

10

Lesson 10

Getting Into the Production Mode

Total Time | 90 minutes

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

Lesson Overview

In this lesson, youth begin planning their *Big Production* by focusing on key concepts of production. Youth develop a name and identity for their *Big Production* team, use the 6 Media Questions to create their media message, learn about the steps of media production, and determine the production role(s) they will play.

Lesson Objectives

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

- ◆ Explain why it is important to know the sponsor of a message.
- ◆ Create a *Big Production* team name.
- ◆ Construct a media message for their *Big Production* using the 6 Media Questions.
- ◆ Explain the three phases of media production.
- ◆ Describe the role(s) youth may play during each media production phase.

Lesson Activities

- ◆ **Activity A: This Message Brought to You By...** (15 minutes)
- ◆ **Snack Break: Dip It!** (10 minutes)
- ◆ **Activity B: The 6 Media Questions from the Production Point of View** (35 minutes)
- ◆ **Action Break: Walkin' In Style** (10 minutes)
- ◆ **Activity C: 3 Ps of Production** (15 minutes)
- ◆ **Optional Activity: Big Production T-Shirts** (20 minutes)
- ◆ **Finishing Up the Lesson** (5 minutes)

Notes About Timing

See the end of the lesson for an optional extra activity in which the youth decorate t-shirts with the group's *Big Production* team name. You will need an additional 30 minutes to do this activity.

If you did the *Tell Us What You Think* activity before *Lesson 1*, don't forget to do the *Tell Us What You Think Now* activity after this lesson. You will need an additional 20 minutes to do this activity. You will need a total of 50 minutes to do both the *Tell Us What You Think Now* activity and the optional t-shirt activity.

* A Note About Lesson 10 and the Big Production

In *Lesson 9*, the youth began thinking more specifically about their *Big Production*. They chose several possible actions to promote, and they selected their *Big Production* media format. *Lesson 10* builds on this work and allows the group to plan in more detail. By the end of this lesson, you should have a fairly complete creative plan that you can use for your *Big Production*. A creative plan is a tool that professional media producers use to make decisions before they start an actual media project. The plan covers all aspects of the production. The way you use your creative plan to structure and carry out the *Big Production* after *Lesson 10* is up to you and your group. The tools and guidance you need to lead the young people through each of the production steps are available in *Appendices G* and *H*.

If you have a media partner for your *Big Production*, be sure to include him or her in this lesson, especially to help guide *Activity B*, in which youth make their creative plan decisions.



Materials Needed

For Activities

- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- Flipchart papers with Nutrition Actions and Physical Activity Actions (*Choosing Specific Actions for the Big Production*, from *Lesson 9, Activity B*)
- Final tally for *Big Production* media format (from *Lesson 9, Activity C*)
- Sticky notes (3" x 3" or 4" x 6" size work well; one note for each youth)
- Pencils or pens (one for each youth)
- Balls of yarn in different colors (the number of balls of yarn should equal one-half of the number of youth)
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Optional T-Shirt Activity

- White t-shirt for each youth (new t-shirts you purchased or t-shirts brought from home by each youth)
- Creative supplies for decorating t-shirts, such as fabric paints or permanent markers, or decoration kits purchased from a craft store

For Optional *Tell Us What You Think Now* Activity

- *Tell Us What You Think Now* sheets (one set for each youth)

For *Snack Break*

- Whole-wheat pita bread or whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, paper towels, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For *Action Break*

- Whistle or bell (optional)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Write “Our *Big Production* Team Name” across the top of a piece of flipchart paper and post it.

Snack Break

- Review the snack and prepare ahead as needed.

6 Media Questions from the Production Point of View

1. Who is the sponsor?
2. What is your purpose?
3. Who is your audience?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

Activity B

- Prepare a flipchart sheet for the “6 Media Questions from the Production Point of View,” as shown above, and post it in front of the room.
- Post the flipchart papers with the Nutrition Actions and Physical Activity Actions and the *Big Production* final tally in a place where all youth can easily see them.

Lesson 10

- Prepare a flipchart sheet for “Our Creative Plan,” as shown here, and post it in the front of the room.



- Write the following titles on three other sheets of flipchart paper: “Message,” “Missing Information,” and “Techniques.” Post the sheets at the front of the room.



Action Break

- Review the activity, and prepare ahead as needed.

Activity C

- Write “Preproduction,” “Production,” and “Postproduction” on a sheet of flipchart paper as shown here, and post it in the front of the room.



- Arrange the room so that young people can easily toss balls of yarn without obstructions.
- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segments #11, #12, and #13: *On the Air! Roll the Presses!* They provide an inside look at how three different types of media products are created. Each of these three segments is slightly longer than the other Media-Smart Youth DVD segments.
- Photocopy the *Take Home a New Idea!* sheets (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Optional Big Production T-Shirt Activity

- Fold large sheets of paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other art supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have creative supplies and t-shirts ready and place them in a corner of the room until it is time to start the activity.

Optional Tell Us What You Think Now Activity

- If you did the *Tell Us What You Think* activity at the beginning of the workshop, photocopy the *Tell Us What You Think Now* sheets (one set for each youth).

Lesson 10

10

Activity A: This Message Brought to You By...

Time

15 minutes

Activity Overview

Youth establish a group name and identity as the production team for the *Big Production*.

Activity Objective

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

- ◆ Explain why it is important to know the sponsor of a message.
- ◆ Create a *Big Production* team name.

Materials Needed

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

Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.

1. **WELCOME** youth back.

2. **SAY:**



All of you have done incredible work in this workshop so far. I'm so impressed by your media-smart skills and your knowledge of nutrition and physical activity. Now you're ready to really start planning your Big Production! Remember, the goal of the Big Production is to create a media product that motivates other young people to take a specific action for better nutrition or increased physical activity. The Big Production will allow you to combine everything you've learned in the workshop, along with a few new production skills that you'll learn today. Let's get started with our planning. The first thing we're going to do is create a Big Production team name.

3. **ASK** youth:

- ◆ Think about the examples of media you've looked at in this workshop. What are some of the ways you can tell who the author or sponsor of a media product is? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - The media product shows the name of a company, group, or person it is from, or it says “sponsored by” or “brought to you by.”
 - The media product shows a logo that you identify with a specific company, group, or person.
 - The media product uses colors or music that you associate with a particular company, group, or person.
- ◆ Why is it important to know who the sponsor of a media product is? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - To help you understand the point of view of the message
 - To help you understand why you are being asked to take a certain action
 - To help you form an opinion about the message

1. **SAY:**



When you create and launch your Big Production, it will be important that your audience knows YOU are the sponsor. Developing a production team identity will allow your audience to recognize media products made by your group.

2. **FACILITATE** a brainstorm to help youth select a team name by asking the questions below. **WRITE** the group's ideas on flipchart paper. **ASK:**

- ◆ What types of things do you have in common?

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

- We are all part of the same after-school program.
 - We are all learning about media, physical activity, and nutrition.
 - We are all in middle school.
 - We all like to do the same kind of activities, such as....
 - We all like to eat the same kinds of food, such as....
 - We all like the same kind of animals, such as....
 - We are all/we all [other characteristics about the group]....
- ◆ What name could you use to describe yourselves as a group? You could call yourself "Media-Smart Youth" or something else. **ASK** youth to think about the following:
 - Name they came up with during a *Mini-Production*
 - Name of their after-school program
 - Name of the school they attend (if all attend the same school) or the school's mascot
 - Name of the organization they belong to (if all belong to the same organization)

3. **WRITE** suggested names on the flipchart paper.

4. **REVIEW** the list of ideas and suggested names. **ASK** youth to vote by raising their hands for the name they want to use for their *Big Production* team.

5. **ASK** youth to practice saying the following statement in their best announcer's voice: "This message brought to you by [*Big Production* team name]." This activity will help them see whether they like the sound of their new name. **ALLOW** a few minutes for youth to do this and to discuss other options if they don't like how it sounds.

Closing the Activity | 1 minute

1. **CONGRATULATE** the [*Big Production* team name] on a job well done! **ASK** whether youth have any comments or questions.
2. **TELL** youth they will have a *Snack Break*, and then they will do some more production planning.

10

Lesson 10

Snack Break



Dip It!



Time

10 minutes

What's In It?

- Whole-wheat pita bread or whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

Other Things You Need

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

How to Put It Together

1. **ARRANGE** the pita bread and tortilla triangles on paper plates.
2. **PUT OUT** an array of dips for youth to try, along with serving spoons.
3. **TELL** youth to put some pita bread or tortilla triangles on their plates, along with a spoonful of each dip.
4. **ENCOURAGE** youth to try bread/tortilla and dip combinations they may not have had before.
5. **ENJOY!**

- **POINT OUT** that the pita bread and the tortillas they are eating are whole-grain foods.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them to share it with their family and friends.

Important Notes

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

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

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

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

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

Lesson 10

Activity B: The 6 Media Questions from the Production Point of View

10

Time

35 minutes

Activity Overview

Youth will use the 6 Media Questions from the Production Point of View to create a media message for their *Big Production*.

Activity Objective

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

- ◆ Construct a media message using the 6 Media Questions.

Materials Needed

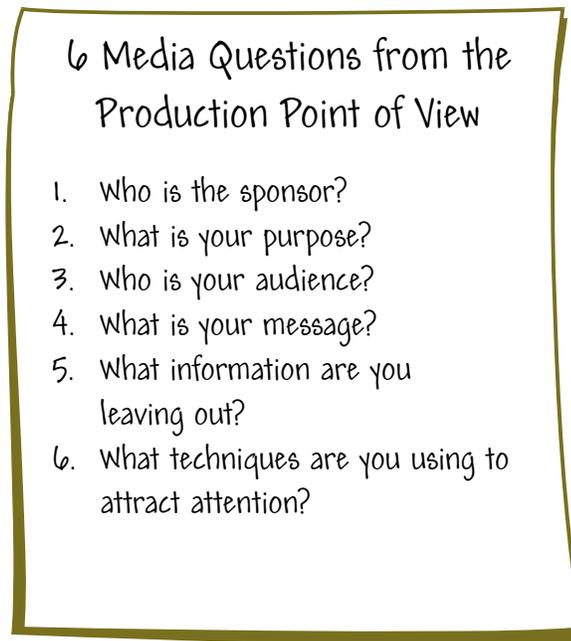
- ◆ Flipchart paper, easel (if available), masking tape, watch or timer
- ◆ Flipchart papers with Nutrition Actions and Physical Activity Actions (Choosing Specific Actions for the Big Production, from *Lesson 9, Activity B*)
- ◆ Final tally for *Big Production* media format or type of project (from *Lesson 9, Activity C*)
- ◆ Sticky notes (3" x 3" or 4" x 6" size will work well); one note for each youth
- ◆ Pencils or pens (one for each youth)

A Note About the 6 Media Questions

The 6 Media Questions from the Production Point of View are the same six questions youth have been using throughout this curriculum to analyze media. The questions are reworded slightly so that youth can use them to create media.

Facilitator's Preparation

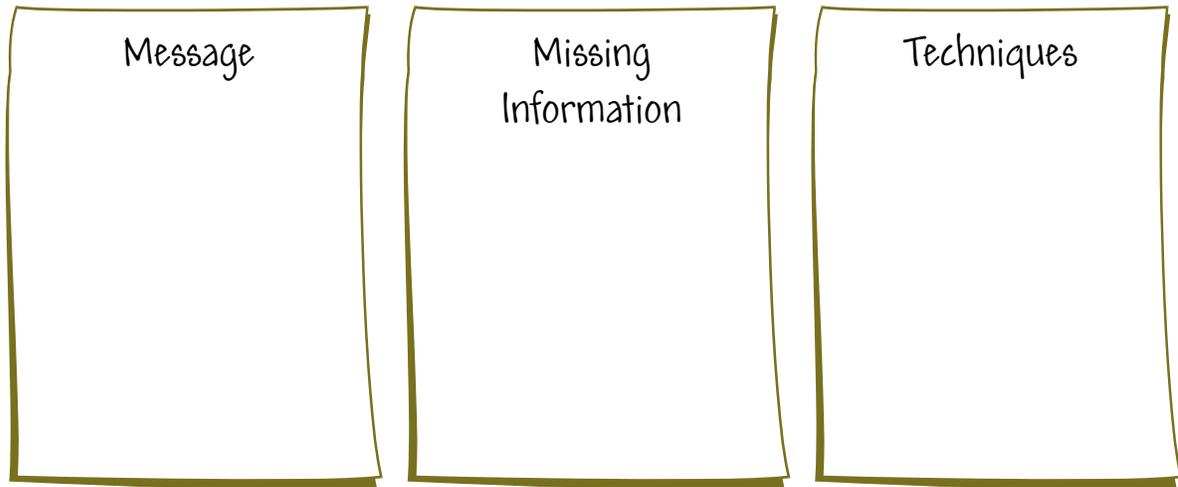
- ◆ Prepare a flipchart sheet with “6 Media Questions from the Production Point of View,” as shown here, and post it in the front of the room.



- ◆ Post the flipchart papers with the Nutrition Actions and Physical Activity Actions and the *Big Production* final tally in a place where all youth can easily see them.
- ◆ Prepare a sheet of flipchart paper with “Our Creative Plan,” as shown here, and post it in the front of the room.



- ◆ Write the following titles on three other sheets of flipchart paper: “Message,” “Missing Information,” and “Techniques.”



- ◆ Post the flipchart papers at the front of the room.

1. **SAY:**



It's time to continue planning the Big Production. First, let's review the decisions we made during Lesson 9.

2. **REMIND** youth of their *Big Production* media format decision.
3. **SHOW** youth the flipchart papers with their options for Nutrition Actions and Physical Activity Actions. **REVIEW** the options they chose for each.
4. **ASK** youth to choose one specific action (either a nutrition or a physical activity action) that they want to promote in their *Big Production*. **GUIDE** the youth to agree on one action to use, or **ASK** them to vote to choose one.
5. **CONGRATULATE** the youth on their decision.
6. **SHOW** youth the “6 Media Questions from the Production Point of View” flipchart paper. **EXPLAIN** that these are the same questions they've been using to analyze media samples, but reworded slightly to help them create their own effective media.
7. **ASK** for a volunteer to read each question out loud. **REFER** to the *Understanding the 6 Media Questions from the Production Point of View* table on the next page to answer any questions from youth.

This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions from the Production Point of View with the youth.

Understanding the 6 Media Questions from the Production Point of View

What goes into creating a media product?
The following questions will help you decide.

Media Question	What Does It Mean?
1. Who is the author or sponsor?	This question asks you to identify the person or group creating the media product.
2. What is the purpose of your media product?	This question asks you to identify the reason this media product was created. Remember, “PIE” helps you figure out the purpose: persuade, inform, or entertain.
3. Who is the audience you are trying to reach?	This question asks you to identify the group your media product is directed to, such as children or young people. In other words, who do you want to see, hear, or use your media product?
4. What is your message?	This question asks you to identify the main statement, point, or opinion you want to get across in your media product. In other words, what is your media product telling people?
5. What information are you leaving out?	This question asks you to identify information that you will not include in your media product. Because media messages are often short, you’ll need to decide what information you feel is most important for the audience to know. This question will help you decide what to leave out.
6. What techniques are you using to attract attention?	This question asks you to select techniques you want to use in your media product to grab your audience’s attention. Choose techniques—such as sound, color, or humor—that will make your media product more interesting and attractive to your audience. Keep in mind that different techniques work with different audiences.

1. **SAY:**



Now you'll use the 6 Media Questions to decide what your Big Production will look like and to create a media message that promotes your specific action. In each of the Mini-Productions up to now, you've created media products using one or two media questions at a time. Now you are going to use all 6 Media Questions at once. Going through all these media questions will help you develop the same kind of creative plan that media professionals use when they plan products, such as TV shows or magazines.

2. **SHOW** youth the “Our Creative Plan” flipchart paper. **ASK** for volunteers to answer Media Questions #1, #2, and #3 for your *Big Production*. **WRITE** the answers on the flipchart paper.

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

- ◆ The author is the [Production Team name].
- ◆ The purpose is to [inform, entertain, or persuade].
- ◆ The audience is [other young people].

3. **SAY:**



Good work! Knowing the answers to the first three Media Questions is crucial to answering the others. Now we're going to create our message. We know what action we want to promote—[**REPEAT** the action the youth selected].

What can you say in one short, memorable sentence that will encourage young people to take this action? Think back on the jingles you created a few sessions ago as an example of a short message. Your message will be the focus of your Big Production.

4. **ASK** youth: What three elements make it more likely that a person will do an action? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:

- ◆ The action is specific.
- ◆ The action is easy to do.
- ◆ The action is appealing to the audience.

ADD that their message should reflect these elements as much as possible.

5. **HAND OUT** a sticky note to each youth. **ASK** youth to write down one sentence with a message promoting their action. **ALLOW** 2 minutes for youth to work. **TELL** youth when time is up.

6. **ASK** for a volunteer to collect the sticky notes and post them on the flipchart paper titled “Message.”
7. **INVITE** youth to come up and look at all the messages. **DISCUSS** the messages. **GUIDE** the youth to agree on one message to use, or **ASK** them to vote to choose one. If necessary, **ALLOW** youth to select elements from several messages to create a new message that appeals to them.
8. **CONGRATULATE** youth on developing a terrific message for their *Big Production*. **WRITE** the final message on the “Our Creative Plan” flipchart paper.

9. **SAY:**



Now let’s think about Media Question #5: What information is missing? In our Big Production, we’ll be saying a number of things about the action we want young people to take, but we won’t have time to say everything we could possibly say about it. What do we leave out? Think back to the Omission Mission Mini-Production. Why do media producers leave out some of the facts?

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

- ◆ Not enough time for all the facts
- ◆ Want to include only the information that is most important to achieving their purpose and expressing their message
- ◆ Want to make a specific point that appeals to the audience
- ◆ Want to ignore a specific point that might not sound good to an audience

10. **ASK** youth to name things they will leave out of their message. **WRITE** these items on the flipchart paper titled “Missing Information.” **MAKE SURE** that the youth keep their audience in mind and do not decide to leave out information that is really important to their audience or to their purpose.



A Note About the Missing Information Discussion

This conversation may take a little time because, in deciding what information to leave out, the youth will also probably talk about the information they feel is important to leave in. You’ll need to keep this distinction clear for the youth. You may find that the group’s message evolves somewhat as a result of this conversation, or that ideas emerge about how they want to present their message during the *Big Production*. On a separate piece of large paper, write down any of these creative production ideas. Youth may be able to use them when they move into the *Big Production* itself.

11. When it is clear that youth have no more thoughts on Media Question #5, **CONGRATULATE** them on their “Missing Information” list. **WRITE** their “Missing Information” items on the “Our Creative Plan” sheet.
12. **TELL** youth that they will now discuss the techniques they want to use to grab their audience’s attention. **REMIND** them that the techniques should work with the media format they have chosen. For example, music wouldn’t work for a blog, but would be great background for a video production.
13. **ASK** youth to quickly call out as many techniques as they can think of.

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

- ◆ Bright colors
- ◆ No color (black and white photographs, for example)
- ◆ Music (lively, sad, loud, or soft)
- ◆ No sounds at all
- ◆ Action
- ◆ Celebrities they know (for example, the school principal or a well-known person in the neighborhood)
- ◆ Beautiful or funny pictures
- ◆ Fast-moving images
- ◆ Funny dialogue
- ◆ Catchy slogan or jingle

14. **REMIND** youth that the techniques should be tailored to fit the decisions they’ve already made:

- ◆ Format
- ◆ Purpose of the message
- ◆ Audience
- ◆ Specific action they are promoting
- ◆ Message
- ◆ Missing information

15. **ASK** youth which techniques they want to use in their *Big Production*. **ALLOW** a few minutes for this discussion. **WRITE** their thoughts on the flipchart paper titled “Techniques.” **GUIDE** the youth to agree on at least two techniques, and **WRITE** them on the flipchart paper titled “Our Creative Plan.”

* A Note About Techniques

Be sure to keep this discussion realistic and within the bounds of your budget, resources, and experience. If you have a media partner, he or she should be able to help you guide this discussion appropriately.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth. **ACKNOWLEDGE** that creative planning is hard work. **EXPLAIN** that media professionals often spend months planning a production, and that the youth are doing a great job.
2. **ASK** whether youth have any comments or questions.
3. **TELL** youth it is time to take an *Action Break*, and that afterward, they will take care of one last production element.

10

Lesson 10

Action Break



Walkin' In Style



Time

10 minutes

Materials Needed

- Whistle or bell (optional)

Doing the Activity

1. **CREATE** a large, open space in the room by moving chairs out of the way.
2. **ASK** youth to spread out around the room.
3. **TELL** youth to start walking around the room when you give the signal (blow a whistle, ring a bell, or say “go” or another action word) and to keep moving until you tell them otherwise. They may walk in any direction they like and can walk in any style they like, but they should avoid touching others and should fill the open space in the room. **ADD** that if youth touch or bump into each other, both youth who made contact must go to the side of the room and do 10 jumping jacks before returning to the group.
4. After a minute or two, **TELL** youth to do some of the following:
 - Change the direction they walk whenever you give the signal.
 - March and bring their knees up high. Slap each knee with their hands as they take a step or clap their hands together under the thigh that is raised.
 - Walk like a duck (walk while squatting).
 - Take long strides for two steps, short strides for two steps, and repeat this pattern.
 - Walk at an angle or zigzag in any sort of geometric shape.
 - Alternate walking on toes for three steps, then on heels for three steps, and repeat this pattern.
 - Add your own or ask youth to offer their ideas!
5. **REMINDE** youth that if they touch or bump into each other, they must go to the side of the room and do 10 jumping jacks before returning to the group.
6. **CONGRATULATE** youth when they have finished the activity.
7. **ENCOURAGE** youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see *Appendix B* for other *Action Break* ideas.

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Activity C: Mini-Production: 3 Ps of Production

 **Time**

15 minutes

 **Activity Overview**

Youth learn about the major phases or steps of media production and the roles associated with each phase.

 **Activity Objective**

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

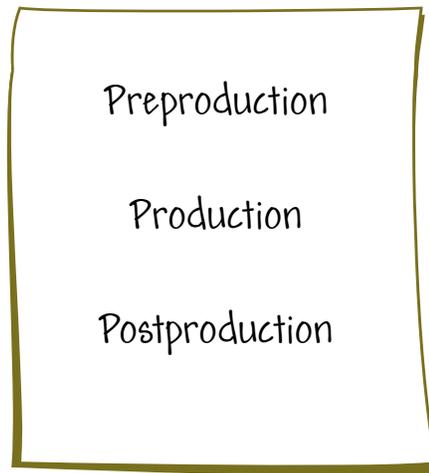
- ◆ Explain the three phases of media production.
- ◆ Describe the roles they may play during each media production phase.

 **Materials Needed**

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Balls of yarn in different colors (the number of balls of yarn should equal one-half of the number of youth)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)
- ◆ *Tell Us What You Think Now* sheets (one set for each youth) (optional—if doing this activity)
- ◆ Pens or pencils (one for each youth) (optional—if doing the *Tell Us What You Think Now* activity)

Facilitator's Preparation

- ◆ Write “Preproduction,” “Production,” and “Postproduction” on a sheet of flipchart paper as shown here, and post it in the front of the room.



- ◆ Arrange the room so that young people can easily toss balls of yarn without obstructions.
- ◆ Reflect on the various roles youth played in the *Mini-Productions* throughout the curriculum. Be prepared to share ideas for roles in case the youth in your group need help coming up with ideas during the activity.
- ◆ If using the Media-Smart Youth DVD, preview the segments before the lesson. Set up the equipment to play and show Segments #11, #12, and #13: *On the Air! Roll the Presses!* These segments provide an inside look at how three different types of media products are created. Each of these three segments is slightly longer than the other Media-Smart Youth DVD segments.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

1. **SAY:**



Production involves many steps. We can divide these steps into three main phases: preproduction, production, and postproduction. Let's talk about these phases for a few minutes.

You need to do lots of things before you're ready to create your media product. All the things you do to prepare are part of preproduction. Let's think back to our Mini-Productions.

2. **REFER** to the flipchart paper with the three production phases written on it.

ASK youth:

- ◆ What were some of the preproduction things we did for our *Mini-Productions*?

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

- Wrote or decided on our message(s)
- Answered the 6 Media Questions to decide how to create the media product
- Organized supplies

3. **SAY:**



Once you knew who your audience was and what you wanted to say, and you had all your supplies and equipment gathered, you moved into the production phase. The production phase covers all the activities involved in actually creating your product—such as writing, designing, taking pictures, or any other kind of creating. Each Mini-Production had a production phase.

ASK youth:

- ◆ What *Mini-Productions* did we do?

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

- Wrote a blog about required physical education in schools (*Lesson 2*)
- Created an action hero for a video game (*Lesson 3*)
- Created a page for a social networking site to encourage young people to choose vegetables and fruits, whole-grain foods, or foods that are low in solid fats and added sugars (*Lesson 4*)
- Composed a physical activity jingle (*Lesson 5*)
- Developed a radio advertisement for granola bars (*Lesson 7*)
- Designed billboards to promote calcium and smart snack choices (*Lesson 8*)

4. **SAY:**



Even when the creative part is finished, you're still not done with production. You have one more phase, called postproduction.

ASK youth:

- ◆ What did we do after we finished our *Mini-Productions*?

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

- Showed or shared our products with each other
- Talked about the different ways we communicated our messages

SAY:



For many media productions, postproduction includes other activities as well, such as putting the media product into final form—editing a video, for example—or promoting and advertising the product.

* A Note About Structuring Your Big Production

You may wish to structure your *Big Production* implementation schedule around the stages of preproduction, production, and postproduction. This structure will break up the process into smaller chunks and will allow young people to see how their roles may change depending on where they are in the production process.

5. **SAY:**



When you create your Big Production, you'll go through preproduction, production, and postproduction. These are the 3 Ps of Production!

Creating messages and media products can involve a lot of people who do many different things during each of these phases.



DVD Segments #11, #12, and #13: *On the Air! Roll the Presses!* (you may choose to show some or all of these segments)

6. If you choose not to use the DVD, **GO** to Doing the Activity.

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



Now you're going to get an inside look at how a media production crew goes through the 3 Ps of Production.

SHOW Segments #11, #12, and #13: *On the Air! Roll the Presses!* When the DVD segment is finished, **SKIP** Step #7, and **GO** to Doing the Activity.

* A Note About Segments #11, #12, and #13: *On The Air! Roll the Presses!*

The segments include inside looks at video production, radio production, and newspaper or online production. Each segment is slightly longer than the other Media-Smart Youth DVD segments. If you choose to show only the segment about the format you will use in your *Big Production*, consider showing the remaining segments at a later date as a “virtual field trip” for the youth.

Doing the Activity | 10 minutes

1. **SAY:**



Now let's play the Role Game. This activity will help you learn about all the roles involved in making the Big Production.

2. **ASK** youth to name some of the different roles they played in the *Mini-Productions*. **LISTEN** to ideas from youth and **WRITE** their ideas on flipchart paper. If necessary, **GUIDE** them to the following responses:

- ◆ Director
- ◆ Writer
- ◆ Actor
- ◆ Singer/performer
- ◆ Designer/artist
- ◆ Reporter
- ◆ Editor
- ◆ Cameraperson/photographer
- ◆ Videographer

3. **TELL** youth they will divide into two groups to create a “production network.”

4. **DIVIDE** the youth into two groups—Group A and Group B. **TELL** the two groups to line up in parallel rows about 10 feet apart. **MAKE SURE** each member of Group A is standing directly across from and facing a member of Group B.

5. **GIVE** a ball of yarn to each youth in Group A.

6. **EXPLAIN** the Role Game. **SAY:**



This game gives us a chance to tell each other what our favorite production roles are. While we do this, we will toss the yarn to each other. By the end, we will have created a web of yarn. The purpose of this exercise is to show that all of our roles are interconnected and everybody's work is important to a successful Big Production.

7. **PROVIDE** instructions as follows. **SAY:**



I will ask a person to say one of his or her favorite roles in a Mini-Production. After saying the role, that person should hold the loose end of the string from the yarn in one hand, and then toss the other end with the remaining ball of yarn to a member of Group B. The person from Group B who catches the ball of yarn should then share one of her or his favorite roles from the Mini-Productions and keep holding the ball end of the yarn. Both people should keep holding their end of the same ball of yarn while the next pair shares their favorite roles.

The next person in line from Group A should repeat this activity of sharing a favorite role he or she had in one of the Mini-Productions while holding onto the loose end of the string from a ball of yarn, and tossing the ball of yarn to someone from Group B, who in turn will share her or his favorite role and keep holding onto the ball of yarn.

We will repeat until everyone on both teams has had a turn to share their favorite roles and is holding on to one end of a ball of yarn.

At the end of the activity, we'll have created a production network of yarn and will have thought about many of the possible roles needed for the Big Production!

8. **HELP** youth think of roles they played during the *Mini-Productions* if they are having a hard time thinking of ideas. **REMIND** youth that they can look at the list of roles the group brainstormed at the start of this activity for ideas.

9. **ALLOW** youth 5 minutes to play the Role Game. **REMIND** youth that, throughout the activity, they should be thinking about the roles that sound interesting to them. **TELL** youth when they have 1 minute left. **TELL** youth when time is up.

10. **DEBRIEF** with the group before they let go of their yarn. **ASK** youth to share their thoughts on the overlapping yarn.

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

- ◆ Media production involves an intricate web or network of relationships and responsibilities.
- ◆ Teamwork and cooperation are essential to production.
- ◆ All roles are important.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth for doing a great job getting into the production mode. **ASK** whether youth have any comments or questions.
2. **TELL** youth that they will decide on roles soon as part of the preproduction phase of the *Big Production*.

* A Note About Assigning Roles

By this point in the workshop, the best roles for individual youth may be evident to you and to the group. Some youth may be especially good at writing or drawing, while others may excel at directing or coordinating productions. If you have time in this lesson and feel it is appropriate, go ahead and have the youth decide on the roles they want to play during the *Big Production*.

10

Lesson 10

Optional Activity

Big Production T-Shirts



Time

30 minutes

If you have time during this lesson, or later as you begin your *Big Production*, consider having the youth create their own *Big Production* t-shirts. Youth can decorate the t-shirts with their *Big Production* team name or logo, their message, or anything else related to the Media-Smart Youth workshop.

This fun activity can help build a strong sense of group togetherness that can carry into the *Big Production*. Sites that pilot-tested the Media-Smart Youth program reported that the shirts were valuable in other ways as well; youth were excited about wearing them at school and at home as a sign of their participation in the workshop. The t-shirts were also a great advertisement for the program and for their *Big Production*. As they learned in *Lesson 7*, clothing is media, and logos work!

Materials Needed

- White t-shirt for each youth (either new t-shirts you purchased or t-shirts brought from home by each youth)
- Supplies for decorating t-shirts, such as fabric paints or permanent markers or decoration kits purchased from a craft store

Facilitator's Preparation

- Fold sheets of flipchart paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have art supplies and t-shirts ready and place them in a corner of the room until you're ready to start the activity.

Doing the Activity

REMINDE youth that they'll be carrying out the three phases of production as they create their t-shirts: preproduction, production, and postproduction.

10

Lesson 10

Optional Activity (continued)

Big Production T-Shirts (continued)

Preproduction

1. **SAY:**



Let's start with preproduction.

2. **ASK** for volunteers to help hand out the t-shirts, art supplies, and folded sheets of flipchart paper. **SHOW** the youth how to place the folded paper inside their t-shirts.

Production

3. **SAY:**



Now, on to production.

4. **TELL** groups they will have 20 minutes to create their t-shirts. **TELL** youth when they have 5 minutes and 1 minute left. **TELL** youth when time is up.

Postproduction

5. **SAY:**



Now let's move on to postproduction.

6. **ASK** the youth to place their t-shirts on a table or on the floor in the front of the room so they can see each other's productions.
7. When they are done, **ASK** youth to help clean up—gather together the supplies, wipe up spills, and throw away trash.

Closing the Activity

1. **CONGRATULATE** youth on their fine use of clothing to create a media product.
2. **ASK** whether youth have any comments or questions.
3. **DISCUSS** with youth times and places they may wear their t-shirts.

10

Lesson 10

Finishing Up the Lesson



Time

5 minutes

1. **THANK** youth for doing great work today.

2. **ASK** for one or more volunteers to share something fun or interesting they learned today.

LISTEN for ideas from youth about these key topics:

- ◆ Creating a media message using the 6 Media Questions from a Production Point of View
- ◆ The 3 Ps of Production: preproduction, production, postproduction
- ◆ Roles in a production network

3. **SAY:**



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

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

5. **TELL** youth that they are about to start their *Big Production*.

6. **SHARE** any further information about your *Big Production* process, schedule, and plans to help youth understand how the *Big Production* will work, and to keep them interested in and excited about the *Big Production*.

Notes About *Big Production* Guidance and Youth Certificates

Remember to refer to *Appendix G* and *Appendix H*. They contain useful guidance and tools to help you make the *Big Production* a big success.

At the end of the *Big Production*, you may want to give each youth a Media-Smart Youth Certificate of Completion. Look for a sample certificate in *Appendix K*.



Take Home a New Idea!

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

1. The next time you use media at home, try to figure out what went into the preproduction and postproduction phases of that media product.
2. Tell your parents and other family members about the 3 Ps of Production. Tell them about your *Big Production*, too.

Take Home a New Snack: Dip It!

Try it at home with your family and friends.

What's In It?

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

How To Put It Together:

1. Arrange the pita bread and tortilla triangles on paper plates.
2. Put a spoonful of each dip on the plates.
3. Try bread/tortilla and dip combinations you may not have had before.
4. Enjoy!

Bonus: The pita bread and tortillas you are eating are whole-grain foods!

Tips For Media-Smart Parents

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

What did your young person learn in Lesson 10: Getting Into the Production Mode?

He or she:

- Developed a “creative plan” for the group’s *Big Production* using the 6 Media Questions from a production point of view. A creative plan is a tool or action plan that professional media producers use to make decisions before they start an actual media project.
- Discussed the three main phases of production: preproduction, production, and postproduction. These phases are the 3 Ps of Production:
 - Preproduction includes all the steps taken to prepare for a production, such as determining a message or organizing supplies.
 - The production phase includes all the activities involved in creating a production, such as writing, designing, or taking pictures.
 - Postproduction includes activities to complete a production, such as editing, and activities to promote the production, such as advertising to your community.
- Creating media can involve a lot of people—such as your young person and his or her peers—who all play different key roles in each phase.

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

- Ask your youth how the group used the 6 Media Questions from a production point of view to create their *Big Production* plan. Try creating a small-scale “Family *Big Production*,” such as a poster or short video, to help members of your family practice creating media and thinking about how media are made.

To get started, pick a nutrition or physical activity goal that you would like to work on as a family, and answer the questions below to create your plan. (Hint: the answer to the first and third question is: your family!)

The 6 Media Questions:

1. Who is the author or sponsor?
2. What is the purpose?
3. Who is the audience you are trying to reach?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

- Once you’ve answered the questions, you have a plan in place. Now, decide who will play the roles needed to create your family media product. Be creative and have fun!

Ask your young person for help in developing your “Family Big Production” plan and creating your family media product!

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