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Lesson 1

Welcome to Media-Smart Youth

 **Total Time** | 90 minutes

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

Lesson Overview

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

Lesson Objectives

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

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

Lesson Activities

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

A Note About Timing

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

Lesson 1



Materials Needed

For Activities

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

For Snack Break

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



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

For Action Break

- None

Facilitator's Preparation

Getting Started

- None

Activity A

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

Snack Break

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

Activity B

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



Action Break

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

Activity C

- Place one vegetable or fruit on each plate. Cut or peel the food, if necessary, to enhance its sensory quality (the texture or smell, for example). Do not let the youth see what you are doing. Cover the plates with a cloth or paper when you are done, and set the prepared plates aside until you are ready to do the activity.
- Write “Ways to Enjoy Vegetables and Fruits Every Day” across the top of a sheet of flipchart paper. Cover the sheet until ready to use.



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

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Lesson 1

Getting Started

Time

13 minutes

Activity Overview

The facilitator and youth participants in the workshop write their names on name tags. Youth write their names on folders that will hold their handouts. Everyone introduces themselves and tells two facts about themselves.

Materials Needed

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

Facilitator's Preparation

- ◆ None

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

6. **SAY:**



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

Let's begin by introducing ourselves.



A Note About Terms

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

7. **INTRODUCE** yourself and share one of your favorite foods and physical activities. **ASK** youth to take turns introducing themselves by saying their first name and naming a favorite food and physical activity. **ALLOW** 5 minutes for the introductions.
8. **ADD** other points as needed to fit the needs of the group.
 - ◆ Give youth a brief orientation to the facility, so they can find their way around.
 - ◆ Tell youth where the restrooms and water fountains are located.
9. **THANK** the group for sharing. **TELL** youth they will now learn more about the Media-Smart Youth workshop.



A Note About Adapting the Introduction

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

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Activity A: What Is the Media-Smart Youth Workshop?

Time

18 minutes

Activity Overview

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

Activity Objective

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

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

Materials Needed

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

Facilitator's Preparation

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

A Note About the DVD

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

Warm-Up | 2 minutes

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

A Note About Physical Activity

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

Doing the Activity | 10 minutes

1. **SAY:**



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

*Media-Smart Youth helps youth understand more about the different types of media so that they can use them wisely. It’s about promoting smart eating and physical activity choices. Media-Smart Youth is **NOT** about weight control, dieting, or forcing anyone to do sports.*

A Note About Body Image

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

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

For more tips on handling sensitive issues, see the *Making the Most of Your Facilitation* section of the *Introduction and Overview* (page 32).



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

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



Now we're going to watch a segment that will tell you more about this workshop and the types of activities you will do related to media, nutrition, and physical activity.

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

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



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

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

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

5. **CONTINUE** by saying:



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

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

Throughout the workshop, you'll have a chance to apply what you learn about media, nutrition, and physical activity in Mini-Productions, in which you will do things like write a blog, design a video game hero, create a page for a social networking site, compose songs, and develop a pop-up ad.

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

* A Note About Mobile Devices

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

* A Note About the Dietary Guidelines for Americans

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

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

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

A Note About Probing for Answers

Throughout the lessons, you'll often see the sentences "**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response(s)" as part of the facilitator's directions. This indicates where and how you might help move the discussion in a certain direction. In some cases, the list includes examples of potential answers. In other cases, the list includes specific content that is important for the youth to learn. This direction is used to stimulate discussion so you aren't lecturing to the youth, but rather, are engaging them in a guided discussion. Use open-ended questions to guide the discussion (such as "What about...", "Have you thought of...", "Can you think of other ways, such as..."). For more information on asking open-ended questions, see the *Lead with Open-Ended Questions* section of the *Introduction and Overview* (pages 33 and 34).

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



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

3. **ASK** youth:

- ◆ What is a snack?

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

- Any food or beverage a person eats or drinks between meals is a snack.

- ◆ Where do you get your snacks?

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

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

- ◆ Why do we eat snacks?

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

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

4. **SAY:**



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

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

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

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Lesson 1

Snack Break



It's Veggie Time!



Time

10 minutes

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

What's In It?

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

Other Things You Need

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

How To Put It Together

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

- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. Encourage them to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing and eating their snacks. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

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

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

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

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

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Activity B: Working Agreement

Time

12 minutes

Activity Overview

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

Activity Objective

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

- ◆ Create a working agreement.

Materials Needed

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

Facilitator's Preparation

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



Warm-Up | 1 minute

1. **TELL** youth that they will now develop a working agreement for the workshop.
2. **EXPLAIN** why this agreement is important. **SAY:**



A working agreement is a set of rules made by a group to help its members work together.

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

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

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

* A Note About the Working Agreement

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

Doing the Activity | 10 minutes

1. **BEGIN** to brainstorm ideas for the working agreement. **SUGGEST** the first one. **SAY:**
 *Everyone should actively participate in the discussions and activities.*
2. If everyone agrees with your suggested idea, **WRITE** the following on the flipchart paper under the title Working Agreement: "1. Everyone should actively participate."
3. **ASK** youth to suggest other rules for the group. **WRITE** each suggestion on the flipchart paper. **NUMBER** them as you go.
4. **SUGGEST** ideas, if necessary. **MAKE SURE** to frame the agreements as positive statements rather than negatives (for example, "Respect differences" rather than "Don't put anyone down"). Possible ideas include:
 - ◆ Have only one person to talk at a time.
 - ◆ Listen to others.
 - ◆ Respect differences and opinions.
 - ◆ Welcome all ideas.

- ◆ Offer positive comments only.
- ◆ Help set up and clean up activities and snacks.
- ◆ Show up on time.
- ◆ Attend all sessions (if possible).

A Note About Brainstorming

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

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

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

6. **SAY:**



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

A Note About Including Movement in the Lessons

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

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

* A Note About Consequences

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

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Lesson 1

Action Break



Red Light, Green Light



Time

10 minutes

Doing the Activity

1. **CLEAR AWAY** all the chairs so there is open space in the room (better yet, go outside if you have time and space and if weather permits).
 2. **ASK** for a volunteer to be the “crossing guard” who stands in front of the room facing the group.
 3. **ASK** the rest of the group to line up shoulder to shoulder at the other end of the room.
 4. **EXPLAIN** the activity:
 - In this activity, one person will play the “crossing guard” and the rest of the group will move across the room when the crossing guard is not looking and will try to touch him or her.
 - The crossing guard will start the activity by turning his or her back to the group and calling out, “green light!”
 - Upon hearing “green light,” the group will walk quickly toward the crossing guard.
 - At any point, the crossing guard can yell “red light!” and turn around again to face the group.
 - When the crossing guard yells “red light,” everyone must freeze in place. If the crossing guard sees someone moving when they are supposed to be “frozen” in place, he or she will call that person “out.” That person leaves the game and stands at the side of the room.
 - Everyone should remain frozen until the crossing guard turns his or her back to the group and yells “green light” again.
 - The first to “catch” the crossing guard wins and earns the right to be the next crossing guard. The crossing guard wins if he or she calls everyone “out” before anyone can catch him or her.
 5. **ASK** the first “crossing guard” to begin the game. If the room is small, change the game to have youth circle the room or snake around a certain path between the desks and chairs.
 6. **CONGRATULATE** the youth when the activity is over.
 7. **ENCOURAGE** youth to try this activity with their family, friends, or sports teams.
- If you think this *Action Break* will not work for your group, see *Appendix B* for other *Action Break* ideas.

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Activity C: Focus on Vegetables and Fruits

Time

25 minutes

Activity Overview

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

Activity Objective

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

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

Materials Needed

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



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

Facilitator's Preparation

- ◆ Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.
- ◆ Place one vegetable or fruit on each plate. Cut or peel the food, if necessary, to enhance its sensory quality (the texture or smell, for example). Do not let the youth see what you are doing. Cover the plates with a cloth or paper when you are done, and set the prepared plates aside until you are ready to do the activity.
- ◆ Write “Ways to Enjoy Vegetables and Fruits Every Day” across the top of a sheet of flipchart paper. Cover the sheet until ready to use.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

1. **ASK** youth:

- ◆ Why do we eat?

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

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

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

3. **SAY:**



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

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

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

A Note About Calorie Needs for Young People

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

4. **MENTION** that all of the *Snack Breaks* will feature at least one food or drink that contains a fruit or vegetable, whole-grain food, or calcium. **ADD** that they are all also low in solid fats and added sugars. **REMIND** youth that this lesson's *Snack Break* featured vegetables.

5. **ASK** youth:
 - ◆ What are some examples of vegetables and fruits, 100% whole grains, and calcium-containing foods?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Vegetables and fruits: apples, oranges, strawberries, peas, beans, potatoes
 - 100% whole grains: 100% whole-wheat bread, oatmeal, brown rice
 - Calcium-containing foods: milk, yogurt, calcium-fortified orange juice

6. **ASK** youth:
 - ◆ What do you think health experts say about including vegetables and fruits, 100% whole grains, and calcium-containing foods in our food choices?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Choose them more often.
 - Have them every day.
 - They will help you stay healthy and feel good.
 - Calcium will help make your bones strong.

A Few Notes About This Activity

- Youth will do this activity in pairs. One person in each pair will be the “guesser”; the other person in the pair will be the “tester.” The guesser will wear a blindfold and will guess the identity of a vegetable or fruit by smelling, touching, or tasting the food. If you have an odd number of youth in your group, pair with a youth and become a guesser or tester yourself.
- You will need to buy vegetables and fruits for this activity, but you will need only a small amount for each test, so that disposing of the food touched by the youth during the activity is not too wasteful.
- You can use leftover pieces of fruit or vegetables for additional rounds of the game if youth who were “testers” want to take a turn as blindfolded “guessers.” Or, you can ask youth if they want to take any leftovers with them to enjoy at or on the way home.
- All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.
- You can do this activity in lots of different ways. The table below describes individual sensory qualities of specific vegetables and fruits, but you can also test all the sensory qualities of just a single food.
- If it is appropriate for your group, you can try taste tests as well as sensory tests. However, be sensitive to the fact that some cultures have taboos about touching and tasting food, especially if more than one person touches the food. If these taboos apply to the youth in your group, have the “tester” hold the piece of food in a napkin.
- This activity is intended to reinforce the fact that vegetables and fruits have many wonderful qualities and are appealing and satisfying foods. It is also a good opportunity to increase youth’s awareness of the diversity of vegetables and fruits that different cultures enjoy. Make the activity fast-paced and fun. Encourage all the youth—including those who are observing—to join in by giving hints and answering questions.



A Few Vegetables and Fruits that Appeal to the Senses

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

What other possibilities can you think of?

1. **SAY:**



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

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

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

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

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

4. **EXPLAIN** the rules of the game:
 - ◆ Youth will form pairs for the activity. One person in each pair will be the “guesser”; the other person in the pair will be the “tester.” The point of the game is for the guesser to correctly identify a particular fruit or vegetable presented by the tester.
 - ◆ Pair #1 will come forward. The guesser will sit at a table; the tester will blindfold the guesser.
 - ◆ The tester will put a plate with a fruit or vegetable in front of the blindfolded guesser.
 - ◆ Depending on the sensory test, the tester will put the guesser’s hands on the item (so the guesser can identify the item based on the way it feels), hold the item up to the guesser’s nose (so the guesser can identify the item based on the way it smells), or do something to the item near the guesser’s ear (such as peeling or breaking, so the guesser can identify the item based on the sound).
 - ◆ The guesser will have 20 seconds in which to identify the fruit or vegetable. He or she can ask the tester or the whole group for hints. When the time is up, the guesser’s blindfold is removed.

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

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

 7. **LEAD** a brief discussion about the vegetables and fruits the youth like to eat (this chat may be particularly interesting if the group is ethnically or culturally diverse and enjoys produce specific to their home cultures).
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8. **ASK** youth for their suggestions about ways to choose vegetables and fruits in daily eating (see the tips below for more ideas). **WRITE** their ideas on the flipchart paper entitled “Ways to Enjoy Vegetables and Fruits Every Day.”

A Note About This Discussion

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

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

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

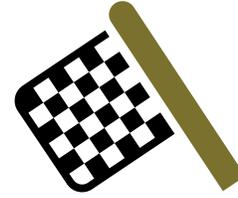
Closing the Activity | 1 minute

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

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Lesson 1

Finishing Up the Lesson



Time

2 minutes

1. **THANK** youth for doing great work during today's lesson.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today. **LISTEN** for ideas from youth about these key topics:
 - ◆ Media-Smart Youth purpose and topics
 - ◆ Working agreements
 - ◆ Vegetables and fruits
3. **SAY:**
 *I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.*
4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **TELL** youth that they will begin to explore the world of media in the next lesson.



Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends. Tell them or text them about:

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

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

Try it at home with your family and friends.

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

What's In It?

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

How To Put It Together:

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

Tips For Media-Smart Parents

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

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

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

He or she:

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

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

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

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