

Appendix F



Resources To Support Planning and Implementation

1. Materials Checklist
2. Tips for Facilitating Media-Smart Youth
3. Ideas for Implementation

Materials Checklist

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

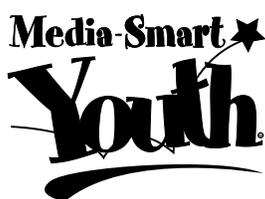
Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
Materials/Supplies	
Creative supplies —Several <i>Mini-Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative items.	
Paper supplies —Large and small format paper, poster board, white and colored paper, construction paper, and sticky notes are used throughout the workshop. Having a name tag and pocket folders for each participant is encouraged.	
Photocopies —Each lesson requires the production of worksheets and take-home handouts. Throughout the course of the workshop, numerous photocopies will be needed.	
Media samples —In certain activities, the facilitator needs to provide teen/youth magazines or other print publications and other items such as CDs, print ads, posters, and segments of popular TV shows, movies, or radio programs.	
Watch/timer —A watch, stopwatch, or timer may be used to keep track of time required for each activity.	
Other specific materials —Clipboards (or hard, flat writing surfaces), a container or ballot box, and a bandana or scarf are also needed for select activities.	
Equipment to play and show a DVD —If using the Media-Smart Youth DVD, a DVD player and a TV, a computer with DVD capabilities, a portable DVD player, or other equipment will be needed.	

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
<p>Camera and recorders—Several pieces of media equipment may be used for <i>Mini-Productions</i> and other activities, including a video recording device or mobile device with video capabilities, disposable camera or camera phone, or audio recording device (optional).</p>	
<p>Supplies for optional activities—White t-shirts are used in an optional activity in <i>Lesson 10</i>, and prize incentives may be used in <i>Lesson 6: Visiting a Grocery Store</i>.</p>	
<p>Food</p>	
<p>Snack ingredients—Each lesson includes a <i>Snack Break</i> and will require enough snacks for the number of youth participating in the workshop.</p>	
<p>Snack supplies—To make and serve the snacks, a variety of paper plates, bowls, cups, plastic utensils, serving spoons, toothpicks, napkins, sandwich bags, and kitchen equipment may be needed.</p>	
<p>Other Necessities</p>	
<p>Venue/location—A venue or location for workshop meetings may need to be secured if your group doesn't already have a regular meeting spot.</p>	
<p>Transportation—Transportation of youth participants to and from the workshop location and field trip site(s) may be needed.</p>	
<p>Media partner—The workshop may be conducted with the assistance of a media partner. See the <i>Introduction and Overview</i> for more information regarding how to engage a media partner.</p>	
<p>Media production equipment—Depending on the scope of the <i>Big Production</i>, media production equipment may be needed. See <i>Appendix G</i> to learn about the types of equipment involved in producing media.</p>	

Tips for Facilitating the Media-Smart Youth Program

The following tips come from a diverse group of Media-Smart Youth facilitators who wanted to share their suggestions for successfully facilitating the program.

- ✓ **Give youth ownership** of the lesson content by inviting them to participate, share information, and brainstorm.
- ✓ **Ask open-ended questions** to create discussion, such as “What fruits do you like?” as opposed to “Do you like fruit?”
- ✓ **Affirm/validate youths’ ideas** during discussion to help them feel comfortable participating and taking risks.
- ✓ **Guide youth to the learning points** in the curriculum by asking questions and focusing the conversation to lead them to these points. Use opening phrases such as, “Tell me more about that...,” “I invite you to...,” or “I encourage you to...” to guide youth through the activities.
- ✓ **Redirect youth back to the topic** if necessary, while acknowledging that they are making interesting points.
- ✓ **Create a “Parking Lot”** to note off-topic ideas that youth are interested in discussing. Address these later during a break or after the session.
- ✓ **Show youth respect** through your tone, expression, and body language. Move around the room to connect with youth in various spaces in the room.
- ✓ **Create roles for youth**, such as notetaker, encourager, and presenter. This practice gives youth responsibility and helps manage group dynamics.
- ✓ **Create additional roles or opportunities** to engage youth who need some extra attention, such as helping to take notes on large paper, set up a workstation, or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit by feeling important to the facilitator.
- ✓ **Allow the youth to be the experts.** Make it clear to youth that they are experts on being youth and that their knowledge is the basis for the workshop and a great starting place to build on. An example of this concept is asking: “What is your favorite TV commercial?” From there, a meaningful discussion about TV commercials can unfold with some guidance from you.
- ✓ **Define your role as the facilitator.** For example: “My job is to guide you through the material in this lesson today.”
- ✓ **Manage the small group and large group activities** by dividing youth into various small groups throughout the workshop. This practice gives all the youth a chance to work with different people and build relationships.
- ✓ **Include contests and games** to add energy and help youth focus and manage time on a given task.
- ✓ **Adapt activities** to recognize and celebrate diversity and culture within your group.
- ✓ **Model the activities** for the youth, such as doing the *Action Break* or trying the snacks. Be thoughtful about other activities you engage in, such as drinking water as opposed to soft drinks, when youth are around.
- ✓ **Allow youth to have individual preferences** on the subjects covered in the workshop—ask them what they think, what they like, etc.
- ✓ **Model a nonjudgmental and respectful approach** to sensitive issues. All youth are different. Help youth feel comfortable with who they are by creating an atmosphere of respect and acceptance.
- ✓ **Be genuine** with youth—they know if you are being real with them, and they need honest adults in their lives.



Ideas for Implementation

The following tips come from a diverse group of Media-Smart Youth facilitators who wanted to share their suggestions for successfully implementing the program.

Facilitation Style

- ✓ Show enthusiasm and a positive attitude when facilitating—the youth will follow your lead.
- ✓ Allow time for the youth to get to know each other and interact with you and with each other—team building will enhance their experience.
- ✓ Find a balance between structure, flexibility, and fun for the youth. Youth have already been in a structured environment all day and will benefit from a change of pace after school. While the curriculum is filled with challenging content, it should be taught in a fun and interactive way.
- ✓ Get to know your participants and some interesting things about them—youth crave adult interaction in their lives and building these relationships will draw youth into the program.
- ✓ Focus on the strengths of each youth, even when some participants may act in a way that makes this challenging. Engage youth in the lessons by tapping into their unique strengths and interests.
- ✓ Make an effort to display the youths' *Mini-Production* projects in your after-school setting—youth are proud and motivated by seeing their work displayed publicly.

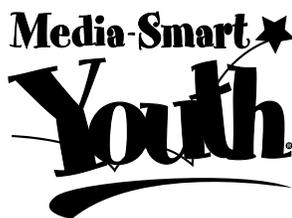
Preparing for the Lessons

- ✓ Learn the content by reading the lesson over several times. Consider creating a small “cheat sheet” for yourself made up of key words to help you remember the major points and lesson flow.
- ✓ Practice facilitating in front of a mirror or with friends or family—it really helps to practice delivering the curriculum out loud.
- ✓ Be familiar enough with the scripts so that you can adapt and say all the main points in your own words.
- ✓ In lessons where the content is heavy, create large sheets of paper with an outline and information to post in the room to ensure you cover the key points.
- ✓ Be prepared to explain the meaning of words to youth in terms they can understand and relate to.
- ✓ Start organizing supplies for the lesson—including the snack and all materials—at least 2 days ahead of time.

- ✓ As you get to know the youth, incorporate the dynamics of the group into your preparation. For example, think of roles for youth as appropriate or adapt an activity to reflect the youths' specific interests.
- ✓ Consider teaming up with a media partner from the very beginning to co-facilitate throughout the program.

Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kinds of work. For example, define a regular space for the whole group to brainstorm together, a space for putting out the *Snack Break*, an area for doing the *Action Break*, and smaller areas of the room for dividing into small groups. This practice makes setup easier and helps familiarize youth with the lesson structure.
- ✓ Designate certain spaces on the wall for posting the same materials for each lesson, such as the 6 Media Questions poster or the working agreement. This predictability will make it easier for youth to find and learn the posted information.
- ✓ Begin setting up the room at least 30 minutes before the lesson will start, if possible.
- ✓ Set up all activities as much as possible before the lessons starts so youth can move quickly from one to the other.
- ✓ Cover large sheets of paper that have directions about later activities until you need them, so youth will not be distracted.
- ✓ Set up the room in a format that promotes group work and creative brainstorming—such as putting chairs in a circle or sitting at round tables.
- ✓ Set up the snack before the lesson starts, if possible.
- ✓ Set up the snack in the back of the room so youth won't be distracted by the food.
- ✓ Place a large sheet of paper with the lesson name and keywords about what the youth will do by the door to welcome youth and introduce them to the lesson.
- ✓ Set aside space for blank sheets of large paper so you can access them easily if needed.



(This is a 2-page handout.)

Ideas for Implementation (continued)

Managing Time During the Lesson

- ✓ Each lesson is filled with new content and creative activities. Be sure to keep an eye on time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interests. For example, some activities allow for more physical activity while others focus on being creative—your group may prefer to spend more time on one type of activity on a given day.
- ✓ *Lesson 4* and *Lesson 7* are quite content-heavy. Plan ahead by adding extra time to these two lessons if you can, or by adding a few more sessions to your entire program schedule and dividing *Lesson 4* and/or *Lesson 7* into two sessions and doing the optional t-shirt activity.
- ✓ Build in extra days on your program schedule ahead of time, if you can, for padding. This type of cushion is helpful if there is bad weather and you miss a day, or if your group gets behind in a lesson. If you don't end up needing the extra time, you can use it for extra *Big Production* sessions.
- ✓ Use a kitchen timer to keep track of time during the lesson. Use a timer shaped like a fruit to reinforce healthy food choices!
- ✓ Anticipate when you may need to reserve more time for your group to have deeper discussion about a topic or when questions may arise.
- ✓ Allow youth the time to express themselves and get into deeper discussions on the program topics, even if it means you will lose a little time for an activity—this dialogue among youth is important and creates productive energy and momentum in the lesson activities.

Managing Group Dynamics

- ✓ Recognize the group dynamics and relationships that are already established in your group as well as the strengths and challenges of these dynamics. Tailor the group work to build on the strengths of these dynamics.
- ✓ If cliques form among the youth, separate the groups to promote new relationships and ideas and to keep the youth focused on the program content.
- ✓ Group youth of similar ages as much as possible.
- ✓ If problems arise, remind youth of the working agreement that they created and agreed to in *Lesson 1*.
- ✓ Tailor discussions and activities to each specific group of youth to reflect the group's learning style, cultural diversity, interests, and personality.
- ✓ Keep discussions interactive and applicable to youths' lives.
- ✓ Create additional roles to engage youth who need some extra attention, such as helping to take notes on large paper or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit from feeling important to the group.
- ✓ Amend the group format for a particular activity to fit your group's dynamics as needed. For example, if it seems that breaking into small groups will not be productive, keep the whole group together for an activity. Or divide a large group into smaller groups to help the youth work together more effectively.
- ✓ Bring a video or still camera or a device with video capabilities for youth to use to capture the *Mini-Productions*. Taping is a good job for some youth to share, can help bring out creativity in the group, and can help youth prepare for the *Big Production*. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at every opportunity, but make sure their expression is respectful of others.

(This is a 2-page handout.)