

# 3

## Lesson 3

# Asking Questions

 **Total Time** | 90 minutes

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

### **Lesson Overview**

This lesson continues the focus on concepts that help youth become media-smart. Youth learn about the media concept of “target audience” and explore different ways to define audiences. They are introduced to the 6 Media Questions, a tool for analyzing and creating media. Youth practice analyzing different forms of media using the 6 Media Questions. For the *Mini-Production*, youth create an action hero who promotes a healthy action.

### **Lesson Objectives**

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

- ◆ Define the media concept of target audience.
- ◆ Name at least two characteristics of a youth audience.
- ◆ Recognize the 6 Media Questions.
- ◆ Use the 6 Media Questions to analyze selected media examples.
- ◆ Explain that media messages often promote a specific action.

### **Lesson Activities**

- ◆ **Activity A: More Than One Kind of Kid**  
(15 minutes)
- ◆ **Snack Break: Just Peachy!** (10 minutes)
- ◆ **Activity B: The 6 Media Questions**  
(30 minutes)
- ◆ **Action Break: The Director Says...**  
(10 minutes)
- ◆ **Activity C: Mini-Production: And... Action!** (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 3



### Materials Needed

#### For Activities

- Youth folders
- 6 Media Questions poster
- Pencils or pens (one for each youth)
- Watch or timer
- Masking tape
- Equipment to play and show a DVD (optional)
- Two print ads from magazines that are popular with the youth
- *Media Detective Notepad* sheets (one copy for each youth)
- DVD with a segment from the group's favorite TV show or movie (optional)
- *Action Hero Creative Brief* sheets (one copy for each youth)
- Fine-point colored markers (enough for each youth to have several to draw with)
- *Field Trip Permission Form* (one copy for each youth)
- *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

- Sliced peaches (fresh, frozen, or canned in water or 100% juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen dessert (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Ice cream scoop
- Paper bowls, 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

- None

### 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

- Post the 6 Media Questions poster in the front of the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- Find and bring in two print ads from magazines that are popular with the youth in the group.
- If using a video, bring in a brief segment of the group's favorite TV show or a DVD of a popular movie. Set up the equipment to play a DVD so you are ready to watch the segment with the group.

### Action Break

- Review the activity and prepare ahead as needed.

### Activity C

- Photocopy the *Action Hero Creative Brief* sheet (one copy for each youth).
- Photocopy or adapt the *Lesson 6 Grocery Store Field Trip Permission Form* (one copy for each youth).
- 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).

## A Note About Media Samples

You can select the print ads and video segment for this activity based on the responses you received at the end of *Lesson 2* about the group's favorite magazines, TV shows, and movies.

## Look Ahead Alert: Lesson 6

*Lesson 6: Visiting a Grocery Store* is coming up soon. You have two options for doing the lesson. The first option is to take the youth to a grocery store where they can apply the skills and ideas they are learning to a real-life setting. The second option is to create a "virtual" grocery store in your workshop setting.

You will need to do some advance preparation for both options, so please review *Lesson 6* and follow the preparation instructions for the option that works best for your group. The end of *Lesson 3* has a sample permission form for groups who will go on the field trip. You also will find this form in *Appendix D*. We recommend that you send permission forms home at the end of today's *Lesson 3* to allow enough time for youth to bring them back with a parent's or guardian's signature before the trip takes place.

## Lesson 3

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# Activity A: More Than One Kind of Kid

### Time

15 minutes

### Activity Overview

Youth do an exercise to show different ways a group of young people can be defined as a target audience.

### Activity Objective

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

- ◆ Define the media concept of target audience.
- ◆ Name at least two characteristics of a youth audience.

### Materials Needed

- ◆ None

### Facilitator's Preparation

- ◆ None

1. **WELCOME** youth back.

2. **ASK** youth:

◆ What is a target audience?

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

- A target audience is a specific group of people that a media producer, company, program, or any creator of media is trying to reach.
- Members of a target audience usually have something in common. A target audience may be people of the same age and gender, such as 12-year-old girls; or it may be a group of people who do the same thing, such as youth who like to play soccer.

◆ Why do producers target their media to specific audiences, instead of just making one show or advertisement for everyone?

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

- One media product cannot appeal to everyone. Media producers research their target audience to figure out what will attract the audience to their media product. For example, a TV show that is created for young people ages 11 to 13 will have characters that are appealing to this age group and will focus on topics that are important to 11- to 13-year-olds. A website that targets college students will focus on issues that are of most concern to college students and will include photos and other features that attract them.
- By focusing on what matters most to a target audience, media become more appealing and meaningful to that group and are more likely to be successful at achieving their purpose—to persuade, inform, or entertain.

3. **SAY:**



*Let's play a game to see some different ways we can group ourselves as a target audience.*

## A Note About Engaging Youth

This activity provides a wonderful opportunity to engage youth in the teaching process. Therefore, we've structured this activity so that, after you read the first few statements on the next page, you can ask for volunteers to read from your list. When this list is complete, invite youth to suggest other characteristics and call those characteristics out to the group. They have great ideas for traits that define them—after all, they are a target audience!

1. **ASK** the youth to stand in a big circle.

2. **SAY:**



*I will read a list of phrases that describe young people. If you hear a phrase that describes you, step into the middle of the circle. If the next phrase doesn't apply to you, take a step back to the outside of the circle. Try to remember how many phrases apply to you.*

3. **START** the game. **READ** the first few phrases from the list below. Then **ASK** a few volunteers from the group to read from the list. (You may add more phrases or change those below to reflect the interests or characteristics of the youth in your group.)



- Everyone who is a girl
- Everyone who is a boy
- Everyone who is in 7th grade
- Everyone who is 11 years old
- Everyone who is 12 years old
- Everyone who is 13 years old
- Everyone who eats pizza
- Everyone who eats vegetables
- Everyone who ate fruit today
- Everyone who listens to music
- Everyone who drinks fat-free milk with lunch
- Everyone who draws or paints
- Everyone who uses a cell phone or mobile device
- Everyone who used the Internet yesterday
- Everyone who watches soccer games
- Everyone who played basketball in the last week
- Everyone who knows how to jump rope
- Everyone who plays video games
- Everyone who has a blog
- Everyone who likes to dance
- Everyone who texted a friend yesterday
- Everyone who uses a social networking site
- Everyone who wears jeans
- Everyone who wears sneakers
- Everyone who walks to school

4. **INVITE** the youth to take turns thinking of other characteristics that may apply to young people. As youth call out different characteristics, the rest of the group should continue to step in and out of the circle depending on whether the statements apply to them.

## A Note About Defining an Audience by Ethnic Identity

We recommend that you do not use ethnic identity as an example of how advertisers segment or define a target audience. We tested workshop materials with pilot groups and found that young people were uncomfortable drawing these kinds of distinctions among themselves. In later discussions about target audiences, you may simply want to mention that ethnic groups are another example of different characteristics among people, and that media producers may use ethnicity as a way to target audiences. If youth choose ethnic identity as a characteristic when they take turns leading the activity, monitor the group to make sure the exercise still feels comfortable for everyone. If youth discuss ethnic identity, be sure they use terms that are appropriate and not derogatory.

5. **ASK** youth to return to their seats.
6. **ASK** youth how many times they stepped in the middle of the circle. **CALL OUT** ranges and **ASK** youth to raise their hands when you call out the range that they fit into, such as 1 to 5 times, 6 to 10 times, and more than 10 times.

## Closing the Activity | 1 minute

1. **SAY:**



*One way media producers create media that appeal to a target audience is by learning about who that group is and what it cares about or is interested in. Then they link the media product to those specific things.*

*As we just saw, target audiences can be defined in many ways. Every time you were in the middle of the circle, you were a target audience. At one time or another, all of us are a target audience and media use that to get our attention. It may happen more often than we realize.*

2. **THANK** youth for participating. **ASK** whether youth have any comments or questions. **TELL** them it is time for a *Snack Break*.

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## Lesson 3

# Snack Break



### Just Peachy!



#### Time

10 minutes

#### What's In It?

- Sliced peaches (fresh, frozen, or canned in water or 100% juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen dessert (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola

#### Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Ice cream scoop
- Paper bowls, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

#### How To Put It Together

1. **PLACE** peach slices in a bowl using the plastic spoons.
2. **TOP** the slices with one scoop ( $\frac{1}{2}$  cup) of fat-free or low-fat frozen yogurt or soy frozen dessert.
3. **SPRINKLE** a spoonful of granola on top.
4. **ENJOY!**
  - While they are enjoying the snack, **SUGGEST** to youth that they invent a short statement telling their friends why they would want to choose this particular snack. **CHALLENGE** youth to come up with a statement that is 10 words or fewer.

- **EXPLAIN** to the youth that they will talk about statements made by media producers or in media products in the next activity, so this brainstorm during the snack is a fun way to get their creative juices flowing.
- **POINT OUT** that the granola they are eating is a whole-grain food and that fat-free or low-fat frozen yogurt is a good source of calcium, a nutrient important for strong bones and teeth. **TELL** youth that they will learn more about these topics in later lessons.
- **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 3

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# Activity B: The 6 Media Questions

### Time

30 minutes

### Activity Overview

Youth use the 6 Media Questions to analyze different kinds of media.

### Activity Objective

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

- ◆ Recognize the 6 Media Questions.
- ◆ Use the 6 Media Questions to analyze selected media examples.

### Materials Needed

- ◆ Youth folders
- ◆ 6 Media Questions poster
- ◆ Two print ads from magazines that are popular with the youth
- ◆ *Media Detective Notepad* sheets (one copy for each youth)
- ◆ Pencils or pens (one for each youth)
- ◆ Watch or timer
- ◆ Masking tape
- ◆ Equipment to play and show a DVD with a segment from the group's favorite TV show or movie (optional)

### Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- ◆ Find two print ads from magazines that are popular with the youth in your group.
- ◆ If using a video, bring in a brief segment of the group's favorite TV show or a DVD of a popular movie. Set up the equipment to play and show the DVD so you are ready to watch the segment with the group.

### A Note About Media Samples

You can select the print ads or video segment for this activity based on the responses you received at the end of *Lesson 2* about the group's favorite magazines, TV shows, and movies.

1. **ASK:**

Why is it important to be an active, thoughtful user of media?

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

- ◆ So you can decide for yourself what you think of the ideas that are presented to you in a specific media product.

2. **SAY:**



*Creators of media want you to think in a certain way or take a specific action.*

*This relates back to the main purposes of media, which are to persuade, inform, or entertain. Media that serve to persuade or inform are often selling a product or a specific point of view. Creators of media that entertain want to give you pleasure or fun by using or choosing their media.*

*To become more active and thoughtful users of media, you can ask yourselves the 6 Media Questions, a set of basic questions for analyzing media. The 6 Media Questions will also help you create media for your Mini-Productions and your Big Production. Let's review the 6 Media Questions together.*

3. **ASK** for a volunteer to read each question. After each question is read, **ASK** for a volunteer to explain what the question means. Some additional questions for this review include:

- ◆ What is this question asking you to think about?
- ◆ What does this question mean to you?

4. **CLARIFY** the concepts in each media question as needed. **USE** the *Understanding the 6 Media Questions* table for definitions of these concepts and examples of each.

*This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions with their group.*

## Understanding the 6 Media Questions

What do you think about this media product?  
Answer the 6 Media Questions to help you decide.

Media Question	What Does It Mean?
1. Who is the author or sponsor?	This question is asking you to identify who wrote, created, or sponsored the media product. A journalist, a script writer, a blog writer, a member of a social networking site, a musician, and a food company are all examples of authors, creators, and sponsors. Knowing the author or sponsor can help you figure out the point of view being presented.
2. What is the purpose?	This question is asking you to identify the reason this media product was created. Remember that PIE helps you figure out the purpose: persuade, inform, or entertain.
3. Who is the audience?	This question is asking you to identify the group you think the media product is meant for, such as children, young people, or parents. In other words, who does the creator or sponsor want to see, use, or hear this media?
4. What is the message?	This question is asking you to identify the main idea, statement, or opinion that this media product is trying to get across. In other words, what is this media product telling you? Once you know what the message is, you can decide what you think about it and whether you agree with it.
5. What information is missing?	This question is asking you to identify information that is not included in the media message, but that is still important. The act of leaving out information is also known as “omission.” For example, a food ad might leave out information about some of the ingredients, or a news story or blog might present only one point of view about an issue.
6. What techniques are used to attract your attention?	This question is asking you to identify how the media product grabs your attention and draws you in. The specific techniques used in media—such as color, sound, humor, music, or use of celebrities—are important because they make the media more interesting and attractive. Different techniques work with different audiences.

Part 1: Using the 6 Media Questions | 15 minutes

1. **TELL** youth that they will now have a chance to practice using the 6 Media Questions. **EXPLAIN** to youth that you will divide them into two small groups and that each group will get a media example.
2. **SAY:**  
 *Each group will work together to analyze its media example by answering the questions on the Media Detective Notepad sheet. We will take 5 minutes to analyze the media example. Then each group will take turns presenting its ideas to all of us.*
3. **ASK** for a volunteer to pass out the *Media Detective Notepad* sheets and the youth folders. **TELL** youth that only one person needs to write down the answers for the group. **ADD** that other group members also can write the answers on their *Media Detective Notepad* sheets if they like, but they do not have to do so.
4. **DIVIDE** youth into two small groups.
5. **GIVE** each group a print ad from a magazine that is popular with the youth in your group.
6. **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 *Media Detective Notepad* sheet.
  - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
  - ◆ Presenter(s) will read the answers when the group is done.
7. **ALLOW** groups to work for 5 minutes. **VISIT** each group, and **PROVIDE** help as needed. **TELL** youth when they have 1 minute left to finish their sheets. **TELL** youth when time is up.
8. **ASK** each group in turn to present its media example and answers from the *Media Detective Notepad* sheet. **TELL** each group that it will have 2 minutes to present its media example and answers. **CLARIFY** any concepts or questions that youth have difficulty with.

This example is for facilitator reference only. It provides an example for facilitators to practice using the 6 Media Questions to analyze an ad.

## Media Analysis Example

Below is an example of how to analyze an advertisement using the 6 Media Questions. Keep in mind that these answers are only some possible answers. There may be other correct answers to some of the questions. For example, “What information is missing?” can have a wide variety of answers, depending on the perspective of the person answering the questions.



**1. Who is the author or sponsor of this ad?**

*The Shelter Pet Project*

**2. What is the purpose of this ad?**

*To persuade*

**3. Who is the audience for this ad?**

*Prospective pet owners*

**4. What is the message in this ad?**

*Adopt a pet from a shelter*

**5. What information is missing from this ad?**

*A phone number*

**6. What techniques are used to attract your attention in this ad?**

*A cute picture and a humorous slogan*

## Part 2: Reviewing a Favorite TV Show or Movie | 5 minutes

1. If you are going to show a segment from the group's favorite TV show or movie, go to Step #2. If you choose not to show a clip, go to Step #5.
2. **SAY:**  
 *We're going to watch an example of another type of media, and then we'll talk about the example, so pay close attention. Keep in mind the 6 Media Questions we just talked about so you can be as media smart as possible!*
3. **PLAY** a 1-minute clip from your group's favorite TV show or movie. After you play the sample, **ASK** youth the 6 Media Questions in connection with what they just viewed, and **DISCUSS** the answers as a group.
4. When you are finished with the discussion, go to **CLOSING THE ACTIVITY**.
5. If you choose not to use a clip of a favorite TV show or movie, **ASK** youth:
  - ◆ What is the difference between the purpose and the message of media?  
**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
    - Purpose is a general concept. The purpose is the main reason a media product was created, such as to persuade, inform, or entertain. For example, an advertisement is created to persuade, a blog may be created to inform, and a video may be created to entertain.
    - Message is a more specific concept and is unique to each media product. The message is the main idea, statement, or opinion that is being expressed in the media, such as the central idea in an advertisement, the main point of an online article, the main idea in a play, or the statement being made by a painting. All media have a message to convey, no matter what the purpose of that media.

## Closing the Activity | 1 minute

1. **CONGRATULATE** youth for being observant about media. **ASK** whether youth have any comments or questions. **TELL** them to put their *Media Detective Notepad* sheets into their folders.
2. **SAY:**  
 *Throughout the rest of this workshop, you'll use the 6 Media Questions to analyze media and to create your own media. Knowing how to use the 6 Media Questions is an important step in becoming media smart. Now, you will take turns being a director during the Action Break!*

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## Lesson 3

# Action Break



### The Director Says...



#### Time

10 minutes

This activity, similar to “Simon Says,” will get the group moving and will give each youth a chance to practice being a director. A director is the person who leads the action in a film, or activity. You, the facilitator, will be the director first. Then youth can have their turn.

#### Doing the Activity

1. **ASK** all the youth to stand facing you, and to spread out so they are at arm’s length from each other and have room to move easily.
2. **EXPLAIN** the activity:
  - A person playing the director instructs everyone to perform an action by saying, “The director says...” and stating an action. For example, the director could say, “The director says jog in place.” The director then demonstrates that action. The group must imitate the director’s action until the director gives the next action. The director can name up to two actions.
  - The director must give actions that include physical activity. Some suggestions include:
    - Do jumping jacks.
    - Touch your toes, then your head, then your toes, and so on.
    - Dance in place.
    - Turn around in a circle.
    - Jump up and down on your left foot or on your right foot.

- Do sit-ups.
  - Do leg lifts.
  - Stretch your arms up to the ceiling.
  - Shuffle two steps to the left and then two steps to the right.
- There’s one twist: If the director says only an action, such as “Jump up and down,” and does not begin the sentence with the words “The director says...” then the director’s turn is automatically over even if he or she did not get to name two actions for the group to do.
  - Also, if the director doesn’t begin with the words, “The director says,” the group members should not imitate the action. Instead, the members should continue doing the previous action (for example, jogging in place) while the group rotates to another director.
  - Each person takes a turn being the director and may call out up to two actions for the group to do (this number may increase depending on the size of the group and the time available).
3. **BEGIN** the activity as the first director.
  4. **CONGRATULATE** youth when everyone has had a turn and the activity is over.
  5. **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 3

# 3 Activity C: Mini-Production: And...Action!

### Time

23 minutes

### Activity Overview

Youth brainstorm and create an action hero for a video game.

### Activity Objective

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

- ◆ Explain that media messages often promote a specific action.

### Materials Needed

- ◆ Youth folders
- ◆ *Action Hero Creative Brief* sheets (one copy for each youth)
- ◆ Fine-point colored markers (enough for each youth to have several to draw with)
- ◆ Masking tape
- ◆ *Grocery Store Field Trip Permission Form* (one copy for each youth)
- ◆ *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 *Action Hero Creative Brief* sheet (one copy for each youth).
- ◆ Photocopy the *Grocery Store Field Trip Permission Form* (one copy for each youth).
- ◆ 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:**



*This Mini-Production includes several of the 6 Media Questions you just learned about—purpose, audience, and message—but its focus is on Media Question #2: What is the purpose? One purpose of media is to persuade an audience to act. We're going to focus on the concept of persuading an audience to take a specific action in this activity. In this Mini-Production, you'll practice skills that you can use in your Big Production at the end of the workshop.*

2. **ASK** youth:

- ◆ What does action mean?

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

- Action simply means doing a behavior—such as moving your body, going somewhere, buying something, or creating change in your community.
- Examples of actions include dancing, biking, coming to this workshop, buying an apple, reading, doing community service, talking with your friends, and thinking.

3. **ASK** youth:

- ◆ What do you think it means when we say that media promote specific actions?

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

- It means the author of the media wants you to take a certain action when you see or use their media. For example, many websites display banners or pop-up ads to promote products or activities they think users will like. The authors of those ads want users to take a specific action—to click on the banners and learn more about or buy their products. Similarly, advertisers also want TV viewers to take a specific action—to buy their products after seeing the ad.
- To be effective, it is important for media to be clear and exact about the action they want the audience to take. In addition, the action has to be something that the audience cares about. For example, some reality shows invite viewers to take a specific action during the show—they display the show's phone number and Internet address and ask viewers to vote for their favorite contestant during a certain time period. Being clear and exact about how to vote and when to vote is what makes the action specific. If viewers care about who wins the show, they are likely to take the action and vote.

4. **SAY:**



*One way to persuade an audience to take a specific action is to create a short, catchy phrase that appeals to the audience.*

5. **ASK** youth:

- ◆ What is this short phrase called?

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

- Slogan
- ◆ What are some examples of slogans?

**LISTEN** to ideas from youth.

6. **SAY:**



*In your Big Production, you are going to encourage your audience to take a specific action for better nutrition or increased physical activity. Let's practice thinking of specific actions now by doing a creative activity.*

**Doing the Activity** | 17 minutes

1. **SAY:**



*You are going to create an action hero to star in a new video game. The target audience is young people ages 11 to 13. Your action hero can be any kind of hero you want—you are the creator. The unique feature of your hero is that he or she has special powers to promote a specific healthy action related to nutrition or physical activity. You must decide what kind of action your hero will promote, and then create a slogan that he or she can say often to persuade others to do it, too. After you choose your hero's action and slogan, you will draw a sketch of your action hero. Consider these ideas:*

- *Broccoli Boy likes to eat lots of green vegetables to help him stay healthy and strong so he can encourage kids to recycle and keep their communities clean. His slogan is: "Go green! Eat broccoli today!"*
- *Basketball Girl likes to play basketball every day. Playing basketball helps her feel energized and makes her legs strong so she can run fast and quickly fix all the playgrounds in the neighborhood. Basketball Girl encourages kids her age to play basketball so they can be strong and fast, too. Her slogan is: "Dribble a ball today!"*

2. **HAND OUT** the youth folders, the *Action Hero Creative Brief* sheets, and markers to each youth.
3. **EXPLAIN** that a creative brief is a short document made at the beginning of a project to define the project and provide directions for how the work and creative elements should be done. A creative brief typically describes the purpose of the media project and the intended target audience. For the sake of time, we've already decided the purpose and target audience for your video game action heroes.

4. **SAY:**



*The first part of the creative brief is to choose a name for your action hero, the nutrition or physical activity action that your hero will promote, and a slogan for this activity. Be sure to choose a name that reflects your action hero's unique skills and the specific action your hero promotes. After you make these decisions, draw a sketch of your action hero.*

5. **ASK** youth to work individually or in pairs to create an action hero. **TELL** youth they have 10 minutes to create their action hero. **TELL** youth when they have 5 minutes and then 1 minute left to finish their action heroes. **TELL** youth when time is up. If they finish early, they can use the back of the page to outline a story about their action hero.
6. **ASK** youth to post their action heroes on the wall when they are done, or when 10 minutes is up, so the rest of the group can view them.
7. **DISCUSS** the following issues briefly with the group:
  - ◆ What specific actions do your action heroes promote?
  - ◆ Why is it important that they promote specific actions?
  - ◆ What are their slogans?

### A Note About Thinking of a Specific Action

This activity is meant to be fun and fast. Encourage youth to spend just 1 minute thinking of a nutrition or physical activity action they like to do, and then use the rest of the time to create a character and slogan for this action.

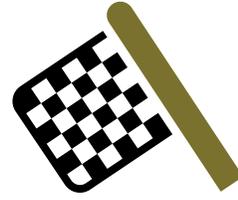
## Closing the Activity | 1 minute

1. **CONGRATULATE** the group members on their creativity and fun approach to this activity. **ASK** whether youth have any comments or questions. **TELL** them to remove their action hero drawings from the wall and put them in their folders.
2. **TELL** youth that they will have more opportunities throughout the workshop to promote nutrition and physical activity actions.

# 3

## Lesson 3

# Finishing Up the Lesson



### Time

2 minutes

1. **THANK** youth for doing great work during today's lesson. **COLLECT** their folders.
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:
  - ◆ Target audience
  - ◆ The 6 Media Questions
  - ◆ Role of media in promoting specific actions
  - ◆ Slogans

### 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. If you are planning on taking the youth to a grocery store for Lesson 6, **SAY:**



*We're going to do something special in Lesson 6. We're going to a grocery store so you can apply the nutrition skills you learn in Media-Smart Youth. I have a permission slip for you to take home. You will not be able to go on the trip if you don't have a signed permission form. Please ask your parent or guardian to fill it out and sign it. Bring it to the next lesson.*

6. **HAND OUT** the *Grocery Store Field Trip Permission Form*.

7. **TELL** youth that the next lesson will focus on nutrition.

## Lesson 3, Activity B

### Media Detective Notepad

## 6 Questions To Ask When Using Media

Take a close look at your media sample. Discuss it with your group and answer the following questions. Remember, you're a detective, so be sure to think beyond the ordinary—you might have to dig a little to find the true answers. There may even be more than one answer to some questions—be sure to write down all the answers you discover.

1. Who is the author or sponsor?

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2. What is the purpose?

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3. Who is the target audience?

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4. What is the message?

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5. What information is missing?

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6. What techniques are used to attract your attention?

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# Action Hero Creative Brief

My name (the creator) is: \_\_\_\_\_

The name of my action hero is: \_\_\_\_\_

My action hero's nutrition or physical activity action is: \_\_\_\_\_

My action hero's slogan is: \_\_\_\_\_

Draw your action hero in the space below.

## Sample Permission Form for Lesson 6 Grocery Store Field Trip

If you decide to conduct *Lesson 6* by taking a field trip to a grocery store, your organization should obtain parent/guardian permission before taking any youth out of the workshop location. If so, this sample permission form may be helpful to you. Please adapt it as needed.

### Grocery Store Field Trip Permission Form

\_\_\_\_\_  
DATE

Dear Parents/Guardians,

\_\_\_\_\_ will be conducting a field trip to a grocery store as part of the *Media-Smart Youth: Eat, Think, and Be Active!* program. The trip will give youth a chance to apply many of the nutrition concepts they have been exploring in the program. While they are at the grocery store, youth will:

YOUR ORGANIZATION'S NAME

- Review the wide variety of foods available at the store.
- Examine and compare ingredient lists and Nutrition Facts labels to see how these tools can help them make smart food choices.
- Explore how food manufacturers use product packaging and in-store product placement to influence sales.

Where: \_\_\_\_\_  
NAME AND ADDRESS OF GROCERY STORE

When: \_\_\_\_\_  
DATE AND TIME OF FIELD TRIP

Transportation: \_\_\_\_\_  
HOW YOUTH WILL GET TO THE STORE AND BACK

If you can help out as a driver or chaperone, we would be very happy to have you along on the field trip. This is a great chance to see these thoughtful and creative youth in action!

Sincerely,

\_\_\_\_\_  
NAME OF FACILITATOR/PROGRAM DIRECTOR

- Yes, my child \_\_\_\_\_ may participate in the grocery store field trip.  
NAME OF YOUTH
- No, my child \_\_\_\_\_ may not participate in the grocery store field trip.  
NAME OF YOUTH
- I can help chaperone the field trip.
- I can drive to the field trip.

Youth's name (print): \_\_\_\_\_

Parent/guardian name (print): \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_

Telephone: (work) \_\_\_\_\_ (home) \_\_\_\_\_ (cell) \_\_\_\_\_

My child has the following food allergies or medical conditions: \_\_\_\_\_



# 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 the target audience and message.
2. Tell or text your parent or other family member about the target audience and message of that media. Ask them to identify the target audience and the message the next time they use media, too. If they need help, explain these terms to them.

## Take Home a New Snack: Just Peachy

Try it at home with your family and friends.

### What's In It?

- Sliced peaches (fresh, frozen, or canned in water or 100% juice)
- Fat-free or low-fat frozen yogurt or soy frozen dessert
- Low-fat granola

### How To Put It Together:

1. Place 6 to 8 peach slices in a bowl.
2. Top them with one scoop ( $\frac{1}{2}$  cup) of fat-free or low-fat frozen yogurt, or frozen soy dessert.
3. Sprinkle a spoonful of granola on top.
4. Enjoy!

**Bonus: The granola you are eating is a whole-grain food, and the fat-free or low-fat frozen yogurt is a good source of calcium, a nutrient that is important for strong bones and teeth.**

# 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 3: Asking Questions?

### He or she:

- Discussed how to analyze media using the 6 Media Questions. Using this set of simple questions helps us think critically about media and better understand what is being communicated.
- Learned that media producers typically create media with a specific target audience in mind. A target audience is a specific group of people that a creator of media is trying to reach. Members of a target audience usually have something in common, such as their age, gender, or interests.
- Explored many reasons that media products are targeted to specific audiences. One media product cannot appeal to everyone. Media producers research their target audience to figure out what will attract that group to their media product. By focusing on what matters most to a target audience, producers can create media that are more appealing and meaningful to the audience and are more likely to be successful.

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

- Use the 6 Media Questions to help you become a more active and thoughtful user of media.

### The 6 Media Questions:

1. Who is the author or sponsor?
2. What is the purpose?
3. Who is the intended audience?
4. What is the message?
5. What information is missing?
6. What techniques are used to attract your attention?

**The next time your young person uses media, such as watching a favorite TV show or reading an interesting article online, ask him or her to answer the 6 Media Questions about that show or article.**

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