

The Evaluation of the *Media-Smart Youth*[®] Curriculum



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Executive Summary

Program: *Media-Smart Youth: Eat, Think, and Be Active!*[®] is an after-school curriculum that seeks to empower young people aged 11 to 13 years to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. This is a unique intervention for young people in that it addresses four key areas of learning: nutrition, physical activity, media awareness, and media analysis skills. The curriculum integrates these subjects and encourages youth to learn by engaging in fun activities that enable them to become media savvy. *Media-Smart Youth*[®] consists of ten 90-minute lessons delivered by an adult facilitator. It culminates with “The Big Production,” a media project conceived and created by the young participants, intended to promote healthy nutrition and physical activity in their peers.

Purpose of Evaluation: The *Eunice Kennedy Shriver National Institute of Child Health and Human Development* (NICHD) wanted to examine how the *Media-Smart Youth*[®] curriculum can be implemented in an after-school program environment and to measure the program outcomes among the youth who participated.

Methods: The success of implementing the *Media-Smart Youth*[®] curriculum was measured using several instruments to record the facilitators’ experience and to observe them as they introduced and completed one of the lessons. In order to evaluate the curriculum objectively, a group-randomized experimental design was used, which consisted of treatment and control groups. The treatment groups comprised youth enrolled at after-school sites offering the *Media-Smart Youth*[®] program. The control groups consisted of youth at comparable after-school sites that did not offer the program. The sites were matched on urban/suburban location, socioeconomic status, and race/ethnicity composition. The knowledge, skills, and intended behavior of participants in both the treatment and control groups were assessed twice, first just before starting the curriculum in the treatment groups and secondly just after completion of the 10 lessons. The intervention effect of the curriculum was assessed using a statistical model developed for group-randomized experiments.

Implementation Findings: The facilitators reported that their greatest challenge was keeping the students interested and engaged across the wide range of *Media-Smart Youth*[®] activities, while also competing with other after-school programs. They sometimes modified the curriculum, especially when faced with not having enough time to complete all the tasks for each lesson. The majority of lesson activities were not completed by all sites because they contained too much material to be handled in the allotted time frame. However, as reported by their logs and the *Media-Smart Youth*[®] observation team, the facilitators followed the general intent of the curriculum. The facilitators also shared anecdotal evidence of the kinds of knowledge gained by the youth. Feedback from the youth was positive. They especially enjoyed the different healthy snacks.

Program Outcome Findings: The pretest sample ($N = 191$) of eight matched group pairs included 105 treatment youth and 86 controls. The sample for the posttest analysis comprised 146 youth (72 treatment and 74 control youth). The retention rate was 68.6% for the treatment group and 86% for the control group. The *Media-Smart Youth*[®] program outcome consisted of scores for individual participants who completed pre- and posttest surveys of their knowledge on 63 items covering topics on nutrition, physical activity, media awareness, and media analysis skills. A total score was calculated as the percentage correct out of the total number of items on the survey, and this served as the overall outcome variable.

The statistical tests computed for the group-randomized design showed that the groups exposed to the *Media-Smart Youth*[®] curriculum had positive score gains from pretest to posttest on the overall outcome measure of knowledge whereas the control groups showed only small random differences. The treatment group gains, however, were also small. In addition, these statistical estimates were based on data that did not include subjects with missing scores on the posttest, which would contribute to an overestimation of the statistical significance. The best estimate of an effect size for the curriculum as an intervention was 1.79, with a 95% confidence interval of 0.75 and 2.71. This estimate, however, was based on the original sample of 191 participants and thus included those subjects with missing data on the posttest. This evaluation and its problem of missing data illustrate the difficulties of estimating the effect size of an intervention and determining the generalizability of the results for future evaluations of the curriculum.

Data on the behavioral intention survey items, however, showed an interesting pattern. For example, one item, “*intent to engage in more weight-bearing activities in the next month,*” increased more in the treatment than in the control youth, as did behavioral intent on a second item, “*intent to eat less high-fat snacks and to eat or drink more foods with calcium in the next month.*”

Discussion: The first big challenge for implementing the *Media-Smart Youth*[®] curriculum was recruiting and securing sites to participate, followed by obtaining the consent of the youth and parents. Next was the task of retaining participants in the experiment. Of the original 10 matched pairs of groups, 2 pairs were removed from the evaluation when the treatment sites could not maintain youth attendance over the course of the curriculum implementation. Losing these two pairs of matched sites took away some of the statistical power needed to test for differences in outcomes between the treatment and control groups. Last was the challenge of trying to keep the students interested and engaged across the wide range of *Media-Smart Youth*[®] activities. The facilitators did not have enough time to use all the different features designed for a particular lesson.

Further developing the internal and construct validity and the reliability of the knowledge test scales in the *Media-Smart Youth*[®] Survey is also critical for evaluating this program. Future evaluations of the *Media-Smart Youth*[®] curriculum should include an effort to improve the content and format of the survey instrument, followed by more testing in a diverse sample of potential participants and analyses to demonstrate improved subscale concept validity and reliability. The application of the group-randomized design and statistical model was a success, but the 95% confidence intervals obtained in the least square means analysis indicate that the treatment versus control differences were weak. The loss of the two matched pairs in the sample due to poor retention resulted in a reduction of the discriminating power of the statistical tests. Future evaluations of the *Media-Smart Youth*[®] curriculum have the potential to be more robust if better retention of participants is achieved and if more matched groups or clusters are recruited to serve as treatment and control groups.

The Evaluation of the *Media-Smart Youth*[®] Curriculum

Introduction

In 2001, the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD) launched a now 7-year-old program-development and -dissemination effort and awarded contracts valued at more than \$4 million to the Academy for Educational Development (AED)—a nonprofit, social marketing organization—to research, design, develop using evidence-based methods, pilot-test, revise, produce, disseminate, and evaluate *Media-Smart Youth: Eat, Think, and Be Active!*[®] This after-school curriculum combines recognized youth development principles and practices with the most current research findings and federal recommendations about nutrition and physical activity to teach young people how to analyze, evaluate, and create media messages. Comprising 15 to 20 hours of instruction, the program is intended to influence knowledge and behavioral intention. As indicated in a summary of social science theories and models, individuals' attitudes are important predecessors to behavior change (U.S. Department of Health and Human Services, 2001).

Media-Smart Youth[®] seeks to empower young people aged 11 to 13 years to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. The program is unique among curricula for young people in that it includes instruction in four key areas: nutrition, physical activity, media awareness, and media production. The *Media-Smart Youth*[®] curriculum integrates these areas and encourages participants to learn by engaging in fun activities that enable them to become media savvy. The program is a formal component of the U.S. Department of Health and Human Services' Youth Media Campaign, funded by Congress in 2000 to reach young people aged 9 to 13 years with positive health messages and to complement the *Healthy People 2010* goals of fighting obesity and increasing physical activity.

This curriculum became available to the public in April 2006, and since its launch, more than 13,000 program kits have been distributed nationally to youth-serving and after-school program providers. In the second half of 2006, the program was implemented in eight youth-serving organizations across the United States (including the Girl Scouts, 4-H, and the YWCA) through the "Building Organizational Support Project," which was designed to promote *Media-Smart Youth*[®], integrate it into the regular program offerings of organizations, and infuse it into their fabric. *Media-Smart Youth* is also disseminated to after-school programs and youth-serving organizations across the country through *We Can!*[™] This National Institutes of Health education program (<http://www.wecan.org>) was designed for parents and caregivers to help children aged 8 to 13 years maintain a healthy weight, and it is currently running in more than 850 community sites in all 50 states and several countries around the world.

This evaluation was designed to determine the impact of the *Media-Smart Youth*[®] curriculum on adolescent knowledge, skills, and behavioral intent in the areas of media analysis, nutrition, and physical activity.

Media-Smart Youth[®] Program Goals

The *Media-Smart Youth[®]* curriculum goals are a) to increase knowledge and behavioral intention in the areas of nutrition and physical activity, and b) to increase knowledge and skills in the area of media analysis. The curriculum consists of ten 90-minute lessons and culminates with a youth-led media project called “The Big Production.” Each lesson consists of a series of activities, as outlined in Figure 1. In addition, the curriculum contains special snack breaks and action breaks for each lesson. (For a complete listing of the lessons, activities, and breaks, see [Attachment A.](#))

| Figure 1. <i>Media-Smart Youth[®]</i> Lessons and Activities | |
|--|--|
| Lesson | Activities |
| 1. Welcome to <i>Media-Smart Youth[®]</i> | Getting Started A. What Is the <i>Media-Smart Youth</i> (MSY) Workshop? B. Working Agreement C. Focus on Fruits and Vegetables |
| 2. Thinking About Media | A. What Are Media? B. Media and Health—What’s the Connection? C. Mini-Production |
| 3. Asking Questions | A. More Than One Kind of Kid B. The 6 Media Questions C. Mini-Production |
| 4. Nutrition Know-How... Eat It Up! | A. Hurray for Whole Grains! B. Cutting Back on Fat and Added Sugar C. Mini-Production |
| 5. Motion Commotion—What Is Being Active? | A. What Is Physical Activity? B. Activities Fit To Be Tried C. Mini-Production |
| 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. Mini-Production (optional) |
| 7. The Power of Advertising | A. What Is Advertising? B. Thinking About Body Image C. Mini-Production |
| 8. Super Snacks and Better Bones | A. Foods in the Media and Thinking About Packaging B. Building Better Bones C. Mini-Production |
| 9. Making Smart Choices Fun and Easy | A. Being Active: What Makes It Easy? B. Get in the Action! C. Mini-Production |
| 10. Getting Into the Production Mode | A. This Message Brought to You By... B. 6 Media Questions from the Production Point of View C. Three Ps in Production |

The *Media-Smart Youth*[®] program is designed to include up to 15 youth participants per cohort and may be implemented in one of a number of different configurations, e.g., sessions twice a week, once a month, or camp style (daily sessions over a 2-week period). The curriculum is delivered by an adult facilitator. The Big Production, the culminating project at the program's end, allows youth to plan, write, and produce their own media projects. The curriculum allows flexibility for the facilitators to partner with local media experts (e.g., local newspapers or cable TV stations) to co-facilitate these production lessons.

Literature Review

Childhood Obesity and the Media

Since the 1970s, the number of overweight school-aged children has nearly tripled (Centers for Disease Control and Prevention, 2006). According to National Health and Nutrition Examination Survey (NHANES) data, the prevalence of overweight children aged 6 to 11 years increased from 4.0% in the early 1970s to 18.8% in 2004. Likewise, the prevalence of overweight children aged 12 to 19 years grew from 6.1% to 17.4% over this same time period.

Media play an increasing role in influencing young people's nutrition and physical activity choices. For example, it has been estimated that children are bombarded by as many as 40,000 commercial messages a year, many of which encourage them to eat unhealthy snack foods (Henry J. Kaiser Family Foundation, 2004). In addition, opportunities for physical activity continue to decline in urban schools (Halpern, 2003). What is more, a recent Institute of Medicine report (Committee on Food Marketing and the Diets of Children and Youth, 2006) suggests that although television still predominates as the medium for most advertising to children, other strategies are gaining momentum, including product placements, character licensing, and Internet-based approaches. Indeed, there is money to be made in marketing food to children. Evidence suggests that food advertising to children affects their preferences, purchase behaviors, and consumption habits (Committee on Food Marketing and the Diets of Children and Youth). This may be reflected in the finding that, of the \$200 billion spent annually by children, the top four items purchased by those 8 to 12 years old are high-calorie, low-nutrient foods and beverages (Committee on Food Marketing and the Diets of Children and Youth).

Several interventions have been undertaken to slow or halt the trend toward increased prevalence of overweight among children; these vary in content, focus, and location. For example, some focus heavily on nutrition education, whereas other programs include greater emphasis on physical activity or other areas such as media literacy. Additionally, programs may take place in the course of the regular school day or be extracurricular.

School-Based Obesity Prevention Programs

Schools are in a unique position to intervene in the trend toward increased prevalence of overweight and obesity among young people because of their extensive reach into the target population. For example, schools generally provide at least one meal to students and are a natural forum for learning. Additionally, they may provide several outlets for physical activity. The American Dietetic Association (ADA, 2006) recently completed a comprehensive review of school-based obesity prevention programs for evidence of effectiveness. The ADA looked specifically at programs whose intended outcome was decreased adiposity (body fat composition), generally measured as body mass index (BMI). Overall, significant decreases in adiposity were observed in only 12 of the 28 school-based primary prevention studies identified. This mixed success is similar to the findings of other recent literature reviews in this area (Budd & Volpe, 2006; Sharma, 2006; Stice, Shaw, & Marti, 2006). Examining the data further, however, led the ADA to conclude that these interventions appear to be far more effective among older students than among those in primary school, also consistent with the findings of other recent reviews (Budd & Volpe; Stice et al.). The ADA found this age effect to be particularly notable among “multi-component” interventions, which include multiple coordinated units with both nutrition and physical activity components. Stice et al. and Budd and Volpe consider this finding logical because older students are more capable of understanding and piecing together the various components of a multi-faceted intervention.

After-School Obesity Prevention Programs

With the increasing competition for valuable classroom time that exists today in U.S. schools, some researchers are examining after-school programs as a forum for obesity prevention interventions with young people. In the past several years, the number of after-school programs offered across the United States has rapidly increased, with a parallel growth in the demand for evidence that these programs and activities can directly affect student learning (Hobbs & Frost, 2003). A growing number of these programs stress good nutrition and increased physical activity, and several have shown promise at effecting positive changes in children’s attitudes and behaviors in those areas.

Girlfriends for KEEPS (Keys to Eating, Exercising, Playing, and Sharing) is an after-school obesity prevention program for low-income African American girls (aged 8 to 10 years). The program aims to increase physical activity levels and to improve dietary habits (Story, 2005). It consists of fun games and physical activities in addition to preparing healthy snacks to demonstrate positive messages about nutrition. The results of a pilot of the program indicated that girls in the intervention group scored significantly higher on measures of healthy behavioral intentions, diet knowledge, and preferences for physical activity (Story).

Another after-school program for girls (*Go Grrrls*) did not specifically focus on nutrition and physical activity, but rather on bolstering healthy psychosocial development among adolescent girls (LeCroy, 2003). This program consisted of 12 after-school sessions of group learning and fun interactive activities for young teens. At the conclusion of the program, which exhibited an 80% retention rate, the intervention group demonstrated significantly greater increases than the control group on measures of body image, assertiveness, positive attitudes about attractiveness,

self-efficacy, self-liking, and confidence. LeCroy believes these are important precursors to positive psychosocial development among adolescent girls.

The Dairy Council of California recently evaluated *Deal Me In*, its after-school nutrition program for elementary school children (Takada, 2005). *Deal Me In* aims to increase children's ability to choose healthy food options, identify appropriate portion sizes, and choose positive physical activities. Led by an adult facilitator, the program is based on a workbook that includes fun educational activities. The curriculum is organized according to two age groups—kindergarten through second grade, and third through sixth grades. Overall, children in the younger group showed more significant improvements in post-intervention measures than their older counterparts. Specifically, participants in the kindergarten to second grade group significantly increased their ability to correctly identify food groups, to choose healthy snacks and breakfast items, and to identify healthy portion sizes. Children in the third to sixth grade showed significant improvement only in their ability to correctly identify food groups. The evaluators note, however, that older children scored higher on the pre-intervention test, so there was less room for improvement. Changes in physical activity were not significant for either age group.

Media Effects on Nutrition and Physical Activity

One notable segment of research on obesity prevention in young people concerns media effects on nutrition and physical activity. Researchers have demonstrated that media consumption is an important variable that affects the health of children and adolescents because of the barrage of messages promoting unhealthy food products, messages about body image, and the sedentary nature of media consumption (White, Pitman, & Denny, 2003). In a comprehensive review, Brown and Witherspoon (2002) examined the influence of the media on obesity, nutrition, and other health-related areas and recommended strategies for using media as a positive force for adolescents' health. Among these strategies was the integration of media literacy modules into school curricula in an effort to curtail the negative health impacts of media messages. "Media literacy" is defined as the ability to access, analyze, evaluate, and produce communication in a variety of forms (Aufderheide, 1993).

Recent work by Hobbs has demonstrated the effectiveness of media literacy training on critical thinking and analysis skills, such as an adolescent's ability to identify main ideas in media messages (Hobbs, 2004; Hobbs & Frost, 2003). Tennis (2003) examined the efficacy of a nutrition-focused media literacy unit on children's comprehension of food commercials and found that children who received media literacy training made more accurate assessments of some foods and made better and more balanced food choices.

Similarly, Carter et al. (2005) described the "Healthy Children Healthy Futures" (HCHF) program, which was developed to promote healthful eating and physical activity among urban youth. HCHF was designed to be used by after-school programs and consisted of several modules for children aged 9 to 12 years. In addition to sections on healthful eating and physical activity, the program included a media literacy component that was intended to help children develop an awareness of the ways advertisers and the media attempt to influence the purchasing behavior of children and their parents. In the latter portion of the HCHF program, children

developed and animated their own positive messages about nutrition and physical activity, which were shown to peers, to parents, and at various venues in the community. Initial evaluation of the program showed significant improvements in knowledge related to physical activity, fruits and vegetables, television viewing, and portion sizes.

Although these examples show promise, given the overall paucity of literature in the area of media effects on nutrition and physical activity among young people, the ADA (2006) has identified such effects as needing further exploration.

Development of the *Media-Smart Youth*[®] Curriculum

In 2000, Congress funded the U.S. Department of Health and Human Services Youth Media Campaign, which provided funding to the Centers for Disease Control and Prevention (CDC), the Health Resources and Services Administration (HRSA), the Substance Abuse and Mental Health Services Administration (SAMHSA), and NICHD to develop a series of programs to help young people between 9 and 13 years of age make healthy choices and reinforce healthy behaviors. NICHD's program was to focus on media literacy, nutrition, and fitness.

With this background, AED assembled a team to begin program development, which occurred in two stages. The first involved a thorough literature review to identify curricula developed for young people that focused on four key content areas—nutrition, physical activity, media awareness, and media production. A substantial number of curricula exist for young people in both in- and out-of-school settings. But even though many of these curricula included one or two of the content areas of interest, none focused on all four in an integrated manner. The literature review thus indicated the need to develop a curriculum that integrated these four content areas and that was also developmentally appropriate for children aged 11 to 13 years and compatible with the after-school environment and logistical realities. This review also informed decisions about the most salient content to include in the curriculum and the nature and flow of curriculum activities.

The second stage of development involved synthesizing the program team's research and current thinking to design the actual curriculum. This phase was heavily guided by Everett M. Rogers's (1995) theory that innovation diffusion is a process occurring in five stages: knowledge, persuasion, decision, implementation, and confirmation. This theory emphasizes the importance of early adopters in helping to diffuse an innovation, as well as the importance of the perceived attributes of an innovation in influencing its rate of adoption. To ensure that the curriculum was relevant for and would be adopted by the after-school community, the program team engaged experts in the field to guide the program's development. The National Collaboration for Youth, a coalition of more than 40 nonprofit organizations, helped the program team identify organizations that would be early adopters of the new media literacy curriculum. These organizations were invited to submit proposals to express their interest in helping to create and pilot the new curriculum. As a result of using innovators to identify adept local organizations for

the pilot-testing phase, *Media-Smart Youth*[®] was exposed to early adopters who are also connectors to other schools or youth-serving organizations in communities across the country.

Media-Smart Youth[®] was rigorously pilot-tested with these early adopters to ensure that the curriculum was compatible with the intended audiences, particularly in the areas of program implementation, appeal, and logistics. Formative research was used to develop first and second drafts of the curriculum activities in order to ensure that they were engaging for youth and pertinent to the learning objectives. Both facilitators and youth at the pilot sites provided valuable feedback that shaped each revision of the curriculum. Simultaneously, experts in nutrition, physical activity, media literacy, and youth development reviewed the curriculum to validate its content as accurate and reflecting the most current science in each area. Each iteration led to another round of pilot-testing and feedback from facilitators and youth, until the final set of revisions was complete.

Specifically, from October to December 2001, AED conducted a needs assessment and reviewed existing curricula that focused on media literacy, nutrition, and/or physical activity for young people aged 9 to 13 years. From January to August 2003, following the development of an initial draft of the *Media-Smart Youth*[®] curriculum, the program was pilot-tested in a variety of settings by youth-serving organizations in seven sites around the country to determine if it was feasible to adopt the curriculum in an after-school setting. The sites and participants were diverse with regard to urban and rural settings, race and ethnicity of the youth, and socioeconomic status of the communities. Facilitators at each pilot site submitted online forms after each lesson to provide detailed feedback about the activities. In addition, curriculum developers observed lessons in all seven sites and solicited written and oral feedback from participating youth and their parents. These various types of feedback allowed facilitators, youth, and parents to comment on lesson content and flow, timing of activities, directions to facilitators, facilitator preparation, and the curriculum's overall appeal and success. Experts in nutrition, physical activity, media literacy, and youth development also reviewed the initial draft of *Media-Smart Youth*[®] during this same time.

In May 2003, program staff from all the pilot sites met to discuss their experiences and to suggest ways to improve the curriculum. From July through December 2003, the curriculum was extensively revised and reviewed again by the subject matter experts. The revised curriculum was restructured to more fully integrate the nutrition, physical activity, and media content into the lessons, and the program was modified to include clearer directions to facilitators, snack and action breaks in each lesson, fewer youth handouts, and more interactive discussion and games in the youth activities. From January through April 2004, the revised curriculum was pilot-tested again at three sites and further revised and refined. The program became available to the public in April 2006.

The *Media-Smart Youth*[®] Evaluation

The purpose of this evaluation was to determine if the *Media-Smart Youth*[®] curriculum and program increased adolescent knowledge, intention, and skills when it was fully implemented at after-school sites. The study provided the first opportunity to assess the 10-lesson curriculum when executed by after-school program providers using trained facilitators. Due to time constraints, the evaluation did not include a longitudinal component to measure long-term behavioral change. Documenting implementation of the *Media-Smart Youth*[®] program curriculum and measuring intermediate outcomes, such as youth participants' knowledge and intent to make healthful choices, were considered more important.

Evaluation Questions

Both program implementation and youth outcome questions were equally important to the evaluation of the *Media-Smart Youth*[®] program.

Program Implementation Questions

- Could after-school program providers in various locations recruit up to 15 youth (aged 11 to 13 years) and retain a minimum of 9, including youth of diverse racial and ethnic backgrounds?
- How many youth participants completed all sessions of the curriculum? What program factors contributed to their retention or loss?
- What problems or barriers did the facilitators experience in implementing the complete curriculum?
- Was the *Media-Smart Youth*[®] curriculum used as intended by each after-school program site included in the experimental group?

Youth Outcome Questions

- Do youth (aged 11 to 13 years) who participate in the *Media-Smart Youth*[®] curriculum increase their knowledge of the basic principles of healthful and nutritious snacking and increase their behavioral intention to make healthful snack choices in real-life settings?
- Do youth (aged 11 to 13 years) who participate in the *Media-Smart Youth*[®] curriculum increase their knowledge of the importance of daily physical activity in promoting health and increase their behavioral intention to be more active in their daily lives?
- Do youth (aged 11 to 13 years) who participate in the *Media-Smart Youth*[®] curriculum increase their knowledge of the connections between media and health and increase their skills in analyzing media messages?

Methods

Experimental Design

Although experimental studies and, more specifically, group-randomized experiments have the greatest likelihood of producing unbiased findings, there is a paucity of rigorous evaluations of programs in out-of-school and after-school settings (Cook, 2002). Randomized trials provide sound evidence for building the knowledge base on effective programming and support the case for additional (or continued) funding and resources. Typically, whole programs or groups are assigned to study conditions but outcome-evaluation data are collected from individual students or youth. In seeking to establish a scientific outcome base for the *Media-Smart Youth*[®] program, this evaluation selected the group-randomized experimental design as the most appropriate for this after-school experimental setting. The treatment condition was defined as groups of youth enrolled at comparable after-school sites offering the *Media-Smart Youth*[®] program. The control condition was groups of youth at after-school sites similar to those in the treatment condition but that did not offer the *Media-Smart Youth*[®] program. The knowledge, skills, and intended behavior of both the treatment and control groups were assessed twice (pre- and post-curriculum) using a survey instrument designed especially for that purpose. The fidelity of curriculum implementation was also measured using several qualitative instruments, such as facilitator lesson logs, observation logs and checklists, and post-treatment facilitator sessions.

Several characteristics distinguish the group-randomized trial. Foremost, the units of assignment are identifiable groups, not individuals. Each unit of assignment (group) is randomly allocated to one study condition (treatment or control, as in this case). The units of observation are the members of these groups. The units of observation are thus nested in the unit of assignment, resulting in a hierarchy with the study condition as the highest aggregate level, followed by the units of assignment and then the units of observation. Randomization of the units of assignment to the study conditions “provides a statistical basis for the assumption of independence of errors at the level of the unit of assignment and serves to distribute potential sources of bias evenly across the study conditions” (Murray, 1998, p. 12). Group-randomized trials often have fewer than 15 assignment units per condition, with sometimes fewer than 10.

Random assignment of after-school sites rather than random assignment of individuals to the groups presents a design limitation on statistical power. The calculation of minimum detectable effects at the individual level is affected by the correlation of outcomes within the groups of individuals assigned to the same condition. The degree of power loss depends on the intra-class correlation of the outcomes, a measure of the homogeneity of the members of the sample, and the size of the groups randomly assigned. “In cases in which random assignment of groups is the only feasible approach, it is critical to estimate the minimum detectable effects attainable with the proposed sample size and design, taking cluster [group] effects into account, to ensure that the design will yield estimates of sufficient power to be worthwhile” (Orr, 1999, p. 134).

Small-scale experimental program evaluation can be improved by power analysis, stratification and randomization of the groups, and supplemental information on program implementation

(Wimer, 2006). To ensure a rigorous evaluation, the William T. Grant Foundation Consulting Service on Group-Randomized Studies (http://www.wtgrantfoundation.org/newsletter3039/newsletter_show.htm?doc_id=227401) reviewed the study design and conducted a power analysis to determine the sample size needed for producing the minimum detectable standardized effect or “the smallest true impact found to be statistically significantly different from zero at a specified level of significance with specified power” (Orr, 1999, p. 112). For a power level of 0.80 and an intra-class correlation of 0.10, a sample of 18 groups with 10 youth per group would result in a minimum detectable effect size of 0.61. The William T. Grant Foundation Consulting Service (2006) also suggested that if we wanted to detect a smaller standardized effect size by means of increasing the sample size, it was advisable to increase the number of groups in the program rather than the number of youth per group. Based on this recommendation, our initial goal was to secure 10 matched group pairs (20 total).

Potential Bias in Group-Randomized Trials

Because group-randomized trials often include fewer than 15 groups as units of assignment, the likelihood of randomization effectively distributing potential sources of bias equally among the conditions is limited. In this sense, the potential for bias in group-randomized trials is the norm, not the exception. “For group-randomized trials, the four sources of bias that are particularly problematic are selection, differential history, differential maturation, and contamination” (Murray, 1998, p. 23). Selection bias refers to differences between participants pre-existing the intervention that might explain the differences observed among the study conditions after the treatment occurs. History or differential history is especially pertinent to group-randomized trials because the conditions occur in real time. For example, the implementation of a new health programming policy for middle school youth in the schools or districts in which groups had been selected for participation in the *Media-Smart Youth*[®] evaluation could potentially affect its results. Differential history, on the other hand, refers to any external influence that affects only one of the conditions and causes a change consistent (or consistently inconsistent) with the treatment effect. This threat to internal validity creates a result difficult to separate from the treatment effect. Maturation and differential maturation refer to the natural growth or development of subjects within or across groups in a group-randomized study. The fourth potential bias—that with the greatest likelihood in a group-randomized study—is contamination. This occurs when the groups assigned to the control condition are actively or passively exposed to the treatment or intervention.

To reduce potential bias, the treatment and control groups in this evaluation were matched on key variables such as urban/suburban, site-based socioeconomic status, and race/ethnicity. Three other steps were also taken to ensure a rigorous design. First, we organized a youth activity at the control sites to minimize attrition and to make the experience for these youth more than merely completing the two knowledge-assessment surveys (pre- and post-curriculum for the treatment groups). Second, we trained all facilitators together to enhance implementation fidelity. And finally, we collected qualitative information on the site providers, facilitators, and youth.

Selection of After-School Sites Using Matching Variables

Although randomized assignment of groups to study conditions ensures that the probability of being in one condition or the other is equal, it does not ensure that all sources of bias will be equally distributed. “Where the number of groups are limited [*sic*], and especially when the groups are heterogeneous, matching or stratification prior to randomization can make randomization much more effective” (Murray, 1998, p. 33). Several categories of variables describe differences among the members of the target population (youth aged 11 to 13 years) that may be related to program success. These include demographic characteristics, individual-level factors, and family-level factors. Demographic characteristics of the target population that might affect program success include age, gender, socioeconomic status or income and educational backgrounds of the adolescents’ primary caregivers, race and ethnicity, and family structure (e.g., two biological married parents, single parent). Relevant individual-level factors may include a young person’s prior level of physical activity, health status, involvement in other related out-of-school-time programs or exposure to other relevant curricula, and exposure to and consumption of media (e.g., hours of television viewing, computer use). Relevant family-level factors might include the amount of parental involvement in making choices about food (e.g., purchased and prepared), physical activity (e.g., amount and type), and parents’ ability to ensure that the adolescents attend the program.

Because existing groups of youth were the units of assignment for this group-randomized study, the after-school sites were matched by their general demographic characteristics, e.g., range of race, ethnicity, and socioeconomic status of the youth at the site, based on the general perception of the site contact. These site-level demographics for race, ethnicity, and gender, as well as socioeconomic status, were inferred from information available to the site contact on the general student population. The groups themselves were then randomly assigned to the treatment and control conditions.

To minimize attrition effects, the multi-site aggregate of treatment and control groups each included 9 after-school sites (18 total). To increase the likelihood of a sufficient sample at the posttest, 10 rather than 9 pairs of sites were solicited, with 15 youth per pre-established after-school program, for a total of 150 treatment youth and 150 controls. Assuming the loss of at least one treatment/control group pair, as well as individual attrition due to treatment or control youth dropping out of the program, the projected number remaining for inclusion in the posttest data set at the close of the project was 9–12 youth per site, with a goal of 80 total in each study condition, treatment and control.

Site Recruitment

Because youth in both the treatment and control groups were to be selected from pre-existing after-school programs, identifying specific after-school program sites was the first stage in the selection process. Youth-serving agencies already running structured after-school programs in the Washington, D.C., metropolitan area were solicited for participation in the evaluation. Originally, the plan was to select two program sites from the same agency. Each pair of after-school sites was to be matched on demographics, including race, ethnicity, and socioeconomic status of the youth at the site. This proved unviable, and efforts shifted to identify two sites from

different agencies or schools that were closely matched on factors identified in the evaluation design as affecting program outcomes. Each of the sites in the matched pair was then randomly assigned either to receive the treatment or to serve as the control group. (See [Attachment B](#) for the matched pairs with their demographic information.)

After-school sites were recruited from urban and suburban communities through outreach to community-based organizations and public schools. A document outlining the goals of the evaluation, the role of the after-school organizations, and a list of the requirements for the study was used to inform potential sites of the study ([Attachment C](#)). To be included as participants, sites had to be willing to serve as a treatment or a control site and agree to the requirements of either study condition. The main requirements were to recruit the youth participants, assist in obtaining parental consent, and provide space and one staff member for the sessions. Interested sites were asked to fill out a form identifying the demographics of the youth at their sites and confirming that they were able to meet the requirements of the study. This information was used in identifying the matched pairs. To minimize cross-contamination, sites were matched so as not to be close geographically. In addition, community-based organizations were not matched with any of the feeder schools they served. To check for the potential effect of health programming extraneous to *Media-Smart Youth*[®], sites were asked to report whether they had engaged in any programming related to media, nutrition, and physical activity. Although many sites offered physical activity programming and some offered nutrition and media activities, none of the sites selected had programming in place that linked these three topic areas or was implementing the *Media-Smart Youth*[®] curriculum specifically.

Several challenges arose during the recruitment of potential sites. First, information on the study did not always reach key after-school coordinators at the sites recruited. Among them, several sites decided not to participate because they either were not willing to be a control group (i.e., they intended to begin programming in the areas targeted by *Media-Smart Youth*[®] as soon as possible) or were unwilling to be a treatment group (i.e., they could not meet the time requirements of a biweekly 90-minute session for 6 weeks). In addition, several sites were unwilling to be randomly assigned to either study condition. For instance, some were interested in serving as a control site but could not commit to the treatment group requirements due to the need to provide academic support or other activities during the after-school time. Several could not provide an hour and a half twice a week for the *Media-Smart Youth*[®] program to take place. In contrast, one site dropped out of the study because administrators at the site wanted to begin implementing a physical activity and nutrition program right away and planned to do so regardless of the group to which the site was assigned.

Youth Recruitment

To recruit youth as study participants, both treatment and control group site liaisons used a variety of strategies, including posting and handing out flyers, outreach and presentations to students, and approaching students individually (see [Attachment D](#) for the document on recruiting youth to the program provided to participating sites). Only two sites, one treatment and one control, recruited youth through outreach to parents. The total site populations from which youth were recruited varied from 18 to 1,400 students, and initial recruitment numbers ranged

from 15 to 45. Of these, between 6 and 19 at each site returned parental consent forms to participate in the study. The *Media-Smart Youth*[®] curriculum is aimed at youth aged 11 to 13 years; however, youth younger than 11 or older than 13 were allowed to participate in the program but were not included in the data collection and analysis.

Youth recruitment also presented many challenges, differing for the treatment and control groups, because many opportunities are offered during the after-school time and the treatment groups required a significant time commitment. The *Media-Smart Youth*[®] program competed with many other activities, including spring sports. In the control groups, the time gap between the two sessions decreased the gift card's effectiveness as an incentive for participation.

Consent and Assent Processes

At each after-school site selected for inclusion in the study, the adult/parent consent forms with the accompanying youth assent forms were distributed in person at the time of the child's enrollment in the youth program, sent home to the parent/guardian with the child, or mailed. If both parent and child were present at enrollment, the forms were given to the parent and child and collected. Otherwise, the consent and assent forms were sent home with the child with a self-addressed stamped envelope. (See [Attachments E1–E7](#) for the Treatment Group and Control Group Consent Forms in English and Spanish, the cover letters, and the Youth Assent Form.) Reminders were sent to all parents/guardians who failed to return the forms before the first day of *Media-Smart Youth*[®] implementation. Strategies used by the sites to secure parental/guardian consent included phone calls, notices sent home with the youth, and actual door-to-door solicitation by at least one of the programs. Collecting consent forms was challenging for both treatment and control groups. Program coordinators described the length and format of the consent form (three pages long, following U.S. Office of Management and Budget [OMB] structure and language guidelines) as inhibiting participant recruitment. Students and parents had to be reminded repeatedly and forms were sometimes not received until the first day of implementation.

The program team complied with Paperwork Reduction Act and Privacy Act requirements. The clearance package ([Attachment F](#)) was submitted to the OMB. In addition, because the Privacy Act applies to the proposed evaluation, all potential participants (in this case, parents or legal guardians who provide informed consent) were given a *Privacy Act Notification Statement*. Informed consent from parents or legal guardians was obtained prior to the start of the program and to data collection. Though we anticipated minimal or no risk to the adolescents, the NICHD Institutional Review Board reviewed and approved the evaluation design and method for obtaining informed consent, and the research review committees of two of the local school districts in which the *Media-Smart Youth*[®] evaluation was conducted also approved the overall evaluation design and instruments.

Site and Youth Incentives

Each treatment site was awarded \$1,000 at the completion of the project and each control site received \$100. After evaluation activities were complete at all treatment sites, those organizations or schools in the control group received training by AED on use of the *Media-Smart Youth*[®] curriculum to assist them in providing the program to their youth. (See [Attachment G](#) for the Facilitator Training Agenda.) All sites, treatment and control, received a copy of the *Media-Smart Youth*[®] curriculum and the Facilitator's Guide. Also, all youth (treatment and control) who participated in the evaluation received a \$25 gift card for a local book or athletic store after they completed the second administration of the *Media-Smart Youth*[®] Survey. Although not initially identified as such, the snacks proved to be another form of incentive, and participants often mentioned them as something that kept them coming back to the various lessons.

Implementing the *Media-Smart Youth*[®] Curriculum

Group-randomized trials are susceptible to a reduction in the reliability of an intervention's implementation because standardizing its delivery to identifiable groups can be more difficult than to individual participants (Murray, 1998). This reduction in reliability often results in increased variance and limits the overall precision of the group-randomized statistical model. Both the planning for and the implementation of the *Media-Smart Youth*[®] curriculum reflected the discipline needed to ensure a reliable implementation across treatment groups. To minimize any perception by the youth that they were engaging in an academic program or evaluation exercise, the first administration of the *Media-Smart Youth*[®] Survey was incorporated into a pre-lesson designed to introduce participants to the program and to each other and provide a snack. The *Media-Smart Youth* Survey administration was then presented as one activity of this first session.

As outlined in Figure 1, except Lesson 6, each lesson of the *Media-Smart Youth*[®] curriculum contains three activities, A, B, and C, as well as a snack break and an action break (see [Attachment A](#) for a complete list of the snack and action breaks for each lesson). The activities build upon each other across the lessons and the snack and action breaks reaffirm concepts discussed in the related activities. Although times may vary for the individual activities, a full lesson is 90 minutes, with the snack and action breaks intended to be 10 minutes each. The facilitators were explicitly instructed not to adapt or change any lesson in such a way that an entire activity was ever skipped or carried over to the next session. All content and activities needed to be addressed in the day's lesson, even if abbreviated. For example, facilitators were allowed and encouraged to swap activity A and the snack break so that youth could eat first, thereby having more attention and focus. The *Media-Smart Youth*[®] curriculum for this evaluation excluded the Big Production because the treatment sites were not provided with the necessary resources, nor was there sufficient time within the evaluation time frame to secure a Big Production partner. However, the *Media-Smart Youth*[®] curriculum incorporated mini-

production activities, so the youth were afforded the opportunity to directly apply the knowledge and skills they were gaining through the lessons.

Description of Control Site Activities

Control site activities were developed to maximize youth participation on the days they completed the *Media-Smart Youth*[®] Survey. In recruiting control site youth to the evaluation, these two sessions were presented as a program on career development. Both were designed to parallel the structured activities implemented at the treatment sites on the days of the pre- and post-*Media-Smart Youth*[®] Survey administration—the presentation of a lesson, a snack, and completion of the survey (see [Attachments H1 and H2](#) for the two control site activities).

Facilitator Selection and Training on *Media-Smart Youth*[®] Curriculum

Several months prior to implementing the *Media-Smart Youth*[®] curriculum, experienced youth program facilitators were recruited, interviewed, and hired to conduct the *Media-Smart Youth*[®] program for this evaluation. Hiring these outside consultants was necessary because the number of facilitators needed to run the program concurrently at so many sites exceeded AED's staff capacity. A job description detailing the tasks, duration of project, and minimum qualifications was written and placed with several youth-serving organizations and online networks for dissemination. More than 30 applications were received. AED staff screened these and scheduled in-person interviews with 15 applicants. At least two staff members interviewed each applicant using a standard set of questions. These included what the applicants liked about working with 11- to 13-year-old children, what challenges they anticipated when working with this age group, and how they liked to prepare for implementing new programs and activities with youth. In addition, AED asked that each applicant prepare and facilitate a 5-minute training to engage the interviewers, providing a showcase for the facilitator's skills. Ten facilitators were selected and hired, contingent upon allowing AED to conduct a background check. In addition, most facilitators were fingerprinted to comply with county standards, and a few had to be immunized against TB before they were allowed to begin interacting with youth.

Prior to the *Media-Smart Youth*[®] curriculum implementation, the facilitators participated in a one-half-day training facilitated by the program team. This covered several topics, first focusing on the role of the facilitator, including logistical information about the program locations. Secondly, key facilitator tasks were discussed, including the importance of presenting each complete lesson with fidelity. Next, the training focused on managing time and keeping an attendance log. A detailed overview of the program was also provided during this training. The program team gave the new facilitators a copy of the *Media-Smart Youth*[®] Facilitator's Guide for review prior to the training and presented additional information about the four key content areas of the curriculum and how youth are engaged in activities to learn about that content. The facilitator training also gave a short overview of evaluation activities and covered the purpose of the evaluation, the data collection process, and the very limited degree to which the facilitator would be involved in any of the evaluation activities, which were presented last to minimize any

apprehension about the evaluation. (See [Attachment I](#) for the Facilitator Training Detailed Agenda.)

Evaluators' Training on Data Collection

An evaluation team of AED staff with background and expertise in research and evaluation was trained on the *Media-Smart Youth*[®] Survey administration and on the control site activities. This team was separate and discrete from the program team. (See [Attachments J1 and J2](#) for the Treatment and Control Survey Administration Instructions.)

Data Collection

Data Sources

Information was collected specifically for the evaluation. Primary data sources included program recruitment records, program attendance logs, lesson log implementation checklists for recording the degree of fidelity with which each lesson was implemented, the Lesson 4 Observation Checklist, and pre- and post-intervention self-administered surveys for the treatment and control groups.

1. *Media-Smart Youth* Survey. A survey instrument was developed for the purpose of this evaluation to assess change in adolescents' knowledge of and intended behaviors for nutrition and physical activity and in their knowledge and skills in media analysis. The behavioral intention items were drawn from the University of Minnesota's *Teens Eating for Energy and Nutrition at School* study (Birnbaum et al., 2002), for which validity and reliability had been established. (See [Attachment F](#) [OMB clearance package] for the *Media-Smart Youth*[®] Survey, "Tell Us What You Think.")

2. Facilitator Lesson Logs. Each facilitator was required to submit a lesson log within 48 hours of completing each lesson. The log was structured to follow the principal components of the *Media-Smart Youth*[®] lesson—for example, the activities and the snack break and the action break. Facilitators were asked to record the time to complete each component, if and how they modified an activity, and any challenges they faced in implementing the lesson with fidelity.

3. Lesson 4 Observation Log and Observation Checklist. In addition to capturing information about lesson implementation via the facilitator logs, one or two members of the *Media-Smart Youth*[®] evaluation team observed each *Media-Smart Youth*[®] facilitator in the process of conducting Lesson 4 of the program. This lesson was chosen for observation across sites because it included the most varied content and exercises. Either one or two observers watched the lesson discreetly and captured observations on the same *Media-Smart Youth*[®] facilitator implementation log that the facilitator filled out upon completion of the lesson. This allowed the evaluation team to compare facilitator self-reported data with observed occurrences. In addition,

the observer completed the Observation Checklist, a structured observation protocol with a 4-point scale that rated the facilitator as a person, as a classroom manager and organizer, and as an instructor.

The observers were not engaged in the lesson. Prior to the beginning of the implementation, facilitators were informed that they would be observed, but not told exactly when. The observers gave the facilitators 1 day's notice so that necessary arrangements could be made for travel and access to the school and/or classroom. Observers did not share with facilitators either before or after the lesson implementation the types of data being collected. Four AED staff members participated as observers across the sites.

4. Post-Treatment Facilitator Feedback. After completion of all *Media-Smart Youth*[®] programs at the treatment and control sites, the facilitators were convened to get their feedback on the program and the challenges they faced in its implementation.

Background on *Media-Smart Youth*[®] Survey Development

The *Media-Smart Youth*[®] Survey was based on an instrument with fewer questions, developed as part of the original *Media-Smart Youth*[®] curriculum package for use by after-school programs. AED designed and pretested this original instrument, which included both existing questions adapted from other measures and new questions developed by AED. Both this brief instrument and a revised version were used during the pretesting of the curriculum. In addition, young people who did not receive the curriculum completed the instrument and provided feedback to AED on usability, clarity, and format.

Pretesting of the *Media-Smart Youth*[®] Survey

The *Media-Smart Youth*[®] Survey was piloted with a sample of nine youth aged 11 to 13 years who would not be participating in the evaluation; however, they were recruited from an organization similar to those involved in the evaluation. These youth provided feedback on their general understanding of item content, response method, readability, and general level of difficulty. Items and item scales were revised based on this feedback. (See [Attachment K](#), Item Analysis of the Survey Using the Pre-Treatment Data.)

Administration of the *Media-Smart Youth*[®] Survey

To ensure standard collection of youth outcome data, the treatment sites were each surveyed before the first lesson and after the final lesson. Each control site was surveyed within the same week as its matched treatment counterpart to control for the effect of any prospective external health-related events in the communities that might be related in some way to the objectives of the *Media-Smart Youth*[®] curriculum.

The pre-treatment *Media-Smart Youth*[®] Survey administration was incorporated into the first session, a pre-lesson that included introduction of the youth to the *Media-Smart Youth*[®] program objectives, introductions of the youth to each other, the survey administration, and a snack. The post-treatment survey was administered at the beginning of the first Big Production session following the final lesson in the curriculum. The instrument was designed to be completed in approximately 15 to 20 minutes, based on feedback from youth in the piloting of the survey, who suggested they would not stay engaged if it took more than 20 minutes to complete. Trained evaluators administered the survey to both the treatment and control groups. A set of standard, detailed administrative instructions was provided to all trained evaluators. Quality control was a primary concern throughout survey administration, with special attention given to the seriousness with which the youth responded to the survey because the assessment was being presented within a non-academic setting.

Especially because the participants were minors, steps were taken to ensure that they were comfortable completing the questionnaire, that they understood it was not a test, and that they could refuse to answer any question they were uncomfortable with. To accommodate slow readers, the youth were allowed to work on the survey until they completed it; no time constraints were imposed. To minimize bias, the facilitators did not administer the surveys, and those who did were trained to provide a safe, comfortable, and enjoyable experience for the youth. In addition, to minimize “teaching to the test,” the survey was not shared with any of the facilitators until after its post-treatment administration.

Upon collection of the completed questionnaires on-site, the trained evaluators scanned them for any incomplete sections. They then pointed out incomplete items to the respondents and provided them with an opportunity to complete those items.

Data Preparation

An identification number was randomly assigned to each respondent so that the pre- and post-treatment instruments could be matched upon completion of data collection. This number, rather than a personal identifier such as first and/or last name, was used to identify the data.

The data were prepared for analysis using standard procedures for data entry, coding, and cleaning, with the survey data entered and verified by trained data entry personnel. A random sample of the surveys was entered twice to check for data entry errors, including omissions and mistakes. In addition, SPSS frequency runs were used to identify out-of-field responses for each survey item.

Data Analysis and Findings

Program Implementation Analysis and Findings

Media-Smart Youth[®] Facilitator Implementation Logs. The *Media-Smart Youth[®]* facilitator implementation logs were analyzed to identify major themes related to program barriers as well as any modifications made to the intended curriculum implementation. The range of adherence to program implementation dimensions, such as time spent on the lesson activities, completion of lesson subtask activities, and adaptations to lessons, was examined.

Observation Log and Observation Checklist. The facilitator and observer logs for Lesson 4 were compared on reporting of activity completion and time on activity. Observer responses to the open-ended questions in the lesson log were analyzed for major themes. Adherence to program implementation was assessed. The Observation Checklist items were also analyzed to provide additional information on the perceived effectiveness of the facilitator in engaging youth in the curriculum.

Post-Treatment Facilitator Feedback. After the completion of all the *Media-Smart Youth[®]* programs at the treatment and the control sites, the facilitators were convened to obtain their feedback on the curriculum and information on the challenges they faced in implementation. Both group discussion and individual written feedback were analyzed for themes.

Facilitator Demographics and Background. The *Media-Smart Youth[®]* facilitators were selected prior to the evaluation. The majority were white women, although one was male, and two identified themselves as African American. Except for one female facilitator who was a member of the AED team that had worked with *Media-Smart Youth[®]* site facilitators in the pilot phase, all facilitators were selected from the pool of applicants specifically hired for the *Media-Smart Youth[®]* evaluation. They represented a variety of age levels, with several in their twenties, some in their thirties, and others in their forties or fifties. All had college degrees, with five reporting graduate-level degrees. Areas of study included marketing, psychology, divinity studies, international development, and classics. One-third of the facilitators reported teaching experience in a school setting. Of these, two had 2 years of experience or less and one had taught for 7 years.

Facilitators' previous experience working in after-school or out-of-school programming ranged from 3 months to 25 years. Nearly all reported having worked with multiple organizations on after-school or out-of-school programming, with a wide variety of faith-based and community-based organizations. Several also mentioned experience working with public and privately operated youth-serving programs, such as the D.C. Youth Employment Program in Washington and the Near North Health Center in Chicago.

Nearly all the facilitators mentioned health-related work experience or training. This ranged from informal on-the-job experience to formal instruction and training on topics including HIV counseling and testing, obesity, tobacco prevention, and health communications. The majority

also reported work experience or training on media-related topics, which included developing documentaries, educational videos, media literacy curricula, and a variety of Web and print media experience.

Facilitator Lesson Logs. *Media-Smart Youth*[®] facilitators were required to submit their lesson logs within 24 hours of each lesson’s completion. The lesson logs were designed to capture information on individual tasks and activities as well as to record the facilitators’ overall impressions of the lessons. Starting with Pre-Lesson 1 and continuing through Lesson 10 (totaling 11 lesson logs per site), the facilitators at the nine sites answered a set of seven questions. The core questions asked for general feedback on how facilitators and youth felt about each lesson and if the resources and directions provided were adequate.

Facilitator Feedback on Attendance and Lesson Completion. Each facilitator took attendance and completed a log for each lesson that included a checklist and open-ended questions about the *Media-Smart Youth*[®] implementation. (See [Attachment L](#) for the Lesson Attendance Table for the 9 Original MSY Treatment Sites.) These data were used to identify youth who had participated in six or more *Media-Smart Youth*[®] lessons for the survey analysis. The number of youth attending each lesson ranged from 3 to 16, with the site average ranging from 4.2 to 13.7. (Treatment site #9 was removed from the quantitative analysis because only one youth took the post-*Media-Smart Youth*[®] survey.) Lesson logs were designed to capture information on the completion of individual activities and activity subtasks for each of the 10 *Media-Smart Youth*[®] lessons. With the exception of Lesson 6, which includes only two activities (A and B), all lessons involve three activities (A, B, and C). See Table 1 for detail on the number of activities and subtasks for each lesson.

Table 1. *Media-Smart Youth*[®] Lesson Activities with Number of Subtasks

| | Activity A | Activity B | Activity C | |
|------------------|-------------------|-------------------|-------------------|----------------|
| | No. of Subtasks | No. of Subtasks | No. of Subtasks | Total Subtasks |
| Lesson 1 | 3 | 2 | 3 | 8 |
| Lesson 2 | 6 | 3 | 2 | 11 |
| Lesson 3 | 3 | 5 | 4 | 12 |
| Lesson 4 | 7 | 8 | 2 | 17 |
| Lesson 5 | 6 | 5 | 4 | 15 |
| Lesson 6 | 6 | 2 | n/a | 8 |
| Lesson 7 | 9 | 3 | 5 | 17 |
| Lesson 8 | 7 | 7 | 5 | 19 |
| Lesson 9 | 4 | 6 | 4 | 14 |
| Lesson 10 | 4 | 8 | 5 | 17 |

Activity Completion. According to the facilitators’ lesson logs, no single lesson had all three activities completed in their entirety across all sites. However, for every lesson, at least one of the activities was completed in its entirety by all the sites. Of the 10 lessons, only 4 (Lessons 2,

3, 5, and 8) were completed within the time allotted for all three activities. For the other six lessons across the sites, at least one activity took more than the time allotted. (See Attachments M and N for the time allotted, mean time spent, and range of time spent on each activity for all 10 lessons, with details of time spent on snack and action breaks.) The activity most often completed by all sites was activity A (for Lessons 3–6 and 8–10). For Lessons 1 and 7, activity B was completed by all sites, and for Lesson 2, activity C. Facilitators reported that they often ran out of time before the end of the lesson, and thus activities B and C were completed less frequently.

Each of the lesson activities was allotted a period of time within which the activity was to be completed. This ranged from 12 minutes (Lesson 1, activity B) to 40 minutes (Lesson 6, activity A). Facilitators reported how much time they spent on each activity. Of the 29 total activities that were part of the curriculum, facilitators averaged less time spent than allotted on 20. This ranged from 0.22 minutes less (Lesson 9, activity A) to 8.75 minutes less (Lesson 7, activity C). The facilitators spent, on average, more time than allotted on nine activities; this ranged from 1.56 minutes more (Lesson 4, activity B) to 3.89 minutes more (Lesson 10, activity A).

Activity Non-Completion. Facilitators and lesson observers noted several variations occurring across sites over the course of the program implementation. Some participants had to leave the lesson early for sports or band practice. Sometimes the lesson came to an early close with the arrival of the after-school program bus. Other times the lessons were interrupted by other teachers coming into the room, announcements from the school public address system, or general school hallway traffic of students traveling to and from snack machines after school. When participants came to class late, their school bus schedules did not allow for making up time by staying later and completing the lessons.

Unfortunately, the majority of lesson activities were not completed by all sites. The number of subtasks not undertaken for any single activity ranged from 1 at one site to 13 across six sites. In 16 of the 29 activities in the 10 lessons, at least one of the nine *Media-Smart Youth*[®] sites was unable to do at least one subtask. The two lesson activities with the most subtasks left undone across the nine sites and the least saturation of lesson content were activity C of Lesson 7 (“The Power of Advertising,” mini-production) and activity C of Lesson 10 (“Getting Into the Production Mode, Three Ps in Production”). In Lesson 10, activity C had 5 subtasks as well, and again, 13 were omitted across eight sites. The reason for the number of incomplete subtasks in this activity may be related to the lesson content and its applicability. Most subtasks in lesson 10 involved preparation for the Big Production. Because some sites did not plan to complete such a project, the facilitators may have omitted from Lesson 10 what was not applicable to the youth at their site.

In their effort to cover the curriculum content, facilitators often omitted the action break. From Lesson 1 to Lesson 3, the action break was completed at most sites. At times, however, the facilitators felt they needed to modify or shorten activities to fit everything into the schedule and not leave out any of the content. One example of such a curriculum modification took place in Lesson 4, in which one facilitator explained the main ways that fat is found in food instead of allowing the youth to identify them through brainstorming. (For more detail, see [Attachment O](#) for adaptations that the facilitators made to the *Media-Smart Youth*[®] lessons.)

Overall Lesson Impressions. The facilitators’ most commonly reported impression was the feeling of being pressured to cover the curriculum material in the time allotted. This was especially apparent in Lessons 2 (“Thinking About Media”), 4 (“Nutrition Know-How... Eat It Up!”), and 7 (“The Power of Advertising”). Lessons highlighted as interesting to the youth were 3 (“Asking Questions”), 5 (“Motion Commotion—What Is Being Active?”), and 8 (“Super Snacks and Better Bones”), whereas Lessons 6 (“Visiting a Grocery Store”), 9 (“Making Smart Choices Fun and Easy”), and 10 (“Getting Into the Production Mode”) were reported as more challenging for maintaining youth engagement. Some reasons given for participants’ lack of interest in these lessons were fatigue toward the end of the curriculum (which coincided with the beginning of spring) and eagerness to work on the Big Production instead of other lesson activities. During the final sessions of the *Media-Smart Youth*[®] curriculum, keeping youth engaged was especially difficult at the sites not doing a Big Production.

Resources. At the majority of sites and for the majority of lessons, the resources were reported as being adequate. In some instances, however, facilitators felt they needed to supplement the resources provided with the curriculum by purchasing additional props. For example, in Lesson 8 (“Super Snacks and Better Bones”), three site facilitators bought candy (for the discussion on high-sugar foods and packaging as a form of advertisement) because they felt they needed more empty packages of high-sugar/high-fat foods for the lesson demonstration. Rarely (mentioned only six times throughout all lesson logs from all sites), facilitators had to buy more supplies (e.g., Post-it notes, streamers, magazines, billboard paper).

Understanding the Lesson. The concepts presented in Pre-Lesson 1 and Lessons 1 and 2 were not difficult for the participants, but other concepts in the remaining lessons posed difficulties in comprehension, which affected activity execution. Starting with Lesson 3 (“Asking Questions”), facilitators reported some concepts in the curriculum to be difficult for the youth to understand. These included the difference between “message” and “purpose,” what grains are, the concept of “Daily Values,” the terms “omission” and “product placement,” specific versus general messages, and lastly, in Lesson 10 (“Getting Into the Production Mode”), distinguishing “action” from “message.” Despite the challenging material, youth were able to grasp the concepts and understand their importance. One facilitator wrote in her log for Lesson 7 (“The Power of Advertising”) that “during the mission omission activity, I was surprised to hear how many youth felt they, as well as their parents, would not purchase a product if they knew the missing fact.”

The *Media-Smart Youth*[®] curriculum included a wealth of activities to give participants the opportunity to engage in active consideration of the material. Some proved to be more challenging than others. In Lesson 5 (“Motion Commotion—What Is Being Active?”), two activities were difficult for youth to follow, the jingle composition and the activity of locating a pulse after various types of physical movement. Other challenging activities included identifying fiber on the nutrition labels and understanding the concept of “% Daily Value” of calcium.

Positive Feedback. The majority of the positive feedback received from youth concerned their evaluations of the food they enjoyed during the snack breaks, such as the low-fat ranch dip and vegetables, frozen yogurt, tortilla wraps, and fruit. Beyond providing much-needed fuel for the

youth after a long day in school, the snacks exposed them to foods they might otherwise have been reluctant to try. From the outset of the curriculum implementation, the majority of these youth seemed open to trying new things. In Lesson 1 (“Welcome to *Media-Smart Youth*”), one participant said “my mom always tries to get me to eat veggies; she’d die if she saw me eating broccoli.” Youth also especially enjoyed some of the activities that were part of the *Media-Smart Youth*[®] curriculum. They specifically expressed how much fun they found in engaging in physical activities such as the “Milling Process,” “Fit to be Tried,” “Duck, Duck, Goose,” “A Cool Wind Blows,” and yoga. For Lesson 5 (“Motion Commotion—What Is Being Active?”), one facilitator said: “After we finished the jingles, the kids [begged] to do more of the ‘Fit to be Tried’ activity, so I put it on for another 2 minutes.” Non-physical activities that the youth enjoyed were the “Food Label Scavenger Hunt,” the “Collage Project,” and the “Role Game.”

Negative Feedback. Negative feedback came from how the youth behaved rather than in their direct negative comments (although those occasionally arose). In Lessons 1 (“Welcome to *Media-Smart Youth*”), 4 (“Nutrition Know-How... Eat It Up!”), and 8 (“Super Snacks and Better Bones”), facilitators felt that the youth seemed to have expectations different from the intended *Media-Smart Youth*[®] curriculum. Facilitators also mentioned that sometimes the youth did not enjoy activities they were asked to participate in (e.g., the jingles/songs activity). The youth expressed dissatisfaction with two snacks—cottage cheese and the bean dip. Facilitators also reported on activities that were particularly challenging for the youth, such as the “Action Hero” and “Milling Process” activities.

Other Lesson Comments. Other feedback from the facilitators ranged from a recommendation to have an assistant co-teach the class in future implementations of *Media-Smart Youth*[®] to problems with the physical environment’s suitability for the activities. Several facilitators commented on the need for more time to cover the curriculum content. Time appeared to be a factor especially for those sites with less than the full 90 minutes to cover the material, but was often mentioned even at sites that had the full 90 minutes allotted for their classes. Facilitators were also excited to share the changes the youth were making in their food choices, especially because these became more evident toward the end of the curriculum. In her Lesson 9 (“Making Smart Choices Fun and Easy”) log, one facilitator shared how “one youth mentioned that after the calcium lesson, he realized that he was drinking whole milk. He encouraged his mom to purchase skim milk. For a few days he mixed the whole milk and skim milk and eventually made the transition to only skim milk.” Another facilitator noted how “many students said that they replaced soda at dinner time with water.” Overall, facilitator comments painted the picture of an after-school program curriculum that was engaging, informative, and fun for the youth.

Lesson 4 Observation Log and Checklist. One of four observers watched each *Media-Smart Youth*[®] facilitator during presentation of Lesson 4 (“Nutrition Know-How... Eat It Up!”) at the treatment sites. The facilitator and observer logs for Lesson 4 were then compared to determine the level of agreement (yes or no response) between observers and facilitators on whether the activity had been completed.

Echoing the comments made by facilitators, observers at most sites noted that the youth liked the snacks. In addition, observers at a majority of the sites commented on the engagement of the

youth, indicating good participation, and that they liked the activities and were focused and engaged during the lesson. Observers at six sites also commented on the specific content activities, reporting that the youth enjoyed brainstorming, doing report-outs, working in small groups, and making posters. Negative youth feedback mirrored facilitators' comments: students were bored with the facilitator talking during the activity, were hesitant to participate in one activity that involved a silly physical component, or were demonstrating bad behavior.

Using the Lesson 4 Observation Checklist, the observers rated the facilitators as individuals, classroom managers, and instructors (see [Attachment P](#) for comments made by the observers). Although the observations were limited to one lesson, the facilitators were reported as being respectful, having good rapport with the students, and helping them relate the material to their world for better understanding. The facilitators used subtle techniques to attract the children's attention and to flow from one activity to the next while maintaining control. In the ratings for "*Facilitator as Person*," all were evaluated as being "exceptional" or "above average" at creating a supportive and warm climate. The majority were also considered "above average" at preventing situations in which a student loses peer respect. As "*Classroom Manager and Organizer*," the majority of facilitators were observed to be "above average" leaders and "above average" at engaging all youth. All facilitators were evaluated as "above average" or "exceptional" at managing behavior. In the ratings on "*Facilitator as Instructor*," all were evaluated as "above average" or "exceptional" at giving clear examples to the students, providing positive reinforcement and meaningful feedback, and using questioning as a teaching strategy.

Post-Treatment Facilitator Feedback. After the *Media-Smart Youth*[®] program had been implemented and the post-intervention surveys were collected, facilitators were invited to share their experiences with the program and evaluation teams (see [Attachment Q](#) for the meeting agenda). Facilitators were asked to respond to three questions that related to the implementation and modification of the curriculum and to provide anecdotal evidence of youth behavior changes that they had witnessed and felt to be attributable to the program. Themes that emerged in the discussion on the challenges of the curriculum implementation were similar to what the facilitators had documented in their lesson logs (e.g., needing more time to cover content). The comments shared in the discussion provided valuable additional information not evident in the lesson logs (e.g., at some sites, the environment in which the lessons took place was not conducive to carrying out the activities, or the youth had expectations that the curriculum was more about media). Facilitators also reiterated from the logs some of the modifications they made in their lessons (e.g., cutting back on brainstorming activities or group activities and omitting the action break to save time).

Implementation Challenges. Feedback on challenges that were encountered in implementing the *Media-Smart Youth*[®] curriculum focused on time, site facilities, the lesson scripts, and the youth. Nearly all facilitators discussed feeling challenged to cover the material within the planned time frame. A few said the time allotted for snacks was inadequate, and others felt they did not have enough time to set up materials or review previous lessons. Still others were faced with compressing the 90-minute lessons into 70 or 75 minutes due to external factors. Several facilitators commented that the room used for the program was uncomfortable due to a lack of air conditioning or was in a location where students were easily distracted. A few said the script did

not work with students as written, because it was “sometimes too stiff and sometimes ran long,” whereas others thought some lessons and activities seemed better suited for younger students. Finally, some youth were pulled out of other programs that were popular with their peers in the school or had different expectations as to the content of the program (e.g., that it would be mostly on media).

Modifications Made to the *Media-Smart Youth*[®] Curriculum. The facilitators made modifications to the curriculum in the action breaks, the snack breaks, and the group activities. They sometimes had to eliminate the action breaks to save time, combining them with snack breaks or incorporating physical activity into other activities such as group work. Several facilitators commented that they gave snacks to students at the beginning of the session, rather than at the designated time, sometimes to allow the students to “filter in” without missing content or simply because students were hungry. Sometimes the facilitators altered the structure of group activities. For example, facilitators may have used one large group instead of competing teams. Sometimes they had students complete work individually rather than in groups, or they cut down on brainstorming activities by explaining things in order to cover the content in time.

Anecdotes of Learning. The facilitators shared anecdotal evidence that the youth learned from the *Media-Smart Youth*[®] curriculum. For example, participating in the program made students more aware of the nutrition information contained on labels, and several facilitators commented that students enjoyed checking the labels. One facilitator also mentioned that youth learned about calcium—calcium-rich foods and how much calcium they needed—and its effect on bones and height. Several facilitators heard from students about trying new foods at home, changing eating patterns, or influencing the diets of family members. Common examples were replacing soda with water and switching to low-fat versions of foods such as milk, yogurt, or cheese. Many students also reported trying new fruits and vegetables as a result of the program.

“[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.’”

“One kid told me he made...a salad every night, in addition to what [his mother] made for dinner.”

“One [student] said she tried a vegetable she thought she didn’t like, and found she did like it.”

“One [student] had his mom buy whole-grain cereal.”

Sample of *Media-Smart Youth*[®] Mini-Productions. A review of a small sample of the *Media-Smart Youth*[®] mini-productions completed by the youth yielded a variety of products (see [Attachment R](#) for the detailed list). Overall, the look and focus of these media productions were quite varied, with the mini-productions highlighting several behaviors, including making healthy choices when snacking, eating fruits and vegetables, doing weight-bearing activities, and ingesting foods and beverages high in calcium. For these activities, youth frequently constructed

posters from brown craft paper, white poster board, and colorful construction paper. To help communicate their main health-promotion messages, youth often used markers, glitter, and sequins to decorate the posters and make them stand out. A common element across the reviewed posters was including images of healthy foods and beverages, such as a variety of fruits and vegetables, dairy products, and water. One production shared the imagery of exercise weights and muscular figures/characters. Some of the media productions, however, took a different approach. One group constructed a large clock from poster board and included bubble letters with the text “Smoothie Time.” Another group promoted calcium by producing a tee shirt with cow spots, udders, and the text “Got Calcium.”

Program Outcomes Analysis and Findings

The Group-Randomized Trial. Ten matched pairs of sites were initially recruited for the evaluation. However, a treatment site of one matched pair was unable to effectively maintain attendance and dropped out of the evaluation, and the treatment site of a second matched pair had only one youth take the post-curriculum test. Therefore, both of these matched pairs (treatment and control sites) were dropped from the study, leaving eight matched pairs in the evaluation for the final analysis. The loss of these two matched pairs limited the statistical power of the final analysis.

A total of 105 treatment and 86 control youth began participation in the trial at these eight matched pairs of sites (16 total). Both groups had slightly more females (58% in the treatment and 53.5% in the control group), with the majority in both groups in grades 6 through 8 and aged 11 to 14 years. Children aged 14 years made up 18% of the treatment group and 26.7% of the control group. Because participants often reported more than one race or ethnicity, it was difficult to provide a clear profile of each group. The treatment group as a whole had a higher percentage of Hispanics (29.1%) than the control group (11.8%), whereas the control group had a larger proportion of African American youth (41.9%) than the treatment group (23.9%). Asian Americans made up 13.3% of the treatment and 11.6% of the control group, and white youth (37.1% of the treatment and 38.4% of the control group) were fairly evenly represented in both groups. All control group sites were school-based, but 86.7% of treatment group sites were school-based and the remainder community-based.

Demographic data were analyzed for the total sample and for the treatment and control groups separately. Descriptive variables included gender, age, socioeconomic status, race, and ethnicity. Means and standard deviations by treatment and control groups were calculated, and a *t* test was used to determine if the groups were comparable on the pretest administration of the *Media-Smart Youth*[®] Survey. Retention rates were calculated for the treatment and control groups.

Table 2 shows the number of youth who were included in the pre- and posttest administrations of the *Media-Smart Youth*[®] Survey for the eight matched treatment and control sites.

Table 2. Number of Youth Taking the *Media-Smart Youth*[®] Pre- and Post-Survey

| Matched Pairs | Location | T = Treatment C = Control | Number of Youth Taking the Survey | |
|---------------|----------------------|------------------------------|-----------------------------------|----------------|
| | | | Pre (N = 191) | Post (n = 146) |
| Match 1 | Montgomery County | T1 | 12 | 7 |
| | Montgomery County | C1 | 13 | 12 |
| Match 2 | Montgomery County | T2 | 11 | 7 |
| | Montgomery County | C2 | 18 | 13 |
| Match 3 | Montgomery County | T3 | 12 | 12 |
| | Montgomery County | C3 | 12 | 12 |
| Match 4 | Montgomery County | T4 | 14 | 12 |
| | District of Columbia | C4 | 7 | 7 |
| Match 5 | Fairfax County | T5 | 18 | 10 |
| | Fairfax County | C5 | 16 | 15 |
| Match 6 | Fairfax County | T6 | 13 | 9 |
| | Fairfax County | C6 | 6 | 5 |
| Match 7 | Fairfax County | T7 | 11 | 3 |
| | Fairfax County | C7 | 5 | 4 |
| Match 8 | Fairfax County | T8 | 14 | 12 |
| | District of Columbia | C8 | 9 | 6 |

As mentioned, the pretest sample ($N = 191$) comprised 105 treatment youth and 86 controls. The posttest sample ($n = 146$) included 72 treatment and 74 control youth. We anticipated that the retention rates of the treatment and control groups would vary from site to site depending on external factors such as the mobility of the youth and the degree of structure in the program for non-participating youth. To be included in the posttest treatment sample, any youth in the treatment group had to have attended at least 6 of the 10 lessons. The posttest survey was administered to all youth present at the session; however, survey data from only those who had attended at least six lessons were included in the treatment data set for analyzing overall program effect. We anticipated that the posttest response rates would range from 75% to 80%. For all eight matched pairs, the actual retention rate was 68.6% for the treatment group and 86% for the control group.

The *Media-Smart Youth*[®] Program Outcome Measure. To measure the overall outcome of knowledge gained between pretest and posttest by exposure to the *Media-Smart Youth*[®] curriculum, we first conducted a pre-survey item analysis (see [Attachment K](#)). The purpose of this analysis was to compare each item in the survey with the percentage of youth who answered the item correctly. Next, we computed a total score for each participant as a percentage of the 63 possible points and computed the correlation of each item with the total score. The average total score was 75.44%, ranging from 34.9% to 93.75%. The majority of the items (77.8%) were significantly positively correlated with the total score. We were thus satisfied that the scores based on the 63 items in the survey were sufficient to measure the knowledge gained and to

evaluate the overall effect of the *Media-Smart Youth*[®] curriculum. Reported later in this section is our factor analysis of the pre-survey items scores to confirm and validate the four subscales of the survey instrument: nutrition knowledge, physical activity knowledge, media knowledge, and media skills.

Statistical Analysis of the Randomized Groups and the *Media-Smart Youth*[®] Survey. To measure the intervention effect of the *Media-Smart Youth*[®] curriculum on the pre- and post-treatment survey results, we followed the analytical approach of David Murray (1998) for assessing group-randomized designs. In this case, the most appropriate statistical model developed by Murray is the nested cohort pretest-posttest control design (Murray, chapters 6 and 7). The strength of the nested cohort design is that repeated observations are available for both the members of the groups as well as the groups themselves. In Murray's words, "This design allows the analyst to remove variation attributable to the members from the variance of the intervention effect. When there is a sufficient number of groups randomized to each condition, it can be a very strong design" (Murray, pp. 179–180).

In this analysis, TIME is defined as the repeated measures of the program outcome variables (pre- and posttest). CONDITION is defined as the *Media-Smart Youth*[®] intervention and control conditions. Murray's statistical model is based on the analysis of variance (ANOVA) *F* statistic. This statistic is used to assess the variation among the means of the TIME, by the CONDITION, compared with the variation among the TIME by group means. The null hypothesis is that the variation due to CONDITION over TIME is zero, or not significant. The research hypothesis is that a significant difference exists in the outcomes by CONDITION (intervention versus control groups).

Table 3 presents the tests of fixed effects of the two main effects of CONDITION and TIME and for the interaction of CONDITION by TIME, which, as the test of the intervention effect, is the first of statistical interest. When there are only two CONDITIONS and two TIMES, the *F* statistic assesses the variation among the TIME by CONDITION means against the variation among the TIME by the group means. As shown in Table 4 for the fixed effects, the youth are getting better scores over TIME due to maturation effects ($p = .024$), but the TIME and CONDITION interaction is also significant ($p = .0059$). This implies that the effect of the treatment vs. that of the control condition on youth scores depends on TIME, or the difference between the pretest and the posttest. In this case, treatment and control groups were not significantly different at the beginning of the intervention (pretest) but were significantly different at the end of the experiment (posttest).

Table 3. Tests of Fixed Effects from the Unadjusted TIME × CONDITION Analysis of MSY in the Pretest-Posttest Control Group Design

| <i>Source</i> | <i>NDF*</i> | <i>DDF</i> | <i>Type III F</i> | <i>p</i> |
|---------------|-------------|------------|-------------------|----------|
| CONDITION | 1 | 14 | 0.89 | .3604 |
| TIME | 1 | 14 | 6.40 | .0240 |
| COND*TIME | 1 | 14 | 10.53 | .0059 |

* The nominator degrees of freedom (*NDF*) is the number of conditions minus one, and the denominator degrees of freedom (*DDF*) is the number of groups minus one for each condition (total groups for treatment minus one = 7 and controls minus one = 7, for a total of 14).

The least square means (*LSMEAN*) for the analysis are the differences in the mean estimates for the pre- and posttests between the treatment and control conditions. These are reported in the fourth column of the upper portion of Table 4. In the first three columns in the table, COND*TIME 1 1 refers to the intervention condition (or treatment) at time 1 (or pretest) and COND*TIME 2 1 refers to the control condition at pretest time. The values of the least square means show that at pretest, the two conditions were nearly equal. In contrast, COND*TIME 1 2 refers to the intervention condition (or treatment) at time 2 (or posttest) and COND*TIME 2 2 refers to the control condition at the posttest. Here, a difference is seen, with an increase for the groups that received the intervention. This pattern can be interpreted to mean that the groups that received the *Media-Smart Youth*[®] curriculum showed greater gains in overall knowledge related to the domains of nutrition, physical activity, and media knowledge.

Table 4. Least Square Means from the Unadjusted TIME × CONDITION Analysis of MSY in the Pretest-Posttest Control Group Design

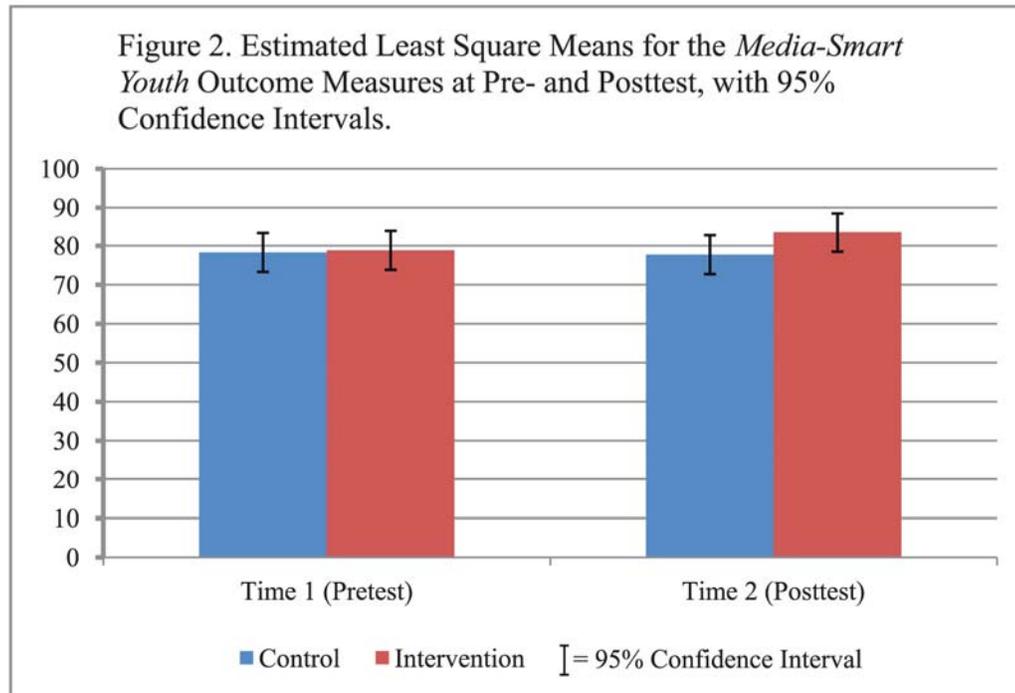
| <i>Effect</i> | <i>Condition</i> | <i>Time</i> | <i>LSMEAN</i> | <i>SE</i> | <i>DDF</i> | <i>t</i> | <i>p</i> |
|---------------|------------------|-------------|---------------|-----------|------------|----------|----------|
| COND*TIME | 1 | 1 | 78.8441 | 2.4181 | 14 | 32.61 | .0001 |
| COND*TIME | 1 | 2 | 83.5101 | 2.4181 | 14 | 34.54 | .0001 |
| COND*TIME | 2 | 1 | 78.3244 | 2.4179 | 14 | 32.39 | .0001 |
| COND*TIME | 2 | 2 | 77.7467 | 2.4179 | 14 | 32.15 | .0001 |

| <i>Effect</i> | <i>Condition</i> | <i>Time</i> | <i>Lower</i> | <i>Upper</i> |
|---------------|------------------|-------------|--------------|--------------|
| COND*TIME | 1 | 1 | 73.6579 | 84.0304 |
| COND*TIME | 1 | 2 | 78.3239 | 88.6964 |
| COND*TIME | 2 | 1 | 73.1385 | 83.5103 |
| COND*TIME | 2 | 2 | 72.5608 | 82.9325 |

The lower half of Table 4 shows the lower and upper limits for the 95% confidence interval for these estimated least square means. For COND*TIME 1 2, the intervention effect (*LSMEAN* = 83.5101), the lower limit of the 95% confidence interval (78.3239) is less than the *LSMEAN* for COND*TIME 1 1, the treatment groups at pretest (*LSMEAN* = 78.8441). Thus, the gains in the

various scales of knowledge and skills achieved by the intervention groups are small enough to suggest the existence of only a weak statistical association.

The differences in the least square means in Table 4 are also presented graphically in Figure 2, including the confidence intervals for each estimate in the bracketed bars. The confidence interval bracket for the intervention effect at posttest (time 2) nearly overlaps with the estimated *LSMEAN* for the intervention groups at the pretest. Thus, we need to be cautious when generalizing the results to the target population.



As Murray (1998) points out in his discussion of the nested cohort designs, one can compute the estimate of the intervention effect, defined as $[(\text{PostTreatment} - \text{PreTreatment}) - (\text{PostControl} - \text{PreControl})]$. For this estimate, the t test is used because it is the square root of the F test for the $\text{COND} \times \text{TIME}$ interaction presented in Table 3. Table 5 shows an overall statistically significant difference ($p = .0059$) between the treatment and control groups from pre- to posttest. The negative values of the estimate (-5.2437) and of both the upper (-1.7780) and lower (-8.7094) values of the 95% confidence interval all show that the statistical association of changes in knowledge levels is going in the desired direction (increasing rather than decreasing knowledge levels). The variations of TIME and CONDITIONS are being subtracted from the total variation such that any remaining variation can be attributed only to the intervention. In summary, the changes in the knowledge levels of the groups were in the expected direction according to the research or evaluation hypothesis.

Table 5. Estimate for [(Treat2 – Treat1) – (Cont2 – Cont1)] from the Unadjusted TIME × CONDITION Analysis of MSY in the Pretest-Posttest Control Group Design

| <i>Parameter</i> | <i>Estimate</i> | <i>Standard</i> | <i>DDF</i> | <i>t</i> | <i>p</i> |
|---------------------------------------|-----------------|-----------------|------------|--------------|----------|
| [(Treat2 – Treat1) – (Cont2 – Cont1)] | –5.2437 | 1.6159 | 14 | –3.25 | .0059 |
| <i>Parameter</i> | | <i>Lower</i> | | <i>Upper</i> | |
| [(Treat2 – Treat1) – (Cont2 – Cont1)] | | –8.7094 | | –1.7780 | |

Effect Size of the *Media-Smart Youth*[®] Curriculum. Determining the “effect size” of a particular evaluation of a program is an important calculation that can be used by others in replicating the experimental evaluation or to compare the results of this evaluation with similar evaluations, sometimes called “meta-analyses.” To calculate the best estimate of the effect size of the *Media-Smart Youth*[®] curriculum, we followed the suggestions of both Murray (1998) and Hedges (2007). First, we computed the Intraclass Correlation Coefficient (ICC). The ICC calculated for this study was 0.0048, indicating that only a minimal proportion of the variance was explained at the group level (Murray, 1998, p. 301). In general, larger ICC values make standardized effect sizes harder to detect. Effect sizes used in educational and psychological research are “standardized mean differences, defined as the ratio of a difference between treatment and control group means to a standard deviation” (Hedges, 2007, p. 344). Unlike the effect size for single-site designs or designs with no statistical clustering (or grouping), the effect size of interest for cluster-randomized trials is determined by the standard deviation. “Clustering can have a substantial effect on the variance of effect size estimates in cluster-randomized designs” (Hedges, p. 359).

Although the *Media-Smart Youth*[®] evaluation design suggests that the effect size should be calculated taking into account unequal cluster sample sizes, Hedges (2007, p. 359) argues that the effect size formulas for equal cluster sample sizes provide a good approximation, or “very close to the exact values.” This avoids the complexity of the unequal cluster sample size formula, which in turn may increase the likelihood of misleading results. “The use of cluster means as the unit of analysis is a common approach” (Hedges, p. 352). The cluster means are a suitable approximation that can then be used in the effect size formula for unequal cluster sample sizes. With cluster sizes ranging from 3 to 12, the average cluster size for the treatment group was 9. The average cluster size for the comparison group was 9.25 with cluster sizes ranging from 4 to 15. The average cluster size for the eight matched pairs was 9.125. Based on Hedges’ modified Cohen’s *d* for equal cluster sample sizes (Hedges, 2007, equation 11), the effect size is 3.67. With a variance of 17.32, the 95% confidence interval for the effect size is –4.49, 11.82. The wide range of this confidence interval reflects the inconsistency in gains across the discrete pairs as reported in Table 6. The positive effect size of 3.67 indicates improvement, or that the results are in the right predicted direction. According to the confidence interval, however, a negative effect size is also possible, which would indicate possible deterioration, or results opposite to the predicted direction.

Table 6. Treatment and Comparison Paired Clusters (M, SD)

| Treatment | | | | Control | | | |
|-----------|----|-------|-------|---------|----|-------|-------|
| Match | n | M | SD | Match | n | M | SD |
| 1 | 7 | 76.54 | 15.97 | 1 | 12 | 75.88 | 13.67 |
| 2 | 7 | 83.29 | 11.80 | 2 | 13 | 87.40 | 6.28 |
| 3 | 12 | 81.19 | 9.69 | 3 | 12 | 79.70 | 10.61 |
| 4 | 12 | 85.60 | 7.99 | 4 | 7 | 78.67 | 13.67 |
| 5 | 10 | 93.96 | 4.25 | 5 | 15 | 76.24 | 11.75 |
| 6 | 9 | 90.57 | 4.52 | 6 | 5 | 86.79 | 4.99 |
| 7 | 3 | 78.99 | 17.71 | 7 | 4 | 76.56 | 0.81 |
| 8 | 12 | 76.50 | 9.15 | 8 | 6 | 56.58 | 17.40 |

Intent-to-Treat Analysis and Recomputation of the Effect Size. Only those youth for whom both pre- and posttest survey data were available and who attended 6 or more of the 10 lessons were included in the analyses of the intervention effect to ensure that treatment participants had been adequately exposed to the *Media-Smart Youth*[®] curriculum. However, because youth who participated in more lessons might be more engaged in the curriculum, including only these participants creates a bias toward a positive effect. This is also evident in the extraordinarily large effect size of 3.67, reported above. We conclude that the removal of the missing data in the calculations of Murray’s model (1998) and Hedges’ (2007) effect size formula significantly overestimates not only the generalizability of the results but also the magnitude of the effect size for purposes of future meta-analysis.

The intent-to-treat bias was assessed, with youth who completed only the pretest included in the treatment group. This test was not successful because when the missing cases were included, we could not generate a precise rendering of the group-randomized statistical model defined by Murray (1998). Interestingly enough, when we recomputed the effect size for the clusters including the missing data, we obtained a larger ICC of .025 compared to .0048 reported above, and the effect size computed by Hedges’ equation 11 was reduced from 3.67 to 1.73, with a 95% confidence interval of .75, 2.71. In this case, the effect size seems more intuitive and the confidence interval, or margin of error, is in a positive direction. For future meta-analyses, the effect size of 1.73 and the corresponding margin of error would be a better estimate of the effect size in this evaluation. This value can serve as a baseline “effect size” estimate for replications of this evaluation.

We also recommend that other techniques for estimating the values of missing cases should be explored in future evaluations of after-school programs, such as in this case. Overall, the challenge is to develop better management techniques to sustain adequate retention of subjects in difficult field settings—in this case, after-school programs.

***Media-Smart Youth*[®] Survey Behavioral Intention Items.** The *Media-Smart Youth*[®] pre- and posttest surveys also asked youth 10 questions regarding their intention to change their nutritional behavior (7 items) and physical activity (3 items). Youth reported their intentions on a 5-point scale that ranged from “Strongly Disagree” to “Strongly Agree.” The principal

components analysis, reported earlier, did not demonstrate that a single good dimension could be constructed for these items. Table 7, however, shows an interesting pattern among the pre- and posttest item means and standard deviations for the treatment and control groups (see bolded items).

Table 7. Treatment and Control Pre/Post Means for Intention Items (based on a 5-point scale)

| Intention Item I intend to: | Group | Pretest M | Pretest SD | Posttest M | Posttest SD |
|---|------------------|----------------------|-----------------------|-----------------------|------------------------|
| Be physically active for at least an hour a day during the next month | Treatment | 3.94 | 1.09 | 4.21 | 1.11 |
| | Control | 3.99 | 1.13 | 4.14 | 1.02 |
| Be more physically active during the next month | Treatment | 4.27 | 0.99 | 4.35 | 0.94 |
| | Control | 4.28 | 0.93 | 4.26 | 1.07 |
| Do more weight-bearing activities during the next month* | Treatment | 3.45 | 1.25 | 4.10 | 1.02 |
| | Control | 3.92 | 1.19 | 3.97 | 1.09 |
| Eat more vegetables during the next month | Treatment | 3.86 | 1.08 | 4.00 | 1.10 |
| | Control | 3.77 | 1.21 | 3.68 | 1.17 |
| Eat more fruit during the next month | Treatment | 4.46 | 0.89 | 4.46 | 0.92 |
| | Control | 4.22 | 0.91 | 4.23 | 1.00 |
| Eat less high-fat snack foods during the next month[†] | Treatment | 3.57 | 1.28 | 3.67 | 1.09 |
| | Control | 3.85 | 1.19 | 3.58 | 1.29 |
| Eat more whole-grain foods during the next month | Treatment | 3.78 | 1.20 | 4.06 | 0.99 |
| | Control | 3.49 | 1.27 | 3.54 | 1.23 |
| Eat or drink more foods with calcium during the next month[†] | Treatment | 4.13 | 1.09 | 4.30 | 0.93 |
| | Control | 4.01 | 0.90 | 3.81 | 1.17 |
| Read the nutrition facts label | Treatment | 3.39 | 1.53 | 3.63 | 1.45 |
| | Control | 3.30 | 1.48 | 3.53 | 1.30 |
| Eat less snack foods with added sugar during the next month | Treatment | 3.46 | 1.36 | 3.83 | 1.23 |
| | Control | 3.55 | 1.27 | 3.58 | 1.31 |

* Statistically significant at .05 level.

[†] Statistically significant at .10 level.

The gain score from pre- to posttest response was calculated for each item. One-way ANOVA was run on the gain scores to compare changes in treatment group participants to the control group participants. The difference between treatment participants and control participants on one of the intention items, *Engaging in weight-bearing activities during the next month*, was statistically significant at the .05 level. The differences between the two groups in two other intention items, *Eating less high-fat snack foods during the next month* and *Eating or drinking more foods with calcium during the next month*, were not statistically significant, although approaching it ($p < .10$), but suggest a trend among intervention participants toward increased intention to positively change behavior.

Media-Smart Youth[®] Survey Subscales. To aid in the future development of the survey, a factor analysis was conducted on the pre-*Media-Smart Youth[®]* knowledge and skill survey items for confirmatory purposes to identify which items loaded onto each subscale. A principal component analysis was used with a varimax rotation method and Kaiser normalization to eliminate those items that loaded negatively. The resulting four subscales based on item content (nutrition knowledge, physical activity knowledge, media knowledge, and media skills) were then analyzed for reliability. In the process, one or two items per subscale were removed to improve the reliability estimates. Table 8 shows the original reliability coefficient and the revised coefficients for each subscale.

Table 8. *Media-Smart Youth[®]* Survey Subscale Reliability Coefficients

| MSY Subscale | Original Reliability Coefficient | Number of Items | Revised Reliability Coefficient | Number of Items |
|------------------------------------|---|------------------------|--|------------------------|
| Nutrition Knowledge | .509 | 12 | .626 | 10 |
| Physical Activity Knowledge | .417 | 8 | .522 | 7 |
| Media Knowledge | .784 | 21 | .800 | 20 |
| Media Analysis Skills | .746 | 12 | same | same |

The subscales for Media Knowledge and Media Analysis Skills demonstrated good reliability. The moderate reliability for the other two subscales (Nutrition Knowledge and Physical Activity Knowledge) point to the need for further development and testing of the *Media-Smart Youth[®]* Survey.

Discussion

The overall purpose of the *Media-Smart Youth[®]* evaluation was to determine whether or not this curriculum and program, when fully implemented at after-school sites with trained facilitators, increased adolescent knowledge, intention, and skills. The evaluation employed a multi-method approach, using process measures to assess how the *Media-Smart Youth[®]* program curriculum was implemented in a variety of settings and using intermediate outcome measures to assess participants' knowledge and intent to make healthful choices with a group-randomized experimental design.

Implementing Programs in After-School Settings

The *Media-Smart Youth[®]* process evaluation focused on recruitment and retention of youth and overall program implementation of the curriculum. Implementation questions were addressed by

collecting information from the sites and the facilitators from the onset of site identification through the completion of the program at all sites. Site identification and recruiting youth to participate in the program were both successful. The two biggest challenges to recruitment were securing sites willing to participate and obtaining the consent of the youth and parents. For instance, two potential sites refused to participate once they understood the chance was only 50/50 for being randomly selected as a treatment site compared to a control site. Collecting the consent forms from parents and guardians was an unexpectedly time-consuming activity at a number of the sites. Of the original 10 matched pairs, 2 were removed from the evaluation when the treatment sites could not maintain youth attendance over the course of the curriculum implementation. Losing these two pairs of matched sites took away some of the statistical power needed to test for differences in outcomes between the treatment and control groups. Although the youth incentive (\$25 gift card) and, surprisingly, the snacks, helped to keep the youth coming back for each of the 10 sessions, in general, all treatment sites were challenged to retain participants throughout the program. This was largely because of the variety of other after-school programs typically available to them and because of other personal needs during this time period. Replications of this evaluation should consider recruiting sites with the expectation that at least one-quarter of them will not be successful in fully implementing the curriculum.

Coupled with trying to keep the students interested and engaged across the wide range of *Media-Smart Youth*[®] activities, the facilitators were faced with not having enough time to complete all the subtasks outlined in the curriculum for a particular lesson. Because the time allotted for the *Media-Smart Youth*[®] program varied across the sites, completion of all activities within the prescribed time also varied across the sites. In general, facilitators reported that they implemented the activities outlined for each lesson but sometimes modified their order or curtailed discussions with the youth on some concepts because of time constraints. However, as reported by the *Media-Smart Youth*[®] observation team, the facilitators generally followed the intent of the curriculum and were, as a group, exceptional or above average in skill level. This last point is a cautionary tale to others implementing the curriculum: investing resources in the selection and training of the facilitators is critical to measuring successful outcomes in the knowledge and skills gained by the participants.

Program Outcomes Measurement and Analysis

The *Media-Smart Youth*[®] Survey was a critical instrument for understanding the various levels of knowledge, intention, and skills gained by the participants across all areas of the curriculum. The principal component analysis tool was useful for determining which items were important for each of the four subscales so the outcomes of the group-randomized experiment could be measured reliably. In this evaluation, the reliability coefficients were improved by the efforts to remove items that seemed to be measuring something else; however, the results also showed that some participants had difficulty with the response formats. Future evaluations of the *Media-Smart Youth*[®] curriculum should include an effort to improve the content and format of the survey instrument, followed by more inter-item analyses to demonstrate improved subscale concept validity and reliability using a diverse sample of potential participants.

Despite the loss of statistical power from having to exclude two matched pairs of sites from the analysis, the application of Murray's (1998) nested-cohort pretest-posttest control design and statistical model was a success. The special analysis of TIME by CONDITION by group means determined that differences between the treatment youth and their control counterparts in knowledge gained across all subscales were statistically significant. The model demonstrated that the knowledge gained was going in the predicted positive direction. In general, this agrees with Carter et al. (2005), who found significant improvements in knowledge related to physical activity and fruits and vegetables among children engaged in the "Healthy Children Healthy Futures" program.

The 95% confidence intervals obtained in the least square means analysis, however, indicate that the treatment versus control differences were weak. As mentioned, the loss of the two matched pairs in the sample due to poor retention reduced the discriminating power of the test. This might explain the lack of robust findings. Future evaluations of the *Media-Smart Youth*[®] curriculum have the potential to be more robust. The major lesson learned in this case is to start with a larger number of groups or sites for matching with the expectation that a substantial number of matched pairs will be lost for the final analysis. Secondly, it is important to invest in improvements to the survey instrument because it is the primary tool for measuring the program outcomes.

Data on the *Media-Smart Youth*[®] behavioral intention items showed an interesting pattern but were not statistically significant in the group-randomized design. One item, "*intent to engage in more weight-bearing activities in the next month,*" increased significantly in the treatment youth. Behavioral intent on a second item, "*intent to eat less high-fat snacks and to eat or drink more foods with calcium in the next month,*" also increased among the intervention youth, with a trend toward significance. As the Committee on Food Marketing and the Diets of Children and Youth (2006) reported, the major items purchased by children aged 8 to 12 years are high-calorie, low-nutrient foods and beverages, making this a potentially important positive outcome. The description of the youth mini-productions also reflected an active engagement in making healthful choices. The "behavioral intent" subscale also needs to be more thoroughly developed and tested as a part of future evaluations of the curriculum.

Challenges and Lessons Learned

The most prominent challenge in both recruitment and program implementation was planning enough time to address local site issues. A considerable block of time must be allotted for site recruitment and to recruit the youth participants at each site. Also, we suggest a more formal process for securing consent based on the reported difficulties at several sites. Some of the *Media-Smart Youth*[®] lessons included too much content for the time allotted, especially if less than 90 minutes had been scheduled for each session—as was the case at some sites. However, even at sites with the prescribed 90-minute period, some of the lessons had to be modified to ensure complete presentation of all curricular materials. On the positive side, the youth consistently voiced an interest in the majority of the curriculum activities and actively engaged in the mini-productions, confirming the appeal of hands-on activities that connect the *Media-Smart Youth*[®] content with critical thinking.

Field experiments such as this evaluation require flexibility in planning and implementation. Securing sites willing to serve as controls was difficult (although all control sites received training on the *Media-Smart Youth*[®] curriculum materials after the evaluation was completed). Also challenging was retaining both treatment and control youth in the study. At some sites, poor retention was due to a casual climate in the overall management of the after-school program. At other sites, the most challenging factor was the competition with other after-school activities available for middle-school youth. The gift card was not effective across all sites for rewarding good participation. It was not equally appealing to participants at all sites because the general socioeconomic status of the youth varied. Sports programs and other after-school activities had a serious impact on attendance at some sites. Finally, the facilitators faced the challenge of modifying the curriculum (i.e., shortening or not completing lessons) due to a lack of time or a change in scheduling at the site.

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Attachment A:
***Media-Smart Youth*[®] Curriculum: Lessons,
Activities, and Breaks**

Media-Smart Youth At-A-Glance

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

**Attachment B:
Matched Pairs with Demographic
Information for Each**

| Matched Pairs | Area | Site Name | Control or Treatment Site | Geographical Area | Gender | | Racial/Ethnic Composition (%) | | | | | SES |
|---------------|------|-----------|---------------------------|-----------------------|--------|------|-------------------------------|--------|-------|------|-------|---|
| | | | | | Female | Male | Afr Am | Am Ind | Asian | Hisp | White | |
| Match 1 | MC | C1 | C | Montgomery County | 46.6 | 53.4 | 30.9 | 0 | 7.4 | 39.6 | 22.1 | 64.9% FRPL |
| | MC | T1 | T | Montgomery County | 46.5 | 53.5 | 27.2 | 0.5 | 9.1 | 36.8 | 26.4 | 61.5% FRPL |
| Match 2 | MC | C2 | C | Montgomery County | 48.3 | 51.7 | 5.8 | 0.2 | 23.9 | 4.6 | 65.6 | 6.5% FRPL |
| | MC | T2 | T | Montgomery County | 48.4 | 51.6 | 14.2 | 0.2 | 14.5 | 15.5 | 55.6 | 18% FARMS |
| Match 3 | MC | T3 | T | Montgomery County | 50.3 | 49.7 | 20.8 | 0.7 | 10.5 | 20.6 | 47.4 | 40.4% FRPL |
| | MC | C3 | C | Montgomery County | 48.4 | 51.6 | 19.2 | 0 | 11.3 | 6.9 | 62.5 | 18.8% FRPL |
| Match 4 | MC | T4 | T | Montgomery County | 47.6 | 52.4 | 45.3 | 0.3 | 16.9 | 10.5 | 27 | 23.3% FARMS |
| | DC | C4 | C | Columbia Heights (NW) | 34 | 66 | 60 | | | 30 | 10 | 45% of students receive FRPL |
| Match 5 | FC | T5 | T | Fairfax County | 35 | 65 | 10 | | 10 | 20 | 52 | 75% middle class, 25% low income (12% FRPL) |
| | FC | C5 | C | Fairfax County | 60 | 40 | 7 | | 18 | 9 | 61 | 90% middle class, 10% low income (8% FRPL) |
| Match 6 | FC | C6 | C | Fairfax County | 48 | 52 | 38 | | 6 | 22 | 45 | 40% low income |
| | FC | T6 | T | Fairfax County | 48 | 52 | 16 | | 26 | 22 | 31 | 36% FRPL |
| Match 7 | FC | T7 | T | Fairfax County | 50 | 50 | 11 | | 22 | 29 | 33 | 41% FRPL |
| | FC | C7 | C | Fairfax County | 49 | 51 | 11 | | 24 | 32 | 30 | 42% FRPL |

| Matched Pairs | Area | Site Name | Control or Treatment Site | Geographical Area | Gender | | Racial/Ethnic Composition (%) | | | | | SES |
|---------------|------|-----------|---------------------------|-----------------------|--------|------|-------------------------------|--------|-------|------|-------|---|
| | | | | | Female | Male | Afr Am | Am Ind | Asian | Hisp | White | |
| Match 8 | FC | C8 | C | Fairfax County | 51 | 49 | 11 | | 15 | 43 | 26 | 60%FRPL |
| | DC | T8 | T | Columbia Heights (NW) | 41 | 59 | 29 | | | 71 | 0 | 75% low income |
| Match 9 | DC | T9 | T | SE | 50 | 50 | 100 | | | 0 | 0 | 100% low income |
| | DC | C9 | C | NE | 66 | 33 | 95 | | | 0 | 0 | 50% low income, 50%middle income (neighborhood is 75% low income) |

**Attachment C:
List of Requirements for the Study**



Program Implementation and Evaluation--Site Recruitment

Contact Information

Natasha Lekes, Academy for Educational Development, nlekes@aed.org, (202) 884-8177

Catherine Oleksiw, Academy for Educational Development, coleksiw@aed.org, (202) 884-8622

Media-Smart Youth: Eat, Think, and Be Active! is an interactive after school education program that helps 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 National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health within the U.S. Department of Health and Human Services, created **Media-Smart Youth** to empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity.

The Program Evaluation The NICHD is conducting a formal evaluation of the **Media-Smart Youth (MSY)** curriculum designed to show whether, upon completion of the program, youth have gained:

- skills in analyzing media messages;
- knowledge of basic principles of healthful and nutritious foods;
- awareness of how to make healthful food choices in real-life settings; and
- knowledge of the importance of daily physical activity in promoting health, and new ideas for how to be more active in their daily lives.

Planning for the evaluation will commence in the fall of 2005, with program implementation beginning in March 2006.

Role of the After School Organizations

Sites will be matched on characteristics that may affect program outcomes (race, ethnicity, gender, and socioeconomic status of the youth). AED will randomly assign one of the two matched after school sites to participate in the curriculum (thirteen 90-minute sessions administered twice a week for five weeks) and the other to have their youth participate in two one-hour sessions which each include an activity and the administration of a survey. A staff member at every site will need to be present with the youth.

Because this is a structured evaluation, it is important that there is no variation in the facilitation of the program. Therefore, no organization staff will be involved in the actual implementation of the program. However, following the completion of the evaluation, one or two staff representing each organization (not individual site) will be trained on the curriculum.

General Selection Issues

- Youth group size: at least 12–17 youth
- Youth group ages: 11–13 years old
- Identify preexisting groups that meet regularly to avoid trying to find youth on the day of the survey administration to fill out the survey. This is especially important since the same youth need to be surveyed in both March and May.

| Summary of After School Organization Control Site Requirements | |
|--|---|
| Activities | <ul style="list-style-type: none"> • Recruit a group of 12–17 youth participants (aged 11–13) • Assist in obtaining Parental Consent for all participating youth • Initial Survey • Final Survey (approximately seven weeks after the initial survey) |
| Space and Staff Requirements | <ul style="list-style-type: none"> • Provide space, one staff member to be present, and appropriate seating for two one-hour sessions which each include an activity and administration of a survey |
| Youth Requirements | <ul style="list-style-type: none"> • In January or the beginning of February and again seven weeks later, participate in a one-hour session that includes completing a survey and participating in an activity. |
| Site Requirements | <ul style="list-style-type: none"> • Each program will receive the MSY curricular materials and a comprehensive training on use of the MSY curriculum to assist them in providing the program to their youth. • Each program will receive a \$100 incentive. |
| Youth Compensation | <ul style="list-style-type: none"> • After participating in both activities and completing the surveys, participants will receive a \$25 gift certificate to a local book or athletic store. |

Attachment D:
Information about and Guidance for Recruiting
Youth to the *Media-Smart Youth*[®] Workshop and
Securing Parental Consent



Program Implementation and Evaluation: March-May 2006
“Next Steps” Information and Check-List

RECRUITMENT KICKOFF!

This document provides information about and guidance for recruiting youth to the Media-Smart Youth workshop and securing parental consents. The following page provides a checklist of tasks for these activities.

Recruitment Approaches:

1. Recruit young people directly
 - From an existing group at your school/youth-serving organization
 - From the open population at your school or within your community

2. Recruit through parents/guardians

Reminder: Recruit 17 young people who are 11, 12, or 13 years old; or in grades 6, 7, or 8. The group may be made up of young people representing any of these ages and grades.

Recruitment Materials:

The following documents are attached:

1. Cover letter to parents/guardians—explains the program and consent form.
[Attached to consent form.]
2. Consent form—must be signed and turned in before young person may participate in session #1.
3. Flyer/Poster—may be used to promote program to youth or parents/guardians. Sites must customize flyer template provided to reflect specific days and times. *[Also provided electronically by AED.]*

Key Messages to Communicate to Youth and Families:

- Young people will learn about media and create their own media projects, have fun with their peers, try tasty snacks, and find out new ways to be active.
- Young people are expected to attend all 13 sessions.
- Consent form must be completed and turned in *before* the first session.

Please:

- Do not distribute the Media-Smart Youth fact sheet or tell the youth too many details about the program.
- Do not use the \$25 gift certificate as a recruitment tool; however, it can be used as an incentive to retain them in the program.

Next Steps Checklist:

We've listed all the steps to help make your recruitment efforts easy!

- Reserve adequate space for each scheduled session for 8-9 weeks (please take into account potential delays due to inclement weather). *If possible, do not use "shared space" such as library or cafeteria.*

- Determine recruitment start date. *[For Fairfax County, first session must begin sometime week of March 27.]*

- Meet with Media-Smart Youth facilitation team to:
 - Discuss recruitment approaches and determine recruitment and consent process.
 - Review school and after-school program calendars and confirm workshop dates and when session begins and ends.
 - Identify the staff person who will be the primary contact with facilitators and AED.
 - Identify the staff person who will be present during each session.
Note: If not same as primary contact, ensure that there is a formal communication system in place between the primary contact and the staff attending sessions.
 - Identify snack delivery logistics and instructions (time, loading dock location, contact person, etc).

- Assign site point person to collect consent forms and answer questions.
IMPORTANT: Questions or concerns regarding the consent forms should be directed to Dr. Catherine Oleksiw (coleksiw@aed.org, 202884-8622).

- Prepare and distribute recruitment materials to youth and/or parents and guardians.
IMPORTANT: Share all materials, particularly the consent form, with site principal or program director prior to distribution. Reminder: Fairfax and Montgomery County research study review boards have approved the study.

- Conduct youth recruitment.
 - Recruit youth using previously determined strategy.
 - Follow up with parents if necessary. Follow-up may focus on ensuring parents have consent form, understand it, and know where and when to return it.
 - Two weeks before session #1, alert AED if having trouble with recruiting appropriate number of youth.
 - Secure 17 parental consent forms.
IMPORTANT: Be sure young person's name is on consent form when handed in. If possible, also add name of school.

Photocopy page 3 of completed consent forms and send the originals to AED at least **3 days in advance of session #1** (use attached Fed Ex label).

Provide an attendance sheet of the youth who have turned in consent forms to the facilitator at the beginning of session #1.

Remind youth about session #1. Throughout the program, regularly remind youth of the upcoming sessions to ensure that attendance is as high as possible.

Complete recruitment questionnaire (attached) regarding recruitment process used and provide to program facilitator by session #2 at the latest.

Provide facilitator a copy of the final flyer used in your site.

Attachments:

Cover letter

Consent form

Poster/Flyer template

Fed Ex label

Recruitment questionnaire

Facilitator contact information

Calendar (March-May)

**Attachments E 1–7:
Treatment Group and Control Group Consent
Forms in English and Spanish, with Cover
Letters, and Youth Assent Form**



Academy for Educational Development

Dear Parent/ Guardian,

We invite your child to participate in *Media-Smart Youth*, a new after-school workshop, as part of a study on media messages and health.

If you agree, your child will participate in **thirteen 90-minute sessions during after-school hours**, beginning in March. The sessions will include:

- learning how to critically analyze media messages,
- trying tasty snacks and learning about nutrition,
- learning new ideas for how to be more active,
- designing media projects,
- and filling out two surveys.

The survey will take 20 minutes at the beginning of the 1st and 12th sessions. Your child will receive a \$25 gift certificate after completing both surveys.

For more information on the study, see the attached consent form.

For your child to participate in the Media-Smart Youth workshop, you will need to sign the last page of the consent form twice: under Parent's Permission and under Child's Verbal Assent.

If you have any questions on the consent form, please contact me at 202.884.8622 or by email: coleksiw@aed.org.

We look forward to your child taking part in this workshop.

Sincerely,

Catherine A. Oleksiw, Ph.D.
Academy for Educational Development

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

INSTITUTE: National Institute of Child Health and Human Development

STUDY NUMBER: 2976-032

PRINCIPAL INVESTIGATOR: Jill Center

STUDY TITLE: Media-Smart Youth Program Evaluation

Latest IRB Review: March 24, 2005

Latest Amendment Approved: n/a

INTRODUCTION

We invite your child to participate in a research study on media messages, nutrition, and physical activity. The study is sponsored by the National Institute of Child Health and Human Development (NICHD).

First, we want you to know that: Participation in NICHD research is entirely voluntary.

All 11-13 year old youth in the after-school program that your child attends have been invited to participate. This letter has been sent home or handed directly to all parents of youth participating in this after-school program.

You may choose for your child not to take part, or you may withdraw your child from the study at any time.

To allow your child to participate in this study, please read the description of the study and indicate your consent by signing on page 3.

Now we will describe the research study.

PARTICIPANT IDENTIFICATION

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

NIH-2514-1 (4-97)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

STUDY NUMBER: 2976-032

CONTINUATION: page 2 of 3 pages

DESCRIPTION OF STUDY

For this study, your child will engage in the Media-Smart Youth workshop. The workshop consists of 13 sessions, including 10 lessons and a creative project to learn about messages on nutrition and physical activity that are presented in the media. During these group sessions, your child will receive information on nutrition and physical activity. Your child will also learn how to examine the media and will be asked to collect examples from magazines and other sources.

The Media-Smart Youth workshop will be held during the spring of 2006, beginning in March, at your child's after-school program.

Over the course of the workshop, your child will be asked to fill out two questionnaires. The questionnaire given during the first session will be used to measure what participants may know about the lessons to be covered in the workshop. The questionnaire given during the twelfth session will be used to assess what they have learned. The questionnaires will be given to the group taking part in the program. They will take approximately 20 minutes to complete.

The questionnaires will be presented as an opportunity for your child to share their knowledge. These questionnaires will not be graded and will not have a negative impact on your child's participation in their after-school program. Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants. Participants will be informed that they can choose not to answer any question or not to complete the questionnaire if they are not comfortable doing so. As compensation for participating in this study and completing both questionnaires, your child will be awarded a \$25.00 gift certificate.

We encourage you and your family to ask your child about what he or she is learning in the workshop so that your child can apply some of what they may have learned at home. The lessons include how to ask questions about what they see in the media, what food choices are more nutritious, and how to increase physical activity in their daily lives. If you are interested in the results of the study, please contact your child's after-school program in June, 2007.

We look forward to your child taking part in this research study.

PARTICIPANT IDENTIFICATION

CONTINUATION SHEET for either:

NIH-2514-1 (10-84)

NIH-2514-2 (10-84)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

STUDY NUMBER: 2976-032

CONTINUATION: page 3 of 3 pages

OUTLINE OF PERTINENT INFORMATION

- 1 **Confidentiality.** Information from your child's questionnaire will not be reported individually. Only group information will be reported. Your child's name will not be shared or used in any report on the program.
- 2 **Sensitivity of Information Requested.** Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants.
- 3 **Payments.** As compensation for completing both questionnaires, your child will be awarded a \$25.00 gift certificate.
- 4 **Questions.** If you have any questions about your child's participation in the Media-Smart Youth study, please contact Jill Center at the National Institute of Child Health and Human Development: Telephone: (301) 496-5133 Email: centerj@mail.nih.gov.
- 5 **Consent Document.** Please keep a copy of this document.

PLEASE COMPLETE SECTION BELOW:

A. Parent's Permission

I have read the explanation about this study and have been given the opportunity to discuss it and to ask questions. I hereby give permission for my child to take part in this study.
(Attach NIH 2514-2, Minor's Assent)

Signature of Parent(s)/Guardian

Date

B. Child's Verbal Assent (If Applicable)

The information in the above consent was described to my child and my child agrees to participate in the study.

Signature of Parent(s)/Guardian

Date

**THIS CONSENT DOCUMENT HAS BEEN APPROVED FOR USE
FROM Sept 30, 2005 THROUGH June 30, 2006.**

Signature of Investigator

Date

Signature of Witness

Date

PARTICIPANT IDENTIFICATION

**CONSENT TO PARTICIPATE IN A CLINICAL
RESEARCH STUDY (Continuation Sheet)**

• Adult or • Parent, for Minor

NIH-2514-1 (5-98)

P.A.: 09-25-0099

File in Section 4: Protocol Consent



Academy for Educational Development

Dear Parent/Guardian,

We invite your child to participate in a new after-school workshop, *Me Today, Me in the Future*, as part of a study on media messages and health.

If you agree, your child will participate in **two 1-hour after-school workshop sessions**. One session will be held at the end of March and the other in May.

Each session of the workshop will include:

- doing a fun, educational activity on setting goals,
- having a tasty, healthy snack,
- and filling out a survey.

The survey will take 20 minutes at the end of each session. Your child will receive a \$25 gift certificate after participating in both sessions.

For more information on the study, see the attached consent form.

For your child to participate in the *Me Today, Me in the Future* workshop, you will need to sign the last page of the consent form twice: under Parent's Permission and under Child's Verbal Assent.

If you have any questions on the workshop or the consent form, please contact me at 202.884.8622 or by email: coleksiw@aed.org.

We look forward to your child taking part in this workshop.

Sincerely,

Catherine A. Oleksiw, Ph.D.
Academy for Educational Development

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

INSTITUTE: National Institute of Child Health and Human Development

STUDY NUMBER: 2976-032

PRINCIPAL INVESTIGATOR: Jill Center

STUDY TITLE: Media-Smart Youth Program Evaluation

Latest IRB Review: March 24, 2005

Latest Amendment Approved: n/a

INTRODUCTION

We invite your child to participate in a research study on media messages, nutrition, and physical activity. The study is sponsored by the National Institute of Child Health and Human Development (NICHD).

First, we want you to know that: Participation in NICHD research is entirely voluntary.

All 11-13 year old youth in the after-school program that your child attends have been invited to participate. This letter has been sent home or handed directly to all parents of youth participating in this after-school program.

You may choose for your child not to take part, or you may withdraw your child from the study at any time.

To allow your child to participate in this study, please read the description of the study and indicate your consent by signing on page 3.

Now we will describe the research study.

PARTICIPANT IDENTIFICATION

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

NIH-2514-1 (4-97)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

STUDY NUMBER: 2976-032
pages

CONTINUATION: page 2 of 3

DESCRIPTION OF STUDY

For this study, your child will engage in the Media-Smart Youth workshop. The workshop consists of 13 sessions, including 10 lessons and a creative project to learn about messages on nutrition and physical activity that are presented in the media. During these group sessions, your child will receive information on nutrition and physical activity. Your child will also learn how to examine the media and will be asked to collect examples from magazines and other sources.

The Media-Smart Youth workshop will be held during the spring of 2006, beginning in March, at your child's after-school program.

Over the course of the workshop, your child will be asked to fill out two questionnaires. The questionnaire given during the first session will be used to measure what participants may know about the lessons to be covered in the workshop. The questionnaire given during the twelfth session will be used to assess what they have learned. The questionnaires will be given to the group taking part in the program. They will take approximately 20 minutes to complete.

The questionnaires will be presented as an opportunity for your child to share their knowledge. These questionnaires will not be graded and will not have a negative impact on your child's participation in their after-school program. Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants. Participants will be informed that they can choose not to answer any question or not to complete the questionnaire if they are not comfortable doing so. As compensation for participating in this study and completing both questionnaires, your child will be awarded a \$25.00 gift certificate.

We encourage you and your family to ask your child about what he or she is learning in the workshop so that your child can apply some of what they may have learned at home. The lessons include how to ask questions about what they see in the media, what food choices are more nutritious, and how to increase physical activity in their daily lives. If you are interested in the results of the study, please contact your child's after-school program in June, 2007.

We look forward to your child taking part in this research study.

PARTICIPANT IDENTIFICATION

CONTINUATION SHEET for either:

NIH-2514-1 (10-84)

NIH-2514-2 (10-84)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

STUDY NUMBER: 2976-032
pages

CONTINUATION: page 3 of 3

OUTLINE OF PERTINENT INFORMATION

- 1 **Confidentiality.** Information from your child's questionnaire will not be reported individually. Only group information will be reported. Your child's name will not be shared or used in any report on the program.
- 2 **Sensitivity of Information Requested.** Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants.
- 3 **Payments.** As compensation for completing both questionnaires, your child will be awarded a \$25.00 gift certificate.
- 4 **Questions.** If you have any questions about your child's participation in the Media-Smart Youth study, please contact Jill Center at the National Institute of Child Health and Human Development: Telephone: (301) 496-5133 Email: centerj@mail.nih.gov.
- 5 **Consent Document.** Please keep a copy of this document.

PLEASE COMPLETE SECTION BELOW:

A. Parent's Permission

I have read the explanation about this study and have been given the opportunity to discuss it and to ask questions. I hereby give permission for my child to take part in this study.
(Attach NIH 2514-2, Minor's Assent)

Signature of Parent(s)/Guardian

Date

B. Child's Verbal Assent (If Applicable)

The information in the above consent was described to my child and my child agrees to participate in the study.

Signature of Parent(s)/Guardian

Date

**THIS CONSENT DOCUMENT HAS BEEN APPROVED FOR USE
FROM Sept 30, 2005 THROUGH June 30, 2006.**

Signature of Investigator

Date

Signature of Witness

Date

PARTICIPANT IDENTIFICATION

**CONSENT TO PARTICIPATE IN A CLINICAL
RESEARCH STUDY (Continuation Sheet)**

• Adult or • Parent, for Minor

NIH-2514-1 (5-98)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

MINOR'S ASSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY
• Attach to NIH-2514-2, Consent to Participate in a Clinical Research Study

INSTITUTE: National Institute of Child Health and Human Development

STUDY NUMBER: 2976-032

PRINCIPAL INVESTIGATOR: Jill Center

STUDY TITLE: Media-Smart Youth Program Evaluation

Latest IRB Review: March 24, 2005

Latest Amendment Approved: n/a

We invite you to participate in a study on media, nutrition, and physical activity. We are interested in what you think about nutrition, physical activity, and advertisements and their effect on your health.

Youth at your after-school program have been invited to participate. Letters on this program were provided to you and your parents or guardian. A consent form was signed by your parent/guardian permitting you to participate.

For the study, you will be asked to fill out two surveys. The first one will be administered today. Each survey should take you approximately 20 minutes to answer. You will not be graded on any of the questions in the surveys. Your parents and the people at (name of after school program) will not see your answers. No one will know how you responded.

The questions on the surveys will be about foods, physical activities, and advertisements. You will not be asked any personal questions. You can choose not to answer any of the questions. We think you will find some of the questions interesting.

It is your choice to participate in the study. You can decide not to participate in the study at any time. If you decide you would like to participate and you fill out both surveys, you will receive a \$25.00 gift certificate. If you would like to participate, please sign below.

I have had this study explained to me in a way that I understand, and I have had the chance to ask questions. I agree to take part in this study.

Signature of Minor: _____ Date: _____

Printed Name of Minor: _____

Signature of Investigator: _____ Date: _____

PARTICIPANT IDENTIFICATION

**MINOR'S ASSENT TO PARTICIPATE IN A CLINICAL
RESEARCH STUDY (Continuation Sheet)**
NIH-2514-2 (4-97)



Academy for Educational Development

Estimado Padre/Guardián,

Deseamos invitar a su niño(a) a que participe en una actividad extra-curricular nueva llamado *Media-Smart Youth*, que es parte del estudio de medios de comunicación y salud apoyado por el Instituto Nacional de la Salud Infantil y el Desarrollo Humano. El estudio ha sido aprobado por las Escuelas Públicas del Condado de Montgomery. [Para mayor información sobre el estudio, sírvase revisar el formulario de permiso adjunto.] Las Escuelas del Condado de Montgomery y el Departamento de Recreación del mismo están implementando en conjunto esta actividad de *Media-Smart Youth*.

Si usted está de acuerdo, su niño(a) participará en **trece (13) sesiones de 90-minutos cada una después de la escuela**. Las sesiones consistirán en:

- Aprender a cómo analizar en forma crítica los medios de comunicación,
- Aprender sobre nutrición, mientras disfruta de los bocados que se servirán
- Aprender nuevas ideas y tendencias para mantenerse activo,
- Diseñar proyectos sobre medios de comunicación,
- Y llenar dos encuestas.

Al principio de la primera y penúltima sesión, los participantes tendrán la oportunidad de llenar una encuesta. Cada encuesta tomará 20 minutos. Su niño(a) recibirá un certificado de regalo por un valor de \$25 después de asistir a ambas sesiones y por llenar las dos encuestas.

Para que su niño(a) pueda participar en la actividad *Media-Smart Youth*, usted debe firmar la última página del formulario de permiso dos veces: una bajo permiso del padre y la otra bajo consentimiento verbal del niño(a). Adicionalmente, en la misma pagina del formulario, usted debe escribir el nombre y apellido completo de su niño(a) y su grado escolar. Si tiene dudas al respecto, comuníquese conmigo al teléfono (202) 884-8622 o por correo electrónico a la siguiente dirección, coleksiw@aed.org.

Esperamos que su niño(a) participe en esta actividad.

Sinceramente,

Catherine A. Oleksiw, Ph.D.
Academy for Educational Development

| | |
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| | EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA |
|--|--|

• Adulto o • Padres, para un Menor de Edad

INSTITUTO: Instituto Nacional de Salud Infantil y Desarrollo Humano

EL NÚMERO DE LA ENCUESTA: 2976-032 LA INVESTIGADORA PRINCIPAL: Jill Center

EL TÍTULO DE LA ENCUESTA: Evaluación del Programa de Media-Smart Youth

La última (la más actual) Revisión del IRB: el 24 de marzo de 2005

La última (la más actual) Enmienda Aprobada: no corresponde

INTRODUCCIÓN

Les invitamos a su hijo participar en una encuesta sobre los mensajes de los medios de comunicación, la nutrición, y la actividad física (el ejercicio). La encuesta está auspiciada por el Instituto Nacional de Salud Infantil y Desarrollo Humano (NICHD).

Primero, queremos que Usted sabe que: La participación en la encuesta de NICHD es completamente voluntaria.

Todos los niños de 11 a 13 años de edad que están matriculados en el programa de "after-school" (después de la escuela) estaban invitados a participar. Esta carta fue enviada a sus casas o mandada directamente a todos los padres de la juventud (los niños) participando en este programa de "after-school" (después de la escuela).

Puede decidir que su hijo no participa, o puede sacar su niño de la encuesta en cualquier momento.

Para permitir a su hijo participar en esta encuesta, por favor lee la descripción de la encuesta y indica su consentimiento con su firma en la página 3.

Ahora vamos a describir la encuesta.

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| IDENTIFICACIÓN DEL PARTICIPANTE | EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA |
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• Adulto • Padres, para un Menor de Edad

NIH-2514-1 (4-97)

P.A.: 09-25-0099

Archivo en la Sección 4: El Protocolo del Consentimiento

EL NÚMERO DE LA ENCUESTA: 2976-032

CONTINUACIÓN: página 2 de 3 páginas

DESCRIPCIÓN DE LA ENCUESTA

Esta encuesta su hijo participará en el taller del Programa de Media-Smart Youth. El taller consiste en 13 sesiones, incluyendo 10 lecciones y un proyecto creativo para aprender los mensajes sobre la nutrición, y la actividad física, cuales aparecen en los medios de la comunicación. Durante estas sesiones, su hijo recibirá información sobre la nutrición y la actividad física. Su hijo también aprenderá como examinar los medios de la comunicación y será pedido recopilar ejemplos en las revistas y por otros fuentes.

El taller del Programa de Media-Smart Youth tendrá lugar durante la primavera del 2006, empezando en el mes de marzo en el programa después de la escuela de su hijo

Durante el curso del taller, su hijo recibirá dos cuestionarios para completar. El cuestionario dado durante la primera sesión será usado para medir lo que los participantes saben sobre las lecciones explicadas en el taller. El cuestionario dado durante la duodécima sesión será usado para evaluar lo que han aprendido. Los cuestionarios serán distribuidos al grupo participando en el programa. Durarán aproximadamente 20 minutos para completar.

Los cuestionarios serán presentados como una oportunidad para que su hijo puede compartir su conocimiento. Estos cuestionarios no serán corregidos o calificados para una nota y no resultarán en un impacto negativo en la participación de su hijo en su programa después de la escuela. Los participantes serán pedidos proveer información sobre su identificación, edad, nivel escolar, raza, y etnicidad (origen). Esto es simplemente para proveer una descripción general de todos los participantes. Los participantes serán informados que pueden elegir no responder ningunas de las preguntas o elegir no completar el cuestionario si no están cómodos en hacerlo. Como compensación para completar los dos cuestionarios, su hijo será pagado un regalo de un valor de \$25.00.

Nosotros animamos/alentamos a su y su familia preguntar a su hijo sobre lo que ella o él está aprendiendo en el taller para que su hijo puede aplicarlo en sus casas. Las lecciones incluyen como preguntar sobre que sus hijos miran en los medios de la comunicación, cuales elecciones de comida son más saludables, y como aumentar el nivel de la actividad física en sus vidas cotidianas. Si está interesado en los resultados de la encuesta, por favor ponerse en contacto con en el programa después de la escuela de su hijo en el junio de 2007.

Esperamos que su hijo participe en esta encuesta.

IDENTIFICACIÓN DEL PARTICIPANTE

HOJA DE CONTINUACIÓN para cualquiera:

NIH-2514-1 (10-84)

NIH-2514-2 (10-84)

P.A.: 09-25-0099

Archivo en la Sección 4: El Protocolo del Consentimiento

EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA

• Adulto • Padres, para un Menor de Edad

EL NÚMERO DE LA ENCUESTA: 2976-032

CONTINUACIÓN: página 3 de 3 páginas

UN RESUMEN DE INFORMACIÓN PERTINENTE

- 1 **La Confidencialidad.** La información obtenida del cuestionario completado por su hijo no será reportado individualmente. Solamente la información del grupo será reportado. El nombre de su hijo no será compartido o usado en cualquier informe del programa.
- 2 **Lo delicado de la Información Solicitado.** Los participantes serán pedidos para proveer información sobre su edad, nivel escolar, raza y etnicidad (origen). Estas preguntas solo sirven para proveer una descripción general sobre los participantes.
- 3 **Recompensa.** Como compensación para completar los cuestionarios, su hijo será pagado un regalo de un valor de \$25.00.
- 4 **Preguntas.** Si Usted tiene algunas preguntas sobre la participación de su hijo en el Programa de Media-Smart Youth, por favor ponerse en contacto con Jill Center del Instituto Nacional de Salud Infantil y Desarrollo Humano: Teléfono: (301) 496-5133 Correo Electrónico: centerj@mail.nih.gov.
5. **Documento del Consentimiento.** Por favor guarda una copia de este documento.

POR FAVOR COMPLETA ESTA SECCION ABAJO:

A. Permiso de los Padres

He leído la explicación sobre esta encuesta y he recibido la oportunidad para discutirlo y hacer preguntas. Por el presente testimonio doy permiso a mi hijo para participar en esta encuesta.
(Adjuntar a NIH 2514-2, El Asentimiento del Menor)

Firma de los Padres/Custodio/

Fecha

B. El Asentimiento Verbal/la Aprobación del Niño (Si pertenece)

La información en el consentimiento arriba fue descrita a mi hijo y mi hijo consiente en participar en la encuesta.

Firma del Padres/Custodio/

Fecha

**ESTE DOCUMENTO DE CONSENTIMIENTO FUE APROBADO PARA USO
DESDE el 30 de septiembre de 2005 HASTA el 30 de junio de 2006.**

La firma de la Investigadora

Fecha

La firma del Testigo

Fecha

IDENTIFICACIÓN DEL PARTICIPANTE

EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA (Hoja de Continuación)

• Adulto • Padres, para un Menor de Edad

NIH-2514-1 (5-98)

P.A.: 09-25-0099

Archivo en la Sección 4: El Protocolo del Consentimiento

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| | EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA |
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• Adulto o • Padres, para un Menor de Edad

INSTITUTO: Instituto Nacional de Salud Infantil y Desarrollo Humano

EL NÚMERO DE LA ENCUESTA: 2976-032 LA INVESTIGADORA PRINCIPAL: Jill Center

EL TÍTULO DE LA ENCUESTA: Evaluación del Programa de Media-Smart Youth

La última (la más actual) Revisión del IRB: el 24 de marzo de 2005

La última (la más actual) Enmienda Aprobada: no corresponde

INTRODUCCIÓN

Les invitamos a su hijo participar en una encuesta sobre los mensajes de los medios de comunicación, la nutrición, y la actividad física (el ejercicio). La encuesta está auspiciada por el Instituto Nacional de Salud Infantil y Desarrollo Humano (NICHD).

Primero, queremos que Usted sabe que: La participación en la encuesta de NICHD es completamente voluntaria.

Todos los niños de 11 a 13 años de edad que están matriculados en el programa de "after-school" (después de la escuela) estaban invitados a participar. Esta carta fue enviada a sus casas o mandada directamente a todos los padres de la juventud (los niños) participando en este programa de "after-school" (después de la escuela).

Puede decidir que su hijo no participa, o puede sacar su niño de la encuesta en cualquier momento.

Para permitir a su hijo participar en esta encuesta, por favor lee la descripción de la encuesta y indica su consentimiento con su firma en la página 3.

Ahora vamos a describir la encuesta.

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| IDENTIFICACIÓN DEL PARTICIPANTE | EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA |
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• Adulto • Padres, para un Menor de Edad

NIH-2514-1 (4-97)

P.A.: 09-25-0099

Archivo en la Sección 4: El Protocolo del Consentimiento

EL NÚMERO DE LA ENCUESTA: 2976-032

CONTINUACIÓN: página 2 de 3 páginas

DESCRIPCIÓN DE LA ENCUESTA

Esta encuesta examinará el conocimiento de la juventud y sus habilidades en las áreas de los mensajes en los medios de la comunicación, la nutrición, y la actividad física. Para esta encuesta, su hijo será invitado a completar un cuestionario en marzo y también en mayo en el programa después de la escuela de su hijo. El cuestionario será administrado al grupo de participantes en la encuesta. Durará aproximadamente 20 minutos para completar.

Los cuestionarios serán presentados como una oportunidad para que su hijo puede compartir su conocimiento. Estos cuestionarios no serán corregidos o calificados y no resultarán en un impacto negativo en la participación de su hijo en su programa después de la escuela. Los participantes serán pedidos proveer información sobre su identificación, edad, nivel escolar, raza, y etnicidad (origen). Esto es simplemente para proveer una descripción general de todos los participantes. Los participantes serán informados que pueden elegir no responder ningunas de las preguntas o elegir no completar el cuestionario si no están cómodos en hacerlo. Como recompensa para completar los dos cuestionarios, su hijo será pagado un regalo de un valor de \$25.00.

Si está interesado en los resultados de la encuesta, por favor ponerse en contacto con en el programa después de la escuela de su hijo en junio de 2007.

Esperamos que su hijo participe en esta encuesta.

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| IDENTIFICACIÓN DEL PARTICIPANTE | HOJA DE CONTINUACIÓN para cualquiera: NIH-2514-1 (10-84) NIH-2514-2 (10-84) P.A.: 09-25-0099 Archivo en la Sección 4: El Protocolo del Consentimiento |
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| IDENTIFICACIÓN DEL PACIENTE | EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA (Hoja de Continuación) Paciente Adulto o Padres, para un Paciente Menor de Edad P.A.: 09-25-0099 Archivo en la Sección 4: El Protocolo del Consentimiento |
|-----------------------------|---|

EL CONSENTIMIENTO PARA PARTICIPAR EN UNA ENCUESTA CLÍNICA

· Adulto · Padres, para un Menor de Edad

EL NÚMERO DE LA ENCUESTA: 2976-032

CONTINUACIÓN: página 3 de 3 páginas

UN RESUMEN DE INFORMACIÓN PERTINENTE

- 1 La Confidencialidad.** La información obtenida del cuestionario completado por su hijo no será reportado individualmente. Solamente la información del grupo será reportado. El nombre de su hijo no será compartido o usado en cualquier informe del programa.
 - 2 Lo delicado de la Información Solicitado.** Los participantes serán pedidos para proveer información sobre su edad, nivel escolar, raza y etnicidad (origen). Estas preguntas solo sirven para proveer una descripción general sobre los participantes.
 - 3 Recompensa.** Como compensación para completar los cuestionarios, su hijo será pagado un regalo de un valor de \$25.00.
 - 4 Preguntas.** Si Usted tiene algunas preguntas sobre la participación de su hijo en el Programa de Media-Smart Youth, por favor ponerse en contacto con Jill Center del Instituto Nacional de Salud Infantil y Desarrollo Humano: Teléfono: (301) 496-5133 Correo Electrónico: centerj@mail.nih.gov.
- 5 Documento del Consentimiento.** Por favor guarda una copia de este documento.

POR FAVOR COMPLETA ESTA SECCION ABAJO:

A. Permiso de los Padres

He leído la explanación sobre esta encuesta y he recibido la oportunidad para discutirlo y hacer preguntas. Por el presente testimonio doy permiso a mi hijo para participar en esta encuesta.
(Adjuntar a NIH 2514-2, El Asentimiento del Menor)

Firma de los Padres/Custodio/

Fecha

B. El Asentimiento Verbal/la Aprobación del Niño (Si pertenece)

La información en el consentimiento arriba fue descrita a mi hijo y mi hijo consiente en participar en la encuesta.

Firma del Padres/Custodio/

Fecha

**ESTE DOCUMENTO DE CONSENTIMIENTO FUE APROBADO PARA USO
DESDE el 30 de septiembre de 2005 HASTA el 30 de junio de 2006.**

La firma de la Investigadora

Fecha

La firma del Testigo

Fecha

IDENTIFICACIÓN DEL PARTICIPANTE

HISTORIAL MEDICO

**EL CONSENTIMIENTO PARA PARTICIPAR EN UNA
ENCUESTA CLÍNICA**

• Paciente Adulto o • Padres, para un Paciente Menor de Edad

ENCUESTA (Hoja de Continuación)

• Adulto o • Padres, para un Menor de Edad

NIH-2514-1 (5-98)

IDENTIFICACIÓN DEL PACIENTE

**EL CONSENTIMIENTO PARA PARTICIPAR EN UNA
ENCUESTA CLÍNICA (Hoja de Continuación)**

Paciente Adulto o • Padres, para un Paciente Menor de Edad

P.A.: 09-25-0099

Archivo en la Sección 4: El Protocolo del Consentimiento

**Attachment F:
Office of Management and Budget (OMB)
Clearance Package**

**National Institutes of Health
National Institute of Child Health and Human Development**

Research Partner Satisfaction Surveys

**Request for OMB Clearance of Data Collection Instruments
Under NIH/NICHD Generic Clearance # 0925-0532**

NICHD Division: Office of Science Policy, Analysis and Communication (OSPAC)
Contact Name: Paul L. Johnson, Senior Evaluation Specialist
Contact Phone: 301-402-3213
Contact Email: pjohnson@mail.nih.gov
Title: Media Smart Youth Evaluation of the National Institute of Child Health and Human Development

Plan Control Number: #OSPAC-05-06-001

Program Title: Media Smart Youth Curriculum

Program Goals:

Media-Smart Youth (MSY) is a public outreach program of the National Institute of Child Health and Human Development (NICHD). It is a formal part of the U.S. Department of Health and Human Service's Youth Media Campaign and represents a beginning effort by the NICHD to strengthen its outreach effort in the nation's fight against obesity and is one facet of a trans-Departmental prevention effort that complements the *Healthy People 2010* goals to fight obesity and increase physical activity. This three-year program effort has used evidence-based methods in the development of the curriculum. The final product will be available from the NICHD Information Resource Center with the curriculum being promoted and disseminated to after-school programs.

The MSY program seeks to empower young people age 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. The program's curriculum integrates four key areas of learning (nutrition, physical activity, media awareness, and media production) and encourages youth to learn by engaging in fun activities that enable them to become media savvy. MSY is unique among other National Institutes of Health (NIH) programs in that it addresses physical activity and nutrition in the after-school setting employing a media awareness approach. This was deemed to be important as it is estimated that children are bombarded by as many as 40,000 commercial messages a year, many of which encourage them to eat unhealthy snack foods.

The curriculum goals focus on increased knowledge and behavioral intention in the areas of nutrition and physical activity and increased knowledge and skills in the area of media analysis. More specifically, in the area of nutrition, youth participating in the MSY program will 1) *increase their knowledge* of the basic principles of healthful and nutritious snacking;

and 2) *increase their behavioral intent* to make healthful snack choices in real-life settings. For physical activity, participating youth will 1) *increase their knowledge* of the importance of daily physical activity in promoting health; and 2) *increase their behavioral intent* to be more active in their daily lives. For media awareness and analysis, participating youth will 1) *increase their knowledge* of the connections between media and health; and 2) *increase their skills* in analyzing media messages.

Purpose of the Survey:

The MSY survey will measure the knowledge, skills and behavior intent of youth participating in the MSY program before and after they are exposed to the curriculum in a pre/post group-randomized design. It is in the interest of NICHD to determine if youth benefit from the MSY program.

Use of Results:

Since the MSY curriculum is under development, the survey findings will provide valuable information on how the curriculum can be further improved and modified to increase the likelihood that the program will be beneficial to youth.

Target Respondents:

The target sample will consist of youth attending after school programs. A total of approximately 270 youth will be selected for participation in the study, with 135 youth in the treatment group and 135 youth in the control group. Selection of youth will be partly based on insuring ethnic and racial diversity.

| Source | Estimated Sample (50% in Treatment and 50% in Control) |
|------------------|---|
| Youth - Black | 90 |
| Youth - White | 90 |
| Youth - Hispanic | 90 |
| Total | 270 |

Nine youth-serving agencies running pre-existing structured after-school programs in the Washington, DC metropolitan area will be solicited to participate in the evaluation. For each agency, two program sites will be selected with each pair of sites matched for socioeconomic status, race and ethnicity, all factors that may affect the program outcomes. The sites will then be randomly assigned to either the treatment or control group. During the implementation of the MSY curriculum at the treatment sites, participants in the control sites will receive after-school programming unrelated to MSY.

Following implementation of the MSY curriculum, the treatment group facilitators (n=8) will be interviewed to identify any modifications made to the ascribed curriculum. Program directors of the control groups (n=9) will also be interviewed to determine the general content of the program(s) in which the control youth participated.

Survey Administration:

The Academy for Educational Development will administer the survey under contract with the NICHD. The mode of the survey will be hardcopy with pencil and will be administered twice. The first administration will occur at the onset of the implementation of the MSY curriculum, the treatment group during Lesson 1 and the control group sometime during the same week of implementation. The second administration will occur at the close of the implementation of the curriculum, the treatment group at Lesson 10 and the control group sometime during the same week that the treatment group is surveyed. Parental consent and youth assent will be obtained prior to the administration.

Survey Design:

In this survey, respondents will be asked a series of questions to assess their knowledge of the basic principles of healthful and nutritious snacking, their behavioral intent to make healthful snack choices, their knowledge of the importance of daily physical activity, their behavioral intent to be more physically active, their knowledge of the connections between media and health; and their skills in analyzing media messages. Responses will be used to evaluate the relative success of the MSY curriculum in meeting the stated goals.

Several different item formats have been incorporated into the instrument to provide the respondents with some variety in the hope of making the experience a non-threatening and interesting. This is considered of some concern since the survey will be administered in an informal non-school setting. The survey should take approximately 20 minutes to complete. Since this survey will be used for the first time, no validity or reliability data exist for the majority of items, although the behavioral intent items have been drawn from the University of Minnesota Teens Eating for Energy and Nutrition at School Study for which validity and reliability data do exist.

The survey was pilot-tested in April, 2005 with youth from an after-school program in Washington, DC. Nine non-Hispanic/non-Latina African American girls completed the survey. Eight of the participants were in the 6th grade and one was in the 7th grade. Age of the girls ranged from 11 to 13 years, with six being 11 years old. All but one participant finished the survey in 20 minutes or less. Based on the item difficulty analysis and feedback from the youth on difficulty with respect to wording or formatting, a number of the original items were modified or deleted to improve the overall quality of the instrument.

In order to insure data integrity, AED will provide a trained staff to administer the survey at both treatment and control sites. Comprehensive instructions on administering the

¹ A.S. Birnbaum, L. Lytle, D. Murray, M. Story, C. Perry and K. Boutelle (2002). Survey development for assessing correlates of young adolescents' eating. *American Journal of Health Behavior*, 26 (4), 284-295.

survey will be provided for each test proctor. Quality control will be a primary component of the training and will be reflected in the instructions. Some examples of quality control include attention to the seriousness with which youth appear to be responding to the survey, maintaining a formal test-taking atmosphere, and checking the questionnaires submitted for completeness. Since this assessment is being presented within the context of a non-academic setting, it is expected that there will be some degree of lack of attention to the survey on the part of the youth. The instructions for the test administrator reflect the quality control measures.

Target Response Rate:

It is anticipated that the pretest response rate will be close to 90-100% for the treatment and control groups since the survey will be distributed and collected within the first session of the after-school program setting. However, the retention rate of both the treatment and control groups may vary from site to site depending on external factors such as the mobility of the youth, the degree to which the control after-school programs retain youth in their programs, etc. This may affect the posttest response rate. To be included in the analysis for treatment effect, youth in the treatment group will have had to have attended at least seven of the ten lessons. Applying the retention rates of 85-100% from the initial pilot-test groups, it is expected that the posttest response rates will be at least 80%.

Data Collection Burden:

Based on a sample of approximately 270 youth for a survey that will take approximately 20 minutes to the complete, the following is an estimate of the total collection burden:

| Table 1. Estimated Response Burden of Information Collection | | | | | | | |
|---|----------------------|----------------------------|-----------------------------|---|---|--------------------------------|---|
| Year | Type of Respondent | A Number of Respondents | B Frequency of Responses | C Time to complete data collection (Hours) | D Total annual burden in hours (AxBxC) | E Hourly Cost to Respondent | F Total yearly cost to respondents (AxExE) |
| 2005 | Youth (age 11 to 13) | 270 | 2 (Survey) | 0.3 | 162 | \$10.00 | \$1,620.00 |

IRB Approval:

General IRB approval for the survey and overall design was received from the NICHD Institutional Review Board on March 24, 2005. The two stipulations were addressed and incorporated as were two of the three recommendations.

Privacy Act:

Since questions included in the survey instrument do fall under the Privacy Act, both parental consent forms and youth assent forms will be used.

Sensitive Questions:

Other than questions regarding race/ethnicity and gender, this survey instrument does not contain sensitive questions. The OMB format for asking race and ethnicity questions will be applied

Remuneration:

Remuneration will be provided in exchange for participation in this survey. In justification of using proposed incentives, the following principals are considered.

Data quality: Collecting data in an informal setting such as after school programs is a challenge relative to the voluntary nature of attendance. Therefore, subject loss is more likely. Incentives may improve the overall response rate of the groups.

Burden on the respondent: Again, since the survey is being administered in an informal setting with voluntary attendance, participating in the survey may be perceived as an atypical activity thus placing undue burden on the respondent.

Past experience: In the initial pilots implemented on the MSY curriculum, the facilitators determined that the youth appreciated the food that was provided related to the activities and the remuneration helped to keep the youth focused.

Improved coverage of specialized respondents, rare groups, or minority populations: A key matching variable in the study design in race and ethnicity. Therefore, it is most important that a balance between the various groups be maintained if at all possible with minimal subject loss in any of the groups.

Reduced survey costs: Follow up for the study will be expensive. Overall, incentives will cost less than follow-up activities.

TELL US WHAT YOU THINK

Please tell us about you.

- 1 I am a (check one): Girl Boy

- 2 I am in Grade (check one):
 5
 6
 7
 8
 Other grade: Which one? _____

- 3 I am (check one):
 10 years old
 11 years old
 12 years old
 13 years old
 _____ years old (fill in your age if it is not on the list)

4. I am (check one):
 Hispanic or Latino
 Not Hispanic or Latino

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

* Public reporting burden for this collection of information is estimated to average 20 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-0532). Do not return the completed form to this address.

Instructions

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

Physical Activity

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

- 15
- 30
- 45
- 60

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

- Walking
- Carrying groceries
- Climbing stairs
- Playing soccer

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

| | | |
|--|------|-------|
| 8. Physical activity is anything that gets your body moving. | TRUE | FALSE |
| 9. Riding a bike is a weight-bearing activity. | TRUE | FALSE |

10. Taking your pulse during or after physical activity can tell you

_____.
Please check one.

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

Instructions for Questions 11 – 13: The next three questions ask for your opinions about activities. There is not a right or wrong answer. For each question, mark (X) the box which tells how you feel. The lighter the box, the more you disagree with the sentence. The darker the box, the more you agree with the sentence.

| | Strongly Disagree | | | | Strongly Agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. I intend to be physically active for at least an hour a day during the next month. | <input type="checkbox"/> |
| 12. I intend to be more physically active during the next month. | <input type="checkbox"/> |
| 13. I intend to do more weight-bearing activities during the next month. | <input type="checkbox"/> |

14. What can you do to help make your bones stronger? Check one.
- Eat foods with less added sugar and do weight-bearing activities
 - Eat foods high in calcium and do weight-bearing activities
 - Eat whole grains and do stretches to be more flexible
 - Eat fruits and vegetables and get enough sleep

Nutrition

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

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

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

- Yogurt
- Spinach
- Carrots
- Peanut Butter

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

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

18. Check **all** the ways that you can reduce fat in your daily eating.
- Remove the skin before eating chicken.
 - Drink whole milk instead of skim milk.
 - Choose a small order of French fries instead of a large order of French fries.
 - Put butter on your toast instead of jam or jelly.

19. Check **all** the types of whole grains:

- Oatmeal
- White rice
- Wheat bread
- Popcorn

Instructions for Questions 20 – 26: The next seven questions ask for your opinions about the foods that you eat. There is not a right or wrong answer. For each question, mark (X) the box which tells how you feel. The lighter the box, the more you disagree with the sentence. The darker the box, the more you agree with the sentence.

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

Media

27. Check **all** the ways a person might see or hear advertisements:

- Signs on the outside and inside of buses
- Previews before movies and video rentals
- Logos on t-shirts
- Shopping bags

Instructions for Questions 28 – 32: Please **fill in the letter** of the Media Concept next to the correct definition that **matches**.

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

33. Check **all** of the things you think media can do.

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

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

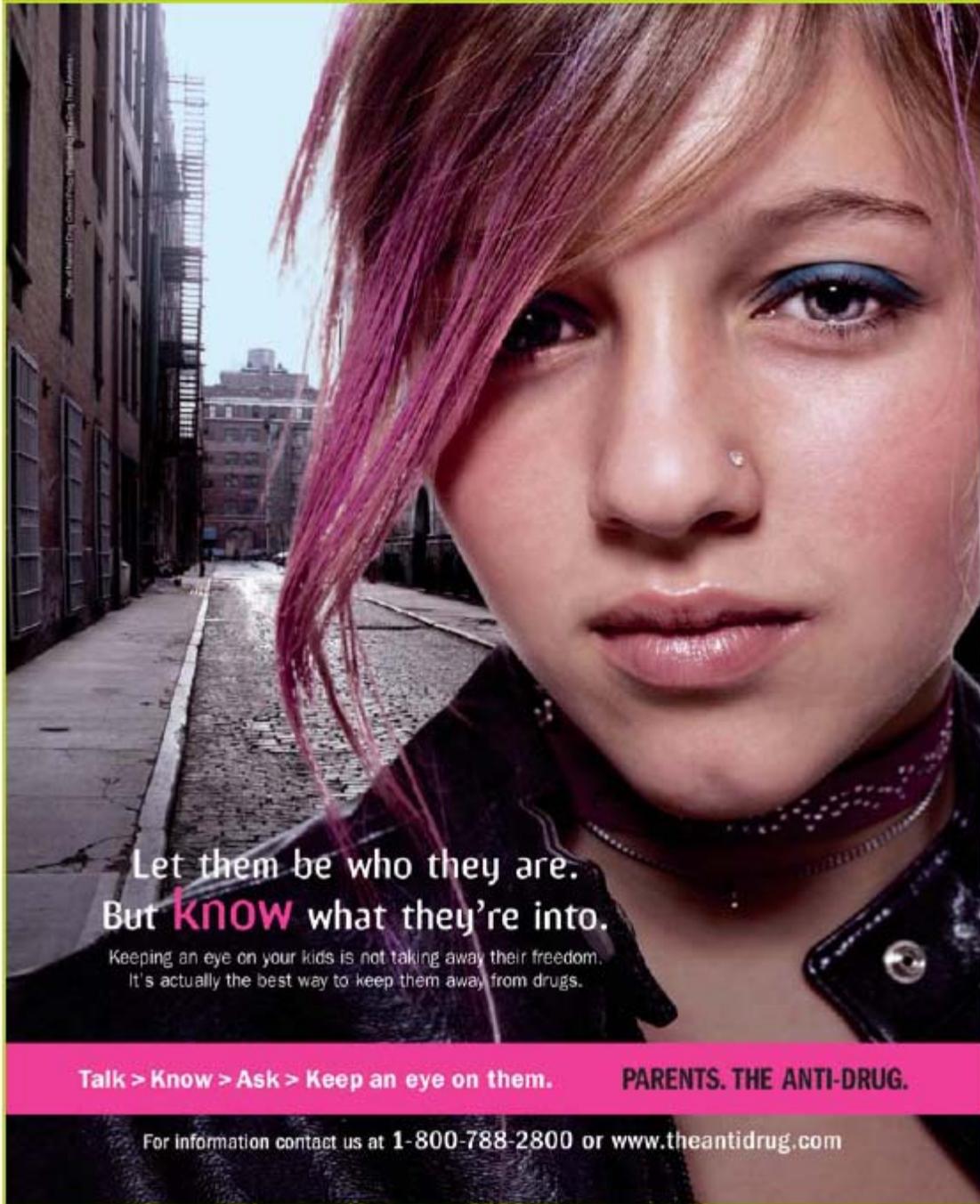
- To understand the point of view of the message
- To help you identify the audience
- To help you understand why you are being asked to take a certain action
- To help you form an opinion about the message

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

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

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

| | | |
|--|------|-------|
| 36. Media can influence people's food choices. | TRUE | FALSE |
| 37. Media can influence the amount of physical activity a person gets. | TRUE | FALSE |



Let them be who they are.
But **know** what they're into.

Keeping an eye on your kids is not taking away their freedom.
It's actually the best way to keep them away from drugs.

Talk > Know > Ask > Keep an eye on them. PARENTS. THE ANTI-DRUG.

For information contact us at **1-800-788-2800** or www.theantidrug.com

Please answer the following about the ad on page 6.

38. **Who is the audience for this ad? (Check one)**

- a. Parents
- b. Drug users
- c. Youth
- d. Punks

39. **What is the purpose of this ad? (Check one)**

- a. To inform parents on the signs of drug use
- b. To inform young people about drugs
- c. To persuade parents to talk with their kids
- d. To persuade youth to talk to their parents

40. **What is the message in this ad? (Check one)**

- a. Be cool
- b. Don't take drugs
- c. It's important to know what your kids are doing
- d. Young people with nose rings don't take drugs

41. **Thinking about the purpose of the ad, what important information is missing from this ad? (Check one)**

- a. How to talk with your kids
- b. Information about the best way to keep your kids from taking drugs
- c. A phone number to call for more information
- d. Names of places where youth can hang out

42. **What techniques are used to attract your attention in this ad? (Check one)**

- a. No message
- b. A celebrity
- c. An empty street in the background
- d. A girl with her friends

WHY WE USE BOOSTER SEATS.



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

Parents protecting children
with child safety seats.



Please answer the following questions about the ad on page 8:

43. **Who is the author or sponsor of this ad? (Check one)**

- a. Companies that sell booster seats
- b. Parents
- c. NHTSA
- d. Companies that sell cars

44. **Who is the audience for this ad? (Check one)**

- a. Parents
- b. Children
- c. Adults who own cars
- d. Companies that sell cars

45. **What is the purpose of this ad? (Check one)**

- a. To inform parents about how booster seats are made
- b. To persuade parents to use booster seats
- c. To make us laugh
- d. To persuade parents to take pictures of their children

46. **Thinking about the purpose of the ad, what important information is missing from this ad? (Check one)**

- a. Where to buy booster seats
- b. A good reason to use booster seats
- c. A Web site to go to for more information about booster seats
- d. How booster seats work



Ad
CULT

What do you
want to be
labeled as?

Get involved.

800-722-teens
weprevent.org



Please answer the following questions about the ad on page 10:

47. **Who is the sponsor of this ad? (Check one)**

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

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

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

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

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

Adult/Parent Consent Form – Treatment Group

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

INSTITUTE: National Institute of Child Health and Human Development

STUDY NUMBER: 2976-032

PRINCIPAL INVESTIGATOR: Jill Center

STUDY TITLE: Media-Smart Youth Program Evaluation

Latest IRB Review: March 24, 2005

Latest Amendment Approved: n/a

INTRODUCTION

We invite your child to participate in a research study on media messages, nutrition, and physical activity. The study is sponsored by the National Institute of Child Health and Human Development (NICHD).

First, we want you to know that: Participation in NICHD research is entirely voluntary.

All 11-13 year old youth in the after-school program that your child attends have been invited to participate. This letter has been sent home or handed directly to all parents of youth participating in this after-school program.

You may choose for your child not to take part, or you may withdraw your child from the study at any time.

To allow your child to participate in this study, please read the description of the study and indicate your consent by signing on page 3.

Now we will describe the research study.

PARTICIPANT IDENTIFICATION

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

NIH-2514-1 (4-97)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

STUDY NUMBER: 2976-032

CONTINUATION: page 2 of 3 pages

DESCRIPTION OF STUDY

For this study, your child will engage in the Media-Smart Youth workshop. The workshop consists of 13 sessions, including 10 lessons and a creative project to learn about messages on nutrition and physical activity that are presented in the media. During these group sessions, your child will receive information on nutrition and physical activity. Your child will also learn how to examine the media and will be asked to collect examples from magazines and other sources.

The Media-Smart Youth workshop will be held during the spring of 2006, beginning in March, at your child's after-school program.

Over the course of the workshop, your child will be asked to fill out two questionnaires. The questionnaire given during the first session will be used to measure what participants may know about the lessons to be covered in the workshop. The questionnaire given during the twelfth session will be used to assess what they have learned. The questionnaires will be given to the group taking part in the program. They will take approximately 20 minutes to complete.

The questionnaires will be presented as an opportunity for your child to share their knowledge. These questionnaires will not be graded and will not have a negative impact on your child's participation in their after-school program. Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants. Participants will be informed that they can choose not to answer any question or not to complete the questionnaire if they are not comfortable doing so. As compensation for participating in this study and completing both questionnaires, your child will be awarded a \$25.00 gift certificate.

We encourage you and your family to ask your child about what he or she is learning in the workshop so that your child can apply some of what they may have learned at home. The lessons include how to ask questions about what they see in the media, what food choices are more nutritious, and how to increase physical activity in their daily lives. If you are interested in the results of the study, please contact your child's after-school program in June, 2007.

We look forward to your child taking part in this research study.

PARTICIPANT IDENTIFICATION

CONTINUATION SHEET for either:

NIH-2514-1 (10-84)

NIH-2514-2 (10-84)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

STUDY NUMBER: 2976-032

CONTINUATION: page 3 of 3 pages

OUTLINE OF PERTINENT INFORMATION

1 **Confidentiality.** Information from your child's questionnaire will not be reported individually. Only group information will be reported. Your child's name will not be shared or used in any report on the program.

2 **Sensitivity of Information Requested.** Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants.

3 **Payments.** As compensation for completing both questionnaires, your child will be awarded a \$25.00 gift certificate.

4 **Questions.** If you have any questions about your child's participation in the Media-Smart Youth study, please contact Jill Center at the National Institute of Child Health and Human Development: Telephone: (301) 496-5133 Email: centerj@mail.nih.gov.

5 **Consent Document.** Please keep a copy of this document.

PLEASE COMPLETE SECTION BELOW:

A. Parent's Permission

I have read the explanation about this study and have been given the opportunity to discuss it and to ask questions. I hereby give permission for my child to take part in this study.
(Attach NIH 2514-2, Minor's Assent)

Signature of Parent(s)/Guardian

Date

B. Child's Verbal Assent (If Applicable)

The information in the above consent was described to my child and my child agrees to participate in the study.

Signature of Parent(s)/Guardian

Date

**THIS CONSENT DOCUMENT HAS BEEN APPROVED FOR USE
FROM Sept 30, 2005 THROUGH June 30, 2006.**

Signature of Investigator

Date

Signature of Witness

Date

PARTICIPANT IDENTIFICATION

**CONSENT TO PARTICIPATE IN A CLINICAL
RESEARCH STUDY (Continuation Sheet)**

• Adult or • Parent, for Minor

NIH-2514-1 (5-98)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

INSTITUTE: National Institute of Child Health and Human Development

STUDY NUMBER: 2976-032

PRINCIPAL INVESTIGATOR: Jill Center

STUDY TITLE: Media-Smart Youth Program Evaluation

Latest IRB Review: March 24, 2005

Latest Amendment Approved: n/a

INTRODUCTION

We invite your child to participate in a research study on media messages, nutrition, and physical activity. The study is sponsored by the National Institute of Child Health and Human Development (NICHD).

First, we want you to know that: Participation in NICHD research is entirely voluntary.

All 11-13 year old youth in the after-school program that your child attends have been invited to participate. This letter has been sent home or handed directly to all parents of youth participating in this after-school program.

You may choose for your child not to take part, or you may withdraw your child from the study at any time.

To allow your child to participate in this study, please read the description of the study and indicate your consent by signing on page 3.

Now we will describe the research study.

PARTICIPANT IDENTIFICATION

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

NIH-2514-1 (4-97)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

STUDY NUMBER: 2976-032

CONTINUATION: page 2 of 3 pages

DESCRIPTION OF STUDY

This research study will examine youth's knowledge and skills in the areas of media messages, nutrition, and physical activity. For this study, your child will be asked to fill out a questionnaire the week of (date) and again the week of (date) at (location). The questionnaire will be given to the group taking part in the program. It will take take approximately 20 minutes to complete.

The questionnaires will be presented as an opportunity for your child to share their knowledge. These questionnaires will not be graded and will not have a negative impact on your child's participation in their after-school program. Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants. Participants will be informed that they can choose not to answer any question or not to complete the questionnaire if they are not comfortable doing so. As compensation for participating in this study and completing both questionnaires, your child will be awarded a \$25.00 gift certificate.

If you are interested in the results of the study, please contact (name of the child's after-school program) in early 2007.

We look forward to your child taking part in this research study.

PARTICIPANT IDENTIFICATION

CONTINUATION SHEET for either:

NIH-2514-1 (10-84)

NIH-2514-2 (10-84)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

CONSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

• Adult or • Parent, for Minor

STUDY NUMBER: 2976-032

CONTINUATION: page 3 of 3 pages

OUTLINE OF PERTINENT INFORMATION

- 1. Confidentiality.** Information from your child's questionnaire will not be reported individually. Only group information will be reported. Your child's name will not be shared or used in any report on the program.
- 2. Sensitivity of Information Requested.** Participants will be asked to provide identifying information on their age, grade, race, and ethnicity. This is simply to provide a general description of all participants.
- 3. Payments.** As compensation for completing both questionnaires, your child will be awarded a \$25.00 gift certificate.
- 4. Questions.** If you have any questions about your child's participation in the Media-Smart Youth study, please contact Jill Center at the National Institute of Child Health and Human Development: Telephone: (301) 496-5133 Email: centerj@mail.nih.gov.
- 5. Consent Document.** Please keep a copy of this document.

PLEASE COMPLETE SECTION BELOW:

C. Parent's Permission

I have read the explanation about this study and have been given the opportunity to discuss it and to ask questions. I hereby give permission for my child to take part in this study.
(Attach NIH 2514-2, Minor's Assent)

Signature of Parent(s)/Guardian

Date

D. Child's Verbal Assent (If Applicable)

The information in the above consent was described to my child and my child agrees to participate in the study.

Signature of Parent(s)/Guardian

Date

**THIS CONSENT DOCUMENT HAS BEEN APPROVED FOR USE
FROM Sept 30, 2005 THROUGH June 30, 2006.**

Signature of Investigator

Date

Signature of Witness

Date

PARTICIPANT IDENTIFICATION

**CONSENT TO PARTICIPATE IN A CLINICAL
RESEARCH STUDY (Continuation Sheet)**

• Adult or • Parent, for Minor

NIH-2514-1 (5-98)

P.A.: 09-25-0099

File in Section 4: Protocol Consent

Youth Assent Form – Treatment and Control Groups

MINOR'S ASSENT TO PARTICIPATE IN A CLINICAL RESEARCH STUDY

- Attach to NIH-2514-2, Consent to Participate in a Clinical Research Study
-

INSTITUTE: National Institute of Child Health and Human Development

STUDY NUMBER: 2976-032

PRINCIPAL INVESTIGATOR: Jill Center

STUDY TITLE: Media-Smart Youth Program Evaluation

Latest IRB Review: March 24, 2005

Latest Amendment Approved: n/a

We invite you to participate in a study on media, nutrition, and physical activity. We are interested in what you think about nutrition, physical activity, and advertisements and their effect on your health.

Youth at your after-school program have been invited to participate. Letters on this program were provided to you and your parents or guardian. A consent form was signed by your parent/guardian permitting you to participate.

For the study, you will be asked to fill out two surveys. The first one will be administered today. Each survey should take you approximately 20 minutes to answer. You will not be graded on any of the questions in the surveys. Your parents and the people at (name of after school program) will not see your answers. No one will know how you responded.

The questions on the surveys will be about foods, physical activities, and advertisements. You will not be asked any personal questions. You can choose not to answer any of the questions. We think you will find some of the questions interesting.

It is your choice to participate in the study. You can decide not to participate in the study at any time. If you decide you would like to participate and you fill out both surveys, you will receive a \$25.00 gift certificate. If you would like to participate, please sign below.

I have had this study explained to me in a way that I understand, and I have had the chance to ask questions. I agree to take part in this study.

Signature of Minor: _____ Date: _____

Signature of Investigator: _____ Date: _____

PARTICIPANT IDENTIFICATION

**MINOR'S ASSENT TO PARTICIPATE IN A CLINICAL
RESEARCH STUDY (Continuation Sheet)**

NIH-2514-2 (4-97)

**Attachment G:
Facilitator Training Agenda**



FACILITATOR TRAINING

WEDNESDAY, JUNE 28, 2006

8:00 a.m. – 4:30 p.m.

AED Boardroom

1825 Connecticut Ave. NW, Washington, D.C.

AGENDA

| | |
|-------------------------|--|
| 8:00-8:30 a.m. | Breakfast |
| 8:30-9:10 a.m. | Welcome and Introduction to MSY |
| 9:10-9:20 a.m. | Action Break |
| 9:20-10:00 a.m. | Overview of MSY Curriculum Structure and Design |
| 10:00-10:15 a.m. | Snack Break |
| 10:15-11:30 a.m. | Exploring Media |
| 11:30-12:00 p.m. | Exploring Physical Activity |
| 12:00-12:45 p.m. | Lunch |
| 12:45-1:45 p.m. | Exploring Nutrition |
| 1:45-2:15 p.m. | Exploring MSY Facilitation Style |
| 2:15-2:25 p.m. | Snack Break |
| 2:25-3:40 p.m. | Exploring Media Production |
| 3:40-3:50 p.m. | Action Break |
| 3:50-4:15 p.m. | Wisdom from the Field |
| 4:15-4:30 p.m. | Wrap up |

Media-Smart Youth Orientation and Training for MSY Evaluation Control Sites

This participatory training will provide an overview and orientation of the *Media-Smart Youth*[®] program and give participants guidance on how to implement the program with young people in their community. Participants will learn about the lesson structure and resources available in the facilitator’s guide, including the design features in the guide that ease facilitation. They will explore the four key content areas of the curriculum— media analysis, media production, nutrition, and physical activity. Participants will participate in actual workshop activities to learn about these key content areas and experience firsthand the facilitation approach used in the *Media-Smart Youth*[®] workshop. In the afternoon, participants will reflect on the teaching and facilitation style employed in *Media-Smart Youth*[®], by discussing the curriculum’s teaching methods and sharing strategies and tips from their own and others’ experiences. Several snack and action breaks will be held throughout the day to provide opportunities for healthy snacks and movement, and to model the use of such breaks in curriculum.

Training Objectives:

In the training, participants will:

- Review the facilitator’s guide, including the ten lessons, design elements, and resources in both the front matter and the appendices.
- Examine the four key content areas of the curriculum: media analysis, media production, nutrition, and physical activity.
- Participate in selected *Media-Smart Youth*[®] activities to experience the curriculum’s teaching style firsthand.
- Describe the learning style and facilitation approach used in *Media-Smart Youth*[®].
- Review tips and insights for delivering the curriculum to young people in your community.

**Attachments H 1–2:
Control Site Activities**

Pre-Survey Control Activity—Look at Me!

Time

30 minutes

Activity Overview

Youth reflect on who they are and what they like to do, and consider what some of their future goals might be.

Materials Needed

- Crayons or colored markers (enough so that each youth has 2-3 in different colors)
- This is Me!* sheets (one for each youth)

Facilitator's Preparation

- Photocopy *This is Me!* sheets

Getting Started (5 minutes)

1. SAY: *Life can get so busy that we often don't take time to slow down and celebrate all the amazing things we do in a day.*

The activity we are about to do is all about you. It gives you a chance to think about who you are—such as what you like to do, what you feel proud about in your life, and areas where you would like to grow.

It's important to take time to reflect on who we are and what we can do so we can feel good about ourselves. Understanding who you are today can also help you make goals for your future. This afternoon you'll create a mini-poster that tells all about you!

2. ASK youth:

- What are some activities that you like to do?
- What are some activities that you are interested in trying in the future?

LISTEN to ideas from youth. If necessary, encourage them to consider the following kinds of activities:

- Academic subjects
- Hobbies, sports, dance
- Musical instruments
- Theater
- Outdoor activities, such as hiking
- Social events

3. Congratulate youth on all the great things they do. TELL youth that they are going to do an activity now—a *mini-poster*—that focuses on these topics. *Let's get started!*

This is Me!—Doing the Activity (15 minutes)

4. HAND OUT the *This is Me!* sheets and several crayons/markers to each youth.
5. TELL youth they will be using the supplies to write and draw about their lives.
6. ASK youth to follow the directions on the sheet to create their mini-poster. EXPLAIN that they may write and draw anything they wish to answer the questions. ENCOURAGE them to be creative by adding a face, hair and clothing to the picture.
7. ALLOW youth 10 minutes to complete the activity. Remind them when they have 5 minutes, then 1 minute remaining.
8. WALK around while youth work to see if any need help with answering the questions or writing in the diagram.

Sharing (10 minutes)

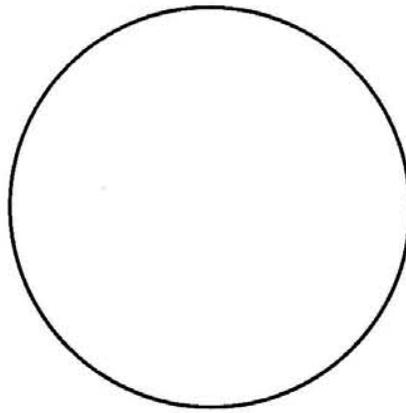
9. After 10 minutes, ASK youth to divide into pairs.
10. SAY:
*Take a few minutes to share what you've written or drawn with your partner.
Select one person to share first and then allow the other to share.*
11. ALLOW each young person 2-3 minutes to share his/her thoughts. Let youth know when time is up and ASK them to switch.
12. AFTER 6-7 minutes is up, THANK the group for sharing. CONGRATULATE them on doing such a nice job.
ASK youth:
 - a. How did it feel to look at your mini-poster and see how much you've already accomplished in your lives?
 - b. Looking at the bottom of your page, what are some things you could do now to make your future goal come true?
 - c. Whom could you ask to help you reach the goal? What could that person do for you?
13. ASK the group to give themselves a round of applause and a pat on the back. TELL youth that they are an inspiring group. ENCOURAGE them to share what they've written with their family.

THIS IS ME!

WRITE:

1. Your name in the triangle.
2. Two things you like to do on the left arm.
3. Two things you think you're good at on the right arm.
4. Two things which are hard for you on the left leg.
5. Two things that you have already accomplished on the right leg.
6. Something you'd like to do in the future at the bottom.

THIS IS ME!



Like to do

I'm Good at

Name:

Hard for Me

What I've
Accomplished

In the Future I'd Like to

Post-Survey Control Activity—Creating a Small Book about Your Big Future

Time

30 minutes

Activity Overview

Youth construct a tiny book that tells about what their lives might look like 15 years from now.

Materials Needed

- 1 piece of paper, 8.5x11 inches
- 4-5 pairs of scissors (can be shared by several young people)
- Crayons or colored markers (enough so that each youth has 2-3 in different colors)
- Writing Your Small Book* sheets (one for each youth)

Facilitator's Preparation

- Photocopy *Writing Your Small Book* sheets

Getting Started—Creating the Small Book (10 minutes)

1. HAND OUT a piece of paper and several crayons/markers to each youth.
2. TELL youth they will be using the supplies to make and write a tiny book.
3. SAY: *This activity gives you a chance to think about what you would like your life to be like 15 years from now. You are each going to create a small book that's all about you!*
4. ASK youth why we would want to think about our life 15 years from now.

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

- Thinking about the future helps us reflect on what is important to us now and what direction we want our lives to move in.
 - Setting future goals can motivate us to work hard now.
 - Setting future goals can motivate us to try new things.
 - Thinking about the future is fun—we can pretend and imagine lots of things!
5. SAY: *Since thinking about your future is a creative process, we are going to begin by creating a book where you can write down your ideas. Let's get started!*
 6. ASK youth to follow your instructions for making the book.
 7. SHOW youth each of the steps with your own paper. Allow enough time between steps for each young person to complete the step.

8. SAY: *Here's what to do:*

- i. *Fold your paper one time the long way.*
- ii. *Unfold and fold it the short way. Then fold another short fold. You should have eight sections now. REFER to the graphic if needed.*
- iii. *Refold the paper in half, the short way.*
- iv. *Cut from the folded edge to the crease, then unfold. PASS scissors around the room until each young person has made his/her cut.*
- v. *Refold the paper the long way.*
- vi. *Hold the ends and press the folded paper so it forms a diamond shape in the middle.*
- vii. *Keep folding until the inside folds meet.*
- viii. *Now, fold the sections to make a book.*

9. CONGRATULATE youth on constructing their book.

Writing Your Tiny Book (10 minutes)

10. TELL youth they can now write their book. HAND OUT the *Writing Your Small Book* sheets.
11. ASK youth to follow the directions on the sheet to write each page of their book. EXPLAIN that they may write and draw on each page. ENCOURAGE them to be creative by adding illustrations to the pages using the crayons or colored markers.
12. ALLOW youth 10 minutes to write their books. Remind them when they have 5 minutes, then 1 minute remaining.
13. WALK around while youth work to see if any need help with answering the questions or writing their books.

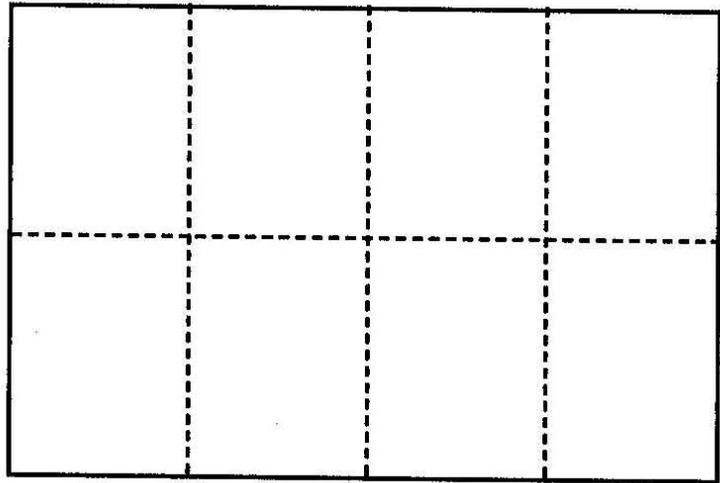
Sharing Your Tiny Book (10 minutes)

14. After 10 minutes, ASK youth divide into pairs.
15. SAY:
Take a few minutes to share your book with your partner. Select one person to share first

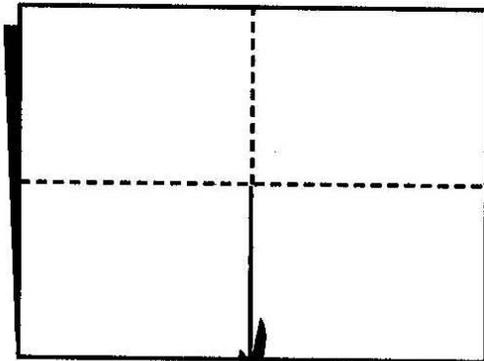
and then allow the other to share.

16. ALLOW each young person 2-3 minutes to share his/her book. Let youth know when time is up and ASK them to switch.
17. AFTER 6-7 minutes is up, ASK youth:
 - a. What were some similarities that you and your partner found in your books?
 - b. What were some differences you had?
 - c. What did you like about thinking of your lives 15 years from now?
18. THANK the group for sharing. CONGRATULATE them on doing such a nice job. ENCOURAGE them to take their book home and share it with their family.

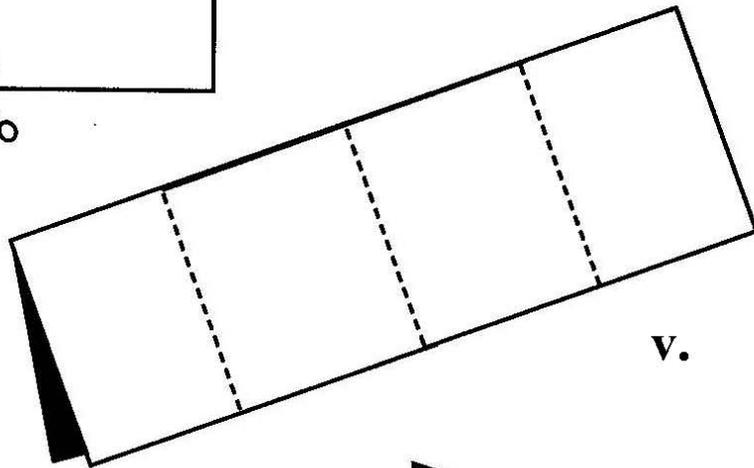
i.



ii.

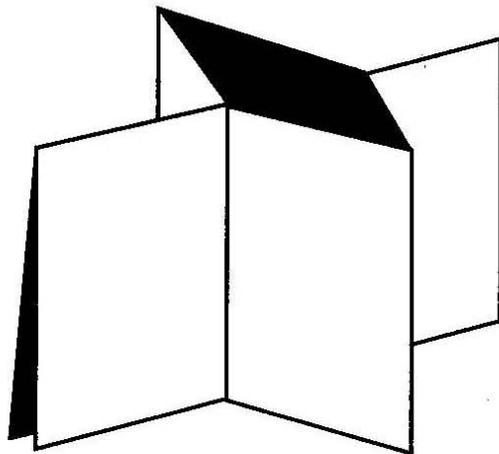


iv.



v.

vii.



WRITING YOUR SMALL BOOK

Cover—Think of a Title for Your Book

15 Years from Now...

Page 1—Where do you live?

Page 2—What does your house look like?

Page 3—What is your job?

Page 4—What is your family like?

Page 5—How do you spend your free time?

Page 6—What big goal have you met?

Page 7—What helped you to reach that goal?

**Attachment I:
Facilitator Training Detailed Agenda**



The National Institute of Child Health and Human Development (NICHD) and the Academy for Educational Development (AED)

FACILITATOR TRAINING

FEBRUARY 22, 2006, 1:00-4:30 P.M.

DETAILED AGENDA

1:00 - 1:10 p.m.

Welcome and Overview of Agenda

- Rosanne

1:10 - 1:15 p.m.

Understanding the MSY Facilitator Role

- Rosanne

Logistics:

- Each facilitator will be assigned to 2 sites: 1 lead and 1 back up
- Share info we have about Sam's partner and assignments
- Communication with AED: each facilitator will have a contact person
- Communication with each other:
 - Group conference call after Lesson 1
 - Facilitator contact list in meeting materials

What is your job as an MSY Facilitator?

- Conduct complete curriculum in entirety with fidelity—meaning following guide
- Issue of time management during lessons: the activity times are averages needed to complete activity
 - facilitators should move lesson along within timing allotted
 - cannot carryover content of a lesson to the next session
 - make decisions about how to use time in session based on learning objectives
- Keep an attendance log for each lesson

1:15 - 1:40 p.m.

Overview of MSY Curriculum Structure and Design

- Monica
- MSY integrates four content areas throughout workshop: media analysis, nutrition, physical activity, media production. We'll discuss these more shortly.
- Structure: Each lesson is 90 minutes and includes: Activity A, Snack Break, Activity B, Action Break, Activity C: Mini-production, Finishing Up the Lesson, and Take Home a New Idea!
- Layout/Design: Each lesson has a cover sheet with lesson overview, materials needed and facilitator prep, which helps facilitator prepare for each lesson; this information is also provided for each activity
- Each facilitator will receive a kit that includes the materials needed
- Explain snack and action breaks
- Explain mini-production and Big Production
- Video-Mandatory for our purposes
- Use of icons in curriculum
- Notes to Facilitators
- Appendices
- Importance of fidelity to curriculum for evaluation
- Q and A

1:40 - 2:00 p.m.

Exploring Media

- Rosanne
- L2A: What are Media?
- L2B: Media and Health: What's the Connection?
- L3B: The 6 Media Questions

2:00 - 2:30 p.m.

Exploring Nutrition and Physical Activity

- Monica
- L4 (cereal) L6A Opt 2: What's on the Label?
- MSY jargon: avoid junk food and good food/bad food; MSY is about healthy choices, not about weight loss (Read Notes to Facilitators for more about these points)
- L5A: What is Physical Activity?
- MSY jargon: use term physical activity versus exercise
- We recommend you do the activities with the youth whenever possible

2:30 - 3:00 p.m.

Overview of the MSY Curriculum Evaluation

- Natasha Lekes, MSY Evaluation Team

- Purpose of evaluation
- Evaluation process
 - Pre/post surveys
 - Observations
 - Facilitator log (typed format required)
 - Data collection process
- How to discuss (or not!) evaluation with young people
 - Focus is on program
 - Pre/post surveys not included in binders on purpose

3:00 - 3:10 p.m.

Action Break: It All Depends On Where You Sit

- Monica

3:10 - 3:30 p.m.

Exploring Media Production

- Rosanne

- L7C: Omission Mission Mini Production
- Review examples of other Mini-productions and relationship to Big Production
- Emphasize importance of message (first mentioned in L#3) and specific versus general message
- Watch Video Segment #11
- Lessons 7-9 are when youth think more about Big Production
- Parameters for Big Production Tool: Using 6 Media Questions to create media

3:30 - 3:50 p.m.

Exploring MSY Learning Style and Facilitation Approach

- Rosanne

- Participatory; actively engage all youth
- Skill-building—hands-on learning
- Open-ended questions
- Probing
- Brainstorming
- Small and large group formats
- Notetakers, encouragers, presenters
- Engaging youth
- Contests/games
- Diversity/culture
- Sensitive issues: Body image, physical ability, etc
- Other tips for facilitating

3:50 - 4:00 p.m.

Facilitator Role and Site Logistics

- Monica

- Fidelity to curriculum
- Implementation kit (AED will create all large papers, purchase materials for the full workshop)
 - Material preparation
 - Worksheets
 - Facilitators bring all materials to their sites for each lesson
AED hiring caterer to prepare snacks; facilitators are onsite contact for caterer
- How to prepare
- Responsibilities at sites: arrive early, dress appropriately, clean/remove all MSY materials from room after each lesson
- Invoicing/payment process
- Reimbursement for mileage
- Q and A about any part of training, curriculum, etc

4:00 - 4:30 p.m.

Questions and Next Steps

**Attachment J 1–2:
Treatment and Control Survey
Administration Instructions**

MSY SURVEY ADMINISTRATION *Instructions for Treatment Groups*

Introduction

Hello. My name is _____. I am here to get your help with some important research we are doing for the National Institutes for Health. The questions on this survey will help us understand what people your age think about nutrition, physical activity, and the media so that we can develop programs in these areas.

Your responses will only be used to help us understand how youth think about ads, nutrition, and physical activity. Everything you share with us today is confidential. This means that no one will know how you answered the questions. Also, completing this survey is voluntary.

You will be helping us with an important research project on youth your age.

I would like to thank you now, before we start, for helping us out.

Assent Form Instructions

First, we will need to have you sign one form that says you are willing to participate in the survey. I am going to pass out the forms now, with a pencil. I will read the form to you. (*Read the form.*)

Are there any questions?

Could you please sign the form if you agree to take part in this study.

Thank you. [*Collect the forms.*]

Survey Administration Instructions

[*Read this paragraph before passing out the surveys and pencils.*]

Now we will pass out the survey booklets. Everyone should hold on to the pencil they have. Once everyone has a survey booklet, you will want to read the instructions for each of questions carefully. In some cases, you will be asked to check off your responses; for other questions, you will be asked to circle your answer or mark with an X. For some questions you will be asked to mark all that apply and for others you will be asked to only mark one answer. The survey contains four advertisements. There is a set of questions you will need to answer for each of the ads.

Please use only the pencil that you were given. If you decide to change your answer, make sure you completely erase the earlier mark so that the right answer is very clear.

Take your time to read the questions and answer them carefully. When you are finished, please check to see that you have answered all of the questions and then quietly turn it over at your place. We will collect all of the surveys together.

Does anyone have any questions at this time?

I will now pass out the surveys and you may begin. Please raise your hand if you have any questions while filling out the survey. There may be some words that you are not completely sure about on the survey. Just try your best to answer the questions.

Thank you again for your time and attention.

11JAN06

MSY SURVEY ADMINISTRATION

Instructions for Control Groups

Introduction

Hello. My name is _____. I am here to get your help with some research we are doing for the National Institutes for Health. You will be helping us with an important research project on youth your age. I would like to thank you now, before we start, for helping us out.

There are three things we will be doing in the next hour. First, we will all do an interesting activity together, then have a snack, and finally we will be gathering some information from you on a survey to help us with our research.

Activity Instructions

Before we begin the activity, let's each share our name and a movie we enjoyed seeing. While you are sharing your names, I'll be taking attendance, too. (*Have everyone say their name and the name of a movie.*)

Follow with Activity.

Assent Form Instructions

Now that we have finished the activity, we will be asking you to complete a short survey. The questions on this survey will help us understand what people your age think about nutrition, physical activity, and the media so that we can develop programs in these areas.

Your responses will only be used to help us understand how youth think about ads, nutrition, and physical activity. Everything you share with us today is confidential. This means that no one will know how you answered the questions. Also, completing this survey is voluntary.

First, we will need to have you sign one form that says you are willing to participate in the survey. I am going to pass out the forms now, with a pencil. I will read the form to you. (*Read the form.*)
Are there any questions?
Could you please sign the form if you agree to take part in this study?
Thank you.

[Collect the forms.]

Survey Administration Instructions

[Read this paragraph before passing out the survey booklets.]

Now we will pass out the survey booklets. Everyone should hold on to the pencil they have.

Once everyone has a survey booklet, you will want to read the instructions for each of questions carefully. In some cases, you will be asked to check off your responses; for other questions, you will be asked to circle your answer or mark with an X. For some questions you will be asked to mark all that apply and for others you will be asked to only mark one answer. The survey contains four advertisements. There is a set of questions you will need to answer for each of the ads.

Please use only the pencil that you were given. If you decide to change your answer, make sure you completely erase the earlier mark so that the right answer is very clear.

Take your time to read the questions and answer them carefully. When you are finished, please check to see that you have answered all of the questions and then quietly turn it over at your place. We will collect all of the surveys together.

Does anyone have any questions at this time?

I will now pass out the surveys and you may begin. Please raise your hand if you have any questions while filling out the survey. There may be some words that you are not completely sure about on the survey. Just try your best to answer the questions.

Thank you again for your time and attention.

11JAN06

**Attachment K:
Item Analysis of the Survey
Using the Pre-Treatment Data**

Media-Smart Youth[®] Pre-Survey Item Analysis (n=216)

The table below presents the percentage of youth who answered each pre-survey item correctly and the correlation of each survey item's score with the total survey score. The percentage of students answering a given question correctly ranged from 7.5 to 97.2 percent. The total score was calculated by awarding one point for each question answered correctly, with a total of 63 possible points. The average total score was 75.44 percent; the scores ranged from 34.92 to 93.65 percent. The majority of the items (77.78%) were significantly positively correlated with the total score.

| Physical Activity Knowledge and Skill MSY Survey Items | % of youth who answered correctly | Correlation of Item with Total Score (**<i>p</i><.01) |
|---|--|---|
| 1. 6 Minimum daily minutes of physical activity for young people (60) | 40.5 | .128 |
| 2. 7 a Is walking a physical activity? (Yes) | 92.1 | .328** |
| 3. 7 b Is carrying groceries a physical activity? (Yes) | 40.0 | .294** |
| 4. 7 c Is climbing stairs a physical activity? (Yes) | 70.2 | .196** |
| 5. 7 d Is playing soccer a physical activity? (Yes) | 97.2 | .307** |
| 6. 8 Physical activity is anything that gets your body moving (True) | 83.6 | .014 |
| 7. 9 Riding a bike is a weight-bearing activity (False) | 48.1 | .085 |
| 8. 10 Taking your pulse can tell you_____ (how hard your body is working) | 91.6 | .274** |
| 9. 14 What can you do to help make your bones stronger? (Eat foods high in calcium and do weight-bearing activities.) | 59.6 | .300** |
| Nutrition Knowledge and Skills MSY Survey Item | % of youth who answered correctly | Correlation of Item with Total Score (**<i>p</i><.01) |
| Including fruits and vegetables in daily eating | | |
| 10. 15 a Eat a banana with breakfast (Yes) | 91.2 | .393** |
| 11. 15 b Drink milk with dinner (No) | 71.3 | .184** |
| 12. 15 c Have a glass of 100% juice (Yes) | 82.9 | .290** |
| 13. 15 d Have a turkey sandwich (No) | 75.0 | .080 |
| Sources of calcium | | |
| 14. 16 a Yogurt (Yes) | 88.8 | .267** |
| 15. 16 b Spinach (Yes) | 37.2 | -.118 |
| 16. 16 c Carrots (No) | 59.1 | .312** |
| 17. 16 d Peanut butter (No) | 74.0 | .013 |
| Reducing added sugar | | |
| 18. 17 a Have plain cereal instead of frosted (Yes) | 86.0 | .424** |
| 19. 17 b Drink 100% fruit juice instead of fruit punch (Yes) | 84.6 | .240** |
| 20. 17 c Eat jelly beans instead of ice cream (No) | 79.0 | .061 |
| 21. 17 d Split a candy bar instead of eating the whole thing (Yes) | 53.3 | .441** |
| Reducing fat in daily eating | | |
| 22. 18 a Remove chicken skin (Yes) | 76.3 | .513** |
| 23. 18 b Drink whole milk instead of skim (No) | 70.7 | .243** |
| 24. 18 c Choose small fries instead of large (Yes) | 74.9 | .483** |

| Nutrition Knowledge and Skills MSY Survey Item | % of youth who answered correctly | Correlation of Item with Total Score (**$p < .01$) |
|---|--|--|
| 25. 18 d Put butter on toast instead of jam or jelly (No) | 76.3 | .191** |
| Types of whole grain | | |
| 26. 19 a Oatmeal (Yes) | 87.9 | .322** |
| 27. 19 b White rice (No) | 53.7 | .102 |
| 28. 19 c Wheat bread (No) | 7.5 | -.206** |
| 29. 19 d Popcorn (Yes) | 9.3 | -.056 |
| Media Knowledge and Skills MSY Survey Items | % of youth who answered correctly | Correlation of Item with Total Score (*$p < .05$ **$p < .01$) |
| Ways to see or hear advertisements | | |
| 30. 27 a Signs on the outside and inside of buses (Yes) | 89.8 | .417** |
| 31. 27 b Movie and video rental previews (Yes) | 91.2 | .329** |
| 32. 27 c Logos on t-shirts (Yes) | 72.2 | .443** |
| 33. 27 d Shopping bags (Yes) | 58.8 | .290** |
| 34. 28 Point of view definition (matching question) | 86.0 | .270** |
| 35. 29 Media techniques definition (matching question) | 80.8 | .339** |
| 36. 30 Target audience definition (matching question) | 71.0 | .320** |
| 37. 31 Sponsor definition (matching question) | 74.3 | .249** |
| 38. 32 Purpose definition (matching question) | 67.8 | -.069 |
| All the things that media can do | | |
| 39. 33 a Inform (Yes) | 92.1 | .197** |
| 40. 33 b Entertain (Yes) | 81.7 | .343** |
| 41. 33 c Persuade to do or buy something (Yes) | 84.7 | .475** |
| All the reasons why it's important to know the sponsor of a message | | |
| 42. 34 a To understand the point of view of the message (Yes) | 72.6 | .025 |
| 43. 34 b To help identify the audience (No) | 61.8 | -.057 |
| 44. 34 c To understand why you are being asked to take a certain action (Yes) | 72.2 | .345** |
| 45. 34 d To help form an opinion about the message (Yes) | 62.3 | .296** |
| Examples of media | | |
| 46. 35 a Magazines (Yes) | 91.7 | .396** |
| 47. 35 b Internet (Yes) | 89.8 | .149* |
| 48. 35 c Logo on a shoe or t-shirt (Yes) | 56.5 | .379** |
| 49. 35 d Billboards (Yes) | 80.6 | .550** |
| 50. 36 Media can influence peoples' food choices (True) | 90.7 | .255** |
| 51. 37 Media can influence the amount of physical activity a person gets (True) | 81.9 | .105 |
| Anti-drug advertisement | | |
| 52. 38 Who is the audience for this ad? (multiple choice) | 76.1 | .304** |
| 53. 39 What is the purpose of this ad? (multiple choice) | 74.2 | .453** |
| 54. 40 What is the message in this ad? (multiple choice) | 75.6 | .310** |

| Media Knowledge and Skills MSY Survey Items | % of youth who answered correctly | Correlation of Item with Total Score (* $p < .05$ ** $p < .01$) |
|---|--|---|
| 55. 41 What important information is missing from this ad? (multiple choice) | 41.0 | .261** |
| 56. 42 What techniques are used to attract your attention in this ad? (multiple choice) | 58.9 | .370** |
| Booster seat advertisement | | |
| 57. 43 Who is the author or sponsor of this ad? (multiple choice) | 80.0 | .211** |
| 58. 44 Who is the audience for this ad? (multiple choice) | 68.8 | .324** |
| 59. 45 What is the purpose of this ad? (multiple choice) | 87.9 | .471** |
| 60. 46 What important information is missing from this ad? (multiple choice) | 62.7 | .268** |
| Volunteer advertisement | | |
| 61. 47 Who is the author or sponsor of this ad? (multiple choice) | 65.1 | .377** |
| 62. 48 What is the message in this ad? (multiple choice) | 69.6 | .320** |
| 63. 49 What techniques are used to attract your attention in this ad? (multiple choice) | 64.0 | .350** |

Attachment L:
Lesson Attendance Table for the Nine Original
***Media-Smart Youth*[®] Treatment Sites**

Attachment L. Youth participation at the nine MSY treatment sites for Lessons 1 – 10

| | L1 | L2 | L3 | L4 | L5 | L6 | L7 | L8 | L9 | L10 | Mean | Range |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|----------------|-----------|------------|--------------|--------------|
| Treatment 1 | 13 | 12 | 10 | 13 | 13 | 13 | 10 | 10 | 11 | 12 | 11.7 | 10-13 |
| Treatment 2 | 11 | 7 | 10 | 10 | 8 | 11 | 10 | 9 | 5 | 7 | 8.8 | 5-11 |
| Treatment 3 | 12 | 12 | 11 | 11 | 10 | 10 | 12 | 12 | 12 | 10 | 11.2 | 10-12 |
| Treatment 4 | 14 | 12 | 12 | 10 | 12 | 11 | ? | ? | 12 | 9 | 13.14 (est.) | 9-14 |
| Treatment 5 | 13 | 15 | 13 | 15 | 11 | 13 | 9 | 14 | 14 | 11 | 12.8 | 9-15 |
| Treatment 6 | 10 | 11 | 8 | 8 | 9 | 9 | 8 | 9 | 9 | 10 | 9.1 | 8-11 |
| Treatment 7 | 6 | 8 | 3 | 3 | 3 | 5 | 4 | 3 | 3 | 4 | 4.2 | 3-8 |
| Treatment 8 | 16 | 16 | 15 | 14 | 14 | 13 | 13 | 13 | 11 | 12 | 13.7 | 11-16 |
| Treatment 9 | 7 | 6 | 6 | 7 | 5 | 5 | 4 | 3 | 3 | 3 | 4.9 | 3-7 |
| Mean | 11.33 | 11 | 9.78 | 10.11 | 9.44 | 10 | 8.11 (est.) | 9.12 (est.) | 8.89 | 8.67 | | |
| Range | 6-16 | 6-16 | 3-15 | 3-15 | 3-14 | 5-13 | 4-13 | 3-14 | 3-14 | 3-12 | | |

Attachment M:
Comparison of Activities for the Nine *Media-Smart Youth*[®]
Sites (with Snack and Action Break Completions)

Attachment M. Cross-Lesson Comparison of Activities for the Nine MSY Sites (with Snack Break and Action Break Completions).

| Lesson | | Activity A | Activity B | Activity C | Snack Break | Action Break (n of sites) |
|--------|---------------|------------|------------|------------|---|------------------------------|
| 1 | Mean | 15.7 | 14 | 27 | 10 min. | Yes (7) |
| | Time Allotted | 18 | 12 | 25 | 10 min. | 10 min. |
| 2 | Mean | 28.3 | 13 | 21.2 | 3 sites >10 min. | Yes (7) |
| | Time Allotted | 30 | 15 | 23 | 10 min. | 10 min. |
| 3 | Mean | 13 | 29.6 | 21.6 | 4 sites > 10 min. | Yes (9) |
| | Time Allotted | 15 | 30 | 23 | 10 min. | 10 min. |
| 4 | Mean | 27.8 | 24.5 | 17.6 | 2 sites > 10 min. 1 site: wrong snack delivered | Yes (4) |
| | Time Allotted | 25 | 23 | 20 | 10 min. | 10 min. |
| 5 | Mean | 23.1 | 23.7 | 19.4 | 5 sites > 10 min. | Yes (2) |
| | Time Allotted | 25 | 25 | 28 | 10 min. | 10 min. |
| 6 | Mean | 41.7 | 24.7 | n/a | 2 sites > 10 min. | Yes (4) |
| | Time Allotted | 40 | 28 | n/a | 10 min. | 10 min. |
| 7 | Mean | 24.4 | 21.8 | 16.25 | 1 site > 10 min 1 site: snack not delivered 1 site: wrong snack delivered | Yes (5) |
| | Time Allotted | 20 | 23 | 25 | 10 min. | 10 min. |
| 8 | Mean | 18.9 | 19.8 | 21.3 | 3 sites > 10 min. | Yes (8) |
| | Time Allotted | 20 | 23 | 25 | 10 min. | 10 min. |
| 9 | Mean | 19.8 | 22.2 | 23.9 | 1 site > 10 min. | Yes (6) |
| | Time Allotted | 20 | 20 | 28 | 10 min. | 10 min. |
| 10 | Mean | 18.9 | 32.8 | 17.4 | 1 site: snack not delivered | Yes (5) |
| | Time Allotted | 15 | 35 | 15 | 10 min. | 10 min. |

Attachment N:
Activity Time Allotted and Average Time Spent
by Lesson at the Nine *Media-Smart Youth*[®] Sites

Attachment N. Activity Time Allotted and Average Time Spent by Lesson for the Nine MSY Sites.

| Lesson | Activity | Time Allotted (minutes) | Average (minutes) | Range (minutes) | Average Over (+)/Under (-) |
|---------------|-----------------|--------------------------------|--------------------------|------------------------|-----------------------------------|
| 1 | Activity A | 18 | 15.67 | 12-20 | -2.33 |
| | Activity B | 12 | 14 | 8-20 | 2 |
| | Activity C | 25 | 27 | 23-32 | 2 |
| 2 | Activity A | 30 | 28.33 | 20-35 | -1.67 |
| | Activity B | 15 | 13 | 10-15 | -2 |
| | Activity C | 23 | 21.22 | 15-30 | -1.78 |
| 3 | Activity A | 15 | 13 | 10-15 | -2 |
| | Activity B | 30 | 29.56 | 24-35 | -.44 |
| | Activity C | 23 | 21.56 | 10-30 | -1.44 |
| 4 | Activity A | 25 | 27.78 | 20-38 | 2.78 |
| | Activity B | 23 | 24.56 | 18-30 | 1.56 |
| | Activity C | 20 | 17.57 | 10-23 | -2.43 |
| 5 | Activity A | 25 | 23.11 | 20-25 | -1.89 |
| | Activity B | 25 | 23.67 | 20-30 | -1.33 |
| | Activity C | 28 | 19.44 | 10-25 | -8.56 |
| 6 | Activity A | 40 | 41.67 | 30-55 | 1.67 |
| | Activity B | 28 | 24.75 | 15-30 | -6.75 |
| 7 | Activity A | 20 | 24.44 | 15-40 | 4.44 |
| | Activity B | 23 | 21.8 | 15-25 | -1.2 |
| | Activity C | 25 | 16.25 | 10-25 | -8.75 |
| 8 | Activity A | 20 | 18.89 | 10-30 | -1.11 |
| | Activity B | 23 | 19.78 | 10-30 | -3.11 |
| | Activity C | 25 | 21.33 | 5-35 | -3.67 |
| 9 | Activity A | 20 | 19.78 | 15-25 | -0.22 |
| | Activity B | 20 | 22.22 | 15-30 | 2.22 |
| | Activity C | 28 | 23.89 | 10-35 | -4.11 |
| 10 | Activity A | 15 | 18.89 | 15-30 | 3.89 |
| | Activity B | 35 | 32.78 | 20-40 | 2.22 |
| | Activity C | 28 | 17.43 | 15-20 | -1.44 |

**Attachment O:
Adaptations by Lesson**

Adaptations by Lesson

Pre-Lesson 1

Facilitators did not make changes that substantially adapted the MSY curriculum. Facilitators made adaptations due to time, opportunity to increase enjoyment, and a teachable moment (see Table 1 for adaptations to Pre-Lesson 1).

Table 1: Pre-Lesson 1 Adaptations

| Pre-Lesson 1 | |
|-----------------------------------|---|
| Cause for Adaptation | Adaptation |
| Extra time | <ul style="list-style-type: none"> • Asked students to add MSY concepts to their folder |
| Lack of time | <ul style="list-style-type: none"> • Arranged name tags by seating instead of having students wait in a single line • Moved faster through all activities because they started late • Shortened sections • Gave students one minute with a specific color marker before passing the marker to another person • Eliminated the folder decorating activity |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Added a question about students' favorite color |
| Teachable moment | <ul style="list-style-type: none"> • Discussed a topic when it came up during snack time instead of waiting until that part of the program. |

Lesson 1

Facilitators made one change that substantially adapted the MSY content as designed. A facilitator allowed students to taste food when they were supposed to use their other senses (e.g, touch, smell) to identify the food. Facilitators made small adaptations to promote understanding, increase discussion, and address a lack of time (see Table 2 for adaptations to Lesson 1).

Table 2. Lesson 1 Adaptations

| Lesson 1 | |
|---|---|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Gave extra time to program guidelines |

| Cause for Adaptation | Adaptation |
|------------------------------------|---|
| Lack of time | <ul style="list-style-type: none"> • Compiled a list instead of asking students to do it • Discussed content during snack time • Served the snack earlier than planned |
| Opportunity to increase discussion | <ul style="list-style-type: none"> • Engaged students in discussion instead of listing items for them |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Allowed students to taste food when they were supposed to use their other senses to identify the food* |
| Miscellaneous/ Unknown | <ul style="list-style-type: none"> • Packaged foods in containers and plastic bags with questions attached for senses activity • Put a paper towel on blindfold to prevent disease transfer |

* Adaptation that altered MSY as designed

Lesson 2

Facilitators made one change to Lesson 2 that substantially adapted the MSY content. A facilitator told students a strategy for remembering the purposes of media (PIE- Persuade, Inform, Entertain). Facilitators made small adaptations due to time, opportunity to increase discussion, opportunity to increase enjoyment, and a desire to add emphasis to a topic (see Table 3 for adaptations to Lesson 2).

Table 3. Lesson 2 Adaptations

| Lesson 2 | |
|---|---|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Told students a strategy for remembering the purposes of media (PIE- Persuade, Inform, Entertain)* • Reinforced the purpose of media by choosing 10 media from the list and labeling the purpose together • Spent additional time clarifying key points • Asked students to explain concepts to each other using personal examples |
| Lack of time | <ul style="list-style-type: none"> • Only went through one list as a group • Only allowed three pairs of participants to do physical activity • Had youth read ideas from the curriculum instead of the facilitator guiding them to the answers |

| Cause for Adaptation | Adaptation |
|------------------------------------|---|
| Opportunity to increase discussion | <ul style="list-style-type: none"> • Asked one group to read a list and have other groups respond with additional comments instead of asking them to read their lists |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Included mini-competitions to guess facts |
| Miscellaneous/ Unknown | <ul style="list-style-type: none"> • One facilitator forgot to include the following question: “Why do you think most youth spend more time using media than being physically active?” • Told students about the decision to stop selling soft drinks in schools • Added a 10 minute review session since students were out for spring break |

* Adaptation that altered MSY as designed

Lesson 3

Facilitators made one change that substantially adapted the MSY content. Due to technical difficulties one group did not view the DVD. Facilitators made adaptations to MSY due to a need to add emphasis, lack of time, and opportunities to increase discussion and enjoyment (see Table 4 for adaptations to Lesson 3).

Table 4: Lesson 3 Adaptations

| Lesson 3 | |
|---|--|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Allowed extra time to complete Media Detective notepad • Presented the video and also talking about definitions • Analyzed the purpose and messages of both magazine and CD covers |
| Lack of time | <ul style="list-style-type: none"> • Called out game characteristics instead of asking students to do it • Cut the action break • Cut presentations • Cut creative time |
| Opportunity to increase discussion | <ul style="list-style-type: none"> • Divided the groups into additional groups |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Had a competition for the best action hero |

| Cause for Adaptation | Adaptation |
|-----------------------------|--|
| Technical difficulties | • Did not view DVD* |
| Miscellaneous/ Unknown | • Added characteristics to a game (new characteristics were not described) |

* Adaptation that altered MSY as designed

Lesson 4

Facilitators made two changes that substantially adapted the MSY content as designed. Facilitators skipped the DVD and did not focus on alternatives due to a lack of time. Additionally, due to small numbers one facilitator did not hold a lesson. Facilitators made changes to MSY as designed due to need for emphasis, lack of time, opportunities to increase discussion and enjoyment, and small student numbers (see Table 5 for adaptations to Lesson 4).

Table 5. Lesson 4 Adaptations

| Lesson 4 | |
|---|--|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Allowed additional time for personal experiences with healthy food • Gave extra time to discussion |
| Lack of time | <ul style="list-style-type: none"> • Skipped the DVD* • Did not focus on alternatives* • Decreased time for all activities because of late arrivals • Brainstormed as a larger group • Did not complete brain storming • Decreased time to create posters • Did not give an activity/action break |
| Opportunity to increase discussion | • Instead of asking youth the main ways fat is found in food, told the group about the types of fat and sugar and asked for examples |
| Opportunity to increase enjoyment | • Explained whole grain milling process instead of doing activity that students did not enjoy |
| Small number of students | <ul style="list-style-type: none"> • Did not hold a lesson* • Did not brainstorm as a group |

* Adaptation that altered MSY as designed

Lesson 5

Facilitators made no changes that substantially adapted the MSY content. Facilitators made small changes due to behavior problems, lack of time, opportunities to increase enjoyment, and small student numbers (see Table 6 for adaptations to Lesson 5).

Table 6. Lesson 5 Adaptations

| Lesson 5 | |
|-----------------------------------|--|
| Cause for Adaptation | Adaptation |
| Behavior problems | <ul style="list-style-type: none"> • Worked in pairs and triads instead of groups |
| Lack of time | <ul style="list-style-type: none"> • Only did two physical activities instead of four to check their pulse • Did not write out jingles • Cut the amount of time to create jingles |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Added extra encouragement for the students • Facilitator took part in the physical activity • Physical activity turned into a mini-dance party |
| Small number of students | <ul style="list-style-type: none"> • Instead of working as multiple groups only worked as one • Students worked alone to come up with jingles |
| Miscellaneous/ Unknown | <ul style="list-style-type: none"> • Only did three of the four physical activities because the students were expending so much energy |

Lesson 6

Facilitators made one change that substantially adapted the MSY content. One facilitator skipped questions asking which foods had more/less fiber and fat. Facilitators made adaptations to MSY as designed due to a lack of time and opportunities to increase enjoyment (see Table 7 for adaptations to Lesson 6).

Table 7. Lesson 6 Adaptations

| Lesson 6 | |
|-----------------------------|--|
| Cause for Adaptation | Adaptation |
| Lack of time | <ul style="list-style-type: none"> • Skipped questions asking which foods had more/less fiber and fat* • Extended scavenger hunt time so those who did not understand the labels could take their time • Decreased time for entire lesson because students arrived late |

| Cause for Adaptation | Adaptation |
|-----------------------------------|--|
| Opportunity to Increase enjoyment | <ul style="list-style-type: none"> • Gave more time to option 2 |

* Adaptation that altered MSY as designed

Lesson 7

Facilitators made one change that substantially adapted the MSY content. One facilitator skipped the DVD. Facilitators made small adaptations to MSY content due to a need for emphasis, lack of time, and opportunities to increase discussion and enjoyment (see Table 8 for adaptations to Lesson 7).

Table 8. Lesson 7 Adaptations

| Lesson 7 | |
|---|---|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Spent extra time defining terms |
| Lack of time | <ul style="list-style-type: none"> • Skipped the DVD* • Cut all activities because rearranging furniture took so long • Did not finish activity • Students did not have adequate time to complete missing fact ads • Cut discussion • Cut creative time • Had students read instead of discuss |
| Opportunity to increase discussion | <ul style="list-style-type: none"> • Extended discussion |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Encouraged competitive spirit by using a stopwatch to time the physical activity |

* Adaptation that altered MSY as designed

Lesson 8

Facilitators made three changes that substantially adapted MSY content. One facilitator discussed the DVD instead of watching it. Another facilitator did not complete assigned activities because the students learned that their teacher had died that day. Finally, a third facilitator handed out Attention Please but did not do the worksheet. Facilitators made small adaptations due to a need for emphasis, lack of time, and small student numbers (see Table 9 for adaptations to Lesson 8).

Table 9. Lesson 8 Adaptations

| Lesson 8 | |
|---|---|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Included more discussion of nutrition facts and how media influence food choices |
| Lack of time | <ul style="list-style-type: none"> • Rushed through Calcium Counter • Did not complete Calcium Counter • Ran out of time while doing the activities • Only created one billboard • Read discussion • Shortened discussion to allow creative time |
| Small number of students | <ul style="list-style-type: none"> • Asked students to come up with meals with calcium individually instead of in groups • Asked students to come up with calcium filled meals that they individually liked |
| Miscellaneous/ Unknown | <ul style="list-style-type: none"> • Discussed the DVD instead of watching it* • Did not complete assigned activities because the students learned that their teacher had died that day • Handed out Attention Please but did not do the worksheet • Used Calcium Counter as a math problem |

* Adaptation that altered MSY as designed

Lesson 9

Facilitators made no changes that substantially adapted the MSY content. Facilitators made small changes due to a need for emphasis, behavior problems, lack of time, and a need to focus on the Big Production (see Table 10 for adaptations to Lesson 9).

Table 10. Lesson 9 Adaptations

| Lesson 9 | |
|---|--|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Extended the definition discussion |
| Behavior problems | <ul style="list-style-type: none"> • Skipped activities |
| Lack of time | <ul style="list-style-type: none"> • Did not complete the worksheet |

| Cause for Adaptation | Adaptation |
|---------------------------------|---|
| Need to focus on Big Production | <ul style="list-style-type: none"> • Deferred decisions until next session • Students were missing so held off decisions • Did not do activity to give more time to discuss BP • Gave more time to BP |
| Miscellaneous/Unknown | <ul style="list-style-type: none"> • One school's year was ending so there was no time for a Big Production |

Lesson 10

Facilitators made several substantial changes to the MSY content. One facilitator did not show the DVD. Several facilitators did not do the activity for a variety of reasons. One facilitator did not have enough time, another facilitator did not think the activity applied to the group, and since there were only two students one facilitator did not do the activity. Facilitators made small adaptations due to a need for emphasis, behavior problems, lack of time, a need to focus on the Big Production, opportunities to increase discussion (see Table 11 for adaptations to Lesson 10).

Table 11. Lesson 10 Adaptations

| Lesson 10 | |
|---|--|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Took extra time to discuss • Discussed roles in depth |
| Behavior problems | <ul style="list-style-type: none"> • Discussed working together as a team |
| Lack of time | <ul style="list-style-type: none"> • Did not do the activity* • Did not discuss all terms |
| Need to focus on Big Production | <ul style="list-style-type: none"> • Extended brainstorming time |
| Opportunity to increase discussion | <ul style="list-style-type: none"> • Broke into groups to discuss terms |
| Small number of students | <ul style="list-style-type: none"> • Did not do the activity* |
| Miscellaneous/Unknown | <ul style="list-style-type: none"> • Did not show the DVD* • Did not do the activity because it did not apply to the group* • Other adults helped move the activity along |

* Adaptation that altered MSY as designed

Table 12. Overall Adaptations

| Overall | |
|---|--|
| Cause for Adaptation | Adaptation |
| Need for added emphasis (promote understanding) | <ul style="list-style-type: none"> • Gave extra time to program guidelines • Told students a mnemonic for remembering the purposes of media (PIE- Persuade, Inform, Entertain)* • Reinforced the purpose of media by choosing 10 media from the list and labeling the purpose together • Spent additional time clarifying key points • Asked students to explain concepts to each other using personal examples • Allowed extra time to complete Media Detective notepad • Presented the video and also talking about definitions • Analyzed the purpose and messages of both magazine and CD covers • Allowed additional time for personal experiences with healthy food • Gave extra time to discussion • Spent extra time defining terms • Included more discussion of nutrition facts and how media influence food choices • Extended the definition discussion • Allowed extra time to discuss • Discussed roles in depth |
| Behavior problems | <ul style="list-style-type: none"> • Worked in pairs and triads instead of groups • Discussed working together as a team |
| Extra time | <ul style="list-style-type: none"> • Asked students to add MSY concepts to their folder |
| Lack of time | <ul style="list-style-type: none"> • Arranged name tags by seating instead of having students wait in a single line • Moved faster through all activities because they started late • Shortened sections • Gave students one minute with a specific color marker before passing the marker to another person • Eliminated the folder decorating activity • Compiled a list instead of asking students to do it • Discussed content during snack time • Served the snack earlier than planned • Only went through one list as a group |

| Cause for Adaptation | Adaptation |
|-----------------------------|--|
| Lack of time | <ul style="list-style-type: none"> • Only allowed three pairs of participants to do physical activity • • Had youth read ideas from the curriculum instead of the facilitator guiding them to the answers • Called out game characteristics instead of asking students to do it • Cut the action break • Cut presentations • Cut creative time • Skipped the DVD* • Did not focus on alternatives* • Decreased time for all activities because of late arrivals • Brainstormed as a larger group • Did not complete brain storming • Decreased time to create posters • Did not give an activity/action break • Only did two physical activities instead of four to check their pulse • Did not write out jingles • Cut the amount of time to create jingles • Skipped questions asking which foods had more/less fiber and fat* • Extended scavenger hunt time so those who did not understand the labels could take their time • Decreased time for entire lesson because students arrived late • Skipped the DVD* • Cut all activities because rearranging furniture took so long • Did not finish activity |
| | <ul style="list-style-type: none"> • Students did not have adequate time to complete missing fact ads • Cut discussion • Cut creative time • Had students read instead of discuss • Rushed through Calcium Counter • Did not complete Calcium Counter • Ran out of time while doing the activities • Only created one billboard • Read discussion • Shortened discussion to allow creative time • Skipped activities • Did not complete the worksheet |

| Cause for Adaptation | Adaptation |
|------------------------------------|---|
| Lack of time | <ul style="list-style-type: none"> • Did not do the activity* • Did not discuss all terms |
| Need to focus on Big Production | <ul style="list-style-type: none"> • Deferred decisions until next session • Students were missing so held off decisions • Did not do activity to give more time to discuss BP • Gave more time to BP • Extended brainstorming time |
| Opportunity to increase discussion | <ul style="list-style-type: none"> • Engaged students in discussion instead of listing items for them • Asked one group to read a list and have other groups respond with additional comments instead of asking them to read their lists • Divided the groups into additional groups • Instead of asking youth the main ways fat is found in food, told the group about the types of fat and sugar and asked for examples • Extended discussion • Broke into groups to discuss terms |
| Opportunity to increase enjoyment | <ul style="list-style-type: none"> • Added a question about students' favorite color • Allowed students to taste food when they were supposed to use their other senses to identify the food* • Included mini-competitions to guess facts • Had a competition for the best action hero • Explained whole grain milling process instead of doing activity that students did not enjoy • Added extra encouragement for the students • Facilitator took part in the physical activity • Physical activity turned into a mini-dance party • Gave more time to option 2 • Encouraged competitive spirit by using a stopwatch to time the physical activity |
| Small number of students | <ul style="list-style-type: none"> • Did not hold a lesson* • Did not brainstorm as a group • Instead of working as multiple groups only worked as one • Students worked alone to come up with jingles • Asked students to come up with meals with calcium individually instead of in groups • Asked students to come up with calcium filled meals that they individually liked • Did not do the activity* |

| Cause for Adaptation | Adaptation |
|-----------------------------|--|
| Teachable moment | <ul style="list-style-type: none"> • Discussed a topic when it came up during snack time instead of waiting until that part of the program. |
| Technical difficulties | <ul style="list-style-type: none"> • Did not view DVD* |
| Miscellaneous/ Unknown | <ul style="list-style-type: none"> • Packaged foods in containers and plastic bags with questions attached for senses activity • Put a paper towel on blindfold to prevent disease transfer • One facilitator forgot to include the following question: “Why do you think most youth spend more time using media than being physically active?” • Told students about the decision to stop selling soft drinks in schools • Added a 10 minute review session since students were out for spring break • Added characteristics to a game (new characteristics were not described) • Only did three of the four physical activities because the students were expending so much energy • Discussed the DVD instead of watching it* • Did not complete assigned activities because the students learned that their teacher had died that day • Handed out Attention Please but did not do the worksheet • Used Calcium Counter as a math problem • One school’s year was ending so there was no time for a Big Production • Did not show the DVD* • Did not do the activity because it did not apply to the group* • Other adults helped move the activity along |

* Adaptation that altered MSY as designed

**Attachment P:
Comments from Observers**

Lesson 4 Observation Checklist - Comments from Observers

| Facilitator as Person | Comments |
|---|---|
| 1 | Fantastic with the youth. |
| 2 | Treats them very respectfully. Nice. |
| 3 | Excellent rapport with the children. A pleasure to watch – respectful, engaged, interested, calm, and in control. |
| 4 | Has great rapport with the group. |
| 5 | Respectful yet honest in how she disciplines. Really doing a great job considering how they are constantly testing her. |
| 6 | Does an excellent job connecting with them and treating them with a great deal of respect. |
| Facilitator as Classroom Manager and Organizer | Comments |
| 1 | Juggled their different personalities really well. |
| 2 | Used subtle techniques to get their attention. Quite organized. Pretty laid back. Could perhaps move things along a bit more. |
| 3 | Calm and in control. |
| 4 | Respectful yet honest in how she disciplines. |
| 5 | One boy was not participating and the facilitator did a great job trying to get him in without being mean. |
| 6 | Excellent! Highly organized. Moved easily from one activity to the next. |
| Facilitator as Instructor | Comments |
| 1 | Got through all the content and got it through the kid's heads! |
| 2 | Gives excellent examples that relate to their world. |
| 3 | A pleasure to watch – respectful, engaged, interested, calm, and in control. |
| 4 | Very good at examples and probing questions. |
| 5 | Found so many examples to relate to their world. |

**Attachment Q:
Facilitator Feedback Meeting Agenda**



Facilitator Feedback Meeting*
Evaluation Treatment Groups

Tuesday, June 6, 2006 12:30-4:30 p.m.

The American News Women's Club
1607 22nd Street, N.W.
(Please see directions to the Club on page 2)

AGENDA

- | | |
|-----------------|---|
| 12:30—1:15 p.m. | Warm Up Big Production sharing and general conversation Refreshments |
| 1:15—2:30 p.m. | Activity A—Musings and Reflections Catherine and Natasha lead |
| 2:30—3:00 p.m. | Activity B—Tell Us What You Think Catherine and Natasha administer survey Rosanne and Ronne provide answer key Catherine and Natasha lead follow up questions |
| 3:00—3:15 p.m. | Action Break Let facilitators choose their favorite/ask a facilitator to lead |
| 3:15—4:15 p.m. | Activity C—Guidance and Insights Rosanne and Ronne lead/Lydia does note taking |
| 4:15—4:30 p.m. | Finishing Up Jill closes |

**Casual Dress*

Attachment R:
Sample of *Media-Smart Youth*[®] Mini-Productions

Attachment R. Sample of MSY Mini-Productions

Small Media Project Posters

| Poster # | Text | Artwork | Materials | Other |
|----------|---|---|--|----------------------------------|
| 1 | <i>Written in a box in center of poster:</i> “Smart Snack” <i>written underneath:</i> “Healthy Choices Make You HEALTHY” | Drawings of healthy foods: “brocly” (broccoli), cheese, grapes, strawberry, apple, orange, and lemon | Long brown bulletin board paper, drawings of foods are on construction paper and glued to poster, writing in magic marker | |
| 2 | <i>Large text in center of poster:</i> “Building Strong Bones: WEIGHT-Bearing Activities!” | 2 dumbbell weights, scraps of colorful construction paper are glued to poster | Long brown bulletin board paper; dumbbells and scraps cut out of construction paper; writing in magic marker | |
| 3 | <i>Written in bubble letters with the same text in cursive writing through the bubble letters</i> “Smoothie Time” | Clock | White poster board, bubble letters drawn with green, orange, and blue magic marker and filled in with corresponding colored pencil | Looks very artistic/professional |
| 4 | “Balance your life Stay Healthy” | Drawings of apple, grapes; a balance with a triangle base, which reads “life” and 2 triangle weights, which read “food and water” and “education,” decorated with blue dots | White poster board, yellow crate paper border on 2 sides, apple and grapes cut out of construction paper, balance cut out of brown bulletin board paper, writing in magic marker | |
| 5 | “Be Vibrant: Eat Your Fruits and Veggies” | Drawings of cherries, carrot, blueberries, broccoli, apple, sticker of tree and sticker of apple | White poster board, big, colorful text in glitter and magic marker | Very colorful, glitter |
| 6 | “Act with a smart Snack!” | Drawings of banana, apple, orange, glass of water, slice of bread, and cherries, flowers arranged from sequins and pom-poms | White poster board, lots of sequins, writing and drawings in magic marker | |
| 7 | “Hey! Eat fruits and you won’t be a fruit” | Drawings of apple, plum, and grapes | White poster board, | |

Got Calcium?

| Poster # | Text | Artwork | Materials | Other |
|----------|---|---|---------------------------------------|---------------------------|
| 1 | Got Calcium? Rico does. | A muscular cartoon character is holding a glass of milk in one hand and he is holding a large weight in the other hand. | White poster paper and magic markers. | |
| 2 | Eat Smart. Be Smart | Stick figure + soda = overweight stick figure saying "I'm (not) fit"/ Stick figure + milk = thin stick figure; a picture of a cow | White poster paper and magic markers. | |
| 3 | Wanna be strong? Get Calcium and Exercise | A muscular boy holding a carton of milk and a dumbbell weight. | White poster paper and magic markers. | |
| 4 | Got Calcium (Bear Necessities, Inc.) | Cow spots and utters. | Tee-shirt | Students made a tee-shirt |

TV News Script Starter (Lesson 2, Activity C)

Write your one-minute script in the lines below. What does your group think about vending machines that sell soda in school? Can you name 3 reasons why your group feels this way? What would you like to see happen with vending machines in schools in the future?

1. I think vending machines should not be in school because people get fat. Also because some kids are late to class. They can have too much sugar in the system. They can have high blood pressure.
2. It's good for vending machines to be in schools because schools raise money this way. They pay for band, art, and football. We want them to make better foods like bananas, fruit juices. We wanna work with the coca cola company to make good foods for vending machines.
3. I was getting some.

Jingle Time: Physical Activity Jingle (Lesson 5, Activity C)

1. Handout #1
 - *Select activity:* Jump rope
 - *A message about this physical activity:* Exercising is good for you and your body making you feel good along the way.
 - *Jingle:* Jump up and down and all around. Jumping is fun and enjoyed by everyone. Jump in place with a smile upon your face and you'll feel great.

2. Handout #2

- *Select activity:* Running
- *A Message about this physical activity:* Running is healthy and fun. It burns calories and is fun you can have with everyone.
- *Jingle:* We are the runners, the mighty mighty runners, we like to run in place rather than on myspace.

3. Handout # 3

- Select activity
- *A message about this physical activity:*
- *Jingle:* Jump Jump everybody's jumping everybody's everybody's pumping away all there fat fat fat "noone" wants and that be healthy be fit just jump.

Media Detective Notepad (Lesson 3, Activity B)

| Handout # | Who is the author or sponsor? | Who is the audience? | What is the purpose? | What is the message? | What information is missing? | What techniques are used to attract your attention? |
|-----------|-------------------------------|--|--------------------------------|---|--|--|
| 1 | McDonalds | People who eat McDonalds | Buy food from McDonalds | Get people to buy McDonalds | Calories: where is the McDonalds, what other thing that cost more than McDonalds | Food at the bottom right hand corner |
| 2 | McDonalds | People who are watching | Buy McDonalds | Buy McDonalds | Calories | Hamburger food |
| 3 | McDonalds | Young professionals | Got people___ McDonalds | Buy McDonalds | Calories, menu | Food |
| 4 | Mercury | The people who want the car | To see who wants the car | To persuade it to sell | The cost and where you can buy it | Young people |
| 5 | Mercury | People with a lot of income like young professional people | The purpose is to sell the car | The message is to persuade people that the car is stylish and now the shoes are stylish | What is the cost and where you can buy it | Putting young people and showing the car looking good in the afternoon |
| 6 | Mercury Milan | The people who want the car | To see who wants the car | To persuade, it is stylish | How fast, what is the "milage" (mileage) | Cold, people, the car, shoes |

Action Hero Kit (Lesson 3, Activity C)

| Handout # | Action Hero Name | Action Hero's Nutrition or Physical Activity Action | Action Hero's Slogan | Artwork |
|------------------|----------------------------------|---|---|--|
| 1 | Super Fruit | Eating fruit | Eat fruit its good for you | |
| 2 | "Valient" (Valiant) Veggie | To help kids eat vegetables and live a healthy life | If it's green, it's GREAT!! | Broccoli with eyes, mouth, arms, legs, and red cape |
| 3 | Nutrition Dude | | You should eat Healthy food, just like Nutrition Dude | Carrot with eyes, mouth, and muscular arms; his cape has the food pyramid on it |
| 4 | Ms. Happy Gardner | Creating more healthier food for "young people" to snack on | Veggies can taste good too! | Woman with cape, gardening tool, and hat |
| 5 | Gordo the Garden Gnome | He goes around at night, steals your junk food, and hides it in the pot at the end of the rainbow | Garden gnome by day, health hero by night! | Garden gnome with white beard and leprechaun hat |
| 6 | Mango Man | "Fruit Vision": he can see fruit from 50 miles away, mangos from 150 miles away | Eat mangos. Eat what tastes healthy. Eat what tastes right. | Giant mango with arms, legs, and head. His hat and belly have an "M" for mango written on them |
| 7 | Sport Man | He goes around and helps kids find a sport to play | Get into ACTION! | A male figure in athletic clothes and cleats surrounding by sports balls |
| 8 | Fresh Air Fanatic | To get outside | Go outside: get fresh air | A dog: his upper body is the sky with clouds and trees, the bottom half of his body is green |
| 9 | Apple Boy | Zap sweets with laser vision to make apples | An apple a day keeps the doctor away | An apple with a cape, arms, legs, and face on grass next to a tree |

Action Hero Kit (Lesson 3, Activity C) Continued

| Handout # | Action Hero Name | Action Hero's Nutrition or Physical Activity Action | Action Hero's Slogan | Artwork |
|------------------|---------------------------|--|---|--|
| 10 | Alina Hourglass | Crunches | Over time you might have your figure with crunches, you'll look as good as time | A female figure shaped like an hour glass with strong abdominal muscles and lots of blond, curly hair |
| 11 | Fruity Batuty | Eating fruit everyday | Eat fruit, it makes your skin cute | A skinny female figure with arm muscles in athletic clothes, big boots, and wearing a sweat band on her head |
| 12 | Senorita Fruta y Amigos | Encouraging everyone to eat fruit | Sugars to boot, let's eat fruit! | Lots of different types of fruit with human figures |
| 13 | The dude | If he detects fast food, then he destroys it immediately | To be healthy or not to be healthy? Oh wait! That's an easy one! | An orange man with a hat and a large "D" for "dude" on his stomach |
| 14 | The Joginator | He never stops running and he tells other to join | Take a hike to save your life | A man with a cape running down a road saying "Come join me!" |
| 15 | Applebottom | | Eat me and your butt will get bigger. | |
| 16 | Orange Chin | Eating oranges | Slice me up | A woman with a very large orange hanging from her chin |
| 17 | Apple head man | Kill all bad foods with a zap of apple juices | Eat healthy | A man with an apple for a head zapping the word "McDonalds" |
| 18 | Apple head | Kill all hamburgers and replace them with food | Eat eat and eat | Not legible |
| 19 | Mini trees and the spoons | | Mini trees are better than ___ trees | A boy holding small trees next to 2 spoons with faces |

Action Hero Kit (Lesson 3, Activity C) Continued

| Handout # | Action Hero Name | Action Hero's Nutrition or Physical Activity Action | Action Hero's Slogan | Artwork |
|------------------|----------------------------|--|-----------------------------------|---|
| 20 | Crack boy | Cracks unhealthy foods | Eat right | Stick figure saying "blah blah" with 2 drawings that may be guns |
| 21 | Tater tot | Cheerleading | Be loud be crazy just have fun! | A large female cartoon figure with black pigtails |
| 22 | Paul the living basketball | My action hero's nutrition is a physical activity—basketball | Give it your all; play basketball | A basketball player with a basketball for a head holding a basketball in a basketball jersey and shorts |

Omission Mission Script Starter (Lesson 7, Activity C)

Your mission is to create a 30-second radio advertisement for Happy Rectangles cereal:

1. You need breakfast for fuel to run all day. Happy Rectangles Cereal is just the thing! Fortified with eight vitamins and minerals, these corn and oat rectangles are good for kids and parents. The Yummy Cereal Company has made them a fun, 3D rectangle shapes to make them fun to eat.
2. Looking for a healthy and good tasting cereal for your kids? Buy Happy Rectangles Cereal
3. Hello, folks! Looking for the perfect breakfast cereal? Buy Happy Rectangles! Kids love the great taste, and parents love the nutrition. Happy Rectangles are made of corn and oats, and is fortified with 8 vitamins and minerals. Happy rectangles can be found in any balanced breakfast.
4. Buy Happy Rectangles made by Yummy Cereal Co. Kids love them and mothers will too! Happy Rectangles are a fun 3-D shape and are made of healthy oats and corn. Happy Rectangles are fortified with 8 vitamins and minerals! Kids love the great taste, and it's a great way to start the day! Happy Rectangles can be found in any well balanced breakfast. So go to your nearest grocery store and buy the best cereal on the shelves. Happy Rectangles!