

2

Lesson 2

Thinking About Media

 **Total Time** | 90 minutes

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

Lesson Overview

This lesson focuses on media. Youth brainstorm different kinds of media formats and identify the purpose of each. They also discuss current trends in media use among young people and explore the connection between media and health. For the *Mini-Production*, youth explore the concept of “point of view” in media. They learn how understanding the point of view helps people form opinions about what they see and hear. Youth write a blog that presents two different points of view.

Lesson Objectives

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

- ◆ List at least four types of media.
- ◆ Name three purposes of media.
- ◆ Explain at least two ways that media can affect health behaviors.
- ◆ Explain the media concept of point of view.

Lesson Activities

- ◆ **Activity A: What Are Media?** (30 minutes)
- ◆ **Snack Break: Mix It Up!** (10 minutes)
- ◆ **Activity B: Media & Health—What’s the Connection?** (15 minutes)
- ◆ **Action Break: It All Depends on Where You Sit** (10 minutes)
- ◆ **Activity C: Mini-Production: Whose Point of View Is It?** (23 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 *Activity C: Mini-Production* and the *Snack Break*.

Lesson 2



Materials Needed

For Activities

- Youth folders
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have a strip of four stickers
- Scissors (one pair)
- A piece of paper or note card
- *Point of View* sheets #1 and #2
- Pencils or pens (one for each youth)
- Video recording device or a mobile device with video capabilities (optional)
- *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

- Whole-grain breakfast cereal (such as whole-wheat flakes or whole-wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples or apricots)
- Unsalted nuts

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- None



Facilitator's Preparation

Activity A

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, on one sheet of flipchart paper, make two columns with the headings: “Type of Media” and “Purpose” at the top.

Type of Media	Purpose

- Write “Purposes of Media” at the top of a piece of flipchart paper, and post it in the front of the room.

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

Snack Break

- Review the snack and prepare ahead as needed.
 - This *Snack Break* contains unsalted nuts. Be sure to identify any young people who have nut allergies, and adapt this snack as needed.

Activity B

- Set up an easel with flipchart paper at the front of the room. Write “Time Spent Using Media” across the top of a blank sheet.
- Post four pieces of flipchart paper around the room. At the top of each piece of paper, write one of the following statements:
 - I watched TV yesterday.
 - I played video games yesterday.
 - I posted a video to the Internet yesterday.
 - I texted my friends yesterday.



- Cut a strip of four stickers for each youth.
- Write the following fact about media use among young people in the United States on the piece of paper or note card:

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *Blog Entry: Point of View* sheets (enough copies so that half the youth get sheet #1 and half get sheet #2).
- If you plan to record the youth as they present their blogs to the group, set up a video recording device or have a mobile device with video capabilities available. You can play the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.
- 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).

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

Lesson 2



Activity A: What Are Media?

Time

30 minutes

Activity Overview

Youth brainstorm different kinds of media formats and identify their purposes.

Activity Objective

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

- ◆ List at least four types of media.
- ◆ Name three purposes of media.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, tape, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)

Facilitator's Preparation

- ◆ Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, on one sheet of flipchart paper, make two columns with the headings: “Type of Media” and “Purpose” at the top.
- ◆ Write “Purposes of Media” at the top of a piece of flipchart paper, and post it in the front of the room.
- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

Type of Media	Purpose

Warm-Up | 3 minutes

1. **WELCOME** youth back. **TELL** youth that today's lesson will focus on the connection between media and health.
2. **ASK** youth:
 - ◆ What does the word media mean to you? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - Ways of communicating or expressing information or ideas to people
 - Examples of media might include:
 - Traditional forms of media, such as newspapers, television shows, music, and books
 - Digital forms of media, such as e-mails, text messages, blogs, and social networking sites

* A Note About the Term *Media*

Use the warm-up discussion to define the term *media*. Make this a quick discussion and then move right into *Doing the Activity*.

Be sure to note that media is a broad concept. Encourage youth to think broadly and creatively during their brainstorming.

3. **SAY:**



Today we are going to brainstorm about media. To get started, let's think about all the types of media we come across every day. This activity will also help you think about possible media projects you might create for your Big Production.

Doing the Activity | 25 minutes

Part 1: Brainstorm Media | 10 minutes

1. **TELL** youth they are going to make a list of different kinds of media.
2. **DIVIDE** the youth into two or three small groups and put one group at each workstation.
3. **ASK** the group to select one or more youth for each of these roles:
 - ◆ Notetaker(s) will write down the group's ideas on a piece of flipchart paper.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the list when the group is done.

* A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can be the first to come up with 10 or even 15 media formats? Or, see which team has the longest list when the 5 minutes for this activity are up. Give a round of applause to the group that wins, and invite those youth to present their list first.

4. **ASK** youth to work in their small groups and brainstorm all the different kinds of media formats they can think of. Their lists should include any and all kinds of media. **ASK** youth to write only under the “Type of Media” column for now. **NOTE** that they will use the “Purpose” column later.

If youth fill up the “Type of Media” column with ideas, **INVITE** them to continue on the next page of flipchart paper. **ASK** them to divide the second page into two columns with the same headings.

5. **ALLOW** 5 minutes for youth to brainstorm and write down their ideas. **TELL** youth when they have 1 minute left to finish their lists. **TELL** youth when time is up.
6. **TELL** youth that each group will have 1 minute to present its list to the entire group. **ASK** youth to gather around the first group’s paper and listen as the presenter reads the group’s list out loud. **CONTINUE** until all work groups have presented their lists.
7. **SUGGEST** any media you think of that may be missing from the lists, including:
 - ◆ Television (TV)
 - ◆ Advertisements or commercials
 - ◆ Infomercials
 - ◆ Public Service Announcements (PSAs)
 - ◆ Movies
 - ◆ Videos
 - ◆ DVDs
 - ◆ Visual arts (paintings, photos, sculptures, etc.)
 - ◆ Newspapers
 - ◆ Books
 - ◆ Books on tape or CD
 - ◆ Magazines
 - ◆ Comic books or graphic novels
 - ◆ Flyers or brochures
 - ◆ Cell phones or mobile devices, including smartphones
 - ◆ Text messages
 - ◆ Internet
 - ◆ Blogs
 - ◆ Social networking sites (such as Facebook® or other popular sites)
 - ◆ Websites
 - ◆ E-mail
 - ◆ Instant messaging (IM)
 - ◆ Video games
 - ◆ Radio
 - ◆ Music
 - ◆ Billboards
 - ◆ Signs on the outside or inside of buses or at bus stops or transit stops
 - ◆ Signs on the sides of trucks and vans
 - ◆ Art contests
 - ◆ Sports sponsorships

- ◆ Food or drink packages (for example, cereal boxes)
- ◆ Mail
- ◆ Theater
- ◆ Dance
- ◆ Performance arts

Part 2: Finding the Purpose | 15 minutes

1. **EXPLAIN** that all media products have a purpose, or a reason they are created. **ASK** youth what the three main purposes of media are.
2. **WRITE** down the groups' ideas about purposes on the flipchart paper entitled "Purposes of Media." **INVITE** youth to look at the examples of media on their lists to help them think about purpose.

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

- ◆ **Persuade** (for example, magazine and Internet advertisements)
- ◆ **Inform** (for example, TV news or blogs)
- ◆ **Entertain** (for example, movies or video games)

SAY:



To help you remember the purposes of media, use the mnemonic (pronounced "ni-MON-ik") device **PIE** (**P**ersuade, **I**nform, **E**ntertain).

3. **SAY:**



Now I'd like you to return to your work groups and identify the purpose of each type of media on your list. Write down a purpose next to the type of media in the "Purpose" column. Keep in mind that some types of media may have more than one purpose. You will have 5 minutes to create your purpose lists.

4. **ALLOW** youth 5 minutes to write down a purpose for each media type. **TELL** youth when they have 1 minute left to finish their lists. **TELL** youth when time is up.



DVD Segment #4: What Are Media?

* A Note About the Purposes of Media

Listen for the three main purposes listed to the left when youth offer their ideas. In the next part of this activity, youth will use these three purposes to categorize the media on their lists. They may also include any other purposes of media they thought of during the brainstorming.

5. If you choose to use the Media-Smart Youth DVD, **ASK** youth to gather in one large group. **SAY:**



Now we will watch a DVD segment that tells more about media and their purposes.

SHOW Segment #4: *What Are Media?* When the segment is finished, **SKIP** Step #6, and **CONDUCT** *Closing the Activity*.

6. If you choose not to use the DVD, **ASK** youth to gather in one large group and share some of their observations about the purposes of media. **ASK** youth:
 - ◆ Why is it helpful to know the purposes of different kinds of media? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Knowing the purpose helps us be more aware of how media are used and how media may affect us.
 - Knowing the purpose helps us to think critically about what we see and hear in the media.

Closing the Activity | 2 minutes

1. **CONGRATULATE** youth on their good work. **ASK** whether youth have any questions.

2. **SAY:**



Media can influence people's attitudes and decisions about many things, especially nutrition and physical activity. This activity was a starting point for thinking about media and the purposes of media. Throughout this workshop, we will build on these ideas and learn how to be media-smart. But first, it is time for a Snack Break!



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Snack Break



Mix It Up!



Time

10 minutes

What's In It?

- Whole-grain breakfast cereal (such as whole-wheat flakes or whole-wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples or apricots)
- Unsalted nuts*

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How To Put It Together

1. **TELL** youth they are going to make their own trail mix.
2. **POUR** each ingredient onto a plate.
3. **GIVE** each youth a sandwich bag.
4. **INVITE** them to make their own trail mix by spooning into their bags any combination of ingredients they like.
5. **ENJOY!**

- **TELL** youth that trail mix is fun and easy to prepare at home, and that it is a great on-the-go snack.
- **REMINDE** youth that they can try out different combinations of dried fruits and cereal.
- **POINT OUT** that the cereal and the granola in the snack mix are whole-grain foods. **TELL** youth that they will learn more about whole grains later in the workshop.
- **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.

* This *Snack Break* contains unsalted nuts. Be sure to identify any young people who have nut allergies, and adapt this snack as needed.

Lesson 2



Activity B: Media & Health—What’s the Connection?

Time

15 minutes

Activity Overview

Youth discuss current trends in media use among young people and explore the connection between media use, food choices, and levels of physical activity.

Activity Objective

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

- ◆ Explain at least two ways that media can affect health behaviors.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have a strip of four stickers
- ◆ Scissors (one pair)
- ◆ A piece of paper or note card

Facilitator’s Preparation

- ◆ Set up an easel with flipchart paper at the front of the room. Write “Time Spent Using Media” across the top of a blank sheet.
- ◆ Post four pieces of flipchart paper around the room. At the top of each piece of paper, write one of the following statements:
 - I watched TV yesterday.
 - I played video games yesterday.
 - I posted a video to the Internet yesterday.
 - I texted my friends yesterday.



- ◆ Cut a strip of four stickers for each youth.
- ◆ Write down the following fact about media use among young people in the United States on a piece of paper or note card:

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.

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

Warm-Up | 1 minute

1. **ASK** youth how much time each day, on average, they think young people spend using media, not including any time spent at school. **EXPLAIN** that using media includes activities, such as playing video games, listening to music, reading, going online, using their cell phones, blogging, and watching TV or DVDs.
2. **WRITE** youth's ideas on the sheet of flipchart paper entitled "Time Spent Using Media" so that they can compare their thoughts with the actual statistic later.
3. **SAY:**



Before I tell you the answer to this question, let's do some quick research about media use.

* A Note About Doing Media-Use Research

This research activity is meant to be brief. Youth should move quickly to complete it in just a few minutes. A main point of this activity is that, even when we only have a small amount of time, we still can gather useful information about a group of people. The information will help youth understand more about the members of their Media-Smart Youth workshop. Moving quickly also will allow you to have more time for a discussion of the results and of the link between media and health.

Part 1: Quick Group Research | 5 minutes

1. **SAY:**



Even when you don't have a lot of time, you can still learn a lot of valuable information from some quick, basic research.

The research we're going to do now will be anonymous, which means no one will write down his or her name. Instead, you will use stickers to provide data about your media use. May I have a volunteer to help hand out the stickers?

2. While you and the volunteer are handing out the stickers, **ASK** youth to think about how they spent their day yesterday. **POINT OUT** the sheets of flipchart paper posted around the room. **EXPLAIN** that each sheet has a different statement written on it. **TELL** youth to read each statement to themselves and put one sticker on the page if the statement is true for them. If the statement is not true for them, they should go to the next statement.

3. **SAY:**



You have 2 minutes for this research process, so move quickly! I'll call "Stop" when the time is up. You can read the statements in any order you wish. Once you've addressed all of the statements, return to your seat.

*No talking during this exercise!
This is a silent, individual activity.
We want to reduce bias in our research. Bias means influence.
Reducing the bias in research means reducing the influence you have on each other's answers.
If you talk to others, you may influence their answers.*

* A Note About Creating a Nonjudgmental Environment

This quick research exercise is intended to help youth think about the connection between media and health by reflecting on their own behaviors in a safe, comfortable environment. Facilitators should ensure that all youth feel comfortable by keeping the conversation casual and nonjudgmental. There is no need to focus on specific individual behaviors or challenges; talking about media use in a general manner is enough.

4. **ALLOW** 2 minutes for youth to do the research activity. **TELL** youth when time is up.
5. **ASK** for four volunteers to count the “data” from this quick research. **HAVE** each volunteer count the number of stickers on one of the flipchart sheets and write the total on the bottom of the page.

6. **SAY:**



This information gives us a sense of some of the media the group used yesterday. Keep in mind that we didn't include a lot of different forms of media because we were doing a quick research activity.

7. **ASK:**

- ◆ Do you think this media use is typical among youth your age?

8. **LISTEN** to answers from the youth. **CONGRATULATE** them on their thoughtful responses.

Part 2: Exploring the Connection Between Media and Health | 8 minutes

1. **SAY:**



Let's think about the answer to the question I asked you earlier about how much time young people spend with media at home in one day.

2. **ASK** for a volunteer to read the note card with data about media use. If no one volunteers, **READ** the fact yourself, out loud:

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.

3. **DISCUSS** this statistic and the connection between media and health with youth.

ASK youth:

- ◆ What do you think about this amount of time? How does it compare to what you thought when I first asked you the question?
- ◆ Why do you think most youth spend more time using media than being physically active?
- ◆ Instead of sitting in front of a screen or using other media for more than 8 hours each day, what else could young people do with their time?

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

- ◆ Walk with friends
- ◆ Do homework
- ◆ Play sports or games with family or friends
- ◆ Sleep
- ◆ Talk with friends or family
- ◆ Go skateboarding
- ◆ Ride a bike
- ◆ Go on errands with a family member
- ◆ Play at the park with siblings
- ◆ Do household chores
- ◆ Walk the dog

4. **ASK** youth:

- ◆ Is anyone familiar with the term “media multitasking”?

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

- ◆ Media multitasking involves using more than one form of media at the same time. For example, using the Internet while talking on the phone is media multitasking.

SAY:



The statistic that I just shared with you doesn't include times when youth use multiple forms of media at once. Among children 8 to 18 years old, 74 percent use another form of media while using the Internet. When we account for media multitasking, our media consumption shoots up dramatically to a total of nearly 12 hours (11:53) of use in a typical day.

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

5. **ASK** youth:

- ◆ What's the connection between media and health?

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

- ◆ Media are everywhere and can have a powerful effect on our attitudes, behaviors, and health.

- ◆ Many people like to snack while they use media and do not realize how much they are eating. They often choose foods that are high in solid fats, added sugars, and calories. These foods may taste good and fill them up, but they don't have much nutritional value.
- ◆ Many media advertisements promote foods that are high in solid fats, added sugars, and calories, and that do not have much nutritional value.
- ◆ Many media advertisements aimed at young people (and adults) make foods very tempting, which can lead us away from eating to satisfy hunger. People are more likely to overeat if they lose track of whether or not they are hungry.
- ◆ Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media often portray body sizes and shapes that are unrealistic and have little to do with being healthy.
- ◆ Media keep us busy, but not necessarily active. People often choose to use media instead of being physically active.
- ◆ Media often portray sports as fun and exciting. Even though that portrayal encourages an interest in sports, some people watch sports instead of being active themselves.

Closing the Activity | 1 minute

1. **THANK** youth for sharing their experiences, good ideas, and comments. **ASK** whether youth have any comments or questions.
2. **TELL** them it is time for an *Action Break*.



Lesson 2

Action Break



It All Depends on Where You Sit



Time

10 minutes

In this *Action Break*, one group does a wall-sit while the other group observes. Then the two groups switch. This activity may not look difficult to an observer, but those who are doing it know that it's hard work! This activity is an example of how the same situation can be experienced differently, depending on a person's perspective or point of view. Later in this lesson youth will explore the concept of point of view in the media.

Doing the Activity

1. **DIVIDE** the youth into two groups—Group A and Group B.
 - Group A should stand in a row with their backs against an empty wall in the room or in a nearby hallway. The youth should spread out along the wall to allow plenty of room between each person.
 - Group B should stand several feet away from Group A, but close enough to observe.
2. **TELL** Group A that you want them to turn their bodies into imaginary chairs.
 - Have them take one or two steps out in front of them, away from the wall, while still keeping their backs against the wall.
 - Then tell them to slowly slide their backs down the wall until their upper legs are at a 90-degree angle with their backs. Their backs should still be flat against the wall. They can cross their arms over their chests or dangle them at their sides.
 - Group A members should hold this position for as long as they can. If someone moves, he or she is “out.”
3. While Group A members are sitting like chairs, **ASK** Group B members if the activity looks easy or hard. **LISTEN** to their answers, and **ASK** why they feel that way.
4. **NAME** the winner from Group A—the person who “sat” the longest.
5. **ASK** members of Group A if they agree or disagree with Group B's observations about the wall-sit activity. **POINT OUT** that doing an activity can be very different from watching it. **EXPLAIN** that what people think is true about a situation or activity—such as that the wall-sit is not very hard—might change when they try it for themselves. **ADD** that this concept is called “point of view.”
6. **REPEAT** the activity with Group B doing the wall-sit and Group A observing.
7. **ASK** if Group B feels differently about the activity now that they've done it.
8. **CLOSE** the activity by asking youth to keep this activity in mind when thinking about point of view in the next activity.
9. **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.

Lesson 2



Activity C: Mini-Production: Whose Point of View Is It?

Time

23 minutes

Activity Overview

Youth explore the concept of point of view in media and learn how understanding the point of view can help them form opinions about what they see and hear. Youth work in small groups to brainstorm and write a blog entry about *daily required physical education in schools*. At the end of the activity, each group reads its blog entry to the full group and both groups have a brief opportunity to share opposing comments. If a digital and/or mobile device with video capabilities is available, you can record the group presentations and post them online for later viewing.

Activity Objective

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

- ◆ Explain the media concept of point of view.

Materials Needed

- ◆ Youth folders
- ◆ *Blog Entry: Point of View* sheets #1 and #2
- ◆ Pencils or pens (one for each youth)
- ◆ Video recording device or mobile device with video capabilities (optional)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Photocopy the *Blog Entry: Point of View* sheets (enough copies of each sheet so that half the youth get sheet #1 and half get sheet #2).
- ◆ If you plan to record the youth as they present their blog entries, set up a video recording device or have a mobile device with video capabilities available. You can play the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.
- ◆ 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).

Warm-Up | 5 minutes

1. **ASK** youth:

- ◆ What does point of view mean?

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

- The way in which someone looks at or interprets a specific situation or issue; someone's perspective on an issue
- The position from which something is considered

2. **SAY:**

You have a point of view to share whenever you are the author or sponsor of media.



3. **ASK** youth:

- ◆ Why is it helpful to consider the point of view presented in a media item?

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

- The same topic or issue often can be perceived from many different perspectives.
- Knowing the author's or sponsor's point of view can help you understand the information you see and hear in media.
- People may form different opinions about a topic depending on the points of view they are exposed to in the media.
- Every media product conveys a point of view held by the author or sponsor, so knowing who the author or sponsor is can help you understand the type of information or the purpose of the media product. You may also hear the term "creator," which often refers to someone creating digital media, such as someone who creates his or her own video to post online.

4. Doing the Activity | 17 minutes

1. **SAY:**



A blog is a type of website that includes news or commentary on a particular subject, a description of events, or a space for personal reflection. Blogs can be written by individuals, groups, or organizations. They offer a public space for individuals to share their points of view or talk about their experiences. For example, youth on a field trip who are working to rebuild a community that's been hit by a natural disaster might blog about their experiences and share what they observe and how they are contributing to the community.

A typical blog combines text, images, and links to other blogs, webpages, or other media related to the topic. Visitors to the blog often have the opportunity to leave comments in response to blog entries, which creates an interactive format.

For our next activity, we are going to pretend that our school just passed a policy requiring daily physical education in school. Some students think it's a great idea, but others don't agree with it. I'm going to divide you into two groups. One group is going to write a blog entry that supports daily required physical education in school. The second group will write a blog entry that is against daily physical activity in schools. Both groups will present their entries to the full group, and then each group will have a few minutes to comment on the opposing group's entry, just as blog readers do online.

Group 1 will blog about being in favor of daily required physical education in schools. Group 2 will blog against daily required physical education in schools. The entries should be about three-fourths of a page.

Remember, for the purpose of this activity, you need to create an entry that presents the point of view you are assigned, regardless of whether or not you personally believe this point of view.

2. **DIVIDE** the youth into two groups. **DESIGNATE** one group as Group 1, supporting daily required physical education in schools, and the other group as Group 2, against daily required physical education in schools.
3. **GIVE** both groups the *Blog Entry* sheets. Group 1 should receive *Blog Entry: Point of View #1*; Group 2 should get *Blog Entry: Point of View #2*. **EXPLAIN** that each group will work together to complete its sheet. **ADD** that when the groups are done, the selected presenter(s) will present the blog entries on behalf of their group. **NOTE** that after both entries are presented, youth will have a chance to contribute additional comments.

4. **SHARE** a few facts about physical education in schools to help youth understand the issue. **SUGGEST** that each group save one copy of their *Point of View* sheets to write their final blog and use the other copies to write down these facts to use in their blogs. **SAY:**



Schools are dedicating less and less time to physical activity, and some public schools are even cutting out recess altogether. However, studies show that play time helps youth improve academic skills.

Only 6 percent of junior high schools offer daily physical education.

Participating in physical education five days a week reduces the odds of a teen becoming an overweight adult by 28 percent.

Source: Menschik, D., Ahmed, S., Alexander, M. H., & Blum, R. W. (2008). Adolescent Physical Activities as Predictors of Young Adult Weight. *Archives of Pediatrics & Adolescent Medicine*, 162(1), 29-33.

5. **ASK** each group to select one or more youth for each of these roles:
- ◆ Notetaker(s) will write down the group's ideas on the *Blog Entry: Point of View* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the blog entry or comments when the group is done.
6. **ALLOW** youth 10 minutes to create their blog entries. **TELL** youth when they have 5 minutes and then 1 minute left to finish their writing about their points of view. **TELL** youth when time is up.
7. **WALK** around to both groups while they work to see if group members need any help. **ANSWER** any questions.
8. If you choose to use a video recording device, **ASK** a youth volunteer to record presentations of the blog entries.
9. When time is up, **ASK** the presenter from Group 1 to read the group's blog entry. Then, **ASK** the presenter from Group 2 to read the group's blog entry.
10. **ASK** both groups to share any additional comments about the other group's entry.

11. **DISCUSS** the blog entries and comments with the group. **ASK** youth:
 - ◆ Why is it so important to identify the point of view represented in a particular media piece?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
 - The specific information, images, or sounds included in any media segment often are determined by the point of view that is represented.
 - If a blog entry or an advertisement includes only one point of view, you may not be getting the whole story.

12. If you recorded the blog entry presentations and have a few extra minutes, **WATCH** the video with the group. If time is short, **SHOW** the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.

Optional Additional Activity

If you have time and if it seems feasible, invite youth to e-mail the editor of their local school newspaper about their views on daily required physical education in schools. Youth have an important and unique point of view on this issue—encourage them to share it with others.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their creativity and insights. **ASK** whether youth have any comments or questions, and **ENCOURAGE** them to find blogs that interest them and to read some entries online.

2. **TELL** notetakers in each group to put the blog entries in their folders.

2

Lesson 2

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:
 - ◆ Different types of media formats
 - ◆ Purposes of media
 - ◆ Examples of the connection between media and health
 - ◆ Points of view presented in media
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 the next lesson will focus on key questions to ask when using or seeing media.
6. To help you prepare for the next lesson, **ASK** youth to share the names of magazines they read, TV shows they watch, and movies they like. **USE** this information to prepare for *Lesson 3* (see Facilitator's Preparation, *Activity B*, page 107).



Take Home a New Idea!

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

1. The next time you use a type of media at home, try to figure out its purpose.
2. Tell or text your parents or other family members about the purpose of that type of media. Ask parents and friends to identify a purpose the next time they use media, too. If they need help, explain “purpose” to them.
3. The next time you use a type of media, try to figure out the author or sponsor’s point of view. Consider whether it changes the way you think about that media product.

Take Home a New Snack: Mix It Up!

Try it at home with your family and friends.

What’s In It?

- Whole-grain breakfast cereal (such as whole-wheat flakes or whole-wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples or apricots)
- Unsalted nuts

How To Put It Together:

1. Get a sandwich bag.
2. Make your own trail mix by spooning into your bag any combination of ingredients you like.
3. Enjoy!

Trail mix is a great snack for busy youth on the go. It is fun and easy to prepare. Make several bags ahead of time at home so you can grab one as you leave. You can also try out different combinations of dried fruits and cereal.

Bonus: The cereal and the granola in the snack mix 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 2: Asking Questions?

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

He or she:

- Learned about the three main purposes of media—to persuade, inform, and entertain. Knowing the purpose helps us to be more aware of how media are used and how they may affect our choices.
- Explored how every media product conveys a point of view held by the author or sponsor. Knowing who the author or sponsor is can help explain the type of information the sponsor is trying to share with you. You may also hear the term “creator,” which often refers to someone creating digital media (such as someone who creates their own video to post online).
- Learned that young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. When media multitasking is included, media use shoots up dramatically to a total of nearly 12 hours in a typical day. This is more time than young people spend doing anything else except sleeping.

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

- With your young person, think critically and identify the purpose of different types of media that are commonly used in your home (such as books, TV shows, the Internet, or cell phones). Keep in mind that many media keep us busy but not necessarily active.
- When you use media, keep an eye out for advertisements and try to identify the author or sponsor of the advertisements.
- Think about the connection between media and health. For example, many media advertisements promote foods that are high in solid fats and added sugars and that do not have much nutritional value.
- Brainstorm ways to keep your family active or to replace some media use, such as going on a family walk instead of watching TV.
- Try to limit the amount of time the people in your home spend using media. You can start with small changes, such as limiting time using media after school or work.

Ask your young person to share the acronym he or she learned to help them identify the purpose of a media product. If needed, provide a hint—the three letters spell out the name of a common dessert.

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