one right after the other—in order. Be sure the scenes fit into the planned total running time. Then, shoot the scenes in order. Be sure not to rewind the tape once a scene has been shot.

To **transition** between scenes, some newer cameras allow you to do in-camera **wipes** and **dissolves** (see tip #8) between scenes. Use the camera’s audio dub feature to add voices or music to the production.

- ◆ *Consider other types of editing.* These approaches allow the youth to edit a production in which they have videotaped scenes out of sequence (for example, all the indoor shots together and all the outdoor shots together).

These editing options include converting the footage to digital format and editing using special software and a desktop computer. Many software packages are available for purchase or can be **downloaded** for free as trial versions. Another technique for editing is VCR-to-VCR editing. This allows the youth to edit raw footage without converting it to a digital format.

- 8. Experiment with ways to transition between scenes.** Transitions may be made through narration, change in music, titles on the screen, or special effects, such as **cuts**, dissolves, and wipes.

Use These Online Search Keywords

For more information about scene transitions, try:

- ◆ Video editing and effects
- ◆ Video editing and dissolves
- ◆ Video editing and cuts
- ◆ Video editing and wipes

- ◆ *Show youth samples of transitions.* Bring in movies or TV programs to show youth how transitions are made between scenes and, particularly, how effects are used. You will likely notice that most professional editors use either straight cuts from one scene to the next or basic dissolves (when one scene fades to the next).

- ◆ *Be careful not to get carried away.* If the youth will be using an editing software package, it is easy to get excited about all the transition effect choices. Try not to let the use of effects distract the audience from understanding the message or the young people from getting their *Big Production* completed.

DOING THE BIG PRODUCTION

- 9. Scale up the *Big Production* by working with a media partner.** A media partner can provide the expertise, recording equipment, and facilities to create a large-scale video production, or can launch the *Big Production* by broadcasting it to a large audience. Consider contacting the local broadcast television stations, video production companies, or high school or university video production programs. You can even contact the local cable television public access station, whose mission is to provide the use of video recording and broadcasting equipment to the public.

Resources for Creating Video Productions

Book—Kenny, Robert. (2001). *Teaching TV Production in a Digital World: Integrating Media Literacy*. Location: Libraries Unlimited

Want to find additional books or Web sites? Use these keywords to find more resources at your favorite book seller or online: *Video instruction, video production, or video recording, producing, and middle school or classroom*. You can also look for resources at your local library.

Doing an Audio *Big Production*

The youth can create an audio production project in several ways. Listed below are the major formats within audio and some specific ideas that can be scaled up or scaled back depending on the timeframe and available resources.

Helping Youth Choose an Audio Production

Hearing different examples of these types of productions will help the youth think about whether they want to use this media format to promote their physical activity or nutrition messages. You easily can obtain the following audio samples:

- ◆ Record a radio program with a hand-held audio recorder held next to a radio speaker or taping from radio to cassette directly, if the radio has a cassette player.
- ◆ Download radio broadcasts from the Internet.

Choose examples that not only illustrate a specific audio format, but also are things that young people are interested in hearing. Ask them what their favorite radio programs or stations are and draw examples from these suggestions.

Production Ideas

- ◆ A news or **interview show** is used to inform an audience about an issue(s). News shows may include a one-on-one interview with an expert, a narrative by a journalist describing a situation, a panel discussion, or a combination of these. A panel involves several participants chosen because they have expertise, and different perspectives, on a problem or issue.

Big Production Possibilities

- ❖ Research and write a radio news report about the influences of food marketing to youth on choices available in the grocery store.
- ❖ Interview the owner of a gym or the manager of a local recreation center and use the main points of the interview as “sound bites”—short pieces of an interview that support what the reporter is saying—in a news story about the many ways in which Americans can have fun being physically active.
- ◆ A **drama/serial** is a one-time program or ongoing series in which a plot develops around a central person or group of people.

Use These Online Search Keywords

To find audio broadcasts in various formats, try:

- ◆ Radio interviews
- ◆ News
- ◆ Quiz shows
- ◆ Radio dramas

DOING THE BIG PRODUCTION

Big Production Possibilities

- ❖ Write a script and produce a radio mystery show with the youth as detectives in search of the perfect snack food in a supermarket. To make it fun, create “dangers” around every corner, such as a display of cereal boxes falling on a team member. Create realistic sound effects for the recording.

- ◆ A **documentary** is a program that describes the lives or activities of real people.

Big Production Possibilities

- ❖ Produce an audio documentary about “Z,” a youth who is looking for a healthier lifestyle. Ask about what inspired her to become more active and change her eating habits. Interview her doctor about the impact of good nutrition and regular physical activity. Follow her to the school gym and record a conversation between her and her coach or physical education teacher. Don’t forget sound effects! For example, for the gym segment, the youth can pound their hands on a table to simulate people running, throw basketballs around, or shout coaching instructions for background noise.

- ◆ **Quiz shows** are a popular format among young people. These shows are question and answer games featuring a knowledgeable host and multiple contestants who compete for prizes based on their mastery of the subject(s).

Big Production Possibilities

- ❖ Create a quiz show where the youth are asked different questions about being physically active and choosing healthful snacks.

- ◆ A **talk show** is a format where one or more hosts lead a discussion on a topic such as current events. They sometimes talk among themselves or invite special guests to discuss specific issues.

Big Production Possibilities

- ❖ Produce a talk show with one or two youth as hosts and one or two youth as “invited guests.” Possible topics include the many ways to include physical activity in the day without doing organized sports, or the presence of vending machines that sell soft drinks and chips in the schools.

Working with Audio

Like other media productions, audio production follows the 3 Ps of Production. Some of the things you will need to do include:

- ◆ Assign or let youth choose roles carefully. Producing an audio segment requires teamwork. Here are a few of the roles that youth can play:
 - ❖ Scriptwriter—develops and writes the script, all the words that are spoken during the production, and helps determine needed sound effects and music.
 - ❖ Director—directs actors, actresses, and the technical crew, and supervises the recording.
 - ❖ Talent—performs designated roles in the production.
 - ❖ Producer/Engineer—oversees the entire production project and makes sure everyone is doing his or her job as planned.
- ◆ Identify the messages about physical activity or nutrition that the youth want to send to the listener.
- ◆ Decide what type of audio program to do.
- ◆ Use the 6 Media Questions to determine the physical activity or nutrition messages, concepts, and storyline (use the 6 Media Questions sheet in Appendix F to help you).
- ◆ Write the script and audition and select talent.
- ◆ Select music and sound effects.
- ◆ Review the script for timing.
- ◆ Rehearse.
- ◆ Produce and launch the production.

Here are some tips to consider if you're thinking about using audio for the *Big Production*. Also, see *Appendix F: The Big Production Toolbox* for handouts that can help you plan and carry out the production.

1. Take into account the three main ingredients in the audio production recipe: Voices, sound effects, and music.

- ◆ *Consider the voices.* Keep in mind things like accents, age, speaking speed, and intensity. Think about what kinds of voices will appeal most to the audience.

DOING THE BIG PRODUCTION

- ◆ *Include sound effects.* Any sound occurring in the production other than voices or music is considered a sound effect. Sound effects help tell the story to the listener and can be fun for young people to produce. Natural or realistic sound effects are those that are intentionally recorded live (not background noise) when the youth are creating their audio production. These include things like a truck driving by to help create the feeling of a busy street, or pots and pans clanging to represent a chef at work in a restaurant. Pre-recorded sound effects can be introduced by the writer into the script and may be added at a pre-determined point during production or during the editing process. These sounds include things such as a ringing alarm clock or horn honking on cue. Sound effects, such as galloping horses or a squeaky door hinge, are fun for young people to make with their hands, feet, or mouths. **“Sound effects”** may be abbreviated as SFX.

- ◆ *Remember some basic rules about sound effects:*
 - ❖ Don’t use too many.
 - ❖ Don’t record them at too high a volume.
 - ❖ Test them out with others before they go into final production to be sure they are understandable and sound the way the youth want them to.

- ◆ *Don’t forget about music.* The youth can use music as a theme song, to establish a mood, to transition between scenes, and to close the audio production. Keep in mind that it is best to use instrumental music (without words), particularly when using a voiceover or dialogue.

- ◆ *Select music that is appropriate to the messages the youth want to convey.* For example, use fast-paced music if youth are illustrating someone doing an intense physical activity. Also be sure that any music, whether heard under voices or by itself, is not too loud. The music should complement the spoken words and sound effects, not overwhelm them.

- ◆ *The most important consideration with regard to music is ownership and copyright.* Although young people may want to use popular songs that they hear on the radio or TV, that music is copyrighted and one must pay a royalty fee to use it. A better choice is to use royalty-free music that is not copyrighted. You can find this type of music on CD-ROM through numerous music sellers or you can download pieces online for a nominal fee. Many professionals call this type of music **“needle drop”** music. If you are working with a media partner, he or she will likely have a wide selection of this type of music and can help you to choose pieces.

Use These Online Search Keywords

To find needle-drop music, try:

- ◆ Royalty-free music
- ◆ Copyright-free music

◆ *Involve other young people in your production by “hiring” them to compose and produce original music. The original work of a local garage band or school marching or pep band can be recorded and featured in the production.*

2. **Keep the focus on the main message.** Although the voices, music, and sound effects are necessary to make the audio production, make sure they don’t distract from the message the youth are trying to send to their audience. Be sure that the specific action the youth want them to take comes through loud and clear! Use the *Audio Script Template* in Appendix F to help the youth write their script.
3. **Decide on the scale that’s right for you and your group.** Determine how elaborate the youth want the production to be. To scale up the audio production, enroll a media partner with professional recording facilities, such as a radio station or production company. To scale back the production, create a studio in a classroom or meeting room and record the production with a simple tape recorder. The most important consideration in doing this is finding and keeping a quiet production space. Background noise will be your biggest enemy.
4. **Edit the production.** An audio production created with a tape recorder may be a final product, or you can convert the tape to a digital format and use a computer and software to edit and add music and sound effects. Many audio editing software packages are available for purchase or may be downloaded from the Internet for free as a trial version, though the free versions often do not allow the use of all of the features you may need.

Your computer may have a digital recorder as a built-in tool. If you have Windows™, you can find it under start/programs/accessories. Plug a microphone into your computer and make sure to save the file in .WAV format so that you can use it in applications such as PowerPoint™ or an editing program, depending on the format of your *Big Production*.

Resources for Creating Audio Productions

Book—Thom, Randy. (1989). *Audiocraft: An Introduction to the Tools and Techniques of Audio Production*, 2nd ed. National Federation of Community Broadcasters. Oakland, CA.

Use These Online Search Keywords

To find audio editing software or for more information about audio format productions, try:

- ◆ Audio editing
- ◆ Editing software
- ◆ Digital editing
- ◆ Audio production
- ◆ Radio production

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Web sites

- ◆ *Radio Lab Guides*. This Columbia University School of Journalism online resource provides tips on writing, reporting, and producing news and information material for audio broadcasts.

Web site: <http://www.jrn.columbia.edu/studentwork/radio/>

- ◆ *Spot On Malaria: A Guide to Adapting, Developing & Producing Effective Radio Spots*. This resource provides tools and resources on producing audio media, including more than a dozen sample scripts. While the current version features malaria prevention and treatment messages, the methods described may be applied to any product or health topic.

Web site: http://changeproject.org/pubs/Spoton_final200503.pdf

Want to find additional books or Web sites? Use these keywords to find more resources at your favorite book seller or online: *Radio or audio instruction, radio production, or sound recording, producing, and middle school or classroom.*

You can also look for resources at your local library.

Producing a Print *Big Production*

The youth can incorporate their *Big Production* ideas into a print production project in many ways. Listed below are the major formats within print and some specific ideas that can be scaled up or scaled down depending on your timeframe and available resources.

Helping Youth Choose a Print Production

Seeing different types of print productions will help youth think about whether they want to use this media format to promote their physical activity and nutrition messages. You can easily obtain or find the following print example:

- ◆ Purchase newspapers or magazines.
- ◆ Photocopy news articles from periodicals at the library.
- ◆ Buy a poster.
- ◆ Download print samples from the Internet.

Production Ideas

- ◆ A **newspaper** is a print format that includes reports on news and events. Newspapers vary widely in their circulation and influence. Many communities publish weekly newspapers that report on local activities of interest. Most cities have daily newspapers that report on national and world events, as well as topics of local interest. Some daily newspapers, such as *The New York Times*, *USA Today*, and *The Wall Street Journal*, are read by people all over the United States and even in other countries.

Newspapers present a variety of items: **news articles**, **feature stories**, **editorials** (these are short articles that reflect the opinions and philosophy of the newspaper), **“op-ed”** articles (these are opinion pieces on specific issues, often written by experts on that issue; they are located on the page **OP**posite the **ED**itorial page), columns (these are commentaries and opinion pieces written by a columnist that appear one or more times a week), and advertisements.

Big Production Possibilities

- ❖ Write a newspaper article about a new fitness craze that is sweeping the nation. Make sure the title of the article is brief and catchy. Write the first sentence of the article so that it will capture the reader’s interest. Try to answer the five W’s in the first paragraph: Who, What, When, Where, and Why.

Use These Online Search Keywords

To obtain print samples in various formats, try:

- ◆ Billboard
- ◆ Poster campaigns
- ◆ Billboard design
- ◆ Out-of-home advertising
- ◆ Bus cards

DOING THE BIG PRODUCTION

- ❖ Write an editorial about the status of physical activity in the neighborhood school. Research how much activity youth should ideally get and compare that to the opportunities that actually exist at school (such as recess, gym class, sports, and other opportunities).
- ❖ Create an advertisement promoting improved nutrition or physical activity. Remember that most newspaper advertisements are in black and white, so focus on creating images that don't need to be in color to make an impact.
- ◆ A **magazine** is similar to a newspaper in that both media formats feature different kinds of stories along with photographs and advertisements. However, magazines are often focused on one particular subject, such as sports, fashion, or cooking, or are aimed at a more specific audience, such as teenage girls, body builders, or golfers. Magazines are published less frequently than newspapers—generally weekly, monthly, or quarterly—so they often include additional pages, in-depth stories, and photo spreads. They may take longer to produce than a newspaper.

Big Production Possibilities

- ❖ Write an article that could appear in a magazine entitled *Healthy Youth*. Make sure you aim the article at the audience of young people. Because the readers of the magazine are youth, feel free to use slang words that youth would use in their daily lives. For specific articles, interview the school's soccer star or the cafeteria lunch staff, or describe the gym teacher's favorite physical activity. Remember to include photographs or drawings.
- ❖ Create an advertisement. Use the same guidelines as the newspaper advertisement, but include color! Magazines choose ads based on the interests and needs of their audience. Decide who would read the magazine and then create an advertisement that will appeal to that audience. For example, for an urban youth audience, create an advertisement for a new city recreational center. Or, if the audience is youth who live in rural areas, create an advertisement that features youth bicycling on a country road.
- ❖ Create a magazine cover. Most magazine covers are colorful and showy to catch the eye of someone walking by a newsstand. Choose the title of the magazine and its main audience and focus—is it nutrition or physical activity? Decide what articles would be inside and which ones the youth could highlight or mention on the cover. What should be the main picture on the front? Be creative!

- ◆ A **billboard** is a large-format advertisement usually found along major roads. Smaller billboards may also be found at bus stops, in the interior and on the exterior of subway cars, or even on the doors of public restrooms. These types of ads are sometimes called “**bus cards**” or “**out-of-home**” advertising.

Big Production Possibilities

- ❖ Develop a billboard for a favorite fruit. Make sure it is eye catching and that the words are large enough so a driver can quickly and easily read the message.

- ◆ A **poster** is a print piece that ranges from the size of this page to about 2 feet by 3 feet. This type of print media is frequently used for educational campaigns. For example, you may find posters hung in schools, at construction sites, or in doctors’ offices. Because posters are hung in places where people usually have time to read them, the messages contained on them may be more detailed and longer than those on billboards.

Big Production Possibilities

- ❖ Create a nutrition or physical activity billboard or poster for the school or afterschool program that is offering Media-Smart Youth. Make sure to use large-size words, a lot of color, or intriguing pictures so that the posters will catch the audience’s attention and people can easily read the message. Ask a school or afterschool program official if you can put it up on the walls of the building.
- ❖ Develop a series of posters to show other youth at the afterschool program why it’s important to be physically active or to eat nutritiously. Create a slogan or a catch phrase that will appeal to other youth and include it on each poster.
- ❖ Convey your messages without using words! Draw a picture or a series of pictures that the youth think will clearly communicate a message about healthy eating or the importance of physical activity.

Use These Online Search Keywords

To learn about key journalism vocabulary and concepts, try:

- ◆ Journalism
- ◆ Newspaper production
- ◆ Student newspapers

To learn more about teaching youth about the First Amendment and journalistic ethics, try:

- ◆ First Amendment journalism
- ◆ Reporting
- ◆ Journalistic ethics

DOING THE BIG PRODUCTION

Working with Print

Print media provides an excellent format for youth to learn about **journalism**, advertising, and graphic design. It's easy to scale up or scale back production projects when working with print. You may choose to do a newspaper or magazine issue or series, other type of print campaign, or simply produce selected elements—such as feature stories, cover designs, or advertisements—that are of most interest to youth. No matter which format the youth choose, use the 3 Ps of Production as a guide, as well as the 6 Media Questions, to help youth decide how to communicate specific messages about physical activity or nutrition.

Here are some tips to consider if you're thinking about developing a newspaper or magazine for your *Big Production*. Also, see *Appendix F: The Big Production Toolbox* for handouts that can help you plan and carry out your production.

Newspaper

- 1. Teach youth about journalism.** Newspapers and magazines are excellent media to teach young people about journalism. The many types of articles allow youth to look at and write about an issue in different ways. Producing a newspaper also allows youth to learn about **First Amendment** rights and the importance of an open and free press.
- 2. Plan for all the necessary steps.** These steps include:
 - ◆ Identify the physical activity or nutrition messages the youth will want to send the readers.
 - ◆ Brainstorm story ideas and assign story topics.
 - ◆ Conduct interviews and write stories (use the news story template in Appendix F to help).
 - ◆ Edit stories and create page “**mock-ups**.”
 - ◆ Take photographs and design graphics to complement story content.
 - ◆ Lay out the paper or magazine, produce rough and final drafts, and print copies.
- 3. Assign or let youth choose roles carefully.** Producing a print publication, such as a newspaper, requires teamwork. Here are a few of the roles that youth can play:
 - ◆ **Editor-in-chief**—has overall responsibility for the production of the newspaper.
 - ◆ **Copy editor**—reads, comments on, and revises stories, headlines, and photo caption and works closely with writers and designers.
 - ◆ **Photo editor**—works with editor-in-chief and writers to determine cover photos, feature photos, and head shots and makes photo assignments to photographers.

- ◆ **Design editor**—works with entire staff to create the overall look and feel of the publication and develop the design template; assists graphic designers with layout of the newspaper and provides **proofs** for staff review.
- ◆ **Reporter**—investigates and researches the topic, conducts interviews, and writes the story.

4. **Choose the scale that’s right for the group.** If you have lots of time and your group has the ability to carry out a large-scale *Big Production*, think about working with a journalist media partner, such as the local daily or weekly newspaper, a community journalist, or a public relations professional. Ask the representative to assist the youth as they write, design, and print the publication. If your schedule and resources allow, publish more than one issue and distribute them to your afterschool community.

For a scaled-back version of the newspaper project, make the publication the size of a standard sheet of paper (8 ½ inches x 11 inches). This will allow the youth to easily design, print, and reproduce it.

Magazine

1. **Brainstorm and choose a subject for the magazine.**

Remember, the audience is young people. Think about which areas of physical activity, nutrition, and media will be of most interest to this audience. You also may want to guide the youth in choosing the name and format for the magazine. Have youth bring in samples of magazines from home, or purchase a selection for them to review and to use in brainstorming.

2. **Set up an editorial staff.** Many of the roles on a magazine are similar to those of newspaper staff. Take a look at the **masthead** of the sample magazines to see the roles youth can play. The masthead is the boxed or highlighted list of magazine staff members that is found on one of the first few pages of the magazine.
3. **Identify the messages about physical activity or nutrition that the youth want to send the reader.** Decide how youth will communicate messages to the audience. Use the 6 Media Questions in Appendix F as your guide.
4. **Plan all the elements the youth want to include in the magazine.** Think about feature stories, quizzes, photographs, advertisements, and cartoons. Again, use the sample magazines as a guide to developing a list.

Use These Online Search Keywords

For desktop publishing software and other ideas to help you lay out and design a magazine, try:

- ◆ Magazine design and production
- ◆ Graphic design
- ◆ Desktop publishing and software

DOING THE BIG PRODUCTION

- 5. Assign or let youth choose roles carefully.** The potential roles for youth are similar to those for a newspaper.
- 6. Determine the scale that's right for the group.** If you have lots of time and are able to carry out a large-scale magazine *Big Production*, work with a media partner such as a publishing company, design firm, or advertising agency. Design and produce an entire magazine from cover to cover. Use desktop publishing software to lay out and produce the publication. Many relatively inexpensive software packages are available for purchase or can be downloaded from the **Internet** for free as a trial version (some trial versions do not include all the features offered in the packages available for purchase). Your media partner may be able to provide access to computers, software, scanners, and printers. You also may want to approach a printing company that does small jobs. Tell its representatives about the Media-Smart Youth program and ask them to print your magazine for free or offer to give them advertising space in your publication in return for their services.

You can also carry out a wonderful small-scale magazine production by completing only one or a few of the elements. Type stories on the computer, have youth draw advertisements, and use disposable cameras to take pictures. Submit their work to a local community or school publication to get more exposure for their efforts.

Resources for Creating Print Productions

Book—Osborn, P. (1998). *School Newspaper Adviser's Survival Guide*. Location: Jossey-Bass.

Web site—The *Journalism Education Association*, the only independent national scholastic journalism organization for teachers and advisers, provides resources on teaching writing and producing news and information for print productions, including newspapers and magazines. Web site: <http://www.jea.org/index.html>

Want to find additional books or Web sites? Use these keywords to find more resources at your favorite book seller or online: *journalism instruction, school newspaper, magazine design and production, student journalism*, and *middle school or classroom*. You can also look for resources at your local library.

Doing an Online *Big Production*

The youth can incorporate their *Big Production* ideas into an online production project in many ways. Listed below are the major online formats and some specific ideas that can be scaled up or back depending on the timeframe and available resources.

Helping Youth Choose an Online Production

Seeing different types of online products will help young people think about whether they want to use this media format to promote their physical activity and nutrition messages. You can easily obtain examples by going on the Internet.

Production Ideas

- ◆ A Web site is a way for a person or organization to provide information about themselves or their product(s) on the Internet. These sites are created by using basic HTML (hypertext markup language).

Big Production Possibilities

- ❖ Create a Media-Smart Youth Web site. Include photographs of the group, their friends, families, or pets. Photograph slide shows can easily be incorporated into any Web page. A Web page can be anything the youth want it to be. They can describe their activities in the workshop and all the great things they have learned; use photos, reports, or physical activity recommendations; or create a nutrition quiz for visitors to the site.
- ❖ Create pop-up ads. Some people find pop-up ads annoying, but they're an effective way of getting a message to the audience. Plan and produce a pop-up ad for a nutrition or physical activity product that wouldn't be irritating if it popped up in the middle of a computer game.
- ❖ Hold a Web broadcast, or **Webcast**. A Webcast can be an original audio or video product intended to be disseminated through a Web site.
- ❖ Create a slideshow using the PowerPoint™ computer program. Decide who you want the audience to be and the purpose of the presentation. Plan and create a slideshow that presents the benefits of having healthy snack foods and drinks in vending machines in schools. If you have a digital camera, it may have software that allows you to make a slide show of photographs.

Use These Online Search Keywords

For more information about Web broadcasts and pop-up ads, try:

- ◆ Web audio and video streaming
- ◆ Webcasts
- ◆ Pop-up ads

DOING THE BIG PRODUCTION

- ❖ Create an e-newsletter (electronic mail newsletter) using a desktop publishing program that allows you to design and layout articles and pictures. Create an e-newsletter that has articles telling your neighbors about the many opportunities to be physically active in your neighborhood.

Working with Online Media

Over the course of this curriculum, all kinds of media, including online media, have been analyzed. Youth likely discussed their favorite Web sites, talked about pop-up ads, or described how they use instant messenger programs to chat with friends. Many young people may already be familiar with the Internet, but do they really know what it is and how it works?

If the youth choose to use online media for their *Big Production* or other production project, you will want to share some basic information with them about the Internet and familiarize yourself with the tools used to create online media.

The Internet is a system of interconnected networks that electronically links computers from around the world. The Internet is a way to get information, in the form of files and documents, from one computer to another. A **browser** (such as Netscape™ or Internet Explorer™, for example) is a computer program that allows you to view documents, images, sounds, and other information through the Internet.

Creating online media is done in the same way as other media projects, by using the 3 Ps of Production and the 6 Media Questions. Here are some tips to consider if you're thinking about using an online format for the *Big Production*. Also, see *The Big Production Toolbox* for sheets that can help the youth plan and carry out the production.

1. Pre-production is one of the most important phases of creating an online production.

It may be tempting to jump right in and start designing an online project, but youth will find that putting time and effort into the pre-production phase will pay off later. As with any video project, youth should decide on the physical activity or nutrition messages they want to send the reader, and storyboard or sketch their project. Decisions about the size, placement, and color of text and photos or other graphics may be made during this phase.

2. Writing for and designing online media is very different from working with print.

When creating online media, youth will soon recognize that a typical computer monitor presents a small space in which to fit their messages. The challenge will be to choose the most important information and present messages in a few words and in graphics that are small enough to limit the amount of scrolling the user has to do to read the information.

When writing an online project, keep in mind the following:

- ◆ Reading from a computer screen is much harder on the eyes and takes more time than reading from a printed page. Therefore, youth should keep their sentences and paragraphs brief. Tell them to try to write at least 50 percent less text than if they were writing for print.
- ◆ Because it is difficult to read on a screen, most people scan text without reading it thoroughly. Use meaningful headlines and subheadings to help the audience understand the messages without having to read all of the text. Youth also may want to use boldface type to highlight certain words.

3. Assign or let youth choose roles carefully. Producing a Web site or other online project requires teamwork. Here are a few of the roles that youth can play:

- ◆ Webmaster—has overall responsibility for the production and works with the team to develop the site or project and upload it.
- ◆ Designer/Graphic Artist—creates the graphics and develops the projects look and feel.
- ◆ Writer—investigates and researches the topic, conducts interviews, and writes the content.
- ◆ Photo editor—works with Webmaster and designer to determine what photos are needed.

Use These Online Search Keywords

To find software to help you create a Web page, try:

- ◆ Web and authoring program
- ◆ Web authoring software
- ◆ Web page design

4. Familiarity with HTML is important if you are doing a web page. Perhaps the most obvious distinguishing factor between the print and online world is something called **HTML**. HTML stands for hypertext markup language. It is simply text—just like any other text created using a word processing program. In fact, all you need to “write” HTML is a program that allows youth to type and save a document in text format. Web browsers only read text, and that is what all online pages consist of.

An HTML file includes all the words that the youth would want to appear on a Web page, in addition to instructions—or tags—indicating where on the page the youth want the words to go, whether they want pictures on the page, and how the overall page will look. The secret is in how they write the text or tags.

- ◆ **Tags** are letters or words sandwiched between two angle brackets that look like less than (<) greater than (>) symbols. Tags are written like this: <tag>. Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or linked to other text. Writing HTML means knowing when and how to use these tags.

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- ◆ Two types of tags are most important when writing a Web page: Opening tags and closing tags. Opening tags tell the browser to start doing something, such as making text boldface. Closing tags tell the browser to stop doing that action, such as stop making the text boldface. An opening tag is simply the angle brackets shown above, and boldface is indicated with a “b.” Therefore the instruction to make a word boldface is ``. If the youth only want one word to appear boldface, then a closing tag is necessary to tell the browser to stop making the words bold. The closing tag looks like this: ``. So, to make the word “nutrition” boldface, and all other words before or after it regular text, the youth should write this: `nutrition`. The slash (“/”) is the end indicator. When the youth want words to appear as normal text, they simply type them into your text document without any tags around them. Other types of tags are used to begin or end a page, to indicate where text should go on the page, or to indicate insertion of a picture. It may be helpful to view the **source code** of an existing Web page if you choose to write your page using HTML. Go to <http://www.nichd.nih.gov/milk/> and, in your browser, click on “View,” then “Source” or “Page Source.” You will be able to see the coding for this particular Web site.

` tag `
 ↑ ↑
opening tag closing tag

Knowing the basics of HTML is important for the youth, even if they choose to use a Web authoring program to “write” the Web pages for you. You can purchase Web authoring programs or download trial versions from the Internet for free. Some programs even include versions for young people, though the free versions do not always allow the use of all of the features you may need.

- 5. Practice creating a Web page.** Using a Web authoring program such as Netscape Composer™ or Microsoft FrontPage™, you can create your own Web site following the instructions provided by the program. If you don’t have access to a Web authoring program such as these, you can use any word processor. Simply type the text you want to show on your Web page and make sure it has any special formatting, fonts, and pictures you want on your page. Save the file as a Web page by going to File/Save as Web Page. To view your page, go to your browser such as Internet Explorer™ or Netscape™, go to File/Open and then click on the name of the file you saved to open up your Web page in the browser.
 - ◆ The youth can name the file whatever they want, but be sure to put “.html” after the name so that the Web browser will recognize it as a page it can read. Try naming it “Big Production.html” (without the quotation marks) and save it.
- 6. Choose the scale that’s right for the group.** Online productions may be simple or complex. Depending on the production goals, the youth might want to start with a simple **home page**—the main page of the production. The youth can even include the planning, producing, and presentation of your page or project without it ever having to go “live” online.

To scale up the project, add more pages, text, or photographs. Keep in mind that HTML coding and Web authoring programs allow the youth to put a lot of “bells and whistles” on the site. Tools called **tables and frames** can help the youth organize information on a page, but also can make the project time consuming and the page cluttered and difficult to use.

If you have the time and resources for a larger-scale project, enlist the help of a media partner to help the youth build or “host” the site. Try contacting your local **Internet Service Provider (ISP)** or the ISP that provides service to the school or afterschool organization. Frequently, ISPs will allow each customer a small amount of storage space on which to post a Web site. The ISP can walk the youth through the process of uploading or posting your online production. A local advertising agency or newspaper also may be able to assist the group.

Resources for Creating Online Productions

Book—Lampton, C. (1997). *Home Page: An Introduction to Web Page Design*. Location: Orchard Books.

Web site—*PBS Teacher Source* includes curricula, ideas for Web-based lessons, and other teaching tools (www.pbs.org/teachersource/teachtech/tutorials.shtml). Go to the “Technology & Teaching Tutorials” section to learn about Web basics, where to download free authoring software, and more.

Want to find additional books or Web sites? Use these keywords to find more resources at your favorite book seller or online: *Web design* or *online instruction*, *Web site production*, *HTML*, and *middle school or classroom*. You also can look for resources at your local library.

DOING THE BIG PRODUCTION

Doing Other Types of Big Productions

If video, audio, print, or online *Big Productions* don't appeal to the youth in your group, here are some other possibilities:

- 1. Compose a song:** Have the youth brainstorm and write out a song. It can be a rap, ballad, or whatever other type of song they want. Choose a healthy habit to sing about and they should make sure the song is fun!
- 2. Choreograph a dance:** Have the youth create a dance for a song that they made up or choreograph a dance to any song that already exists. Remember that there are many different types of dance (such as hip-hop, tap, ballet, jazz, salsa, step, disco, country line, Irish, and break dancing) and they don't have to stick to just one. Do the youth like hip-hop? Have them create a dance to your favorite hip-hop song and try to include moves from other types of dancing, such as jazz or even country line dancing. The youth can perform the dance for the group and teach some of the steps so everyone can join in.

The youth can introduce their *Big Production* by telling their audience about the importance of weight-bearing physical activity. They can talk about the fact that dancing is one really fun way to add physical activity to their days.

- 3. Put on a play:** Don't have a video camera to film a TV show or a movie? No problem. The youth can brainstorm, script, and even stage their own play. Write the script, cast the roles, and perform for their friends, teachers, and parents. Here are some specific ideas:
 - ◆ Your friend dislikes all vegetables. Convince him/her why everyone needs to eat vegetables every day. Find vegetables that he or she may actually like and invent creative ways to make eating veggies more fun and tasty.
 - ◆ Your sister and brother want to sit at home and play video games all day. Convince them that they can have just as much fun by playing outdoors.

The Big Production Glossary

Billboard: A large-format advertisement usually found along major roads. Because people are driving by and don't have time to read, billboards usually contain only a small amount of text.

Browser: A computer program that allows a person to access the Internet and find, view, hear, and interact with material on the World Wide Web.

Bus cards: Advertisements that may be found at a bus stop, in the interior and on the exterior of a bus or subway car. These types of ads are sometimes called "out-of-home" advertising and may even be found on the doors of public restrooms.

Bust shot: A video shot or photograph that focuses on just the head and the shoulders of a person.

Close-up: A video shot or photograph that focuses on details or facial expressions but gives little or no context to the rest of a scene.

Composition: How the subjects look in the viewfinder of a video camera or still camera or how a shot is "framed."

Copy editor: An individual who reads, comments on, and revises stories, headlines, and photo captions for a newspaper or other publication.

Cue cards: Large posters or sheets of paper that give an actor or actress written "cues" about what to say or do.

Cut: In a video, the immediate transition from one shot to the next.

Design editor: An individual who works with a publication staff to create the overall look and feel of the publication.

Dissolve: A special effect often found on a video camera that allows one scene to fade into the next.

Documentary: A style of film in which one tries to record an aspect of real life as truthfully as possible.

DOING THE BIG PRODUCTION

Download: The process by which a computer loads a program, document, or Web page and makes it viewable.

Drama/serial: A one-time program or ongoing series in which a plot develops around a central person or group of people.

Editor-in-chief: The person who edits stories for reporters and has overall responsibility for the production of a newspaper.

Editorial: A newspaper or magazine article expressing the opinions of the editors or other individual writers.

Extreme close-up: A video shot or photograph that focuses on a very specific action, reaction, or emotion.

Feature story: A special story or article in a publication or broadcast program. This story frequently constitutes a significant portion of time or space in the publication or program.

First Amendment: An amendment to the U.S. Constitution that says that Congress cannot make a law restricting the freedoms of speech, the press, religion, or assembly.

Home page: The main page of a Web site that usually contains an introduction to the rest of the information on the Web site.

HTML: Hypertext markup language. HTML is coding used to define the visual look and functions of a Web site.

Internet: A large network of computers that transports information such as e-mail, files, and pages of information on the World Wide Web.

Internet Service Provider (ISP): A company that provides access to the Internet. Before you can connect to the Internet you must first establish an account with an Internet Service Provider.

Interview show: A program for television or radio that is used to inform an audience about an issue. News shows may include a one-on-one interview with an expert, narrative by a journalist describing a situation, or a panel discussion. A panel involves several participants chosen because they have expertise, but different perspectives, on a problem or issue.

Journalism: The work of gathering, writing, editing, and publishing or disseminating news through newspapers, magazines, and the Internet or by radio and television.

Long shot (wide shot): A video shot or photograph that shows the subject in relation to a large part of the setting.

Magazine: A publication, usually printed, that is intended for a particular target audience and contains articles of popular interest.

Masthead: A listing printed in all issues of a newspaper or magazine (usually on the editorial page) that gives the name of the publication and the names of the editorial and other staff.

Medium shot: A video shot or photograph that shows the subject in relation to the immediate context. Medium shots reveal relationships. They can be person-to-person, person-to-thing, thing-to-a-space, or person-to-a-space. A medium shot is when the camera is about 3 feet from its subject.

Mock-up: A rough example of a project. Generally true-to-size, a mock-up shows page-by-page text, photo, and artwork placement.

Needle drop: Royalty-free music that is not copyrighted. You can find this type of music on CD-ROM, through numerous music sellers, or you can download pieces for a small fee online.

News article: A non-fiction essay or composition on a subject, usually appearing in a magazine or other publication.

News release: Detailed information about an event, person, or product sent to a media outlet in the hope that it will be published or broadcast.

Newspaper: A daily or weekly publication that contains news, articles, and advertisements.

Non-linear shooting: A method of filming in which the director does not have to shoot the scenes in the same order as the storyboard or planned finished production.

Op-ed: Short for *opposite the editorial page*. The op-ed page contains the views and opinions of individuals who are not on the staff of the newspaper.

DOING THE BIG PRODUCTION

Out-of-home: See “Bus cards”

Photo editor: An individual who works with the editor-in-chief and writers to determine cover photos, feature photos, and head shots and who gives photo assignments to photographers.

Photo spread: Several pages of a publication that feature only photos and short descriptions. Sometimes stories are told through the use of a photo spread.

Pitch: A letter written to introduce a source and story idea to a member of the media in hopes that the media will pick up the idea and develop it into a news or public interest story.

Pop-up ads: Web-based advertisements that appear suddenly or “pop up” when you first visit a new page or site.

Poster: Print message that ranges from the size of this page to about 2 feet by 3 feet in size. This type of print media is frequently used for educational campaigns. Because posters are hung in places where people usually have time to read them, the messages contained on them may be more detailed than those on billboards.

Proofs: The final copies of a publication before large quantities are printed. Proofs allow the editorial team to review photographs and written material one last time before mass production begins.

Props/property: Any object in a video or theatrical scene that can be picked up and moved around. Props are objects that help get the message across to the audience more effectively by visually enhancing a scene.

Quiz show: Question-and-answer games featuring a host and multiple contestants who compete for prizes based on their knowledge of the subject.

Raw footage: Recorded video of events that is not yet edited. Not all raw footage will end up in the final product.

Reporter: A person who gathers news and prepares it for publication or broadcast. He or she investigates and researches the topic, conducts interviews, and writes the story.

Rule of thirds: A rule suggesting that, when framing a shot with a video or still camera, you divide the frame into thirds with imaginary horizontal lines. Positioning the horizon on either the top or bottom third achieves the most pleasing-looking shot.

Script: The text of a play, broadcast, or movie. The script includes the dialogue or words actually spoken by the on-screen actors or by an off-screen narrator and the sound effects or other audio, such as music, needed to tell the story.

Sets/Settings: Anything in a video, photograph, or theatrical production that constitutes the background of the scene.

Shooting plan: A list that groups together shots using a similar camera angle and light set-up so they can all be filmed together at once, saving time and money. A shooting plan is helpful with a non-linear filming approach.

Shot: A continuous piece of video or film footage. Everything you film between pressing “record” and “stop.”

Sound effects (SFX): Any sound occurring in an audio or video production other than voices or music.

Source code: The tag code information (See “Tags”) that provides the instructions for how a browser presents items on a web page.

Storyboard: A set of images (drawings or photographs) on paper that show what a video or film will look like. Video artists use storyboards to plan out what their video will look like, the scenes they will show, and the sounds or voices they will use. Storyboarding is an essential part of the pre-production phase.

Studio: A quiet room or corner where there is no other loud background noise, and that is used to film scenes for a video production or record sound for an audio production.

Tables and frames: Tools used in a Web authoring program that can help organize/structure information on a Web page.

Tags: Letters or words sandwiched between two angle brackets that look like greater than (>) and less than (<) symbols. They are written like this: <tag>. Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or linked to other text.

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Talk show: A television or radio program on which a host talks with guests or telephone callers about a variety of popular topics.

Transition: The visual changeover from one scene to another in a video. Examples include wipes and dissolves. Sometimes these also are called video effects.

Two shot: A video shot in which two people are pictured in a scene.

Visual length: Wide shot, medium shot, close-up, and extreme close-up are examples of different visual lengths. Elements of a shot can be used to evoke emotion, give a sense of urgency, or highlight an important moment in the production.

Voiceover: The off-camera voice of an announcer who is heard but not seen.

Webcast: An original audio or video production intended to be disseminated through a Web site.

Wipes: The process by which one scene changes into the next using a video effect in which parts of one shot are successively replaced by equivalent parts of the next shot.

The Big Production Toolbox



This appendix includes several handouts that may be helpful to you in carrying out your *Big Production*. You or your media partner (or both of you) will need to guide the youth through each of the production steps. Feel free to photocopy and provide the handouts to youth, or use them as a guide to construct customized tools for your specific *Big Production* needs.

◆ The 6 Media Questions for Creating Media

Photocopy and use this form any time you are creating media. Work as a group to answer the questions after you complete Lesson 10. The answers to these questions will help ensure that everyone agrees on the messages of your *Big Production* and how you will go about presenting them.

◆ Video Script Template

This template may be helpful after you've completed the storyboard. It will allow youth to carefully write that each actor or actress will say and do and also to think about the music and sound effects needed for the production.

◆ Story Board Template

This template will allow youth to sketch out each video shot they envision for their *Big Production*.

◆ Audio Script Template

This template can be used for an audio *Big Production*. Youth may use this sheet to write the full script and also to indicate the sound effects and music they plan to use.

◆ News Story Module Template

This template guides youth in writing a news story. By following the guide, they learn about and write each section of a news story.

◆ *Big Production* Survey Questions

Youth may use this survey as part of post-production. By asking members of their intended audience these questions, they can see what others thought about the *Big Production*.

The 6 Media Questions for Creating Media

What kind of media product are you creating?
Answer the following questions to help you decide.

1. Who is the author or sponsor?

2. Who is the audience you are trying to reach?

3. What is the purpose of your media product?

4. What is your message?

5. What information are you leaving out?

6. What techniques are you using to attract attention?

Video Script Template

Use as many copies of this template as you need to write your complete video script.

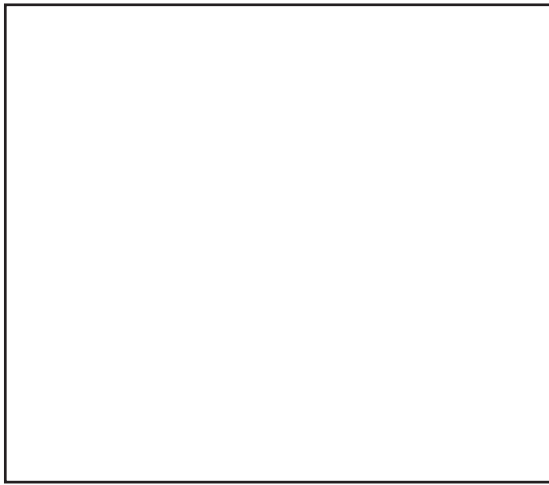
Video Production Name: _____

Production Type: _____ Production Length: _____

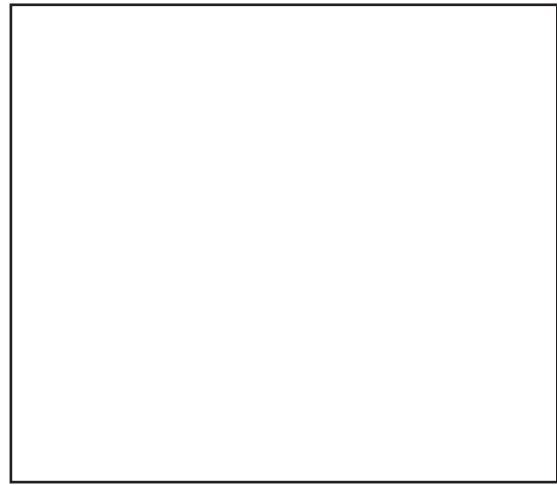
Storyboard Template

Director's name: _____

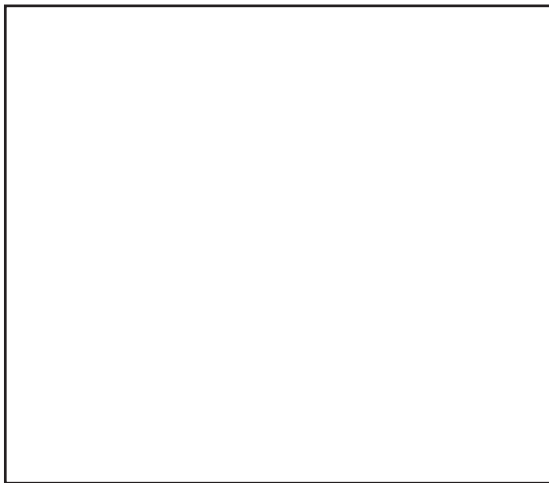
Title of your production: _____



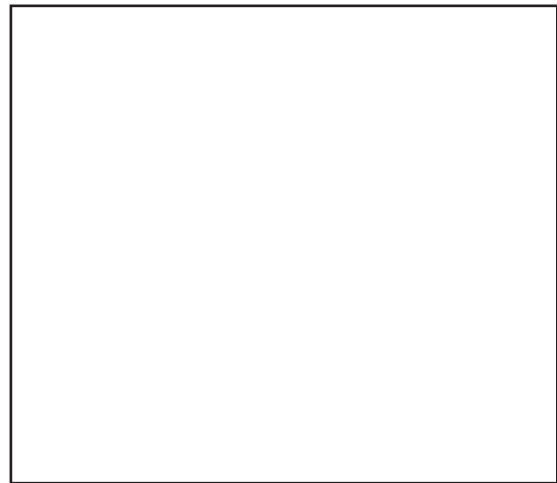
Shot# _____



Shot# _____



Shot# _____



Shot# _____

Audio Script Template

Use as many copies of this template as you need or adapt it to write your audio script.

Name of Audio Production: _____

Type of Production: _____ Length of Production: _____

Use the column on the left to mark music, sound effects (SFX), or the talents' name.
Describe the sounds or write the script to the right.

SFX [Doorbell] + [Door Opening]	DESCRIBE HERE:
TALENT NAME Steve	SCRIPT: Steve rings doorbell of friend's house. Door opens. Steve says: "Is George home?"

(example)

DESCRIBE HERE:

SCRIPT:

DESCRIBE HERE:

SCRIPT:

DESCRIBE HERE:

News Story Module Template

MY NAME: _____

By following a few steps to organize your information, you can write a news story that is interesting and understandable to your audience.

Writing a LEAD

The LEAD is a sentence or short paragraph that **GRABS the attention of the audience**. It usually briefly answers one or more of the following questions:

- ◆ What is the story about?
- ◆ Who is the story about?
- ◆ When did the action take place?
- ◆ Where did the action take place?
- ◆ Why is this information important to the audience (or why should it be)?

It is very important to make this sentence or paragraph interesting so that the audience will want to stick with the story!

The LEAD:

Writing the BODY

The BODY is the part of the news story where you actually **tell the story** and provide details for the audience. The body of your news story might cover:

- ◆ What happened during an event?
- ◆ Who was involved and what did they do?
- ◆ Who is presenting a point of view?
- ◆ What are the arguments for or against the situation?
- ◆ How can listeners use this information in the future?

THE BIG PRODUCTION TOOLBOX

The BODY:

Writing the CONCLUSION

The CONCLUSION is the part of the news story that **summarizes what you have told the audience**. It may be similar to the LEAD.

The CONCLUSION: _____

Big Production Survey Questions

Finding out what your audience thinks about your media product is an important step in post-production. Ask a small group of your intended target audience the questions below. See if they're able to analyze your *Big Production*.

Ask these questions and write the answers on the lines below.

1. Who is the author or sponsor of this _____?
[Fill in with type of *Big Production*]

2. Who is this _____ trying to reach?
[Fill in with type of *Big Production*]

3. What is the purpose of this _____?
[Fill in with type of *Big Production*]

4. What is the main message?

5. Is there something you'd like to know that was not said?

6. Does this grab your attention? Why or why not?

Be sure to thank your friends for their time.

Responses like the ones you just received are helpful if you wish to make changes to your current media product or for the next time you do a *Big Production*.

Media, Nutrition, and Physical Activity Resources



The following resources (Web sites and printed materials) offer facilitators access to additional information on the main topics of the Media-Smart Youth: Eat, Think, and Be Active! curriculum. The stars denote whether the resources are geared toward adults or youth and the type of information offered.

Use of brand names (or in this case, non-federal Web sites and printed materials) does not mean that the NICHD endorses these organizations or their positions.

Contact Information	Site Description	Gearred to Adults	Gearred to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
http://www.health.gov (240) 453-8280	A portal to the Web sites of a number of multi-agency health initiatives and activities of the U.S. Department of Health and Human Services (DHHS) and other federal departments and agencies.	●		●				
http://www.actionforhealthykids.org/ (800) 416-5136	Action for Healthy Kids provides information about joining a nationwide initiative for improving the health and educational performance of children through better nutrition and physical activity in schools.	●			●	●		
http://www.healthier.us.gov/dietaryguidelines/ (866) 512-1800	The Healthier U.S. site details the Dietary Guidelines for Americans, which is jointly released by DHHS and USDA.	●			●	●		
http://www.healthfinder.gov	A guide to consumer health and human services information, the Healthfinder site leads to online publications, clearinghouses, databases, other Web sites, support and self-help groups, as well as government agencies and not-for-profit organizations that produce reliable information for the public.	●			●	●		
http://www.nutrition.gov	This site provides scientific information on nutrition and dietary guidance in order to help people make the right choices in their efforts to curb obesity.	●				●		
http://www.fns.usda.gov/tn (703)305-1624	To help meet the goal of healthier children, USDA launched <i>Team Nutrition</i> , which includes many resources for schools.	●				●		

RESOURCES

Contact Information	Site Description	Geared to Adults	Geared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
http://schoolmeals.nal.usda.gov/ (301) 504-5719	The Healthy School Meals Resource System (HSMRS) provides information to people working in USDA Child Nutrition Programs.	●				●		
http://www.hhs.gov/kids/ (202) 619-0257	DHHS Pages for Kids is a colorful map of Web sites that youth can access for information and fun games regarding health.		●	●				
http://www.usda.gov/news/usdakids/index.html	USDA for Kids includes a range of information for youth, including pages on the Food Guide Pyramid, food safety, and links to other sites.		●	●				
http://kidshealth.org/kid/	KidsHealth is the largest site on the Web that provides doctor-approved health information for children, teens, and parents. The site offers accurate, up-to-date, and easy-to-understand health information.	●	●	●				
http://www.bam.gov	The Body and Mind (BAM) site, sponsored by the U.S. Centers for Disease Control and Prevention (CDC), is an interactive tool for adolescents, providing up-to-date information and encouragement to help youth increase physical activity levels and establish lifelong fitness habits.		●	●	●			
http://www.fitness.gov (202) 690-9000	Run by the President's Council on Physical Fitness and Sports, this site provides information on the Council's fitness-promotion activities and serves as a comprehensive resource for organizations and individuals wishing to take part in the Council's programs.		●		●			

Contact Information	Site Description	Geared to Adults	Geared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
http://www.VERBnow.com	This Web site for the “VERB” physical activity campaign is sponsored by the CDC and is about young people and what they like to do to be physically active.		●		●			
http://www.gameskidsplay.net/	The Games Kids Play Web site will get your body moving and your heart pumping with active games, rules for playground games, and verses for jump-rope rhymes.		●		●			
http://www.kidnetic.com/ (202) 296-6540	The Kidnetic site is for youth who like to play hard and, more importantly, have fun. Lets youth tap into their own energy so they can feel great all day long. Site visitors can post messages, use the Kidnetic virtual messaging service to connect with their parents, or find tasty and fun recipes.		●		●	●		
http://www.girlpower.gov/ (800) 729-6686	Girl Power! is a national public education campaign sponsored by DHHS to help encourage and motivate girls ages 9 to 13 to make the most of their lives. Girl Power! seeks to reinforce and sustain positive values among girls ages 9 to 13 by targeting health messages to their unique needs, interests, and challenges.		●	●	●	●		

RESOURCES

Contact Information	Site Description	G geared to Adults	G geared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
http://www.exhibits.pacsci.org/nutrition/nutrition_cafe.html	The Nutrition Cafe Web site has several games with nutrition-related themes. Users can learn about healthy food while they play!		●			●		
http://www.nichd.nih.gov/milk (800) 370-2943	Milk Matters, an NICHD Web site, focuses on educating people about the importance of calcium for building strong and healthy bones.		●				●	
http://www.cdc.gov/powerfulbones/index2.html (770) 488-5820	Targeted to girls, the Powerful Bones, Powerful Girls. Web site promotes calcium-rich foods and weight-bearing activities to build strong bones. Quizzes, games, and links to other sites are also included.		●				●	
http://www.jrn.columbia.edu/studentwork/radio/help/index.asp	This Columbia University School of Journalism online resource provides tips on writing, reporting, and producing news and information material for audio broadcasts.	●						●
http://www.jea.org/index.html (785) 532-5552	The Web site of the Journalism Education Association, the only independent national scholastic journalism organization for teachers and advisers, provides resources on teaching writing and producing news and information for print productions, including newspapers and magazines.							●
http://www.pbs.org/teachersource/teachtehtutorials.shtml	PBS Teacher Source includes curricula, ideas for Web-based lessons, and other teaching tools. Visitors can learn about Web basics, find out where to download free authoring software, and more.	●						●

Printed Resources	Ceared to Adults	Ceared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
United States Department of Agriculture, Department of Health and Human Services. (2003). <i>Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions.</i> http://www.fns.usda.gov/tn/RESOURCES/power_of_choice.html		●		●	●		
National Heart, Lung, and Blood Institute, National Institutes of Health. DHHS (2002). <i>CATCH: A Coordinated Approach to Child Health.</i>	●			●			
Kenny, Robert. (2001). <i>Teaching TV Production in a Digital World: Integrating Media Literacy.</i> Englewood, CO: Libraries Unlimited.	●						●
Lampton, Christopher. (1997). <i>Home Page: An Introduction to Web Page Design.</i> New York: Franklin Watts.	●						●
Osborn, Patricia. (1998). <i>School Newspaper Adviser's Survival Guide.</i> San Francisco, CA: Jossey-Bass.	●						●
Thom, Randy. (1989). <i>Audiocraft: An Introduction to the Tools and Techniques of Audio Production, 2nd ed.</i> Oakland, CA: National Federation of Community Broadcasters.	●						●

Promotion Kit



Getting Noticed

Your involvement in National Institute of Child Health and Human Development's (NICHD's) Media-Smart Youth; Eat, Think, and Be Active! program gives you a great opportunity to bring local media attention to your organization and to the services you provide to young people in your community.

This section of the curriculum provides you with:

- ◆ Tips on how to get noticed by local media
- ◆ A template news release that you can customize and send to your media contacts
- ◆ A set of key message points about the program that you may use as a guide when creating other materials about the program or when you are interviewed for media stories
- ◆ Media-Smart Youth fact sheet, which you may reproduce and distribute

Template News Release: A news release can serve two purposes for a local media outlet. Many times, a media outlet will run the release as you have written it. Other times, a reporter will use the release as a "story starter." In this case, the text of the release is not directly turned into a story. Instead, the reporter may wish to produce his/her own story, including interviews with representatives of your organization and young people involved in the program.

The same news release may be distributed to various media outlets, including television, radio, and print. It is a good idea to send out news releases and then make follow-up calls to "pitch" your story. See tips for talking with reporters on page H-3. Please note that the news release provided to you is a template. You'll want to customize it with your local information and provide details about your organization. Don't forget to include your contact information at the top and print it on your organization's letterhead.

Key Message Points: Talking points help you and others in your organization stay "on message" when speaking with reporters or other people in your community eager to hear about the program and the work you do. Try to include these key points in your conversations about the Media-Smart Youth program.

You may also use and adapt these key message points to create other types of materials that your local media would be interested in, such as:

- ◆ **Media Alert**—A media alert or advisory lets media outlets know about a specific event you plan to hold, such as the *Big Production* launch or a news conference. The *Big Production* is the final media product created by Media-Smart Youth participants. Be sure to indicate what the event is, what time it begins, where it will be held, and who will participate. Keep the document length to one page and indicate whether photo or interview opportunities will be available.
- ◆ **Letter to the editor**—An effective letter to the editor should be relevant to a recent story in a newspaper or magazine about physical activity, nutrition, or media as it applies to youth. Use the message points to write a concise letter (100–250 words) about Media-Smart Youth and how it relates to the published story.
- ◆ **Op-Ed**—An op-ed is a longer piece, usually about 700 words or fewer, and provides an opportunity to express your opinion, supported by facts, about an issue. Send your op-ed to only one print outlet at a time with a cover letter about why readers would be interested in your piece.
- ◆ **PowerPoint presentation or speech scripts**—Use the message points along with photos of the program in action, local statistics, and quotes from Media-Smart Youth participants to create a presentation or speech that may be used in various settings.

Fact Sheet: The NICHD’s Media-Smart Youth Fact Sheet provides an overview of the program. You may reproduce and distribute the fact sheet as part of your promotional efforts.

Getting Started

Now that you have promotional materials, you will need to decide to whom you will send them and what types of outreach you will conduct.

Creating a media list: Media lists contain key information about all the media outlets and reporters you work with or would like to reach. Here’s how to create your list:

- ◆ Call all your local media outlets—print (both daily and weekly), television, and radio—and ask for the name of the assignment editor, or check a media directory at the library or the Web site of each media outlet. You could also ask your media partner to help you identify reporters and create the list.
- ◆ From these sources, you will want to identify the reporters who cover youth, education, or health “beats.” Personalized information to these reporters is more likely to get a response than items simply addressed to “editor” or “producer.”

PROMOTION KIT

- ◆ For additional media contacts, consult with local organizations that serve similar populations and have similar goals to yours. They may be willing to share their media lists with you.
- ◆ Staff turnover is frequent at most media outlets, so update your contact list regularly.

Getting coverage: There are many ways you can get coverage from your local media. Simply sending the press release to them may result in a story. You also might choose to have a one-on-one meeting with a particular reporter. Or, you could have an event—such as a *Big Production* launch—in which you invite members of the media and other individuals in your community to come and hear about the program. Following are a few basic guidelines that will help you in this effort:

- ◆ Use the promotional materials as provided or as a guide to create your own. Incorporate local statistics and quotes from young people and the head of your organization, as well as descriptions of the services you provide and information about the Media-Smart Youth program. Be sure to include your organization’s logo whenever possible.
- ◆ In your communication to reporters and other individuals in your community, be sure to include all the relevant facts (who, what, when, where, and why) about the program or event.
- ◆ Decide what “picture” or visual would help people understand the program. You may choose to send photos of the program in action along with the press release, or you could invite a reporter and photographer to attend a lesson or session during creation of your *Big Production*. Visuals are much more engaging when young people are included, so be sure to encourage photographers to focus on the youth.

Tips on talking with reporters in person or by telephone:

- ◆ Take a few minutes to relax and prepare yourself for each conversation. Decide on the three main points you want the reporter to remember, and plan what you want to say. You may want to practice out loud beforehand. Use the Media-Smart Youth Key Message Points (page H-5) as your guide.
- ◆ When you meet with a reporter or reach one on the telephone, introduce yourself and ask whether the reporter is on deadline for another story. If he/she is on a deadline, ask when you can call or come back.
- ◆ Know the goal of your call. Do you want the reporter to visit during a lesson or a special event? Do you want him/her to write a story based on the news release you have sent? Tell the reporter the purpose of your visit/call early in the conversation.
- ◆ Speak concisely. Be able to summarize your main point in two sentences. Depending on how much time the reporter has, you can provide details.
- ◆ Be helpful. If you haven’t already sent the reporter your press release, you may wish to do so. At a minimum, provide the reporter with the Media-Smart Youth Fact

Sheet, Table of Contents from the curriculum, and other information to support your story, such as a backgrounder about your organization. If given enough time with the reporter, you may wish to show him/her the introductory segment of the Media-Smart Youth curriculum videotape.

- ◆ If you can't answer a question about your organization or the issue of youth and overweight for example, don't attempt to guess. Simply tell the reporter that you don't know and that you will follow up with him/her. Provide information only on topics about which you are knowledgeable. Track down the information you need and follow up later.
- ◆ When the conversation is finished, thank the reporter for his/her time and make sure the reporter has your contact information in case further questions come up. Be sure to invite the reporter to observe a lesson or provide a time in which the reporter can interview some of the youth taking part in the program. If a reporter calls you, return the call as quickly as possible.

In addition to working with a reporter directly, you also may get noticed by sending a letter to the editor or writing a guest editorial for your local newspaper. Or, see if you can get on the schedule for your local television or radio station's community show, or other such programming. Listen to talk radio in your area and find out when you or someone from your organization could participate or call in as a guest. Think reactively, as well as proactively. If a news outlet runs a story about the problem of overweight youth or poor nutrition among youth, call them up and let them know what you're doing to address the issue.

Getting the word out about your program to other members of the community can benefit you. Consider making lunchtime presentations to your local Rotary Club or service clubs. Think about associations in your community that would be interested in hearing about the program or team up with another organization and hold a press conference to talk about the issue of youth nutrition and physical activity in your community and what you are doing to address it.

If you use a variety of methods to reach out to your community and to local media, your efforts and work on Media-Smart Youth will get noticed.

Key Message Points

(Customize with local information)

A growing number of young people get little or no exercise, have poor eating habits, and are greatly influenced by media messages.

- ◆ Every day, 11- to 14-year-old youth spend nearly 7 hours using media, including television, computers, and video games. They encounter a barrage of marketing and advertising messages.¹
- ◆ Over the last three decades, the number of television commercials children viewed rose from about 20,000 per year (in the 1970s) to more than 40,000 per year. The majority of these advertisements are for food, primarily candy, cereal, and fast food.²
- ◆ More than 15 percent of young people in the United States are obese, and many more are at risk for becoming overweight or obese.³
- ◆ Youth take in more calories than they need, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.⁴
- ◆ Nearly half of American youth ages 12 to 21 are not physically active on a regular basis.⁵
- ◆ [INSERT A STATE OR LOCAL STATISTIC FOUND FROM THE INTERNET OR YOUR LIBRARY]

In response to this problem, the National Institute of Child Health and Human Development (NICHD) developed Media-Smart Youth, a new afterschool program.

- ◆ The NICHD (<http://www.nichd.nih.gov>) conducts and supports research and programs on topics related to the health and well-being of children, adults and families.
- ◆ The NICHD is part of the National Institutes of Health (NIH). The NIH is the biomedical research arm of the federal government and is an agency of the U.S. Department of Health and Human Services.
- ◆ Media-Smart Youth seeks to empower young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their health.

¹Roberts, D., & Foehr, U. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

²Henry J. Kaiser Family Foundation. (2004, February). *The role of media in childhood obesity*. (Publication 7030). Available at <http://www.kff.org>.

³Institute of Medicine. (2005). *Preventing childhood obesity: Health in the balance*, (pp. 55-56). Washington, DC: The National Academies Press.

⁴U.S. Department of Health and Human Services and U.S. Department of Agriculture. (2005). *Dietary Guidelines for Americans*. Retrieved August 11, 2005, from <http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf>.

⁵Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. (1996). *Physical activity and health: A report of the Surgeon General*. Retrieved August 11, 2005, from <http://www.cdc.gov/nccdphp/sgr/sgr.htm>.

The Media-Smart Youth curriculum includes 10 lessons plus a media production project that integrates learning in three key areas—media, nutrition, and physical activity.

- ◆ Media—Young people will understand the connections between media and health and will learn to analyze and create media messages. Young people will develop their own media products to promote positive nutrition and physical activity messages to their peers.
- ◆ Nutrition—Young people will understand the basic principles of a nutritious and balanced diet and will practice ways to make healthful snack choices in real-life settings.
- ◆ Physical activity—Young people will understand the importance of daily physical activity in promoting health and will practice ways to be more physically active in their daily lives.

The Media-Smart Youth curriculum has gone through a thorough development process with rigorous review and pilot testing.

- ◆ The curriculum combines solid youth–development principles and practices with the most current research findings, federal recommendations about nutrition and physical activity, and extensive field-testing.
- ◆ The curriculum is consistent with widely accepted national standards of learning.
- ◆ The curriculum was reviewed by experts in nutrition, physical activity, media literacy, and youth development.
- ◆ The curriculum was initially pilot-tested in a variety of settings by afterschool programs in seven sites around the country. The second draft of the curriculum was pilot-tested by afterschool programs in three sites. Curriculum developers obtained feedback from facilitators, youth, and parents in the sites in order to revise and refine the curriculum.

[Your organization name here] is conducting NICHD’s Media-Smart Youth curriculum with youth in [your community or city].

- ◆ Young people in [your town here] are participating in the Media-Smart Youth program.
- ◆ [Describe how the young people were chosen and how often they meet.]
- ◆ [Describe what the “*Big Production*” media production project is/will be.]

Educational Content Standards Linked to Lesson Activities



The standards cited are drawn from *Content Knowledge*, a compilation of standards and benchmarks for K–12 education, and have been reviewed by the Mid-continent Research for Education and Learning (McREL).^{*} The following table identifies key learning areas supported by Media-Smart Youth. The numbers along the top row correspond to the Lessons in the curriculum. The specific content standards these lessons support are noted in the left column. McREL’s database includes 256 standards, grouped into 14 categories and developed from 4,100 benchmarks.

^{*}Used with permission of Mid-continent Research for Education and Learning (McREL), 3rd Edition, Aurora, Colorado. McREL 2000.

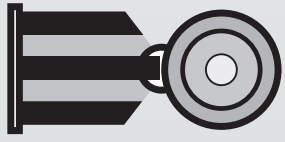
EDUCATIONAL CONTENT STANDARDS

CONTENT STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
Behavioral Studies										
Understands that group and cultural influences contribute to human development, identity, and behavior		✓	✓				✓			
Health										
Knows the availability and effective use of health services, products, and information		✓	✓			✓		✓	✓	
Knows environmental and external factors that affect individual and community health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands the relationship of family health to individual health										✓
Understands essential concepts about nutrition and diet	✓	✓		✓		✓		✓	✓	
Knows how to maintain and promote personal health				✓	✓				✓	
Knows essential concepts about the prevention and control of disease								✓		
Understands the fundamental concepts of growth and development								✓		
Language Arts										
Uses the general skills and strategies of the writing process		✓								✓
Uses reading skills and strategies to understand and interpret a variety of informational texts		✓	✓			✓	✓	✓		
Uses listening and speaking strategies for different purposes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses viewing skills and strategies to understand and interpret visual media			✓				✓	✓		✓
Understands the characteristics and components of the media		✓	✓				✓			✓
Life Skills										
Contributes to the overall effort of a group	✓									
Uses conflict resolution techniques	✓									
Physical Education										
Understands the benefits and costs associated with participation in physical activity					✓			✓	✓	
Understands how to monitor and maintain a health-enhancing level of physical fitness					✓			✓		
Understands the social and personal responsibility associated with participation in physical activity					✓					

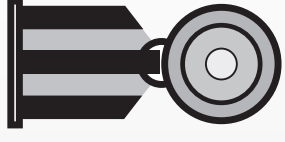
Media-Smart Youth Certificate



On the following page, you will find a certificate for youth who complete the curriculum. You may photocopy this sheet or adapt it to fit your needs.



Congratulations!



You are a “Media-Smart” youth!

(Name)

_____ has completed the Media-Smart Youth:
Eat, Think, and Be Active! program and has learned
a lot about media, nutrition, and physical activity.

Date: _____

Signed: _____

Glossary



3Ps of Production: The three main phases involved in creating a media product: Pre-production, production, and post-production

Action: Doing something, such as making movement or going somewhere; examples include dancing, reading, talking with friends, eating an apple, or shopping

Advertisement: A specific kind of media; an announcement designed to attract people’s attention and to persuade them to buy a product or service or support a belief

Author: The creator of a media product, such as a musician, writer, or filmmaker; see “Sponsor”

Body image: What we think our bodies look like and how we feel about our bodies; also how we think others see us

Brainstorm: An activity in which members of a group suggest ideas or solutions about an issue or problem; everyone in the group contributes and all ideas are accepted

Calcium: A mineral that the body needs to build and maintain strong, healthy bones and teeth, as well as for overall health

- ◆ Young people ages 9 to 18 need 1,300 milligrams of calcium every day.
- ◆ Calcium is found in a variety of foods.
- ◆ Milk products are the best source of calcium.¹
- ◆ Other foods, such as dark-green leafy vegetables, white beans, and dry roasted almonds, contain small amounts of calcium.
- ◆ Some foods (for example, soy beverages, orange juice, and bread) are also calcium fortified.

Calcium-fortified: The addition of calcium to a food that does not naturally contain calcium, such as calcium added to orange juice, breakfast cereals, or bread

Calorie: A unit of energy

- ◆ The number of calories in a food is a measure of how much potential energy it contains.
- ◆ Our bodies use the energy in food to power all our body functions—breathing, thinking, digesting, running, sleeping, cell division, and everything else.
- ◆ There are 4 calories per gram of protein, 4 calories per gram of carbohydrate, and 9 calories per gram of fat.

Carbohydrate: One of the categories of nutrients found in food (the others are

¹ NIH Consensus Conference Statement: Optimal Calcium Intake, June 6-8, 1994; 12(4):24.

fat, protein, water, vitamins, and minerals); provides the fuel your body needs to do its work; can be simple (like those found in sugars) or complex (like those found in grains, potatoes, or peas); includes dietary fiber, which is also a type of carbohydrate, but it is not a source of fuel; see “Dietary Fiber”

Creative plan: A tool that professional media producers use to make decisions before they start their actual media project; a plan of action covering all aspects of the production

Dietary fiber: A kind of carbohydrate that is not digested by the body; helps move food through and out of the digestive tract and helps to keep the digestive tract healthy; found only in plant foods (such as whole grains, fruits, vegetables, dry beans, and nuts and seeds)

Dietary Guidelines for Americans: A set of dietary recommendations jointly issued by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture; the guidelines (<http://health.gov/dietaryguidelines>) are the cornerstone of federal nutrition policy and nutrition education activities

Endcaps: The display cases at the ends of the supermarket aisles

Entertain: To amuse or keep someone’s interest and attention; one of the three main purposes of media

Fat: One of the categories of nutrients found in food (the others are carbohydrates, protein, water, vitamins, and minerals)

- ◆ A certain amount of fat is necessary for the body to carry out its functions, but most people eat more fat than they need.
- ◆ Fats are found naturally in butter, oils, meat, and dairy foods (such as milk, yogurt, and cheese).
- ◆ Fats are also added to many processed foods and added in cooking.

General action: A broad, sweeping idea or response, such as “eat healthy” or “get more physical activity”; the opposite of specific action; see “Specific Action”

Helper: Something that makes it easy for a person to do something; for example, having a bowl of fresh fruit on the kitchen counter could be a helper for choosing healthful snacks

Impulse buy: The items placed near the cash register in a grocery store; usually items such as magazines, candy, and gum

Infomercial: A 30- to 60-minute program designed to sell a product or service

Inform: To give information to someone; one of the three main purposes of media

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Ingredients: The pieces or components of something; for example, the individual foods and spices in a recipe are the ingredients

Ingredient list: The list on a food package that states what is in the food, including any nutrients that have been added; listed in descending order by weight

Jingle: A short, catchy song used in an advertisement

Logo: A symbol that stands for a company, an organization, institution or agency, and its beliefs; often put on products (such as clothing or food packages); designed to make a person recognize that a product is made by a particular company

Media: Ways of communicating or expressing information or ideas to people; for example newspapers, television, radio, billboards, letters, telephones, and the Internet

Message: The specific point or statement made by a media product, such as the main idea of a television advertisement or a key point in a news story

Minerals: One of the categories of nutrients found in food (the others are carbohydrates, fat, protein, water, and vitamins)

- ◆ Our bodies need certain minerals to function properly. Because our bodies don't make them, we must get them from food.
- ◆ Examples include calcium, iron, and zinc.

Nutrients: Substances that bodies need to grow, have energy, and stay healthy; classified in six groups: Protein, fats, carbohydrates, vitamins, minerals, and water

Nutrition: The process by which we take in and use food to grow, develop, and function

Nutrition Facts label: The label found on most packaged foods and drinks; provides information about the calorie and nutrient content based on a specified serving size, which is also on the label

Obstacle: Something that makes it hard for a person to do something; for example, “not wanting to get sweaty” could be an obstacle to being physically active

Omission: To leave out something or to fail to include a specific fact or piece of information

Osteoporosis: A condition in which bones do not have enough calcium and other minerals

and as a result, bones become brittle, compress, and can break easily; weight-bearing activity and getting enough calcium all through life are two important ways to help prevent osteoporosis

Percent Daily Value (% DV): The section of a food label that shows how a food fits into the overall daily diet

- ◆ The value of the nutrient is given in percentages.
- ◆ The Percent Daily Value gives the food's nutritional content based on a 2,000-calorie diet.
- ◆ You can use this to quickly compare foods and see how the amount of a nutrient in a serving of food fits into a 2,000-calorie diet.

Persuade: To convince someone to do or think something; one of the three main purposes of media

Physical activity: Anything that gets a body moving; for example, sweeping, walking the dog, riding a bike to school, bringing in the groceries, jogging, or playing basketball

Point of view: The way a person looks at an event or situation, or the perspective from which something is considered

Post-production: All the activities that take place after creating a production, such as editing a videotape or showing the production to others

Pre-production: All the things a person does to get ready to create a media production, such as gathering supplies and equipment, deciding on an audience and a message, and hiring the talent

Product placement: A marketing approach that intentionally places products in films and TV shows; for example, a scene from a TV show features characters sitting at a table and drinking a particular brand of soda

Production: All the activities involved in creating a production, such as writing, designing, rehearsing, taking pictures, and taping

Protein: One of the categories of nutrients found in food (the others are carbohydrates, fat, water, vitamins, and minerals)

- ◆ Protein is made up of amino acids.
- ◆ The body can make some amino acids; others are found in the food we eat.
- ◆ Proteins help make and repair all our body tissues (other nutrients also help in these functions).

Public service announcement (PSA): An advertisement about a topic of public interest, such

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as teen drug use or the importance of wearing seat belt; PSAs make people aware of an issue and often include a solution for the problem

Pulse: The rhythmic contraction and expansion of an artery due to the surge of blood from the beating of the heart; often measured by feeling the arteries of the wrist or at the side of their neck; also found in veins, although far weaker; taken to estimate the heart rate

Purpose: An aim or a goal; the reason a media product is created; three main purposes of media are to entertain (for example, a music video), to motivate (for example, an infomercial), and to inform (for example, a radio news show)

Refined grains: Grains that contain only the endosperm layer; the other parts of the grain are removed during milling; see “Whole Grains”

- ◆ Most refined-grain foods are enriched with some of the nutrients lost in milling.
- ◆ White flour is an example of a refined grain.

Resting heart rate: A person’s pulse, or heart rate, when he or she is not moving

Serving size: A measured amount of food or drink, such as 1 slice of bread, ½ cup of cut-up fruit, or 8 fluid ounces (1 cup) of milk; used in nutrition recommendations to help people know how much of different types of foods to eat to get the nutrients they need

Slogan: A short, catchy phrase used in promotion or advertising; often used to persuade an audience to take an action; used consistently, can become closely linked with an action or product

Snack: Any food or beverage a person eats or drinks between meal; snacking on nutritious foods is a great way for youth to get the food and nutrients they need to grow and stay healthy

Specific action: A precise and definite action, such as “have a piece of fruit every day” or “walk the dog two miles every day”; the opposite of general action; see “General Action”

Sponsor: The company or organization that pays for a media product such as an advertisement or PSA; see “Author”

Subtle: Something that can be hard to detect or analyze; for example, logos on clothing to advertise a brand or product

Sugar: A form of simple carbohydrate that gives a sweet flavor to foods and drinks; found

naturally in foods that also have other nutrients (such as fructose in fruit or lactose in milk); also added to foods during processing or preparation (such as sugar in breakfast cereal or corn syrup in soda and candy); some foods with added sugars provide calories but few nutrients

Target audience: A specific group of people that a media producer, a company, or a program, is trying to reach; members of which usually have something in common; many consist of people of the same age or gender, such as 12-year-old girls, or a group of people who like to do the same thing, such as youth who play soccer

Techniques: The specific process by which a task is completed; the methods used by a media product to attract your attention; for example, sound, color, humor, or use of celebrities as a means of drawing attention

Vitamins: One of the categories of nutrients found in food (the others are carbohydrates, fat, protein, water, and minerals); nutrients that perform many important functions, like helping blood to clot, maintaining healthy vision, and keeping gums and other tissues healthy; for example, vitamins A, C, D, E, K, the B vitamins, and folate (also called folic acid)

Weight-bearing physical activity: Any activity in which a person's body works against gravity or force such that your feet, legs, or arms are carrying body weight

- ◆ Weight-bearing activities cause new bone tissue to grow and make bones stronger.
- ◆ They also make muscles stronger and when muscles push and tug against bones, bones become stronger.

Whole grains: Grain that contains all three parts: The outer bran layer, the inner endosperm layer, and the germ; for example, whole wheat, brown or wild rice, whole oats, bulgur, pearl barley, and whole rye; contains vitamins, minerals, fiber, and other substances; see "Refined Grains"

Working agreement: A set of rules made by a group to guide them as they work together; useful because it helps everyone know what is expected of them; establishes the boundaries of acceptable and unacceptable behavior

Acknowledgments

To ensure its consistency with the United States Dietary Guidelines for Americans, the Media-Smart Youth: Eat, Think, and Be Active! curriculum was reviewed by the National Institutes of Health Nutrition Education Sub-Committee and the U.S. Department of Health and Human Services/U.S. Department of Agriculture Committee on Dietary Guidance.

The National Institute of Child Health and Human Development (NICHD) wishes to express its sincere gratitude to the many people who contributed to the development of Media-Smart Youth: Eat, Think, and Be Active! Many pairs of eyes and hands have crossed the pages of this curriculum and we are grateful for the time and attention given by each individual.

First and foremost, we would like to thank the more than 250 young people who participated in the pilot tests of this curriculum and provided insights and ideas that greatly strengthened this program. We would like to extend a special thank you to the pilot sites—both the organization staff and media partners—who under a sub-contract with NICHD helped to test, revise, and finalize all the material in this curriculum. These sites participated tirelessly in the pilot process and played a vital role in shaping this curriculum. Special thanks also go to our contracted expert reviewers, who provided their technical expertise and advice regarding the material in the curriculum.

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