

Media-Smart Youth



A Workshop Curriculum for Youth Ages 11 to 13

FACILITATOR'S GUIDE UPGRADED



U.S. Department of Health and Human Services
National Institutes of Health
Eunice Kennedy Shriver National Institute of Child Health and Human Development

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Dear Colleague,

At the very heart of the NICHD's mission is the goal that all children have the chance to achieve their full potential for healthy and productive lives. The Institute pursues this goal by supporting research and programs that help ensure the health and well-being of all children. With that in mind, I am pleased to present the second edition of *Media-Smart Youth: Eat, Think, and Be Active!*[®], an after-school education program that encourages healthy behaviors in children ages 11 to 13. This program helps children navigate our increasingly complex media world and make thoughtful decisions about nutrition and physical activity.

Every day, young people are actively engaged with the media world around them; they're often reading, watching, listening, and texting, sometimes all at the same time. Through their increasing exposure to media, young people encounter a barrage of marketing and advertising messages. The Media-Smart Youth 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.

This second edition of Media-Smart Youth reflects the growth in the uses and types of digital media since the program's original release in 2005. It also offers a new focus on parents and guardians with *Tips for Media-Smart Parents*, a resource that provides an opportunity for parents and children to learn together.

Thank you for your interest in Media-Smart Youth. With your help, this unique after-school program will assist young people in developing knowledge and healthy attitudes about media, nutrition, and physical activity that will last well into their adult lives.

Sincerely yours,

Alan E. Guttmacher, M.D.
Director, NICHD



Eat, Think, and Be Active!

A Workshop Curriculum for Youth Ages 11 to 13

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Eunice Kennedy Shriver National Institute of
Child Health and Human Development
<http://www.nichd.nih.gov/msy>



Eunice Kennedy Shriver National Institute
of Child Health and Human Development

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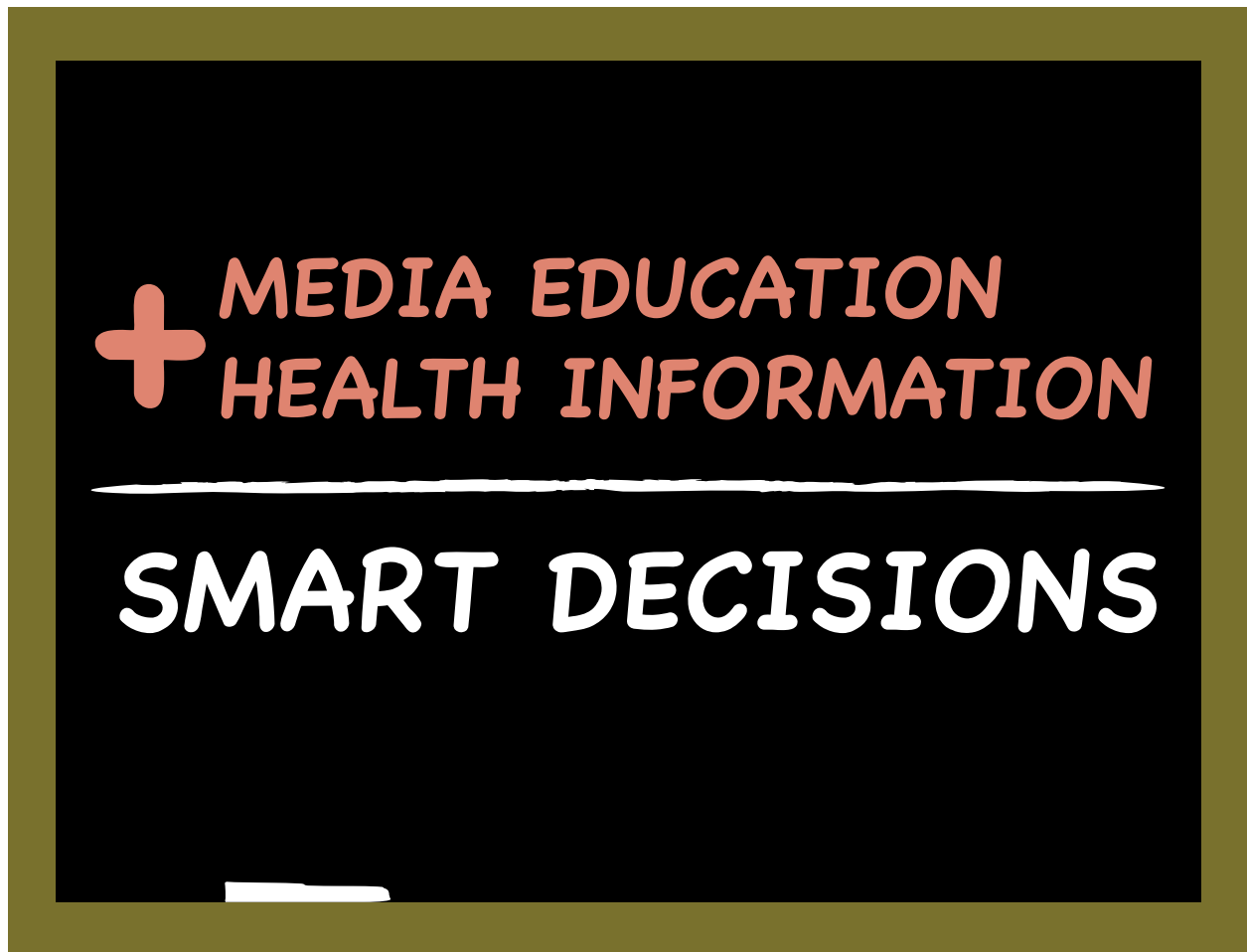
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Introduction and Overview

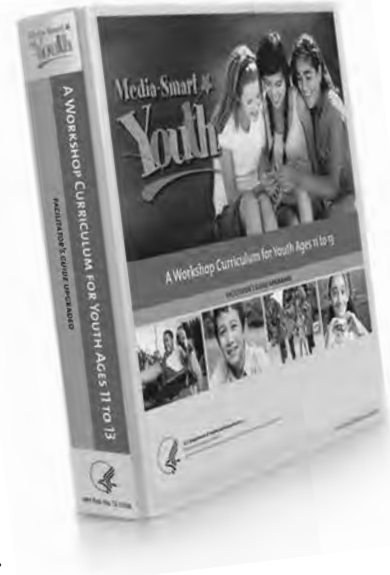


Welcome to **Media-Smart Youth: Eat, Think, and Be Active!**[®]
This engaging and exciting curriculum helps young people understand the complex media world around them. It will also help them make thoughtful decisions about issues important to their health, specifically nutrition and physical activity.

Your Media-Smart Youth Curriculum: It's All Here

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

- The **Facilitator's Guide** contains detailed instructions for how to lead the 10 structured lessons. The table on the next page provides a summary of the lessons. In addition, the *Introduction and Overview* at the beginning of the Facilitator's Guide is packed with useful information about how to plan for and carry out the curriculum. The appendices at the end of the Guide include a variety of helpful resources, such as additional *Snack Break*, *Action Break*, and *Big Production* ideas; sample permission forms; and guidance on leading program activities.
- A companion **Media-Smart Youth DVD** includes optional modules for both youth and facilitators. The first two modules are designed for facilitators and include background information and how to deliver the curriculum. The other 11 modules are for youth and provide an added visual dimension to the learning that happens within the lessons.
- **Pre- and post-curriculum optional activities**—called *Tell Us What You Think* and *Tell Us What You Think Now*—give 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.



Media-Smart Youth (MSY) At-A-Glance

Lesson	Activities	Snack Break	Action Break	Mini-Production	Take-Home Idea for Youth	Tips for Media-Smart Parents	DVD Module
1: Welcome to Media-Smart Youth	Getting Started A: What is the MSY Workshop? B: Working Agreement C: Focus on Vegetables and Fruits	It's Veggie Time!	Red Light, Green Light	None	Tell family about MSY; create a working agreement; tell family about benefits of vegetables and fruits.	Eat vegetables and fruits, whole grains, and calcium-containing foods every day.	Segment 3: <i>What is MSY?</i> (Introduction to workshop)
2: Thinking About Media	A: What Are Media? B: Media & Health—What's the Connection? C: <i>Mini-Production</i>	Mix It Up!	It All Depends on Where You Sit (Wall Sit)	Whose Point of View Is It? (ONLINE; blog entry)	Determine purpose next time you use media.	Brainstorm ways to keep your family active by replacing sitting activities, such as TV viewing, with get-you-moving activities.	Segment 4: <i>What Are Media?</i> (Clips of formalis; media purposes)
3: Asking Questions	A: More Than One Kind of Kid B: The 6 Media Questions C: <i>Mini-Production</i>	Just Peachy!	The Director Says...	And...Action! Media Question 2 (VIDEO GAME; action hero)	Identify message next time you watch TV; discuss with family.	The next time you use media with your young person, ask him or her to answer the 6 Media Questions.	None
4: Nutrition Know-How... Eat It Up!	A: Hurray for Whole Grains! B: Cutting Back on Solid Fats and Added Sugars C: <i>Mini-Production</i>	Fruit and Krunch Kebabs	A Cool Wind Blows	Creating a Nutrition Page for a Social Networking Site Media Question 3 (Online; social networking page)	Tell family and friends about whole grains and refined grains; share strategies for eating more whole grains and cutting back on solid fats and added sugars.	Read food labels to know what's in the food you're choosing. Think of ways to eat more whole grains or cut back on solid fats and added sugars.	Segment 5: <i>Eat It Up!</i> (Snacks)
5: Motion Commotion—What Is Being Active?	A: What Is Physical Activity? B: Activities Fit To Be Tried C: <i>Mini-Production</i>	Terrific Tortillas	(Built into Lesson—Activity B)	Physical Activity Media Question 4 (MUSIC; jingle)	Measure pulse; tell family and friends about pulse.	Do regular physical activity with your family. Choose activities you and your family enjoy. Start with small steps, and have fun while being physically active together.	Segment 6: <i>Activities Fit To Be Tried: Music Sequence</i> (Music for Activity B)
6: Visiting a Grocery Store	Option 1: Going to the Grocery Store (field trip) Option 2: Bringing the Grocery Store to You A: What's on the Label? B: <i>Mini-Production</i> (Optional)	Eating Right... Quick as a Flash!	Playground Games	Write a Song or Do an Internet Scavenger Hunt (Optional)	Look for vegetables and fruits, whole grains, and snacks that are low in solid fats and added sugars; read Nutrition Facts labels; talk about food packaging.	Learn to use the Nutrition Facts label and ingredient list. Practice label-reading and package-reading skills with your young person at the store to help make smart and healthy choices for your family.	None
7: The Power of Advertising	A: What is Advertising? B: Thinking About Body Image C: <i>Mini-Production</i>	Food-Group Mania	Let's Do Yoga!	Omission Mission. Media Question 5 (THEATER; skit)	Look for product placement next time you use media.	Encourage your young person to choose more nutritious snacks, such as fruits and whole grains, instead of the foods mostly advertised on TV.	Segment 7: <i>Let's Do Yoga! Additional Yoga Poses</i> (Action Break); Segment 8: <i>The Power of Advertising</i> (Influence of advertisements)
8: Super Snacks and Better Bones	A: Foods in the Media and Thinking About Packaging B: Building Better Bones C: <i>Mini-Production</i>	Better Bones Sundaes and More	Weight-Bearing Fun	Your Attention, Please! Media Question 6 (PRINT; billboard)	See which snacks are high in calcium; do the Scavenger Hunt: Calcium.	Provide your young person with food high in calcium, and do weight-bearing activities together.	Segment 9: <i>Smoothie Sensations</i> (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: <i>Mini-Production</i>	Pop It!	The Human Knot	Get Out the Vote! Choose Your <i>Big Production</i> Media Format	Think about helpers and obstacles; talk to family and friends about making physical activity easy.	Create a list of things that make it fun and easy for you and your family to be active together. Use this list to help you identify specific actions you want to take to be more active.	Segment 10: <i>Big Production Montage</i> (Clips of <i>Big Productions</i>)
10: Getting Into the Production Mode	A: This Message Brought to You By... B: The 6 Media Questions from the Production Point of View C: 3 Ps of Production	Dip It!	Walkin' in Style	<i>Big Production</i> T-Shirts (Optional)	Next time you use media, figure out production phases; tell family and friends about the 3 Ps and about the <i>Big Production</i> .	Try creating a small-scale "Family <i>Big Production</i> ," such as a poster or short video, to help members of your family practice creating media and learn a healthy nutrition or physical activity message.	Segments 11 through 13: <i>On the Air! Roll the Presses!</i> (Behind-the-scenes look at production)

Introduction and Overview

This *Introduction and Overview* gives you the all the information you need to plan and carry out Media-Smart Youth.

- **Introducing Media-Smart Youth** provides background on why and how the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD) created this curriculum.
- **Overview for Program Managers** describes some of the key steps and decisions to consider before conducting the Media-Smart Youth curriculum. This information is most helpful for school administrators, program directors, or managers at youth-serving agencies, or those who work with youth in other managerial or administrative capacities. Facilitators who lead the Media-Smart Youth lessons also may find this section useful as a reference.
- **Overview for Facilitators** provides detailed information on planning for and delivering the lessons. Lesson facilitators will find this section particularly helpful.

To help you find the information you need, refer to the *Introduction and Overview* **Reader's Roadmap** below.

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Introduction and Overview Reader's Roadmap

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Introducing Media-Smart Youth

What Is the Media-Smart Youth Program?

Media-Smart Youth: Eat, Think, and Be Active![®] is an interactive after-school education program that focuses on building skills in media analysis and media production to help young people ages 11 to 13 understand the complex media world around them and how it can influence their health—especially in regard to nutrition and physical activity.

The *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), a part of the National Institutes of Health (NIH) within the U.S. Department of Health and Human Services, created Media-Smart Youth to help empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity. Media-Smart Youth combines media literacy and youth development principles and practices with 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 A* 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 own values.
- Learn about key components of a nutritious diet, including vegetables and fruits, whole grains, and calcium, and explore the importance of reducing intake of solid fats and added sugars.
- Develop strategies for making healthy food choices in real-life settings.
- Learn about the importance of daily physical activity for 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, young people actively engage with the media world around them. Today's media world has expanded beyond the traditional forms, such as television and radio, to include video games, social networking sites, movies, and online videos—all constantly accessible on mobile platforms, such as cell phones.

A large-scale national survey found that, in the United States, youth ages 11 to 14 spend an average of 8 hours and 40 minutes each day using media.¹ For many youth, cell phones, the Internet, television, computers, and other media are essential tools that are seamlessly woven into all aspects of their daily lives. Through this exposure, young people encounter a barrage of marketing and advertising messages. Depending on their age, children are exposed to between 14,000 and 30,000 ads on TV alone per year. The majority of the advertisements they view are for food, primarily candy, cereal, and fast food.²

Media also provide frequent exposure to sports celebrities, entertainers, and other pop culture icons, who offer powerful role models of lifestyle choices. Likewise, obvious and subtle messages about body image are everywhere.

Rising use of media, which is tied to an increasingly sedentary lifestyle, and exposure to marketing messages for less nutritious food have combined to contribute to rising rates of childhood overweight and obesity.

According to a 2010 study, about one-third of American children and adolescents ages 2 to 19 are overweight or obese and many more young people are at risk.³ Being overweight or obese has many negative consequences, including increasing the risk of serious health problems, such as diabetes and heart disease. These chronic conditions, once diagnosed mostly in adults, are now being seen in overweight and obese children. Risk factors for these conditions, such as high blood pressure and high blood cholesterol, are on the rise among children and adolescents.⁴

Too often, children are consuming too many calories, while not getting enough of certain nutrients, including calcium, vitamin D, and fiber.⁵ Less than 10 percent of young people in the United States eat recommended amounts of vegetables and fruits.⁶ In addition, less

¹ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

² Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.

³ Ogden, C. L., Carroll, M. D., Curtin, L. R., & Lamb, M. M. (2010). Prevalence of high body mass index in US children and adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3), 242-249. Retrieved May 30, 2012, from <http://jama.ama-assn.org/content/303/3/242.full#T2>.

⁴ U.S. Department of Agriculture, U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans, 2010*. Retrieved October 12, 2012, from <http://health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>.

⁵ U.S. Department of Agriculture, U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans, 2010*. Retrieved October 12, 2012, from <http://health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>.

⁶ Centers for Disease Control and Prevention. (2000). *Life's First Great Crossroads: Tweens Make Choices That Affect Their Lives Forever*. Retrieved March 20, 2013, from <http://www.cdc.gov/youthcampaign/research/PDF/LifesFirstCrossroads.pdf>.

than one in 10 girls and only one in four boys ages 9 to 13 get the recommended daily amount of calcium.⁷

Nationwide, less than one-third of all children ages 6 to 17 engage in vigorous physical activity, defined as participating in physical activity for at least 20 minutes that made the child sweat and breathe hard.⁸ An important contributor to the growing levels of inactivity is the amount of time young people spend with media every day, particularly screen time (time spent in front of a screen). When they are watching television, using a mobile device, or online, they are generally not being physically active.

In response to these trends, several federal agencies have developed programs to help young people make choices that reinforce healthy behaviors, including being physically active and eating nutritious foods. Media-Smart Youth is part of those efforts.

What makes Media-Smart Youth unique is its focus on media. Media can have an effect on young people’s attitudes, behaviors, and ways of thinking about many things, including physical activity, nutrition, and health. Navigating through this world of media requires knowledge and skill, and that’s why Media-Smart Youth was created. The program aims to improve media smarts—also known as media literacy. Youth who are media-smart have the know-how and critical thinking abilities to be thoughtful media participants. They question the “who,” the “what,” the “why,” and the “how” behind the words and images. As a result, they develop critical thinking skills that help them form their own opinions and make their own informed choices about the messages they see and hear.

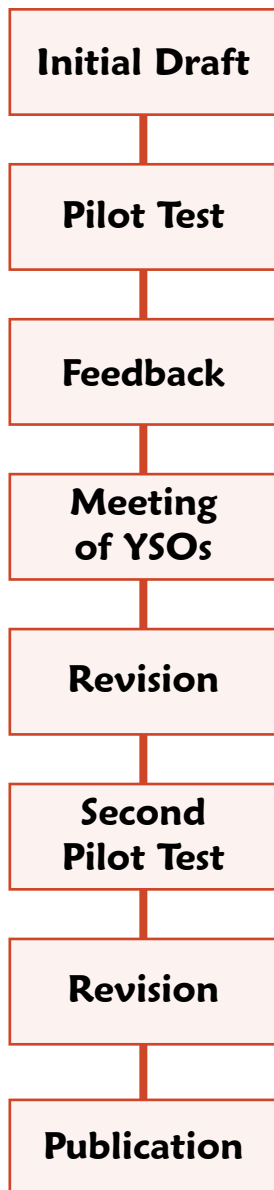
What Do We Mean by “Media”?

The term “media” refers to all the many ways people express ideas and convey information. Television, radio, computers, cell phones, newspapers, books, magazines, billboards, music, theater, posters, letters, and the Internet are all examples of media.

Some forms of media, such as TV or the Internet, are “mass market”—that is, they are designed to reach large numbers of people at one time. Other forms of media, such as telephone calls or letters, are generally used for one-on-one communication.

⁷ U.S. Department of Agriculture, Agricultural Research Service, Beltsville Human Nutrition Research Center, Food Surveys Research Group, and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics. (2005). *What We Eat in America, NHANES 2001-2002*. Hyattsville, MD.

⁸ Trust for America’s Health and the Robert Wood Johnson Foundation. (2009). *F as in Fat: How Obesity Policies Are Failing in America, 2009*. Princeton, NJ: Robert Wood Johnson Foundation.



Today, our world is teeming with “new media,” many of which are created for the Internet and cell phones. More recent trends that have transformed the traditional media world include cell phone cameras and mobile texts, social networking and video sharing sites, and blogs and microblogs (blogs with very short posts, like Twitter accounts). These new media share two constants: they are always changing, and they are highly influential, especially in the lives of young people. Recognizing the ever-evolving nature of new media, Media-Smart Youth discusses media forms in general, allowing facilitators and youth to bring in specific types of media relevant to their experience.

How Was Media-Smart Youth Developed and Evaluated?

Media-Smart Youth went through a thoughtful and deliberate development process, with extensive review and testing. The initial draft of the curriculum was pilot-tested, extensively revised, pilot-tested again, and refined further. This development process resulted in the first release of the curriculum in October 2005.

Since then, schools and youth-serving organizations (YSOs) have carried out Media-Smart Youth across the country. The NICHD conducted a rigorous outcome evaluation, involving 10 matched pairs of organizations, to make sure the curriculum was on target and effective. Results showed that youth who participated in Media-Smart Youth had a statistically significant greater increase in knowledge about curriculum topics than did nonparticipating youth. In addition, participating youth expressed more intentions to make positive nutrition and physical activity behavior changes than did nonparticipating youth.⁹

Since the program’s launch, nearly 23,000 Media-Smart Youth program packets have been distributed nationally to YSOs and after-school programs. Media-Smart Youth was also selected as one of four youth curricula included in **We Can! (W**ays to **E**nhance **C**hildren’s **A**ctivity and **N**utrition)[®]. We Can! is a nationwide program, a joint initiative of four Institutes of the NIH, designed to give parents, caregivers, and entire communities ways to help children ages 8 to 13 stay at a healthy weight. The program focuses on education about improved food choices, increased physical activity, and reduced screen time (time spent

⁹ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2009). *Report on the Evaluation of the Media-Smart Youth Curriculum*. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/msy_evaluation_report_final.pdf. Media-Smart Youth Program Evaluation Fact Sheet. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/20090219-MSY_FactSheet.pdf.

in front of a screen, such as watching TV and DVDs, playing video games, and using the computer for something other than school or work).

How Has Media-Smart Youth Evolved?

In light of today's fast-changing media environment and updates to key nutrition and physical activity guidelines, the NICHD decided the time was right to update the Media-Smart Youth curriculum.

This updated second edition retains all the elements that made the first edition successful, and it also includes a few new features, such as:

- Added discussions about digital and new media
- Information that reflects the latest federal nutrition and physical activity guidelines
- A new focus on parents and guardians, with *Tips for Media-Smart Parents* sheets for each lesson, which complement the take-home sheets given to youth and offer parents and guardians an opportunity to learn alongside their children
- An expanded Media-Smart Youth website
- New resources and tip sheets in the appendices

Since Media-Smart Youth was first released in 2005, the NICHD has provided support to some organizations using the program and has broadened the program's reach. The NICHD reached out to YSOs to provide ongoing facilitator training and support as a way to further strengthen dissemination and community-building efforts. The Institute also conducted extensive interviews with facilitating organizations to learn about their experiences in conducting Media-Smart Youth. The curriculum was adapted to meet the specific needs of several national groups, including the National Council of Negro Women; The Links, Incorporated; and the Black Entertainment Television (BET) Foundation. More than 700 program providers in more than 20 different locations around the country have been trained in how to conduct Media-Smart Youth.

The NICHD is committed to ensuring that all children have the chance to achieve their full potential for healthy and productive lives. By helping youth learn how to navigate today's complex media environment **and** make healthy nutrition and physical activity choices, Media-Smart Youth plays a critical role in helping the NICHD achieve this important goal.

Overview for Program Managers

If you're a program manager at a YSOs, a school administrator, or someone who works with youth in another managerial or administrative capacity, you may be interested in Media-Smart Youth, but you might not be the one facilitating the program. This section of the *Introduction and Overview* is designed to answer any questions you may have about the curriculum and how to do the planning that's necessary to bring Media-Smart Youth to your organization.

This curriculum is—first and foremost—flexible! It is easily adaptable for use with young people from diverse cultural and ethnic backgrounds and with those who have special needs or interests. It can be used in a wide variety of community settings—such as after-school programs and summer camps—and by many types of YSOs.

Understanding the Components of the Curriculum

Media-Smart Youth brings together a mix of learning formats—including brainstorming, small and large group discussions, games, and creative productions to encourage discussion, problem solving, and critical thinking. The curriculum includes 10 structured lessons with activities that explore media, nutrition, and physical activity topics. The program then concludes with a *Big Production*—an opportunity for youth to put what they've learned into practice.

The Facilitator's Guide includes these components of the curriculum:

- 10 structured lessons, each with:
 - A *Snack Break*—a simple, nutritious treat that illustrates different nutrition concepts
 - An *Action Break*—an activity that gives the youth a chance to get active and energized

- *Take Home a New Idea!*—a handout that encourages the youth to share what they learned in that lesson with family and friends, and that provides the recipe from that lesson’s *Snack Break*
- *Tips for Media-Smart Parents*—a handout that summarizes what the youth learned in the lesson and provides tips for how to put this learning into action at home with the whole family
- Appendices with supplemental materials and resources:
 - Educational Content Standards Linked to Lesson Activities (*Appendix A*)
 - Additional *Action Break* Options (*Appendix B*)
 - Additional *Snack Break* Options (*Appendix C*)
 - Sample Permission Forms (*Appendix D*)
 - Promotion Kit (*Appendix E*)
 - Resources to Support Planning and Implementation (*Appendix F*)
 - Doing the *Big Production* (*Appendix G*)
 - The *Big Production* Toolbox (*Appendix H*)
 - Glossary (*Appendix I*)
 - Media, Nutrition, and Physical Activity Resources (*Appendix J*)
 - Media-Smart Youth Certificate of Completion (*Appendix K*)
 - The DVD At-A-Glance (*Appendix L*)
- An accompanying DVD with segments for facilitators and for youth:
 - The segments for facilitators offer an orientation to the program and tips on implementing the curriculum from facilitators who have used it.
 - The segments for youth aim to reinforce program concepts in an engaging media format.
 - Use of the DVD is entirely optional. *Choosing not to use the DVD will not affect your ability to carry out the program.*

Once through the curriculum, youth focus on their *Big Production*—a media product they create to motivate other young people to take action for better nutrition or increased physical activity. The *Big Production* allows youth to incorporate all they learned in the lessons—nutrition, physical activity, production, teamwork, and creativity—in something they can share with others.

Now that you are familiar with the components of the curriculum and the program, the following sections outline some key things to think about before you get started.

Determining the Length of the Lessons

The suggested time for each lesson is 90 minutes: 70 minutes for activities, 10 minutes for the *Snack Break*, and 10 minutes for the *Action Break*.

If you decide to do the *Tell Us What You Think* pre-curriculum and *Tell Us What You Think Now* post-curriculum activities, you'll also need to allow 20 additional minutes for each activity before *Lesson 1* and after *Lesson 10*. *Lesson 10* also includes an extra optional activity of making t-shirts for the *Big Production*. If you choose to do this extra activity, you'll need an extra 30 minutes to complete it.

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

Scheduling the Lessons

The Media-Smart Youth program has no set schedule, meaning you decide how often to meet and how to conduct the lessons in a way that works best for you and your participants. Sites that have conducted the program have used a variety of formats and schedules.

Possible options include:

- 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 when youth are together for a concentrated period of time)

In addition to the overall scheduling of the program, you should carefully consider when to conduct lessons. Ask yourself these questions:

- 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?

The answers can help you decide when to hold the program and how to schedule the activities.

When planning how you will schedule Media-Smart Youth, don't forget about the *Big Production*. Youth will work on the *Big Production* only after they complete all 10 lessons. Planning and carrying out the *Big Production* could take 1 day to a few weeks or months to complete—it all depends on the project the youth choose.

Choosing the Right Location for the Lessons

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, 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.

Also, consider the size of the room. 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 B* before you choose a location for the program so you know what kind of space is needed.

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 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.
- Post about Media-Smart Youth on your organization's website, blog, or social networking site.
- Get a Media-Smart Youth advocate (a parent or program manager who has already done the program) to help out with recruitment and promotion efforts.
- Your ideas here!

Before you choose your location, you should also take a quick look at the *Snack Breaks* for all lessons and the additional snack ideas in *Appendix C* so you will know what to expect for these sessions. 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 cleanup will help make *Snack Breaks* easier.

Selecting the Participant Group

Media-Smart Youth is designed to stimulate discussion and critical thinking. These actions 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. This group size will allow you to maximize opportunities for each youth to become fully involved. For the purpose of group work and valuable discussion, we also suggest a minimum of eight youth.

Recruiting Youth Participants

You should consider a variety of approaches for spreading 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.

For example, consider hosting a pre-registration event that features media demonstrations, fun activities, and nutritious snacks. You might want to play the Media-Smart Youth DVD Segment #10: *Big Production Montage*, which shows *Big Productions* created by youth who participated in the pilot phase of the program. Or you could host an orientation before lessons begin 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—the more people you have involved, the farther news about the program can spread.

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 back. Others may need more or different reasons to stay involved.

Consider awarding a small item in each lesson, such as 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 ways to keep young people engaged. Consult with other activity leaders to get their suggestions. 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, for the youth, and for the families. Sending a simple letter or e-mail before the first lesson of the program can start the process of getting parents and guardians involved. Tell them about the program, ask them to support their children's active participation, and encourage them to get involved in the take-home activities included with the lessons. This new edition of Media-Smart Youth includes handouts designed for parents that youth will bring home after each lesson. The content in the parent handouts complements the youths' own take-home activities. The ideas and tips in these handouts are for parents, guardians, and anyone engaged in parenting young people.

Engaging parents and guardians 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, separately, 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 should also get written parental consent to do so. You can find sample permission forms in *Appendix D*. In addition to covering

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 also will 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 DVD Segments #11, #12, and #13, *On the Air! Roll the Presses!* provide a behind-the-scenes look at the action at a TV studio, a radio studio, and a newspaper.

the usual permission-related information, these sample forms also ask parents and guardians to report any allergies or special needs their child may have. This knowledge will be particularly important for planning *Snack Breaks*.

You also might want to go beyond just getting permission from parents and guardians and really make them part of the program. Ask for volunteers to join you during the lessons and to come along for the *Lesson 6* field trip to a grocery store. Invite parents and guardians to come and watch the *Big Production*. These opportunities are great ways for the youth to show off their newly acquired knowledge and critical thinking skills to parents and guardians!

Deciding Whether 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. Or you might 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 can be an individual or several representatives from one or more media-related organizations.

Think broadly when you consider your options for a media partner. Your partner could be "in the business," such as a TV producer, advertising executive, or Web designer. Or your partner could be someone who works more peripherally with media, such as the local high school photography teacher or your neighborhood librarian or someone who maintains a popular blog.

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’s completed.

A media partner can add special value to the group’s experience. Embarking on such a partnership also can present challenges. Consider the benefits and challenges, such as those listed below, and decide what might work best for you.

Working with a Media Partner	
Benefits	Challenges
<ul style="list-style-type: none"> ■ Adds professional perspective ■ Provides “real-life” reinforcement of content ■ Adds expert insight, guidance, and support ■ Can provide or contribute to facilities, supplies, or equipment 	<ul style="list-style-type: none"> ■ Adds extra layer of coordination and planning ■ May have a different approach to interacting with youth ■ Might not subscribe to all the program messages

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 ideas may inspire you:

- People at a media organization in your community—perhaps a theater, newspaper, TV station, production company, digital media company, or Web or graphic design studio
- Media facilities and faculty media experts at a local high school or college
- Students majoring in media at local colleges who are interested in internships
- Media professionals among the parents or guardians of program participants
- Local businesses that have production facilities
- Local cable access TV 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, colleges, or trade schools. Many schools have production facilities in their buildings. Ask whether these schools offer classes on using the production equipment or on 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?
 - Throughout the lessons, we have included an icon in places where it might be useful to involve a media partner in a discussion or activity.
 - If you have enrolled your media partner to help with the entire curriculum, you may want him or her to lead:
 - Each lesson's *Mini-Production (Activity C)*
 - *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 media production
 - *Big Production sessions*
 - If your media partner is going to assist only with creating the *Big Production*, invite him or her to take part in *Lesson 9* and *Lesson 10*, and to 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:
 - Linking to your *Big Production* on the partner's website and social networking sites
 - Specifying the number of times your *Big Production* will air on the partner's cable TV station
 - Negotiating the number of times your *Big Production* ad will appear in the partner's newspaper
- Talk with your media partner to ensure that you understand each other's facilitation styles, recognize different approaches to discipline

issues, and agree on a mutually acceptable approach. Facilitation may not be your media partner's area of expertise, so do what you can to help him or her feel comfortable around young people and to participate fully in the program.

- Determine whether your budget will allow you to pay a small fee to 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, while also nurturing relationships for the future. Try some of these ideas:

- Ask high schools to post flyers asking for participants or enlisting teenage volunteers to help with lessons or the *Big Production*.
- Ask community organizations to publicize Media-Smart Youth on their websites. Posting the *Big Production* will be great publicity for the program.
- Invite local personal trainers, nutritionists, TV news announcers, or other 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 print or copy center to donate poster-sized versions of print advertisements 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 wants 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 to learn how many people want to get involved and to discover all the creative ways they can take part. Look for every opportunity to make your program a well-known community endeavor. *Appendix E* contains some tools that you can use to publicize and promote your Media-Smart Youth program.

Overview for Facilitators

This section covers the details that facilitators will need to focus on in planning and conducting Media-Smart Youth. It will give you a good understanding of the concepts behind the program—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. Also, take a look at *Appendix F: Resources to Support Planning and Implementation*, which includes a materials checklist and tips that were collected from a diverse group of Media-Smart Youth facilitators who were eager to share what they learned about guiding youth through the curriculum.

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. Each lesson also ends with *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.

The only variation from this structure is in *Lesson 5*, which focuses on physical activity. *Lesson 5* provides youth with an opportunity to be active during the lesson activity itself, so it does not include a separate *Action Break*.

The structure and content of each lesson is designed to guide you through the session step by step. The **Opening Page** of each lesson includes an overall summary of what's to come, including:

- 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

Activity A and Activity 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 blog, an online page for a social networking site, a jingle, a skit, or a billboard. Although several *Mini-Production* activities focus on digital media, the actual work involved uses paper and pencil and does not require a computer or technology expertise. All *Mini-Production* handouts and tools are included at the end of each lesson on sheets that can be photocopied in black and white.

Each lesson includes a corresponding **Media-Smart Youth DVD** segment (with the exception of *Lesson 3* and *Lesson 6*). Whether or not you use the DVD, and how you use it, is up to you. The DVD and lesson content complement each other, so if you choose to not use the DVD, its main points are covered in the existing lesson content. If you have extra time and want to present both the lesson content and the DVD segment, you may do that, too. Each lesson has a specific point at which the DVD may be viewed (usually during *Activity A* or *Activity B*). The icon (see left) in the text margin indicates when to show the DVD.



If you choose to use the DVD segments to complement the lesson content, you will need equipment to play and show the DVD. You might use a DVD player and a TV, a computer with DVD capabilities, a portable DVD player, or other equipment. Because of the multiple possibilities, this guide includes the following general language in the *Materials Needed* and the *Facilitator’s Preparation* sections of lessons and activities that use the DVD: “Equipment to play and show a DVD.” When you see that language, you can secure the equipment needed/available for showing the DVD.

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 is also 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 *Finishing Up* section also includes *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets. These sheets give 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. The youth's *Take Home a New Idea!* sheet also includes the recipe from the session's *Snack Break*, so they can try it at home with 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 other young people in their 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 blog or website banner, a video, or a physical activity event to raise money for a local charity.

Planning and carrying out the *Big Production* can take anywhere from 1 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. *Appendix G* and *Appendix H* contain information, guidance, and tools to help you plan for and carry out a successful and fun *Big Production*.

Facilitating the Lessons

Media-Smart Youth lessons are designed to make it as easy as possible for you to conduct the lessons. Here are just a few of the techniques we've used.

Visual Aids

The pages of the Media-Smart Youth curriculum are filled with visual aids to help make facilitating 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 for a 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 time to be sensitive to issues related to cultural or ethnic identity or an opportunity to tailor an activity to reflect and celebrate the diverse identities within the group

* A Note About...

Highlighted boxes provide important background information and teaching suggestions at appropriate places in the lessons.



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



indicates when to show a Media-Smart Youth DVD segment



appears next to the *Snack Break*



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



indicates when it's time to finish up the lesson

6 Media Questions Poster

The **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 in a prominent place in the room when this topic is introduced in *Lesson 3* and for each of the remaining lessons of the curriculum.

Words and Phrases with Special Meaning

Throughout the Media-Smart Youth curriculum, you will find recurring words and phrases that have a 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, and carrying groceries. Physical activity does not have to be strenuous and does not have to be part of a structured program of exercise.

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 that you aren't always just lecturing to the youth, but rather are engaging them in a guided discussion. Use your imagination for good ways to guide the discussion with open-ended questions (such as "What about...", "Have you thought of...", and "Can you think of other ways, such as..."). For more information on asking open-ended questions, see *Lead with Open-Ended Questions*, later in this section (pages 33 and 34).

Throughout the lessons, the term **flipchart** 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 flipchart paper will be helpful to you when you want to write down key points from discussions. These sheets are available in most office supply or arts and crafts supply stores.

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. Snacks can be part of a healthy diet, and the key to choosing snacks—as with any other food—is to make healthy choices with nutrition in mind. Each lesson includes a delicious and nutritious snack that echoes the concepts described in the lessons. Keep in mind that these 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.
- Youth often eat snacks after school, and this curriculum is well suited for after-school settings.

Media-Smart Youth teaches youth how to make smart snack choices.

Getting Ready To Lead a Lesson

You will find that planning and preparing before each lesson will save valuable time and help increase your confidence about facilitating. 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 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 leading the lesson. Remember, the length of time listed is only a suggestion. Feel free to adjust the time to suit your group's needs—and don't forget setup and cleanup.

Gather or Shop for Materials

Media-Smart Youth uses a limited number of materials—such as markers and paper—that are usually readily available. You can put aside some materials at the beginning of the program for use throughout the lessons (see *A Suggested Shopping/Gathering List* on page 29). Other supplies and equipment—such as a cell phone camera, DVD player, 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, or contribute toward, some materials. Keep in mind that although several *Mini-Productions* focus on digital media, these activities involve paper and pencil and do not require a computer or technology expertise.

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 program.

For Activities

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

For Snacks

- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)
- Paper plates
- Paper bowls
- Paper napkins
- Cups
- Plastic knives and spoons
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer

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 that the atmosphere is right. Set up the room to maximize youths' 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 semicircle of chairs, or let young people sit on the floor. Change 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 might want lots of action and competition between teams. Others groups are quieter. They might prefer 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 comfortable sharing. Consider the nature of your group and of individual youth, and adapt the activities to suit them. *Appendix B* 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 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 inappropriate or uncomfortable for the youth. Throughout the lessons, we've included an icon (see left) to note times where you might 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 cleanup? Do you have a sink or bathroom nearby for hand washing? Decide what you need and want, or look at more snack options—including ideas that don't require refrigeration—in *Appendix C*.

* Many after-school programs qualify for federal reimbursement for snacks if they participate in the U.S. Department of Agriculture (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 website at <http://www.fns.usda.gov/cnd/lunch/> and <http://www.fns.usda.gov/cnd/Care/Default.htm>.

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, consider some of the benefits and challenges. Determine the best equation for your group.

Multiple Facilitators	
Benefits	Challenges
<ul style="list-style-type: none">■ Help youth stay focused■ Help the sessions run smoothly■ Bring diversity of ideas■ Involve community	<ul style="list-style-type: none">■ Show different facilitation styles■ Use different approaches with youth■ Have different attitudes about discipline

You may decide that the advantages of working with another facilitator outweigh the 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.

Why Small Groups?

Small groups provide participants with more opportunities to practice skills, share thoughts, work cooperatively, and actively observe others. As a result, they can more easily:

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

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.

Model 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.

Encourage Small-Group Work

To increase participation, youth 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.

Handle Sensitive Issues Sensitively

The Media-Smart Youth curriculum is not about weight loss, 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.

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 original topic if the talk leads in an uncomfortable 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 intellectual and physical disabilities, food allergies, or dietary needs. Make sure that participants respect each other.
- Honor—and support—cultural and economic differences, some of which can greatly influence nutrition and activity choices and body image attitudes.

Lead 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 ones 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.

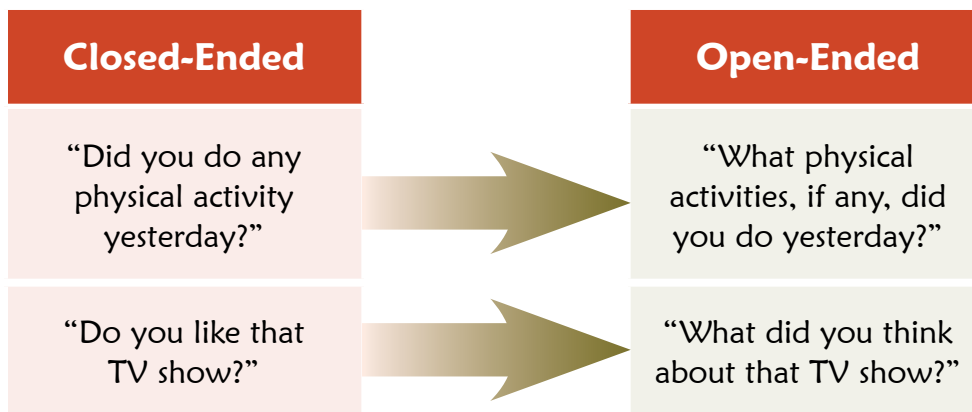
Be sure to:

- 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, and model this behavior yourself.
- 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 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...?”

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



Lead 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 activities 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.

Make 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 2 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.

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 (Internet, TV, print, or radio). 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 and if they've taken part in any of them.

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.

Encourage Active Participation and Leadership

Media-Smart Youth provides many opportunities to help youth 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 parts of 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 the quieter youth to step into leadership roles.

Make 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. A summary gives the participants a quick recap of the main points of the activity, while the transition relates those points to upcoming activities.

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!

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 to the Next Activity:

- 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!

Tell Us What You Think

Pre-Curriculum Activity

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 youths' 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 set 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 set of each for each youth).

A Note About the Purpose of This Activity

Having youth complete the *Tell Us What You Think* and the *Tell Us What You Think Now* sheets 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 the *Tell Us What You Think* activity 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.
- If necessary, you may answer youths' questions related to the meaning of a word or to clarify an unfamiliar term, but do not coach the youth through the questions or tell them how to answer the questions.
- A comparison of the *Tell Us What You Think* and *Tell Us What You Think Now* responses will help you gauge how much the youth learned during the lessons.
- The information from the responses 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 when making presentations to current or potential funders or to after-school 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 | 2 minutes

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

2. **SAY:**



I'm going to hand out a sheet of questions that's designed to help me understand what you think about nutrition, physical activity, and the media. This is not a test. Your responses will not be graded, and you don't even have to write your name on this sheet. You might not be familiar with all of the terms on this sheet, but that's okay—you'll learn more about them throughout this program.

At the end of the workshop, I'll ask you to fill out a similar sheet of questions. 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.

Doing the Activity | 17 minutes

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* sheets. They should do this on their own, without talking to each other and without help from you. Youth who finish quickly can do the *Alpha-Code* sheets until all youth complete the *Tell Us What You Think* activity.

3. **ALLOW** 15 minutes for youth to complete the *Tell Us What You Think* sheets. **ANSWER** questions as they come up. **TELL** youth when they have 5 minutes and then 1 minute left. **TELL** youth when time is up.

4. **ASK** youth to hand in their completed *Tell Us What You Think* sheets.

* A Note About Keeping This Activity Upbeat

This activity is not a test! Keep the tone light and fun. Make the youth 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.

Closing the Activity | 1 minute

1. **THANK** youth. **ASK** youth whether they have any comments or questions.

Alpha-Code

Try to 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!

1. Tell Us About You

2. I am a: Girl Boy

3. I am in grade: 5 6 7 8
 Other grade: Which grade?

4. I am: 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)

5. I am:
 Hispanic or Latino
 Not Hispanic or Latino

6. I am: (Check one or more)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White or Caucasian
 Other _____

Instructions

The next questions ask about physical activity, nutrition, and the media. Your answers will help us develop programs for youth your age. This is not a test! You will not be graded on these questions. We hope you find this activity interesting.

Physical Activity

7. Young people should be physically active for _____ minutes each day. (Check one)

- 15 45
 30 60

Check True or False for each statement below.	True	False
8. Riding a bike is a weight-bearing activity.		
9. Gardening is a physical activity.		

10. What is the best thing you can do to build strong bones and teeth? (Check one)

- Eat vegetables and fruits and get enough sleep.
 Eat foods high in calcium and do weight-bearing activities.
 Eat foods with added sugars and do stretches to be more flexible.
 Eat foods with fewer added sugars and do weight-bearing activities.

11. To me, physical activity is important. (Check one)

- I disagree
 I don't agree or disagree
 I agree

12. To me, physical activity is interesting. (Check one)

- I disagree
 I don't agree or disagree
 I agree

Nutrition

Check True or False for each statement below.	True	False
13. Foods that naturally have sugar tend to have more nutrients than foods high in added sugars.		
14. Over time, eating foods that are high in solid fats, added sugars, and calories and low in fiber can lead to health problems.		
15. What a young person eats now has no impact on their future health.		
16. People who eat lots of whole-grain foods and other foods that contain fiber as part of their everyday eating may have lower risks of heart disease, diabetes, and some cancers.		

17. Check all the reasons why whole grains and foods made from whole grains are an important part of daily eating.

- Whole-grain foods have more naturally built-in nutrients than refined-grain foods.
- Eating whole-grain foods can help keep us healthy.
- Whole-grain foods contain fiber.

18. Check all the ways that you can *reduce added sugars* in your daily eating.

- Eat a plain cereal instead of frosted cereal for breakfast.
- Drink water instead of fruit punch.
- Have ice cream as a sometimes treat.
- Split a candy bar with a friend instead of eating the whole thing.

19. Check all the ways that you can *reduce solid fats* in your daily eating.

- Remove the skin before eating chicken.
- Eat fewer fruits, lentils, and beans.
- Drink fat-free or low-fat milk instead of whole milk.
- Choose a small order of French fries instead of a large order of French fries.

20. Check all the foods that are sources of calcium.

- | | |
|----------------------------------|--|
| <input type="checkbox"/> Cheese | <input type="checkbox"/> Peanut butter |
| <input type="checkbox"/> Spinach | <input type="checkbox"/> Milk |
| <input type="checkbox"/> Carrots | <input type="checkbox"/> Apples |

Instructions for Questions 20-23: Use the Nutrition Facts label below to answer the questions.

Cereal, granola style

Nutrition Facts	
Serving Size 1/2 cup (61g)	
Servings Per Container 10	
Amount Per Serving	
Calories 280	Calories from Fat 140
% Daily Value*	
Total Fat 15g	23%
Saturated Fat 3g	14%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Total Carbohydrate 32g	11%
Dietary Fiber 6g	26%
Sugars 17g	
Protein 9g	
Vitamin A 0%	• Vitamin C 0%
Calcium 4%	• Iron 15%

21. How many servings are in this item? _____

22. What is the serving size for this cereal? _____

23. How much fiber is in one serving of the cereal? (Circle one)

- a. 2 grams
- b. 13 grams
- c. 6 grams
- d. 15 grams

24. Based on the %DV (daily value), is one serving of this cereal high or low in total fat? (Circle one)

- a. High
- b. Low

25. To me, choosing foods that are good for my body is important. (Check one)

- I disagree
- I don't agree or disagree
- I agree

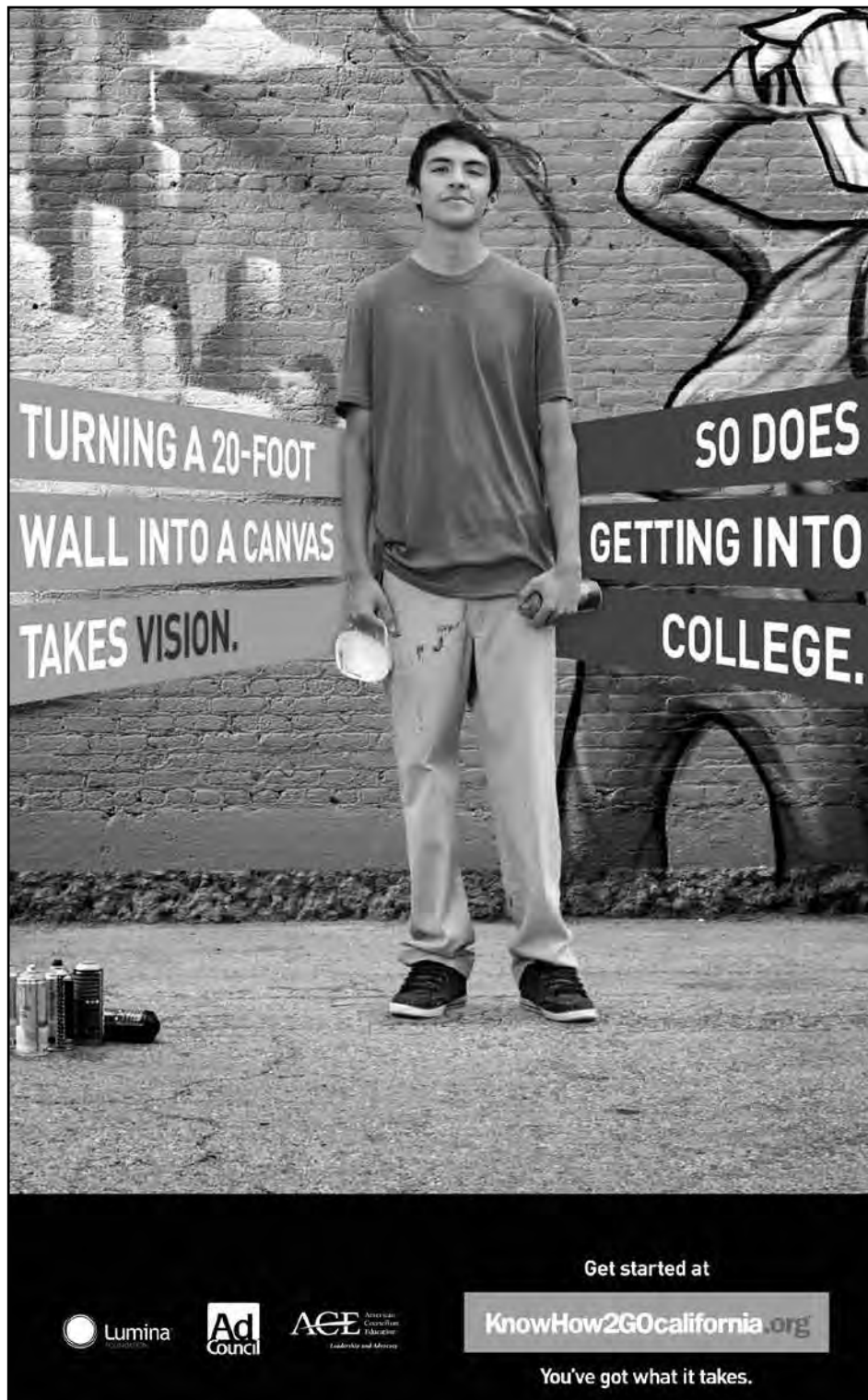
26. To me, choosing foods that are good for my body is interesting. (Check one)

- I disagree
- I don't agree or disagree
- I agree

Media

Check True or False for each statement below.	True	False
27. Many media ads promote foods that are high in solid fats and added sugars and that do not have much nutritional value.		
28. Media do not have a powerful effect on our attitudes, behavior, and health.		
29. Many people like to snack when they use media and may not realize how much they are eating.		
30. Many media ads aimed at young people (and adults) make foods seem very tempting.		
31. Media keep us busy but may not keep us physically active.		

Instructions for Questions 31-34: Use the ad below to answer the questions.





TURNING A 20-FOOT
WALL INTO A CANVAS
TAKES VISION.


SO DOES
GETTING INTO
COLLEGE.

Get started at
KnowHow2GOcalifornia.org

You've got what it takes.

 Lumina
FOUNDATION

 Ad
Council

 ACE
American
Council on
Education
Leadership and Advancement

32. What is the main message of this ad? (Circle one)
- a. Learning how to become an artist is important.
 - b. Painting is hard work.
 - c. Getting into college takes planning and motivation.
 - d. Choose the right colors when you paint.
33. Who is the audience for this ad? (Circle one)
- a. Students thinking about attending college
 - b. American Council on Education
 - c. Deans of colleges and universities
 - d. Parents and coaches
34. How is this ad trying to get your attention? (Circle one)
- a. A famous person
 - b. A message
 - c. A wall with art work
 - d. Both B and C
35. Who is the sponsor of this ad? (Circle one)
- a. KnowHow2Go
 - b. Colleges and universities
 - c. Lumina Foundation, Ad Council, and American Council on Education
 - d. None of the above

Instructions for Questions 35-38: Use the ad below to answer the questions.



“ SHE SNORES MORE THAN I DO, BUT I STILL LOVE MY HUMAN. ”

— BANDIT
adopted 11-26-09

A PERSON IS THE BEST THING TO HAPPEN TO A SHELTER PET

adopt
theshelterpetproject.org

Ad Council THE HUMANE SOCIETY OF THE UNITED STATES

36. What is the main message of this ad? (Circle one)
- a. It's fun to play.
 - b. Adopt a pet from a shelter.
 - c. Pets love humans.
 - d. The Internet is a good place to find information on dogs.
37. Who is the audience for this ad? (Circle one)
- a. Organizations that protect animals, like the Humane Society
 - b. Families
 - c. Companies that make ads
 - d. People looking for a pet
38. How is this ad trying to get your attention? (Circle one)
- a. Closeup of cute dog
 - b. Quote from dog
 - c. Information about an animal shelter
 - d. Both A and B
39. Who is the sponsor(s) of this ad? (Circle one)
- a. The Department of Health and Human Services
 - b. The Ad Council
 - c. The Humane Society
 - d. Both B and C

Thank you for participating in this activity!

1

Lesson 1

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 content. 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 vegetables and fruits.

Lesson Objectives

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

- ◆ State the workshop purpose, topics, and structure.
- ◆ Create a working agreement.
- ◆ Name at least two qualities that make vegetables and fruits appealing to eat.
- ◆ List three ways to include vegetables and fruits 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 Vegetables and Fruits** (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*.

Lesson 1



Materials Needed

For Activities

- Name tags (one for each facilitator and youth)
- Empty pocket folders (one for each youth; these folders will stay at the workshop location)
- Pencils or pens (one for each youth)
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- A bandana or similar item to use as a blindfold (you may want to have one additional blindfold as a backup)
- Paper plates (enough for about half the youth in the group)
- A variety of individual vegetables and fruits; consider the following when making selections (also see box, *A Few Notes About This Activity*, page 72):
 - Choose foods that appeal to the senses (for example, they smell good or have an interesting texture).
 - Choose an equal number of vegetables and fruits, and bring enough for half the number of youth in the group.
 - Choose well-known vegetables and fruits as well as some that may be less familiar to the youth.
 - Choose vegetables and fruits that reflect the diversity of cultures and ethnicities of the youth.
- Choose different forms (e.g., fresh, frozen, canned, or dried) of vegetables and fruits low in sodium and without solid fats and added sugars.
- A knife to cut up the vegetables and fruits
- A piece of cloth or paper large enough to cover the prepared produce
- Labels that identify each vegetable or fruit and what sense it tests
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Napkins
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- Fresh or frozen vegetables, such as carrots, cauliflower, broccoli, green and/or red bell peppers, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable (include vegetables that the youth like as well as some that they may not have tried before)
- Several dips, such as lower calorie salad dressing; fat-free or low-fat cottage cheese; part-skim or fat-free ricotta cheese or Greek yogurt; and/or guacamole made from a ripe avocado, ¼ cup of salsa, garlic powder, and lime juice
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer



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

For Action Break

- None

Facilitator's Preparation

Getting Started

- None

Activity A

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #3: *What Is Media-Smart Youth?* This segment introduces the workshop.

Snack Break

- Review the snack and prepare ahead of time as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Write “Working Agreement” across the top of a sheet of flipchart paper.

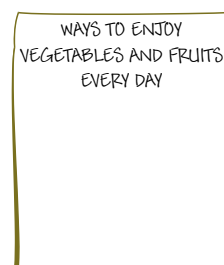


Action Break

- Review the activity and prepare ahead of time as needed.

Activity C

- Place one vegetable or fruit 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 you are ready to do the activity.
- Write “Ways to Enjoy Vegetables and Fruits Every Day” across the top of a sheet of flipchart paper. Cover the sheet until ready to use.



- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

1

Lesson 1

Getting Started

Time

13 minutes

Activity Overview

The facilitator and youth participants in the workshop write their names on name tags. Youth write their names on folders that will hold their handouts. Everyone introduces themselves and tells two facts 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)
- ◆ Pencils or pens (one for each youth)

Facilitator's Preparation

- ◆ None

1. **HAND OUT** a name tag and folder to each youth.
2. **TELL** youth they will use the folder to store handouts they receive during the workshop.
3. **ASK** youth to write their name on the name tag and folder. **ALLOW** 5 minutes for this activity. **MAKE** a name tag for yourself. **TELL** youth when they have 1 minute left. **TELL** youth when time is up.
4. **COLLECT** the folders.
5. **WELCOME** the youth to the Media-Smart Youth workshop.

6. **SAY:**



The Media-Smart Youth workshop will help you learn about media and their connection to health, nutrition, and physical activity. Over the course of the workshop, you'll become more knowledgeable about media. You'll also learn some key nutrition and physical activity concepts. Knowing about these topics can help you make healthy nutrition and physical activity choices.

Let's begin by introducing ourselves.

7. **INTRODUCE** yourself and share one of your favorite foods and physical activities. **ASK** youth to take turns introducing themselves by saying their first name and naming a favorite food and physical activity. **ALLOW** 5 minutes for the introductions.
8. **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.
9. **THANK** the group for sharing. **TELL** youth they will now learn more about the Media-Smart Youth workshop.

* **A Note About Terms**

Key terms used in the lessons are defined in the Glossary (Appendix I).

* **A Note About Adapting the Introduction**

If group members know each other, ask them other questions to get them engaged in the discussion, 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.

Lesson 1

1

Activity A: 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 DVD segment about the workshop.

Activity Objective

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

- ◆ State the workshop purpose, topics, and structure.

Materials Needed

- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)

Facilitator's Preparation

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #3: *What Is Media-Smart Youth?* This segment introduces the workshop.

A Note About the DVD

The Media-Smart Youth 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 DVD during lessons is optional. Choosing not to use the DVD modules will not affect your ability to lead the workshop or the success of the program.

Warm-Up | 2 minutes

1. **LEAD** a brief discussion about workshop topics. **ASK** youth:
 - ◆ What are some of your favorite TV shows, movies, radio stations, magazines, comics, websites, and video games?
 - ◆ What kinds of foods do you and your friends like to eat?
 - ◆ How often do you do something physically 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.

A Note About Physical Activity

As you lead the lessons, try to avoid saying “exercise” and use the term “physical activity” instead. Physical activity is preferable because it suggests a broader concept than 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.

Doing the Activity | 10 minutes

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 the different types of media so that they can use them wisely. It’s about promoting smart eating and physical activity choices. Media-Smart Youth is **NOT** about weight control, 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 also are influenced by culture and could affect participation.

In every lesson, maintain a positive tone, acknowledging that everyone is unique and has special gifts to contribute to the group. Remind youth 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 *Introduction and Overview* (page 32).



DVD Segment #3: *What Is Media-Smart Youth?*

2. If you choose to use the Media-Smart Youth DVD, **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.

3. **SHOW** Segment #3: *What Is Media-Smart Youth?* When the segment is finished, **SKIP** Steps #4 and #5 and **CONDUCT** *Closing the Activity*.

4. If you choose not to use the DVD, **SAY**:



Everyone today is surrounded by media. Media are ways of communicating information or ideas to people. Examples of media include websites, videos, mobile devices, television, plays, songs, advertisements, magazines, and newspapers. Media can influence lifestyles and habits in many ways, especially in terms of nutrition and physical activity.

Over the past 20 years, many of us have begun to eat too much. We also are choosing too many foods that are high in solid fats, added sugars, and calories, and we are not eating enough vegetables, fruits, and whole grains. The food 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.

5. **CONTINUE** by saying:



In this workshop, we'll spend time exploring different kinds of media and finding out how media affect 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 learn about media, nutrition, and physical activity in Mini-Productions, in which you will do things like write a blog, design a video game hero, create a page for a social networking site, compose songs, and develop a pop-up ad.

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 toward better nutrition or increased physical activity.

A Note About Mobile Devices

Many different kinds of phones are covered by the term "mobile devices," including cell phones and smart phones, such as BlackBerry® and iPhone®. Use the term that the youth in your group are most familiar with.

A Note About the Dietary Guidelines for Americans

The nutrition issues addressed in Media-Smart Youth are discussed in detail in the *Dietary Guidelines for Americans, 2010*: <http://www.dietaryguidelines.gov/>.

Additional resources on ways to implement the Dietary Guidelines are available at <http://www.choosemyplate.gov/>.

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 sentences "**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response(s)" as part of the facilitator's directions. This indicates where and how you might help move the discussion in a certain direction. In some cases, the list includes examples of potential answers. In other cases, the list includes specific content that is important for the youth to learn. This direction 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 *Lead with Open-Ended Questions* section of the *Introduction and Overview* (pages 33 and 34).

2. **EXPLAIN** that youth will now have a snack. **SAY:**



Before we eat this lesson's snack, let's talk a bit about snacking.

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 is a snack.

- ◆ Where do you get your snacks?

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

- Parents or home
- School
- Friends or friends' houses
- Buy them myself

- ◆ Why do we eat snacks?

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

- We get hungry and snacks give us energy to keep going.
- Snacks taste good.

4. **SAY:**



Snacking is an important nutrition issue for young people. Snacks are a great way to fill the gaps between meals, and give your body the nutrition it needs to get through the day. So, snacks can be a good thing.

Just as with any other food choice, the key to smart snacking is to focus on nutritious foods and beverages and to choose snacks that are low in solid fats and added sugars. You may have more control over the snacks you eat than you do over other foods, such as those prepared for you at mealtime. So, it's important to think about your snack decisions before you eat.

Each Media-Smart Youth lesson includes a Snack Break. Some foods will be familiar to you; others might be 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 may discover some new foods you really like!

1

Lesson 1

Snack Break



It's Veggie Time!



Time

10 minutes

POINT OUT that vegetables are an important part of healthy eating. Raw vegetables are easy to prepare—just wash and cut them. **NOTE** that youth should have an adult around to help if they want to cut vegetables. Some vegetables are packaged already washed and cut—you can buy them ready to eat. Trying vegetables with a variety of low-fat, tasty dips makes them even more appealing.

What's In It?

- Fresh or frozen vegetables, such as carrots, cauliflower, broccoli, green and/or red bell peppers, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable (include vegetables the youth like and some they may not have tried before)
- Several dips, such as lower calorie salad dressing; fat-free or low-fat cottage cheese; part-skim or fat-free ricotta cheese or Greek yogurt; and/or guacamole made from a ripe avocado, ¼ cup of salsa, garlic powder, and lime juice

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Platter or tray
- Serving spoons
- Paper plates, bowls, cups, and napkins
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How To Put It Together


1. **TELL** youth to select some vegetables and put them on a plate.
2. **EXPLAIN** that they can put a spoonful of each dip on top of or next to the vegetables for dipping.
3. **ENCOURAGE** youth to try some vegetables and dips that they have not had before.
4. **ENJOY!**

- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. Encourage them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

1

Lesson 1

Activity B: 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:

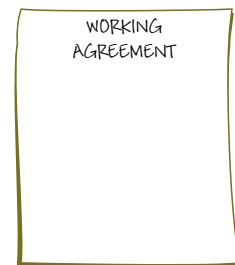
- ◆ Create a working agreement.

Materials Needed

- ◆ Flipchart paper, markers, masking tape, watch or timer, easel (if available)

Facilitator's Preparation

- ◆ Write “Working Agreement” across the top of a sheet of flipchart paper.



Warm-Up | 1 minute

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


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

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

* 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 agreement with the group and change or add rules.

Doing the Activity | 10 minutes

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** the following on the flipchart paper under the title Working Agreement: "1. Everyone should actively participate."
3. **ASK** youth to suggest other rules for the group. **WRITE** each suggestion on the flipchart paper. **NUMBER** them as you go.
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:
 - ◆ Have 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).

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 back any ideas.
- 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.


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 us that we've all agreed to these ground rules.

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 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!

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

* A Note About Consequences

If it seems appropriate for your group, you may want to ask youth to suggest why it might be important to have consequences for breaking the rules. Ensure that the tone of this discussion is positive and deals with the ultimate goal of learning better or more appropriate ways of dealing with situations rather than focusing on punishing the youth. The youths' answers may help you later if behavior issues arise.

1

Lesson 1

Action Break



Red Light, Green Light



Time

10 minutes

Doing the Activity

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 shoulder to shoulder at the other end of the room.
 4. **EXPLAIN** the activity:
 - In this activity, one person will play the “crossing guard” and the rest of the group will move across the room when the crossing guard is not looking and will try to touch him or her.
 - The crossing guard will start the activity by turning his or her back to the group and calling out, “green light!”
 - Upon hearing “green light,” the group will walk quickly toward the crossing guard.
 - At any point, the crossing guard can yell “red light!” and turn around again to face the group.
 5. **ASK** the first “crossing guard” to begin the game. 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.
 6. **CONGRATULATE** the youth when the activity is over.
 7. **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 B* for other *Action Break* ideas.

1

Lesson 1

Activity C: Focus on Vegetables and Fruits

Time

25 minutes

Activity Overview

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

Activity Objective

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

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

Materials Needed

- ◆ Flipchart paper with easel, markers, masking tape, watch or timer
- ◆ A bandana or similar item to use as a blindfold (you may want to have one additional blindfold as a backup)
- ◆ Paper plates (enough for about half the youth in the group)
- ◆ A variety of individual vegetables and fruits; consider the following when making selections (also see box, *A Few Notes About This Activity*, page 72):
 - Choose foods that appeal to the senses (for example, they smell good or have an interesting texture).
 - Choose an equal number of vegetables and fruits, and bring enough for half the number of youth in the group.
 - Choose well-known vegetables and fruits as well as some that may be less familiar to the youth.
 - Choose vegetables and fruits that reflect the cultures and ethnicities of the youth.
 - Choose different forms (e.g., fresh, frozen, canned, or dried) of vegetables and fruits low in sodium and without solid fats and added sugars.



- ◆ A knife to cut up the vegetables and fruits
- ◆ A piece of cloth or paper large enough to cover the prepared produce
- ◆ Labels that identify each vegetable or fruit and what sense it tests
- ◆ Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- ◆ Napkins
- ◆ *Take Home a New Idea!* sheet (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheet (one copy for each youth)

Facilitator's Preparation

- ◆ Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.
- ◆ Place one vegetable or fruit 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 you are ready to do the activity.
- ◆ Write “Ways to Enjoy Vegetables and Fruits Every Day” across the top of a sheet of flipchart paper. Cover the sheet until ready to use.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

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 and 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 with nutritious foods. 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 young people:

- *Vegetables and fruits*
- *100% whole grains*
- *Calcium-containing foods*

We're also going to talk about the importance of reducing our intake of solid fats and added sugars.

A Note About Calorie Needs for Young People

For information about specific calorie needs of young people at different ages, visit <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html>. Remember, Media-Smart Youth is not about weight control, dieting, or calorie counting. However, this resource provides valuable information about the calories young people need for their bodies to maintain energy balance at different levels of physical activity.

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. **ADD** that they are all also low in solid fats and added sugars. **REMIND** youth that this lesson's *Snack Break* featured vegetables.

5. **ASK** youth:
 - ◆ What are some examples of vegetables and fruits, 100% whole grains, and calcium-containing foods?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Vegetables and fruits: apples, oranges, strawberries, peas, beans, potatoes
 - 100% whole grains: 100% 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 vegetables and fruits, 100% 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.
 - They will help you stay healthy and feel good.
 - Calcium will help make your bones strong.

A Few Notes About This Activity

- Youth will do this activity in pairs. One person in each pair will be the “guesser”; the other person in the pair will be the “tester.” The guesser will wear a blindfold and will guess the identity of a vegetable or fruit by smelling, touching, or tasting the food. If you have an odd number of youth in your group, pair with a youth and become a guesser or tester yourself.
- You will need to buy vegetables and fruits 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 or on the way home.
- All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.
- You can do this activity in lots of different ways. The table below describes individual sensory qualities of specific vegetables and fruits, but you can also test all the sensory qualities of just a single food.
- If it is appropriate for your group, you 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 napkin.
- This activity is intended to reinforce the fact that vegetables and fruits have many wonderful qualities and are appealing and satisfying foods. It is also a good opportunity to increase youth’s awareness of the diversity of vegetables and fruits that different cultures enjoy. Make the activity fast-paced and fun. Encourage all the youth—including those who are observing—to join in by giving hints and answering questions.



A Few Vegetables and Fruits that Appeal to the Senses

Smell	Hearing	Touch
<ul style="list-style-type: none"> ■ Lemon slice ■ Cantaloupe pieces ■ Very ripe tomato ■ Pineapple slices ■ Raw onion ■ Green or red bell pepper ■ Ripe peach ■ Orange segment 	<ul style="list-style-type: none"> ■ Biting on a crunchy apple ■ Peeling a banana ■ Snapping a carrot in half ■ Tearing washed, dark green lettuce leaves ■ Dropping grapes into a bowl ■ Knocking on a ripe watermelon or honeydew melon 	<ul style="list-style-type: none"> ■ Prickly artichoke ■ Bumpy ear of corn ■ Hairy coconut ■ Slippery slice of kiwi ■ Wrinkled raisins ■ Straight and narrow asparagus ■ Tree-like broccoli ■ Smooth nectarine

What other possibilities can you think of?

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 vegetables and fruits. Vegetables and fruits are good for us because they are rich in nutrients and dietary fiber, and most are naturally low in calories. What are some other reasons people like to eat vegetables and fruits?

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 vegetables and fruits (good smells, interesting sounds, and unique textures).

3. **ASK** youth to wash and dry their hands. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

4. **EXPLAIN** the rules of the game:
 - ◆ Youth will form pairs for the activity. One person in each pair will be the “guesser”; the other person in the pair will be the “tester.” The point of the game is for the guesser to correctly identify a particular fruit or vegetable presented by the tester.
 - ◆ Pair #1 will come forward. The guesser will sit at a table; the tester will blindfold the guesser.
 - ◆ The tester will put a plate with a fruit or vegetable in front of the blindfolded guesser.
 - ◆ Depending on the sensory test, the tester will put the guesser’s hands on the item (so the guesser can identify the item based on the way it feels), hold the item up to the guesser’s nose (so the guesser can identify the item based on the way it smells), or do 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 will have 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.

 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.

 6. **ALLOW** youth 10 minutes to play the game. **TELL** youth when time is up. **CONGRATULATE** the youth when they are done.

 7. **LEAD** a brief discussion about the vegetables and fruits 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).
- 
8. **ASK** youth for their suggestions about ways to choose vegetables and fruits in daily eating (see the tips below for more ideas). **WRITE** their ideas on the flipchart paper entitled “Ways to Enjoy Vegetables and Fruits Every Day.”

A Note About This Discussion

Save the flipchart paper with the group’s ideas about ways to choose vegetables and fruits every day. In *Lesson 4*, the youth will create a nutrition page for a social networking site, and some of these ideas may come in handy.

9. **ENCOURAGE** youth to choose deeply colorful vegetables and fruits (such as spinach, broccoli, sweet potatoes, berries, and cantaloupe) because they are especially rich in nutrients important to health. **SHARE** some tips on incorporating vegetables and fruits into daily eating:
- ◆ Add cut-up vegetables (such as baby carrots, red bell peppers, broccoli, or zucchini) or fruit (such as a cut-up apple or some raisins) to a leafy green salad.
 - ◆ 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 vegetable side dish or fruit for dessert.
 - ◆ Have a small glass of 100% fruit juice when you're thirsty.
 - ◆ Keep a bowl of fruit on the kitchen counter or at the front of a shelf in the refrigerator for easy access. (All cut-up vegetables and fruits must be refrigerated. Only whole produce can be kept on the counter.)
 - ◆ Try vegetables on a pizza.
 - ◆ Eat a vegetable wrap sandwich or a bean burrito with washed, dark green lettuce and tomatoes.

For more suggestions, visit: <http://www.fruitsandveggiesmatter.gov/tips/index.html>.

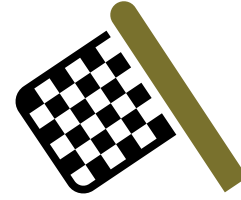
Closing the Activity | 1 minute

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

1


Lesson 1

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
 - ◆ Vegetables and fruits
3. **SAY:**
 *I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.*
4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **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 or text them about:

1. The workshop and what you'll be doing in it
2. The benefits of creating a working agreement when you need to work in a group
3. The many ways that vegetables and fruits appeal to the senses

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

Try it at home with your family and friends.

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

What's In It?

- Fresh or frozen vegetables, such as carrots, cauliflower, broccoli, green and/or red bell peppers, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable
- Several dips, such as lower calorie salad dressing; fat-free or low-fat cottage cheese; part-skim or fat-free ricotta cheese or Greek yogurt; and/or guacamole made from a ripe avocado, ¼ cup of salsa, garlic powder, and lime juice

How To Put It Together:

1. Select some vegetables and place them on a plate.
2. Put a spoonful of each dip on top of the vegetables or next to them for dipping.
3. Try some vegetables and dips that you have not had before.
4. Enjoy!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents* handouts. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 1: What Is Media-Smart Youth?

Here's how to put it into action at home:

He or she:

- Learned about the purpose, topics, and structure of Media-Smart Youth.
- Created a working agreement.
- Explored ways to include vegetables and fruits in daily eating.
- Discussed how to maintain a healthy body by feeding it nutritious foods. That means giving it all the nutrients and other good things it needs to grow and develop while staying within calorie needs. Media-Smart Youth focuses on a few types of foods that health experts agree are really important for youth: vegetables and fruits, whole grains, and calcium-containing foods.

- Learn about Media-Smart Youth by visiting <http://www.nichd.nih.gov/msy>.
- Consider creating a working agreement when your family has a big task to do or a big decision to make.
- Think of vegetables and fruits as an essential element in all meals and snacks.
- Try fruit on top of cereal or in fat-free or low-fat yogurt at breakfast.
- Have a veggie-rich salad at lunch or dinner.
- Try a vegetable sauté at dinner (sauté five or six different kinds of cut-up vegetables in a little olive oil until they are crisp-tender).
- Snack on vegetables and fruits (try cherry tomatoes or grapes!).
- When thinking about vegetables and fruits, whole grains, and calcium-containing foods:
 - Choose them more often.
 - Have them every day.
 - Know that they will help you stay healthy and feel good.
 - Know that calcium will help keep your bones strong.
- Try new vegetables and fruits that you've never tried before. For ideas, visit: <http://www.fruitsandveggiesmatter.gov/tips/index.html>.

Ask your young person to tell you about one or more strategies he or she really liked for eating more vegetables and fruits. Try them at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

2

Lesson 2

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. Youth write a blog 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*.

Lesson 2



Materials Needed

For Activities

- Youth folders
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- Equipment to play and show the Media-Smart Youth 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 a strip of four stickers
- Scissors (one pair)
- A piece of paper or note card
- *Point of View* sheets #1 and #2
- Pencils or pens (one for each youth)
- Video recording device or a mobile device with video capabilities (optional)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

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

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

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 needed depends on the size of your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, on one sheet of flipchart paper, make two columns with the headings: “Type of Media” and “Purpose” at the top.

Type of Media	Purpose

- Write “Purposes of Media” at the top of a piece of flipchart paper, and post it in the front of the room.

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

Snack Break

- Review the snack and prepare ahead as needed.
 - This *Snack Break* contains unsalted nuts. Be sure to identify any young people who have nut allergies, and adapt this snack as needed.

Activity B

- Set up an easel with flipchart paper at the front of the room. Write “Time Spent Using Media” across the top of a blank sheet.
- Post four pieces of flipchart paper around 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 posted a video to the Internet yesterday.
 - I texted my friends yesterday.



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

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *Blog Entry: Point of View* sheets (enough copies so that half the youth get sheet #1 and half get sheet #2).
- If you plan to record the youth as they present their blogs to the group, set up a video recording device or have a mobile device with video capabilities available. 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).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Source: Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

Lesson 2



Activity A: 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

- ◆ Flipchart paper, easel (if available), markers, tape, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth 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 flipchart paper for the group to write on. At each workstation, on one sheet of flipchart paper, make two columns with the headings: “Type of Media” and “Purpose” at the top.
- ◆ Write “Purposes of Media” at the top of a piece of flipchart paper, and post it in the front of the room.
- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

Type of Media	Purpose

Warm-Up | 3 minutes

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 might include:
 - Traditional forms of media, such as newspapers, television shows, music, and books
 - Digital forms of media, such as e-mails, text messages, blogs, and social networking sites

* 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.

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.

Doing the Activity | 25 minutes

Part 1: Brainstorm Media | 10 minutes

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:
 - ◆ Notetaker(s) will write down the group's ideas on a piece of flipchart 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.

* 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.

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 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 flipchart paper. **ASK** them to 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. **TELL** youth when time is up.
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:
 - ◆ Television (TV)
 - ◆ Advertisements or commercials
 - ◆ Infomercials
 - ◆ Public Service Announcements (PSAs)
 - ◆ Movies
 - ◆ Videos
 - ◆ DVDs
 - ◆ Visual arts (paintings, photos, sculptures, etc.)
 - ◆ Newspapers
 - ◆ Books
 - ◆ Books on tape or CD
 - ◆ Magazines
 - ◆ Comic books or graphic novels
 - ◆ Flyers or brochures
 - ◆ Cell phones or mobile devices, including smartphones
 - ◆ Text messages
 - ◆ Internet
 - ◆ Blogs
 - ◆ Social networking sites (such as Facebook® or other popular sites)
 - ◆ Websites
 - ◆ E-mail
 - ◆ Instant messaging (IM)
 - ◆ Video games
 - ◆ Radio
 - ◆ Music
 - ◆ Billboards
 - ◆ Signs on the outside or inside of buses or at bus stops or transit stops
 - ◆ Signs on the sides of trucks and vans
 - ◆ Art contests
 - ◆ Sports sponsorships

- ◆ Food or drink packages (for example, cereal boxes)
- ◆ Mail
- ◆ Theater
- ◆ Dance
- ◆ Performance arts

Part 2: Finding the Purpose | 15 minutes

1. **EXPLAIN** that all media products have a purpose, or a reason they are created. **ASK** youth what the three main purposes of media are.
2. **WRITE** down the groups' ideas about purposes on the flipchart paper entitled "Purposes of Media." **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:
- ◆ **Persuade** (for example, magazine and Internet advertisements)
 - ◆ **Inform** (for example, TV news or blogs)
 - ◆ **Entertain** (for example, movies or video games)

SAY:



To help you remember the purposes of media, use the mnemonic (pronounced "ni-MON-ik") device **PIE** (**P**ersuade, **I**nform, **E**ntertain).

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 in the "Purpose" column. Keep in mind that some types of media may have more than one purpose. You will have 5 minutes to create your purpose lists.

4. **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. **TELL** youth when time is up.



DVD Segment #4: What Are Media?

* A Note About the Purposes of Media

Listen for the three main purposes listed to the left 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.

5. If you choose to use the Media-Smart Youth DVD, **ASK** youth to gather in one large group. **SAY:**



Now we will watch a DVD segment that tells more about media and their purposes.

SHOW Segment #4: *What Are Media?* When the segment is finished, **SKIP** Step #6, and **CONDUCT** *Closing the Activity*.

6. If you choose not to use the DVD, **ASK** youth to gather in one large 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 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.

Closing the Activity | 2 minutes

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!



Lesson 2

Snack Break



Mix It Up!



Time

10 minutes

What's In It?

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

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How To Put It Together


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

- **TELL** youth that trail mix is fun and easy to prepare at home, and that it is a great on-the-go snack.
- **REMINDE** youth that 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. **TELL** youth that they will learn more about whole grains later in the workshop.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

* This *Snack Break* contains unsalted nuts. Be sure to identify any young people who have nut allergies, and adapt this snack as needed.

Lesson 2



Activity B: 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

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ 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 a strip of four stickers
- ◆ Scissors (one pair)
- ◆ A piece of paper or note card

Facilitator’s Preparation

- ◆ Set up an easel with flipchart paper at the front of the room. Write “Time Spent Using Media” across the top of a blank sheet.
- ◆ Post four pieces of flipchart paper around 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 posted a video to the Internet yesterday.
 - I texted my friends yesterday.



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

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Source: Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

Warm-Up | 1 minute

1. **ASK** youth how much time each day, on average, they think young people spend using media, not including any time spent at school. **EXPLAIN** that using media includes activities, such as playing video games, listening to music, reading, going online, using their cell phones, blogging, and watching TV or DVDs.
2. **WRITE** youth's ideas on the sheet of flipchart paper entitled "Time Spent Using Media" 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.

* 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. A main point of this activity is 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 more about the members of their Media-Smart Youth workshop. Moving quickly also will allow you to have more time for a discussion of the results and of the link between media and health.

Part 1: Quick Group Research | 5 minutes

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 provide data about your media use. May I have a volunteer to help hand out the stickers?

2. While you and the volunteer are handing out the stickers, **ASK** youth to think about how they spent their day yesterday. **POINT OUT** the sheets of flipchart paper posted around the room. **EXPLAIN** 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 addressed all 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 means influence.
Reducing the bias in research means reducing the influence you have on each other's answers.
If you talk to others, you may influence their answers.*

* 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.

4. **ALLOW** 2 minutes for youth to do the research activity. **TELL** youth when time is up.
5. **ASK** for four volunteers to count the “data” from this quick research. **HAVE** each volunteer count the number of stickers on one of the flipchart 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 because we were doing a quick research activity.

7. **ASK:**

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

8. **LISTEN** to answers from the youth. **CONGRATULATE** them on their thoughtful responses.

Part 2: Exploring the Connection Between Media and Health | 8 minutes

1. **SAY:**



Let's think about 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. If no one volunteers, **READ** the fact yourself, out loud:

Young people ages 11 to 14 spend an average of 8 hours and 40 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 when I first asked you the question?
- ◆ Why do you think most youth spend more time using media than being physically active?
- ◆ Instead of sitting in front of a screen or using other media for more than 8 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 family or friends
- ◆ Sleep
- ◆ Talk with friends or family
- ◆ Go skateboarding
- ◆ Ride a bike
- ◆ Go on errands with a family member
- ◆ Play at the park with siblings
- ◆ Do household chores
- ◆ Walk the dog

4. **ASK** youth:

- ◆ Is anyone familiar with the term “media multitasking”?

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

- ◆ Media multitasking involves using more than one form of media at the same time. For example, using the Internet while talking on the phone is media multitasking.

SAY:



The statistic that I just shared with you doesn't include times when youth use multiple forms of media at once. Among children 8 to 18 years old, 74 percent use another form of media while using the Internet. When we account for media multitasking, our media consumption shoots up dramatically to a total of nearly 12 hours (11:53) of use in a typical day.

Source: Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

5. **ASK** youth:

- ◆ 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 people like to snack while they use media and do not realize how much they are eating. They often choose foods that are high in solid fats, added sugars, and calories. These foods may taste good and fill them up, but they don't have much nutritional value.
- ◆ Many media advertisements promote foods that are high in solid fats, added sugars, and calories, and that do not have much nutritional value.
- ◆ Many media advertisements aimed at young people (and adults) make foods very tempting, which can lead us 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 sports instead of being active themselves.

Closing the Activity | 1 minute

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



Lesson 2

Action Break



It All Depends on Where You Sit



Time

10 minutes

In this *Action Break*, one group does a wall-sit while the other group observes. Then the two groups switch. This activity may not look difficult to an observer, but those who are doing it know that it's hard work! This activity is an example of how the same situation can be experienced differently, depending on a person's perspective or point of view. Later in this lesson youth will explore the concept of point of view in the media.

Doing the Activity

1. **DIVIDE** the youth into two groups—Group A and Group B.
 - Group A should stand in a row with their backs against an empty wall in the room or in a nearby hallway. The youth should spread out along the wall to allow plenty of room between each person.
 - Group B should stand several feet away from Group A, but close enough to observe.
2. **TELL** Group A that you want them to turn their bodies into imaginary chairs.
 - Have them take one or two steps out in front of them, away from the wall, while still keeping their backs against the wall.
 - Then tell them to slowly slide their backs down the wall until their upper legs are at a 90-degree angle with their backs. Their backs should still be flat against the wall. They can cross their arms over their chests or dangle them at their sides.
 - Group A members should hold this position for as long as they can. If someone moves, he or she is “out.”
3. While Group A members are sitting like chairs, **ASK** Group B members if the activity looks easy or hard. **LISTEN** to their answers, and **ASK** why they feel that way.
4. **NAME** the winner from Group A—the person who “sat” the longest.
5. **ASK** members of Group A if they agree or disagree with Group B's observations about the wall-sit activity. **POINT OUT** that doing an activity can be very different from watching it. **EXPLAIN** that what people think is true about a situation or activity—such as that the wall-sit is not very hard—might change when they try it for themselves. **ADD** that this concept is called “point of view.”
6. **REPEAT** the activity with Group B doing the wall-sit and Group A observing.
7. **ASK** if Group B feels differently about the activity now that they've done it.
8. **CLOSE** the activity by asking youth to keep this activity in mind when thinking about point of view in the next activity.
9. **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 B* for other *Action Break* ideas.

Lesson 2



Activity C: 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 can help them form opinions about what they see and hear. Youth work in small groups to brainstorm and write a blog entry about *daily required physical education in schools*. At the end of the activity, each group reads its blog entry to the full group and both groups have a brief opportunity to share opposing comments. If a digital and/or mobile device with video capabilities is available, you can record the group presentations and post them online for later viewing.

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
- ◆ *Blog Entry: Point of View* sheets #1 and #2
- ◆ Pencils or pens (one for each youth)
- ◆ Video recording device or mobile device with video capabilities (optional)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Photocopy the *Blog Entry: Point of View* sheets (enough copies of each sheet so that half the youth get sheet #1 and half get sheet #2).
- ◆ If you plan to record the youth as they present their blog entries, set up a video recording device or have a mobile device with video capabilities available. 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).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Warm-Up | 5 minutes

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

2. **SAY:**

You have a point of view to share whenever you are the author or sponsor of media.



3. **ASK** youth:

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

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 author's or sponsor's point of view can help you understand the information you see and hear in media.
- People may form different opinions about a topic depending on the points of view they are exposed to in the media.
- Every media product conveys a point of view held by the author or sponsor, so knowing who the author or sponsor is can help you understand the type of information or the purpose of the media product. You may also hear the term "creator," which often refers to someone creating digital media, such as someone who creates his or her own video to post online.

4. Doing the Activity | 17 minutes

1. **SAY:**



A blog is a type of website that includes news or commentary on a particular subject, a description of events, or a space for personal reflection. Blogs can be written by individuals, groups, or organizations. They offer a public space for individuals to share their points of view or talk about their experiences. For example, youth on a field trip who are working to rebuild a community that's been hit by a natural disaster might blog about their experiences and share what they observe and how they are contributing to the community.

A typical blog combines text, images, and links to other blogs, webpages, or other media related to the topic. Visitors to the blog often have the opportunity to leave comments in response to blog entries, which creates an interactive format.

For our next activity, we are going to pretend that our school just passed a policy requiring daily physical education in school. Some students think it's a great idea, but others don't agree with it. I'm going to divide you into two groups. One group is going to write a blog entry that supports daily required physical education in school. The second group will write a blog entry that is against daily physical activity in schools. Both groups will present their entries to the full group, and then each group will have a few minutes to comment on the opposing group's entry, just as blog readers do online.

Group 1 will blog about being in favor of daily required physical education in schools. Group 2 will blog against daily required physical education in schools. The entries should be about three-fourths of a page.

Remember, for the purpose of this activity, you need to create an entry that presents the point of view you are assigned, regardless of whether or not you personally believe this point of view.

2. **DIVIDE** the youth into two groups. **DESIGNATE** one group as Group 1, supporting daily required physical education in schools, and the other group as Group 2, against daily required physical education in schools.
3. **GIVE** both groups the *Blog Entry* sheets. Group 1 should receive *Blog Entry: Point of View #1*; Group 2 should get *Blog Entry: Point of View #2*. **EXPLAIN** that each group will work together to complete its sheet. **ADD** that when the groups are done, the selected presenter(s) will present the blog entries on behalf of their group. **NOTE** that after both entries are presented, youth will have a chance to contribute additional comments.

4. **SHARE** a few facts about physical education in schools to help youth understand the issue. **SUGGEST** that each group save one copy of their *Point of View* sheets to write their final blog and use the other copies to write down these facts to use in their blogs. **SAY:**



Schools are dedicating less and less time to physical activity, and some public schools are even cutting out recess altogether. However, studies show that play time helps youth improve academic skills.

Only 6 percent of junior high schools offer daily physical education.

Participating in physical education five days a week reduces the odds of a teen becoming an overweight adult by 28 percent.

Source: Menschik, D., Ahmed, S., Alexander, M. H., & Blum, R. W. (2008). Adolescent Physical Activities as Predictors of Young Adult Weight. *Archives of Pediatrics & Adolescent Medicine*, 162(1), 29-33.

5. **ASK** each group to select one or more youth for each of these roles:
- ◆ Notetaker(s) will write down the group's ideas on the *Blog Entry: Point of View* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the blog entry or comments when the group is done.
6. **ALLOW** youth 10 minutes to create their blog entries. **TELL** youth when they have 5 minutes and then 1 minute left to finish their writing about their points of view. **TELL** youth when time is up.
7. **WALK** around to both groups while they work to see if group members need any help. **ANSWER** any questions.
8. If you choose to use a video recording device, **ASK** a youth volunteer to record presentations of the blog entries.
9. When time is up, **ASK** the presenter from Group 1 to read the group's blog entry. Then, **ASK** the presenter from Group 2 to read the group's blog entry.
10. **ASK** both groups to share any additional comments about the other group's entry.

11. **DISCUSS** the blog entries and comments 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 specific information, images, or sounds included in any media segment often are determined by the point of view that is represented.
 - If a blog entry or an advertisement includes only one point of view, you may not be getting the whole story.

12. If you recorded the blog entry presentations and have a few extra minutes, **WATCH** the video 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*.

Optional Additional Activity

If you have time and if it seems feasible, invite youth to e-mail the editor of their local school newspaper about their views on daily required physical education in schools. Youth have an important and unique point of view on this issue—encourage them to share it with others.

Closing the Activity | 1 minute

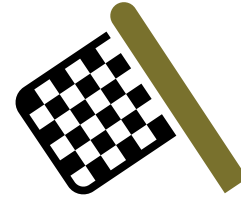
1. **CONGRATULATE** youth on their creativity and insights. **ASK** whether youth have any comments or questions, and **ENCOURAGE** them to find blogs that interest them and to read some entries online.

2. **TELL** notetakers in each group to put the blog entries in their folders.

2


Lesson 2

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
 - ◆ Points of view presented in media
3. **SAY:**
 *I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.*
4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that the next lesson will focus on key questions to ask when using or seeing media.
6. To help you prepare for the next lesson, **ASK** youth to share the names of magazines they read, TV shows they watch, and movies they like. **USE** this information to prepare for *Lesson 3* (see *Facilitator's Preparation, Activity B*, page 107).



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 or text your parents or other family members 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.
3. The next time you use a type of media, try to figure out the author or sponsor’s point of view. Consider whether it changes the way you think about that media product.

Take Home a New Snack: Mix It Up!

Try it at home with your family and friends.

What’s In It?

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

How To Put It Together:

1. Get a sandwich bag.
2. Make your own trail mix by spooning into your bag any combination of ingredients you like.
3. Enjoy!

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

Bonus: The cereal and the granola in the snack mix are whole-grain foods.

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 2: Asking Questions?

He or she:

- Learned about the three main purposes of media—to persuade, inform, and entertain. Knowing the purpose helps us to be more aware of how media are used and how they may affect our choices.
- Explored how every media product conveys a point of view held by the author or sponsor. Knowing who the author or sponsor is can help explain the type of information the sponsor is trying to share with you. You may also hear the term “creator,” which often refers to someone creating digital media (such as someone who creates their own video to post online).
- Learned that young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. When media multitasking is included, media use shoots up dramatically to a total of nearly 12 hours in a typical day. This is more time than young people spend doing anything else except sleeping.

Source: Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

Here's how to put it into action at home:

- With your young person, think critically and identify the purpose of different types of media that are commonly used in your home (such as books, TV shows, the Internet, or cell phones). Keep in mind that many media keep us busy but not necessarily active.
- When you use media, keep an eye out for advertisements and try to identify the author or sponsor of the advertisements.
- Think about the connection between media and health. For example, many media advertisements promote foods that are high in solid fats and added sugars and that do not have much nutritional value.
- Brainstorm ways to keep your family active or to replace some media use, such as going on a family walk instead of watching TV.
- Try to limit the amount of time the people in your home spend using media. You can start with small changes, such as limiting time using media after school or work.

Ask your young person to share the acronym he or she learned to help them identify the purpose of a media product. If needed, provide a hint—the three letters spell out the name of a common dessert.

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

3

Lesson 3

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 the 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*.

Lesson 3



Materials Needed

For Activities

- Youth folders
- 6 Media Questions poster
- Pencils or pens (one for each youth)
- Watch or timer
- Masking tape
- Equipment to play and show a DVD (optional)
- Two print ads from magazines that are popular with the youth
- *Media Detective Notepad* sheets (one copy for each youth)
- DVD with a segment from the group's favorite TV show or movie (optional)
- *Action Hero Creative Brief* 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)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- Sliced peaches (fresh, frozen, or canned in water or 100% juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen dessert (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Ice cream scoop
- Paper bowls, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- None

Facilitator's Preparation

Activity A

- None

Snack Break

- Review the snack and prepare ahead of time as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Post the 6 Media Questions poster in the front of the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- Find and bring in two print ads from magazines that are popular with the youth in the group.
- If using a video, bring in a brief segment of the group's favorite TV show or a DVD of a popular movie. Set up the equipment to play a DVD so you are ready to watch the segment with the group.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *Action Hero Creative Brief* sheet (one copy for each youth).
- Photocopy or adapt the *Lesson 6 Grocery Store Field Trip Permission Form* (one copy for each youth).
- Photocopy the *Take Home A New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media Smart Parents* sheet (one copy for each youth).

A Note About Media Samples

You can select the print ads and video segment for this activity based on the responses you received at the end of *Lesson 2* about the group's favorite magazines, TV shows, and movies.

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" 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 *Lesson 3* has a sample permission form for groups who will go on the field trip. You also will find this form in *Appendix D*. We recommend that you send permission forms home at the end of today's *Lesson 3* to allow enough time for youth to bring them back with a parent's or guardian's signature before the trip takes place.

Lesson 3

3

Activity A: 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

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, company, program, or any creator of media 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 do the same thing, such as youth who like to play soccer.

- ◆ Why do 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 cannot appeal to everyone. Media producers research their target audience to figure out what will attract the audience to their media product. For example, a TV show that is created for young people ages 11 to 13 will have characters that are appealing to this age group and will focus on topics that are important to 11- to 13-year-olds. A website that targets college students will focus on issues that are of most concern to college students and will include photos and other features that attract them.
- By focusing on what matters most to a target audience, media become more appealing and meaningful to that group and are more likely to be successful at achieving their purpose—to persuade, inform, or entertain.

3. **SAY:**



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

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 outside 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 eats pizza
- Everyone who eats vegetables
- Everyone who ate fruit today
- Everyone who listens to music
- Everyone who drinks fat-free milk with lunch
- Everyone who draws or paints
- Everyone who uses a cell phone or mobile device
- Everyone who used the Internet yesterday
- Everyone who watches soccer games
- Everyone who played basketball in the last week
- Everyone who knows how to jump rope
- Everyone who plays video games
- Everyone who has a blog
- Everyone who likes to dance
- Everyone who texted a friend yesterday
- Everyone who uses a social networking site
- Everyone who wears jeans
- Everyone who wears sneakers
- Everyone who walks to school

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 statements apply to them.

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 different characteristics among people, and that media producers may use ethnicity as a way to target audiences. If youth 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.

Closing the Activity | 1 minute

1. **SAY:**



One way media producers create media that appeal to a target audience is by learning about who that group is and what it cares about or is interested in. Then they link the media product to those specific things.

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

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

3

Lesson 3

Snack Break



Just Peachy!



Time

10 minutes

What's In It?

- Sliced peaches (fresh, frozen, or canned in water or 100% juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen dessert (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Ice cream scoop
- Paper bowls, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How To Put It Together


1. **PLACE** peach slices in a bowl using the plastic spoons.
2. **TOP** the slices with one scoop ($\frac{1}{2}$ cup) of fat-free or low-fat frozen yogurt or soy frozen dessert.
3. **SPRINKLE** a spoonful of granola on top.
4. **ENJOY!**
 - While they are enjoying the snack, **SUGGEST** to youth that they invent a short statement telling their friends why they would want to choose this particular snack. **CHALLENGE** youth to come up with a statement that is 10 words or fewer.

- **EXPLAIN** to the youth that they will talk about statements made by media producers or in media products 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 teeth. **TELL** youth that they will learn more about these topics in later lessons.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 3

3

Activity B: 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
- ◆ 6 Media Questions poster
- ◆ Two print ads from magazines that are popular with the youth
- ◆ *Media Detective Notepad* sheets (one copy for each youth)
- ◆ Pencils or pens (one for each youth)
- ◆ Watch or timer
- ◆ Masking tape
- ◆ Equipment to play and show a DVD with a segment from the group's favorite TV show or movie (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 print ads from magazines that are popular with the youth in your group.
- ◆ If using a video, bring in a brief segment of the group's favorite TV show or a DVD of a popular movie. Set up the equipment to play and show the DVD so you are ready to watch the segment with the group.

A Note About Media Samples

You can select the print ads or video segment for this activity based on the responses you received at the end of *Lesson 2* about the group's favorite magazines, TV shows, and movies.

1. **ASK:**

Why is it important to be an active, thoughtful user of media?

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

- ◆ So you can decide for yourself what you think of the ideas that are presented to you in a specific media product.

2. **SAY:**



Creators of media want you to think in a certain way or take a specific action.

This relates back to the main purposes of media, which are to persuade, inform, or entertain. Media that serve to persuade or inform are often selling a product or a specific point of view. Creators of media that entertain want to give you pleasure or fun by using or choosing their media.

To become more active and thoughtful users of media, you can ask yourselves the 6 Media Questions, a set of basic questions for analyzing media. The 6 Media Questions will also help you create media for your Mini-Productions and your Big Production. Let's review the 6 Media Questions together.

3. **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?

4. **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

What do you think about this media product?
Answer the 6 Media Questions to help you decide.

Media Question	What Does It Mean?
1. Who is the author or sponsor?	This question is asking you to identify who wrote, created, or sponsored the media product. A journalist, a script writer, a blog writer, a member of a social networking site, a musician, and a food company are all examples of authors, creators, and sponsors. Knowing the author or sponsor can help you figure out the point of view being presented.
2. What is the purpose?	This question is asking you to identify the reason this media product was created. Remember that PIE helps you figure out the purpose: persuade, inform, or entertain.
3. Who is the audience?	This question is asking you to identify the group you think the media product is meant for, such as children, young people, or parents. In other words, who does the creator or sponsor want to see, use, or hear this media?
4. What is the message?	This question is asking you to identify the main idea, statement, or opinion that this media product is trying to get across. In other words, what is this 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 some of the ingredients, or a news story or blog 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 how the media product grabs your attention and draws you in. The specific techniques used in media—such as color, sound, humor, music, or use of celebrities—are important because they make the media more interesting and attractive. Different techniques work with different audiences.

Part 1: 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 that you will divide them into two small groups and that each group will get a media example.
2. **SAY:**
 *Each group will work together to analyze its media example by answering the questions on the Media Detective Notepad sheet. We will take 5 minutes to analyze the media example. Then each group will take turns presenting its ideas to all of us.*
3. **ASK** for a volunteer to pass out the *Media Detective Notepad* sheets and the youth folders. **TELL** youth that only one person needs to write down the answers for the group. **ADD** that 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.
4. **DIVIDE** youth into two small groups.
5. **GIVE** each group a print ad from a magazine that is popular with the youth in your group.
6. **ASK** each group to select one or more youth for each of these roles:
 - ◆ Notetaker(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.
7. **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. **TELL** youth when time is up.
8. **ASK** each group in turn to present its media example and answers from the *Media Detective Notepad* sheet. **TELL** each group that it will have 2 minutes to present its media example and answers. **CLARIFY** any concepts or questions that youth have difficulty with.

1. **SAY:**



This Mini-Production includes several of the 6 Media Questions you just learned about—purpose, audience, and message—but its focus is on Media Question #2: What is the purpose? One purpose of media is to persuade an audience to act. We're going to focus on the concept of persuading an audience to take a specific action in this activity. In this Mini-Production, you'll practice skills that you can use in your Big Production at the end of the workshop.

2. **ASK** youth:

- ◆ What does action mean?

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

- Action simply means doing a behavior—such as moving your body, going somewhere, buying something, or creating change in your community.
- Examples of actions include dancing, biking, coming to this workshop, buying an apple, reading, doing community service, talking with your friends, and thinking.

3. **ASK** youth:

- ◆ What do you think it means when we say that media promote specific actions?

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

- It means the author of the media wants you to take a certain action when you see or use their media. For example, many websites display banners or pop-up ads to promote products or activities they think users will like. The authors of those ads want users to take a specific action—to click on the banners and learn more about or buy their products. Similarly, advertisers also want TV viewers to take a specific action—to buy their products after seeing the ad.
- To be effective, it is important for media to be clear and exact about the action they want the audience to take. In addition, the action has to be something that the audience cares about. For example, some reality shows invite viewers to take a specific action during the show—they display the show's phone number and Internet address and ask viewers to vote for their favorite contestant during a certain time period. Being clear and exact about how to vote and when to vote is what makes the action specific. If viewers care about who wins the show, they are likely to take the action and vote.

This example is for facilitator reference only. It provides an example for facilitators to practice using the 6 Media Questions to analyze an ad.

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?

The Shelter Pet Project

2. What is the purpose of this ad?

To persuade

3. Who is the audience for this ad?

Prospective pet owners

4. What is the message in this ad?

Adopt a pet from a shelter


5. What information is missing from this ad?

A phone number


6. What techniques are used to attract your attention in this ad?

A cute picture and a humorous slogan

Part 2: Reviewing a Favorite TV Show or Movie | 5 minutes

1. If you are going to show a segment from the group's favorite TV show or movie, go to Step #2. If you choose not to show a clip, go to Step #5.
2. **SAY:**
 *We're going to watch an example of another type of media, and then we'll talk about the 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!*
3. **PLAY** a 1-minute clip from your group's favorite TV show or movie. 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.
4. When you are finished with the discussion, go to **CLOSING THE ACTIVITY**.
5. If you choose not to use a clip of a favorite TV show or movie, **ASK** youth:
 - ◆ What is the difference between the purpose and the message of media?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - Purpose is a general concept. The purpose is the main reason a media product was created, such as to persuade, inform, or entertain. For example, an advertisement is created to persuade, a blog may be created to inform, and a video may be created to entertain.
 - Message is a more specific concept and is unique to each media product. The message is the main idea, statement, or opinion that is being expressed in the media, such as the central idea in an advertisement, the main point of an online article, the main idea in a play, or the statement being made by a painting. All media have a message to convey, no matter what the purpose of that media.

Closing the Activity | 1 minute

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, you will take turns being a director during the Action Break!*

3

Lesson 3

Action Break



The Director Says...



Time

10 minutes

This activity, similar to “Simon Says,” will get the group moving and will give each youth a chance to practice being a director. A director is the person who leads the action in a film, or activity. You, the facilitator, will be the director first. Then youth can have their turn.

Doing the Activity

1. **ASK** all the youth to stand facing you, and to spread out so they are at arm’s length from each other and have room to move easily.
2. **EXPLAIN** the activity:
 - A person playing the director instructs everyone to perform an action by saying, “The director says...” and stating an action. For example, the director could say, “The director says jog in place.” The director then demonstrates that action. The group must imitate the director’s action until the director gives the next action. The director can name up to two actions.
 - The director must give actions that include physical activity. Some suggestions include:
 - Do jumping jacks.
 - Touch your toes, then your head, then your toes, and so on.
 - 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 to the ceiling.
 - Shuffle two steps to the left and then two steps to the right.
- There’s one twist: If the director says only an action, such as “Jump up and down,” and does not begin the 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, if the director doesn’t begin with the words, “The director says,” the group members should not imitate the action. Instead, the members should continue doing the previous action (for example, jogging in place) while the group rotates to another director.
 - Each person takes a turn being the director and may call out up to two actions for the group to do (this number may increase depending on the size of the group and the time available).
3. **BEGIN** the activity as the first director.
 4. **CONGRATULATE** youth when everyone has had a turn and the activity is over.
 5. **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 B* for other *Action Break* ideas.

Lesson 3

3 Activity C: Mini-Production: And...Action!

Time

23 minutes

Activity Overview

Youth brainstorm and create an action hero for a video game.

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 Creative Brief* sheets (one copy for each youth)
- ◆ Fine-point colored markers (enough for each youth to have several to draw with)
- ◆ Masking tape
- ◆ *Grocery Store Field Trip Permission Form* (one copy for each youth)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Photocopy the *Action Hero Creative Brief* sheet (one copy for each youth).
- ◆ Photocopy the *Grocery Store Field Trip Permission Form* (one copy for each youth).
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

4. **SAY:**



One way to persuade an audience to take a specific action is to create a short, catchy phrase that appeals to the audience.

5. **ASK** youth:

- ◆ What is this short phrase called?

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

- Slogan
- ◆ What are some examples of slogans?

LISTEN to ideas from youth.

6. **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.

Doing the Activity | 17 minutes

1. **SAY:**



You are going to create an action hero to star in a new video game. The target audience is young people ages 11 to 13. Your action hero can be any kind of hero you want—you are the creator. The unique feature of your hero is that he or she has special powers to promote a specific healthy action related to 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 action and slogan, you will draw a sketch of your action hero. Consider these ideas:

- *Broccoli Boy likes to eat lots of green vegetables to help him stay healthy and strong so he can encourage kids to recycle and keep their communities clean. His slogan is: "Go green! Eat broccoli today!"*
- *Basketball Girl likes to play basketball every day. Playing basketball helps her feel energized and makes her legs strong so she can run fast and quickly fix all the playgrounds in the neighborhood. 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 youth folders, the *Action Hero Creative Brief* sheets, and markers to each youth.
3. **EXPLAIN** that a creative brief is a short document made at the beginning of a project to define the project and provide directions for how the work and creative elements should be done. A creative brief typically describes the purpose of the media project and the intended target audience. For the sake of time, we've already decided the purpose and target audience for your video game action heroes.

4. **SAY:**



The first part of the creative brief is to choose a name for your action hero, the nutrition or physical activity action that your hero will promote, and a slogan for this activity. Be sure to choose a name that reflects your action hero's unique skills and the specific action your hero promotes. After you make these decisions, draw a sketch of your action hero.

5. **ASK** youth to work individually or in pairs to create an action hero. **TELL** youth they have 10 minutes to create their action hero. **TELL** youth when they have 5 minutes and then 1 minute left to finish their action heroes. **TELL** youth when time is up. If they finish early, they can use the back of the page to outline a story about their action hero.
6. **ASK** youth to post their action heroes on the wall when they are done, or when 10 minutes is up, so the rest of the group can view them.
7. **DISCUSS** the following issues 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?

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 for this action.

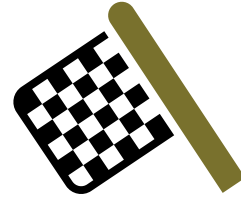
Closing the Activity | 1 minute

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.

3

Lesson 3

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. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.

5. If you are planning on taking the youth to a grocery store for Lesson 6, **SAY:**



We're going to do something special in Lesson 6. We're going to a grocery store so you can apply the nutrition skills you learn in Media-Smart Youth. I have a permission slip for you to take home. You will not be able to go on the trip if you don't have a signed permission form. Please ask your parent or guardian to fill it out and sign it. Bring it to the next lesson.

6. **HAND OUT** the *Grocery Store Field Trip Permission Form*.

7. **TELL** youth that the next lesson will focus on nutrition.

Lesson 3, Activity B

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 might 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. What is the purpose?

3. Who is the target audience?

4. What is the message?

5. What information is missing?

6. What techniques are used to attract your attention?

Action Hero Creative Brief

My name (the creator) 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 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 should obtain parent/guardian permission before taking any youth out of the workshop location. If so, this sample permission form may be helpful to you. Please adapt it as needed.

Grocery Store Field Trip Permission 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 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:

YOUR ORGANIZATION'S NAME

- Review the wide variety of 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 AND ADDRESS OF GROCERY STORE

When: _____
DATE AND TIME OF FIELD TRIP

Transportation: _____
HOW YOUTH WILL GET TO THE STORE AND BACK

If you can help out as a driver or chaperone, we would be very happy to have you 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 _____ may participate in the grocery store field trip.
NAME OF YOUTH
- No, my child _____ may not participate in the grocery store field trip.
NAME OF YOUTH
- I can help chaperone the field trip.
- I can drive to 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 or 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 the target audience and message.
2. Tell or text your parent or other family member about the target audience and message of that media. Ask them to identify the target audience and the message the next time they use media, too. If they need help, explain these terms to them.

Take Home a New Snack: Just Peachy

Try it at home with your family and friends.

What's In It?

- Sliced peaches (fresh, frozen, or canned in water or 100% juice)
- Fat-free or low-fat frozen yogurt or soy frozen dessert
- Low-fat granola

How To Put It Together:

1. Place 6 to 8 peach slices in a bowl.
2. Top them with one scoop ($\frac{1}{2}$ cup) of fat-free or low-fat frozen yogurt, or frozen soy dessert.
3. Sprinkle a spoonful of granola on top.
4. Enjoy!

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 that is important for strong bones and teeth.

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 3: Asking Questions?

He or she:

- Discussed how to analyze media using the 6 Media Questions. Using this set of simple questions helps us think critically about media and better understand what is being communicated.
- Learned that media producers typically create media with a specific target audience in mind. A target audience is a specific group of people that a creator of media is trying to reach. Members of a target audience usually have something in common, such as their age, gender, or interests.
- Explored many reasons that media products are targeted to specific audiences. One media product cannot appeal to everyone. Media producers research their target audience to figure out what will attract that group to their media product. By focusing on what matters most to a target audience, producers can create media that are more appealing and meaningful to the audience and are more likely to be successful.

Here's how to put it into action at home:

- Use the 6 Media Questions to help you become a more active and thoughtful user of media.

The 6 Media Questions:

1. Who is the author or sponsor?
2. What is the purpose?
3. Who is the intended audience?
4. What is the message?
5. What information is missing?
6. What techniques are used to attract your attention?

The next time your young person uses media, such as watching a favorite TV show or reading an interesting article online, ask him or her to answer the 6 Media Questions about that show or article.

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

4

Lesson 4

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 daily eating. Youth also talk about the importance of choosing foods that are low in solid fats and added sugars, and work in groups to identify ways to reduce them in food choices. For the *Mini-Production*, youth create a mock nutrition page for a social networking site to encourage young people to choose vegetables and fruits, whole-grain foods, or foods that are low in solid fats and added sugars.

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 solid fats.
- ◆ Name two foods that are high in added sugars.
- ◆ Explain why reducing intake of solid fats and added sugars is important for good health.
- ◆ List three ways to reduce solid fats and added sugars in daily eating and drinking.
- ◆ Create food-related health messages for an audience of young people.

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*.

Lesson 4

Lesson Activities

- ◆ **Activity A: Hurray for Whole Grains!** (25 minutes)
- ◆ **Snack Break: Fruit and Krunch Kebabs** (10 minutes)
- ◆ **Activity B: Cutting Back on Solid Fats and Added Sugars** (23 minutes)
- ◆ **Action Break: A Cool Wind Blows** (10 minutes)
- ◆ **Activity C: Mini-Production: Creating a Nutrition Page for a Social Networking Site** (20 minutes)
- ◆ **Finishing Up the Lesson** (2 minutes)

Materials Needed

For Activities

- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Picture of a whole grain with the parts labeled (see page 160)
- Empty packages of several whole-grain and refined-grain foods, such as:
 - Whole-wheat and white bread
 - Brown and white rice
 - Whole-grain breakfast cereal (such as a whole-wheat flake cereal), and refined-grain breakfast cereal (such as a sweetened rice- or corn-based cereal)
- Prepared signs listing nutrients and other components of whole grains (see Facilitator's Preparation notes on the next page)
- Flipchart paper entitled “Ways to Enjoy Vegetables and Fruits Every

Day” on which the youth wrote their ideas in *Lesson 1, Activity C*

- Sheets of flipchart paper entitled “Ways to Enjoy Whole Grains Every Day” and “Strategies to Reduce Solid Fats and Added Sugars” (*Activities A and B* in this lesson)
- Two or three pieces of blank 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 copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- Crunchy whole-grain breakfast cereal (such as an unfrosted whole-wheat flake cereal or a whole-wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit-flavored)
- Fruit, such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks (fresh, frozen, or canned in water or 100% juice)
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- None

Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Make an enlarged photocopy of the picture of a whole grain with parts labeled (see page 160). Make the photocopy big enough to be easily seen by youth. Post the picture on a wall.
- On 8½" x 11" sheets of paper, make signs listing nutrients and other components of a whole grain, as shown on the next page. Make two additional signs—one for “IRON” and one for “B VITAMINS”—in red pen or marker. Each youth will hold a sign during the whole-grain demonstration. (Note: the whole grain has eight parts, so you will have a minimum of 10 signs). 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).

Snack Break

- Review the snack and prepare ahead as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

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 number of youth in your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, take one sheet of flipchart paper and write “Strategies to Reduce Solid Fats and Added Sugars” across the top.

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #5: Eat It Up!* This segment features young people in real-life situations faced with snack choices.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Set up two or three workstations in different areas of the room where the youth can work in small groups. Each workstation should have one piece of poster board, markers and pens, and decorative supplies. Make sure that the sheets of flipchart paper with food choice strategies are posted somewhere in the room and are easily visible to youth.
- Post the flipchart paper the youth used for their ideas in *Lesson 1, Activity C*, about ways to choose vegetables and fruits more often in their daily eating, somewhere in the room.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Lesson 4

4

Activity A: 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 refined, enriched grain. The activity ends with a quick discussion about ways to enjoy whole-grain foods in daily eating.

Activity Objective

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

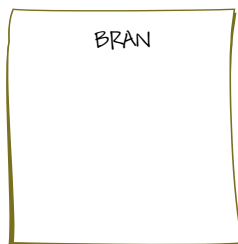
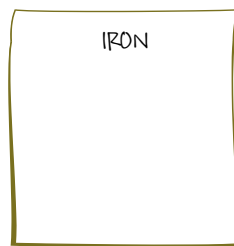
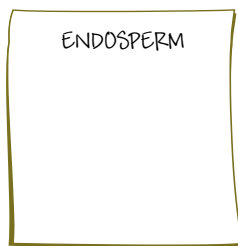
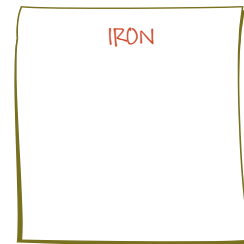
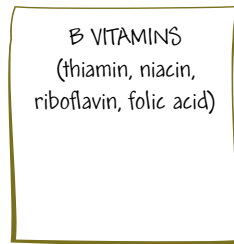
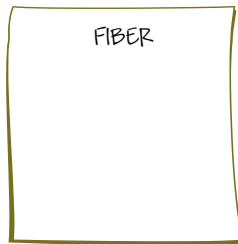
- ◆ Name two benefits of a diet rich in whole-grain foods.
- ◆ List at least three types of whole-grain foods.
- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label.
- ◆ Name three ways to include whole-grain foods more often in daily eating.

Materials Needed

- ◆ 6 Media Questions poster
- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Picture of a whole grain with the parts labeled (see page 160)
- ◆ Empty packages of several whole-grain and refined-grain foods, such as whole-wheat and white bread, brown and white rice, whole-grain breakfast cereal (such as a whole-wheat flake cereal), and refined-grain breakfast cereal (such as a sweetened, rice- or corn-based cereal)
- ◆ Prepared signs listing nutrients and other components of whole grains (see the next page)

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Make an enlarged photocopy of the picture of a whole grain with parts labeled (see page 160). Make the photocopy big enough to be easily seen by youth. Post the picture on a wall of the room.
- ◆ On 8½" x 11" sheets of paper, make signs listing nutrients and other components of a whole grain, as shown below. Make two additional signs—one for “IRON” and one for “B VITAMINS”—in red pen or marker. Each youth will hold a sign during the whole-grain demonstration. (Note: the whole grain has eight parts, so you will have a minimum of 10 signs). 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).
- ◆ Write “Ways to Enjoy Whole Grains Every Day” across the top of a sheet of flipchart paper.



1. **WELCOME** youth back. **SAY:**



In this activity we're going to go back to the subject of nutrition. We're going to talk about whole grains and foods made with whole grains.

2. **TELL** youth they are going to do a quick brainstorm. **ASK** them to name as many grains and foods made from grain as they can. To get them started, **PROVIDE** an example or two from the list below. **WRITE DOWN** all their responses on flipchart paper.

Grains	
■ Amaranth	■ Rice
■ Barley	■ Rye
■ Buckwheat	■ Sorghum
■ Corn	■ Spelt
■ Millet	■ Triticale
■ Oats	■ Wheat
■ Quinoa	■ Wild rice

Foods Made From Grains		
■ Bagels	■ Grits	■ Pizza crust
■ Breads	■ Hominy	■ Polenta
■ Breakfast cereal	■ Injera (Ethiopian flat bread)	■ Popcorn
■ Bulgur	■ Matzoh	■ Pretzels
■ Cake	■ Muffins	■ Rice cakes
■ Cookies	■ Naan (Indian flat bread)	■ Rice pilaf
■ Corn bread	■ Oatmeal	■ Rolls and buns
■ Corn chips	■ Pancakes	■ Taco shells
■ Couscous	■ Pasta (noodles, spaghetti, macaroni, etc.)	■ Tortillas
■ Crackers	■ Pie crust	■ Waffles
■ English muffins	■ Pita bread	

3. **CONGRATULATE** youth on all their ideas. **SAY:**



For thousands of years, people all over the world have eaten grains, like rice and corn, and foods made from grains, like bread. Grains are an important part of a nutritious diet because, in their plain forms like bread, oatmeal, or pasta, they are relatively low in calories and some grains are high in fiber and other important nutrients.

4. **EXPLAIN** that there are two main types of grain: whole grain and refined grain. **SHOW** youth the picture of a whole grain that is posted on the wall. **NOTE** that a whole grain contains all the parts of the grain—the bran, endosperm, and germ. Using the picture, **EXPLAIN** the parts of the grain, and **POINT OUT** that each of these parts contains nutrients that are important in helping young people grow and develop in a healthy way. **SAY:**



The outer shell of the grain is called the bran. It contains fiber, B vitamins, and trace minerals. Inside this shell is the endosperm, which is made up of carbohydrates and protein. Within the endosperm is the germ, which contains antioxidants, vitamin E, and B vitamins.

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, moistened, and crushed between heavy rollers. This removes most of the bran and some of the germ, leaving only the endosperm. The endosperm particles of wheat are ground some more and sifted to make fine-textured white flour.

ADD that removing the bran and the germ also removes the nutrients, such as iron and vitamins, fiber, and other compounds from the grain. After they are refined, some grains are enriched, a process that adds back the iron and some of the B vitamins, but not the fiber or certain other nutrients.

* A Note About What Happens to the Bran and the Germ

The youth may wonder what happens to the bran and the germ once they are removed during the refining process. You can tell them that these particles are gathered together and sold as feed for livestock.

6. **SAY:**



In the United States, most of the grain-containing foods that people eat are made of refined and enriched grains, rather than whole grains. At least half of our recommended total grain intake each day should be whole grains, according to the Dietary Guidelines for Americans, 2010. We should aim to replace many of the refined-grain foods we eat with whole-grain foods. And when we do eat refined grains, they should be enriched with vitamins and minerals.

7. **ASK** youth:

- ◆ Why do you think that health experts encourage us to eat whole grains and foods made from whole grains instead of refined grains?

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

- Whole grains and foods made from them contain the bran, germ, and endosperm so you get all of the nutrients that the grain has to offer.
- Eating whole-grain foods can help keep us healthy.

8. **SAY:**



Whole-grain foods often have more fiber than refined or refined, enriched grains. Let's focus on fiber for a moment. 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 comes from plant foods, such as vegetables, fruits, whole grains, nuts, beans and peas, and seeds. It is not found in animal foods, such as milk, eggs, meat, poultry, or seafood.

The amount of fiber in foods varies a lot. A few foods, like beans and peas, are very high in fiber. Some foods, like whole grains and brown rice, have just a little fiber. Most fiber-containing foods, such as whole-wheat flour, oatmeal, and most vegetables and fruits, fall somewhere in between. We can increase the fiber content of our diet by consuming a variety of fiber-rich foods as part of meals and snacks. The fiber we eat in whole fruits, vegetables, beans and peas, and whole-grain breads, cereals, popcorn, and other foods adds up! Eating fiber-containing foods may help lower the risks of heart disease, diabetes, and obesity.

* A Note About Terminology

You may need to define “beans and peas.” These are different from green beans and green peas. Beans and peas include black beans, pinto beans, navy beans, lentils, and split peas. You can buy them uncooked in plastic bags or cooked and ready-to-eat in cans. Beans and peas are also called legumes.

Part 1: Using the Package To Find Whole Grains | 8 minutes

1. **ASK** youth: How do you know if you're eating a whole-grain food?

2. **SAY:**



One important way to know if a food is made from whole grains is to look at the ingredient list, which is often on the back or side of a package. The ingredient list tells you exactly what is in a food item and lists items by weight. 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 one type of cracker is: whole wheat, soybean and/or palm oil, salt. This means that the whole wheat weighs the most, followed by oil, and the salt weighs the least.

We're going to use the food package right now to understand a little more about whole grains.

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

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

◆ *Clues for foods made only from whole grains:*

- “Whole” or “whole grain” is listed before the grain ingredient’s name. Examples include whole wheat, whole rye, and whole oats. Other whole-grain foods are brown rice, wild rice, bulgur, graham flour, and oatmeal.¹⁰
- All grains included are whole grains and no refined grains are included in the ingredient list.
- The package may say “100% whole grain” or “100% whole wheat.”
- Many whole-grain foods have 3 grams or more of fiber per serving.

◆ *Clues for foods made only from refined, enriched grains:*

- Words like “wheat flour,” “enriched flour,” or “degerminated cornmeal” are in the ingredient list.
- Many foods made only from refined, enriched grains have 1 gram of fiber or less per serving.
- The ingredient list includes vitamins and minerals, such as thiamin, riboflavin, and iron, which are added back after the grain is refined.

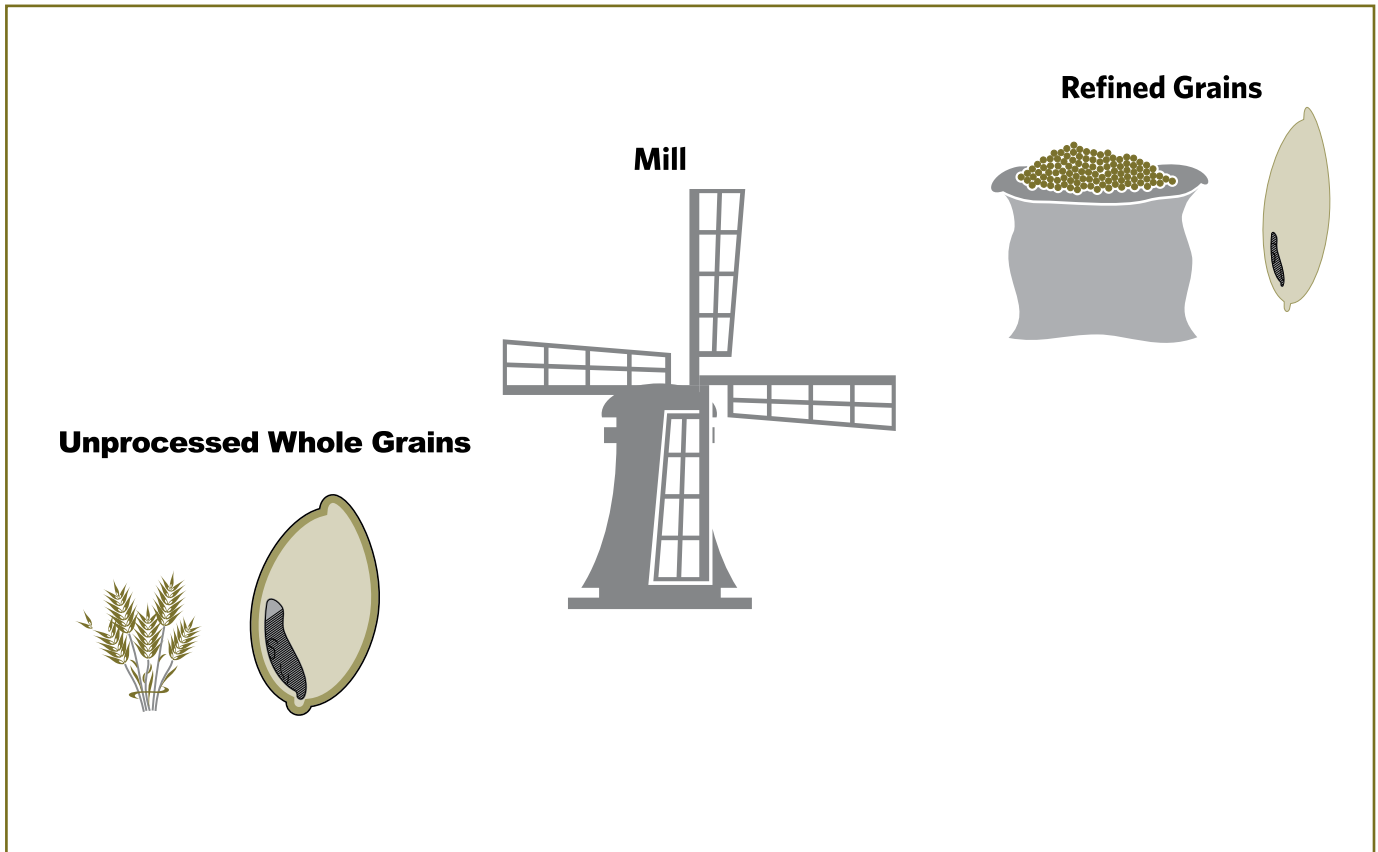
¹⁰ U.S. Department of Agriculture. (no date). *What Foods Are In the Grains Group?* ChooseMyPlate.gov. Retrieved July 15, 2012, from <http://www.choosemyplate.gov/food-groups/grains.html>.

4. **TELL** youth about other clues to look 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.
 - ◆ Many breads, crackers, and cereals are made from both whole grains and refined grains, and the amount of whole grains compared to refined grains can vary. These foods are not 100% whole-grain foods because they contain both types of grains. Eating foods made from both whole and refined grains is one way to increase the whole grains we eat, especially if most of the grains in the food are whole grains.
 - ◆ Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not 100% whole-grain foods. They are refined, enriched grain products that may have some whole grains added. These terms tell you how the grain was processed (“stone ground”) or what kind of grains the food is made from (“100% wheat” or “multi-grain”).
 - ◆ 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 fat, and cholesterol may help reduce the risk of heart disease and certain cancers.” This can mean that the product is made with some whole grains, but it may not be a 100% whole-grain food.
 - ◆ The phrases “Made with whole grains” or “Whole grains guaranteed,” often found on cereal boxes, do not always mean that the product is a healthy, fiber-rich food. Even though the cereal could be made from a whole grain, it could be a low-fiber grain, like corn or rice. These cereals also can be high in added sugars.
5. **ASK** youth to look at the Nutrition Facts labels. **ASK** them to find “Fiber” on the label. If they need help finding fiber on the Nutrition Facts label, look at the table on page 208 in *Lesson 6* to help guide them. **ASK** 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* (page 193).

A Note About Reading the Nutrition Facts Label

The U.S. Food and Drug Administration website offers great information about the Nutrition Facts label and how to use it to make food choices. Go to: <http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>. Another good source of information about ingredient lists and the Nutrition Facts label is Appendix 4 of the *Dietary Guidelines for Americans, 2010*. Go to: <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/Appendices.pdf>.

Part 2: At the Grain Mill | 11 minutes



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. The whole group will gather at one end of the room and move to the other end of the room while pretending we're a grain going through the milling process. We'll do it twice—the first time, we'll become whole-grain flour. The second time, we'll become refined, enriched flour. This activity will help you understand the difference between whole grains and refined, enriched grains, and why you should choose whole-grain foods more often.

* A Note About This Activity

The intent of forming a tight cluster is that the youth understand that they are working together as one unit—as a seed packed full of elements. If the youth prefer some space in their cluster, that works, too.



- HAND OUT** the signs labeled with the parts of the whole grain. 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.” (Note: The whole grain has eight parts, but if there are more signs than youth, some can hold two signs. The person holding the “ENDOSPERM” sign should hold only that sign.) **ASK** all the youth to stand in a tight cluster together at one end of the space. **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. **EXPLAIN** that, together, they are a whole grain, ready to be made into flour for whole-grain bread, pasta, cereal, or other whole-grain products.
- TELL** youth that the milling process has begun. **ASK** the group to slowly shuffle toward the other end of the room. **REMINDE** 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! **EXPLAIN** that they now whole-grain flour, ready to be made into whole-grain bread, pasta, cereal, or other whole-grain products.
- 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 refined, enriched flour.
- ASK** all the youth but two—the one holding the red “IRON” sign and the one holding the red “B VITAMINS” sign—to stand in a tight cluster together at one end of the room. **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. **EXPLAIN** that, together, they are a whole grain. **TELL** the two youth who are holding the red signs to stand about two-thirds of the way down the space. **EXPLAIN** that they are the nutrients added back during the enrichment process.
- TELL** youth that the milling process has begun. **ASK** the group to begin to shuffle toward the other end of the room. **REMINDE** 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.
- ASK** the youth holding the “BRAN,” “GERM,” “FIBER,” “B VITAMINS,” “IRON,” “ANTIOXIDANTS,” and “VITAMIN E” signs to leave the cluster and stand to the side. **TELL** the one person remaining in the cluster (“ENDOSPERM”) to continue on toward the other end of the room. When that youth reaches the two youth holding the red “B VITAMINS” and “IRON” signs, **TELL** him or her to stop.

8. **ASK** the youth holding the red “B VITAMINS” and “IRON” signs to join the person holding the endosperm sign 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! **EXPLAIN** that they are now refined, enriched flour 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 original whole grain.
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 the youth’s heritages. 
12. **ASK** youth for their suggestions about ways to choose whole-grain foods in daily eating. **FOCUS** on good times, places, and occasions to eat these foods. **USE** the chart below and on the next page as a guide to help youth as needed. **WRITE** their ideas on the flipchart paper entitled “Ways to Enjoy Whole Grains Every Day.” **KEEP** these sheets for the next activity.

Tips on Eating More Whole-Grain Foods	
CHOOSE WHOLE-GRAIN FOODS INSTEAD OF REFINED-GRAIN FOODS	
<i>Choose</i>	<i>Instead of</i>
<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 or bulgur 	<ul style="list-style-type: none"> ■ White rice
<ul style="list-style-type: none"> ■ Unfrosted whole-wheat flake or shredded wheat breakfast cereal ■ Oat-based breakfast cereal from whole grains ■ Oatmeal ■ Hot whole-wheat cereal 	<ul style="list-style-type: none"> ■ Corn- or rice-based breakfast cereal that is not whole grain ■ Grits

Tips on Eating More Whole-Grain Foods

TRY WHOLE-GRAIN FOODS YOU'VE NEVER TRIED BEFORE

- Bulgur (cracked wheat that tastes a little like rice and has a nutty flavor)
- Barley (a cereal grain that has a nutty flavor and a chewy, pasta-like consistency)
- Whole-wheat couscous
- Wild rice
- Quinoa (pronounced “KEEN-wah”)

EAT WHOLE-GRAIN FOODS MORE OFTEN

Enjoy at Breakfast

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

Enjoy at Lunch

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

Enjoy at Dinner

- Whole-wheat spaghetti with tomato sauce
- Cooked bulgur as a side dish with chicken or fish

Enjoy for Snacks

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

PUT THESE TIPS INTO ACTION!

- Talk to your parents about choosing whole grains and whole-grain foods when they grocery shop.
- Pay attention to restaurant menus and ask for whole-grain items if they are available.
- Get a group of friends together and petition your school cafeteria to include whole-grain items on the menu.
- When you're choosing a snack, consider whole-grain options, like air-popped popcorn, whole-grain crackers or breads, or whole-grain breakfast cereal to sprinkle on fat-free or low-fat yogurt.
- ADD YOUR IDEAS HERE!

Closing the Activity | 1 minute

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

4

Lesson 4

Snack Break



Fruit and Krunch Kebabs



Time

10 minutes

What's In It?

- Crunchy whole-grain breakfast cereal (such as unfrosted whole-wheat flake cereal or whole-wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit-flavored)
- Fruit, such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks (fresh, frozen, or canned in water or 100% juice)

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How to Put It Together


1. **SPOON** yogurt into bowls.
2. **POUR** cereal onto plates.
3. **TELL** youth to stick a toothpick in a piece of fruit.
4. **HAVE** them dip the fruit that's on the toothpick into the yogurt.
5. **TELL** youth to roll the yogurt-covered fruit in the cereal to coat it.
6. **ENJOY!**

- **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.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* for other snack ideas, including easy-preparation, no-refrigeration-needed options.

A ¼ cup measure will help portion out all these calorie-dense ingredients. When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Lesson 4

4

Activity B: Cutting Back on Solid Fats and Added Sugars

Time

23 minutes

Activity Overview

In this activity, youth talk about the importance of cutting back on foods that are high in solid fats and added sugars. Youth discuss some major sources of solid fats and added sugars and work in groups to identify ways to reduce them when choosing foods and drinks.

Activity Objective

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

- ◆ Name two foods that are high in solid fats.
- ◆ Name two foods that are high in added sugars.
- ◆ Explain why reducing intake of solid fats and added sugars is important for good health.
- ◆ List three ways to reduce solid fats and added sugars in daily eating and drinking.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth 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 and workstations needed depends on the number of youth in your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, take one sheet of flipchart paper and write “Strategies to Reduce Solid Fats and Added Sugars” across the top.

Strategies to Reduce
Solid Fats and
Added Sugars

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the DVD player so it is ready to play Segment #5: *Eat It Up!* This segment features young people in real-life situations faced with snack choices.

Warm-Up | 9 minutes

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 solid fats and added sugars and why they aren't so good for our bodies.

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 sugar in food items when you make food choices?
- ◆ Why is it important for young people to be aware of how much fat and sugar they eat?

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

- Young people need nutrients to help their bodies grow. Many foods that are high in solid fats or added sugars can fill us up and provide lots of calories without offering important nutrients. It's important to make sure that our food choices satisfy our hunger cravings while also giving our bodies the nutrients they need.
- The way you eat now has an impact on your future health. When you're young, eating foods that are rich in nutrients and low in solid fats and added sugars helps you build good eating habits and keeps your body healthy as you grow older. Over time, diets that are high in solid fats and added sugars, high in calories, and low in fiber can lead to health problems, such as heart disease, diabetes, and obesity.

3. **SAY:**



Let's talk about fat first. There are two main types of fat:

- *Solids—fats that are solid at room temperature. They are found mostly in animal foods, including the fat in meat and poultry, and in full-fat dairy products like whole milk and cheese, and other foods such as butter, cream, and ice cream. Most solid fats are saturated.*
- *Liquids—fats that are liquid at room temperature. They come from the oils in plant foods, like corn, olives, peanuts, soybeans, and sunflowers, and from seafood. They are unsaturated fats.*

Solid fats and liquid oils provide the same number of calories per gram. However, oils are generally better for your health than solid fats because they contain less saturated fats and/or trans fats and provide important nutrients like vitamin E. Saturated and trans fats affect the risk for heart problems, obesity, and other problems as we get older.

Follow these recommendations when choosing foods to eat and how you prepare them:

- ◆ *Make major sources of solid or saturated fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not everyday foods.*
- ◆ *Choose lean cuts of meats or poultry and fat-free or low-fat milk, yogurt, and cheese.*
- ◆ *Switch from solid fats to oils when preparing food.*

4. **TELL** youth they are going to do a quick brainstorm. **ASK** them to name as many foods as possible that they think are high in solid fats. **REMINDE** them to think about the two different kinds of fat (liquid oils and solid fats) and the two ways that fats are found in food (naturally and added during processing). **WRITE** their ideas on flipchart paper. **USE** the list below to help them.

Some Foods High in Solid Fats

- ◆ Many desserts and baked goods, such as cakes, cookies, doughnuts, pastries, and croissants
- ◆ Many cheeses and foods containing cheese, such as pizza
- ◆ Sausages, hot dogs, bacon, and ribs
- ◆ Ice cream and other dairy desserts
- ◆ French fries, if fried in a solid fat or hydrogenated oil
- ◆ Regular ground beef and cuts of meat with marbling or visible fat
- ◆ Fried chicken and other chicken dishes with the skin

A Note About Food Cultures



We have provided examples of foods high in solid fats and added sugars to help guide this discussion. If appropriate, encourage youth to mention foods high in solid fats and added sugars from their own cultures throughout this discussion.

5. **SAY:**



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

- Naturally occurring sugars, such as the sugars found naturally in fruit and milk
- Added sugars, such as sugars and syrups that are added to foods during processing or preparation

6. **SAY:**



Even though 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 sugars. 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 sugars and contain no other nutrients.

7. **TELL** youth they are going to do another quick brainstorm. **ASK** them to name as many foods as possible that are high in added sugars. **WRITE** their ideas on flipchart paper. **USE** the list below to help them, if necessary.

Examples of Foods That Are High in Added Sugars

- | | | |
|----------------|--------------------------------------|--------------------------|
| ◆ Regular soda | ◆ Fruit drinks (such as fruit punch) | ◆ Sweet rolls |
| ◆ Candy | ◆ Sports drinks | ◆ Danish |
| ◆ Cakes | ◆ Ice cream | ◆ Doughnuts |
| ◆ Cookies | ◆ Sweetened yogurt and yogurt drinks | ◆ Granola bars |
| ◆ Pies | | ◆ Some breakfast cereals |

8. **CONGRATULATE** youth on their ideas. **SAY:**



Health experts often talk about solid fats and added sugars together. Why do you think they do that?

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

- Solid fats and added sugars are found together in many foods (such as cookies or ice cream).
- We should cut back on solid fats as well as added sugars.

9. **SAY:**



As you can see from your lists, many favorite foods and drinks are high in solid fats, added sugars—or both. That’s important to remember because solid fats and added sugars add calories to the diet but they don’t provide any other nutrients. Cutting back on solid fats and added sugars gives you room in your daily eating to enjoy foods and drinks that do provide nutrients and fiber. Cutting back may seem hard to do at first, but there are a few ways to do it.

Doing the Activity | 13 minutes

1. **TELL** youth they are going to play a game in which they brainstorm ideas for reducing intake of solid fats and added sugars in their diets.

ASK youth:

- ◆ What are three important ways to reduce solid fats and added sugars in your diet?

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


- Choose alternatives that are low in solid fats and added sugars and that provide nutrients.
- Choose small amounts of foods that are high in solid fats and added sugars.
- Choose foods that are high in solid fats and added sugars less often.

2. **TELL** youth that their ideas should build on these three approaches.

3. **DIVIDE** the youth into two or three small groups, and **PUT** each group at a workstation that is set up with flipchart paper and markers.

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

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

 **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.

5. **ASK** youth to work in their small groups and brainstorm as many strategies as possible for reducing solid fats and added sugars in their diets. **TELL** youth they will have 5 minutes to brainstorm as many ideas as possible. **ENCOURAGE** them to think about their own lives, what they eat, and what strategies would work for them in their daily lives.

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. **TELL** youth when time is up. If necessary, **GUIDE** youth to examples, such as these:
 - ◆ Have a plain breakfast cereal instead of a frosted breakfast cereal (added sugar: alternative).
 - ◆ Choose fat-free or low-fat milk or water most of the time instead of regular soda (added sugar: less often and alternative).
 - ◆ Have plain, broiled chicken instead of chicken nuggets (solid fats: alternative).
 - ◆ Choose a small order of fries instead of a large order (solid fats: small amounts).
 - ◆ Make cookies a “sometimes treat” instead of a regular snack (solid fats and added sugar: less often).
 - ◆ Snack on a piece of fruit instead of a granola bar (solid fats and added sugars: alternative).
 - ◆ Split an ice cream sandwich with a friend instead of eating it all yourself (solid fats and added sugars: small amounts).

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 there are many different ways to reduce solid fats and added sugars in our diets. Some ways may work better for some people than others.



DVD Segment #5: *Eat It Up!*

9. If you choose to use the Media-Smart Youth DVD, **SAY:**



Now we’re going to watch a video segment that shows young people in real-life situations faced with making some choices about snacks. You may even see some of the great strategies you came up with!

SHOW Segment #5: *Eat It Up!* When the DVD segment is finished, **SKIP** to Step #11.

10. If you choose not to use the DVD, **SAY:**



It's important to choose foods and drinks that are low in solid fats and added sugars so that your bodies can get all the nutrients they need to grow now, and to help prevent health problems in the future.

11. **ASK** the youth as a full group:

- ◆ Which of the approaches for reducing solid fats and added sugars did you like best?
- ◆ Which ideas do you think you'd be most likely to try?

Closing the Activity | 1 minute

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



A Note About Substitute Sweeteners and Milk

During your discussion about added sugars, you may get questions about foods or drinks made with noncaloric sweeteners. Youth may want to know whether they are an acceptable substitute for similar products made with added sugars. Diet soda is an obvious example. Remind youth that they should focus on foods and drinks that provide nutrients and that fit within their calorie needs. Even though diet soda is low in calories, it has no nutrients. When youth drink diet soda instead of other drinks, like fat-free or low-fat milk, they're missing out on a chance to get some important nutrients that their bodies need, such as calcium and protein.

You also may get some questions from parents about the acceptability of whole milk versus fat-free or low-fat milk. The best choice for youth in the Media-Smart Youth age group is fat-free or low-fat milk. These forms of milk contain all the same nutrients (and even a little more calcium) as whole milk, but they contain little or no solid fats. Choosing fat-free or low-fat milk and fat-free or low-fat yogurt and cheese will help young people get the nutrients they need without additional solid fats and extra calories.

A further note about milk terminology: Different kinds of milk have different amounts of fat in them, and the percentages on the label refer to the weight of the fat in the milk. "Fat-free" milk is the same as "skim" milk (no fat at all) and "low-fat" milk is the same as "1%" milk (1% of the weight of the milk is fat). "2%" milk, also called "reduced-fat" milk, has more fat than low-fat milk but less fat than whole milk. 2% milk is not considered to be low-fat milk.

4

Lesson 4

Action Break



A Cool Wind Blows



Time

10 minutes

Doing the Activity

1. **SET UP** chairs in a half-circle. **USE** one fewer 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. **EXPLAIN** the activity:
 - A person will call out a statement that describes some members of the group. The person must begin the statement by saying, "A cool wind blows for anyone who _____," filling in the blank with any descriptive quality about some members of the group. The statement should also apply to the youth standing in the middle of the circle, so he or she can try to find a seat too. For example, the person could say: "A 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.
 - The activity has 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.
 - There always will 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, "A cool wind blows for anyone who has brown eyes," and so on.
 - The person in the middle can call out "Tornado!" at any time and *everyone* (including the youth who was standing at the time) must find a different seat.
4. **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 soda yesterday
 - Anyone who played a video game yesterday
 - Anyone who has more than 10 friends on a social networking site
 - 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 has a blog
 - Anyone who went online today
 - Anyone who sent a text message today
 - Anyone who chatted online this week

4

Lesson 4

Action Break



A Cool Wind Blows (continued)



Time

10 minutes

- Anyone who visited a social networking site today
 - Anyone who walked to school yesterday
5. **START** the activity. **ASK** the standing youth to say, “A cool wind blows....”
 6. **MAKE SURE** the game moves quickly so youth are moving often. **CONGRATULATE** youth when the activity is over.
 7. **ASK** youth if they had fun. **ASK** if they think “A Cool Wind Blows” counts as physical activity. **TELL** them that it does count. **EXPLAIN** that 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!
 8. **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 B* for other *Action Break* ideas.

Lesson 4

Activity C: Mini-Production: Creating a Nutrition Page for a Social Networking Site

4

Time

20 minutes

Activity Overview

Youth design a mock social networking page for young people based on the food and nutrition topics covered so far in the workshop—vegetables and fruits, whole-grain foods, and solid fats and added sugars.

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
- ◆ Flipchart paper entitled “Ways to Enjoy Vegetables and Fruits Every Day” on which the youth wrote their ideas in *Lesson 1, Activity C*
- ◆ Flipchart papers entitled “Ways to Enjoy Whole Grains Every Day” and “Strategies to Reduce Solid Fats and Added Sugars” (*Activities A and B* in this lesson)
- ◆ Two or three pieces of blank 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 copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Set up two or three workstations in different areas of the room where the youth can work in small groups. Each workstation should have one piece of poster board, markers and pens, and decorative supplies. Make sure that the sheets of flipchart paper with food choice strategies are posted in the room and are easily visible to youth.
- ◆ Post the flipchart paper the youth used for their ideas in *Lesson 1, Activity C*, about ways to choose vegetables and fruits more often in their daily eating, somewhere in the room.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Warm-Up | 3 minutes

1. **SAY:**



We've talked a lot about nutrition so far in the workshop. We explored the wonderful qualities of vegetables and fruits in Lesson 1. In this lesson, we talked about whole-grain foods and the importance of reducing the amount of solid fats and added sugars 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 veggies and fruits, go for whole-grain foods, and cut back on solid fats and added sugars? It's time to design an attention-grabbing nutrition page for a social networking site that will influence your target audience.

This Mini-Production includes several of the 6 Media Questions you learned about in the previous lesson—sponsor, purpose, and audience—but its main focus is on Media Question #3: Who is the intended target audience? In this Mini-Production, you'll practice skills that you can use in your Big Production at the end of the workshop, and you'll flex your nutrition know-how.

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 author or sponsor of this *Mini-Production*?

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

- We are.

3. **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 vegetables and fruits or whole-grain foods more often, or to reduce their intake of solid fats and added sugars

4. **SAY:**



Let's focus on Media Question #3.

ASK youth:

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

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

- Young people

5. Doing the Activity | 16 minutes

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 mock page for a social networking site to highlight nutrition for young people. These pages can look like anything you want, but they should focus on one topic only—choosing more vegetables and fruits, choosing more whole-grain foods, or cutting back on solid fats and added sugars in food choices. If more than one group wants to do a page on the same topic, that's fine. The main 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 flipchart sheets posted on the walls with suggestions from earlier activities.

4. **SAY:**



First, each group will need to create a short description (1 or 2 sentences) to inform your target audience about your particular nutrition topic. Keep in mind that your page description should communicate a nutrition concept you have learned so far, and the purpose of your page is to encourage others to “Like” the page. For example, if your page is created for young people who like whole-wheat bread, your description might read, “This page celebrates young people who choose whole-wheat bread instead of white bread. We choose whole grains over refined grains to get more fiber into our bodies!”

Once you have written a description, you will brainstorm ideas of fun features you can add on your page that will appeal to your target audience. Have fun and use your imagination! You can add features commonly found on social networking sites, such as videos or colorful photos of your friends making and eating nutritious snacks, the latest news related to your nutrition concept, or even links to a blog or related page.

Each group will also have a discussion board on its page where you and others can post comments to one another. So, you can also add some activity to your discussion board by posting or writing comments, such as important nutrition concepts or a fun slogan for the group.

5. **ASK** youth to begin the activity. **TELL** youth they will have 15 minutes to create their pages. **VISIT** each group, and **PROVIDE** help as needed. **TELL** youth when they have 5 minutes and then 1 minute remaining. **TELL** youth when time is up.
6. **ASK** the groups to tape their pages to the wall so that everyone can see them.

Closing the Activity | 1 minute

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

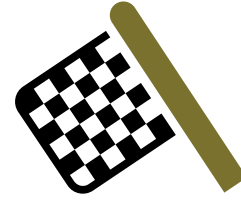
* A Note About the Flipchart Paper and Posters

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

4

Lesson 4

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 solid fats and added sugars
- ◆ How to use pictures and words together to help other young people learn about healthy eating

3. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
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.

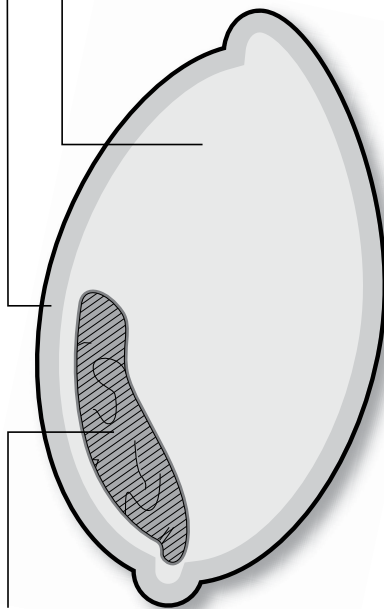
Whole-Grain Kernel

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 Nutrition Policy and Promotion, U.S. Department of Agriculture. (March 2008). *Get on the Grain Train*. Retrieved July 1, 2010, from <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/GrainTrain-revisedMar08.pdf>.



Take Home a New Idea!

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

1. Tell or text your parents and other family members about the differences between whole grains and refined, enriched grains.
2. Think about one strategy you really liked for eating more whole grains or for cutting back on solid fats and added sugars. Tell your parents and/or other family members about this strategy.

Take Home a New Snack: Fruit and Krunch Kebabs

Try it at home with your family and friends.

What's In It?

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake, unfrosted shredded wheat, or whole-wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fruit, such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks (fresh, frozen, or canned in water or 100% juice)

How To Put It Together:

1. Spoon yogurt in a bowl.
2. Pour cereal onto a plate.
3. Stick a toothpick in a piece of fruit.
4. Pick up the fruit with the toothpick and dip the fruit into yogurt.
5. Roll the yogurt-covered fruit in the cereal to coat it.
6. Enjoy!

Bonus: The cereal in this snack is a whole-grain food, and fat-free or low-fat yogurt is a good source of calcium, a nutrient that is important for strong bones and teeth.

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 4: Nutrition Know-How...Eat It Up?

He or she:

- Learned about whole grains and ways to choose whole-grain foods in daily eating:
 - Whole-grain foods have more fiber than many refined-grain foods do. They also include other important nutrients. Whole-grain foods can help keep us healthy.
- Discussed the importance of cutting back on solid fats and added sugars:
 - The total amount of fat you eat is important. Some is good; too much is not. Knowing how fats are found in foods can help you make smart choices. The type of fat you eat makes a big difference. Most of the fats in our diet should be oils. However, much of the fat that Americans eat today is solid fats.
 - Added sugars are those added to foods during processing or preparation. Even though 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 sugars.
 - Solid fats and added sugars have calories but not the nutrients young people need to grow and develop. Cutting back on foods and drinks high in solid fats and added sugars gives room in a young person's daily eating to enjoy foods that provide nutrients and fiber.

Here's how to put it into action at home:

- When you're at the grocery store, read the ingredient list and Nutrition Facts label:
 - To make sure you're choosing whole grains:
 - Look for "whole" or "whole grain" to be first in the ingredient list.
 - Look for fiber on the Nutrition Facts label; many whole grains have 3 grams or more.
 - Solid fats will be shown on the Nutrition Facts label as saturated fat and trans fat.
 - The ingredient list shows sugar-type words, such as high fructose corn syrup or sucrose. Foods and drinks with these words on the ingredient list and that are high in sugars on the Nutrition Facts label are high in added sugars.
- Increase whole grains and cut back on solid fats and added sugars:
 - Try some new whole grains at family meals:
 - Whole-wheat pancakes or oatmeal for breakfast
 - Whole-wheat bread for sandwiches at lunch
 - Bulgur or brown rice at dinner
 - Choose low-fat choices, such as fat-free or low-fat milk instead of whole or 2% milk, extra lean ground beef instead of regular, and lower calorie salad dressing instead of regular.
 - Choose low-added-sugar alternatives, such as water instead of soda.
 - Make foods high in solid fats and added sugars, like pizza, chicken nuggets, chips, soda, ice cream, granola bars, and baked goods (cakes, pies, cookies) a "sometimes treat," not an everyday choice.

Ask your young person to tell you about one or more strategies he or she really liked for eating more whole grains or for cutting back on solid fats and added sugars. Try them at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

5

Lesson 5

Motion Commotion— What Is Being Active?

 **Total Time** | 90 minutes

- ◆ 80 minutes for **Activities** (includes **Action Break**)
- ◆ 10 minutes for **Snack Break**

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 *Activity C: Mini-Production* and the *Snack Break*.

Lesson 5



Materials Needed

For Activities

- Youth folders
- Flipchart paper and markers (enough for two groups to use at the same time), easel (if available), masking tape, watch or timer
- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (or portable stereo or MP3 player and music)
- *Pulse Game* sheets (one copy for each youth)
- Pencils or pens
- *Jingle Time* sheets (at least two copies each for two to three groups)
- Audio recording device (optional)
- Video recording device (optional)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- 8" 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
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, and napkins

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

For Action Break

- None



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 youth can work in two small groups. Each workstation should have flipchart paper (taped to the wall or on an easel) and markers.
- Write "Physical Activity Recommendations for Young People" across the top of a sheet of flipchart paper. Then copy the information from the box below. Post the sheet at the front of the room and cover it until it is needed for the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Do 60 minutes (1 hour) or more of physical activity daily.
- ◆ Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- ◆ Do a variety of physical activities.

Snack Break

- Review the snack and prepare ahead as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Write “Levels of Intensity” across the top of a sheet of flipchart paper. Then copy the information from the box below. Post the sheet at the front of the room and cover it until it is needed for the discussion.

Levels of Intensity

- ◆ Low: heart is beating at normal rate; breathing is normal
- ◆ Moderate: heart is beating *faster* than normal; breathing is harder than normal
- ◆ Vigorous: heart is beating *much faster* than normal; breathing is much harder than normal

- Practice taking your pulse (see page 189 for instructions).
- Photocopy the *Pulse Game* sheet (one copy for each youth).
- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #6: 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 DVD, set up a portable stereo or MP3 player 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, set up the video recording device. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*. You can also encourage the youth to record their jingles using their own video recording devices and post them on personal webpage blogs, and other forms of social media.
- If you plan to record audio of the youth as they present their jingles to the group, prepare the audio recording device so that you are ready to record.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Lesson 5

5

Activity A: What Is Physical Activity?

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

- ◆ Flipchart paper and markers (enough for two groups to use at the same time), easel (if available), masking tape, watch or timer
- ◆ 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 youth can work in small groups. Each workstation should have flipchart paper (taped to the wall or on an easel) and markers.
- ◆ Write “Physical Activity Recommendations for Young People” across the top of a sheet of flipchart paper. Then copy the information from the box at the right. Post the sheet at the front of the room, and cover it until it is needed for the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Do 60 minutes (1 hour) or more of physical activity daily (including moderate- and vigorous-intensity aerobic activities, muscle-strengthening activities, and bone-strengthening activities).
- ◆ Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- ◆ Do a variety of physical activities.

Warm-Up | 4 minutes

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 structured exercises. It refers to all kinds of activities, including sports, such as football and basketball, and activities that are a routine part of the day, such as walking and climbing stairs. The examples youth give in this discussion will help you see whether they understand this concept and should 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, done alone, or done 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 heart and lungs fit and strong.
 - Make your bones and muscles strong.
 - Help you feel energetic.
 - Build strength and endurance.
 - Help you feel good about yourself.
 - Give you something to do when you are bored.
 - Be a fun way to meet others or spend time with friends.

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 in 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 B*.

Part 1: Create Top 10 Lists | 15 minutes

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, you can find many different and fun ways to add physical activity to your lives.

Let's start doing some creative thinking right now. You're 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 having a snowball fight.
3. **DIVIDE** the youth into two groups. **TELL** youth they will have 5 minutes to create their lists.
4. **ASK** each group to select one or more youth for each of these roles:
 - ◆ Notetaker(s) will write down the group's ideas on flipchart 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. **ALLOW** the groups 5 minutes to create their lists on the flipchart paper. **TELL** youth when they have 1 minute left. **TELL** youth when their time is up.
6. **ASK** youth to return to their seats. **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 drum roll by clapping their hands on their thighs or the table 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?
9. **POST** the lists in the room for the remainder of the session.

Part 2: Physical Activity Recommendations |

5 minutes

1. **SAY:**



Let's do a quick activity. I'm going to call out various 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 then 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.

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

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 page 287) and *Lesson 9, Activity B* (see page 320).

3. If youth jump to their feet for any amount of time before you get to 60 minutes, **ASK** them to sit back down and try again. **EXPLAIN** that young people should spend more time doing physical activity each day than the amount of time they just guessed. Doing physical activity while they think about how much time they should be active each day will help make the point.

4. **WAIT** a moment after you announce “60 minutes” to see if youth jump to their feet. **TELL** youth that “60 minutes” is the correct answer. **APPLAUD** those youth who stood for the “60 minutes” answer. Then **CONGRATULATE** all the youth for doing a great job discovering the answer while being active.

5. **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 know how much and what kinds of activity they need. The physical activity recommendations for young people included in this curriculum are adapted from the federal government’s physical activity guidelines for children and adolescents.

6. **UNCOVER** the paper with “Physical Activity Recommendations for Young People” information written on it.

7. **ASK** for a volunteer to read each of the three recommendations.

8. **SAY:**



Aerobic activities require the use of large muscles, such as those in your arms and legs. Aerobic activities make your heart beat faster than normal. They also make you breathe harder than normal. Running, hopping, skipping, jumping rope, swimming, dancing, and bicycling are all examples of aerobic activities.

Muscle-strengthening activities make muscles do more work than usual during activities of daily life. This is called “overload,” and it strengthens your muscles. Muscle-strengthening activities can be unstructured and part of play, such as using playground equipment, climbing trees, and playing tug-of-war. Or these activities can be structured, such as lifting weights or working with resistance bands.

Bone-strengthening activities produce a force on your bones that promotes bone growth and strength. This force is commonly produced by impact with the ground. Running, jumping rope, playing basketball, tennis, and hopscotch are all examples of bone-strengthening activities. As these examples illustrate, bone-strengthening activities can also be aerobic and muscle-strengthening.

* A Note About Physical Activity Recommendations

In 2008, the federal government issued its first-ever Physical Activity Guidelines for Americans. They describe the types and amounts of physical activity that offer substantial health benefits. The physical activity recommendations for young people included in this curriculum are adapted from the federal government's physical activity guidelines for children and adolescents. A link to this resource is listed below.

Although the specific language in the federal government's guidelines for children and adolescents varies slightly from the curriculum, the overall themes are the same—namely, that young people should:

- Do 60 minutes (1 hour) or more of physical activity daily.
 - **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days of the week.
 - **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
 - **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.
- Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- Do a variety of physical activities.

For more information, visit the Office of Disease Prevention & Health Promotion, U.S. Department of Health and Human Services at: <http://www.health.gov/PAGuidelines/>.

9. **SAY:**



Health experts say that youth your age need to be physically active every day to be healthy 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. The recommendations include all types of activities that benefit your bodies in different ways. The most important thing to remember is that being active every day makes our bones, muscles, and hearts stronger.

As your lists show, being physically active doesn't mean you have to play an organized sport or do a structured exercise program. Of course you can do those things if you like. But you can be active in many other ways as part of your daily life. Being physically active in any way is what's important.

10. **EXPLORE** the concept of moderate-intensity versus vigorous-intensity activity. **SAY:**



When experts talk about the health benefits of physical activity, they often talk about it in terms of levels of intensity.

11. **ASK:**

- ◆ What do you think moderate-intensity physical activity means?

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

- Moderate-intensity activity gives you a workout but is not overly strenuous. People who are doing moderate activity are being active, but they are usually not completely out of breath and can carry on a conversation while doing the activity. Health experts say that moderate-intensity activity is when your heart is beating faster than normal and you are breathing harder than normal.

- ◆ What do you think vigorous-intensity activity means?

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

- Vigorous-intensity 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. Health experts say that vigorous-intensity activity is when your heart is beating much faster than normal and you are breathing much harder than normal.

* A Note About Muscle-Strengthening and Bone-Strengthening

In Lesson 8, *Super Snacks and Better Bones*, young people will explore the concepts of muscle-strengthening and bone-strengthening activities in more detail and will discuss why they're important to good health.

12. **SAY:**



Over time, regular moderate- and vigorous-intensity aerobic activity will make your heart and lungs stronger and able to work better. They will help to keep you healthy now and as you get older.

13. **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. Then you can take greater steps to be more active over time.
- Be physically active in small chunks of time throughout 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 the plan!

* A Note About Physical Activity Resources

See Appendix J for a list of physical activity resources.

Closing the Activity | 1 minute

1. **THANK** youth for doing great work.
2. **ASK** whether youth have any comments or questions. **TELL** them that it's time for a *Snack Break*.

5

Lesson 5

Snack Break



Terrific Tortillas



Time

10 minutes

What's In It?

- 8" 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

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, and napkins
- Plastic knives and spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How to Put It Together


1. **TELL** youth to layer meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).
2. **HAVE** them roll up the tortilla.
3. **ENCOURAGE** youth to have some fruit on the side.
4. **ENJOY!**

- **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.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 5

5

Activity B: Activities Fit To Be Tried

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 or pens (one for each youth)
- ◆ Equipment to play and show the Media-Smart Youth DVD (or portable stereo or MP3 player and music)

Facilitator's Preparation

- ◆ Write “Levels of Intensity” across the top of a sheet of flipchart paper. Then copy the information from the box. Post the sheet at the front of the room, and cover it until it is needed in the discussion.
- ◆ Practice taking your pulse (see page 189 for instructions).
- ◆ Photocopy the *Pulse Game* sheet (one copy for each youth).

Levels of Intensity

- ◆ Low: heart is beating at normal rate; breathing is normal
- ◆ Moderate: heart is beating *faster* than normal; breathing is harder than normal
- ◆ Vigorous: heart is beating *much faster* than normal; breathing is much harder than normal

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #6: 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 DVD, set up a portable stereo or MP3 player and select music to play in 2-minute segments while youth are doing the physical activities.

Warm-Up | 8 minutes

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; it 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 fingers on the inside of your wrist or on the side of your neck, and counting the number of beats 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 beats per minute when that person has not been moving. Your resting heart rate is different from your heart rate when you are active.

4. **EXPLAIN** how to take a resting heart rate. **SAY:**



- *Sit down quietly and relax.*
- *Put your index and middle fingers 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.*
- *Feel for your pulse. Don’t use your thumb because it has its own pulse.*
- *Count your pulse for 6 seconds. Take that number and multiply it by 10. The resulting number is your resting heart rate.*

5. **SAY:**



Now let's practice taking our resting heart rate together.

6. **MAKE SURE** all the youth have found their pulse. **HELP** youth if necessary.
7. **TELL** youth when it is time for them to begin counting their pulse. **ALLOW** 6 seconds to pass on your watch or timer. **TELL** youth to stop counting when time is up.
8. **TELL** 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). **NOTE** that the resulting number is their resting pulse rate.
9. **SHOW** youth the flipchart 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.
 - Low intensity means your body is not working very hard. Your heart is beating at a normal speed and you are breathing normally.
10. **SAY:**



The resting heart rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute.¹¹ Between 60 and 100 is an average. People's heart rate changes from day to day and throughout the day depending on what they are doing. 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 will calculate do not reflect your ability to do any physical activity.

¹¹ Source: National Institutes of Health, National Library of Medicine. Medline Plus: Pulse. Retrieved on June 29, 2011, from <http://www.nlm.nih.gov/medlineplus/ency/article/003399.htm>.

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're going to see how different physical activities and how you do 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 2 minutes, you will stop and immediately take your pulse. I will keep time and let you know when to start and stop the activity, and when to take your pulse.

When you're done taking your pulse, write it in the second column of Step #2 on the Pulse Game sheet. Then, multiply it by 10, and write this number in the fourth column—Beats Per Minute—of Step #2.

Lastly, you will determine the level of intensity you used for the activity. Don't compare your answers with one another because two people can experience different levels of intensity when doing the same physical activity.

You'll do a total of four activities for 2 minutes each and will calculate your pulse rate after each one. Try to do each activity with a little more intensity than you did the previous one.

* A Note About Matching Pulse Rates to Levels of Intensity

The "Levels of Intensity" in the *Pulse Game* are not intended to be absolute indicators of the intensity of the different activities. They are there merely to show the youth that some activities will make their hearts beat faster than others and to give them a way to understand the subjective definitions of "low," "moderate," and "vigorous" intensity.

3. **DESCRIBE** the four activities. **ACT OUT** each physical activity so the youth are clear about what they should do for each 2-minute interval.
- ◆ **Walking:** Youth should walk around the room. If space is limited, youth can also walk in place.
 - ◆ **Pretending to sweep:** Youth should find a comfortable place to stand, pretend they are holding a broom, and sweep the space around them. Even though they are only pretending to sweep, they should be sure to make real sweeping motions for the full 2 minutes.
 - ◆ **Running in place:** Youth should find a comfortable place to stand and run in place.
 - ◆ **Pretending to jump rope:** Youth should find a comfortable spot to stand, pretend they are holding a jump rope, and jump. 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 the full 2 minutes.

A Note About Adapting This Activity

Sites using Media-Smart Youth 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. You can 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 pretending to rake leaves or mop the floor.

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 if 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 the groups stand in different areas 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). **REMINDE** them to keep their *Pulse Game* sheets and a pen or pencil nearby so they can record their pulse rates after each activity. **STAND** in the front or middle of the room to count time for the youth and give directions.
5. **PLAY** music while youth are doing the activities using either the Media-Smart Youth DVD Segment #6: *Activities Fit To Be Tried: Music Sequence*, or your own music and a portable stereo or MP3 player. **TURN OFF** the music after each physical activity while youth calculate their pulse rates.
6. **LEAD** youth through the activity according to the following table.



Group Activity Table	
Group 1	Group 2
Walk	Pretend to sweep
Pretend to sweep	Walk
Run in place	Pretend to jump rope
Pretend to jump rope	Run in place

- ◆ For the first 2 minutes, **ASK** Group 1 to walk and Group 2 to pretend to sweep the floor.
- ◆ **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 under Step #2 of their *Pulse Game* sheets.
- ◆ **ASK** youth to figure out their 1-minute pulse rate by multiplying the number of beats they counted in 6 seconds by 10 and record their answer in the fourth column, titled Beats Per Minute. Lastly, based on how fast they feel their hearts are beating and how hard they are breathing, **TELL** them to record the level of intensity they think they used for the activity in the Level of Intensity column.
- ◆ **TELL** the groups to switch activities. Group 1 will now pretend to sweep the floor and Group 2 will walk. After members of each group take and record their pulse rates, **ASK** them to 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 in which 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 B* for ideas on how to adapt physical activities for youth with physical disabilities or limitations.

This is an individual activity and is not competitive—encourage a fun and relaxed environment in the room.

7. **ASK** all the youth to come back to their seats to talk about what they learned.
ASK youth:
 - ◆ What did you discover about doing these physical activities?
 - ◆ Do you think that the same activity could be moderate-intensity or vigorous-intensity depending on how you do it?
 - ◆ Do you think that an activity can benefit more than one part of your body?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - Some activities make your heart beat harder than normal and make you breathe harder than normal. That tells you that your body is working harder than it does at rest.
 - The way you do an activity affects how hard it is and what level of intensity 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.
 - Activities can benefit more than one part of your body. Running in place and jumping rope, for example, make your heart and lungs strong and better able to pump blood and oxygen around your body. These activities also make your muscles and bones strong.

Closing the Activity | 2 minutes

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!*
3. **TELL** youth that the next activity will challenge their creativity instead of their bodies.

Lesson 5

5

Activity C: Mini-Production: Physical Activity Jingles

Time

28 minutes

Activity Overview

Youth create a message to promote one of the physical activities they just tried. Then they create 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 each for two to three groups)
- ◆ Pencils or pens (two for each group)
- ◆ Audio recording device (optional)
- ◆ Video recording device (optional)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* 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, set up the video recording device. You can play the recording before or after a future Media-Smart Youth lesson, or even during a *Snack Break*. You can also encourage the youth to record their jingles using their own video recording devices and post them on personal webpages, blogs, and other forms of social media.

- ◆ If you plan to record audio of the youth as they present their jingles, prepare the audio recording device so that you are ready to record.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Warm-Up | 2 minutes

1. **REMIND** youth that Media Question #4 focuses on message.
2. **ASK** youth:
 - ◆ 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.

Doing the Activity | 25 minutes

1. **SAY:**



We're going to do our Mini-Production now. This Mini-Production plays with several of the 6 Media Questions you are learning about—audience, message, and technique—but its main focus is Media Question #4: What is the message?

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're going to work in small groups to create 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 your group 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 its jingle.
2. **SPLIT** youth into two groups. **GIVE** each group at least one *Jingle Time* sheet.
 3. **ASK** the groups to select one or more youth for each of these roles:
 - ◆ Notetaker(s) will write down the group’s message and jingle 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. **TELL** youth when time is up.
 5. **WALK** among the groups to offer help as needed.
 6. After 15 minutes, **ASK** each group to present its jingle. If you are planning to record the groups, **ASK** for volunteers from each group to record the other group’s jingle. **MOVE** the recording device to a location that will allow it to clearly record the youths’ actions and voices. The group presentations should take 4 minutes total.
 7. As each group finishes, **ASK** members of the other group if they can identify the jingle’s message. **APPLAUD** each group’s creative work.
 8. If you have time and you recorded the jingle presentations, **PLAY** the video or audio of the jingles for the group. If time is short, play the recorded presentations before or after a future Media-Smart Youth lesson, or even during a *Snack Break*. You can also **ENCOURAGE** youth to record their jingles using their own video recording devices and post them on personal webpages, blogs, and other forms of social media.

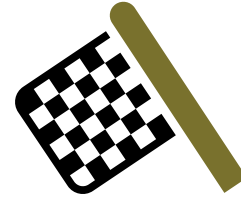
Closing the Activity | 1 minute

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.
2. **ASK** the youth who were the chosen writers for their groups to put their *Jingle Time* sheets in their folders.

5

Lesson 5

Finishing Up the Lesson



Time

2 minutes

1. **THANK** youth for doing great work during the 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
 - ◆ Writing jingles to promote a health message

3. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that the next lesson will focus on advertising.
6. **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.



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.
- Multiply by 10 (by adding a zero at the end of the original number) to get your 1-minute pulse.



A resting heart rate for youth older than age 10 and adults is usually between 60 and 100 pulse beats per minute.

<i>Activity</i>	<i>Number of Heart Beats in 6 Seconds</i>	<i>x 10 =</i>	<i>Beats Per Minute (1-minute Pulse Rate)</i>	<i>Level of Intensity</i>
<i>Resting pulse</i>	<input type="text"/>	<i>x 10 =</i>	<input type="text"/>	<input type="text"/>

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.

<i>Activity</i>	<i>Number of Heart Beats in 6 Seconds</i>	<i>Multiply by 10</i>	<i>Beats Per Minute (1-minute Pulse Rate)</i>	<i>Level of Intensity</i>
<i>Walking</i>		<i>x 10</i>		
<i>Sweeping (pretend)</i>		<i>x 10</i>		
<i>Running (in place)</i>		<i>x 10</i>		
<i>Jump rope (pretend)</i>		<i>x 10</i>		

Levels of Intensity

- Low Intensity: heart is beating at a normal rate; breathing is normal
- Moderate Intensity: heart is beating *faster* than normal; breathing is harder than normal
- Vigorous Intensity: heart is beating *much faster* than normal; breathing is much harder than normal



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. You'll need a watch with a second hand or a phone or timer to count the 6 seconds. Also take note of how fast your heart is beating and how hard you're breathing. All these things will tell you how hard your body is working.
2. Tell or text your parents and 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

Try it at home with your family and friends.

What's In It?

- 8" whole-wheat tortillas (if whole-wheat tortillas are 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)

How To Put It Together:

1. Layer the meat, cheese, and lettuce on a tortilla (or a slice of bread or an English muffin half).
2. Roll it up.
3. Have some fruit on the side.
4. Enjoy!

Bonus: The tortilla you are eating is a whole-grain food, and the cheese is a good source of calcium!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 5: Motion Commotion: What Is Being Active?

Here's how to put it into action at home:

He or she:

- Discussed that physical activity is anything that gets your body moving. Physical activity is more than just traditional sports or structured exercises. It includes all kinds of activities, including sports, such as football and basketball, and activities that are a routine part of the day, such as walking and climbing stairs. These activities can be slow, fast, easy, hard, simple, complicated, done alone, or done in a group.
- Learned that health experts recommend doing 60 minutes (1 hour) or more of physical activity daily. This activity should include aerobic, muscle-strengthening, and bone-strengthening activities.
- Explored ways to make physical activity a natural part of daily life.

- Do regular physical activity with your family. 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.
- Choose activities you and your family enjoy so you can have fun while being physically active together.

Ask your young person to tell you his or her favorite creative ideas for being physically active. Try them together at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

6

Lesson 6

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 suggestions on pages 196 to 199 about how to organize and prepare for the trip. Media-Smart Youth sites report that these efforts are well worth it and that the field trip is an excellent learning experience for the youth. Media-Smart Youth facilitators say that the lesson gives the youth a chance to practice the skills they have been learning throughout the program, and that the youth have a lot of fun.

If you are unable to take the youth on this field trip, you can still do this activity through a “virtual tour” of the grocery store. Please go to pages 219 to 221 and follow the instructions for *Option 2: Bringing the Grocery Store to You*.

Each option has its own *Scavenger Hunt Guide* sheets, so be sure to photocopy the correct set based on how you will do the activity.

6

Lesson 6

Option 1: Going to the Grocery Store

Total Time

We suggest that you limit 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.

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
- Frozen 100% fruit bars
- Single-serving, 100% fruit juice
- Fat-free yogurt “tubes” (frozen, if desired)
- Small bottles of water or seltzer

Action Break: If you are walking to and from the grocery store, that is your *Action Break!* To make it more fun, have youth include silly walks, marching, or short sprints in the trip. If you are not walking to the store, have the youth play their favorite playground game before or after the field trip. Some ideas include: Fruit and Veggie Tag or SPUD (see the *Action Break* in *Option 2* on pages 230 and 231 for instructions on how to play these games).

Lesson 6

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 to help them make food choices. The grocery store also offers an opportunity 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:

- ◆ Use the Nutrition Facts label and ingredient list to determine serving size, solid fats, fiber, and added sugars.
- ◆ Apply nutrition information about fats, fiber, and sugars to food choices.

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, for the facilitator, and for the chaperone[s]; see pages 209 to 216)
- Pencils or 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)
- Inexpensive or small prizes, such as small bags of pretzels or inexpensive puzzles, yo-yos, or other items (optional, if you choose to make the scavenger hunt a contest)
- Signed permission forms
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy 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 options for this field trip if families do not typically shop there.
 - Consider giving the store manager a copy of the Media-Smart Youth fact sheet; see *Appendix E*.
 - 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 that adult chaperones will accompany the youth.
- 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 unpackaged 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 *Grocery Store Field Trip 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, milk and milk products. Visit the store to determine where the breakfast cereal, produce, bread, and milk product sections are located. Your visit to the store also will help you decide how to conduct the field trip.
- **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 help the youth answer the questions correctly, we encourage you to read *Dietary Guidelines for Americans, 2010*, Appendix 4: “Using the Food Label to Track Calories, Nutrients, and Ingredients” at <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/Appendices.pdf> and visit the Food and Drug Administration’s “How to Understand and Use the Nutrition Facts Label” website at <http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>. There’s also a sample label on page 208 for reference.

- **Decide how you will lead youth around the store.** Youth will use the *Scavenger Hunt Guide* sheets to help them in their investigations. 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 small groups to do different *Scavenger Hunt Guide* sheets and report back to the whole 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.
- **Decide how the youth will gather their findings.** 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. Or, they can choose a different youth to fill out each sheet. 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*.

A Note About Milk and Milk Products

Another common term for milk and milk products is “dairy products.” Either term can be used to talk about these food products. In *Media-Smart Youth*, we focus mostly on fat-free and low-fat milk, yogurt, and cheese when talking about milk and milk products.

- Suggest that the youth use the *Scavenger Hunt Guide* questions as a framework for discussing and debating 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 schoolwork.
- 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 solid fats and added sugars 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 youth know that their behavior is part of the contest. If they disobey the ground rules (see page 200), they will be disqualified.

If you choose to have prizes, you also may want to offer them to everyone who completes the field trip, regardless of how much time the youth needed to complete the *Scavenger Hunt Guides*.

■ **Plan your end-of-visit discussion.**

You will need 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 discuss answers
- 5 minutes for the *Snack Break*

Make sure that each facilitator and chaperone knows the schedule and can alert the youth when they have 2 minutes and 1 minute left to complete each *Scavenger Hunt Guide*.

On the day of the field trip (or just before):

- Collect the signed permission forms. Make sure you have a signed form for each youth going on the trip.
- Photocopy enough of the *Facilitator's Guide to the Scavenger Hunt* sheets to have one for each facilitator and chaperone.
- Photocopy enough of the appropriate *Scavenger Hunt Guide* sheets to have one for each youth, each facilitator, and each 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 copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Doing the Activity

Before the Field Trip: Prepare 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—or less 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. **TELL** youth the ground rules for the trip:

- ◆ Youth should not touch unpackaged 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:

- ◆ Increasing vegetables and fruits
- ◆ Eating whole grains
- ◆ Reducing intake of solid fats and added sugars

TELL youth it will be important to keep these themes in mind during the trip.

5. **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, fats, fiber, sugars, protein, and other nutrients. This information is based on a serving size.

- ◆ What is an ingredient list?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - 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.
- ◆ What is a serving size?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - A serving size is a standardized amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
 - The nutrient information provided on a Nutrition Facts label is based on a single serving of that particular food or beverage. The size of the serving on Nutrition Facts labels is not always the same as serving sizes in nutrition recommendations.

6. **SAY:**



The Nutrition Facts label and ingredient list can help you make food choices by giving you information about foods.


Before we begin the scavenger hunt, here are a few tips to help you understand the label and the ingredient list:

- *%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.*
- *The amount of sugar is listed in grams (g) and does not include a %DV. The sugar amount listed is total sugar, which includes both the sugar found naturally in the food and added sugars. The higher the number of grams, the more sugar in the food or drink. Sugars are naturally found mostly in milk products and fruit. Sugars in other types of food products are generally added sugars. The “sugar” words in the ingredient list tell you about the kind of added sugars in the food.*
- *Look on the label for “Total Fat.” Underneath “Total Fat,” you’ll see “Saturated Fat” and “Trans Fat.” The number of grams of these fats and the %DV of total fat and saturated fat will give you a good idea of whether the food is high in solid fats (solid fats contain mostly saturated fats and trans fats). The Nutrition Facts label does not include a %DV for trans fat. Most people need to keep their intake of trans fats as low as possible.*
- *Use the “5–20 rule” to make sense of the %DV number. 5%DV or less is low. 20%DV or more is high. So if you want to choose foods that are lower in total fat and solid fats, look for a %DV that is 5 or less. If you want to eat foods that are higher in certain nutrients—such as vitamin C—look for %DV that is closer to or higher than 20.*

A Note About Types of Fat Listed on Labels

On some Nutrition Facts labels, the youth may see “Polyunsaturated Fat” and “Monounsaturated Fat” included under “Total Fats.” If they ask about these terms, you can say that they are types of fats. Oils, which are the liquid fats found in vegetable and olive oils and in nuts, avocados, and seafood, are high in polyunsaturated and monounsaturated fats. Most of the fats in our diet should come from these “healthy” fats.

During the Field Trip: Complete the Scavenger Hunt 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 which *Scavenger Hunt Guide* sheet.
2. **EXPLAIN** to youth that they will each receive a *Scavenger Hunt Guide* that will help to lead them through the grocery store. **TELL** youth how many pages they will need to complete. **HAND OUT** the *Scavenger Hunt Guide* sheets.
3. **EXPLAIN** the specifics of the activity to youth.
 - ◆ If you want youth to fill out the *Scavenger Hunt Guide* sheets, **HAND OUT** pencils or pens and clipboards.
 - ◆ If you want youth to use the *Scavenger Hunt Guide* sheets as a discussion guide, do not pass out pencils or pens and clipboards.
 - ◆ If you have chosen to make the *Scavenger Hunt Guide* a competition, **TELL** youth how the competition will work. **SAY:**
 *The first group to finish its Scavenger Hunt Guide will win 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* sheets.
4. **TELL** youth how much time they will have for each *Scavenger Hunt Guide*.
5. **TELL** the chaperones accompanying the youth around the store to refer to the *Option 1: Facilitator’s Guide to the Scavenger Hunt* (see pages 206 and 207) as needed.
6. **START** the scavenger hunt.
 - ◆ **USE** the questions on the *Scavenger Hunt Guide* sheets to navigate through the store.
 - ◆ **USE** the *Option 1: Facilitator’s Guide to the Scavenger Hunt* as a quick reference for what the youth should be paying attention to when they are doing the scavenger hunt.
 - ◆ **REMIND** youth when they have 2 minutes and then 1 minute left for each hunt. **TELL** youth when time is up.

7. **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 or, if they used their sheets as a discussion guide, to summarize their answers. **ANSWER** any questions they may have.

Before You Leave the Store: Discuss Additional Questions

1. If you have time available after the scavenger hunt and discussion, **BRING UP** the additional questions below about grocery stores. If you run out of time, **ASK** these questions in your Discussion and Debrief after the field trip.
2. **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 stores use endcaps to focus attention on certain products. 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?
3. **ASK** youth:
 - ◆ Did you notice the items for sale near the register? Are the items located by the register usually vegetables and fruits, 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.

4. **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?
 - ◆ What products are 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.

Before You Leave the Store: Take Care of Important Business

1. At the end of your visit, **GO** with the youth to speak to the store manager. **HAVE** the youth thank him or her for the opportunity to visit the store. Also, **THANK** the chaperones for their help.
2. **PICK OUT** and **PURCHASE** a snack (if appropriate), or **GIVE** youth the snack you brought with you on the trip.

After the Field Trip: Discuss and Debrief

1. **DISCUSS** the field trip with the group on your way back from the store or back at your site.

2. **SAY:**



When we were in the grocery store, we saw that many vegetables and fruits 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 the sale of food products?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Food packages often use fun or creative techniques to attract your attention and make you want to buy the food. Foods that don't have packaging, such as vegetables and fruits, cannot rely on these techniques to attract your attention.
 - Some vegetables and fruits—such as baby carrots or apples—are sold in convenient packages that make it easy for people to eat without preparation. Such convenience may make it easier for people to eat vegetables and fruits every day.

4. **SAY:**



Information on the package besides the Nutrition Facts label and the ingredient list can give us important nutrition information. The packaging of loaves of bread or other bread products is a good example.

5. **ASK:**

- ◆ What important nutrition information can you learn from the bread package?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Information about whether the bread is made only from whole grains, only from refined grains, or from a mixture of whole and refined grains.

6. **ASK:**

- ◆ The next time you are in a grocery store with 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 at home that include vegetables or fruits, whole-grain foods, and fat-free or low-fat milk products?
- ◆ Why is it important to be familiar with the choices at your local grocery store?
- ◆ What are other things you noticed about the store that you have not shared with the group?

7. When you get back to your site, **HAND OUT** youth folders. **ASK** youth to put the handouts in their folders. **COLLECT** youth folders.

8. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

9. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.

10. **THANK** youth for their great behavior and their impressive investigative work.

Facilitator's Guide to the Scavenger Hunt

Option 1

Youth will have four *Scavenger Hunt Guides*—one for each of the following categories: Breakfast Cereal, Produce, Bread, and Milk and Milk Products. You will find these guides on pages 209 to 216. Each section below includes key issues and activities for youth for each segment of the scavenger hunt.

Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Type of whole grains
- Amount of fiber
- Amount of added sugars
- Packaging

Youth should:

- Look at breakfast cereal boxes.
- Read the ingredient lists.
- Read the Nutrition Facts labels.
- Discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal* sheets.

Best Options: Breakfast cereals that are made from a higher fiber whole grain, such as wheat or oats, and that are low in added sugars

Produce

The key issues to think about in the produce section are:

- Availability of a wide range of vegetables and fruits
- Availability of a variety of deeply colored vegetables and fruits (red, orange, purple, yellow, green)
- Availability of ready-to-eat vegetables and fruits
- Packaging of vegetables and fruits, or lack of packaging

Youth should:

- Look at the vegetables and fruits in the produce section. (In addition, look for frozen, dried, and canned vegetables and fruits.)
- Seek out new vegetables and fruits they have never seen or tried before.
- 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 vegetables and fruits (some vegetables and fruits don't seem colorful on the outside, but are very colorful on the inside, such as sweet potatoes and cantaloupe)

Bread

The key issues to think about in the bread section are:

- Presence of whole grains
- Amount of fiber
- Packaging

Youth should:

- Look at the breads available.
- Read the ingredient lists.
- Read the Nutrition Facts labels.
- Discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Bread* sheets.

Best Options: 100% 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
- Packaging

Youth should:

- Look at the milk and milk products.
- Read the ingredient lists.
- Read the Nutrition Facts labels.
- Discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Milk and Milk Products* sheets.

Best Options: Fat-free and low-fat milk and milk products

* A Note About Terminology

The youth may have trouble knowing which milks are “fat-free” and “low-fat.” Tell them that different kinds of milk have different amounts of fat in them, and that the percentages on the label refer to the weight of the fat in the milk. “Fat-free” milk is the same as “skim” milk (no fat at all) and “low-fat” milk is the same as “1%” milk (1% of the weight of the milk is fat). “2%” milk, also called “reduced-fat” milk, has more fat than low-fat milk but less fat than whole milk. 2% milk is not considered to be a low-fat milk.

Optional: If you have time, another important thing to look for on the milk and milk products scavenger hunt is calcium. Most milk products are rich in calcium. While youth are looking at fat content on the Nutrition Facts label, you can point out that milk products often have more than 20%DV of calcium. **TELL** youth 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 Sugars on a Nutrition Facts Label

Toasted Whole-Grain Oat Cereal

Serving Size	➔	Nutrition Facts Serving Size 1 cup (28g) Servings Per Container About 18
Total Fat	➔	Amount Per Serving Calories 100 Calories from Fat 15
Fiber	➔	% Daily Value*
Sugars	➔	Total Fat 2g 3%
Ingredient List	➔	Saturated Fat 0g 0%
		<i>Trans Fat</i> 0g
		Cholesterol 0mg 0%
		Sodium 160mg 7%
		Total Carbohydrate 20g 7%
		Dietary Fiber 3g 11%
		Sugars 1g
		Protein 3g
		Vitamin A 10% • Vitamin C 10%
		Calcium 10% • Iron 45%
		* Percent Daily Values are based on a 2,000 calorie diet.
		<small>INGREDIENTS: WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, SUGAR, SALT, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. VITAMINS AND MINERALS: CALCIUM CARBONATE, IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN A (PALMITATE), VITAMIN B₂ (RIBOFLAVIN), VITAMIN B₁ (THIAMIN MONONITRATE) A B VITAMIN (FOLIC ACID), VITAMIN B₁₂, VITAMIN D₃</small>



Scavenger Hunt Guide: Breakfast Cereal

Key things to look for in your search:

- Types of whole grain
- Amount of fiber
- Amount of added sugar
- Packaging

What is a gram?

- 1 gram (g) = 1,000 milligrams (mg)
- The Nutrition Facts label tells you the exact weight of each nutrient in a serving of food.
- Consider this comparison: a paper clip or a raisin weighs about 1 gram.

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.

Nutrition Information

Don't forget the "5–20 rule" when looking at the fiber content on the Nutrition Facts labels 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 are 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, whole-wheat, or oat-based cereal.

Part 1: Fiber. Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

	Sweetened Cereal	Unsweetened Cereal
Whole Grains	BRAND NAME:	BRAND NAME:
1. What type of grain is the cereal made from?		
2. How much fiber is in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	%DV:	%DV:

3. 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 your digestive system healthy and can help prevent certain diseases. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, it's a good idea to choose one that's made from a higher fiber whole grain.

Lesson 6, Option 1

Part 2: Added Sugars. Read the Nutrition Facts labels and ingredient lists again,* and fill in the chart.

Added Sugars	Sweetened Cereal	Unsweetened Cereal
4. There are many different words for added sugars. How many of these words can you find in the list of ingredients? Look for: sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrates, malt syrup, maltose, honey, molasses, malt syrup, and invert sugar.		
5. How many grams of sugars are in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)	GRAMS:	GRAMS:

6. Which cereal has more “added sugars” words on the ingredient list?

7. Which cereal has fewer grams of sugars?

8. Find your favorite cereal. See what kind of grain it’s made of, and check its fiber and sugar content. Based on what you’ve learned, does this cereal pass the test for giving your body the fiber and nutrition it needs? If so, write that cereal’s name here. If not, can you find a better cereal that can become your new favorite? Write that cereal’s name here.

Packaging and Placement

9. What are some techniques that companies use to decorate cereal boxes?

10. What do you notice about where the cereals are placed on the shelves?

11. What clues help you figure out the target audience for a particular type of cereal?

12. Name one interesting fact you learned about the breakfast cereal aisle. Think about nutrition content, packaging, or the location of the product on the shelves.

Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!

* **Combine clues from the Nutrition Facts label and the ingredient list to make you a scavenger hunt winner!** Naturally occurring sugars are found mainly in fruit and milk products. Sugars in other kinds of foods (like breakfast cereal) are generally added sugars. So, the amount of sugars on the Nutrition Facts label of a breakfast cereal is about the same as the amount of added sugars. The ingredient list tells you the exact kind of added sugars.



Scavenger Hunt Guide: Produce

Key things to look for in your search:

- Availability of a wide range of vegetables and fruits in the produce section
- Availability of a variety of deeply colored vegetables and fruits (red, orange, purple, yellow, green)
- Availability of ready-to-eat vegetables and fruits
- Packaging or lack of packaging

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.

Nutrition Information

1. Find five different vegetables or fruits that you eat regularly (at least once a week). Write down the names of those foods here.

1. _____ 4. _____

2. _____ 5. _____

3. _____

Choose someone in your group to read this paragraph out loud:

Health experts think people should eat lots of vegetables and fruits, especially colorful ones, because these foods are generally low in calories and full of vitamins, minerals, and other things that keep you healthy.

2. Find the following:

Three kinds of dark-green leafy vegetables

1. _____ 2. _____ 3. _____

Three deep-yellow, orange, or red vegetables or fruits (remember, they can be deep yellow or orange under their peel or skin)

1. _____ 2. _____ 3. _____

Lesson 6, Option 1

Three types of vegetables or fruits that are featured at this time of the year (such as clementines [small oranges that often come in boxes] in the winter, strawberries in the spring, peaches in the summer, and pumpkins in the fall)

1. _____ 2. _____ 3. _____

Vegetables or fruits you would like to try soon

1. _____ 2. _____ 3. _____

3. List four vegetables and fruits that you've never seen before today.

1. _____ 3. _____

2. _____ 4. _____

4. Why is it good to try new vegetables and fruits?

Packaging and Placement

5. List three produce items that are packaged or prepared in a way that makes them ready to eat right now.

1. _____ 2. _____ 3. _____

Do you think young people would choose these items? Yes No

Why or why not? _____

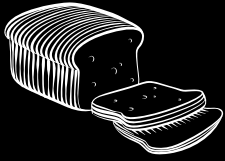
6. Are vegetables and fruits advertised as much and/or in the same way as other items (such as breakfast cereals or cookies)? Yes No

Why do you think this is? _____

7. What would you suggest to a vegetable or fruit company about packaging or placement to help it sell more of its products?

8. Name one interesting fact you learned about the produce section. Think about nutrition content, packaging, or the location of the vegetables and fruits in the store.

Congratulations! You have finished the Produce Scavenger Hunt!



Scavenger Hunt Guide: Bread

Key things to look for in your search:

- Presence of whole grains
- Amount of fiber
- Packaging

What is a gram?

- 1 gram (g) = 1,000 milligrams (mg)
- The Nutrition Facts label tells you the exact weight of each nutrient in a serving of food.
- Consider this comparison: a paper clip or a raisin weighs about 1 gram.

Option 1

Today you’re going on a scavenger hunt for information! Tour the bread section and answer the questions below.

Nutrition Information

Don’t forget the “5–20 rule” when looking at the fiber content on the Nutrition Facts labels 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. (Few types of breads have 20%DV fiber, but those with 3 or more grams of fiber in each serving are a good source of fiber.)

Choose one loaf of sliced white bread and one loaf of sliced 100% whole-grain bread.

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Breads	White Bread	100% 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, 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, country wheat, and degerminated corn meal.		
3. How much fiber is there in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)	GRAMS:	GRAMS:
	%DV:	%DV:

Lesson 6, Option 1

Choose someone in your group to read this paragraph out loud:

Breads made from whole grains have a higher amount of fiber than many breads made only from refined grains. Dietary fiber is important because it helps keep the digestive system healthy and helps to prevent certain diseases. 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 in each 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. Did you find any breads that had whole-grain as well as refined-grain words on the ingredient list? If so, name one whole-grain and refined grain word from the package.

7. Compare grams of fiber and the %DV for the breads you listed above. Which bread offers the most fiber?

8. What type of bread do you and other young people you know usually eat?

9. Find three types of 100% whole-grain breads that you would like to eat, and list their names. (Remember, English muffins, pita bread, and tortillas are breads, too!)
1. _____ 2. _____ 3. _____
10. Think of and write down one sandwich idea that uses 100% whole-grain bread.

11. Name one interesting fact you learned about the bread aisle. Think about the nutrition content, packaging, or location of the bread on the shelves.

Packaging and Placement

12. Think about packaging techniques used to attract your attention. Name a technique you would suggest to bread companies to include on their packaging to get people to buy whole-grain breads.

Congratulations! You have finished the Bread Scavenger Hunt!



Scavenger Hunt Guide: Milk and Milk Products

Key things to look for in your search:

- Availability of fat-free or low-fat milk and milk products
- Packaging

What is a gram?

- 1 gram (g) = 1,000 milligrams (mg)
- The Nutrition Facts label tells you the exact weight of each nutrient in a serving of food.
- Consider for comparison: a paper clip or a raisin weighs about 1 gram.

Option 1

Today you're going on a scavenger hunt for information! Tour the milk section and answer the questions below.

Nutrition Information

Don't forget the "5–20 rule" when looking at fat content on the Nutrition Facts labels of milk products. 5% daily value (DV) or less means the product is low in solid fats, and 20%DV or higher means the product is high in solid fats. When it comes to fats, you want to choose foods that are low in %DV, not high.

Choose someone in your group to read this paragraph out loud:

People like milk products for a lot of reasons, such as:

- *They taste good.*
- *You can have them at any time of the day.*
- *They are a good source of calcium.*

Milk products can also be a major source of solid fats, so food companies offer many good-tasting milk products that are lower in fat or that have no fat at all.*

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Milk	Whole Milk	2% Milk	Fat-Free Milk
1. How many 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?
(Circle one answer)

Fat-Free Milk or 2% Milk or Whole Milk

* **Here's a cool fact:** Milk is a liquid. How can it contain solid fats? Dairy farmers use a process called homogenization to break up the solid fats into very tiny pieces that are distributed evenly throughout the milk.

Lesson 6, Option 1

Read the Nutrition Facts label and ingredient list for several different milk products, and fill in the chart.

Milk Products	Regular Cheddar Cheese	Reduced-Fat Cheddar Cheese	Regular Cottage Cheese	Fat-Free Cottage Cheese	Whole-Milk Yogurt	Fat-Free Yogurt
4. How many total grams of fat in each serving?						
5. What is the percent daily value (%DV) of fat in each serving?						

6. Of these milk products, which should you choose more often based on fat content?

Regular Cheddar Cheese or Reduced-Fat Cheddar Cheese
 Regular Cottage Cheese or Fat-Free Cottage Cheese
 Whole-Milk Yogurt or Fat-Free Yogurt

Why? _____

Packaging and Placement

7. What words or symbols on the milk product packaging tell you whether the product is low in solid fats?

8. What are some techniques that companies use to decorate the packaging of milk products?

9. What clues on the packaging help you figure out the main target audience?

10. Name one interesting fact you learned about milk products. 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 bones and teeth. 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 that are low in solid fats and added sugars, and that include vegetables, fruits, 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 decisions about what to buy.

Take Home a New Snack: Eating Right... Quick as a Flash!

Here's a list of ready-to-eat snacks available at most grocery stores. Try them at home with your family and friends for a quick and healthy snack.

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Frozen 100% fruit bars
- Single-serving, 100% fruit juice
- Low-fat yogurt "tubes" (frozen, if desired)
- Small bottles of water/seltzer

Bonus: All of these snacks are low in solid fats. Part-skim string cheese and low-fat yogurt are also good sources of calcium!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 6: Visiting a Grocery Store?

Here's how to put it into action when you go shopping:

He or she:

- Identified serving size, fat, fiber, and sugars on the Nutrition Facts label.
- Applied information about fiber, solid fats, and added sugars content from the Nutrition Facts label and ingredient list to choices in breakfast cereals, breads, and milk and milk products.
- Explored the produce section to see what vegetables and fruits are available.

- Look at the picture of the Nutrition Facts label. Find serving size, fat, fiber, and sugars.
- In the breakfast cereal section, look for cereals that are higher in fiber—that means choosing whole wheat- or oat-based cereals rather than corn- or rice-based cereals. Compare grams of sugar on the label and choose cereals with less sugar.
- In the produce section, try a variety of vegetables and fruits, especially brightly colored ones (red, yellow, orange, purple, green) because they are full of vitamins, minerals, and other things that help keep us healthy. (In addition, look for frozen, dried, and canned vegetables and fruits.)
- In the bread section, look for breads that are made from whole grains and that have 3 grams of fiber or more in each slice.
- In the milk and milk products section, choose fat-free or low-fat milk, yogurt, and cheese.

These days, most foods in the grocery store come in one kind of package or another. Use these same label-reading and package-reading skills throughout the store to make smart and healthy choices for your family.

Take your young person to the store with you and practice your label-reading and package-reading skills together. Then bring home some delicious and healthy foods to enjoy!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

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Lesson 6

Option 2: Bringing the Grocery Store to You

A Note to Facilitators:

This option is an alternative to visiting a 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 for the *Action Break* or another activity from *Appendix B*. Or if you have extra time and access to several computers, consider doing the *Internet Scavenger Hunt: Nutrition* (page 242).

Total Time | 90 minutes

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

Lesson Overview

In this lesson, youth focus on the 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 and ingredient list to determine serving size, solid fats, fiber, and added sugars on a package of food.
- ◆ Apply nutrition information about fiber, fats, and sugars to food choices.
- ◆ Create and present a song, rap, or cheer 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** (28 minutes)
- ◆ **Action Break: Playground Games** (10 minutes)
- ◆ **Finishing Up the Lesson** (2 minutes)
- ◆ **Optional Extra Activity: Internet Scavenger Hunt: Nutrition**

Lesson 6



Materials Needed

For Activities

- Youth folders
- *Scavenger Hunt Guide* sheets (one copy for each youth)
- Pencils or pens (one for each youth)
- Empty food packages (see box below)
- Lined paper, enough for each youth to have four to six sheets
- Audio recording device (optional)
- *Internet Scavenger Hunt: Nutrition* sheets (one for each youth) (optional)
- Computer(s) for *Internet Scavenger Hunt* (optional)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

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 plenty of opportunity to review and analyze different products.

Breakfast Cereals

- Empty boxes of one or more sweetened, corn- or rice-based cereals
- Empty boxes of one or more unsweetened, whole wheat- or oat-based cereals

Bread

- Empty bags of one or more loaves of 100% whole-grain bread
- Empty bags of one or more loaves of white bread

Milk and Milk Products

- One small empty carton of 2% milk
- One small empty carton of fat-free milk
- One empty package of regular cheddar cheese
- One empty package of reduced-fat cheddar cheese

For Snack Break

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, paper towels, and napkins
- Any quick, ready-to-eat food or drink, such as:
 - Bananas
 - Baby carrots
 - Part-skim string cheese
 - Small boxes of raisins
 - Frozen 100% fruit bars
 - Single-serving, 100% fruit juice
 - Low-fat yogurt “tubes” (frozen, if desired)
 - Small bottles of water or seltzer

For Action Break

- A playground ball, if playing “SPUD”

Facilitator's Preparation

Activity A

- Photocopy enough of the *Option 2: Scavenger Hunt Guide* sheets to have one set for each youth.
- Create three workstations around the room according to the different *Scavenger Hunt Guide* sheets—Breakfast Cereal, Bread, and Milk and Milk Products. Place the empty food packages at the appropriate stations.

Snack Break

- Review the snack and prepare ahead as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- If recording the songs created during the *Mini-Production*, set up the audio recording device.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Action Break

- Review the activity and prepare ahead as needed.

Optional Extra Activity

- *Internet Scavenger Hunt: Nutrition*
 - Photocopy the *Internet Scavenger Hunt Guide: Nutrition* sheet (one for each youth).
 - Set up one or more workstations at a computer.

A Note About Answering Scavenger Hunt Questions

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. To help the youth answer the questions correctly, we encourage you to read *Dietary Guidelines for Americans, 2010*, Appendix 4: "Using the Food Label to Track Calories, Nutrients, and Ingredients" at <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/Appendices.pdf> and visit the Food and Drug Administration's "How to Understand and Use the Nutrition Facts Label" website at <http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>. There's also a sample label on page 235 for your reference.

Lesson 6

6

Activity A: What's On the Label?

Time

40 minutes

Activity Overview

Youth examine and compare Nutrition Facts labels and ingredient lists from a variety of foods to help them make smart food choices.

Activity Objective

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

- ◆ Use the Nutrition Facts label and ingredient list to determine serving size, solid fats, fiber, and added sugars.
- ◆ Apply nutrition information about fiber, fats, and sugars to food choices.

Materials Needed

- ◆ Youth folders
- ◆ *Option 2: Scavenger Hunt Guide sheets* (one copy for each youth)
- ◆ Pencils or pens (one for each youth)
- ◆ Empty food packages (see box)

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 plenty of opportunity to review and analyze different products.

Breakfast Cereals

- Empty boxes of one or more sweetened, corn- or rice-based cereals
- Empty boxes of one or more unsweetened, whole wheat- or oat-based cereals

Bread

- Empty bags of one or more loaves of 100% whole-grain bread
- Empty bags of one or more loaves of white bread

Milk and Milk Products

- One small empty carton of 2% milk
- One small empty carton of fat-free milk
- One empty package of regular cheddar cheese
- One empty package of 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 workstations around the room according to the different *Option 2: Scavenger Hunt Guide* sheets—Breakfast Cereal, Bread, Milk and Milk Products. Place the empty food packages at the appropriate stations.

Warm-Up | 3 minutes

1. **ASK** youth:
 - ◆ How many of you go to the store with your family 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 family 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 solid fats, fiber, and added sugars. 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 smart choices about the foods your family eats.

Doing the Activity | 35 minutes

1. Quickly **REVIEW** the major nutrition themes of the Media-Smart Youth lessons: increasing vegetables and fruits, eating whole grains, and reducing intake of solid fats and added sugars. **TELL** youth they should keep these topics 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 food packaging that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugar, protein, and other nutrients. Nutrition information is based on a serving size.
- ◆ What is an ingredient list?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - 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.
- ◆ What is a serving size?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - A serving size is a standardized amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
 - The nutrient information provided on a Nutrition Facts label is based on a single serving of that particular food or beverage. The size of the serving on a Nutrition Facts label is not always the same as serving sizes in nutrition recommendations.

2. **SAY:**



The Nutrition Facts label and ingredient list can help you make food choices by giving you information about foods.

3. **SAY:**



Before we begin the scavenger hunt, here are a few tips to help you understand the label and the ingredient list:

- *%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.*
- *The amount of sugar is listed in grams (g) and does not include a %DV. The sugar amount listed is total sugars, which includes both sugars found naturally in the food as well as added sugars. The higher the number of grams, the more sugar in the food or drink. Sugars are naturally found mostly in milk products and fruit. Sugars in other types of food products are generally added sugars. The “sugar” words in the ingredient list tell you about the kind of added sugars in the food.*
- *Look on the label for “Total Fat.” Underneath “Total Fat,” you’ll see “Saturated Fat” and “Trans Fat.” The number of grams of these fats and the %DV of total fat and saturated fat will give you a good idea of whether the food is high in solid fats (solid fats contain mostly saturated fats and trans fats). The Nutrition Facts label does not include %DV for trans fat. Keep your intake of trans fats as low as possible.*
- *Use the “5–20 rule” 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 total fat and solid fats, look for a %DV that is 5 or less. If you want to eat foods that are higher in certain nutrients—such as vitamin C—look for %DV that is closer to or higher than 20.*

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 workstation. **HAND OUT** one set of *Scavenger Hunt Guide* sheets to each youth.

6. **SAY:**



Each group will have 5 minutes to complete a sheet. After 5 minutes, I will say “Stop—next workstation,” and you will move to the next station.

7. **START** the scavenger hunt. Use the *Option 2: Facilitator's Guide to the Scavenger Hunt* (see pages 233 and 234) as a quick reference for what the youth should be paying attention to when doing the scavenger hunt, or if they have questions. **TELL** youth when they have 1 minute remaining at each workstation. **TELL** youth when time is up.
8. When all the groups have visited all the workstations, **TELL** everyone to come back together in a big group. **ASK** the youth to read their answers to the *Option 2: Scavenger Hunt Guide* sheets out loud to the rest of the group. **ANSWER** any questions they may have.
9. **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 at home that include whole grains and fat-free or low-fat milk products?
 - ◆ What are some other things you noticed that you have not yet shared with the group?
10. **HAND OUT** youth folders. **ASK** youth to put the handouts in their folders. **COLLECT** youth folders.

Closing the Activity | 2 minutes

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

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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 snack, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Frozen 100% fruit bars
- Single-serving, 100% fruit juice
- Low-fat yogurt “tubes” (frozen, if desired)
- Small bottles of water or seltzer

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, paper towels, and napkins

How To Put It Together


1. **GRAB** one or two of these ready-to-eat foods for a quick and healthy snack.
2. **ENJOY!**

- **POINT OUT** that all these foods are low in solid fats and that part-skim string cheese and low-fat yogurt also are good sources of calcium. **TELL** them they will learn about calcium in a later lesson.
- **NOTE** that “grab-and-go” snacks are great when youth are short on time.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 6

6

Activity B: Mini-Production: Write a Song!

Time

28 minutes

Activity Overview

Youth create a song, rap, or cheer about going to the grocery store.

Activity Objective

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

- ◆ Create and present a song, rap, or cheer about going to the grocery store.

Materials Needed

- ◆ Youth folders
- ◆ Pencils or pens (one for each youth)
- ◆ Lined paper (enough for each youth to have four to six sheets)
- ◆ Audio recording device (optional)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ If recording the songs or raps created during the *Mini-Production*, set up the audio recording device before the activity.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Warm-Up | 2 minutes

1. **SAY:**



Now we're going to create a song, rap, or cheer 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've discussed throughout Media-Smart Youth—increasing vegetables and fruits, eating whole grains, or reducing intake of solid fats and added sugars. You must give your song a name and write the lyrics. Then, if you want, 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.

Doing the Activity | 25 minutes

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. **TELL** youth when time is up.
4. **ASK** the youth to come back together. **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. **RECORD** the presentations (optional).

Closing the Activity | 1 minute

1. **THANK** youth for sharing their fun and creative songs. If you have time and youth are interested, **PLAY** the recorded songs.
2. **COLLECT** their folders.
3. **ASK** youth whether they have any comments or questions. **ANSWER** any questions.
4. **TELL** them it is now time for a fun *Action Break*.

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Lesson 6

Action Break



Playground Games



Time

10 minutes

Materials Needed

- A playground ball, if playing “SPUD”

Doing the Activity

1. **SELECT** one or both of the following playground games to play with your youth.

SPUD

2. **EXPLAIN** the game. It works best in a large, open space, such as a field or a gym.
 - One player is “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 youth who is “it” throws the ball high in the air and calls out a number.
 - The youth whose number was called runs and grabs the ball while everyone else runs as far away from the ball as they can.
 - When the person gets the ball, he or she shouts “spud,” at which point everyone else must freeze.

- The ball holder can take two big steps toward any person and try to hit him or her with the ball. The target person can try to not get hit by moving his or her body, but not his or her feet. The target can also try to catch the ball.
- If the thrower misses or the target catches the ball, the thrower earns an “S.” If the thrower hits the target, the target earns an “S.”
- Whoever earns the letter becomes “it” and starts the next round when the next letter is given. Players are eliminated once they earn “S-P-U-D.” The last person still in the game wins.

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Lesson 6

Action Break



Playground Games (continued)

Fruit and Veggie Tag

3. **EXPLAIN** the game.
 - One or more players are “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 vegetable or a fruit. If he or she responds immediately with the name of a type of vegetable or fruit that has not been used yet, he or she gets to return to the game. If the youth does not respond immediately, or if 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.

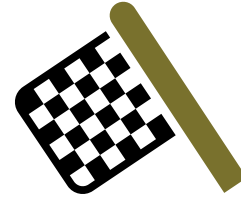
4. **ENCOURAGE** youth to try these games with their family, friends, or sports teams.

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

6


Lesson 6

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
 - ◆ Ingredient list
 - ◆ Choosing food products in a grocery store
 - ◆ Food packaging
3. **SAY:**
 *I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.*
4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that the next lesson will focus on advertising.

Facilitator's Guide to the Scavenger Hunt

Option 2

Youth will have three *Scavenger Hunt Guides*—one for each of the following categories: Breakfast Cereal, Bread, and Milk and Milk Products. You will find these guides on pages 236 to 242. Each section below includes key issues and activities for youth for each segment of the scavenger hunt.

Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Type of whole grains
- Amount of fiber
- Amount of added sugars
- Packaging

Youth should:

- Look at the breakfast cereal boxes.
- Read the ingredient lists.
- Read the Nutrition Facts labels.
- Write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal* sheets.

Best Options: Breakfast cereals that are made from a higher fiber whole grain, such as whole wheat or oats, and that are low in added sugars

Bread

The key issues to think about in the bread section are:

- Presence of whole grains
- Amount of fiber
- Packaging

Youth should:

- Look at the bread packages.
- Read the ingredient lists.
- Read the Nutrition Facts labels.
- Write down the answers to the questions on the *Scavenger Hunt Guide: Bread* sheets.

Best Options: 100% whole-grain breads

Lesson 6, Option 2

Milk and Milk Products

The key issues to think about in milk products are:

- Amount of fat in the milk and milk products
- Packaging

Youth should:

- Look at the milk product packages.
- Read the ingredient lists.
- Read the Nutrition Facts labels.
- Write down the answers to the questions on the *Scavenger Hunt Guide: Milk and Milk Products* sheets.

Best Options: Fat-free and low-fat milk products

* A Note About Terminology

The youth may have trouble knowing which milks are “fat-free” and “low-fat.” Tell them that different kinds of milk have different amounts of fat in them, and that the percentages on the label refer to the weight of the fat in the milk. “Fat-free” milk is the same as “skim” milk (no fat at all) and “low-fat” milk is the same as “1%” milk (1% of the weight of the milk is fat). “2%” milk, also called “reduced-fat” milk, has more fat than low-fat milk but less fat than whole milk. 2% milk is not considered to be low-fat milk.

Optional: If you have time, another important thing to look for on the milk and milk products scavenger hunt 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. **TELL** youth they will learn more about calcium in *Lesson 8*.

Facilitator's Guide to the Scavenger Hunt

Option 2

Where to Find Serving Size, Fat, Fiber, and Sugars on a Nutrition Facts Label

Toasted Whole-Grain Oat Cereal

Serving Size →

Total Fat →

Fiber →
Sugars →

Ingredient List →

Nutrition Facts	
Serving Size 1 cup (28g) Servings Per Container About 18	
Amount Per Serving	
Calories 100	Calories from Fat 15
% Daily Value*	
Total Fat 2g	3%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 20g	7%
Dietary Fiber 3g	11%
Sugars 1g	
Protein 3g	
Vitamin A 10%	• Vitamin C 10%
Calcium 10%	• Iron 45%
* Percent Daily Values are based on a 2,000 calorie diet.	
INGREDIENTS: WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, SUGAR, SALT, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. VITAMINS AND MINERALS: CALCIUM CARBONATE, IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B ₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN A (PALMITATE), VITAMIN B ₂ (RIBOFLAVIN), VITAMIN B ₁ (THIAMIN MONONITRATE) A B VITAMIN (FOLIC ACID), VITAMIN B ₁₂ , VITAMIN D ₃	



Scavenger Hunt Guide: Breakfast Cereal

Key things to look for in your search:

- Type of whole grains
- Amount of fiber
- Added sugars
- 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: 1 gram is about the weight of a paper clip or a raisin, and 1,000 mg = 1g.

Option 2

Today you’re going on a scavenger hunt for information! Visit the breakfast cereal station, and answer the questions below.

Nutrition Information

Don’t forget the “5–20 rule” when looking at fiber content on the Nutrition Facts labels 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.

Part 1: Fiber. Read the Nutrition Facts labels and ingredient lists for the two cereals, and fill in the chart.

	Sweetened Cereal	Unsweetened Cereal
Whole Grains	NAME:	NAME:
1. What type of grain is the cereal made from?		
2. How much fiber is in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)	GRAMS:	GRAMS:
	%DV:	%DV:

3. 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 your digestive system healthy and helps to prevent certain diseases. Whole grains are an important source of the fiber your body needs. When you’re choosing a grain food like breakfast cereal, it’s a good idea to choose one that’s made from a higher fiber whole grain.

Part 2: Added Sugars. Read the Nutrition Facts labels and ingredient lists again,* and fill in the chart.

Added Sugars	Sweetened Cereal	Unsweetened Cereal
4. There are many different words for added sugars. How many of these words can you find in the list of ingredients? Look for: sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrates, malt syrup, maltose, honey, molasses, malt syrup, and invert sugar.		
5. How many grams of sugar are in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)	GRAMS:	GRAMS:

6. Which cereal has more “added sugars” words on the ingredient list?

7. Which cereal has fewer grams of sugars?

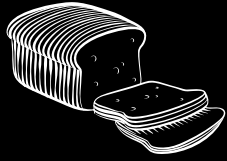
Packaging

8. What are some techniques that companies use to decorate cereal boxes?

9. What clues help you figure out the main target audience for a particular type of cereal?

Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!

* **Combine clues from the Nutrition Facts label and the ingredient list to make you a scavenger hunt winner!** Remember, naturally occurring sugars are found mainly in fruit and milk products. Sugars in other kinds of foods (like breakfast cereal) are generally added sugars. So, the amount of sugars on the Nutrition Facts label of a breakfast cereal is about the same as the amount of added sugars. The ingredient list tells you the exact kind of added sugars.



Scavenger Hunt Guide: Bread

Key things to look for in your search:

- Presence of whole grains
- Amount of fiber
- 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: 1 gram is about the weight of a paper clip or a raisin, and 1,000 mg = 1g.

Option 2

Today you're going on a scavenger hunt for information! Tour the bread section, and answer the questions below.

Nutrition Information

Don't forget the "5–20 rule" when looking at the fiber content on the Nutrition Facts labels 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. (Few types of bread will have 20%DV for fiber, but those with 3 or more grams in each serving are a good source of fiber.)

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Breads	White Bread	100% 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, 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 in each 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 many breads made only from refined grains. Dietary fiber is important because it helps keep the digestive system healthy and helps to prevent certain diseases. 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 in each 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. 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.

Packaging and Placement

9. Think about techniques used to attract your attention. Name a technique that you would suggest to bread companies to include on their packaging to get more people to buy whole-grain breads.

Congratulations! You have finished the Bread Scavenger Hunt!



Scavenger Hunt Guide: Milk and Milk Products

Key things to look for in your search:

- Amount of fat in the milk or milk products
- 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: 1 gram is about the weight of a paper clip or a raisin, and 1,000 mg = 1g.

Option 2

Today you’re going on a scavenger hunt for information! Visit the milk and milk products station, and answer the questions below.

Nutrition Information

Don’t forget the “5–20 rule” when looking at fat content on the Nutrition Facts labels of milk and milk products. 5% daily value (DV) or less means the product is low in solid fats, and 20%DV or higher means the product is high in solid fats. When it comes to fat, you want to choose foods that are low in the %DV, not high.

Choose someone in your group to read this paragraph out loud:

People like milk products for a lot of reasons, such as:

- They taste good.
- You can have them at any time of the day.
- They are a good source of calcium.

Milk products also can be a major source of solid fats, so food companies offer many good-tasting milk products that are lower in fat or that have no fat at all.*

Read the Nutrition Facts labels and ingredient lists, 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 in each serving?				
2. What is the percent daily value (%DV) of fat in each serving?				

* **Here’s a cool fact:** Milk is a liquid. How can it contain solid fats? Dairy farmers use a process called homogenization to break up the solid fats into very tiny pieces that are distributed evenly throughout the milk.

Internet Scavenger Hunt: Nutrition

Take your nutrition knowledge to the next level with this website Scavenger Hunt. For some questions, you'll get the name of a website to visit, but you must still dig deeper to find the answers. For other questions, 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!

1. Name five online recipe resources for youth. Try <http://www.nal.usda.gov/fnic/pubs/bibs/gen/eatsmart.pdf> for ideas.

1. _____ 4. _____
 2. _____ 5. _____
 3. _____

2. 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	My Favorite Dessert. Name:
Total Fat						

3. Search for a recipe for homemade salsa. Write it out below:

4. Search for the three main ingredients for "Ants on a Log" and write them below.

1. _____ 2. _____ 3. _____

5. Find the names (or website addresses) of three nutrition websites for youth other than the one listed on this handout:

1. _____ 2. _____ 3. _____

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 solid fats and added sugars, and that include vegetables, fruits, 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 decisions about what to buy.

Take Home a New Snack: Eating Right... Quick as a Flash!

Here's a list of ready-to-eat snacks available at most grocery stores. Try them at home with your family and friends for a quick and health snack.

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Frozen 100% fruit bars
- Single-serving, 100% fruit juice
- Low-fat yogurt "tubes" (frozen, if desired)
- Small bottles of water or seltzer

Bonus: All of these snacks are low in solid fat. Part-skim string cheese and low-fat yogurt are also good sources of calcium!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 6: Visiting a Grocery Store?

Here's how to put it into action when you go shopping:

He or she:

- Identified serving size, fat, fiber, and total sugar on the Nutrition Facts label.
- Applied information about solid fats, fiber, and added sugars content from the Nutrition Facts label and ingredient list to choices in breakfast cereals, breads, and milk and milk products.

- Look at the picture of the Nutrition Facts label. Find serving size, fat, fiber, and total sugar.
- In the breakfast cereal section, look for cereals that are higher in fiber—that means choosing whole wheat- or oat-based cereals rather than corn- or rice-based cereals. Compare grams of sugar on the label and choose cereals with less sugar.
- In the bread section, look for breads that are made from whole grains and that have 3 grams of fiber or more in each slice.
- In the milk and milk products section, choose fat-free or low-fat milk, yogurt, and cheese.
- In the produce section, try a variety of vegetables and fruits, especially the brightly colored ones (red, yellow, orange, purple, green) because they are full of vitamins, minerals, and other things that help keep us healthy. (In addition, look for frozen, dried, and canned vegetables and fruits.)

These days, most foods in the grocery store come in one kind of package or another. Use these same label-reading and package-reading skills throughout the store to help you make smart and healthy choices for your family.

Take your young person to the store and practice your label-reading and package-reading skills together. Then bring home some delicious and healthy foods to enjoy!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

7

Lesson 7

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 media concept of “omission” while creating advertisements for a new granola bar.

Lesson Objectives

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

- ◆ Name at least three ways they 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 missing information in 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 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*.

Lesson 7



Materials Needed

For Activities

- Youth folders
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- 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, video game, radio program, or other media (optional); if including, make sure these examples reflect the cultural identities of the group members
- 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 group)
- Glue
- Markers and other creative supplies (enough for the two groups to use at the same time)
- Pencils or pens (one for each youth)
- *Omission Mission Script Starter* sheets (several copies for each group)
- Small pieces of paper (one piece for each group)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- Fat-free or low-fat cottage cheese, part-skim or fat-free ricotta cheese, Greek yogurt, or low-fat spreadable 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 fruit that the group likes, such as apricots, apples, raisins, or cranberries (fresh, frozen, dried, or canned in water or 100% juice)
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, paper towels, and napkins
- Plastic knives and spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- Equipment to play and show the Media-Smart Youth DVD (optional)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Post two sheets of flipchart paper on one side of the room spaced a few feet apart. Write “Ways To Advertise” across the top of each page.

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.
- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #8: *The Power of Advertising*. This segment discusses the influence of advertising and its connection to health.
- If you are showing a brief clip of a TV show or movie that includes product placement, have the DVD player set up and ready to play the clip for youth (optional additional activity).

Snack Break

- Review the snack and prepare ahead of time as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Collect fashion and health magazines with pictures of models, and teen magazines with images of popular celebrities and athletes. 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 DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #7: *Let's Do Yoga! Additional Yoga Poses!* This segment features a yoga instructor demonstrating the yoga poses used in this *Action Break*. We recommend that you show this DVD segment to the youth to help them learn the yoga poses. However, if you aren't able to do so, practice the poses when you watch the segment in advance so you can teach the youth how to do the poses properly. This segment also includes several optional poses that you can do if time allows.

Activity C

- Photocopy the *Omission Mission Script Starter* sheet (several copies for each group).
- For each group, write one statement about Giddyup Granola Bars on a small piece of paper. Use one of the statements from the list on page 272. Fold each piece of paper to conceal the statement. 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).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Lesson 7



Activity A: 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 they are exposed to advertisements.
- ◆ Explain at least two ways that ads can influence food choices.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ 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, video game, radio program, or other media; make sure these examples reflect the cultural identities of the group members (optional)
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Post two sheets of flipchart paper on one side of the room spaced a few feet apart. Write “Ways To Advertise” across the top of each page.



- ◆ 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.
- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #8: The Power of Advertising*. This segment discusses the influence of advertising and its connection to health.
- ◆ If you are showing a brief clip of a TV show or movie that includes product placement, have the equipment set up to play and show the clip for youth (optional additional activity).

Warm-Up | 1 minute

1. **WELCOME** youth back.

2. **SAY:**



In the past 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 the 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
- Newspaper ads
- Magazine ads
- Brand names, logos, or characters
- Word-of-mouth
- Internet pop-up ads
- Website banners

- Advergames
- E-mail ads
- Spam
- Mobile ads (text messages)

Doing the Activity | 15 minutes

Part 1: Advertising Relay Race | 10 minutes

1. **SAY:**



I'm going to divide you into two groups. Each group will stand in the back of the room, and the 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 flipchart paper entitled, "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.*
- *That person will hop, walk backwards, or skip across the room to your group's flipchart paper and write down one type of advertising you encounter on a typical day.*
- *After you write it down, hop, walk backwards, or skip back to your group and pass the marker to the next person—who will then hop, walk backwards, or skip across the room and add an idea to the list.*
- *All group members will repeat this 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.*

2. **TELL** youth they will have 5 minutes for the relay race. **SAY:**



Move quickly to see how many ideas your group can come up with. The group with the most ideas on its list wins!

3. **SAY:**



But there's one catch: You can decide if you want to hop, walk backwards, or skip to go across the room and back, but you must choose a different movement from the person who went before you. If you start with the same movement, you have to go back to the line and start again. For example, if the person before you chose to skip 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 skip or walk backwards. Your group members will have to help you remember what movement the person before you did so you don't do the same one.

A Note About Movement in This Activity

During the pilot test of this workshop, we learned from youth that they liked being active while learning the lesson content, and they also liked having activity options to choose from. You can substitute other 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.

Suggestions for other ways to move across the room include:

- Doing jumping jacks
- Crawling
- Sashaying sideways
- Linking arms with another teammate and moving in pairs

Adding a twist to the rules of the activity, such as saying that youth must do a different movement from the person before them, adds a sense of excitement and competition to the activity that many youth enjoy.

Demonstrate each movement youth can select from—hop, walk backwards, skip, or whatever else you choose—so they are clear about their options.

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

4. **ALLOW** 5 minutes for youth to create their lists and finish the race. **TELL** youth when they have 1 minute left. **TELL** youth when it is time to stop. **CONGRATULATE** youth on their great ideas.



5. **ASK** for a volunteer from each group to read its list. **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
 - ◆ Brand names, logos, or characters
 - ◆ Word-of-mouth
 - ◆ Signs on the outside and inside of buses
 - ◆ Internet pop-up ads

- ◆ Website banners
- ◆ Branded advergames
- ◆ Online video ads
- ◆ User-generated ads
- ◆ E-mail ads
- ◆ Spam
- ◆ Product tie-ins with popular movies and TV programs (such as a cereal box featuring characters from a film)
- ◆ Mobile ads (text messages)
- ◆ Previews before movies and DVD rentals
- ◆ Promotional activities in schools or at shopping malls
- ◆ Radio contests
- ◆ Art contests
- ◆ Signs in sports stadiums
- ◆ Signs on the sides of trucks and vans
- ◆ Food and drink packages
- ◆ Shopping bags
- ◆ Direct mail
- ◆ Telemarketing
- ◆ Cups, mugs, and other giveaway items

6. **CONGRATULATE** youth on creating great lists quickly while being physically active at the same time!

7. **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—outdoors, at home, on the Internet, and when we use media.
- There are many different ways advertisers can reach consumers.
- Advertising appears in places we may not immediately think of, such as on grocery bags, cereal boxes, or other product packaging.

8. **TELL** youth they are going to spend a little time talking about some subtle forms of advertising.

Part 2: Subtle Advertising Approaches | 5 minutes

1. **SAY:**



Some ads are powerful because they really grab your attention. Others are powerful because they are subtle. “Subtle” describes something that can be hard to detect or notice. 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 or organization, its products, and its beliefs.
- A logo aims to make you recognize and like a product, company, or organization.
- How many of you think of logos as advertisements? (**ASK** for a show of hands.)

3. **SAY:**



We’re 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.
- ◆ If you have a logo on your jacket.
- ◆ If you have a logo on your shoes.
- ◆ If you have a logo on your backpack or school bag.

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, companies, or teams they like, they think are cool, or that represent a certain lifestyle or attitude.
- They see people they like, such as actors, musicians, celebrities, athletes, or their friends, wearing the logo or items with the logo, 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:**



Because they are such a common form of advertising, you are exposed to logos every day. Advertisers rely on repeated exposure to these logos to help sell their brand or product to consumers. You may see a popular logo placement so often that, without realizing that it's happening, you begin to more strongly associate that product with a brand over several other brand choices. That's why it's subtle.

ASK youth:

- ◆ Can you think of any products or food you encounter every day that use an easily recognizable brand logo?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the brand names of products such as sneakers, jeans, sporting goods, restaurant chains, foods and beverages, computers, MP3 players, social networking sites, video game consoles, and website search engines.

SAY:



Now, let's talk about another subtle form of advertising—product placement.

7. **ASK** youth to respond to the following question with a show of hands:

- ◆ When you're watching a TV show or a movie, have you ever noticed specific products used by actors or logos in the scenes?

8. **SAY:**



This is called product placement.

9. **ASK** youth:

- ◆ What does product placement mean?

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

- Companies pay to have their products shown in specific films and TV shows and used in a certain way.
- Product placement occurs in other forms of media, too, such as advergames, social networking sites, books, music lyrics, and comic books.

10. **ASK** youth to respond to the following question with a show of hands:

- ◆ How many of you have ever wanted to buy a product after you saw it in a TV show or movie that you like?

11. **ASK** youth:

- ◆ 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 and that everyone uses it.
 - Companies want you to see their product because, when you think about needing a product like it or when you are shopping in a store, you are more likely to think of buying their product or using their brand.

Optional Additional Activity

If you have time, play a brief clip of a popular TV show or movie that includes product placement. View the clip and discuss it with the group.

Closing the Activity | 4 minutes



DVD Segment #8: *The Power of Advertising*

1. If you choose to use the Media-Smart DVD, **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 #8: *The Power of Advertising*. When the segment is finished, **SKIP** Step #3, and **GO** to Step #4.

2. If you choose not to use the Media-Smart Youth DVD, **GO** to Step #3.

3. **ASK** youth to share some of their observations about the effects of media.
ASK youth:
- ◆ What do you think about the effect of the different 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 or feeling, 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.
 - The Internet provides new, exciting, entertaining, and interactive ways to advertise. When we use more than one form of media at the same time, we need to remember that our exposure to advertisements significantly increases.
4. **ASK** youth how many ads they think young people see and hear, on average, every year. **LISTEN** to their suggestions.

5. **CONGRATULATE** youth on their ideas. **SAY:**



Youth ages 8 to 14 see and hear an average of 30,000 television advertisements a year.¹² Most of these advertisements are for food. On average, you may see 16 ads per day for candy, snacks, fast food, cereal, sodas, and soft drinks. Now compare this to only two ads per day for dairy products, juices, water, grains, meats, poultry, fish, fruits, and vegetables combined.¹³ Try to keep this in mind the next time you are watching TV and think about just how much airtime advertisers are purchasing to sell their products to you.

¹² Henry J. Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Publication 7618. Retrieved on July 19, 2010, from <http://www.kff.org/entmedia/7618.cfm>.

¹³ Ibid.

6. **ASK** youth how much they think companies spend to advertise and market food products specifically to children and youth. **LISTEN** to their suggestions. **SAY:**



*Companies spend about \$1.6 billion a year on promoting food products to children and youth.*¹⁴

7. **SAY:**



*To get an idea of what companies are trying to sell you, consider this fact. Carbonated beverages, restaurant food, and breakfast cereals account for approximately 63 percent of the total amount spent on marketing food products to youth.*¹⁵

8. **SAY:**



*With so many forms of media available today, advertisers can use more than just traditional TV ads to reach you. Companies will often combine several advertising techniques and do cross-promotion using the Internet, social networking sites, attractive product packaging, in-store advertising, and event promotions, all for the same item.*¹⁶ *Imagine that you see a website link on a television ad and decide to go to the website. Once online, the advertiser may entice you with a branded advergame to hold your attention and attempt to immerse you deeper into the brand or product. The website might encourage you to tell a friend about the product using an e-card or to become a fan of their brand on a social networking site. Companies make all of these offers on purpose to increase exposure to their product or brand.*

It's important to keep these techniques in mind, especially because we all use multiple forms of media. Think about what messages advertisers are using and how they are communicating to you across various media—whether it's on TV, online, or on product packaging.

* A Note About Helping the Youth Understand Spending on Advertising

\$1.6 billion is a big number and hard to conceptualize! You may want to write it out as a number—\$1,600,000,000—to help youth understand what a large sum this is.

¹⁴ Heilman, E. (2010). *The Politics Behind an Overweight America: Talking with Dr. Marion Nestle*. Retrieved November 7, 2012, from <http://acs.healthology.com/healthcare/healthcare-issues/article1097.htm>.

¹⁵ Federal Trade Commission. (2008). *Marketing Food to Children and Adolescents: A Review of Industry Expenditures, Activities and Self-Regulation*. Washington, DC: Federal Trade Commission. Retrieved July 20, 2010, from <http://www.ftc.gov/os/2008/07/P064504foodmktngreport.pdf>.

¹⁶ Henry J. Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Publication 7618. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.

9. **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 the products being advertised aren't necessarily healthy for them.
 - Food advertisements promote processed foods and foods that are high in solid fats and added sugars more than they promote vegetables and fruit, whole grains, and foods that are low in solid fats and added sugars.
 - It can be hard to choose vegetables and fruit, whole grains, and foods that are low in solid fats and added sugars when advertising focuses so much on foods that are high in solid fats and added sugars. With all that attention, foods that are high in solid fats and added sugars can be hard to resist.

10. **CONGRATULATE** youth on their great work. **ASK** whether youth have any comments or questions.

11. **TELL** them that they will enjoy items from several food groups during the *Snack Break*.



Lesson 7

Snack Break



Food-Group Mania



Time

10 minutes

What's In It?

- Fat-free or low-fat cottage cheese, part-skim or fat-free ricotta cheese, Greek yogurt, or low-fat spreadable 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 fruit that the group likes, such as apricots, apples, raisins, or cranberries (fresh, frozen, dried, or canned in water or 100% juice)

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, paper towels, and napkins
- Plastic knives and spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How To Put It Together


1. **TELL** youth to spread the cheese on a rice cake or an English muffin.
2. **SUGGEST** they top it with sliced bananas or other fruit.
3. **ENJOY!**

- **POINT OUT** that whole-wheat English muffins are a whole-grain food and that the cheese contains calcium. **TELL** youth they will talk about calcium in a later lesson.
- **TELL** youth they will be able to take home a copy of the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 7



Activity B: 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 media products promote certain body types.

Activity Objective

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

- ◆ Describe the influence of the media on body image.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ 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 the 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 and athletes. Make sure you have enough magazines for members of each small group to look through together and cut pictures from.

* A Note About Creating a Comfortable Environment

In this activity, it is important to carefully observe responses and reactions of the youth 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 are also influenced by culture. Create a comfortable, supportive environment for these discussions. See pages 32 and 33 in the *Introduction and Overview* for tips on handling sensitive topics.

During this activity, ask 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 to talk about their own bodies. For example, instead of asking, “How do images in the media affect how you feel about your own body?” ask, “How do you think 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 so they have time to prepare.

Warm-Up | 1 minute

1. **ASK** the following question:
 - ◆ 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.

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 people. After you cut out the pictures, work together as a group to paste them onto a piece of flipchart paper and create a collage. You will have 15 minutes to create your collages.

2. **DIVIDE** youth into two groups. **HAND OUT** flipchart paper, 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. **TELL** youth when time is up.
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 and models get a lot of professional help to look the way they do. They spend a lot of time with hairstylists, make-up artists, personal trainers, and clothing consultants.
 - Actors and models often limit what they eat to maintain a certain body weight. Many models and actors 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.

6. **SAY:**



Although the body types shown in the media may be a positive motivating force to achieve healthy goals, such as athleticism and fitness, we have to remember that what we see in the media isn't always realistic. Advertisers often use computer programs to make models look even thinner than they really 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 and models have people helping them look the way they do; they also spend a lot of money and time to look the way they do. These body types may not be healthy for most people, including the actors and models themselves.

Closing the Activity | 1 minute

1. **SAY:**



Great work! Thank you for such a thoughtful and important discussion.

2. **ASK** whether youth have any comments or questions.

3. **SAY:**



Now, we are going to have fun stretching and twisting during our Action Break!



Lesson 7

Action Break



Let's Do Yoga!



Time

10 minutes

Materials Needed

- Media-Smart Youth DVD (optional)
- Equipment to play and show the Media-Smart Youth DVD (optional)

Facilitator's Preparation

If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #7: *Let's Do Yoga! Additional Yoga Poses*.

This segment features a yoga instructor demonstrating the yoga moves used in this *Action Break*. We recommend that you show this DVD segment to the youth to help them learn the yoga poses. However, if you aren't able to do so, practice the poses when you watch the segment or read through the following instructions so you can teach youth how to do the poses properly.

Decide which poses you want to do with the youth. You may choose to do all four, or just some of them. This segment also includes several optional poses that you can do if time allows.

Doing the Activity

1. **SAY:**



Yoga is a very old practice that involves physical postures, breathing techniques, and meditation. One meaning of the word "yoga" is to unite or to come together. Yoga brings together the mind and the body. Yoga has many physical and emotional benefits, such as increased energy, reduced stress, better coordination, and lower blood pressure.

2. **SAY:**



Let's do some yoga together now. Yoga poses can look very simple from an outsider's perspective. But people who do yoga know that it requires a lot of muscle strength, balance, and concentration. It's not as easy as it looks!

* A Note About Doing the Poses

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 on to 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.



Lesson 7

Action Break



Let's Do Yoga! (continued)

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. Push through the soles of the feet and gently lift your toes to activate your lower legs.
- Keep your abdomen tucked in and chest high. Your arms may remain at your sides in a relaxed manner. Relax your shoulder blades and let them drop back and down. Let the crown of your head gently lift upward. 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. With each inhale, find stability in the pose. With each exhale, elongate your back and create space in your spine.
- 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. Spread your fingers wide and press the inside of your palms firmly into the ground. 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 down into the floor with your hands 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 couple of deep breaths.
- Go back to your starting position and exhale. Repeat the Downward Dog pose several times.



Lesson 7

Action Break



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 right. Stretch your arms straight out at shoulder level as if you were pointing to the walls on your left and right. Now inhale.
- As you exhale, bend to the left and slightly forward. Lower your left arm and slide your left hand down your left leg as far as you can comfortably go. Hold on to your knee, shin, or ankle—however far down you can reach. As you bend down to the left, raise your right arm so that it points to the ceiling. Turn your head to look at your right hand. Take several full breaths in this pose before releasing it. Inhale as you rise and 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 left. Stretch your arms straight out at shoulder level. 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



- **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 come back down. Drop your stomach low toward the floor and lift your head up so your back creates a cup. Stretch gently.
 - Repeat this movement several times, flowing smoothly from the Cat pose into the Cow pose, and then the Cow pose back into the Cat pose.
3. **CONGRATULATE** youth when they have finished the activity.
 4. **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 B* for other *Action Break* ideas.

Remember, if you have extra time and the youth are interested in learning more yoga, the end of the DVD segment has some additional poses.

Lesson 7



Activity C: Mini-Production: Omission Mission

Time

25 minutes

Activity Overview

Youth discuss the media concept of “omission.” Youth practice omission by creating an advertisement for a new granola bar and leaving 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 or pens (enough for each youth)
- ◆ *Omission Mission Script Starter* sheets (several copies for each group)
- ◆ Small pieces of paper (one piece for each group)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Photocopy the *Omission Mission Script Starter* sheet (several copies for each group).
- ◆ For each group, write one statement about Giddyup Granola Bars on a small piece of paper. Use one of the statements from the list on page 272. Fold each piece of paper to conceal the statement. 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).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

1. **SAY:**



This Mini-Production plays with several of the 6 Media Questions you learned about, but its focus is on Media Question #5: What information is missing? The skills you practice in this Mini-Production will help you in your Big Production at the end of the workshop.

2. **ASK** youth:

- ◆ Media Question #5 focuses on a 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:
 - Producers often want to stress a specific point that might sound good to an audience.

- Producers may want to ignore a particular feature about a product that might not sound appealing to or might not be good for a target audience.

3. **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 its audience.
- ◆ A television show may not reflect the real impact of situations 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 only 10 percent of the drink is real 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.

1. **SAY:**



Advertisers need to include information in their ads that will persuade people to buy or support their product, service, or idea. They might leave out information they think will not help in that persuasion.

Now you're going to work in two groups to create a 30-second radio advertisement for a product. You want to persuade your target audience to buy your product.

2. **TELL** youth they should keep the following in mind as they create their ads. **SAY:**



- The Daily Deliciousness Company has just developed a new granola bar for youth called Giddyup Granola Bars.
- The Daily Deliciousness Company has hired your advertising firm to create a 30-second ad that promotes this granola bar.
- The Daily Deliciousness Company has two main target audiences for its ads—young people and parents. Your group can decide if you'd like to choose young people or parents as your target audience, but make sure to choose only one.
- The Daily Deliciousness Company wants the audience to know it is the sponsor of the ad.
- Giddyup Granola Bars are:
 - ❑ Made from rolled oats and crisp rice
 - ❑ High in added sugars
 - ❑ An irresistibly tasty and nutritious snack
 - ❑ High in fiber
 - ❑ Fortified with eight vitamins and minerals
 - ❑ High in calcium, with 30%DV

3. **SAY:**




There is one catch: You have to leave out one fact about Giddyup Granola Bars from your ad. After you get into your groups, I'm going to give each group a folded piece of paper with a fact written on it. This is the fact that 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 Giddyup Granola Bars based on all the facts I have given you, except the one written on your group's piece of paper.

Each 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 and who the target audience is. 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.

4. **HAND OUT** the *Omission Mission Script Starter* sheets, youth folders, and pencils or pens.
5. **DIVIDE** the youth into two groups.
6. **GIVE** each group a folded piece of small paper. **REMINDE** youth that the paper contains the statement about Giddyup Granola Bars that the group should omit from its ad.
7. **ASK** the groups to begin work. **TELL** youth when they have 5 minutes and then 1 minute left. **TELL** youth when time is up.
8. **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. **ASK** youth:
 - ◆ Who is the author or sponsor of the ad?
 - ◆ What is the purpose of the ad?
 - ◆ Who is the target audience for the ad?
 - ◆ What is the message of the ad?
 - ◆ What techniques are used to attract attention to the ad?
 - ◆ 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?
9. After the first group’s presentation, **ASK** the second group to present its advertisement and allow the first group to guess the missing fact. **REVIEW** the same set of questions about the second ad.

Closing the Activity | 1 minute

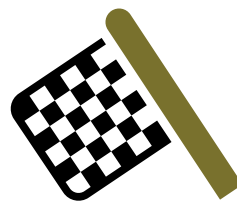
1. **CONGRATULATE** youth for their creative ideas and fun advertisements, and for doing a great job guessing the missing information and target audience. **ASK** whether youth have any comments or questions.
2. **SAY:**


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 *Omission Mission Script Starter* sheets in their folders. **COLLECT** youth folders.




Lesson 7

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 omit information from their ads
3. **SAY:**
 *I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.*
4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that in the next lesson they will start planning for the *Big Production!*

Lesson 7, Activity C

Omission Mission Script Starter

Your Mission: Create a 30-second radio advertisement for Giddyup Granola Bars. You want to convince your audience that they're an irresistible and tasty snack. Your group must leave out one specific fact in its ad. Except for this one fact, your ad should include all the other information about Giddyup Granola Bars listed below. When you are done, rehearse your script with your group so that you can present it to the other group.

Names of Group Members:

_____	_____
_____	_____
_____	_____

Sponsor of This Ad: _____

Product: **Giddyup Granola Bars**

Giddyup Granola Bars are:

- Made from rolled oats and crisp rice
- High in added sugars
- An irresistibly tasty and nutritious snack
- High in fiber
- Fortified with eight vitamins and minerals
- High in calcium, with 30%DV

Target Audience (Circle one): **Young People** *OR* **Parents**

Ad's Purpose: **To persuade people to buy Giddyup Granola Bars**

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 and other family members about the product that was placed in the media you were using. Ask them to look for product placement the next time they use media. 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 together, 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

Try it at home with your family and friends.

What's In It?

- Fat-free or low-fat cottage cheese, part-skim or fat-free ricotta cheese, Greek yogurt, or low-fat spreadable 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 fruit, such as apricots, apples, raisins, or cranberries (fresh, frozen, dried, or canned in water or 100% juice)

How To Put It Together:

1. Spread the cheese on a rice cake or an English muffin.
2. Top with sliced bananas or other fruit.
3. Enjoy!

Bonus: The whole-wheat English muffin you are eating is a whole-grain food, and the cheese contains calcium!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 7: The Power of Advertising?

Here's how to put it into action at home:

He or she:

- Learned about the power of advertising and its influence on food choices. Food advertisements targeted at youth often promote foods that are high in solid fats and added sugars more than they promote vegetables and fruit, whole grains, and foods that are low in solid fats and added sugars.
- Explored ways that advertisements tend to influence young people's perceptions of body image. The body types shown in the media can create unrealistic expectations for people about how their bodies should look. Actors and models get a lot of professional help to look the way they do. They spend a lot of time with hairstylists, make-up artists, personal trainers, and clothing consultants.
- Investigated the subtle advertising technique of "omission" and created a 30-second radio ad for granola bars using this technique. Advertisers need to include information in their ads that will persuade people to buy or support their product, service, or ideas. As a result, they often omit undesirable, yet important, facts about a product from their messages.

- Encourage your young person to choose nutritious snacks, such as vegetables, fruits, and whole grains, as opposed to the foods mostly advertised on TV. Put this skill into action during your next trip to the grocery store!
- Think about the body types shown in media you and your youth experience on TV, online, in print, in the grocery store, and in other places. Remind your youth that although the body types shown in the media may be a positive motivating force to achieve healthy goals, such as athleticism and fitness, the media often portrays extremes that are not realistic.
- The next time you are exposed to TV or radio ads, ask your young person:
 - Does the ad tell you the full story about the product?
 - What information is missing?
 - Would knowing about the missing facts change your mind about wanting the product?
- Try to point out "omission" on product packaging the next time you and your young person are at the grocery store.

Ask your young person to present his or her 30-second radio ad and show you new yoga poses you can try together at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

8

Lesson 8

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 commonly featured in media, particularly in advertisements. They discuss food packaging 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 how to choose foods that are good sources of calcium. 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 intake of solid fats or added sugars when eating packaged snack foods.
- ◆ 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 foods high in calcium.
- ◆ Use the Nutrition Facts label to find the calcium content of a food.
- ◆ Describe at least three techniques that can draw 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, consider expanding the time you allow for activities, particularly *Activity C: Mini-Production* and the *Snack Break*.

Lesson 8

Lesson Activities

- **Activity A: Foods in the Media and Thinking About Packaging** (20 minutes)
- **Snack Break: Better Bones 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
 - Flipchart paper, easel (if available), markers, masking tape, watch or timer
 - 6 Media Questions poster
 - Equipment to play and show the Media-Smart Youth DVD (optional)
 - One empty package of each of these snacks:
 - Large snack-size package of potato chips that contains more than one serving (see the Nutrition Facts label for serving size information); these packages of chips are sometimes called “grab bags,” or “hunger grab” or “big grab” bags, and typically have about 3 ounces of chips in them.
 - Large snack-sized candy bar that contains more than one serving (see the Nutrition Facts label for serving size information); these candy bars are sometimes called “king-size” or “2 to go” and tend to have at least two bars included in the package.
 - 20-ounce bottle of regular soda
- Sheets with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, regular orange juice, low-fat yogurt with fruit, rice, calcium-fortified orange juice, fat-free milk, whole-wheat bread (one double-sided copy for each youth)
 - *Calcium Counter* sheets (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, such as jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, and streamers
 - Digital and/or mobile device with camera (optional)
 - *Your Attention, Please!* sheets (one copy for each youth)
 - *Take Home a New Idea!* sheets (one copy for each youth)
 - *Tips for Media-Smart Parents* 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 (plain, vanilla, or fruit-flavored)
- Two or three types of canned, fresh, or frozen fruit, such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple (if canned, in water or 100% juice, not syrup)
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, bowls, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- Two food cans or other common items (such as books), weighing about 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.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Write “Weight-Bearing Physical Activities” across the top of a piece of flipchart paper, and post it in the room.

Weight-Bearing
Physical Activities

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #9: *Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.
- Photocopy the sheets with Nutrition Facts labels (one double-sided 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).

Action Break

- Review the breaks, 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).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).
- Photocopy the extra take-home activity, *Scavenger Hunt: Digging for Calcium* sheet (one copy for each youth).

Lesson 8

8

Activity A: Foods in the Media and Thinking About Packaging

Time

20 minutes

Activity Overview

Youth discuss the types of foods commonly seen in the media, particularly in advertisements. They discuss food packaging 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 intake of solid fats or added sugars when eating packaged snack foods.

Materials Needed

- ◆ 6 Media Questions poster
- ◆ One empty package of each of these snacks:
 - Large snack-size package of potato chips that contains more than one serving (see the Nutrition Facts label for serving size information); these packages of chips are sometimes called “grab bags,” or “hunger grab” or “big grab” bags, and typically have about 3 ounces of chips in them.
 - Large snack-sized candy bar that contains more than one serving (see the Nutrition Facts label for serving size information); these candy bars are sometimes called “king-size” or “2 to go” and tend to have at least two bars included in the package.
 - 20-ounce bottle of regular soda

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.

1. **ASK** how many youth saw a food or drink featured in the media the previous day, especially snack foods and drinks. **REMINDE** them to think of all the many ways that foods and drinks can appear in various media—TV, Internet, movies, magazines, radio, newspapers, billboards, bus signs, and others. **ADD** that the food or drink doesn't need to be in an advertisement. They may also see the foods or drinks integrated into a TV show or online video, 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 responses:
 - Foods that are fast and easy to make
 - Prepared foods
 - Bottled water
 - Yogurt drinks
 - Breakfast cereal or other breakfast foods
 - Granola bars
 - Sports drinks
 - Candy
 - Soda
 - Chips
 - ◆ Are vegetables and fruit or whole-grain foods featured very often in media?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Fruits, vegetables, and whole-grain foods are not featured very often in the media.
 - ◆ How often are the featured foods and drinks low in solid fats and added sugars?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Foods that are low in solid fats and added sugars are not featured very often in the media. Many of the foods featured in media are high in solid fats and/or added sugars.
 - ◆ 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 responses:
 - They make you want to have the foods, even if you aren't hungry or thirsty.
 - It can be hard to choose vegetables and fruit, whole grains, and foods that are low in solid fats and added sugars when other kinds of foods are so prominent in the media.

1. **SAY:**



In our previous 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 packaging 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 suggests 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 (such as bright colors, a catchy design, and portable size).

3. **ASK** youth to name the three ways to cut back on solid fats and added sugars that they learned about earlier.

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

- ◆ Choose alternatives that are lower in solid fats and added sugars and that provide nutrients.
- ◆ Choose smaller amounts of foods that are high in solid fats and added sugars.
- ◆ Choose foods higher in solid fats and added sugars less often.

4. **TELL** youth that they are now going to do some detective work on the “amounts” idea to see how the packaging of these common snacks might influence how much people eat. **REMIND** youth about serving size:

- ◆ A serving size is a standardized amount of a food, such as a slice of bread, ½ cup of cut-up fruit, or 8 fluid ounces (1 cup) of milk.
- ◆ The nutrient information on the Nutrition Facts label is based on a single serving of that particular food or drink. The size of the serving on the Nutrition Facts label is not always the same as the recommended serving size given in nutrition recommendations.

5. **HOLD UP** the empty packages for the 20-ounce bottle of regular soda, the large snack-size candy bar, and the large snack-sized bag of chips. **ASK** youth:
- ◆ How many servings do you think are in the bottle of soda, the candy bar, and the chips, according to their Nutrition Fact labels?
- LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
- One serving

6. **SAY:**



Actually, the Nutrition Facts labels on these packages show that they are more than one serving, even though many people can eat or drink all of the contents at one time and may think of these packages as one serving. It is important to be aware of the difference between serving size—an amount on the Nutrition Facts label—and a portion—the actual amount of food that a person chooses to eat at one time.

7. **PASS AROUND** all the packages. **TELL** youth to look for the serving sizes on the Nutrition Facts labels and to read them out loud. **ASK** youth:
- ◆ Think about the packages as a form of media. In some cases, the Nutrition Facts 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?
 - ◆ When young people get a snack this size, do you think they usually finish the package all at once or eat or drink only part of it?
 - ◆ In stores, are these packages easy to find or hard to find?
8. **ASK** youth to look at the rest of the Nutrition Fact labels on all the packages. **NOTE** that the %DV on the label for total fat and total carbohydrates is based on one serving. **REMINDE** them that 5%DV is considered low and 20%DV is considered high. **ASK** youth:
- ◆ If a package of a snack 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 more than the %DV for that nutrient.
 - If one serving of the snack is high in solid fats or added sugars according to the %DV, then eating the whole package means a person may be consuming a lot of fats and sugars.
 - The fats and sugars in many snack foods tend to be solid fats and added sugars. These snack foods also are often high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories, solid fats, and added sugars without getting nutrients he or she needs.

- ◆ Sometimes the serving size on a large snack-sized food or drink is listed as “1 package.” The food or drink inside the package may be high in solid fats and/or added sugars and low in nutrients. If you eat the suggested serving size—1 package—would you be eating a lot or a little solid fats and added sugars? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Eating the 1-serving package means eating a lot of solid fats and/or added sugars.

A Note About Total Carbohydrates and Added Sugars

Two of the snacks featured in this activity—the candy bar and the soda—are high in added sugars. The Nutrition Facts label does not give a %DV for sugars nor does it show added sugars versus naturally occurring sugar, but it does give a %DV for total carbohydrates (which 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 sugars, so looking at the %DV for total carbohydrate will give youth a good sense of how much the added sugars contribute to the total carbohydrates recommended for a day. Looking on the ingredient list for “sugar” words also gives a good clue about which and how much added sugars are in the product (see page 210 in *Lesson 6* for more on this strategy).

9. **ASK** youth:
- ◆ What’s the main conclusion we should draw from this activity?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - No matter what the package says about servings, the amount you eat at one time counts!

10. **SAY:**



That’s right. Portions—the amount of food a person chooses to eat at one time—are important. For foods that are high in solid fats, added sugars, or calories, the smaller the portion, the better. Just because a snack is sold in one package, or the serving size is listed as “1 package,” does not mean that a person should eat all of it at one time.

11. **ASK** youth for their ideas about how they can make smart decisions about packaged snacks that are high in solid fats and added sugars.
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
- ◆ 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 solid fats or added sugars.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their thoughtful discussion.
2. **ASK** whether youth have any comments or questions.
3. **TELL** them they are now going to have a delicious, good-for-you snack that's also a great introduction to the next activity.

8

Lesson 8

Snack Break



Better Bones 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 (plain, vanilla, or fruit-flavored)
- Two or three types of canned fruit (in juice, not syrup) or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, bowls, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How to Put It Together


1. **PUT** ½ cup of yogurt or soy yogurt in bowls for the youth.
 2. **SUGGEST** they top the yogurt with fruit.
 3. **ENJOY!**
- **POINT OUT** that yogurt is a good source of calcium and that they will learn more about calcium in the next activity.

- **TELL** youth about these other calcium-containing snacks:
 - Almonds
 - Low-fat or reduced-fat cheese
 - Calcium-fortified 100% orange juice
- **TELL** youth they will be able to take home a copy of the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 8

8

Activity B: Building Better Bones

Time

23 minutes

Activity Overview

Youth learn that a calcium-rich diet and weight-bearing physical activities will help them build strong bones and teeth now and will help prevent weak bones 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 foods high in calcium.
- ◆ Use the Nutrition Facts label to find the calcium content of a food.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)
- ◆ Sheets with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, regular orange juice, calcium-fortified orange juice, low-fat yogurt with fruit, rice, fat-free milk, whole-wheat bread (one double-sided copy for each youth)
- ◆ *Calcium Counter* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Write “Weight-Bearing Physical Activities” across the top of a piece of flipchart paper, and post it in the room.
- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #9: Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.

- ◆ Photocopy the sheet with Nutrition Facts labels (one copy for each youth).
- ◆ Photocopy the *Calcium Counter* sheet (one copy for each youth).

Warm-Up | 7 minutes

1. **ASK** youth whether they have older relatives or family friends who have recently broken a bone or who seem to have gotten shorter as they've grown older. If so, explain that their family member or friend may have a condition called osteoporosis (pronounced "aws-tee-oh-puh-row-siss"), which means that their bones are weak and more likely to break. Getting too little calcium when you're young can increase your chances of getting osteoporosis when you're older.

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

3. **TELL** youth they are going to talk about weight-bearing physical activity first.

A Note About Resources

Some resources about "strong bones" for you and youth in your group:

- *Milk Matters* Calcium Education Campaign (<http://www.nichd.nih.gov/milk>), supported by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD)
- *Best Bones Forever!* (<http://www.bestbonesforever.gov>), supported by the Office on Women's Health, Office of the Assistant Secretary of Health, U.S. Department of Health and Human Services
- *Kids and Their Bones: A Guide for Parents* from the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS) (<http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>)
- National Institutes of Health Osteoporosis and Related Bone Diseases—National Resource Center (<http://bones.nih.gov>)

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 supporting most of your weight. Examples of weight-bearing activities include running, jumping, or hiking.

Did you know that 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 activities.

5. **ASK** youth to name some weight-bearing physical activities. **WRITE** their ideas on the flipchart paper entitled “Weight-Bearing Physical Activities.”

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

- ◆ Running
- ◆ Walking
- ◆ Hiking
- ◆ Skipping
- ◆ Jumping rope
- ◆ Jumping jacks
- ◆ Push-ups
- ◆ Climbing stairs
- ◆ Raking leaves
- ◆ Yoga
- ◆ Hopping
- ◆ Jumping
- ◆ Playing sports that include running or catching, such as basketball, soccer, and baseball
- ◆ Hopscotch
- ◆ Dancing
- ◆ Lifting weights
- ◆ Handstands and cartwheels
- ◆ Carrying groceries

 **A Note About Linking to Lesson 5: Motion Commotion**

This is a good place in the activity 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).

6. **ASK** youth to name at least two physical activities that are not weight-bearing because something else is supporting your weight (but are still great to do!).

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

- ◆ Swimming
- ◆ Horseback riding
- ◆ Biking

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 in your everyday eating and drinking. Calcium is a mineral that:
 - ◆ Builds strong, healthy bones and teeth
 - ◆ Keeps bones and teeth strong throughout life
 - ◆ Is important for overall health¹⁷

9. **SAY:**



It is most important to get enough calcium during your childhood and teen years—about 90 percent of all the calcium you'll ever get into your bones is there by age 18 in girls and age 20 in boys.¹⁸ If you don't get enough calcium during these important years, you can't make up for it later. As you get older, it's important to keep consuming enough calcium to maintain the strength of your bones. Building strong bones and teeth now and keeping them strong can help prevent health problems later in life.

10. **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 products¹⁹

¹⁷ For more information on calcium, visit the NICHD's *Milk Matters* Calcium Education Campaign website at <http://www.nichd.nih.gov/milk>.

¹⁸ NIAMS. Retrieved August 2, 2010, from <http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>.

¹⁹ Youth 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, especially older women, do need to take calcium supplements. See the *Milk Matters* Calcium Education Campaign at <http://www.nichd.nih.gov/milk> for more information on calcium supplements.

11. **SAY:**



That's right. We get most of our calcium from food and drinks. Milk products—milk, yogurt, and cheese—are the best dietary sources of calcium. Because some milk products are also high in solid fats, 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. Some food companies are adding calcium to foods that don't naturally contain this nutrient. So now you can 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 nondairy foods that naturally contain calcium. Even though these foods have smaller amounts of calcium than milk and milk products, that calcium is still important for your bones. For example, dark-green leafy vegetables, such as spinach, kale, turnip greens, and collard greens, and beans, such as white beans, soybeans, and garbanzo beans, naturally contain calcium. So do almonds, figs, and canned salmon with bones.



DVD Segment #9: Smoothie Sensations

12. If you choose to use the Media-Smart Youth DVD, **SAY:**



Now we're going to see a segment that shows how to make a smoothie that's rich in calcium.

SHOW Segment #9: Smoothie Sensations. When the segment is finished, **GO** to Doing the Activity.

13. If you choose not to use the Media-Smart Youth DVD, **SAY:**



Some people do not get enough calcium in their diets and need to work on consuming more. I'm going to ask you a question and I want you to jump to your feet when you hear the answer you think is right.

14. **ASK:** Which of the following groups do you think gets the *LEAST* amount of calcium in their diets?

- ◆ Boys ages 9 to 13
- ◆ Girls ages 9 to 13

SAY:



The answer is “girls ages 9 to 13.” Less than 10 percent of girls in that age group, fewer than 1 in 10, get enough calcium. For boys ages 9 to 13, only 25 percent, or 1 in 4, get enough calcium.²⁰ These statistics tell us that as young people start to make more of their own food and drink choices, they’re not choosing as many foods and drinks with calcium as they need.

You can help change this trend among girls and boys in your age group by choosing foods and drinks that have calcium. Fat-free or low-fat milk is a great drink choice because it is an excellent source of calcium. Many other foods have calcium in them, too. We’re going to do an activity now to learn more about drinks and foods that can help you get the calcium you need during your important bone-growing years.

* 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 the homes or schools of the youth. If they are not, find out what other kinds of calcium-containing foods are commonly available. (See the *Calcium Counter* sheet on page 303 for a list of some common calcium-containing foods.)

²⁰ NICHD’s Milk Matters Calcium Education Campaign. Retrieved August 2, 2010, from <http://www.nichd.nih.gov/milk>.

1. **PASS OUT** the Nutrition Facts labels sheets.²¹ **SAY:**



How can you figure out whether you're getting enough calcium? Reading the Nutrition Facts label is one way to 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). **POINT OUT** that they should see the %DV next to it.

3. **SAY:**



Most adults need 1,000 milligrams of calcium every day. That means they need to choose foods each day with calcium %DVs that add up to 100%. Young people need more calcium than adults because they are still growing. Young people need 1,300 milligrams of calcium every day.

4. **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%

5. **TELL** 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 yogurt with fruit, calcium-fortified orange juice
- Low in calcium: rice, regular orange juice, whole-wheat bread
- In between: bean burrito, broccoli

²¹ U.S. Department of Agriculture Food & Nutrition Service. (2003) Revised (2008). *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). Retrieved August 2, 2010, 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—vegetables and fruits; grains; milk and milk products; and protein foods (seafood, meat, poultry, eggs, beans and peas, soy products, nuts, and seeds)—differ from each other in many ways, including the types and amounts of nutrients they contain. Just because one food is higher in calcium or another nutrient than other foods, doesn't mean it's "better." Eating many different kinds of nutritious foods is the best way for young people to get all the nutrients they need to grow and be healthy.

6. **HAND OUT** a *Calcium Counter* sheet 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. **EXPLAIN** that they need to pick foods from the sheet with %DVs that add up to at least 130%DV because the calcium DV is 1,000 mg and youth need 1,300 mg. **GIVE** them two important hints:
 - ◆ They should focus on foods high in calcium, but should try to include other foods that are in between and low in calcium.
 - ◆ Choosing more than one serving of a favorite calcium-rich food or drink can help the %DVs add up (for example, 1 cup of fat-free milk at lunch and 1 cup at dinner).
7. **ALLOW** youth 1 minute to look through the list. **BEGIN** the brainstorm. **ALLOW** youth to come up with two or three combinations of foods and drinks. **WRITE** their suggestions on flipchart paper. **ADD** the %DVs to make sure that each combination totals 130%DV.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their calcium-rich thinking! **SUGGEST** that they take the *Calcium Counter* sheet home to help them think about calcium in their daily food and drink choices.
2. **TELL** youth they are going to put what they just learned into action with a fun *Action Break* about weight-bearing physical activity.

8

Lesson 8

Action Break



Weight-Bearing Fun



Time

10 minutes

Materials Needed

- Two food cans or other common items (such as books), weighing about 2 pounds each

Doing the Activity

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 at the other end of the room, about 20 feet away from each of the cans.
 3. **EXPLAIN** the activity:
 - The first youth in each group should run to a can at the other end of room, do a weight-bearing activity five times, run back, and tag the second youth in line. Youth can do any weight-bearing activity, including push-ups, jumping jacks, pretending to climb stairs, or lifting weights using the can.
 - When tagged, the second youth in the group should run to the other end of room, do a different weight-bearing activity five times, then run back and tag the next person.
 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 ideas. The groups can do them in any order, and they can repeat the same activity if they choose.
 5. **ASK** one youth in each group to start the activity.
 6. **CONGRATULATE** youth when they have finished the activity.
 7. **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 B* for other *Action Break* ideas.

Lesson 8

8

Activity C: 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 at least three techniques that can draw a viewer’s attention to a message.

Materials Needed

- ◆ Youth folders
- ◆ Several very large pieces (as large as you can get) of poster board or paper or a roll of easel or craft paper (available in toy or craft stores)
- ◆ Decorative supplies, such as jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, and streamers
- ◆ Digital and/or mobile device with camera (optional)
- ◆ *Your Attention, Please!* sheets (one copy for each youth)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* 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 *Tips for Media-Smart Parents* sheet (one copy for each youth).
- ◆ Photocopy the extra take-home activity, *Scavenger Hunt: Digging for Calcium* sheets (one copy for each youth).

1. **SAY:**



Now, we're going to do our Mini-Production. This Mini-Production plays with several of the 6 Media Questions you learned about—audience, message, and technique—but its focus is 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 their message across fast. People often see billboards when they are driving by—so 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:

- Use of color, such as bright colors or no color (black and white photographs or black background and white text, for example)
- Few words
- Interesting design of text or slogans
- Funny words
- Use of celebrities
- Beautiful or funny pictures
- Action

- ◆ What techniques attract your attention when you see other media?

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

- Music (lively, sad, loud, or soft)
- No sounds at all
- Fast-moving images
- Animation

- ◆ Why is technique important?

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

- It's what gets people's attention.
- Once you have people's attention, you can get your message across.

3. **SAY:**



You're 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 to attract attention and get your message across.

Doing the Activity | 20 minutes

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 foods high in calcium and/or doing weight-bearing physical activities.
2. **HAND OUT** the youth folders and a *Your Attention, Please!* planner sheet to each youth. **TELL** the youth they should use the planner sheets to decide what they want to say and what techniques they want to use to get their message across. **ADD** that once they have decided on their message and techniques, they can begin to create their 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. **TELL** youth when time is up.
4. **ASK** youth to post 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.
5. If a digital camera is available, **TAKE** pictures of the billboard. **E-MAIL** the pictures to the youth in the group so they can share them with their friends online.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their creativity and beautiful work.
2. **ASK** whether youth have any comments or questions.
3. **TELL** them to put their *Your Attention Please!* creative planner sheets into their folders.

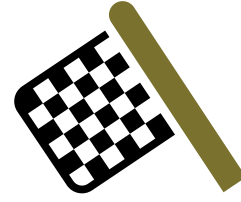
* A Note About Showcasing the Billboards

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. Or, add the photos of the billboards to a photo-sharing website.

8

Lesson 8

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, serving size, and portions
 - ◆ Calcium, weight-bearing physical activity, and healthy bones
 - ◆ Techniques used by media to get people's attention

3. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* sheets, the *Tips for Media-Smart Parents* sheets, and the *Scavenger Hunt Guide: Digging for Calcium* sheets.
5. **TELL** youth that the last sheet 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.

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, *Lesson 9*. Youth will make some important decisions in that lesson about their *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 pages 327 and 328 ahead of time, in case you need any preparation to answer the questions.

Your Attention, Please!

Our billboard topic is:

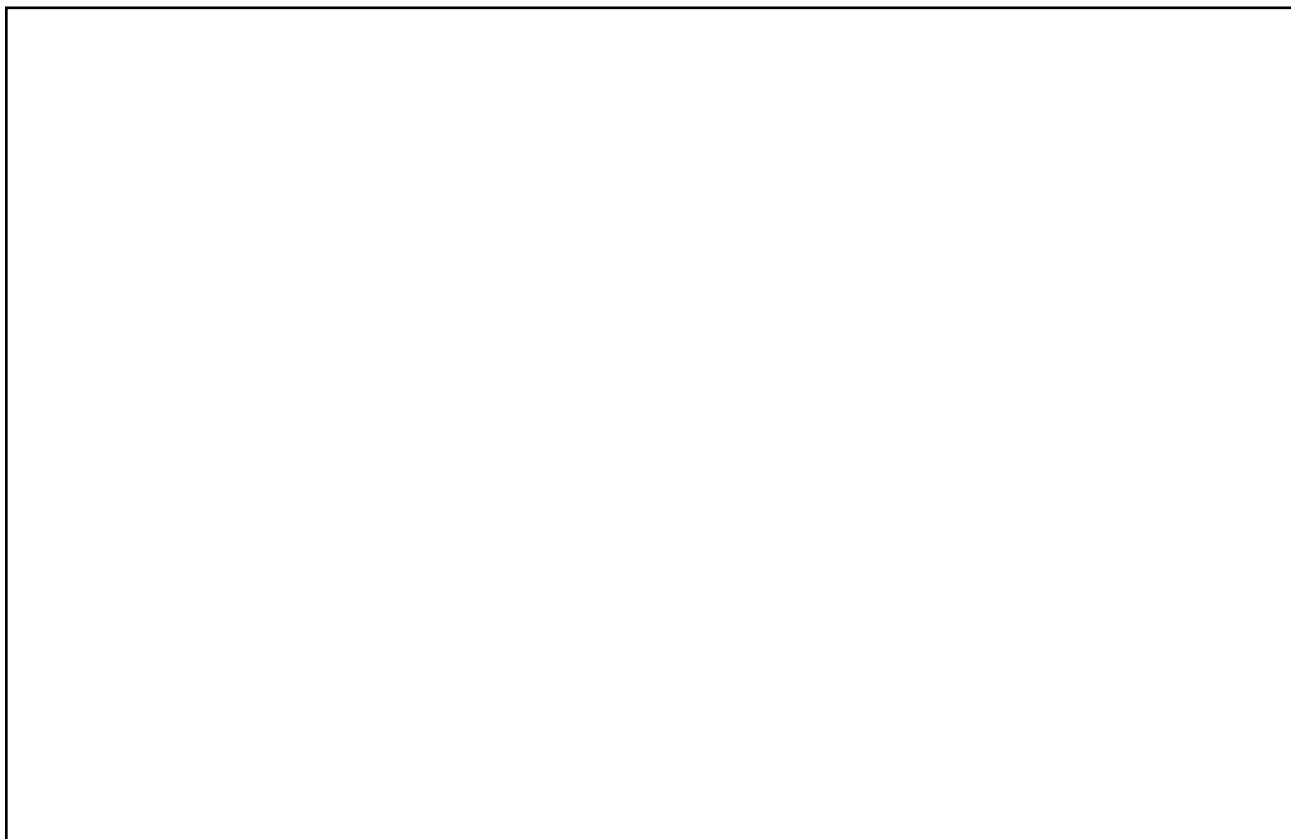
Smart Snacking

Building 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.

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%
<i>Trans Fat</i> 0g	
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 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%
<i>Trans Fat</i> 0g	
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 are based on a 2,000 calorie diet.	

Orange Juice

Nutrition Facts	
Serving Size 8 FL OZ (249g) Servings Per Container 8	
Amount Per Serving	
Calories 110	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 26g	9%
Dietary Fiber 0g	0%
Sugars 22g	
Protein 1g	
Vitamin A 0% • Vitamin C 50%	
Calcium 2% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Calcium-Fortified Orange Juice

Nutrition Facts	
Serving Size 8 FL OZ (249g) Servings Per Container 8	
Amount Per Serving	
Calories 110	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans Fat</i> 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 26g	9%
Dietary Fiber 0g	0%
Sugars 22g	
Protein 2g	
Vitamin A 0% • Vitamin C 180%	
Calcium 35% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Lesson 8, Activity B

Nutrition Facts Labels

Below are Nutrition Facts labels for a variety of foods.

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%
<i>Trans</i> Fat 0g	
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 0%
* Percent Daily Values are based on a 2,000 calorie diet.	

Rice, White, 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%
<i>Trans</i> Fat 0g	
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 are based on a 2,000 calorie diet.	

Fat-Free Milk

Nutrition Facts	
Serving Size 8 FL OZ (245g)	
Servings Per Container 8	
Amount Per Serving	
Calories 90	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
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 are based on a 2,000 calorie diet.	

Bread, Whole Wheat

Nutrition Facts	
Serving Size 1 slice (50g)	
Servings Per Container 15	
Amount Per Serving	
Calories 140	Calories from Fat 30
% Daily Value*	
Total Fat 3g	5%
Saturated Fat 0.5g	3%
<i>Trans</i> Fat 3g	
Cholesterol 0mg	0%
Sodium 340mg	14%
Total Carbohydrate 24g	8%
Dietary Fiber 3g	14%
Sugars 0g	
Protein 4g	
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 8%
* Percent Daily Values are based on a 2,000 calorie diet.	

U.S. Department of Agriculture Food & Nutrition Service. (2008). *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide* (USDA Publication No. FNS-323). Retrieved August 2, 2010, from 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 fruit-flavored yogurt	1 cup	35%
Fat-free or reduced-fat cheese	1 ounce	12%
Chocolate pudding, made with 2% milk	½ cup	15%
Fat-free or low-fat cottage cheese	1 cup	13%
GRAIN GROUP		
Calcium-fortified bread	1 slice	15%
Corn tortillas	3 medium	6%
VEGETABLE AND FRUIT GROUP		
Broccoli	½ cup	3%
Collard greens	½ cup	18%
Bok choy (also called pak choi)	½ cup	8%
Potato	1 medium, baked with skin	3%
Calcium-fortified orange juice	1 cup	50%
Regular orange juice	1 cup	2%
Figs, dried	2 figs	6%
PROTEIN GROUP		
Chili with beans	1 cup	8%
Baked beans, vegetarian	½ cup	4%
Dry-roasted almonds	1 ounce (22 almonds)	8%
Scrambled eggs	2 eggs	8%
Peanut butter	2 tablespoons	1%
Tofu, regular, calcium-fortified	¼ block	16%
MIXED DISHES		
Cheese pizza, 12"	1 slice	20%
Macaroni and cheese	1 cup	9%
Soup prepared with milk	1 cup	17%
Lasagna, meat with tomato sauce	1 cup	30%

Data sources: U.S. Department of Agriculture. *National Nutrient Database for Standard Reference, Release 23*. Retrieved on June 19, 2011, from <http://www.nal.usda.gov/fnic/foodcomp/search>; Wonder® Bread website. Retrieved on June 19, 2011, from <http://www.wonderbread.com/white-bread.html>.

For more information on the calcium content of foods, go to Appendix 14 of the *Dietary Guidelines for Americans, 2010* at <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>.

Scavenger Hunt Guide: Digging for Calcium

What is a gram?

- 1 gram (g) = 1,000 milligrams (mg)
- The Nutrition Facts label tells you the exact weight of each nutrient in a serving of food.
- Consider this comparison: a paper clip or a raisin weighs about 1 gram.

The next time you're at the grocery store with a parent or family member, take this guide along with you to search for foods and drinks that are good sources of calcium.

Step 1: Find sources of calcium in milk and milk products (milk, yogurt, and cheese).

Read these paragraphs 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 mg 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 greater 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's also best to eat calcium-containing foods that are low in solid fat.

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Questions	Whole Milk	Fat-Free Milk	Cheddar Cheese	String Cheese	Plain Fat-Free Yogurt	Fruit-Flavored Low-Fat Yogurt	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 in the table above, which are considered "high" in calcium?

1. _____ 2. _____ 3. _____

Step 2: Find sources of calcium in foods other than milk and milk products.

Read this paragraph out loud:

Some people have trouble digesting milk, yogurt, and cheese, and others 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. See whether your grocery store has any of these calcium-fortified foods!

Go to the soy drinks section. You might find soy drinks located in the milk or breakfast cereal aisle. If you can't find soy drinks, ask someone who works in the store to tell you where they are.

4. Do all of the soy drinks have added calcium? (Circle one) Yes No

What clues on the package tell you that calcium may be added?

1. _____ 2. _____

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?

1. _____ 2. _____

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?

1. _____ 2. _____

Lesson 8, Extra Take-Home Activity

Step 3: Don't forget about other nondairy foods that contain 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 ___mg ___%DV of calcium
- Blackstrap molasses ___mg ___%DV of calcium
- Canned white beans ___mg ___%DV of calcium
- Frozen collard greens ___mg ___%DV of calcium
- Frozen spinach ___mg ___%DV of calcium
- Dry-roasted almonds ___ mg ___ %DV of calcium
- Frozen kale ___mg ___%DV of calcium

Congratulations! You have finished the Digging for Calcium Scavenger Hunt!



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 an excellent source of calcium (at least 20%DV).
2. Tell your parents and other family members about the importance of calcium and weight-bearing physical activity for strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat yogurt.
3. Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
4. 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: Better Bones Sundaes and More

Try it at home with your family and friends.

What's In It?

- Fat-free or low-fat yogurt or soy yogurt (plain, vanilla, or fruit-flavored)
- Canned (in water or 100% juice, not syrup), fresh, or frozen fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

How To Put It Together:

1. Put $\frac{1}{2}$ cup of yogurt or soy yogurt in a bowl.
2. Top with fruit.
3. Enjoy!

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

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 8: Super Snacks and Better Bones?

Here's how to put it into action at home:

He or she:

- Discussed the difference between serving size and portion. A serving size is a standardized amount of a food, such as a cup or a slice. Serving sizes are found on the Nutrition Facts label. A portion is the amount of food a person chooses to eat at one time.
- Explored how food packages are a form of advertising. The packaging can affect how much of a specific food a person chooses to eat. Just because a snack is sold in one package, and the serving size is listed as "1 package," does not mean that a person should eat all of it at one time.
- Learned that a calcium-rich diet and weight-bearing physical activity help build strong bones and teeth, and help prevent bone loss and fractures later in life. Weight-bearing activities are any activities in which feet, legs, or arms are supporting most of a person's weight, such as running, hiking, dancing, or climbing stairs.
- Discussed sources of calcium, such as fat-free or low-fat milk and milk products, almonds, dark-green leafy vegetables, and beans. Some foods, such as soy drinks, orange juice, and breakfast cereal, also are fortified with calcium.

- Read the Nutrition Facts label before you eat packaged foods. Look at the serving size listed and decide if the serving size is right for you.
- Choose small portions of foods that are high in solid fats, added sugars, and calories. Many snack foods that are high in solid fats and/or added sugars also are high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories, solid fats, and added sugars without getting needed nutrients.
- Choose calcium-containing foods and drinks every day.
- Look at the calcium %DV on the Nutrition Facts label of foods. Keep in mind that many adults need 1,000 milligrams of calcium a day, and young people ages 9 to 18 need 1,300 milligrams a day because they are still growing.
- Pick a weight-bearing activity to do today. You'll be doing something great for your bones and your overall health!

Ask your young person to tell you about one or more ideas he or she really liked for getting enough calcium and for weight-bearing physical activity. Try them together at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

9

Lesson 9

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 it might 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 they will use and type of project they will do 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 their nutrition or physical activity choices.
- ◆ 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*.

Lesson 9



Materials Needed

For Activities

- Youth folders
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- 6 Media Questions Poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Two empty paper towel rolls, or two rolled up sheets of paper, to serve as “batons” for the relay race activity
- *Choosing Specific Actions for the Big Production* sheets (one copy for each youth)
- Pencils or pens (one for each youth)
- Index cards (for ballots)
- Shoebox with lid (for ballot box)
- Large piece of colorful paper to cover the ballot box (gift wrap or the comics page from the Sunday newspaper)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- Air-popped popcorn or low-fat microwave popcorn
- Nonstick 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
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer

- Paper plates, cups, and napkins
- Microwave oven or air popper
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- None



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Write “What Makes It Easy To Be Physically Active?” across the top of a piece of flipchart paper. Write “What Makes It Hard To Be Physically Active?” across the top of another piece of flipchart paper. Post them in the room near where youth will line up for the relay race.

Snack Break

- Review the snack and prepare ahead of time as needed.

Activity B

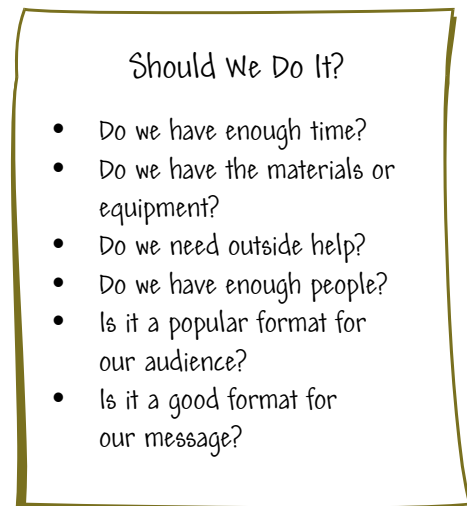
- Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).
- Bring in the flipchart papers from *Lesson 1* and *Lesson 4* that list nutrition tips, and from *Lesson 5* that list physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

Action Break

- Review the activity, and prepare ahead as needed.

Activity C

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #10: *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 and lid with colorful paper (such as gift wrap 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 *Lesson 2* and *Lesson 7*
 - The *Mini-Productions* the youth have developed during the course of the curriculum
 - *Appendix G*, which contains additional *Big Production* ideas, information, and tips for working with each format
- From these potential media possibilities, choose six to eight format options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. Write “*Big Production Format Options*” across the top of a piece of flipchart paper and list the options on the paper. Post it at the front of the room. Include a range of ideas. Youth might not choose a format from your list, but it can provide ideas when they brainstorm about their *Big Production*.
- If you have enlisted a media partner for your *Big Production*, talk together before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- Write the questions below on a piece of flipchart paper, and post the paper at the front of the room.



- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Lesson 9

Activity A: Being Active—What Makes It Easy? What Makes It Hard?

9

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

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ 6 Media Questions poster
- ◆ Two empty paper towel rolls, or two rolled up sheets of paper, to serve as “batons” for the relay race activity

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Write “What Makes It Easy To Be Physically Active?” across the top of a piece of flipchart paper. Write “What Makes It Hard To Be Physically Active?” across the top of another piece of flipchart paper. Post them in the room near where youth will line up for the relay race.

1. **WELCOME** youth back.

2. **SAY:**



Today we're going to talk about the realities of being physically active every day. We're also going to do an activity that will help you think about things in your own lives that make it easy or hard to be physically active every day. The activity will also help us think about our Big Production.

3. **ASK** youth to jump to their feet if they agree with any of the following statements.



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:**



Some days it's easy to be physically active. Other days, things get in the way and it's hard to fit physical activity in.

5. **ASK** youth to share one example of something that might make it easy to be active. Then **ASK** youth to share one example of something that might make it 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 family member who likes to do physically active things with me ■ Listening to music that makes me want to dance ■ Getting involved in after-school clubs that offer fun and social ways to be active in a group, such as a running club 	<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 ■ Wanting to chat with my friends online or watch a favorite TV show with friends

6. **SAY:**



Good ideas! Let's do an activity that will get us thinking some more about these issues.

Doing the Activity | 17 minutes

1. **TELL** youth that they will be doing a relay race. **EXPLAIN** that the purposes of this relay race are to:

- ◆ Use their ideas and energy to make a list of things that make it easy to be physically active.
- ◆ Become aware of things that make it hard to be physically active.

ADD that you hope sharing ideas about this topic will help everyone become more physically active in daily life.

2. **DIVIDE** the youth into two teams. **ASK** each team to form a single-file line at one end of the room. **MAKE SURE** there is enough space for them to skip or hop across to the other end of the room and back.



3. **EXPLAIN** the rules of the game. **SAY:**



- *You are going to take turns participating in a relay race. When it's your turn, you will hold the "baton," skip or hop across to the other end of the room, touch the wall, and then turn around and skip or hop back to the group.*
- *One person from each team will skip or hop across the room at a time. Before your turn starts, I am going to ask you one of the following two questions:*
 - *What makes it easy to be physically active?*
 - OR
 - *What makes it hard to be physically active?*
- *You can think of your answer to the question while you are skipping or hopping across the room.*
- *In order to pass the baton to the next person in line on your team, you must say your answer out loud to the whole group. The person who skips or hops back to the group first gets to be the first to share an answer to the question. Please be creative with your answer, and try not to repeat an answer that another member of the group has already given.*
- *After you share your answer out loud and pass the baton to the next person in line, please write your answer on the flipchart paper posted on the wall. There is a separate sheet for each question. At the end of the relay race, we'll have a list of your good ideas.*

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 their day?
 - ◆ Do even a little physical activity whenever possible?

5. **TELL** youth to start the relay race. **CALL OUT** a question to the person at the head of the line. **ALTERNATE** between the following two questions:
 - ◆ What makes it easy to be physically active?
 - ◆ What makes it hard to be physically active?

6. **REMIND** each person to write down his or her answer on the appropriate paper posted on the wall. Once all youth have participated in the relay race and answered a question, **END** the game. **ACKNOWLEDGE** the great energy and ideas from both teams. **DISCUSS** their answers.

7. **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 for physical activity?
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 so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.
 - Understanding the helpers and obstacles will help us focus on the things 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. But maybe there are aspects of our lives we can change to help us be more physically active, such as walking up the stairs instead of taking the elevator.

8. **SAY:**



We're going to spend a few minutes brainstorming some solutions for the obstacles you identified. Let's try to come up with at least one solution for each obstacle. Remember, there are no wrong answers in a brainstorm—only great ideas. Be creative!

9. **ASK** youth what solutions they can think of for any of the obstacles they listed. **DISCUSS** as needed.

* A Note About Engaging the Youth

Make this game as fun and lively as possible. Encourage the youth to call out their 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 pages 32 and 33 in the *Introduction and Overview* for tips on how to handle sensitive topics.

Closing the Activity | 1 minute

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 can also apply these same questions—What makes it easy? What makes it hard?—to understand other topics, such as choosing vegetables, fruits, and whole-grain foods every day, and cutting back on solid fats and added sugars. **ADD** that knowing the answers to these questions can help them make smart choices about the food they eat and how active they are. **REMIND** them that their solutions to physical activity and nutrition obstacles can also offer great ideas for their *Big Production*, which they will begin working on shortly.
3. **TELL** youth that after a quick *Snack Break* they will do an activity to get them thinking about their *Big Production*.

9

Lesson 9

Snack Break



Pop It!



Time

10 minutes

What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Nonstick 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

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, and napkins
- Microwave oven or air-popper
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How To Put It Together

1. **POP** the popcorn in the microwave or with an air-popper.
2. **POUR** into a large bowl.
3. **SPRAY** popcorn with the cooking spray.

4. **ADD** two or three of the suggested toppings. **TRY** these combinations:

- 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

5. **ASK** youth to take a serving.


6. **ENJOY!**

- **POINT OUT** that popcorn is a whole-grain food.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 9

9

Activity B: 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, youth will be able to:

- ◆ Identify at least two specific actions to promote nutrition or physical activity.

Materials Needed

- ◆ Youth folders
- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ *Choosing Specific Actions for the Big Production* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).
- ◆ Bring in the flipchart pages from *Lesson 1* and *Lesson 4* that list nutrition tips and the flipchart pages from *Lesson 5* that list physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

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 product.

Because it takes time to plan the Big Production, we need to start now. So 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. **REMINDE** youth they've learned that 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. **ADD** that 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.

3. **SAY:**



One way they do this is by choosing an action that's easy for the target audience to do. They also avoid talking about any obstacles that might prevent the audience from doing the action. Finally, they make the action appealing to the audience. Sound familiar? We've just been talking about these things in the previous activity.

Let's look at an example: the Zippy's restaurant chain sells barbeque chicken, salads, French fries, and fruit smoothies. Zippy's is well known for its delicious and healthy food. Its advertising emphasizes that Zippy's restaurants are all over town and that the restaurants are open 24 hours a day.

4. **ASK** youth:

- ◆ What action is Zippy's promoting?

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

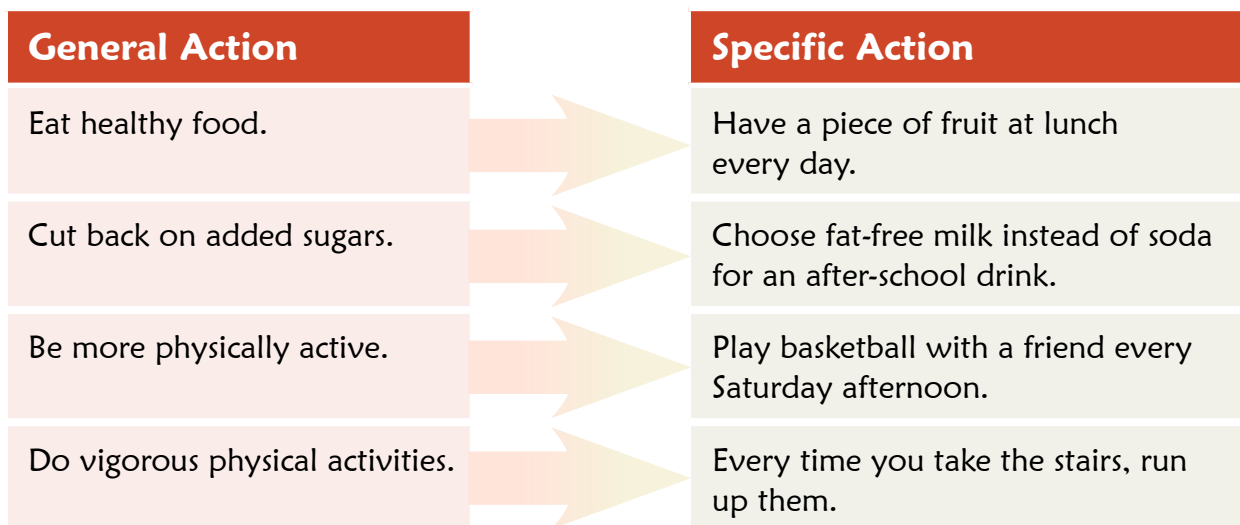
- Eat at Zippy's!

- ◆ How does Zippy's make it easy for us to do that action?

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

- They make it convenient to go there by having restaurants all over town.
- They make it easy to get food any time we want by being open 24 hours a day.

- ◆ How does Zippy’s make it appealing for us to eat there?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - They make food that is really delicious.
 - They offer many healthy choices at Zippy’s.
 - ◆ 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 and appealing to eat there, we’re more likely to do it, and Zippy’s will be a success.
5. **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: they are going to decide on a nutrition or physical activity action to promote in the *Big Production*. But they are going to take it one step further by making the action specific. **ADD** that they should keep in mind ways to make the action easy for and appealing to their target audience.
6. **ASK** youth if they know what the word “specific” means.
- ◆ **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - Precise
 - Exact
 - Definite
7. **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 make those actions specific. Examples could include:



8. **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 tell us exactly what we are supposed to do.
 - Specific actions let us clearly see the progress we are making toward a goal.

Doing the Activity | 12 minutes

1. **HAND OUT** the sheet called *Choosing Specific Actions for the Big Production*.

2. **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.

3. **ASK** one of the youth participants to read the left column of the worksheet out loud to the rest of the group.

4. **DIVIDE** the youth into two groups. **ASSIGN** the nutrition actions to one group, and the physical activity actions to the other group.

5. **SAY:**



Each group is going to work on 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 general action 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.

6. **ALLOW** youth 8 minutes to work on the actions. **TELL** them when they have 5 minutes and 1 minute left. **TELL** youth when time is up.

7. **ASK** a volunteer from each group to read the group's answer out loud. **WRITE** both groups' specific actions on a sheet of flipchart paper as they read them. If necessary, **HELP** youth to rephrase their actions to make them more specific.

8. Briefly **DISCUSS** their reasons for choosing these particular actions.
9. **REMINDE** youth that if an action is specific, easy to do, and appealing to the target audience, people are more likely to do it!
10. **ASK** the whole group to select one nutrition action and one physical activity action as possibilities for their *Big Production* to focus on.
11. Once they have selected their actions, **CIRCLE** the two actions in the list so they stand out. **SAVE** this paper for *Lesson 10*.

A Note About Choosing Actions

If youth cannot come to a consensus on the action they want to choose, 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 about their *Big Production* today are not set in stone. Youth will have a chance to reconsider them in *Lesson 10*.

Optional Additional Activity

If you have time and it seems doable, ask youth whether they would like to make a group nutrition and/or physical activity resolution using the actions they selected. Use all the elements they have worked with in this lesson so far—“What makes it easy?” and “What makes it hard?”—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).

Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their wonderful work. **ASK** whether the youth have any comments or questions. **ANSWER** any questions. **TELL** youth to put their *Choosing Specific Actions for the Big Production* sheets in their folders.

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!

9

Lesson 9

Action Break




The Human Knot



Time

10 minutes

Doing the Activity

1. **ASK** youth to stand in a circle facing each other.
2. **TELL** each person to reach out and grab the hands of two people across from them, but 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 keep 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, reconnect the circle as it was before they disconnected, and start over.
5. **CONGRATULATE** youth when they have finished the activity. **ASK** youth whether they think this was physical activity (answer: 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.*
7. **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 B* for other *Action Break* ideas.

Lesson 9

Activity C: Mini-Production: Get Out the Vote! Choose Your *Big Production* Media Format

9

Time

28 minutes

Activity Overview

In this activity, youth will review the goal of the *Big Production*, then discuss and decide upon a media format for their *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

- ◆ Flipchart paper, easel (if available), masking tape, markers, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)
- ◆ Pencils or pens (one for each youth)
- ◆ Index cards (for ballots)
- ◆ Shoebox with lid (for ballot box)
- ◆ Large piece of colorful paper to cover the ballot box (gift wrap or the comics page from the Sunday newspaper)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #10: *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 and lid with colorful paper (such as gift wrap 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 *Lesson 2* and *Lesson 7*
 - The *Mini-Productions* the youth have developed over the course of the curriculum
 - *Appendix G*, which contains additional *Big Production* ideas, information, and tips for working with each format
- ◆ From these potential media possibilities, choose six to eight format options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. Write “*Big Production Format Options*” across the top of a piece of flipchart paper and list the options on the paper. Post it at the front of the room. Include a range of ideas. Youth might not choose a format from your list, but it can provide ideas when they brainstorm about their *Big Production*.
- ◆ If you have enlisted a media partner for your *Big Production*, talk together before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- ◆ Write the questions (on the right) on a piece of flipchart paper, and post the flipchart paper at the front of the room.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Should We Do It?

- Do we have enough time?
- Do we have the materials or equipment?
- Do we need outside help?
- Do we have enough people?
- Is it a popular format for our audience?
- Is it a good format for our message?

1. **SAY:**



In this activity, we're going to continue thinking about the Big Production. We're going to vote on the type of project we want to 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 response:

- The three main purposes of media form the acronym **PIE**:
 - **Persuade**
 - **Inform**
 - **Entertain**
- ◆ 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
 - Blogs
 - Websites
 - Social networking sites
 - Cell phones or mobile devices
 - 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

See *Lesson 2*, pages 84 to 85, for a more complete list of types of media.



DVD Segment #10: Big Production Montage

1. If you choose to use the Media-Smart Youth DVD, **SAY**:



Before we vote on the project format we want for our Big Production, let's 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.

SHOW Segment #10: Big Production Montage. When the segment is finished, **SKIP** to Step #3.

2. If you choose not to use the Media-Smart Youth DVD, **GO** to Step #3.

3. **HAND OUT** an index card (ballot) and a pencil or pen to each youth. **SAY**:



Let's review a few possible formats and discuss each one. We'll make some decisions as a group, and then each of you will have the chance to cast one vote for our final decision.

4. **ASK** the youth to look at the ideas posted at the front of the room, on the sheet entitled "Big Production Format Options." **ASK** for other *Big Production* ideas not included on the list. **WRITE** any additional items on the flipchart paper.
5. **ASK** whether there are any ideas they do *not* want to pursue. **CROSS OUT** these ideas from the list. **TRY** to narrow the list to three ideas.
6. **TELL** youth that they will use the *Should We Do It?* list of questions to discuss the pros and cons of the three ideas left on the list. **EXPLAIN** to youth that answering these questions will help them agree on a final choice. **ALLOW** 10 minutes for this discussion. **KEEP** all three ideas on the list, but **DISCUSS** the feasibility of doing each proposed *Big Production* format.
7. **REVIEW** the *Should We Do It?* list of questions 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 or 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 enough people?
 - Too few? Too many?
 - ◆ Is it a popular format with our audience (other young people)?
 - Do other young people respond to this format?
 - ◆ Is it a good format for our messages?
8. After 10 minutes, **BRING** the discussion to a close. **TELL** youth that it is time to cast their votes.
 9. If desired, **WRITE** each of the three *Big Production* ideas on a new piece of flipchart paper so that youth know exactly what options they are voting for.
 10. **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. **TELL** youth they should not put their names on their ballots. **ASK** each youth to write his or her vote on a ballot and put the completed ballot in the secret ballot box. **TELL** youth that they will decide on the specific action and message for their project in *Lesson 10*.
 11. **ASK** for a volunteer to read the ballots. **ASK** for a second volunteer to put a check mark for each vote received next to that idea on the flipchart paper. **ANNOUNCE** which idea has the most votes. In the event of a tie vote, **TOSS** a coin to decide. **WRITE** the winning project idea on a sheet of flipchart paper. **SAVE** this paper for *Lesson 10*.

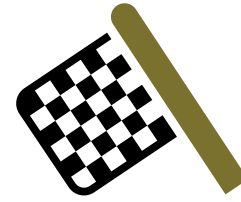
Closing the Activity | 1 minute

1. **CONGRATULATE** youth on working together to choose their *Big Production* media format. **ASK** whether youth have any comments or questions. **ANSWER** any questions.
2. **REMINDE** them that the *Big Production* begins with *Lesson 10*.

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Lesson 9

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. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that the next lesson will focus on choosing a name for their *Big Production* team, picking a specific action and message, and learning about the three phases of media production.

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 plain white t-shirt to the next lesson. **SEE** *Lesson 10* for more details. **NOTE** that the t-shirt 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 vegetables and fruits 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% whole-wheat bread.
Cut back on solid fats.		Have a baked potato instead of fries.
Cut back on added sugars.		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 “It’s hard to believe, but 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 your everyday life.		If you love to dance, play music 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 at home, think about how it fits into your life. What makes it easy for you to do this activity? What stands in your way and makes it hard to be physically active? Pick two activities you can try at home to help you become more active on a regular basis.
2. Tell your parents and other family members about the difference between general and specific actions. Teach them why it is easier to be successful when we identify a specific action we want to take, such as taking the stairs instead of the elevator to become more physically active.

Take Home a New Snack: Pop It!

Try it at home with your family and friends.

What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Nonstick cooking spray
- A variety of spices and toppings, such as:
 - Parmesan cheese
 - Dill
 - Oregano
 - Pepper
 - Garlic powder
 - Chili powder
 - Lemon pepper
 - Paprika
 - Italian herb seasoning

How To Put It Together:

1. Pop the popcorn in the microwave or in an air-popper.
2. Pour into a large bowl.
3. Spray popcorn with the cooking spray.
4. Add two or three of the suggested toppings.
5. 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
6. Enjoy!

Bonus: Popcorn is a whole-grain food!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 9: Making Smart Choices Fun and Easy?

Here's how to put it into action at home:

He or she:

- Identified things that make it easier for us to be physically active and things that make it harder for us to be physically active. Once we understand the things that help us be active, and the things that stand in our way, then we can see how to make changes so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.
- Discussed the difference between a specific action and a general action. When we are trying to change our behavior, it is important to identify specific actions we want to take. For example, rather than saying we will be more physically active (a general action), we should strive to say that we will do something like playing basketball with a friend once a week (a specific action). Specific actions let us know exactly what we are supposed to do and help us see the progress we are making toward a goal.

- Make a list of the obstacles that make it harder for you and your family to be active. What solutions can you come up with to address some of the obstacles?
- Create a list of things that make it fun and easy for you and your family to be active together. Use this list to help you identify specific actions you want to take to be more active (see bullet below).
- Identify three specific actions you would like to take with your young person (or your whole family) to help you be more physically active. Make a list and set some specific dates and times. The more specific your plans are, the easier it will be for you to do them and to see how much you are accomplishing together. Add new ideas to your list on a regular basis. Have fun!

Ask your young person to tell you his or her ideas for making physical activity fun and easy. Try them together at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

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Lesson 10

Getting Into the Production Mode

Total Time | 90 minutes

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

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, use the 6 Media Questions to create their media message, learn about the steps of media production, and determine the production role(s) 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 for their *Big Production* using the 6 Media Questions.
- ◆ Explain the three phases of media production.
- ◆ Describe the role(s) 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)
- ◆ **Optional Activity: Big Production T-Shirts** (20 minutes)
- ◆ **Finishing Up the Lesson** (5 minutes)

Notes About Timing

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. You will need a total of 50 minutes to do both the *Tell Us What You Think Now* activity and the optional t-shirt activity.

* A Note About 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 creative plan 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 an actual media project. The 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 are available in *Appendices G and H*.

If you have a media partner for your *Big Production*, 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

- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- Flipchart papers with Nutrition Actions and Physical Activity Actions (*Choosing Specific Actions for the Big Production*, from Lesson 9, Activity B)
- Final tally for *Big Production* media format (from Lesson 9, Activity C)
- Sticky notes (3" x 3" or 4" x 6" size work well; one note for each youth)
- Pencils or pens (one for each youth)
- Balls of yarn in different colors (the number of balls of yarn should equal one-half of the number of youth)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Optional T-Shirt Activity

- White t-shirt for each youth (new t-shirts you purchased or t-shirts brought from home by each youth)
- Creative supplies for decorating t-shirts, such as fabric paints or permanent markers, or decoration kits purchased from a craft store

For Optional *Tell Us What You Think Now* Activity

- *Tell Us What You Think Now* sheets (one set for each youth)

For *Snack Break*

- Whole-wheat pita bread or 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
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, paper towels, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For *Action Break*

- Whistle or bell (optional)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Write “Our *Big Production* Team Name” across the top of a piece of flipchart paper and post it.

Snack Break

- Review the snack and prepare ahead as needed.

6 Media Questions from the Production Point of View

1. Who is the sponsor?
2. What is your purpose?
3. Who is your audience?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

Activity B

- Prepare a flipchart sheet for the “6 Media Questions from the Production Point of View,” as shown above, and post it in front of the room.
- Post the flipchart papers with the Nutrition Actions and Physical Activity Actions and the *Big Production* final tally in a place where all youth can easily see them.

Lesson 10

- Prepare a flipchart sheet for “Our Creative Plan,” as shown here, and post it in the front of the room.



- Write the following titles on three other sheets of flipchart paper: “Message,” “Missing Information,” and “Techniques.” Post the sheets at the front of the room.

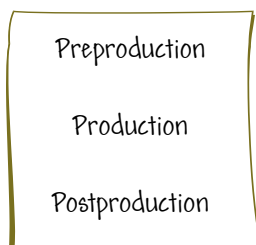


Action Break

- Review the activity, and prepare ahead as needed.

Activity C

- Write “Preproduction,” “Production,” and “Postproduction” on a sheet of flipchart paper as shown here, and post it in the front of the room.



- Arrange the room so that young people can easily toss balls of yarn without obstructions.
- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segments #11, #12, and #13: *On the Air! Roll the Presses!* They provide an inside look at how three different types of media products are created. Each of these three segments is slightly longer than the other Media-Smart Youth DVD segments.
- Photocopy the *Take Home a New Idea!* sheets (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (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.

Optional Tell Us What You Think Now Activity

- If you did the *Tell Us What You Think* activity at the beginning of the workshop, photocopy the *Tell Us What You Think Now* sheets (one set for each youth).

Lesson 10

10

Activity A: 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

- ◆ 6 Media Questions poster
- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.

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 of 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 product 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

1. **SAY:**



When you create and launch your Big Production, it will be important that your audience knows YOU are the sponsor. Developing a production team identity will allow your audience to recognize media products made by your group.

2. **FACILITATE** a brainstorm to help youth select a team name by asking the questions below. **WRITE** the group's ideas on flipchart paper. **ASK:**

- ◆ 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 after-school 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....
 - We are all/we all [other characteristics about the group]....
- ◆ What name could you use to describe yourselves as a group? You could call yourself "Media-Smart Youth" or something else. **ASK** youth to think about the following:
 - Name they came up with during a *Mini-Production*
 - Name of their after-school 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)

3. **WRITE** suggested names on the flipchart paper.

4. **REVIEW** the list of ideas and suggested names. **ASK** youth to vote by raising their hands for the name they want to use for their *Big Production* team.

5. **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.

Closing the Activity | 1 minute

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 they will do some more production planning.

10

Lesson 10

Snack Break



Dip It!



Time

10 minutes

What's In It?

- Whole-wheat pita bread or 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

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, paper towels, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How to Put It Together


1. **ARRANGE** the pita bread and tortilla triangles on paper plates.
2. **PUT OUT** an array of dips for youth to try, along with serving spoons.
3. **TELL** youth to put some pita bread or tortilla triangles on their plates, along with a spoonful of each dip.
4. **ENCOURAGE** youth to try bread/tortilla and dip combinations they may not have had before.
5. **ENJOY!**

- **POINT OUT** that the pita bread and the tortillas they are eating are whole-grain foods.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* 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.

Lesson 10

Activity B: The 6 Media Questions from the Production Point of View

10

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

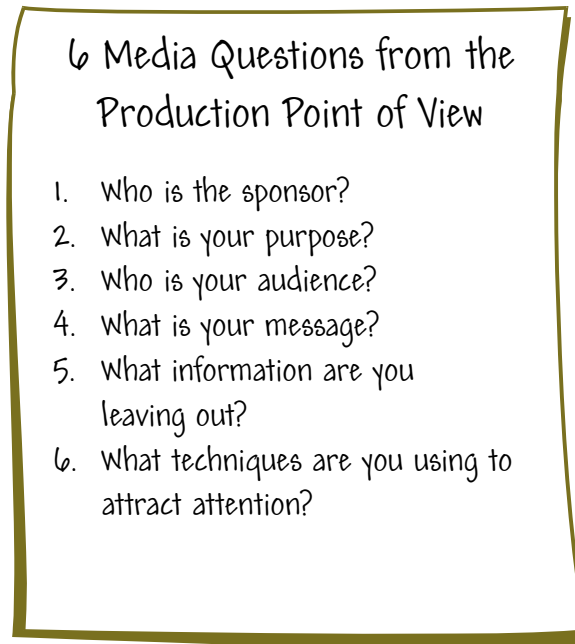
- ◆ Flipchart paper, easel (if available), masking tape, watch or timer
- ◆ Flipchart papers with Nutrition Actions and Physical Activity Actions (Choosing Specific Actions for the Big Production, from *Lesson 9, Activity B*)
- ◆ Final tally for *Big Production* media format or type of project (from *Lesson 9, Activity C*)
- ◆ Sticky notes (3" x 3" or 4" x 6" size will work well); one note for each youth
- ◆ Pencils or 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 reworded slightly so that youth can use them to create media.

Facilitator's Preparation

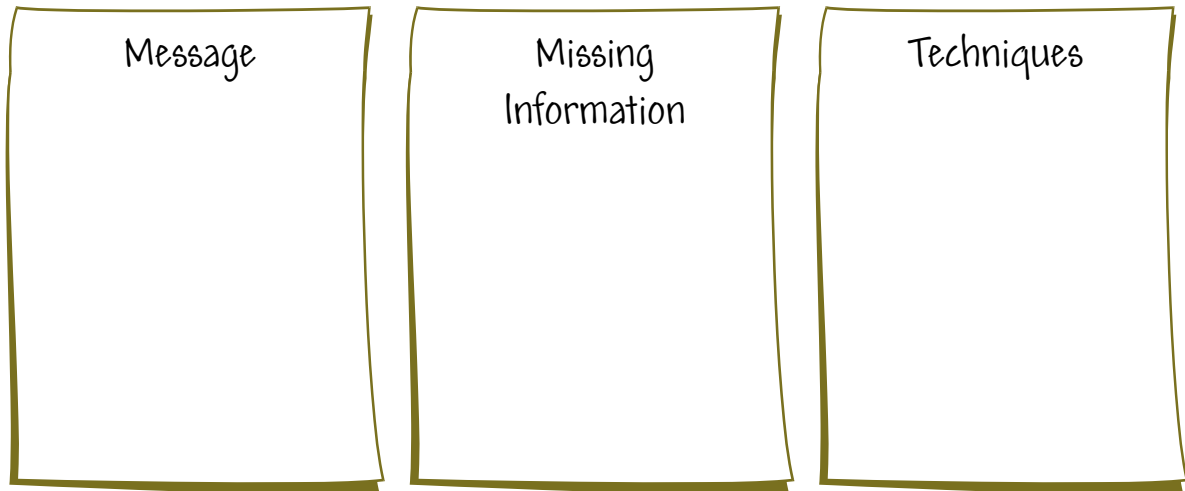
- ◆ Prepare a flipchart sheet with “6 Media Questions from the Production Point of View,” as shown here, and post it in the front of the room.



- ◆ Post the flipchart papers with the Nutrition Actions and Physical Activity Actions and the *Big Production* final tally in a place where all youth can easily see them.
- ◆ Prepare a sheet of flipchart paper with “Our Creative Plan,” as shown here, and post it in the front of the room.



- ◆ Write the following titles on three other sheets of flipchart paper: “Message,” “Missing Information,” and “Techniques.”



- ◆ Post the flipchart papers at the front of the room.

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 flipchart 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 want to 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” flipchart paper. **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 on the next page to answer any questions from youth.

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 the youth.

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.

Media Question	What Does It Mean?
1. Who is the author or sponsor?	This question asks you to identify the person or group creating the media product.
2. What is the purpose of your media product?	This question asks you to identify the reason this media product was created. Remember, “PIE” helps you figure out the purpose: persuade, inform, or entertain.
3. Who is the audience you are trying to reach?	This question asks you to identify the group your media product is directed to, such as children or young people. In other words, who do you want to see, hear, or use your media product?
4. What is your message?	This question asks you to identify the main statement, point, or opinion you want to get across in your media product. In other words, what is your 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 are often 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 to your audience. Keep in mind that different techniques work with different audiences.

1. **SAY:**



Now you'll 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 media questions at a time. Now you are going to use all 6 Media Questions at once. Going through all these media 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.

2. **SHOW** youth the “Our Creative Plan” flipchart paper. **ASK** for volunteers to answer Media Questions #1, #2, and #3 for your *Big Production*. **WRITE** the answers on the flipchart paper.

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

- ◆ The author is the [Production Team name].
- ◆ The purpose is to [inform, entertain, or persuade].
- ◆ The audience is [other young people].

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.

4. **ASK** youth: What three elements make it more likely that a person will do an action? **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.

ADD that their message should reflect these elements as much as possible.

5. **HAND OUT** a sticky note to each youth. **ASK** youth to write down one sentence with a message promoting their action. **ALLOW** 2 minutes for youth to work. **TELL** youth when time is up.

6. **ASK** for a volunteer to collect the sticky notes and post them on the flipchart paper titled “Message.”
7. **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.
8. **CONGRATULATE** youth on developing a terrific message for their *Big Production*. **WRITE** the final message on the “Our Creative Plan” flipchart paper.

9. **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

10. **ASK** youth to name things they will leave out of their message. **WRITE** these items on the flipchart 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 they move into the *Big Production* itself.

11. 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.
12. **TELL** youth that they will now discuss the techniques they want to 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 blog, but would be great background for a video production.
13. **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
- ◆ Fast-moving images
- ◆ Funny dialogue
- ◆ Catchy slogan or jingle

14. **REMIND** youth that the techniques should be tailored to fit the decisions they’ve already made:

- ◆ Format
- ◆ Purpose of the message
- ◆ Audience
- ◆ Specific action they are promoting
- ◆ Message
- ◆ Missing information

15. **ASK** youth which techniques they want to use in their *Big Production*. **ALLOW** a few minutes for this discussion. **WRITE** their thoughts on the flipchart paper titled “Techniques.” **GUIDE** the youth to agree on at least two techniques, and **WRITE** them on the flipchart paper titled “Our Creative Plan.”

* 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.

Closing the Activity | 1 minute

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.
2. **ASK** whether youth have any comments or questions.
3. **TELL** youth it is time to take an *Action Break*, and that afterward, they will take care of one last production element.

10

Lesson 10

Action Break



Walkin' In Style



Time

10 minutes

Materials Needed

- Whistle or bell (optional)

Doing the Activity

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 start walking around the room when you give the signal (blow a whistle, ring a bell, or 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 space in the room. **ADD** that 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, **TELL** youth to do some of the following:
 - Change the direction they walk whenever you give the signal.
 - March and bring their knees up high. Slap each knee with their hands as they take a 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.
6. **CONGRATULATE** youth when they have finished the activity.
7. **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 B* for other *Action Break* ideas.

10

Activity C: 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:

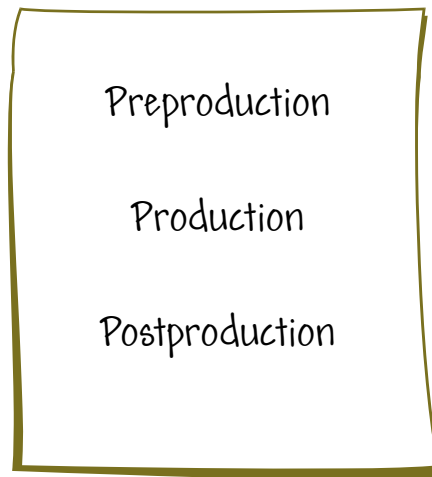
- ◆ Explain the three phases of media production.
- ◆ Describe the roles they may play during each media production phase.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Balls of yarn in different colors (the number of balls of yarn should equal one-half of the number of youth)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)
- ◆ *Tell Us What You Think Now* sheets (one set for each youth) (optional—if doing this activity)
- ◆ Pens or pencils (one for each youth) (optional—if doing the *Tell Us What You Think Now* activity)

Facilitator's Preparation

- ◆ Write “Preproduction,” “Production,” and “Postproduction” on a sheet of flipchart paper as shown here, and post it in the front of the room.



- ◆ Arrange the room so that young people can easily toss balls of yarn without obstructions.
- ◆ Reflect on the various roles youth played in the *Mini-Productions* throughout the curriculum. Be prepared to share ideas for roles in case the youth in your group need help coming up with ideas during the activity.
- ◆ If using the Media-Smart Youth DVD, preview the segments before the lesson. Set up the equipment to play and show Segments #11, #12, and #13: *On the Air! Roll the Presses!* These segments provide an inside look at how three different types of media products are created. Each of these three segments is slightly longer than the other Media-Smart Youth DVD segments.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

1. **SAY:**



Production involves many steps. We can divide these steps into three main phases: preproduction, production, and postproduction. 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 preproduction. Let's think back to our Mini-Productions.

2. **REFER** to the flipchart paper with the three production phases written on it.

ASK youth:

- ◆ What were some of the preproduction things we did for our *Mini-Productions*?

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

- Wrote or decided on our message(s)
- Answered the 6 Media Questions to decide how to create the media product
- Organized supplies

3. **SAY:**



Once you knew who your audience was and what you wanted to say, and you had all your supplies and equipment gathered, you moved into the production phase. The production phase covers all the activities involved in actually creating your product—such as writing, designing, taking pictures, or any other kind of creating. Each Mini-Production had a production phase.

ASK youth:

- ◆ What *Mini-Productions* did we do?

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

- Wrote a blog about required physical education in schools (*Lesson 2*)
- Created an action hero for a video game (*Lesson 3*)
- Created a page for a social networking site to encourage young people to choose vegetables and fruits, whole-grain foods, or foods that are low in solid fats and added sugars (*Lesson 4*)
- Composed a physical activity jingle (*Lesson 5*)
- Developed a radio advertisement for granola bars (*Lesson 7*)
- Designed billboards to promote calcium and smart snack choices (*Lesson 8*)

4. **SAY:**



Even when the creative part is finished, you're still not done with production. You have one more phase, called postproduction.

ASK youth:

- ◆ What did we do after we finished our *Mini-Productions*?

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

- Showed or shared our products with each other
- Talked about the different ways we communicated our messages

SAY:



For many media productions, postproduction 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 preproduction, production, and postproduction. This structure will break up the process into smaller chunks and will allow young people to see how their roles may change depending on where they are in the production process.

5. **SAY:**



When you create your Big Production, you'll go through preproduction, production, and postproduction. 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.



DVD Segments #11, #12, and #13: *On the Air! Roll the Presses!* (you may choose to show some or all of these segments)

6. If you choose not to use the DVD, **GO** to Doing the Activity.

7. If you choose to use the Media-Smart Youth DVD, **SAY:**



Now you're going to get an inside look at how a media production crew goes through the 3 Ps of Production.

SHOW Segments #11, #12, and #13: *On the Air! Roll the Presses!* When the DVD segment is finished, **SKIP** Step #7, and **GO** to Doing the Activity.

* A Note About Segments #11, #12, and #13: *On The Air! Roll the Presses!*

The segments include inside looks at video production, radio production, and newspaper or online production. Each segment is slightly longer than the other Media-Smart Youth 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 | 10 minutes

1. **SAY:**



Now let's play the Role Game. This activity will help you learn about all the roles involved in making the Big Production.

2. **ASK** youth to name some of the different roles they played in the *Mini-Productions*. **LISTEN** to ideas from youth and **WRITE** their ideas on flipchart paper. If necessary, **GUIDE** them to the following responses:

- ◆ Director
- ◆ Writer
- ◆ Actor
- ◆ Singer/performer
- ◆ Designer/artist
- ◆ Reporter
- ◆ Editor
- ◆ Cameraperson/photographer
- ◆ Videographer

3. **TELL** youth they will divide into two groups to create a “production network.”

4. **DIVIDE** the youth into two groups—Group A and Group B. **TELL** the two groups to line up in parallel rows about 10 feet apart. **MAKE SURE** each member of Group A is standing directly across from and facing a member of Group B.

5. **GIVE** a ball of yarn to each youth in Group A.

6. **EXPLAIN** the Role Game. **SAY:**



This game gives us a chance to tell each other what our favorite production roles are. While we do this, we will toss the yarn to each other. By the end, we will have created a web of yarn. The purpose of this exercise is to show that all of our roles are interconnected and everybody's work is important to a successful Big Production.

7. **PROVIDE** instructions as follows. **SAY:**



I will ask a person to say one of his or her favorite roles in a Mini-Production. After saying the role, that person should hold the loose end of the string from the yarn in one hand, and then toss the other end with the remaining ball of yarn to a member of Group B. The person from Group B who catches the ball of yarn should then share one of her or his favorite roles from the Mini-Productions and keep holding the ball end of the yarn. Both people should keep holding their end of the same ball of yarn while the next pair shares their favorite roles.

The next person in line from Group A should repeat this activity of sharing a favorite role he or she had in one of the Mini-Productions while holding onto the loose end of the string from a ball of yarn, and tossing the ball of yarn to someone from Group B, who in turn will share her or his favorite role and keep holding onto the ball of yarn.

We will repeat until everyone on both teams has had a turn to share their favorite roles and is holding on to one end of a ball of yarn.

At the end of the activity, we'll have created a production network of yarn and will have thought about many of the possible roles needed for the Big Production!

8. **HELP** youth think of roles they played during the *Mini-Productions* if they are having a hard time thinking of ideas. **REMIND** youth that they can look at the list of roles the group brainstormed at the start of this activity for ideas.

9. **ALLOW** youth 5 minutes to play the Role Game. **REMIND** youth that, throughout the activity, they should be thinking about the roles that sound interesting to them. **TELL** youth when they have 1 minute left. **TELL** youth when time is up.

10. **DEBRIEF** with the group before they let go of their yarn. **ASK** youth to share their thoughts on the overlapping yarn.

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.
- ◆ All roles are important.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth for doing a great job getting into the production mode. **ASK** whether youth have any comments or questions.
2. **TELL** youth that they will decide on roles soon as part of the preproduction 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 want to play during the *Big Production*.

10

Lesson 10

Optional Activity

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 their own *Big Production* t-shirts. 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 that can carry into 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 you purchased or t-shirts brought from home by each youth)
- Supplies for decorating t-shirts, such as fabric paints or permanent markers or decoration kits purchased from a craft store

Facilitator's Preparation

- Fold sheets of flipchart 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.

Doing the Activity

REMINDE youth that they'll be carrying out the three phases of production as they create their t-shirts: preproduction, production, and postproduction.

10

Lesson 10

Optional Activity (continued)

Big Production T-Shirts (continued)

Preproduction

1. **SAY:**



Let's start with preproduction.

2. **ASK** for volunteers to help hand out the t-shirts, art supplies, and folded sheets of flipchart paper. **SHOW** the youth how to place the folded paper inside their t-shirts.

Production

3. **SAY:**



Now, on to production.

4. **TELL** groups they will have 20 minutes to create their t-shirts. **TELL** youth when they have 5 minutes and 1 minute left. **TELL** youth when time is up.

Postproduction

5. **SAY:**



Now let's move on to postproduction.

6. **ASK** the youth to place their t-shirts on a table or on the floor in the front of the room so they can see each other's productions.
7. When they are done, **ASK** youth to help clean up—gather together the supplies, wipe up spills, and throw away trash.

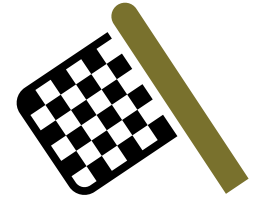
Closing the Activity

1. **CONGRATULATE** youth on their fine use of clothing to create a media product.
2. **ASK** whether youth have any comments or questions.
3. **DISCUSS** with youth times and places they may wear their t-shirts.

10

Lesson 10

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 from a Production Point of View
- ◆ The 3 Ps of Production: preproduction, production, postproduction
- ◆ Roles in a production network

3. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.

5. **TELL** youth that they are about to start their *Big Production*.

6. **SHARE** any further information about your *Big Production* process, schedule, and plans to help youth understand how the *Big Production* will work, and to keep them interested in and excited about the *Big Production*.

Notes About *Big Production* Guidance and Youth Certificates

Remember to refer to *Appendix G* and *Appendix H*. 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 Completion. Look for a sample certificate in *Appendix K*.

* A Note About Structured Lessons

This concludes the structured lessons in the curriculum. At this point, youth should be prepared to work with you and/or your media partner to create their *Big Production*. You may choose to administer the optional *Tell Us What You Think Now* post-curriculum activity at the end of this lesson (see the *Tell Us What You Think Now* post-curriculum activity for more detailed directions).



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 preproduction and postproduction phases of that media product.
2. Tell your parents and other family members about the 3 Ps of Production. Tell them about your *Big Production*, too.

Take Home a New Snack: Dip It!

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:

1. Arrange the pita bread and tortilla triangles on paper plates.
2. Put a spoonful of each dip on the plates.
3. Try bread/tortilla and dip combinations you may not have had before.
4. Enjoy!

Bonus: The pita bread and tortillas you are eating are whole-grain foods!

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 10: Getting Into the Production Mode?

He or she:

- Developed a “creative plan” for the group’s *Big Production* using the 6 Media Questions from a production point of view. A creative plan is a tool or action plan that professional media producers use to make decisions before they start an actual media project.
- Discussed the three main phases of production: preproduction, production, and postproduction. These phases are the 3 Ps of Production:
 - Preproduction includes all the steps taken to prepare for a production, such as determining a message or organizing supplies.
 - The production phase includes all the activities involved in creating a production, such as writing, designing, or taking pictures.
 - Postproduction includes activities to complete a production, such as editing, and activities to promote the production, such as advertising to your community.
- Creating media can involve a lot of people—such as your young person and his or her peers—who all play different key roles in each phase.

Here’s how to put it into action at home:

- Ask your youth how the group used the 6 Media Questions from a production point of view to create their *Big Production* plan. Try creating a small-scale “Family *Big Production*,” such as a poster or short video, to help members of your family practice creating media and thinking about how media are made.

To get started, pick a nutrition or physical activity goal that you would like to work on as a family, and answer the questions below to create your plan. (Hint: the answer to the first and third question is: your family!)

The 6 Media Questions:

1. Who is the author or sponsor?
2. What is the purpose?
3. Who is the audience you are trying to reach?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

- Once you’ve answered the questions, you have a plan in place. Now, decide who will play the roles needed to create your family media product. Be creative and have fun!

Ask your young person for help in developing your “Family Big Production” plan and creating your family media product!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.

Tell Us What You Think Now

Post-Curriculum Activity

Time

20 minutes

Activity Overview

Youth will complete a post-curriculum activity designed to find out what they have learned about media, nutrition, and physical activity and to get their feedback about the workshop.

Activity Objective

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

- ◆ Determine youths' 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 Now* sheets (one set for each youth)
- ◆ *Word Search* sheets (one copy for each youth)
- ◆ Watch/timer

Facilitator's Preparation

- ◆ Photocopy the *Tell Us What You Think Now* and *Word Search* sheets (one set of each for each youth).

Warm-Up | 2 minutes

1. **EXPLAIN** the *Tell Us What You Think Now* activity briefly.

2. **SAY:**



Now we're going to do an activity 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* activity. As I mentioned at the start of the workshop, this is not a test. Your responses will not be graded, and you don't even have to write your name on this sheet.

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 | 17 minutes

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* sheets. They should do this on their own, without talking to each other. Youth who finish quickly can do the *Word Search* sheets until all youth complete the *Tell Us What You Think Now* activity.

3. **ALLOW** 15 minutes for youth to complete the *Tell Us What You Think Now* sheets. **ANSWER** questions as they come up. **TELL** youth when they have 5 minutes and then 1 minute left. **TELL** youth when time is up.

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 youth comfortable by telling them that there are no wrong answers and they won't be graded.

Closing the Activity | 1 minute

1. **THANK** youth. **ASK** youth whether they have any comments or questions.

* A Note About Reviewing the Youth's Responses

After the lesson, take time to review the youth's responses. Compare the *Tell Us What You Think Now* responses with the the *Tell Us What You Think* responses 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 the workshop about the Media-Smart Youth workshop topics—media, nutrition, and physical activity—and what they know about these topics by the end of the workshop. A comparison of the pre- and post-curriculum responses will help you gauge how much the youth learned during the lessons.
- The information from the pre- and post-curriculum responses 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 after-school program management.



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!

1. Tell Us About You

2. I am a: Girl Boy
3. I am in grade: 5 6 7 8
 Other grade: Which grade?
4. I am: 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)
5. I am:
 Hispanic or Latino
 Not Hispanic or Latino
6. I am: (Check one or more)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White or Caucasian
 Other _____

Instructions

The next questions ask about physical activity, nutrition, and the media. Your answers will help us develop programs for youth your age. This is not a test! You will not be graded on these questions. We hope you find this activity interesting.

Physical Activity

7. Young people should be physically active for _____ minutes each day. (Check one)
- 15 45
 30 60

Check True or False for each statement below.	True	False
8. Riding a bike is a weight-bearing activity.		
9. Gardening is a physical activity.		

10. What is the best thing you can do to build strong bones and teeth? (Check one)

- Eat vegetables and fruits and get enough sleep.
 Eat foods high in calcium and do weight-bearing activities.
 Eat foods with added sugars and do stretches to be more flexible.
 Eat foods with fewer added sugars and do weight-bearing activities.

11. To me, physical activity is important. (Check one)

- I disagree
 I don't agree or disagree
 I agree

12. To me, physical activity is interesting. (Check one)

- I disagree
 I don't agree or disagree
 I agree

Nutrition

Check True or False for each statement below.	True	False
13. Foods that naturally have sugar tend to have more nutrients than foods high in added sugars.		
14. Over time, eating foods that are high in solid fats, added sugars, and calories and low in fiber can lead to health problems.		
15. What a young person eats now has no impact on their future health.		
16. People who eat lots of whole-grain foods and other foods that contain fiber as part of their everyday eating may have lower risks of heart disease, diabetes, and some cancers.		

17. Check all the reasons why whole grains and foods made from whole grains are an important part of daily eating.

- Whole-grain foods have more naturally built-in nutrients than refined-grain foods.
- Eating whole-grain foods can help keep us healthy.
- Whole-grain foods contain fiber.

18. Check all the ways that you can *reduce added sugars* in your daily eating.

- Eat a plain cereal instead of frosted cereal for breakfast.
- Drink water instead of fruit punch.
- Have ice cream as a sometimes treat.
- Split a candy bar with a friend instead of eating the whole thing.

19. Check all the ways that you can *reduce solid fats* in your daily eating.

- Remove the skin before eating chicken.
- Eat fewer fruits, lentils, and beans.
- Drink fat-free or low-fat milk instead of whole milk.
- Choose a small order of French fries instead of a large order of French fries.

20. Check all the foods that are sources of calcium.

- Cheese
- Spinach
- Carrots
- Peanut butter
- Milk
- Apples

Instructons for Questions 20-23: Use the Nutrition Facts label below to answer the questions.

Cereal, granola style

Nutrition Facts	
Serving Size 1/2 cup (61g)	
Servings Per Container 10	
Amount Per Serving	
Calories 280 Calories from Fat 140	
% Daily Value*	
Total Fat 15g	23%
Saturated Fat 3g	14%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Total Carbohydrate 32g	11%
Dietary Fiber 6g	26%
Sugars 17g	
Protein 9g	
Vitamin A 0%	• Vitamin C 0%
Calcium 4%	• Iron 15%

21. How many servings are in this item? _____

22. What is the serving size for this cereal? _____

23. How much fiber is in one serving of the cereal? (Circle one)

- a. 2 grams
- b. 13 grams
- c. 6 grams
- d. 15 grams

24. Based on the %DV (daily value), is one serving of this cereal high or low in total fat? (Circle one)

- a. High
- b. Low

25. To me, choosing foods that are good for my body is important. (Check one)

- I disagree
- I don't agree or disagree
- I agree

26. To me, choosing foods that are good for my body is interesting. (Check one)

- I disagree
- I don't agree or disagree
- I agree

Media

Check True or False for each statement below.	True	False
27. Many media ads promote foods that are high in solid fats and added sugars and that do not have much nutritional value.		
28. Media do not have a powerful effect on our attitudes, behavior, and health.		
29. Many people like to snack when they use media and may not realize how much they are eating.		
30. Many media ads aimed at young people (and adults) make foods seem very tempting.		
31. Media keep us busy but may not keep us physically active.		

Instructions for Questions 31-34: Use the ad below to answer the questions.

TURNING A 20-FOOT WALL INTO A CANVAS TAKES VISION.

SO DOES GETTING INTO COLLEGE.

Get started at

KnowHow2GOcalifornia.org

You've got what it takes.

Lumina

Ad Council

ACE
Association
of
College
Educators
Leadership and Advocacy

32. What is the main message of this ad? (Circle one)
- a. Learning how to become an artist is important.
 - b. Painting is hard work.
 - c. Getting into college takes planning and motivation.
 - d. Choose the right colors when you paint.
33. Who is the audience for this ad? (Circle one)
- a. Students thinking about attending college
 - b. American Council on Education
 - c. Deans of colleges and universities
 - d. Parents and coaches
34. How is this ad trying to get your attention? (Circle one)
- a. A famous person
 - b. A message
 - c. A wall with art work
 - d. Both B and C
35. Who is the sponsor of this ad? (Circle one)
- a. KnowHow2Go
 - b. Colleges and universities
 - c. Lumina Foundation, Ad Council, and American Council on Education
 - d. None of the above

Instructions for Questions 35-38: Use the ad below to answer the questions.

“ SHE SNORES MORE THAN I DO, BUT I STILL LOVE MY HUMAN. ”

—BANDIT
adopted 11-26-09

A PERSON IS THE BEST THING TO HAPPEN TO A SHELTER PET

adopt
theshelterpetproject.org

Ad Council THE HUMANE SOCIETY

36. What is the main message of this ad? (Circle one)
- a. It's fun to play.
 - b. Adopt a pet from a shelter.
 - c. Pets love humans.
 - d. The Internet is a good place to find information on dogs.
37. Who is the audience for this ad? (Circle one)
- a. Organizations that protect animals, like the Humane Society
 - b. Families
 - c. Companies that make ads
 - d. People looking for a pet
38. How is this ad trying to get your attention? (Circle one)
- a. Closeup of cute dog
 - b. Quote from dog
 - c. Information about an animal shelter
 - d. Both A and B
39. Who is the sponsor(s) of this ad? (Circle one)
- a. The Department of Health and Human Services
 - b. The Ad Council
 - c. The Humane Society
 - d. Both B and C

Thank you for participating in this activity!

Tell Us What You Think

Pre- and Post-Curriculum Activity

[Facilitator and Program Version with Answers]

* A Note to Facilitators

This version of the *Tell Us What You Think* activity has the correct answers highlighted in **ORANGE**. It is for facilitator and program reference only. Please use the other version of the activity for the youth in your group. The questions and answers in the *Tell Us What You Think Pre-Curriculum Activity* and the *Tell Us What You Think Now Post-Curriculum Activity* are the same, so this answer guide applies to both activities.

1. Tell Us About You

2. I am a: Girl Boy
3. I am in grade: 5 6 7 8
 Other grade: Which grade?
4. I am: 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)
5. I am:
 Hispanic or Latino
 Not Hispanic or Latino
6. I am: (Check one or more)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White or Caucasian
 Other _____

Instructions

The next questions ask about physical activity, nutrition, and the media. Your answers will help us develop programs for youth your age. This is not a test! You will not be graded on these questions. We hope you find this activity interesting.

Physical Activity

7. Young people should be physically active for _____ minutes each day. (Check one)

- 15 45
 30 60

Check True or False for each statement below.	True	False
8. Riding a bike is a weight-bearing activity.		X
9. Gardening is a physical activity.	X	

10. What is the best thing you can do to build strong bones and teeth? (Check one)

- Eat vegetables and fruits and get enough sleep.
 Eat foods high in calcium and do weight-bearing activities.
 Eat foods with added sugars and do stretches to be more flexible.
 Eat foods with fewer added sugars and do weight-bearing activities.

11. To me, physical activity is important. (Check one)

- I disagree
 I don't agree or disagree
 I agree

12. To me, physical activity is interesting. (Check one)

- I disagree
 I don't agree or disagree
 I agree

Nutrition

Check True or False for each statement below.	True	False
13. Foods that naturally have sugar tend to have more nutrients than foods high in added sugars.	X	
14. Over time, eating foods that are high in solid fats, added sugars, and calories and low in fiber can lead to health problems.	X	
15. What a young person eats now has no impact on their future health.		X
16. People who eat lots of whole-grain foods and other foods that contain fiber as part of their everyday eating may have lower risks of heart disease, diabetes, and some cancers.	X	

17. Check all the reasons why whole grains and foods made from whole grains are an important part of daily eating.

- Whole-grain foods have more naturally built-in nutrients than refined-grain foods.**
- Eating whole-grain foods can help keep us healthy.**
- Whole-grain foods contain fiber.**

18. Check all the ways that you can *reduce added sugars* in your daily eating.

- Eat a plain cereal instead of frosted cereal for breakfast.**
- Drink water instead of fruit punch.**
- Have ice cream as a sometimes treat.**
- Split a candy bar with a friend instead of eating the whole thing.**

19. Check all the ways that you can *reduce solid fats* in your daily eating.

- Remove the skin before eating chicken.**
- Eat fewer fruits, lentils, and beans.
- Drink fat-free or low-fat milk instead of whole milk.**
- Choose a small order of French fries instead of a large order of French fries.**

20. Check all the foods that are sources of calcium.

Cheese

Peanut butter

Spinach

Milk

Carrots

Apples

Instructions for Questions 20-23: Use the Nutrition Facts label below to answer the questions.

Cereal, granola style

Nutrition Facts	
Serving Size 1/2 cup (61g)	
Servings Per Container 10	
Amount Per Serving	
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% Daily Value*	
Total Fat 15g	23%
Saturated Fat 3g	14%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Total Carbohydrate 32g	11%
Dietary Fiber 6g	26%
Sugars 17g	
Protein 9g	
Vitamin A 0%	• Vitamin C 0%
Calcium 4%	• Iron 15%

21. How many servings are in this item? **10**

22. What is the serving size for this cereal? **1/2 cup**

23. How much fiber is in one serving of the cereal? (Circle one)

a. 2 grams

b. 13 grams

c. 6 grams

d. 15 grams

24. Based on the %DV (daily value), is one serving of this cereal high or low in total fat? (Circle one)

a. High

b. Low

25. To me, choosing foods that are good for my body is important. (Check one)

- I disagree
- I don't agree or disagree
- I agree

26. To me, choosing foods that are good for my body is interesting. (Check one)

- I disagree
- I don't agree or disagree
- I agree

Media

Check True or False for each statement below.	True	False
27. Many media advertisements promote foods that are high in solid fats and added sugars and that do not have much nutritional value.	X	
28. Media do not have a powerful effect on our attitudes, behavior, and health.		X
29. Many people like to snack when they use media and may not realize how much they are eating.	X	
30. Many media advertisements aimed at young people (and adults) make foods seem very tempting.	X	
31. Media keep us busy but not necessarily physically active.	X	


Instructions for Questions 31-34: Use the ad below to answer the questions.


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SO DOES GETTING INTO COLLEGE.

Get started at KnowHow2GOcalifornia.org

You've got what it takes.

 Lumina FOUNDATION

 Ad Council

 ACE American Council on Education
Leadership and Advocacy

32. What is the main message of this ad? (Circle one)

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- d. Choose the right colors when you paint.

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- c. Deans of colleges and universities
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34. How is this ad trying to get your attention? (Circle one)

- a. A famous person
- b. A message
- c. A wall with art work
- d. Both B and C**

35. Who is the sponsor of this ad? (Circle one)

- a. KnowHow2Go
- b. Colleges and universities
- c. Lumina Foundation, Ad Council, and American Council on Education**
- d. None of the above

Instructions for Questions 35-38: Use the ad below to answer the questions.



“ SHE SNORES MORE THAN I DO, BUT I STILL LOVE MY HUMAN. ”

—BANDIT
adopted 11-26-09

A PERSON IS THE BEST THING TO HAPPEN TO A SHELTER PET

adopt
theshelterpetproject.org

36. What is the main message of this ad? (Circle one)

- a. It's fun to play.
- b. Adopt a pet from a shelter.**
- c. Pets love humans.
- d. The Internet is a good place to find information on dogs.

37. Who is the audience for this ad? (Circle one)

- a. Organizations that protect animals, like the Humane Society
- b. Families
- c. Companies that make ads
- d. People looking for a pet**

38. How is this ad trying to get your attention? (Circle one)

- a. Closeup of cute dog
- b. Quote from dog
- c. Information about an animal shelter
- d. Both A and B**

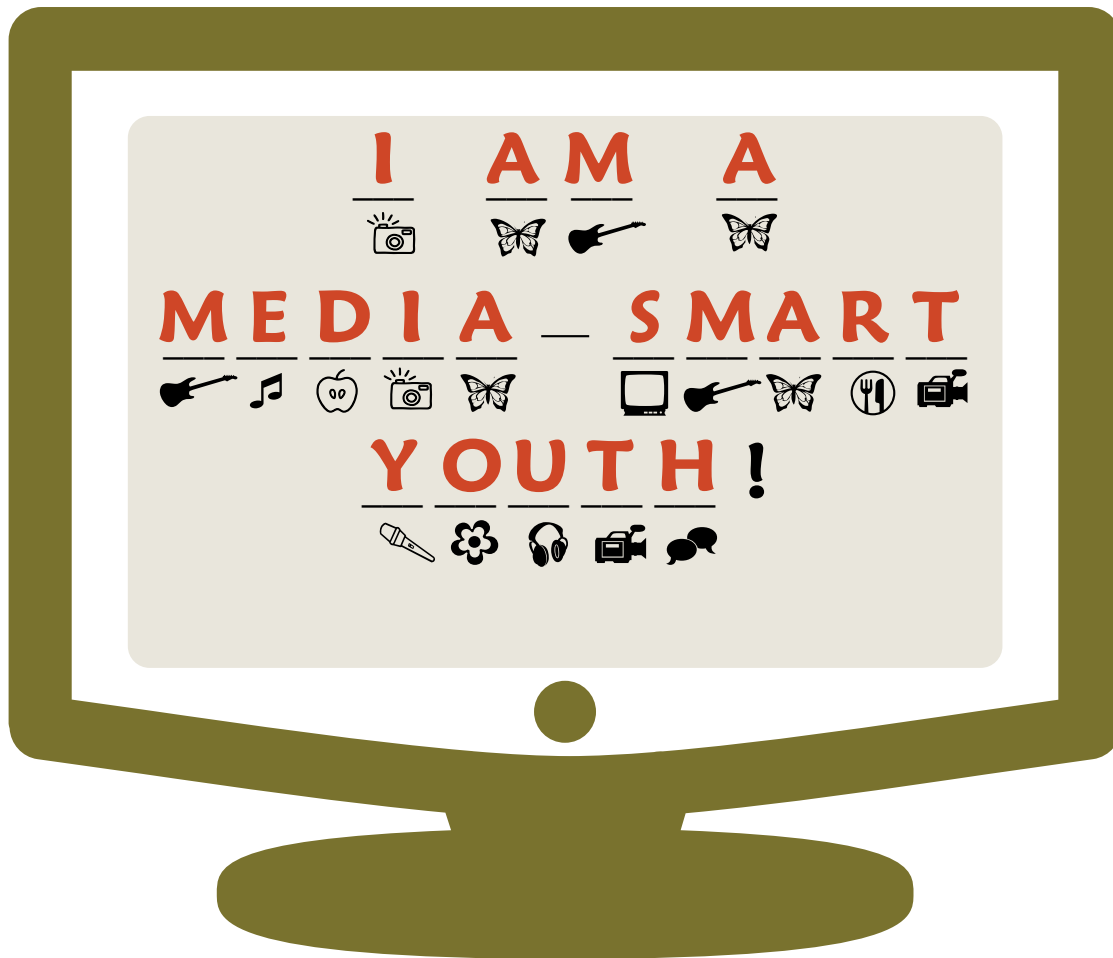
39. Who is the sponsor(s) of this ad? (Circle one)







- a. The Department of Health and Human Services
- b. The Ad Council
- c. The Humane Society
- d. Both B and C**







Thank you for participating in this activity!







Alpha-Code Answer Key

Try to 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= 

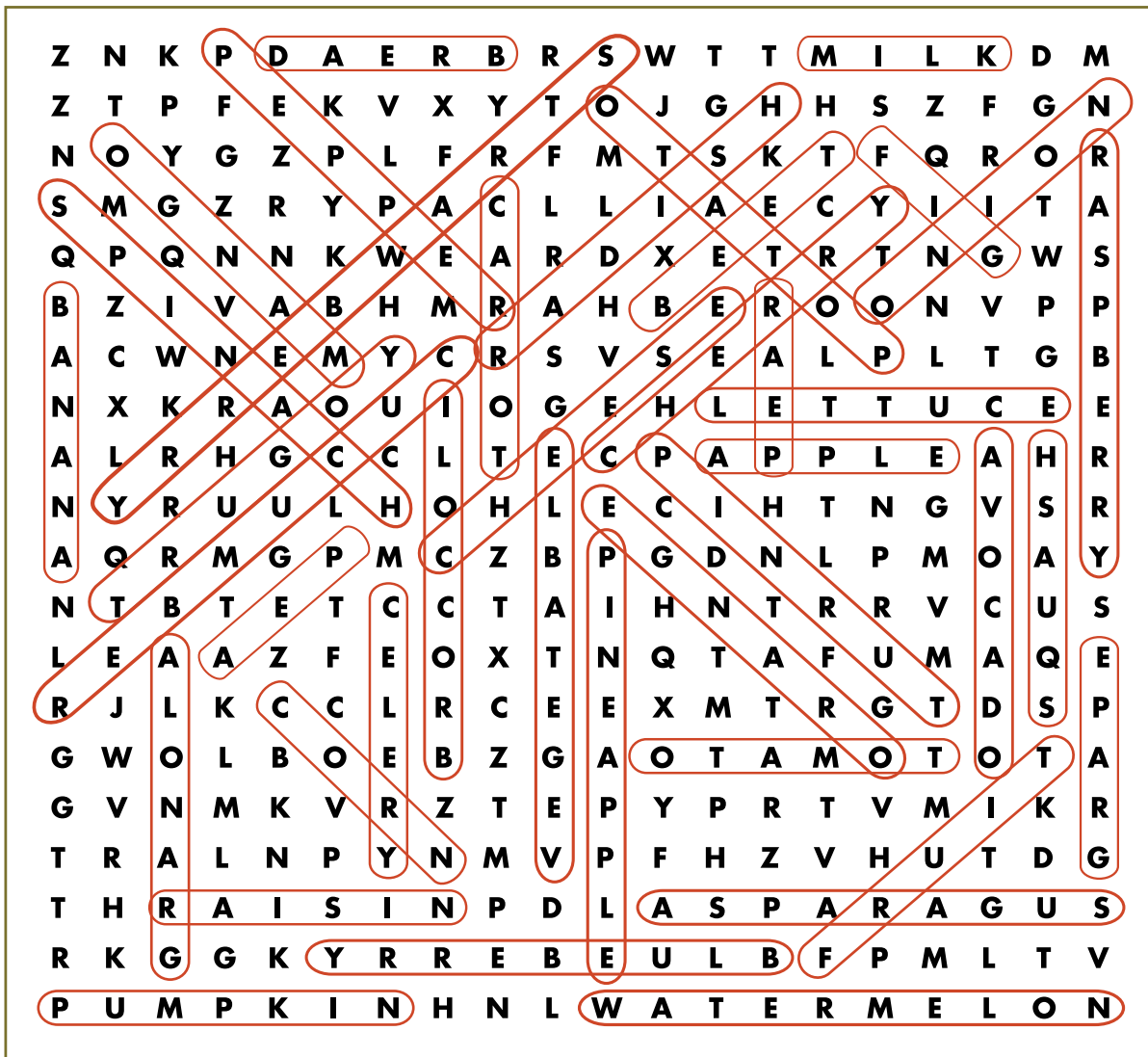
Word Search Answer Key

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	CARROT	GRANOLA	PEAR	SPINACH
ASPARAGUS	CELERY	GRAPE	PEPPER	SQUASH
AVOCADO	CHEESE	LETTUCE	PINEAPPLE	STRAWBERRY
BANANA	CHERRY	MANGO	POTATO	TOMATO
BEET	CORN	MILK	PUMPKIN	TURNIP
BLUEBERRY	CUCUMBER	ONION	RADISH	VEGETABLE
BREAD	FIG	ORANGE	RAISIN	WATERMELON
BROCCOLI	FRUIT	PEA	RASPBERRY	YOGURT



Appendices

- A. Educational Content Standards Linked to Lesson Activities** **A-1**
- B. Additional Action Break Options** **B-1**
 - Action Break Options
 - Adapting Physical Activities for Youth with Disabilities
- C. Additional Snack Break Options** **C-1**
 - Easy-To-Prepare Healthy Snacks
 - One or More Steps to Easy and Healthy Snacks
- D. Sample Permission Forms** **D-1**
 - Workshop Permission Form
 - Grocery Store Field Trip Permission Form
- E. Promotion Kit** **E-1**
 - Getting Noticed
 - Key Message Points
 - News Release Template for Media-Smart Youth Program
 - Media-Smart Youth Fact Sheet
 - Media-Smart Youth Program Evaluation Fact Sheet
- F. Resources To Support Planning and Implementation** **F-1**
 - Materials Checklist
 - Tips for Facilitating the Media-Smart Youth Program
 - Ideas for Implementation

G.	Doing the <i>Big Production</i>	G-1
	<ul style="list-style-type: none">■ Introduction■ Doing a Video <i>Big Production</i>■ Doing an Online <i>Big Production</i>■ Doing a Print <i>Big Production</i>■ Doing an Audio <i>Big Production</i>■ Doing Other Types of <i>Big Productions</i>■ The <i>Big Production</i> Glossary	
H.	The <i>Big Production Toolbox</i>	H-1
	<ul style="list-style-type: none">■ 6 Media Questions for Creating Media■ Storyboard Template■ Video Script Template■ Online <i>Big Production</i> Template■ News Story Template■ Audio Script Template■ <i>Big Production</i> Survey Questions	
I.	Glossary	I-1
J.	Media, Nutrition, and Physical Activity Resources	J-1
	<ul style="list-style-type: none">■ All About Nutrition in Media-Smart Youth	
K.	Media-Smart Youth Certificate of Completion	K-1
L.	The DVD At-A-Glance	L-1

Appendix A



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).^{*} McREL’s database includes 256 standards, grouped into 14 categories and developed from 4,100 benchmarks. 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.

^{*} Used with permission of Mid-continent Research for Education and Learning (McREL), 5th Edition, Denver, Colorado. McREL 2010.

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					✓					

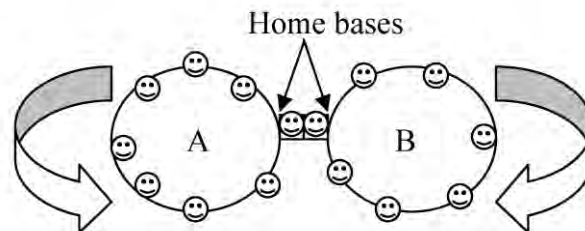
B Appendix B Additional Action Break Options

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 flipchart 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 other's names.
3. **DIVIDE** the 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.

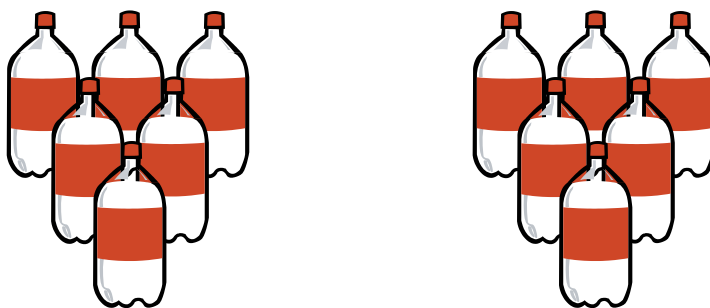


5. **TELL** all youth that when you give the signal, Group A will rotate in a counterclockwise direction and Group B will rotate in a clockwise direction.

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 name. **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 or sand 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 to 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.
6. **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. Then the next person will take his or her turn trying to knock down the bottles.
7. **EXPLAIN** that each bottle knocked down wins 1 point for the team.
8. **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.
2. **DIVIDE** the youth into two groups. (If there is an uneven number of youth, **JOIN** one group yourself; or, if that is 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** 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** 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 School²²

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.

²² 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.

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 Light	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 slick”
Pothole	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

Clothes Relay

1. **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).
2. **PLACE** a set of clothes in front of the first person in each group. (Note: You may find clothes to use in this activity from home or a local thrift store. Each set should have the same number and type of items—such as a shirt, sweater, and pair of pants—and each item should be large enough for each youth to put on over their own clothes.)
3. **DECIDE** on a turnaround point at the other end of the room, and **TELL** youth where the turnaround point is located.
4. **TELL** 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 turnaround 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 turnaround 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 workshop participants. 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.²³

If one or more youth in your program have a disability, arrange a discussion with their parent/guardian before the program starts. This discussion should include:

- ◆ A 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 caregiver for the youth during the hours of the Media-Smart Youth program
- ◆ The administration and responsibility of medications and aids when applicable
- ◆ Actions required to ensure the successful and safe integration of the youth into the program

General changes may help to engage youth with disabilities; for example:

- ◆ 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 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.

²³ Tripp, 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 February 14, 2012, from <http://www.eric.ed.gov/PDFS/ED497146.pdf>.

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 physical disabilities:

- ◆ 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.
- ◆ Use a rattling or whistling ball.

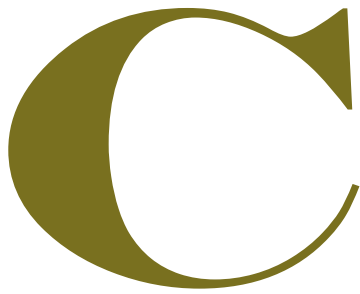
Options for including children with hearing impairments:

- ◆ 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, visit:

- ◆ The National Center on Physical Activity and Disability at http://www.ncpad.org/fun/fact_sheet.php?sheet=285 or http://www.ncpad.org/fun/fact_sheet.php?sheet=121
- ◆ PE Central at <http://pecentral.org/adapted/adaptedmenu.html>

**Remember to focus on what the youth CAN DO
rather than on what they CANNOT DO.**



Appendix C

Additional Snack Break Options

Easy-To-Prepare Healthy Snacks

Sweet Snacks

- ◆ Dry whole-wheat or oat ready-to-eat cereal
- ◆ Sugar-free fruit-flavored gelatin cups
- ◆ Fat-free, low-fat, or sugar-free pudding cups
- ◆ Unsweetened applesauce cups
- ◆ Juice-packed fruit cups
- ◆ Low-fat granola bars

Crunchy Snacks

- ◆ Sesame breadsticks
- ◆ Sunflower seeds
- ◆ Pumpkin seeds
- ◆ Whole-grain bagel chips
- ◆ Baked potato chips
- ◆ Unsalted nuts*

Frozen Snacks

- ◆ 100% fruit bars
- ◆ Low-fat fudge pops

Milk Product Snacks

- ◆ Part-skim string cheese
- ◆ Fat-free or low-fat yogurt
- ◆ Fat-free or low-fat cottage cheese
- ◆ Part-skim or fat-free ricotta cheese or Greek yogurt
- ◆ Reduced-fat cheese slices or cubes
- ◆ Low-fat rice pudding

* Be sure to identify any young people who have nut allergies, and omit this snack as needed.

Fruit Snacks (Wash all fruits/vegetables even if the skin is not eaten.)

- ◆ Dried fruit (such as figs, raisins, prunes, dates, cranberries, apricots, cherries, peaches, pears, mangoes, or pineapples)
- ◆ Bananas
- ◆ Apples
- ◆ Pears
- ◆ Peaches
- ◆ Plums
- ◆ Grapes
- ◆ Nectarines
- ◆ Oranges
- ◆ Clementines
- ◆ Tangerines
- ◆ Blueberries
- ◆ Strawberries
- ◆ Raspberries
- ◆ Blackberries

Drinks

- ◆ Water
- ◆ Seltzer
- ◆ Fat-free or low-fat milk (chocolate or other flavors, too)
- ◆ 100% fruit juice

Vegetable Snacks (Wash all fruits/vegetables even if the skin is not eaten.)

- ◆ 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

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
- ◆ Fat-free or low-fat cottage cheese (or part-skim or fat-free ricotta cheese or Greek yogurt) and strawberries (fresh, frozen, dried, or canned in 100% juice) on whole-wheat pita bread
- ◆ Veggies with fat-free or reduced-fat dressing

Snack Starters

Spread peanut butter* or low-fat spreadable 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 fruit, (fresh, frozen, or canned in water or 100% juice) on top and a dash of cinnamon or some low-fat granola
- ◆ Unsweetened 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 spreadable cheese and thinly sliced vegetables
- ◆ Salad with low- or reduced-calorie dressing
- ◆ Low-fat or reduced-fat cheese (melt in a toaster oven or microwave)
- ◆ Tuna, egg, or chicken salad made with low-fat mayonnaise
- ◆ Low-fat chili
- ◆ Burrito: cooked black or pinto beans, chopped tomato, and reduced-fat cheese

* Be sure to identify any young people who have nut allergies, and omit this selection as needed.

Other sandwiches to share

- ◆ Spread hummus on one-half of a whole-grain 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 spreadable cheese with chopped parsley and bits of low-fat deli meat) and roll up the bread.

Fruit Snacks (Wash all fruits/vegetables even if the skin is not eaten.)

- ◆ Cantaloupe
- ◆ Honeydew
- ◆ Watermelon
- ◆ Papaya
- ◆ Lychee
- ◆ Mango (sprinkle some hot sauce on top for a spicy treat)
- ◆ Guava
- ◆ Star fruit
- ◆ Passion fruit
- ◆ Pomegranate
- ◆ Grapefruit

Frozen Fruit Treats

- ◆ Wash and dry grapes or blueberries, put them in a plastic bag, and place the bag in the freezer for 5 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 single-serve containers or “tubes” in the freezer. They make an ice cream-like treat.
- ◆ Pour 100% 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-To-Make Treats

- ◆ Wrap a slice of fat-free or reduced-fat cheese around a crunchy pickle or a slice of apple.
- ◆ 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 pears (fresh, frozen, or canned in water or 100% juice).
- ◆ Mash hard-boiled eggs with pepper and mustard.
- ◆ Make some air-popped popcorn, and sprinkle with grated low-fat parmesan cheese.

If you have the equipment at your location, or if the parents/guardians of the youth in your program want to take home some healthy recipes, here are some simple and healthy snack options. To prevent the spread of germs, make sure that youth wash and dry their hands before preparing and eating their snacks. If soapy water is not available, use alcohol-based (60%) hand sanitizer. Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed. All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

Tuna Melt (makes 1 serving)

What you need:

- ◆ 1 (5-ounce) can of water-packed tuna
- ◆ ½ whole-wheat mini-pita or English muffin
- ◆ 1 to 2 slices of reduced-fat cheese (American, cheddar, or Swiss)

Supplies/Equipment:

- ◆ Toaster oven (not a regular toaster)
- ◆ Aluminum foil
- ◆ Oven mitts
- ◆ Knife

Directions:

1. Place one-half of a whole-wheat mini-pita or English muffin on a piece of aluminum foil.
2. Place some canned tuna on the whole-wheat pita or muffin.
3. Place a slice of reduced-fat cheese on top of the tuna, and place it on an oven tray.
4. Toast in the toaster oven. Make sure to watch the pita or muffin so it doesn't burn.
5. After the cheese melts, let the tuna melt cool slightly before removing it from the toaster oven with the oven mitts.

Cheese Quesadilla (makes 2 servings)

What you need:

- ◆ 2 whole-grain tortillas (small)
- ◆ 2 to 3 slices of fat-free or reduced-fat shredded cheese (American, cheddar, or Swiss)
- ◆ Salsa (optional)

Supplies/Equipment:

- ◆ Toaster oven (not a regular toaster)
- ◆ Aluminum foil
- ◆ Oven mitts
- ◆ Knife

Directions:

1. 1. Place one tortilla on a piece of aluminum foil.
2. Place the cheese on top. Cover with the other tortilla, and place it on an oven tray.
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 of whole-wheat mini-pita or 1 whole-wheat English muffin (split)
- ◆ ¼ cup of assorted fresh or frozen vegetables (such as chopped or sliced carrots, broccoli, cauliflower, red pepper, sliced mushrooms, or sliced tomato)
- ◆ 4 tablespoons of tomato or pasta sauce
- ◆ ⅛ cup of shredded part-skim mozzarella cheese

Supplies/Equipment:

- ◆ Toaster oven (not a regular toaster)
- ◆ Small skillet
- ◆ Nonstick cooking spray
- ◆ Measuring cup
- ◆ Oven mitts
- ◆ Knife

Directions:

1. Preheat toaster oven to 400 degrees.
2. Wash and cut the vegetables.
3. Coat small skillet with cooking spray, and heat over medium heat.
4. Add the vegetables; stir and cook until tender-crisp.
5. Spread 2 tablespoons of tomato or pasta sauce onto each mini-pita or English muffin half; spoon on cooked vegetables and spread the cheese on top. Place it on an oven tray.
6. Bake in the toaster oven for 8 to 10 minutes or until the cheese melts. Remove with oven mitts.

Spinach Pizza Bagel (makes 6 servings)

What you need:

- ◆ 1 (10-ounce) package of frozen, chopped spinach
- ◆ 3 (small) plain, onion, or garlic bagels
- ◆ 1 cup of shredded part-skim mozzarella cheese

Supplies/Equipment:

- ◆ Microwave
- ◆ Small bowl
- ◆ Cutting board and knife (if bagels are not presliced)
- ◆ Large, microwave-safe plate
- ◆ Oven mitts
- ◆ Knife and 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 1½ to 2 minutes or until the cheese melts.
8. Use the oven mitts to remove the plate from the microwave.

Broccoli and Cheese Snack (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/Equipment:

- ◆ Microwave
- ◆ Medium-size pot filled $\frac{3}{4}$ of the way with water
- ◆ Strainer
- ◆ Oven mitts
- ◆ Bowl

Directions:

1. Cook frozen broccoli in 2 to 3 tablespoons of water in a covered microwave-safe bowl 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
- ◆ Unsalted nuts*
- ◆ Sunflower seeds
- ◆ Raisins or dried cranberries
- ◆ Seedless red or green grapes
- ◆ 1 (5-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
- ◆ Low- or reduced-calorie bottled salad dressing (many salad dressings are high in fat and calories; use only a small amount)

Supplies/Equipment:

- ◆ Bowl
- ◆ Salad forks/spoons
- ◆ Can opener
- ◆ Knife

Directions:

1. Wash the vegetables and fruits before you make the salad.
2. Combine three or more ingredients in a bowl, and mix together to make a yummy salad.
3. Drizzle a small amount of salad dressing on top.

* Be sure to identify any young people who have nut allergies, and omit this selection as needed.

Patriotic Calcium Parfaits (makes 2 servings)

What you need:

- ◆ ½ cup of strawberries (fresh, frozen, or canned in water or 100% juice)
- ◆ ½ cup of blueberries (fresh, frozen, or canned in water or 100% juice)
- ◆ ½ cup of fat-free or low-fat vanilla yogurt
- ◆ ¼ cup of sliced or slivered almonds

Supplies/Equipment:

- ◆ 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 cups or 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 of plain, vanilla, or fruit-flavored fat-free or low-fat yogurt
- ◆ 1 cup of fat-free or low-fat whipped topping
- ◆ 1 (15-ounce) can of mandarin oranges, drained
- ◆ 1 (5.5-ounce) can of pineapple bits, drained
- ◆ 1 cup of red or green grapes, quartered

Supplies/Equipment:

- ◆ Large mixing bowl
- ◆ Bowls or plastic cups
- ◆ Measuring cup
- ◆ Can opener
- ◆ Knife

Directions:

1. Combine all ingredients in the 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 of low-fat spreadable cheese (bring to room temperature for easy spreading)
- ◆ 2 tablespoons of low-fat granola

Supplies/Equipment:

- ◆ 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 spreadable cheese.
3. Top the spreadable 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 of unsalted pretzels
- ◆ ½ cup of small, whole-wheat flake or nugget cereal
- ◆ ¼ cup of unsalted almonds (or other unsalted nuts)*
- ◆ ¼ cup of raisins

Supplies/Equipment:

- ◆ Large bowl
- ◆ Measuring cup
- ◆ 3 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.

* Be sure to identify any young people who have nut allergies, and omit this selection as needed.

Chocolate Mint Shake (makes 1 serving)

What you need:

- ◆ 1½ cups of fat-free or low-fat chocolate milk, or chocolate soy beverage
- ◆ ⅛ teaspoon of peppermint extract

Supplies/Equipment:

- ◆ Small plastic cup
- ◆ Measuring cup
- ◆ Measuring spoons
- ◆ Plastic wrap
- ◆ Blender
- ◆ 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!

D

Appendix D

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 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 day(s) 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. To facilitate this, your child will be bringing home *Tips for Media-Smart Parents* after each lesson, which summarizes what he or she has learned and provides tips for how to put this learning into action at home with the whole family.

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 his or her 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 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 Permission 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 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:

YOUR ORGANIZATION'S NAME

- Review the wide variety of 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 AND ADDRESS OF GROCERY STORE

When: _____
DATE AND TIME OF FIELD TRIP

Transportation: _____
HOW YOUTH WILL GET TO THE STORE AND BACK

If you can help out as a driver or chaperone, we would be very happy to have you 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 _____ may participate in the grocery store field trip.
NAME OF YOUTH
- No, my child _____ may not participate in the grocery store field trip.
NAME OF YOUTH
- I can help chaperone the field trip.
- I can drive to 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 or medical conditions: _____



Appendix E

Promotion Kit

Getting Noticed

Your involvement in the *Media-Smart Youth: Eat, Think, and Be Active!*[®] program, created by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), 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:

- ◆ Getting started with your media and promotion efforts
- ◆ Conducting media outreach
- ◆ Reaching out to your community

We also provide some helpful media resources:

- ◆ A list of key messages about youth media, nutrition, and physical activity behaviors that you can customize with information from your local area
- ◆ A news release template that you can customize for your organization's Media-Smart Youth program
- ◆ A Media-Smart Youth fact sheet that you can reproduce and distribute as part of your promotion efforts
- ◆ A Media-Smart Youth Evaluation fact sheet describing an evaluation that measured the program's impact on adolescent knowledge, skills, and behavior in the areas of media analysis, nutrition, and physical activity.

If you use a variety of methods to reach out to local media and your community and to continuously follow up on your efforts, your work on Media-Smart Youth will get noticed.

Get Started

The first step is deciding what you want to say about your Media-Smart Youth program and then developing and reproducing informational materials. This is a crucial activity because it will help you organize your thoughts so that you can speak and write clearly and concisely about the program in your promotional efforts.

Develop Key Message Points

Determine the most important things you want to say about Media-Smart Youth, your organization's sponsorship of the program, and how the program benefits the youth in your community. Message 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.

Reproduce the Media-Smart Youth Fact Sheet

The Media-Smart Youth fact sheet (pages E-11 and E-12) provides an overview of the program. You may reproduce and distribute the fact sheet as part of your promotional efforts.

Create Other Types of Materials That Would Be of Interest to Your Local Media

- ◆ 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 or her own story, including interviews with representatives of your organization and young people involved in the program.

If you use the news release template (pages E-9 and E-10), be sure 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. You can send the same news release 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 presented under *Prepare To Talk with Reporters* (page E-4).

- ◆ **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 1 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.
- ◆ **Presentation slides 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.

Conduct Media Outreach

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.

Create 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 (daily as well as weekly publications), television, and radio—and ask for the name of the assignment editor, or check a media directory at the library or on the website 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.” Sending personalized information to these reporters is more likely to get a response than items simply addressed to “editor” or “producer.”
- ◆ 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.

Seek Coverage

You can get coverage from your local media in many ways—here are just a few ideas:

- ◆ 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.
- ◆ You may also get noticed by sending a letter to the editor or writing a guest editorial for your local newspaper.
- ◆ 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 and let the outlet know what you’re doing to address the issue.
- ◆ Have an event—such as a *Big Production* launch—and invite members of the media and other individuals in your community to come and learn about the program.

A few basic guidelines will help you seek coverage:

- ◆ Use the promotional materials provided in this appendix, or use them 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 and contact information 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 the 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.

Prepare To Talk with Reporters

- ◆ 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 about them. You may want to practice out loud beforehand. Use the *Key Message Points for Media-Smart Youth* (page E-6) as your guide.

- ◆ Make a good first impression. 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 or she is on a deadline, ask when you can call or come back. If a reporter contacts you and you can't take the call, return the call as quickly as possible.
- ◆ Know the goal of your conversation. Do you want the reporter to visit during a lesson or a special event? Do you want him or her to write a story based on the news release you have sent? Tell the reporter your purpose early in the conversation.
- ◆ Speak concisely. Summarize your main points in a very few 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, the Table of Contents from the curriculum, and other information to support your story, such as a backgrounder about your organization. If given enough time, you may wish to show the reporter the introductory segment of the Media-Smart Youth DVD.
- ◆ If you can't answer a question about your organization or the issue of youth and overweight, don't attempt to guess. Simply tell the reporter that you don't know, that you will find out the information, and that you will follow up with him or her. Provide information only on topics about which you are knowledgeable. Track down the information you need, and follow up as soon as possible.
- ◆ When the conversation is finished, thank the reporter for his or her time and make sure the reporter has your contact information in case there are additional questions. Be sure to invite the reporter to observe a lesson, or provide a time in which he or she can interview some of the youth taking part in the program.

Reach Out to Your Community

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.

Key Message Points

(Customize with local information)

A growing number of young people get little or no physical activity, have poor eating habits, and are greatly influenced by media messages.

- ◆ Every day, young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.¹
- ◆ Among children and teens ages 8 to 18, 74 percent use another form of media while using the Internet. When accounting for media multitasking, media consumption increases dramatically to a total of nearly 12 hours of exposure in a typical day.²
- ◆ Through their exposure to media, youth encounter a barrage of marketing and advertising messages every day. Children are exposed to between 14,000 and 30,000 ads on TV per year, depending on their age. The majority of these advertisements are for food, primarily candy, cereal, and fast food.³
- ◆ About one-third of children and adolescents ages 2 to 19 are overweight or obese. Nearly 20 percent of children ages 6 to 11 and 18 percent of children and adolescents ages 12 to 19 are obese. Many more young people are at risk of becoming overweight or obese.⁴
- ◆ 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.⁵
- ◆ Nationwide, less than one-third of all children ages 6 to 17 engage in vigorous activity, defined as participating in physical activity for at least 20 minutes that made the child sweat and breathe hard.⁶ [INSERT A STATE OR LOCAL STATISTIC FOUND FROM THE INTERNET OR YOUR LIBRARY]

¹ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

² Foehr, U. G. (2006). *Media Multitasking Among American Youth: Prevalence, Predictors and Pairings*. Menlo Park, CA: Kaiser Family Foundation; Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

³ Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.

⁴ Ogden, C. L., Carroll, M. D., Curtin, L. R., Lamb, M. M., & Flegal, K. M. (2010). Prevalence of High Body Mass Index in US Children and Adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3):242-249. Retrieved February 22, 2013, from <http://jama.ama-assn.org/content/303/3/242.full#T2>.

⁵ U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans, 2010*. 7th Edition. Washington, DC: U.S. Government Printing Office.

⁶ American Alliance for Health, Physical Education, Recreation and Dance. (2012). Let's Move in School. Retrieved July 17, 2012, from <http://www.aahperd.org/aahperd/letsmoveinschool/facts.cfm#3>.

In response to this problem, the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) developed Media-Smart Youth, an after-school 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 healthy choices about nutrition and physical activity by helping them understand how media can influence their health.

The Media-Smart Youth curriculum includes 10 lessons plus a media production project that integrate learning in three key areas—media, nutrition, and physical activity.

- ◆ Media—The program teaches young people about the connections between media and health and how to analyze and create media messages. Young people develop their own media products to promote positive nutrition and physical activity messages to their peers.
- ◆ Nutrition—The program teaches young people the basic principles of a nutritious and balanced diet and encourages them to practice making healthy snack choices in real-life settings.
- ◆ Physical activity—The program teaches young people about the importance of daily physical activity in promoting health and outlines ways youth can be more physically active in their daily lives.

The Media-Smart Youth curriculum has gone through a thorough development process, with rigorous review, pilot testing, and evaluation.

- ◆ 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 after-school programs in seven sites around the country. The second draft of the curriculum was pilot-tested by after-school programs in three sites. Curriculum developers obtained feedback from facilitators, youth, and parents in the sites in order to revise and refine the curriculum.
- ◆ A formal outcome evaluation was conducted using a randomized group experimental design. The results showed that youth who participated in Media-Smart Youth groups displayed an overall increase in knowledge and skills in nutrition, physical activity, media awareness, and media analysis compared with youth in the groups who did not participate.

[Your organization name here] is conducting the Media-Smart Youth program 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 project is or will be.]

News Release Template for Media-Smart Youth Program

[YOUR ORGANIZATION'S LETTERHEAD]

FOR IMMEDIATE RELEASE

CONTACT: [Name]

[DATE]

[PHONE]

[YOUR ORGANIZATION NAME HERE] Joins National After-School Effort
To Empower Youth To Make Healthful Choices

[City, State] As young people spend more time than ever in front of a television or a computer screen, youth from [YOUR ORGANIZATION OR COMMUNITY NAME HERE] are busy moving, munching, and building their media skills as part of *Media-Smart Youth: Eat, Think, and Be Active!* This after-school program empowers young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives.

Developed by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), Media-Smart Youth helps young people build knowledge and skills in the areas of nutrition, physical activity, and media analysis:

- ✓ Nutrition—Young people learn about several key concepts in a balanced diet and practice ways to make smart snack choices in real-life settings.
- ✓ Physical activity—Young people discuss the importance of daily physical activity for promoting health and practice ways to be more active in their daily lives.
- ✓ Media analysis and production—Young people explore the connections between media and health and learn to analyze and create media messages. Young people develop their own media products to promote positive messages about nutrition and physical activity to their peers.

“Habits that start in childhood and are reinforced in the teen years become lifelong behaviors,” said [Name], director of [your organization name here]. “The Media-Smart Youth program is one tool to help ensure that these behaviors are healthy ones.”

Youth are enthusiastic about the program. “In Media-Smart Youth we do so many fun things,” according to one participant. “And we learned how to make healthy and yummy snacks that we talked about in our media production.”

-more-

The NICHD developed Media-Smart Youth in response to the growing number of young people who get little or no physical activity and who do not get enough of the nutrients they need. These factors contribute to rising rates of overweight and obesity. According to the most recent National Health and Nutrition Examination Surveys (2007–2008), about 17 percent of children ages 2 to 19 are obese, and an additional 15 percent are considered overweight.

[GENERAL PARAGRAPH ABOUT YOUR ORGANIZATION AND WHAT IT DOES.] For more information about [YOUR ORGANIZATION NAME HERE], call [CONTACT NAME, PHONE, AND E-MAIL].

The NICHD is part of the National Institutes of Health, the biomedical research arm of the federal government within the U.S. Department of Health and Human Services. The NICHD conducts and supports research and programs on topics related to the health and well-being of children, adults, and families. For more information about the NICHD, visit <http://www.nichd.nih.gov>.

Media-Smart Youth

Eat, Think, and Be Active!

Through media awareness and media production, Media-Smart Youth motivates young people to think about nutrition and physical activity and helps them become aware of the connections between media and their health.

★ What is the Media-Smart Youth program?

Media-Smart Youth: Eat, Think, and Be Active![®] is an interactive after-school education program that focuses on building skills in media analysis and media production to help young people ages 11 to 13 understand the complex media world around them and how it can influence their health—especially in regard to nutrition and physical activity. The *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), a part of the National Institutes of Health within the U.S. Department of Health and Human Services, created Media-Smart Youth to help empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity.

★ Why do we need Media-Smart Youth?

Every day, young people actively engage with the media world around them. Today's media world has expanded beyond the traditional forms, such as television, radio, and movies, to include video games, social networking sites, and online videos—all constantly accessible on mobile platforms, such as cell phones. A large-scale national survey found that, in the United States, youth ages 11 to 14 spend an average of 8 hours and 40 minutes each day using media.¹ Through this exposure, young people encounter a barrage of marketing and advertising messages. Depending on their age, children are exposed to between 14,000 and 30,000 ads on TV alone per year. The majority of the advertisements they view are for food, primarily candy, cereal, and fast food.²

Rising use of media, which is tied to an increasingly sedentary lifestyle, and exposure to marketing messages for less nutritious food have combined to contribute to rising rates of childhood overweight and obesity. According to a 2010 study, about one-third of American children and adolescents ages 2 to 19 are overweight or obese and many more young people are at risk.³ Too often, children are consuming too many calories while not getting enough of certain nutrients, including calcium, vitamin D, and fiber. Nationwide, fewer than one-third of all children ages 6 to 17 engage in vigorous physical activity.⁴

In response to these trends, several federal agencies have developed programs to help young people make choices that reinforce healthy behaviors, including being physically active and eating nutritious foods. Media-Smart Youth is part of those efforts.



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National Institutes of Health
Eunice Kennedy Shriver National
Institute of Child Health and
Human Development



What do youth do in the Media-Smart Youth program?

Through 10 structured lessons and numerous helpful resources, young people become media-savvy by doing fun, hands-on activities.

The curriculum focuses on four key areas:

- **Media awareness:** Using the 6 Media Questions, young people learn to analyze and recognize techniques that media use to get their attention, and to evaluate obvious and subtle media messages for accuracy and for consistency with their ideas about being healthy. 
- **Media production:** Youth express what they learn by creating a *Mini-Production*, in which they develop their own media messages. The *Big Production*, the program's culminating project, enables youth to create media products that promote healthy nutrition and physical activity to their peers.
- **Nutrition:** A variety of activities encourages youth to choose vegetables and fruits, whole grains, and calcium-rich foods, and to reduce their consumption of solid fats and added sugars. Lessons also encourage youth to be thoughtful when choosing snacks and include a *Snack Break* when youth enjoy nutritious foods they may not have tried before. 
- **Physical activity:** Participants learn the importance of daily physical activity in promoting health and develop strategies for becoming more active in their daily lives. Physical activity, they discover, is anything that gets their bodies moving, including walking the dog, dancing, or helping carry groceries. A 10-minute *Action Break* during each lesson engages youth in a fun physical activity. 

Each Media-Smart Youth Kit includes:

- The **Facilitator's Guide**, outlining the 10-lesson after-school curriculum and the *Big Production*.
- A **DVD** with segments to supplement the lessons and provide an overview of the program for adult facilitators and youth participants.
- A **poster** of the 6 Media Questions that youth learn to ask.

References

- ¹ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.
- ² Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.
- ³ Ogden, C. L., Carroll, M. D., Curtin, L. R., & Lamb, M. M. (2010). Prevalence of High Body Mass Index in US Children and Adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3), 242-249. Retrieved May 30, 2012, from <http://jama.ama-assn.org/content/303/3/242.full#12>.
- ⁴ Trust for America's Health and the Robert Wood Johnson Foundation. (2009). *Fas in Fat: How Obesity Policies Are Failing in America, 2009*. Princeton, NJ: Robert Wood Johnson Foundation.
- ⁵ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, HHS. (2009). *Report on the Evaluation of the Media-Smart Youth Curriculum*. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/msy_evaluation_report_final.pdf. Media-Smart Youth Program Evaluation Fact Sheet. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/20090219-MSY_FactSheet.pdf.

★ What are the goals of Media-Smart Youth?

Media-Smart Youth is designed to empower young people to:

- Become aware of—and think critically about—media's role in influencing their nutrition and physical activity choices.
- Build skills that help them make informed decisions about being physically active and eating nutritious food in daily life.
- Establish healthy habits that will last into adulthood.
- Learn about media and create their own media products to educate their peers.

★ What do we mean by “media?”

The term “media” refers to all the many ways people express ideas and convey information. Television, radio, computers, cell phones, newspapers, books, magazines, billboards, music, theater, posters, letters, and the Internet are all examples of media. More recent trends that have transformed the traditional media world include cell phone cameras and mobile texts, social networking and video sharing sites, and blogs and microblogs (blogs with very short posts, like Twitter accounts). These new media share two constants: they are always changing, and they are highly influential, especially in the lives of young people. Recognizing the ever-evolving nature of new media, Media-Smart Youth discusses media forms in general, allowing facilitators and youth to bring in specific types of media relevant to their experiences.

★ How was Media-Smart Youth developed and evaluated?

Media-Smart Youth went through a thoughtful and deliberate development process, with extensive review and testing. The initial draft of the curriculum was pilot-tested, extensively revised, pilot-tested again, and further refined. This development process resulted in the first release of the curriculum in October 2005.

Since then, schools and youth-serving organizations have carried out Media-Smart Youth across the country. The NICHD conducted a rigorous outcome evaluation, involving 10 matched pairs of organizations, to make sure the curriculum was on target and effective. Results showed that youth who participated in Media-Smart Youth had a statistically significant greater increase in knowledge about curriculum topics than did nonparticipating youth. In addition, participating youth expressed more intentions to make positive nutrition and physical activity behavior changes than did nonparticipating youth.⁵

★ How has Media-Smart Youth evolved?

In light of today's fast-changing media environment and updates to key nutrition and physical activity guidelines, the NICHD decided the time was right to update the Media-Smart Youth curriculum.

The updated second edition retains all the elements that made the first edition successful and includes a few new features, such as added discussions about digital and new media, information that reflects the latest federal nutrition and physical activity guidelines, new information for parents and guardians, and an expanded Media-Smart Youth website.

★ How can I learn more about Media-Smart Youth?

For more information or to order free copies of the Media-Smart Youth after-school program materials, contact:

NICHD Information Resource Center

Mail: P.O. Box 3006, Rockville, MD 20847

Phone: 1-800-370-2943 (TTY: 1-888-320-6942)

Fax: 1-866-760-5947

Email: NICHDInformationResourceCenter@mail.nih.gov

Internet: <http://www.nichd.nih.gov/msy>

Media-Smart Youth

Eat, Think, and Be Active!

Program Evaluation



What makes Media-Smart Youth successful?

Through media awareness and media production, Media-Smart Youth motivates young people to think about nutrition and physical activity and helps them become aware of the connections between media and their health.

- ◆ **Media-Smart Youth** offers youth healthy, low-fat snack options, which provide much-needed fuel for youth after a long day in school, while also exposing youth to foods that they may have been otherwise reluctant to try:

“One [student] said she tried a vegetable she thought she didn’t like, and found she did like it.”

Media-Smart Youth Facilitator

Media-Smart Youth: Eat, Think, and Be Active! is an interactive after-school education program for young people ages 11 to 13. The lessons teach youth about the complex media world around them and about how it can affect their health—especially in the areas of nutrition and physical activity.

A recently completed rigorous evaluation of the Media-Smart Youth program found that the lessons worked in after-school settings and had a statistically significant, positive effect on participating groups of young people compared with groups who did not participate. More details about the evaluation are included below.

How was the evaluation conducted?

The *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health, conducted the in-depth evaluation of Media-Smart Youth using multiple quantitative and qualitative methods. Highlights include the following:

- ◆ Using a randomized groups design, pairs of schools with after-school programs were matched according to the socioeconomic status of the school and were randomly assigned to either the experimental or the control group.
- ◆ Pre- and post-tests were administered to groups of youth participating in the program.
- ◆ Qualitative interviews were conducted with program facilitators.
- ◆ Facilitator logs and observer notes were used to document the steps in delivering the curriculum lessons and activities.



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Eunice Kennedy Shriver National Institute
of Child Health and Human Development

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NIH Pub. No: 09-6374

“The young people learned a lot about alternate foods that taste good and are better for [them]. They were going to ask their moms to start buying the healthier snacks, such as yogurt and granola. They wanted to share the information with their school and cafeteria.”

*Media-Smart Youth Facilitator,
Girl Scouts of Pine Valley Council*

- ◆ **Media-Smart Youth** is fun and engaging for participants and facilitators:

“After we finished creating physical activity jingles, the kids [begged] to do more of the “Fit to be Tried” activity, so I put it on for another two minutes.”

Media-Smart Youth Facilitator

“The students had fun learning, worked well together, and were anxious to participate. They led the *Action Break* at each session and begged to do it even when time had run out.”

*Media-Smart Youth Facilitator,
Montana 4-H*

- ◆ **Media-Smart Youth** is educational and informative:

“[One] boy said he was at the store looking at microwave popcorn and was surprised at [how much fat] the ‘movie popcorn’ flavor had...I asked if he ever looked at labels and he said, ‘not before this.’”

Media-Smart Youth Facilitator

“During the grocery store tour, one of the girls was very involved in looking at food labels. Her mother reported that she came home and asked her to purchase a different kind of bread which contained more fiber and natural whole grains as a result of her new knowledge base.”

*Media-Smart Youth Facilitator,
Girl Scouts of the Rio Grande*

What were the evaluation results?

- ◆ Youth who participated in Media-Smart Youth groups displayed an overall increase in knowledge and skills in nutrition, physical activity, media awareness, and media analysis compared with youth in the groups who did not participate.
- ◆ Results showed a significant difference between the groups that participated in Media-Smart Youth and those that did not in terms of their intention to do more weight-bearing activities in the next month.
- ◆ The findings indicated a strong trend among youth who participated in the Media-Smart Youth groups for showing greater changes in their intention to eat fewer high-fat snack foods and to eat or drink more foods with calcium during the next month.
- ◆ Evaluators obtained useful feedback from the facilitators about the successes and challenges of administering the program in after-school settings.

How can I learn more about Media-Smart Youth?

The full Program Evaluation Report is available on the Media-Smart Youth Web site at <http://www.nichd.nih.gov/msy>. The Web site also provides background information on the development of the program and links to Media-Smart Youth materials for download and order.

If you have additional questions about Media-Smart Youth, contact us at MediaSmartYouth@mail.nih.gov.

To order free copies of the Media-Smart Youth Facilitator’s Guide and other materials, contact the NICHD Information Resource Center at 1-800-370-2943 (TTY: 1-888-320-6942) or at NICHDInformationResourceCenter@mail.nih.gov.



Appendix F



Resources To Support Planning and Implementation

1. Materials Checklist
2. Tips for Facilitating Media-Smart Youth
3. Ideas for Implementation

Materials Checklist

Conducting the Media-Smart Youth workshop requires several types of resources. Before you begin the program, keep in mind the items and materials 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.

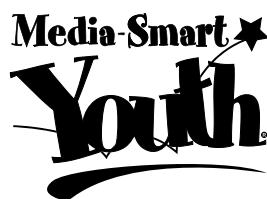
Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
Materials/Supplies	
Creative supplies —Several <i>Mini-Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative items.	
Paper supplies —Large and small format paper, poster board, white and colored paper, construction paper, and sticky notes are used throughout the workshop. Having a name tag and pocket folders for each participant is encouraged.	
Photocopies —Each lesson requires the production of worksheets and take-home handouts. Throughout the course of the workshop, numerous photocopies will be needed.	
Media samples —In certain activities, the facilitator needs to provide teen/youth magazines or other print publications and other items such as CDs, 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 or scarf are also needed for select activities.	
Equipment to play and show a DVD —If using the Media-Smart Youth DVD, a DVD player and a TV, a computer with DVD capabilities, a portable DVD player, or other equipment will be needed.	

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
<p>Camera and recorders—Several pieces of media equipment may be used for <i>Mini-Productions</i> and other activities, including a video recording device or mobile device with video capabilities, disposable camera or camera phone, or audio recording device (optional).</p>	
<p>Supplies for optional activities—White t-shirts are used in an optional activity in <i>Lesson 10</i>, and prize incentives may be used in <i>Lesson 6: Visiting a Grocery Store</i>.</p>	
<p>Food</p>	
<p>Snack ingredients—Each lesson includes a <i>Snack Break</i> and will require enough snacks for the number of youth participating in the workshop.</p>	
<p>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.</p>	
<p>Other Necessities</p>	
<p>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.</p>	
<p>Transportation—Transportation of youth participants to and from the workshop location and field trip site(s) may be needed.</p>	
<p>Media partner—The workshop may be conducted with the assistance of a media partner. See the <i>Introduction and Overview</i> for more information regarding how to engage a media partner.</p>	
<p>Media production equipment—Depending on the scope of the <i>Big Production</i>, media production equipment may be needed. See <i>Appendix G</i> to learn about the types of equipment involved in producing media.</p>	

Tips for Facilitating the Media-Smart Youth Program

The following tips come from a diverse group of Media-Smart Youth facilitators who wanted to share their suggestions for successfully facilitating the program.

- ✓ **Give youth ownership** of the lesson content by inviting them to participate, share information, and brainstorm.
- ✓ **Ask open-ended questions** to create discussion, such as “What fruits do you like?” as opposed to “Do you like fruit?”
- ✓ **Affirm/validate youths’ ideas** during discussion to help them feel comfortable participating and taking risks.
- ✓ **Guide youth to the learning points** in the curriculum by asking questions and focusing the conversation to lead them to these points. Use opening phrases such as, “Tell me more about that...,” “I invite you to...,” or “I encourage you to...” to guide youth through the activities.
- ✓ **Redirect youth back to the topic** if necessary, while acknowledging that they are making interesting points.
- ✓ **Create a “Parking Lot”** to note off-topic ideas that youth are interested in discussing. Address these later during a break or after the session.
- ✓ **Show youth respect** through your tone, expression, and body language. Move around the room to connect with youth in various spaces in the room.
- ✓ **Create roles for youth**, such as notetaker, encourager, and presenter. This practice gives youth responsibility and helps manage group dynamics.
- ✓ **Create additional roles or opportunities** to engage youth who need some extra attention, such as helping to take notes on large paper, set up a workstation, or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit by feeling important to the facilitator.
- ✓ **Allow the youth to be the experts.** Make it clear to youth that they are experts on being youth and that their knowledge is the basis for the workshop and a great starting place to build on. An example of this concept is asking: “What is your favorite TV commercial?” From there, a meaningful discussion about TV commercials can unfold with some guidance from you.
- ✓ **Define your role as the facilitator.** For example: “My job is to guide you through the material in this lesson today.”
- ✓ **Manage the small group and large group activities** by dividing youth into various small groups throughout the workshop. This practice gives all the youth a chance to work with different people and build relationships.
- ✓ **Include contests and games** to add energy and help youth focus and manage time on a given task.
- ✓ **Adapt activities** to recognize and celebrate diversity and culture within your group.
- ✓ **Model the activities** for the youth, such as doing the *Action Break* or trying the snacks. Be thoughtful about other activities you engage in, such as drinking water as opposed to soft drinks, when youth are around.
- ✓ **Allow youth to have individual preferences** on the subjects covered in the workshop—ask them what they think, what they like, etc.
- ✓ **Model a nonjudgmental and respectful approach** to sensitive issues. All youth are different. Help youth feel comfortable with who they are by creating an atmosphere of respect and acceptance.
- ✓ **Be genuine** with youth—they know if you are being real with them, and they need honest adults in their lives.



Ideas for Implementation

The following tips come from a diverse group of Media-Smart Youth facilitators who wanted to share their suggestions for successfully implementing the program.

Facilitation Style

- ✓ Show enthusiasm and a positive attitude when facilitating—the youth will follow your lead.
- ✓ Allow time for the youth to get to know each other and interact with you and with each other—team building will enhance their experience.
- ✓ Find a balance between structure, flexibility, and fun for the youth. Youth have already been in a structured environment all day and will benefit from a change of pace after school. While the curriculum is filled with challenging content, it should be taught in a fun and interactive way.
- ✓ Get to know your participants and some interesting things about them—youth crave adult interaction in their lives and building these relationships will draw youth into the program.
- ✓ Focus on the strengths of each youth, even when some participants may act in a way that makes this challenging. Engage youth in the lessons by tapping into their unique strengths and interests.
- ✓ Make an effort to display the youths' *Mini-Production* projects in your after-school setting—youth are proud and motivated by seeing their work displayed publicly.

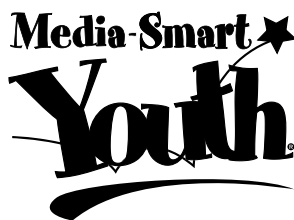
Preparing for the Lessons

- ✓ Learn the content by reading the lesson over several times. Consider creating a small “cheat sheet” for yourself made up of key words to help you remember the major points and lesson flow.
- ✓ Practice facilitating in front of a mirror or with friends or family—it really helps to practice delivering the curriculum out loud.
- ✓ Be familiar enough with the scripts so that you can adapt and say all the main points in your own words.
- ✓ In lessons where the content is heavy, create large sheets of paper with an outline and information to post in the room to ensure you cover the key points.
- ✓ Be prepared to explain the meaning of words to youth in terms they can understand and relate to.
- ✓ Start organizing supplies for the lesson—including the snack and all materials—at least 2 days ahead of time.

- ✓ As you get to know the youth, incorporate the dynamics of the group into your preparation. For example, think of roles for youth as appropriate or adapt an activity to reflect the youths' specific interests.
- ✓ Consider teaming up with a media partner from the very beginning to co-facilitate throughout the program.

Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kinds of work. For example, define a regular space for the whole group to brainstorm together, a space for putting out the *Snack Break*, an area for doing the *Action Break*, and smaller areas of the room for dividing into small groups. This practice makes setup easier and helps familiarize youth with the lesson structure.
- ✓ Designate certain spaces on the wall for posting the same materials for each lesson, such as the 6 Media Questions poster or the working agreement. This predictability will make it easier for youth to find and learn the posted information.
- ✓ Begin setting up the room at least 30 minutes before the lesson will start, if possible.
- ✓ Set up all activities as much as possible before the lessons starts so youth can move quickly from one to the other.
- ✓ Cover large sheets of paper that have directions about later activities until you need them, so youth will not be distracted.
- ✓ Set up the room in a format that promotes group work and creative brainstorming—such as putting chairs in a circle or sitting at round tables.
- ✓ Set up the snack before the lesson starts, if possible.
- ✓ Set up the snack in the back of the room so youth won't be distracted by the food.
- ✓ Place a large sheet of paper with the lesson name and keywords about what the youth will do by the door to welcome youth and introduce them to the lesson.
- ✓ Set aside space for blank sheets of large paper so you can access them easily if needed.



(This is a 2-page handout.)

Ideas for Implementation (continued)

Managing Time During the Lesson

- ✓ Each lesson is filled with new content and creative activities. Be sure to keep an eye on time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interests. For example, some activities allow for more physical activity while others focus on being creative—your group may prefer to spend more time on one type of activity on a given day.
- ✓ *Lesson 4* and *Lesson 7* are quite content-heavy. Plan ahead by adding extra time to these two lessons if you can, or by adding a few more sessions to your entire program schedule and dividing *Lesson 4* and/or *Lesson 7* into two sessions and doing the optional t-shirt activity.
- ✓ Build in extra days on your program schedule ahead of time, if you can, for padding. This type of cushion is helpful if there is bad weather and you miss a day, or if your group gets behind in a lesson. If you don't end up needing the extra time, you can use it for extra *Big Production* sessions.
- ✓ Use a kitchen timer to keep track of time during the lesson. Use a timer shaped like a fruit to reinforce healthy food choices!
- ✓ Anticipate when you may need to reserve more time for your group to have deeper discussion about a topic or when questions may arise.
- ✓ Allow youth the time to express themselves and get into deeper discussions on the program topics, even if it means you will lose a little time for an activity—this dialogue among youth is important and creates productive energy and momentum in the lesson activities.

Managing Group Dynamics

- ✓ Recognize the group dynamics and relationships that are already established in your group as well as the strengths and challenges of these dynamics. Tailor the group work to build on the strengths of these dynamics.
- ✓ If cliques form among the youth, separate the groups to promote new relationships and ideas and to keep the youth focused on the program content.
- ✓ Group youth of similar ages as much as possible.
- ✓ If problems arise, remind youth of the working agreement that they created and agreed to in *Lesson 1*.
- ✓ Tailor discussions and activities to each specific group of youth to reflect the group's learning style, cultural diversity, interests, and personality.
- ✓ Keep discussions interactive and applicable to youths' lives.
- ✓ Create additional roles to engage youth who need some extra attention, such as helping to take notes on large paper or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit from feeling important to the group.
- ✓ Amend the group format for a particular activity to fit your group's dynamics as needed. For example, if it seems that breaking into small groups will not be productive, keep the whole group together for an activity. Or divide a large group into smaller groups to help the youth work together more effectively.
- ✓ Bring a video or still camera or a device with video capabilities for youth to use to capture the *Mini-Productions*. Taping is a good job for some youth to share, can help bring out creativity in the group, and can help youth prepare for the *Big Production*. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at every opportunity, but make sure their expression is respectful of others.

(This is a 2-page handout.)



Appendix G

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, online, print, and audio. 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 want to 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 in this appendix will help you work through some key production issues. This information will give you a good sense of the skills and resources needed for each media format. This appendix also has its own glossary that defines the bold-faced words that relate to media and media production. If you or your media partner wants to learn more about producing media in the various formats, the resources and online information searches suggested here will help, too.*

As you get into planning and production, use the materials in *Appendix H: The Big Production Toolbox*. The toolbox materials—a 6 Media Questions sheet, a **storyboard** template, templates for video and audio scripts, a print news story template, and a short *Big Production* postproduction survey—will help ensure a successful and fun activity.

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.

Appendix B and *Appendix C* provide suggestions for fun physical activities and healthy snacks, respectively, 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.

* Note that the websites listed in this appendix were accurate at the time of publication. Since that time, websites may have been taken down, moved to a different location, or taken over by a different organization. The NICHD is not responsible for broken links or changes to websites.

Doing a Video *Big Production*

A video production doesn't have to be a 30-second ad! The youth can incorporate the *Big Production* ideas into a video project in many ways. Listed below are some major formats within video production 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:

- ◆ Record a television program or movie or watch one online.
- ◆ Rent videos from a local store or online.
- ◆ 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 the youth 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 an ongoing series. TV programs deal with a wide range of subjects. They can be fictional (such as sitcoms, soap operas, dramas, or cartoons); nonfiction (such as news, cooking, sporting events, or game or talk shows); or reality shows, which present unscripted dramatic or humorous situations featuring ordinary people. Programs 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.

* Use These Online Search Keywords

To find video samples on the Internet in various formats, search these terms:

- Music video
- Sitcom
- Movie trailer
- Infomercial
- Public service announcement

- 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”).
 - Create a news show on why the lack of physical activity is causing health problems for many people.
- ◆ A movie is similar to a TV program in many aspects, but usually is a much larger-scale and longer production. Movies, like TV programs, deal with a variety of topics and may be divided into fiction (such as drama, comedy, thriller, animated, science fiction) and nonfiction genres or types. A nonfiction movie is called a **documentary**. Many movies air on TV after they are shown in movie theaters, but some are created especially for TV, for the Internet, or directly for video or DVD.

Big Production Possibilities

- Create a drama about detectives who are on a behind-the-scenes mission to find out how decisions about the foods offered in the school cafeteria are made and by whom. (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 preview is what you see in the movie theater or on a video or 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 trailer for any of the movie ideas above.
- Create a trailer 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 or orange juice) 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.

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 vegetables and fruits.
 - 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 host 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, prerecorded 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 type of 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 H: The Big Production Toolbox* for handouts that can help the youth plan and carry out the production.

1. *Preproduction 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 even the best idea. To complete a successful video project, allow sufficient time for preproduction tasks, including concept and message development, **storyboarding** (read on 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 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 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 to viewers. Use the 6 Media Questions sheet in *Appendix H* to help them sharpen their messages.

- ◆ 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 closeup or taken from far away. *Appendix H* contains a storyboard template that will help the youth with this essential preproduction task.

The storyboard also may 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 H* 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 or settings** and **props** are tools that will help get the message across to the audience more effectively. Set development and prop research 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. 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.

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 or with cell phones that record video.

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 the power button, lens, battery, zoom control, viewfinder, focus, microphone, fade, and 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 website 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.** Video directors and camera people often use the “rule of thirds,” a guideline that 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 **closeup** or **extreme closeup** 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 also can 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 voices or 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.

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 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 **nonlinear 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 camera people 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 on a computer.
 - ◆ 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.

Use These Online Search Keywords

For more information about video editing, try:

- Video editing
- Editing software
- In-camera edits

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 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 using video editing software and a desktop computer. Many software packages are available for purchase or can be **downloaded** for free as trial versions. In addition, many computers come with video editing software, such as Windows® Movie Maker, Windows® Live Movie MakerSM, and Apple® iMovie™. YouTube.com also features a free video editor.

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.

- ◆ 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 editing software, 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.

Use These Online Search Keywords

For more information about scene transitions, search:

- Video editing and effects
- Video editing and dissolves
- Video editing and cuts
- Video editing and wipes

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

Want to find books or websites? Use these keywords to find more resources at your favorite bookseller 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 Online Big Production

The youth can incorporate their *Big Production* ideas into an online production project in many ways. Listed below are some major online formats and some specific ideas that can be scaled up or scaled down 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 using the Internet.

Production Ideas

- ◆ A website 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), and most browsers have programs that allow anyone to create a site.
- ◆ A **social networking** page is a way for a person to build connections among people who share interests, activities, backgrounds, or real-life connections. There are a number of popular social networking sites, such as Facebook, Google+, and Twitter.
- ◆ A Web broadcast, or **webcast**, is an audio or video presentation distributed through the Internet using streaming media technology.

Big Production Possibilities

- Build a social networking page, such as a Facebook page. Social networking platforms, such as Facebook, allow for the build-out of a branded channel and two-way communication with consumers and other target audience members. Like a website, a social networking page can be anything you want it to be—plus, it can be interactive.
- Create a Media-Smart Youth website. Think creatively about what content to include and how to feature it. You might post photographs or a slideshow featuring your group or your families, blog about your activities in the workshop and all the great things you have learned, link to reports or physical activity recommendations, or create a nutrition quiz for visitors to the site.

Use These Online Search Keywords

For more information about Web broadcasts and pop-up ads, search:

- Web audio and video streaming
- Webcasts
- Building a social networking page, such as a Facebook page
- Pop-up ads

- Hold a Web broadcast, or webcast. A webcast can be an original audio or video product intended to be disseminated through a website.
- Create a slideshow using presentation software such as the Microsoft® 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 likely has software that allows you to make a slide show of photographs. If your school or after-school program has a website, ask if the **webmaster** would post your PowerPoint presentation online.
- Create an e-newsletter (electronic mail newsletter) using a computer program that allows you to design and lay out articles and pictures. Write articles for the e-newsletter telling your neighbors about the many opportunities to be physically active in your neighborhood.

Working with Online Media

Over the course of this curriculum, youth will analyze all kinds of media, including online or **digital media**. Youth will likely discuss their favorite websites, talk about social networking sites, or describe how they use instant messaging programs or texts to chat with friends.

If the youth choose to use online media for their *Big Production* or other production project, you will want to 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 Mozilla Firefox®, Google Chrome™, or Internet Explorer®) is a computer program that allows you to view documents, images, sounds, and other information through the Internet.

Like other media projects, creating online media relies on 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 *Appendix H: The Big Production Toolbox* for sheets that can help the youth plan and carry out the production.

1. **Preproduction 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 preproduction phase will pay off later. As with any project, youth should decide on the physical activity or nutrition messages they want to convey 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. They will need 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 content for the Web, 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 website 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 project's look and feel.
- ◆ **Writer** investigates and researches the topic, conducts interviews, and writes the content.
- ◆ **Photo editor** works with the webmaster and the designer to determine what photos are needed.

* Use These Online Search Keywords

To find software to help you create a webpage search:

- Web and authoring program
- Web authoring software
- Webpage design
- Social media
- Blogging/microblogging

4. **Familiarity with HTML is important if you are creating a webpage.** Perhaps the most obvious distinguishing factor between the print and online worlds is something called HTML. 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 read only text, and that is what all online pages comprise.

An HTML file includes all the words that the youth would want to appear on a webpage, 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 (<) and 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 hyperlinked (linked to other information). Writing HTML means knowing when and how to use these tags.
- ◆ Two types of tags are most important when writing a webpage: 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 “strong.” Therefore the instruction to make a word boldface is . A closing tag is necessary to tell the browser to stop making the words bold. The closing tag looks like this: . The slash (/) is the end indicator. So, to make the word “nutrition” boldface and all other words before or after it regular text, the youth should write this: nutrition. When the youth want words to appear as normal text, they simply type them into the text document within structural tags such as h1, h2, or p. 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 webpage if you choose to write your page using HTML. Go to <http://www.nichd.nih.gov/msy/> and, in your browser, right-click and then select “View Source” or “Page Source.” You will be able to see the coding for this particular webpage.

** 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 webpages for them. You can purchase Web authoring programs or download trial versions from the Internet for free. Some programs even include versions for young people, although the free versions do not always allow the use of all of the features you may need.

The most popular and useful tags are:

- ◆ `<p></p>` which marks the beginning and end of a paragraph
- ◆ `` which adds a hyperlink to a webpage
- ◆ `<H1></H1>`, `<H2></H2>` which indicates the type of header to use

Some useful resources for getting started are:

- ◆ <http://w3schools.com/html/>
- ◆ http://www.ehow.com/how_7744157_teach-children-design-webpage.html
- ◆ Dated, but simple: <http://www.smplanet.com/webpage/webpage.html>

5. **Practice creating a webpage.** Using a Web authoring program, such as Adobe® Dreamweaver®, you can create your own website following the instructions provided by the program. If you don’t have access to a Web authoring program, you can use any word processor to quickly create a webpage. Simply type the text you want to show on your webpage and make sure it has any special formatting, fonts, and pictures you want on your page. Save the file as a webpage by going to File/Save as webpage. To view your page, go to your browser such as Internet Explorer®, Mozilla Firefox®, or Google Chrome™, go to File/Open and then click on the name of the file you saved to open up your webpage 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 “BigProduction.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 **homepage**—the main page of a website. The youth could also plan and produce a page or project without it ever having to go “live” online. To scale up the project, add more pages, text, or photographs.

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 after-school organization. Frequently, ISPs will allow each customer a small amount of storage space on which to post a website. The ISP can walk the youth through the process of uploading or posting your online production. A local organization that specializes in technology or media services also may be able to assist the group.

Resources for Creating Online Productions

Book—Williams, R., & Tollett, J. (2006). *The non-designer’s web book*. Berkeley, CA: Peachpit Press Books.

Website—*PBS Teachers* includes curricula, ideas for Web-based lessons, and other teaching tools (<http://www.pbs.org/teachers>).

Want to find additional books or websites? Use these keywords to find more resources at your favorite bookseller or online: *Web design and online instruction*, *website production*, and *middle school or classroom*. You also can look for resources at your local library.

Doing 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 products 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 print examples:

- ◆ Purchase **newspapers** or **magazines**.
- ◆ Photocopy news articles from periodicals at the library.
- ◆ Buy a **poster**.
- ◆ Download print samples from the Internet.

Production Ideas

- ◆ A **billboard** is a large-format advertisement usually found along major roads. Smaller billboards may be found at bus stops or on buses, in the interior and on the exterior of subway or train cars and stations, or even on the doors of public restrooms. These types of ads are sometimes called “**out-of-home**” advertising.

Big Production Possibility

- 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.

Use These Online Search Keywords

To obtain print samples in various formats, search:

- Billboard
- Poster campaigns
- Billboard design
- Out-of-home advertising
- Bus cards

Big Production Possibilities

- Create a nutrition or physical activity billboard or poster for the school or after-school 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 after-school program official if you can put it up on the walls of the building.
 - Develop a series of posters to show 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.
- ◆ A newspaper is a print format that includes summaries of 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. Many newspapers publish both print and online versions.
- 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, that 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.

✧ Use These Online Search Keywords

To learn about key journalism vocabulary and concepts, search:

- 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

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 5 Ws in the first paragraph: who, what, when, where, and why.
 - Write an editorial about the status of physical activity in a 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, and sports).
 - 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, bodybuilders, 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 titled *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! 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!

Working with Print

Print media provide an excellent format for youth to learn about **journalism**, advertising, and graphic design. It's easy to scale up or scale down 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 H: 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 to readers.
 - ◆ Brainstorm story ideas and assign story topics.
 - ◆ Conduct interviews and write stories (use the news story template in *Appendix H* to help).
 - ◆ Edit stories and create page **mockups**.
 - ◆ 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 captions and works closely with writers and designers.
 - ◆ **Photo editor** works with the editor-in-chief and the 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 copies to your after-school community.

For a scaled-back version of the newspaper project, make the publication the size of a standard sheet of paper (8½ 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 the Internet, 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.

Use These Online Search Keywords

For desktop publishing software and other ideas to help you lay out and design a magazine, search:

- Magazine design and production
- Graphic design
- Desktop publishing and software

3. **Identify the messages about physical activity or nutrition that the youth want to send to readers.** Decide how youth will communicate messages to the audience. Use the 6 Media Questions in *Appendix H* 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.
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 or word processing software to lay out and produce the publication. Your media partner may be able to provide access to computers, software, scanners, and printers.

You also may want to approach a printing company to assist with your *Big Production*. 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 also can 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

Website—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. Visit the association's website at <http://jea.org/blog/category/resources-for-educators/>.

Want to find additional books or websites? Use these keywords to find more resources at your favorite bookseller or online: journalism instruction, school newspaper, magazine design and production, student journalism, and middle school or classroom. You also can 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 down 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.
- ◆ 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. 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.

* Use These Online Search Keywords

To find audio broadcasts in various formats, search:

- Radio interviews
- News
- Quiz shows
- Radio dramas

- ◆ A **drama or serial** is a one-time program or ongoing series in which a plot develops around a central person or group of people.

Big Production Possibility

- Write a script for 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 Possibility

- 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 Z and her coach or her 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 question-and-answer game shows feature a host and multiple contestants who compete for prizes based on their mastery of the subject(s).

Big Production Possibility

- Create a quiz show in which the youth are asked different questions about being physically active and choosing healthful snacks.
- ◆ A **talk show** is a format in which 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 Possibility

- 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 hosts, guests, actors, 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.
 - **Sound engineer**—oversees the use of machinery and equipment for the recording and reproduction of sound.
- ◆ Identify the messages about physical activity or nutrition that the youth want to send to listeners.
- ◆ 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 H* to help you).
- ◆ Write the script.
- ◆ 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 H: 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.
- ◆ 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. Prerecorded sound effects can be introduced by the writer into the script and may be added at a predetermined 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 is not too loud, whether heard under voices or alone. 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, search:

- 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 H* 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 or phone. 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. If you record on a phone, you do not have to convert it. 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 Microsoft 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 presentation applications or editing programs, depending on the format of your *Big Production*.

Resources for Creating Audio Productions

Want to find books or websites? Use these keywords to find resources at your favorite bookseller 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.

Use These Online Search Keywords

To find audio editing software or for more information about audio format productions, search:

- Audio editing
- Editing software
- Digital editing
- Audio production
- Radio production

Doing Other Types of *Big Productions*

If video, online, print, or audio *Big Productions* don't appeal to the youth in your group, here are some other possibilities:

- ◆ **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 tell them to make sure the song is fun!
- ◆ **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 their 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.
- ◆ **Put on a play.** Don't have a video camera to film a TV show or a movie? No problem! Youth can brainstorm, script, and even stage their own play. They can write the script, cast the roles, and perform the play for their friends, teachers, and parents. Here are some specific ideas:
 - Your friend dislikes all vegetables. Convince him or 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.

Bust shot: A video shot or photograph that focuses on just the head and shoulders of a person.

Closeup: 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 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.

Designer/graphic artist: An individual who creates graphics and develops a project's look and feel.

Digital media: A form of electronic media in which data are stored in digital (as opposed to analog) format.

Dissolve: A special effect often found on a video camera that allows one scene to fade into the next.

Documentary: A style of film, television or radio program, or photography in which one tries to record an aspect of real life as truthfully as possible.

Download: To receive data to a local system from a remote system such as a Web or e-mail server.

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 closeup: A video shot or photograph so close to the subject that only a detail of the subject can be seen.

Feature story: A special focus or highlighted 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 addition 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 first page of a website that usually contains an introduction to the rest of the information on the website.

HTML: Stands for “hypertext markup language.” HTML is coding used to define the visual look and functions of a website or online item.

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 ISP.

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, a 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, radio, television, or the Internet.

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; a medium shot is when the camera is about 3 feet from its subject. Medium shots reveal relationships. They can be person-to-person, person-to-thing, thing-to-a-space, or person-to-a-space.

Mockup: A rough example of a project, generally true to size, that shows page-by-page text, photo, and artwork placement.

Needle drop: Music that is not copyrighted. You can find this type of music on CD-ROM through numerous music sellers, or you can download pieces from online sources (usually for a small fee).

News article: A nonfiction 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.

Nonlinear 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.

Out-of-home advertising: Print advertisements that may be found, for example, at a bus stop or in the interior and on the exterior of a bus or subway car, or even on the doors of public restrooms.

Photo editor: An individual who works with the editor-in-chief, writers, and others 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 used to tell stories.

Pitch: 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: Online advertisements that appear suddenly or “pop up” when you first visit a webpage 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 nearly final version of a publication created for review before large quantities are printed. Proofs allow the editorial team to review photographs, text, and design one last time before mass production of the item begins.

Props or property: Any objects 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 various subjects.

Raw footage: Recorded video that has not been 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. A reporter investigates and researches the topic, conducts interviews, and writes the story.

Rule of thirds: A production guideline that says: when framing a shot with a video or still camera, divide the frame into thirds with imaginary horizontal lines, and then position the horizon on either the top or bottom third to achieve 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, stage directions, and the sound effects or other audio, such as music, needed to tell the story.

Sets or settings: Anything in a video, photograph, or theatrical production that constitutes the background of the scene or the place in which a scene is set.

Shooting plan: A list that groups together shots using a similar camera angle and light setup so they can all be filmed together at once, saving time and money. A shooting plan is helpful with a nonlinear filming approach.

Shot: A continuous piece of video or film footage. It includes everything you film between pressing “record” and “stop.”

Social networking: The use of websites or other online technologies to connect with people who share, for example, personal or professional interests, place of origin, or education at a particular school.

Sound effects (SFX): Any sound occurring in an audio or video production other than voices or music.

Source code: The coded information (See “Tags”) that provides the instructions for how a browser displays items on a webpage.

Storyboard: A set of images (drawings or photographs) and notations (captions or character names) on paper that shows what a video or film will look like. Directors and producers use storyboards to plan out what their video or movie will look like, the scenes they will show, and the sounds or voices they will use. Storyboarding is an essential part of the preproduction phase.

Studio: A quiet room or corner where there is little or no background noise and that is used to film scenes for a video production or record sound for an audio production.

Tags: Letters or words between two angle brackets that look like less than (<) and greater than (>) symbols, written like this: <tag>. Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or hyperlinked (linked to other information).

Talk show: A television or radio program on which a host talks with guests or telephone callers about a variety of popular topics.

Transition: Visual changeover, such as a wipe or dissolve, from one scene to the next; sometimes called “video effects.”

Two shot: A video shot in which two people are pictured in a scene.

Visual length: The length of a camera lens, which determines its angle of view. Wide shot, medium shot, closeup, and extreme closeup 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 or narrator who is heard but not seen.

Webcast: An audio or video item that can be viewed through a website.

Webmaster: A person with overall responsibility for producing and maintaining a website.

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.

Writer: An individual who researches a topic, conducts interviews, and writes content.



Appendix H

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 the handouts for the youth, or use them as a guide to construct customized tools for your specific *Big Production* needs. Toolbox handouts include:

- ◆ **6 Media Questions for Creating Media**

Photocopy this form, and use it 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 on how you will go about presenting them.

- ◆ **Storyboard Template**

This template allows youth to sketch out each video shot they envision for their *Big Production*.

- ◆ **Video Script Template**

This template may be helpful after you've completed the storyboard. It allows youth to carefully write what each actor will say and do and to think about the music and sound effects needed for the production.

- ◆ **Online *Big Production* Template**

Youth can use this template of a social networking page to build one for their brand, message, or campaign. Building a social networking page teaches youth about what kinds of information are approved for use within the template and how to best utilize this format to reach their audiences.

- ◆ **News Story 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.

- ◆ **Audio Script Template**

This template can be used for an audio *Big Production*. Youth can use this sheet to write the full script and to indicate the sound effects and music they plan to use.

- ◆ **Big Production Survey Questions**

Youth can use this survey as part of postproduction. By asking members of their intended audience the survey questions, they can see what others thought about the *Big Production*.

6 Media Questions for Creating Media

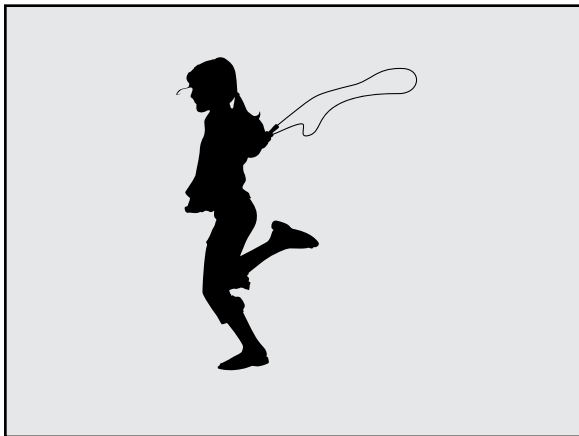
**What kind of media product are you creating?
Answer the following questions to help you decide.**

1. Who is the author or sponsor?
2. What is the purpose of your media product?
3. Who is the audience you are trying to reach?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

Storyboard Template

Director's Name: _____

Title of Your Production: _____



Shot # 1 (Example) _____

Mary Jumps Rope



Shot # _____



Shot # _____



Shot # _____



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:** _____

Shot #	Talent Name(s)	Camera Shot	Script	Sound Effects	Music
1 (example)	Steve and George	Medium shot of both on a playground bench	George: "Playing outside is a great way of getting more physical activity!"	Sounds of kids playing outside, yelling	Fast-paced music

Online *Big Production* Template

Social Media



Insert logo or image here

Campaign or Product Name

Welcome tab for new potential friends;
once they are a friend, it will show the
wall with brand and friends' posts.

Campaign info goes here

Campaign photos go here

Campaign events go here

Campaign discussions go here

of Likes displayed here

News Story 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 keep reading the story!

Write your LEAD:

Writing the BODY

The BODY of the news story actually **tells the story** and provides 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 readers use this information in the future?

Write the BODY of your story:

Writing the CONCLUSION

The CONCLUSION is the part of the news story that **summarizes what you have told the audience**. It may include some information that was in the LEAD, or it may direct readers to more information on the topic or person in the story.

Write your CONCLUSION:



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' names. Describe the sounds or write the script to the right.

Segment #1 (Example)	DESCRIBE HERE:
SFX: [Doorbell] + [Door Opening]	SCRIPT: Steve rings doorbell of friend's house.
TALENT NAME: Steve	Door opens.
MUSIC: None	Steve says: "Is George home?"

Segment #	DESCRIBE HERE:
SFX:	SCRIPT:
TALENT NAME:	
MUSIC:	

Segment #	DESCRIBE HERE:
SFX:	SCRIPT:
TALENT NAME:	
MUSIC:	

Segment #	DESCRIBE HERE:
SFX:	SCRIPT:
TALENT NAME:	
MUSIC:	

Big Production Survey Questions

Finding out what your audience thinks about your media product is an important part of the post-production process. Ask a small group of people in your intended audience the questions below. See if they're able to analyze your *Big Production*.

Ask these questions about this _____, and write the answers in the spaces below.
[Fill in with type of *Big Production*]

1. Who is the author or sponsor?
2. Who is it trying to reach?
3. What is its purpose?
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*.

I

Appendix I

Glossary

3Ps of Production: There are three main phases of creating a media product—preproduction, production, and postproduction.

Action: Doing something, such as moving your body or going somewhere; examples include dancing, reading, talking with friends, eating an apple, or shopping.

Advertisement or ad: A specific kind of media announcement designed to attract people’s attention and to persuade them to buy or support a product, service, or 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 about or solutions to an issue or problem; everyone in the group contributes, and all ideas are included.

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.¹
- ◆ Calcium is found in a variety of foods.
- ◆ Milk and milk products are the best dietary sources of calcium.²
- ◆ 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; see “calcium-fortified.”

Calcium-fortified: The addition of calcium to a food that does not naturally contain calcium or high levels of calcium, such as calcium added to orange juice, breakfast cereals, and 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 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 production of 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, beans, and nuts and seeds).

¹ Committee to Review Dietary Reference Intakes for Vitamin D and Calcium, Food and Nutrition Board, Institute of Medicine. (2010). *Dietary Reference Intakes for Calcium and Vitamin D*. Washington, DC: National Academy Press.

² U.S. Department of Agriculture, U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans, 2010*. Retrieved October 12, 2012, from <http://health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>.

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/dga2010/DietaryGuidelines2010.pdf>) are the cornerstone of federal nutrition policies and nutrition education activities.

Digital media: A form of electronic media in which data are stored in digital (as opposed to analog) format.

Endcaps: 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.

Fats: One of the categories of nutrients found in food (the others are carbohydrates, protein, water, vitamins, and minerals). Fats provide more calories per gram than any other calorie source—9 calories per gram.

- ◆ Fats supply calories and essential fatty acids, and help in the absorption of the fat-soluble vitamins A, D, E, and K.
- ◆ Dietary fats include fatty acids, triglycerides, and cholesterol. The main types of fatty acids are saturated, trans, monounsaturated, and polyunsaturated fatty acids.
- ◆ Fats are found in both plant and animal foods. Fat from animal foods is found in meats, poultry, seafood, eggs, and dairy products.
- ◆ Fat from plant foods comes in liquid form as “oils.” Oils are extracted from plants such as canola, corn, olives, peanuts, safflower, soybeans, and sunflowers.
- ◆ Solid fats are found in fatty meats, fried poultry, whole milk dairy foods, butter, lard, and cream.
- ◆ Limit intakes of solid fats because they are higher in saturated fatty acids and/or *trans* fat than oils. Choose lean meats, poultry, and seafood; eggs; and fat-free and low-fat dairy products instead.
- ◆ Replace solid fats with oils where possible. When cooking, use vegetable oils instead of butter, lard, and stick margarine.

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 easier 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.

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, meaning the first item listed is the largest amount and the last item listed is the smallest.

Jingle: A short, catchy song used in an advertisement.

Logo: A symbol that stands for a company, 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 packaged foods and drinks; provides information about the calorie and nutrient content based on a specified serving size, which is also defined on the label.

Obstacle: Something that makes it hard or harder 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 fail to include a specific fact or piece of information.

Osteoporosis: A condition in which bones become brittle, compress, and break easily, resulting from not getting or having enough calcium and other minerals; 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 gives the food’s nutritional content based on a 2,000-calorie diet.

- ◆ The value of the nutrient is given in percentages of daily need.
- ◆ 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, carrying 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.

Postproduction: All the activities that take place after creating a production to make the final version, such as editing a videotape or showing the production to others.

Preproduction: 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).

- ◆ Proteins 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 as preventing teen drug use or the importance of wearing seat belts; PSAs make people aware of an issue that is important for a very wide audience 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 the neck; also found in veins, although far weaker; taken to estimate heart rate.

Purpose: An aim or a goal; the reason a media product is created; the three main purposes of media are to persuade (for example, an infomercial), to inform (for example, a radio news show), to entertain (for example, a music video).

Refined grains: Grains that are milled (processed) to contain only the endosperm layer; the other parts of the grain are removed during milling.

- ◆ 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 fat-free milk. The Nutrition Facts label states a serving size; for example, the food label for a 20-slice loaf of bread will say 2 slices, with about 10 servings per loaf.

Slogan: A short, catchy phrase used in promotion or advertising; often used to persuade an audience to take an action; when used consistently, can become closely linked with an action or product.

Snack: Any food or beverage a person eats or drinks between meals; snacking on nutritious foods is a great way for youth to get the nutrients they need to grow and stay healthy.

Social networking: The use of websites and other online technologies to connect with people who share, for example, personal or professional interests, their place of origin, or education at a particular school.

Specific action: A precise and definite action, such as “have a piece of fruit every day” or “walk the dog 2 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 see, detect, or analyze; for example, website ads that look like games.

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 many 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 this group usually have something in common; many groups 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 methods an author uses in a media product to attract your attention; for example, the use of sound, color, humor, or 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, such as helping blood to clot, maintaining healthy vision, and keeping gums and other tissues healthy; for example, vitamins A, C, D, E, and 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 the feet, legs, or arms are carrying body weight.

- ◆ Weight-bearing activities cause new bone tissue to grow and help 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, 100% whole wheat, brown or wild rice, whole oats, bulgur, pearl barley, and whole rye; contains vitamins, minerals, fiber, and other substances.

Working agreement: A set of rules made and agreed upon by a group of people 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.

Appendix J

J Media, Nutrition, and Physical Activity Resources

The following resources (websites and other materials) offer facilitators access to additional information on the main topics of the *Media-Smart Youth: Eat, Think, and Be Active!*[®] curriculum.* The checks in the chart denote whether the resources are geared toward adults or youth and the type of information offered.

Use of brand names (or in this case, nonfederal websites and printed materials) does not mean that the NICHD, NIH, or HHS endorses these organizations or their positions.

* Note that the websites listed in this appendix were accurate at the time of publication. Since that time, websites may have been taken down, moved to a different location, or taken over by a different organization. The NICHD is not responsible for broken links or changes to websites.

Name and/or Contact Information	Description	Geared to Adults	Geared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
Action for Healthy Kids 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.	✓			✓	✓		
Best Bones Forever! http://www.bestbonesforever.gov (202) 842-3600	The Best Bones Forever! campaign encourages girls to get active and eat more foods with calcium and vitamin D. The website has quizzes, games, and recipes, plus information for educators.		✓	✓	✓		✓	
Body and Mind http://www.bam.gov	The Body and Mind website, sponsored by the 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.			✓	✓	✓		
Dietary Guidelines for Americans http://health.gov/dietaryguidelines/ (240) 453-8280	The Dietary Guidelines for Americans, jointly released by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Agriculture (USDA), outline nutrition recommendations for Americans in various age groups.	✓			✓	✓		
Games Kids Play http://www.gameskidsplay.net/	The Games Kids Play website will get your body moving and your heart pumping with active games, rules for playground games, and verses for jump-rope rhymes.		✓		✓			
girlshealth.gov http://www.girlshealth.gov/	The mission of girlshealth.gov is to promote healthy, positive behaviors in girls between the ages of 10 and 16. The site gives girls reliable, useful information on the health issues they will face as they become young women and tips on handling relationships with family and friends, at school and at home.		✓	✓	✓	✓		

Name and/or Contact Information	Description	Geared to Adults	Geared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
healthfinder http://www.healthfinder.gov	A guide to consumer health and human services information, the healthfinder site leads to online publications, clearinghouses, databases, other websites, support and self-help groups, as well as government agencies and not-for-profit organizations that produce reliable information for the public.	✓			✓	✓		
health.gov http://www.health.gov (240) 453-8280	This portal provides entry to the websites of a number of multi-agency health initiatives and activities of the HHS and other federal departments and agencies.	✓		✓				
Healthy School Meals Resource System (HSMRS) http://healthymeals.nal.usda.gov	The HSMRS provides information to people working in USDA Child Nutrition Programs.	✓				✓		
HHS's Food and Drug Administration and USDA's Food and Nutrition Service. (2008). <i>The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions.</i> http://www.fns.usda.gov/tn/RESOURCES/power_of_choice.html	Developed by HHS and the USDA, it is intended for after-school program leaders working with young adolescents. Everything you need to know is in the Leaders' Guide, including most activity materials. It's full of quick, simple things to do with kids; many activities take little or no preplanning. A CD contains 10 interactive sessions based on 6 posters. Included in the Leader's Guide are a recipe booklet, parent letter, and Nutrition Facts cards.		✓		✓	✓		
Journalism Education Association http://www.jea.org/category/resources-for-educators/	The website 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.	✓						✓
Kidnetic http://www.kidnetic.com/ (202) 296-6540	The Kidnetic site is for youth who like to play hard and, more importantly, have fun. It 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.		✓		✓	✓		

Name and/or Contact Information	Description	Geared to Adults	Geared to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
KidsHealth http://kidshealth.org/kid/	KidsHealth provides doctor-approved health information for children, teens, and parents. The site offers accurate, up-to-date, and easy-to-understand health information.	✓	✓	✓				
Milk Matters http://www.nichd.nih.gov/milk (800) 370-2943	Milk Matters, an NICHD website, focuses on educating people about the importance of calcium for building strong and healthy bones.		✓	✓			✓	
National Heart, Lung, and Blood Institute, National Institutes of Health. HHS (2002). <i>CATCH: A Coordinated Approach to Child Health.</i> http://www.catchinfo.org/	CATCH is an evidence-based, coordinated school health program designed to promote physical activity, healthy food choices, and the prevention of tobacco use in children. The CATCH Programs cover kids from preschool through 8th grade. By teaching children that eating healthy and being physically active every day can be fun, the CATCH Program has proven that establishing healthy habits in childhood can promote behavior changes that can last a lifetime.		✓	✓	✓	✓	✓	✓
Nutrition Café http://www.pacificsciencecenter.org/nutrition-cafe	The Nutrition Café website has several games with nutrition-related themes. Users can learn about healthy food while they play!		✓			✓		
Nutrition.gov http://www.nutrition.gov	This site provides scientific information on nutrition and dietary guidance to help people make the right choices in their efforts to curb obesity.	✓				✓		
President's Council on Physical Fitness and Sports http://www.fitness.gov	This website provides information on the fitness promotion activities of the President's Council on Physical Fitness and Sports and serves as a comprehensive resource for organizations and individuals wishing to take part in the Council's programs.					✓		
Public Broadcasting Service: Teachers http://www.pbs.org/teachers	PBS Teachers 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.	✓						✓

Name and/or Contact Information	Description	Gearred to Adults	Gearred to Youth	General Health Info	Physical Activity Focus	Nutrition Focus	Calcium Focus	Media Info
Team Nutrition http://www.fns.usda.gov/tn (703) 305-1624	To help meet the goal of healthier children, USDA launched Team Nutrition, which includes many resources for schools.	✓				✓		
the.News for Educators PBS NewsHour Production Tips and Tools http://www.pbs.org/newshour/thenews/foreducators/productiontips/	Using journalism and technology, the.News provides educators with content-specific tools while also helping them meet the civic mission of schools.	✓	✓					✓
USDA Youth Resources http://www.usda.gov/wps/portal/usda/usdahome?navid=FOR_KIDS	USDA Youth Resources website offers a range of information for youth, including pages on “MyPlate,” food safety, and links to other sites.		✓	✓				
Youth Radio http://www.youthradio.org	Youth Radio promotes younger people’s intellectual, creative, and professional growth through education and access to media.	✓	✓					✓

Note: In web addresses, “.gov” indicates a government agency or office; “.org” indicates a private organization; “.com” indicates a private company.
Williams, R., & Tollett, J. (2006). *The non-designer’s web book* (3rd ed.). Berkeley, CA: Peachpit Press Books.

All About Nutrition in Media-Smart Youth

- Making the right food choices will help young people be healthy today and stay healthy into their adult years.
- Media-Smart Youth is not a weight-loss program or a diet.
- Avoid using the phrases “junk food” or “diet.”
- Media-Smart Youth focuses on four basic nutrition concepts: (1) vegetables and fruits, (2) whole grains, (3) foods and drinks high in solid fats and added sugars, and (4) calcium.

Vegetables and Fruits

ACTION: Eat more vegetables and fruits.

WHY? Most vegetables and fruits are low in calories and rich in nutrients and dietary fiber. They are an essential part of a healthy diet.

HOW? Include them in all meals and snacks. Eat them every day. Try new ones.

Calcium

ACTION: Get more calcium.

WHY? Getting enough calcium in the tween and teen years is important to build strong bones and teeth.

HOW? Choose calcium-rich foods such as fat-free and low-fat milk and yogurt. Enjoy other foods that contain calcium, such as dark green leafy vegetables and beans. If you don't use milk or yogurt, try foods with calcium added, such as soy milk or calcium-fortified orange juice or breakfast cereal.

Whole Grains

ACTION: Eat more whole grains.

WHY? Whole grains are a great source of fiber and important nutrients such as iron and B vitamins. Many refined grains have been stripped of the parts of the grain that contain most of the fiber and nutrients that grains offer. Only a few nutrients are replaced during enrichment.



HOW? Read the ingredient list and Nutrition Facts label to make sure you're choosing whole grains. Choose whole grains instead of refined grains as much as possible. Ask your parents to buy whole grains when they shop for groceries. Ask for whole-grain options at restaurants and friends' houses.

Foods and Drinks High in Solid Fats and Added Sugars

ACTION: Consume less solid fats and added sugars.

WHY? Foods high in solid fats and added sugars can fill you up without offering important nutrients that your body needs. These foods are also often high in calories.

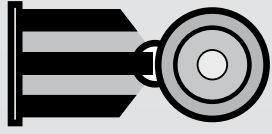
HOW? Read the Nutrition Facts label to find foods that are high in solid fats and added sugars. Look for sugar-type words in the ingredient list, such as high fructose corn syrup or sucrose. Choose low-fat, low-added sugar foods instead. Have high-fat, high-added sugar foods less often. Have small portions.

Media-Smart 
Youth 

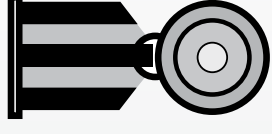
Appendix K

K **Media-Smart Youth Certificate of Completion**

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: _____



Appendix L

The 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 also may use this module to prepare staff and engage partners and funders. Running time: 6:37

Segment 2: *Voices of Experience*, designed for program facilitators and other staff, features testimonials from pilot-site facilitators and media partners. The segment 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: 8:26

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 also may want to use this module as a youth-recruiting or community-engagement tool. Running time: 4:54

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: 3:22

Segment 5: *Eat It Up!* features young people who are faced with making snack choices in real-life situations. A teen narrator describes how youth can reduce solid fats and added sugars while still enjoying snacks. Running time: 3:21

Segment 6: *Activities Fit To Be Tried: Music Sequence* provides four 2-minute segments of music in differing styles for the facilitator to 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. Running time: 9:16

Segment 7: *Let's Do Yoga! Additional Yoga Poses* features a trained yoga instructor demonstrating how to do each of the *Action Break* yoga positions. 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: 9:27

Segment 8: *The Power of Advertising* reinforces the *Lesson 7* message about the influence of advertising and its connection to health. The module shows an array of common advertisements in various forms. Running time: 3:50

Segment 9: *Smoothie Sensations* features a narrator making a delicious smoothie while discussing the importance of calcium for building strong bones. Running time: 3:11

Segment 10: *Big Production Montage* features clips from *Big Productions* created during the pilot phase of the program and provides an exciting way for youth to get energized about their own upcoming *Big Production*. Running time: 3:03

Segments 11, 12, and 13: *On the Air! Roll the Presses!* provide an inside look at newspaper production, radio production, and video production, respectively. Footage and interviews with producers, directors, writers, graphic artists, and technical crew members reveal how much work goes into putting together a media product. The modules provide great information to help youth select their *Big Production* media format or can be shown at later production sessions as a “virtual field trip” for youth. Running times: Segment 11-5:42; Segment 12-4:21; and Segment 13-4:16