



Appendix E

Promotion Kit

Getting Noticed

Your involvement in the *Media-Smart Youth: Eat, Think, and Be Active!*[®] program, created by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), gives you a great opportunity to bring local media attention to your organization and to the services you provide to young people in your community.

This section of the curriculum provides you with tips on:

- ◆ Getting started with your media and promotion efforts
- ◆ Conducting media outreach
- ◆ Reaching out to your community

We also provide some helpful media resources:

- ◆ A list of key messages about youth media, nutrition, and physical activity behaviors that you can customize with information from your local area
- ◆ A news release template that you can customize for your organization's Media-Smart Youth program
- ◆ A Media-Smart Youth fact sheet that you can reproduce and distribute as part of your promotion efforts
- ◆ A Media-Smart Youth Evaluation fact sheet describing an evaluation that measured the program's impact on adolescent knowledge, skills, and behavior in the areas of media analysis, nutrition, and physical activity.

If you use a variety of methods to reach out to local media and your community and to continuously follow up on your efforts, your work on Media-Smart Youth will get noticed.

Get Started

The first step is deciding what you want to say about your Media-Smart Youth program and then developing and reproducing informational materials. This is a crucial activity because it will help you organize your thoughts so that you can speak and write clearly and concisely about the program in your promotional efforts.

Develop Key Message Points

Determine the most important things you want to say about Media-Smart Youth, your organization's sponsorship of the program, and how the program benefits the youth in your community. Message points help you and others in your organization stay "on message" when speaking with reporters or other people in your community eager to hear about the program and the work you do. Try to include these key points in your conversations about the Media-Smart Youth program.

Reproduce the Media-Smart Youth Fact Sheet

The Media-Smart Youth fact sheet (pages E-11 and E-12) provides an overview of the program. You may reproduce and distribute the fact sheet as part of your promotional efforts.

Create Other Types of Materials That Would Be of Interest to Your Local Media

- ◆ News release—A news release can serve two purposes for a local media outlet. Many times, a media outlet will run the release as you have written it. Other times, a reporter will use the release as a "story starter." In this case, the text of the release is not directly turned into a story. Instead, the reporter may wish to produce his or her own story, including interviews with representatives of your organization and young people involved in the program.

If you use the news release template (pages E-9 and E-10), be sure to customize it with your local information and provide details about your organization. Don't forget to include your contact information at the top, and print it on your organization's letterhead. You can send the same news release to various media outlets, including television, radio, and print.

It is a good idea to send out news releases and then make follow-up calls to "**pitch**" your story. See tips presented under *Prepare To Talk with Reporters* (page E-4).

- ◆ **Media alert**—A media alert or advisory lets media outlets know about a specific event you plan to hold, such as the *Big Production* launch or a news conference. The *Big Production* is the final media product created by Media-Smart Youth participants. Be sure to indicate what the event is, what time it begins, where it will be held, and who will participate. Keep the document length to 1 page, and indicate whether photo or interview opportunities will be available.
- ◆ **Letter to the editor**—An effective letter to the editor should be relevant to a recent story in a newspaper or magazine about physical activity, nutrition, or media as it applies to youth. Use the message points to write a concise letter (100–250 words) about Media-Smart Youth and how it relates to the published story.
- ◆ **Op-ed**—An op-ed is a longer piece, usually about 700 words or fewer, and provides an opportunity to express your opinion, supported by facts, about an issue. Send your op-ed to only one print outlet at a time with a cover letter about why readers would be interested in your piece.
- ◆ **Presentation slides or speech scripts**—Use the message points along with photos of the program in action, local statistics, and quotes from Media-Smart Youth participants to create a presentation or speech that may be used in various settings.

Conduct Media Outreach

Now that you have promotional materials, you will need to decide to whom you will send them and what types of outreach you will conduct.

Create a Media List

Media lists contain key information about all the media outlets and reporters you work with or would like to reach. Here’s how to create your list:

- ◆ Call all your local media outlets—print (daily as well as weekly publications), television, and radio—and ask for the name of the assignment editor, or check a media directory at the library or on the website of each media outlet. You could also ask your media partner to help you identify reporters and create the list.
- ◆ From these sources, you will want to identify the reporters who cover youth, education, or health “beats.” Sending personalized information to these reporters is more likely to get a response than items simply addressed to “editor” or “producer.”
- ◆ For additional media contacts, consult with local organizations that serve similar populations and have similar goals to yours. They may be willing to share their media lists with you.
- ◆ Staff turnover is frequent at most media outlets, so update your contact list regularly.

Seek Coverage

You can get coverage from your local media in many ways—here are just a few ideas:

- ◆ Simply sending the press release to them may result in a story. You also might choose to have a one-on-one meeting with a particular reporter.
- ◆ You may also get noticed by sending a letter to the editor or writing a guest editorial for your local newspaper.
- ◆ See if you can get on the schedule for your local television or radio station’s community show, or other such programming. Listen to talk radio in your area and find out when you or someone from your organization could participate or call in as a guest. Think reactively, as well as proactively. If a news outlet runs a story about the problem of overweight youth or poor nutrition among youth, call and let the outlet know what you’re doing to address the issue.
- ◆ Have an event—such as a *Big Production* launch—and invite members of the media and other individuals in your community to come and learn about the program.

A few basic guidelines will help you seek coverage:

- ◆ Use the promotional materials provided in this appendix, or use them as a guide to create your own. Incorporate local statistics and quotes from young people and the head of your organization, as well as descriptions of the services you provide and information about the Media-Smart Youth program. Be sure to include your organization’s logo and contact information whenever possible.
- ◆ In your communication to reporters and other individuals in your community, be sure to include all the relevant facts (who, what, when, where, and why) about the program or event.
- ◆ Decide what “picture” or visual would help people understand the program. You may choose to send photos of the program in action along with the press release, or you could invite a reporter and photographer to attend a lesson or session during the creation of your *Big Production*. Visuals are much more engaging when young people are included, so be sure to encourage photographers to focus on the youth.

Prepare To Talk with Reporters

- ◆ Take a few minutes to relax and prepare yourself for each conversation. Decide on the three main points you want the reporter to remember, and plan what you want to say about them. You may want to practice out loud beforehand. Use the *Key Message Points for Media-Smart Youth* (page E-6) as your guide.

- ◆ Make a good first impression. When you meet with a reporter or reach one on the telephone, introduce yourself and ask whether the reporter is on deadline for another story. If he or she is on a deadline, ask when you can call or come back. If a reporter contacts you and you can't take the call, return the call as quickly as possible.
- ◆ Know the goal of your conversation. Do you want the reporter to visit during a lesson or a special event? Do you want him or her to write a story based on the news release you have sent? Tell the reporter your purpose early in the conversation.
- ◆ Speak concisely. Summarize your main points in a very few sentences. Depending on how much time the reporter has, you can provide details. Be helpful. If you haven't already sent the reporter your press release, you may wish to do so. At a minimum, provide the reporter with the Media-Smart Youth fact sheet, the Table of Contents from the curriculum, and other information to support your story, such as a backgrounder about your organization. If given enough time, you may wish to show the reporter the introductory segment of the Media-Smart Youth DVD.
- ◆ If you can't answer a question about your organization or the issue of youth and overweight, don't attempt to guess. Simply tell the reporter that you don't know, that you will find out the information, and that you will follow up with him or her. Provide information only on topics about which you are knowledgeable. Track down the information you need, and follow up as soon as possible.
- ◆ When the conversation is finished, thank the reporter for his or her time and make sure the reporter has your contact information in case there are additional questions. Be sure to invite the reporter to observe a lesson, or provide a time in which he or she can interview some of the youth taking part in the program.

Reach Out to Your Community

Getting the word out about your program to other members of the community can benefit you. Consider making lunchtime presentations to your local Rotary Club or service clubs. Think about associations in your community that would be interested in hearing about the program, or team up with another organization and hold a press conference to talk about the issue of youth nutrition and physical activity in your community and what you are doing to address it.

Key Message Points

(Customize with local information)

A growing number of young people get little or no physical activity, have poor eating habits, and are greatly influenced by media messages.

- ◆ Every day, young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.¹
- ◆ Among children and teens ages 8 to 18, 74 percent use another form of media while using the Internet. When accounting for media multitasking, media consumption increases dramatically to a total of nearly 12 hours of exposure in a typical day.²
- ◆ Through their exposure to media, youth encounter a barrage of marketing and advertising messages every day. Children are exposed to between 14,000 and 30,000 ads on TV per year, depending on their age. The majority of these advertisements are for food, primarily candy, cereal, and fast food.³
- ◆ About one-third of children and adolescents ages 2 to 19 are overweight or obese. Nearly 20 percent of children ages 6 to 11 and 18 percent of children and adolescents ages 12 to 19 are obese. Many more young people are at risk of becoming overweight or obese.⁴
- ◆ Youth take in more calories than they need, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.⁵
- ◆ Nationwide, less than one-third of all children ages 6 to 17 engage in vigorous activity, defined as participating in physical activity for at least 20 minutes that made the child sweat and breathe hard.⁶ [INSERT A STATE OR LOCAL STATISTIC FOUND FROM THE INTERNET OR YOUR LIBRARY]

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

² Foehr, U. G. (2006). *Media Multitasking Among American Youth: Prevalence, Predictors and Pairings*. Menlo Park, CA: Kaiser Family Foundation; Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

³ Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.

⁴ Ogden, C. L., Carroll, M. D., Curtin, L. R., Lamb, M. M., & Flegal, K. M. (2010). Prevalence of High Body Mass Index in US Children and Adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3):242-249. Retrieved February 22, 2013, from <http://jama.ama-assn.org/content/303/3/242.full#T2>.

⁵ U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans, 2010*. 7th Edition. Washington, DC: U.S. Government Printing Office.

⁶ American Alliance for Health, Physical Education, Recreation and Dance. (2012). Let's Move in School. Retrieved July 17, 2012, from <http://www.aahperd.org/aahperd/letsmoveinschool/facts.cfm#3>.

In response to this problem, the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) developed Media-Smart Youth, an after-school program.

- ◆ The NICHD (<http://www.nichd.nih.gov>) conducts and supports research and programs on topics related to the health and well-being of children, adults, and families.
- ◆ The NICHD is part of the National Institutes of Health (NIH). The NIH is the biomedical research arm of the federal government and is an agency of the U.S. Department of Health and Human Services.
- ◆ Media-Smart Youth seeks to empower young people ages 11 to 13 to make healthy choices about nutrition and physical activity by helping them understand how media can influence their health.

The Media-Smart Youth curriculum includes 10 lessons plus a media production project that integrate learning in three key areas—media, nutrition, and physical activity.

- ◆ Media—The program teaches young people about the connections between media and health and how to analyze and create media messages. Young people develop their own media products to promote positive nutrition and physical activity messages to their peers.
- ◆ Nutrition—The program teaches young people the basic principles of a nutritious and balanced diet and encourages them to practice making healthy snack choices in real-life settings.
- ◆ Physical activity—The program teaches young people about the importance of daily physical activity in promoting health and outlines ways youth can be more physically active in their daily lives.

The Media-Smart Youth curriculum has gone through a thorough development process, with rigorous review, pilot testing, and evaluation.

- ◆ The curriculum combines solid youth development principles and practices with the most current research findings, federal recommendations about nutrition and physical activity, and extensive field-testing.
- ◆ The curriculum is consistent with widely accepted national standards of learning.
- ◆ The curriculum was reviewed by experts in nutrition, physical activity, media literacy, and youth development.
- ◆ The curriculum was initially pilot-tested in a variety of settings by after-school programs in seven sites around the country. The second draft of the curriculum was pilot-tested by after-school programs in three sites. Curriculum developers obtained feedback from facilitators, youth, and parents in the sites in order to revise and refine the curriculum.
- ◆ A formal outcome evaluation was conducted using a randomized group experimental design. The results showed that youth who participated in Media-Smart Youth groups displayed an overall increase in knowledge and skills in nutrition, physical activity, media awareness, and media analysis compared with youth in the groups who did not participate.

[Your organization name here] is conducting the Media-Smart Youth program with youth in [your community or city].

- ◆ Young people in [your town here] are participating in the Media-Smart Youth program.
- ◆ [Describe how the young people were chosen and how often they meet.]
- ◆ [Describe what the *Big Production* media project is or will be.]

News Release Template for Media-Smart Youth Program

[YOUR ORGANIZATION'S LETTERHEAD]

FOR IMMEDIATE RELEASE

CONTACT: [Name]

[DATE]

[PHONE]

[YOUR ORGANIZATION NAME HERE] Joins National After-School Effort
To Empower Youth To Make Healthful Choices

[City, State] As young people spend more time than ever in front of a television or a computer screen, youth from [YOUR ORGANIZATION OR COMMUNITY NAME HERE] are busy moving, munching, and building their media skills as part of *Media-Smart Youth: Eat, Think, and Be Active!* This after-school program empowers young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives.

Developed by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), Media-Smart Youth helps young people build knowledge and skills in the areas of nutrition, physical activity, and media analysis:

- ✓ Nutrition—Young people learn about several key concepts in a balanced diet and practice ways to make smart snack choices in real-life settings.
- ✓ Physical activity—Young people discuss the importance of daily physical activity for promoting health and practice ways to be more active in their daily lives.
- ✓ Media analysis and production—Young people explore the connections between media and health and learn to analyze and create media messages. Young people develop their own media products to promote positive messages about nutrition and physical activity to their peers.

“Habits that start in childhood and are reinforced in the teen years become lifelong behaviors,” said [Name], director of [your organization name here]. “The Media-Smart Youth program is one tool to help ensure that these behaviors are healthy ones.”

Youth are enthusiastic about the program. “In Media-Smart Youth we do so many fun things,” according to one participant. “And we learned how to make healthy and yummy snacks that we talked about in our media production.”

-more-

The NICHD developed Media-Smart Youth in response to the growing number of young people who get little or no physical activity and who do not get enough of the nutrients they need. These factors contribute to rising rates of overweight and obesity. According to the most recent National Health and Nutrition Examination Surveys (2007–2008), about 17 percent of children ages 2 to 19 are obese, and an additional 15 percent are considered overweight.

[GENERAL PARAGRAPH ABOUT YOUR ORGANIZATION AND WHAT IT DOES.] For more information about [YOUR ORGANIZATION NAME HERE], call [CONTACT NAME, PHONE, AND E-MAIL].

The NICHD is part of the National Institutes of Health, the biomedical research arm of the federal government within the U.S. Department of Health and Human Services. The NICHD conducts and supports research and programs on topics related to the health and well-being of children, adults, and families. For more information about the NICHD, visit <http://www.nichd.nih.gov>.

Media-Smart Youth

Eat, Think, and Be Active!

Through media awareness and media production, Media-Smart Youth motivates young people to think about nutrition and physical activity and helps them become aware of the connections between media and their health.

★ What is the Media-Smart Youth program?

Media-Smart Youth: Eat, Think, and Be Active![®] is an interactive after-school education program that focuses on building skills in media analysis and media production to help young people ages 11 to 13 understand the complex media world around them and how it can influence their health—especially in regard to nutrition and physical activity. The *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), a part of the National Institutes of Health within the U.S. Department of Health and Human Services, created Media-Smart Youth to help empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity.

★ Why do we need Media-Smart Youth?

Every day, young people actively engage with the media world around them. Today's media world has expanded beyond the traditional forms, such as television, radio, and movies, to include video games, social networking sites, and online videos—all constantly accessible on mobile platforms, such as cell phones. A large-scale national survey found that, in the United States, youth ages 11 to 14 spend an average of 8 hours and 40 minutes each day using media.¹ Through this exposure, young people encounter a barrage of marketing and advertising messages. Depending on their age, children are exposed to between 14,000 and 30,000 ads on TV alone per year. The majority of the advertisements they view are for food, primarily candy, cereal, and fast food.²

Rising use of media, which is tied to an increasingly sedentary lifestyle, and exposure to marketing messages for less nutritious food have combined to contribute to rising rates of childhood overweight and obesity. According to a 2010 study, about one-third of American children and adolescents ages 2 to 19 are overweight or obese and many more young people are at risk.³ Too often, children are consuming too many calories while not getting enough of certain nutrients, including calcium, vitamin D, and fiber. Nationwide, fewer than one-third of all children ages 6 to 17 engage in vigorous physical activity.⁴

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



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Institute of Child Health and
Human Development



What do youth do in the Media-Smart Youth program?

Through 10 structured lessons and numerous helpful resources, young people become media-savvy by doing fun, hands-on activities.

The curriculum focuses on four key areas:

- **Media awareness:** Using the 6 Media Questions, young people learn to analyze and recognize techniques that media use to get their attention, and to evaluate obvious and subtle media messages for accuracy and for consistency with their ideas about being healthy. 
- **Media production:** Youth express what they learn by creating a *Mini-Production*, in which they develop their own media messages. The *Big Production*, the program's culminating project, enables youth to create media products that promote healthy nutrition and physical activity to their peers.
- **Nutrition:** A variety of activities encourages youth to choose vegetables and fruits, whole grains, and calcium-rich foods, and to reduce their consumption of solid fats and added sugars. Lessons also encourage youth to be thoughtful when choosing snacks and include a *Snack Break* when youth enjoy nutritious foods they may not have tried before. 
- **Physical activity:** Participants learn the importance of daily physical activity in promoting health and develop strategies for becoming more active in their daily lives. Physical activity, they discover, is anything that gets their bodies moving, including walking the dog, dancing, or helping carry groceries. A 10-minute *Action Break* during each lesson engages youth in a fun physical activity. 

Each Media-Smart Youth Kit includes:

- The **Facilitator's Guide**, outlining the 10-lesson after-school curriculum and the *Big Production*.
- A **DVD** with segments to supplement the lessons and provide an overview of the program for adult facilitators and youth participants.
- A **poster** of the 6 Media Questions that youth learn to ask.

References

- ¹ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M²: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.
- ² Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.
- ³ Ogden, C. L., Carroll, M. D., Curtin, L. R., & Lamb, M. M. (2010). Prevalence of High Body Mass Index in US Children and Adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3), 242-249. Retrieved May 30, 2012, from <http://jama.ama-assn.org/content/303/3/242.full#12>.
- ⁴ Trust for America's Health and the Robert Wood Johnson Foundation. (2009). *Fas in Fat: How Obesity Policies Are Failing in America, 2009*. Princeton, NJ: Robert Wood Johnson Foundation.
- ⁵ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, HHS. (2009). *Report on the Evaluation of the Media-Smart Youth Curriculum*. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/msy_evaluation_report_final.pdf. Media-Smart Youth Program Evaluation Fact Sheet. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/20090219-MSY_FactSheet.pdf.

★ What are the goals of Media-Smart Youth?

Media-Smart Youth is designed to empower young people to:

- Become aware of—and think critically about—media's role in influencing their nutrition and physical activity choices.
- Build skills that help them make informed decisions about being physically active and eating nutritious food in daily life.
- Establish healthy habits that will last into adulthood.
- Learn about media and create their own media products to educate their peers.

★ What do we mean by “media?”

The term “media” refers to all the many ways people express ideas and convey information. Television, radio, computers, cell phones, newspapers, books, magazines, billboards, music, theater, posters, letters, and the Internet are all examples of media. More recent trends that have transformed the traditional media world include cell phone cameras and mobile texts, social networking and video sharing sites, and blogs and microblogs (blogs with very short posts, like Twitter accounts). These new media share two constants: they are always changing, and they are highly influential, especially in the lives of young people. Recognizing the ever-evolving nature of new media, Media-Smart Youth discusses media forms in general, allowing facilitators and youth to bring in specific types of media relevant to their experiences.

★ How was Media-Smart Youth developed and evaluated?

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

Since then, schools and youth-serving organizations have carried out Media-Smart Youth across the country. The NICHD conducted a rigorous outcome evaluation, involving 10 matched pairs of organizations, to make sure the curriculum was on target and effective. Results showed that youth who participated in Media-Smart Youth had a statistically significant greater increase in knowledge about curriculum topics than did nonparticipating youth. In addition, participating youth expressed more intentions to make positive nutrition and physical activity behavior changes than did nonparticipating youth.⁵

★ How has Media-Smart Youth evolved?

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

The updated second edition retains all the elements that made the first edition successful and includes a few new features, such as added discussions about digital and new media, information that reflects the latest federal nutrition and physical activity guidelines, new information for parents and guardians, and an expanded Media-Smart Youth website.

★ How can I learn more about Media-Smart Youth?

For more information or to order free copies of the Media-Smart Youth after-school program materials, contact:

NICHD Information Resource Center

Mail: P.O. Box 3006, Rockville, MD 20847

Phone: 1-800-370-2943 (TTY: 1-888-320-6942)

Fax: 1-866-760-5947

Email: NICHDInformationResourceCenter@mail.nih.gov

Internet: <http://www.nichd.nih.gov/msy>

Media-Smart Youth

Eat, Think, and Be Active!

Program Evaluation



What makes Media-Smart Youth successful?

Through media awareness and media production, Media-Smart Youth motivates young people to think about nutrition and physical activity and helps them become aware of the connections between media and their health.

- ◆ **Media-Smart Youth** offers youth healthy, low-fat snack options, which provide much-needed fuel for youth after a long day in school, while also exposing youth to foods that they may have been otherwise reluctant to try:

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

Media-Smart Youth Facilitator

Media-Smart Youth: Eat, Think, and Be Active! is an interactive after-school education program for young people ages 11 to 13. The lessons teach youth about the complex media world around them and about how it can affect their health—especially in the areas of nutrition and physical activity.

A recently completed rigorous evaluation of the Media-Smart Youth program found that the lessons worked in after-school settings and had a statistically significant, positive effect on participating groups of young people compared with groups who did not participate. More details about the evaluation are included below.

How was the evaluation conducted?

The *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health, conducted the in-depth evaluation of Media-Smart Youth using multiple quantitative and qualitative methods. Highlights include the following:

- ◆ Using a randomized groups design, pairs of schools with after-school programs were matched according to the socioeconomic status of the school and were randomly assigned to either the experimental or the control group.
- ◆ Pre- and post-tests were administered to groups of youth participating in the program.
- ◆ Qualitative interviews were conducted with program facilitators.
- ◆ Facilitator logs and observer notes were used to document the steps in delivering the curriculum lessons and activities.



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“The young people learned a lot about alternate foods that taste good and are better for [them]. They were going to ask their moms to start buying the healthier snacks, such as yogurt and granola. They wanted to share the information with their school and cafeteria.”

*Media-Smart Youth Facilitator,
Girl Scouts of Pine Valley Council*

- ◆ **Media-Smart Youth** is fun and engaging for participants and facilitators:

“After we finished creating physical activity jingles, the kids [begged] to do more of the “Fit to be Tried” activity, so I put it on for another two minutes.”

Media-Smart Youth Facilitator

“The students had fun learning, worked well together, and were anxious to participate. They led the *Action Break* at each session and begged to do it even when time had run out.”

*Media-Smart Youth Facilitator,
Montana 4-H*

- ◆ **Media-Smart Youth** is educational and informative:

“[One] boy said he was at the store looking at microwave popcorn and was surprised at [how much fat] the ‘movie popcorn’ flavor had...I asked if he ever looked at labels and he said, ‘not before this.’”

Media-Smart Youth Facilitator

“During the grocery store tour, one of the girls was very involved in looking at food labels. Her mother reported that she came home and asked her to purchase a different kind of bread which contained more fiber and natural whole grains as a result of her new knowledge base.”

*Media-Smart Youth Facilitator,
Girl Scouts of the Rio Grande*

What were the evaluation results?

- ◆ Youth who participated in Media-Smart Youth groups displayed an overall increase in knowledge and skills in nutrition, physical activity, media awareness, and media analysis compared with youth in the groups who did not participate.
- ◆ Results showed a significant difference between the groups that participated in Media-Smart Youth and those that did not in terms of their intention to do more weight-bearing activities in the next month.
- ◆ The findings indicated a strong trend among youth who participated in the Media-Smart Youth groups for showing greater changes in their intention to eat fewer high-fat snack foods and to eat or drink more foods with calcium during the next month.
- ◆ Evaluators obtained useful feedback from the facilitators about the successes and challenges of administering the program in after-school settings.

How can I learn more about Media-Smart Youth?

The full Program Evaluation Report is available on the Media-Smart Youth Web site at <http://www.nichd.nih.gov/msy>. The Web site also provides background information on the development of the program and links to Media-Smart Youth materials for download and order.

If you have additional questions about Media-Smart Youth, contact us at MediaSmartYouth@mail.nih.gov.

To order free copies of the Media-Smart Youth Facilitator’s Guide and other materials, contact the NICHD Information Resource Center at 1-800-370-2943 (TTY: 1-888-320-6942) or at NICHDInformationResourceCenter@mail.nih.gov.

