

# 9

## Lesson 9

# Making Smart Choices Fun and Easy

 **Total Time** | 90 minutes

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

### **Lesson Overview**

Youth explore reasons it might be easy or hard for them to be physically active. Youth also learn the difference between specific and general actions and select potential specific actions for their *Big Production*. The lesson concludes with the youth selecting the media format they will use and type of project they will do in their *Big Production*.

### **Lesson Objectives**

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

- ◆ Name at least two factors that make it easy to be physically active every day.
- ◆ Name at least two factors that make it hard to be physically active every day.
- ◆ Identify at least two specific actions they will take to improve their nutrition or physical activity choices.
- ◆ Choose a media format for the *Big Production*.

### **Lesson Activities**

- ◆ **Activity A: Being Active—What Makes It Easy? What Makes It Hard?** (20 minutes)
- ◆ **Snack Break: Pop It!** (10 minutes)
- ◆ **Activity B: Get In the Action!** (20 minutes)
- ◆ **Action Break: The Human Knot** (10 minutes)
- ◆ **Activity C: Mini-Production: Get Out the Vote! Choose Your Big Production Media Format** (28 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 for the lesson, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.

## Lesson 9



### Materials Needed

#### For Activities

- Youth folders
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- 6 Media Questions Poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Two empty paper towel rolls, or two rolled up sheets of paper, to serve as “batons” for the relay race activity
- *Choosing Specific Actions for the Big Production* sheets (one copy for each youth)
- Pencils or pens (one for each youth)
- Index cards (for ballots)
- Shoebox with lid (for ballot box)
- Large piece of colorful paper to cover the ballot box (gift wrap or the comics page from the Sunday newspaper)
- *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

- Air-popped popcorn or low-fat microwave popcorn
- Nonstick cooking spray
- A variety of spices and toppings, such as parmesan cheese, dill, oregano, pepper, garlic powder, chili powder, Italian herb seasoning, lemon pepper, paprika
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer

- Paper plates, cups, and napkins
- Microwave oven or air popper
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

#### For Action Break

- None



### Facilitator's Preparation

#### Activity A

- Post the 6 Media Questions poster in the room.
- Write “What Makes It Easy To Be Physically Active?” across the top of a piece of flipchart paper. Write “What Makes It Hard To Be Physically Active?” across the top of another piece of flipchart paper. Post them in the room near where youth will line up for the relay race.

#### Snack Break

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

#### Activity B

- Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).
- Bring in the flipchart papers from *Lesson 1* and *Lesson 4* that list nutrition tips, and from *Lesson 5* that list physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

#### Action Break

- Review the activity, and prepare ahead as needed.

**Activity C**

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #10: *Big Production Montage*. This segment shows examples of *Big Productions* that other Media-Smart Youth participants have created.
- Prepare the secret ballot box: cover a shoebox and lid with colorful paper (such as gift wrap or the comics page from the Sunday newspaper) and cut a wide slit in the lid of the box.
- To help you choose potential *Big Production* media formats, review sources of ideas:
  - The “Types of Media” and “Ways to Advertise” lists generated in *Lesson 2* and *Lesson 7*
  - The *Mini-Productions* the youth have developed during the course of the curriculum
  - *Appendix G*, which contains additional *Big Production* ideas, information, and tips for working with each format
- From these potential media possibilities, choose six to eight format options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. Write “*Big Production Format Options*” across the top of a piece of flipchart paper and list the options on the paper. Post it at the front of the room. Include a range of ideas. Youth might not choose a format from your list, but it can provide ideas when they brainstorm about their *Big Production*.
- If you have enlisted a media partner for your *Big Production*, talk together before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- Write the questions below on a piece of flipchart paper, and post the paper at the front of the room.



- 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).

## Lesson 9

# Activity A: Being Active—What Makes It Easy? What Makes It Hard?

# 9

### Time

20 minutes

### Activity Overview

In this activity, youth think about factors that make it easy or hard to be physically active every day. The youth play a game in which they ask each other questions about what makes it easy and hard to be physically active every day.

### Activity Objective

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

- ◆ Name at least two factors that make it easy to be physically active every day.
- ◆ Name at least two factors that make it hard to be physically active every day.

### Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ 6 Media Questions poster
- ◆ Two empty paper towel rolls, or two rolled up sheets of paper, to serve as “batons” for the relay race activity

### Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Write “What Makes It Easy To Be Physically Active?” across the top of a piece of flipchart paper. Write “What Makes It Hard To Be Physically Active?” across the top of another piece of flipchart paper. Post them in the room near where youth will line up for the relay race.

1. **WELCOME** youth back.

2. **SAY:**



*Today we're going to talk about the realities of being physically active every day. We're also going to do an activity that will help you think about things in your own lives that make it easy or hard to be physically active every day. The activity will also help us think about our Big Production.*

3. **ASK** youth to jump to their feet if they agree with any of the following statements.



**ASK** youth to sit down before moving on to the next statement.

- ◆ Everyone who thinks it's easy to be physically active every day
- ◆ Everyone who thinks it's hard to be physically active every day
- ◆ Everyone who wants to be physically active every day
- ◆ Everyone who plans to be physically active every day

4. **SAY:**



*Some days it's easy to be physically active. Other days, things get in the way and it's hard to fit physical activity in.*

5. **ASK** youth to share one example of something that might make it easy to be active. Then **ASK** youth to share one example of something that might make it hard to be active. Here are some possibilities:

Things That Make It Easy To Be Active	Things That Make It Hard To Be Active
<ul style="list-style-type: none"> <li>■ Having a dog that needs to be walked every day</li> <li>■ Playing on a softball team with friends</li> <li>■ Having a family member who likes to do physically active things with me</li> <li>■ Listening to music that makes me want to dance</li> <li>■ Getting involved in after-school clubs that offer fun and social ways to be active in a group, such as a running club</li> </ul>	<ul style="list-style-type: none"> <li>■ Feeling that I do not have time to be physically active every day</li> <li>■ Living too far away to bike or walk to school every day</li> <li>■ Living in a place with cold and rainy weather, which makes it hard to go outside and do physical activities</li> <li>■ Being tired after school and not feeling like being physically active</li> <li>■ Wanting to chat with my friends online or watch a favorite TV show with friends</li> </ul>

6. **SAY:**



*Good ideas! Let's do an activity that will get us thinking some more about these issues.*

**Doing the Activity** | 17 minutes

1. **TELL** youth that they will be doing a relay race. **EXPLAIN** that the purposes of this relay race are to:

- ◆ Use their ideas and energy to make a list of things that make it easy to be physically active.
- ◆ Become aware of things that make it hard to be physically active.

**ADD** that you hope sharing ideas about this topic will help everyone become more physically active in daily life.

2. **DIVIDE** the youth into two teams. **ASK** each team to form a single-file line at one end of the room. **MAKE SURE** there is enough space for them to skip or hop across to the other end of the room and back.



3. **EXPLAIN** the rules of the game. **SAY:**



- *You are going to take turns participating in a relay race. When it's your turn, you will hold the "baton," skip or hop across to the other end of the room, touch the wall, and then turn around and skip or hop back to the group.*
- *One person from each team will skip or hop across the room at a time. Before your turn starts, I am going to ask you one of the following two questions:*
  - *What makes it easy to be physically active?*
  - OR
  - *What makes it hard to be physically active?*
- *You can think of your answer to the question while you are skipping or hopping across the room.*
- *In order to pass the baton to the next person in line on your team, you must say your answer out loud to the whole group. The person who skips or hops back to the group first gets to be the first to share an answer to the question. Please be creative with your answer, and try not to repeat an answer that another member of the group has already given.*
- *After you share your answer out loud and pass the baton to the next person in line, please write your answer on the flipchart paper posted on the wall. There is a separate sheet for each question. At the end of the relay race, we'll have a list of your good ideas.*

4. Before youth start the game, **ENCOURAGE** them to think of answers in terms of their own lives—what in their daily routines and family situations makes it easy or hard to be physically active? When thinking of things that make it easy to be physically active, do they:
  - ◆ Choose to do physical activities?
  - ◆ Plan ahead to fit physical activity into their day?
  - ◆ Do even a little physical activity whenever possible?
  
5. **TELL** youth to start the relay race. **CALL OUT** a question to the person at the head of the line. **ALTERNATE** between the following two questions:
  - ◆ What makes it easy to be physically active?
  - ◆ What makes it hard to be physically active?
  
6. **REMIND** each person to write down his or her answer on the appropriate paper posted on the wall. Once all youth have participated in the relay race and answered a question, **END** the game. **ACKNOWLEDGE** the great energy and ideas from both teams. **DISCUSS** their answers.
  
7. **ASK:**
  - ◆ Which answers surprised you because you never thought of them as helpers (things that make it easy to be physically active) or as obstacles (things that make it hard to be physically active)?
  - ◆ Why is it good to think about helpers and obstacles for physical activity?  
**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
    - If we understand what things help us or stand in our way, then we can see how to change things so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.
    - Understanding the helpers and obstacles will help us focus on the things that we can change, not on the things we can't change. For example, if we live too far away to walk to school, we can't change that. But maybe there are aspects of our lives we can change to help us be more physically active, such as walking up the stairs instead of taking the elevator.

8. **SAY:**



*We're going to spend a few minutes brainstorming some solutions for the obstacles you identified. Let's try to come up with at least one solution for each obstacle. Remember, there are no wrong answers in a brainstorm—only great ideas. Be creative!*

9. **ASK** youth what solutions they can think of for any of the obstacles they listed. **DISCUSS** as needed.

### A Note About Engaging the Youth

Make this game as fun and lively as possible. Encourage the youth to call out their answers loudly and clearly, and urge them to keep thinking of answers even if they already had their turn.

### A Note About Discussing Obstacles

Some of the obstacles that the youth list may be more difficult to address than others. Be prepared to come up with thoughtful responses to issues such as, “My neighborhood is dangerous, and I don’t feel safe outside,” or “My parents can’t afford sports equipment,” or “Kids laugh at me when I run.” See pages 32 and 33 in the *Introduction and Overview* for tips on how to handle sensitive topics.



## Closing the Activity | 1 minute

1. **CONGRATULATE** youth for their thoughtful and creative efforts and for working well together. **ASK** whether youth have any comments or questions.
2. **EXPLAIN** to youth that they can also apply these same questions—What makes it easy? What makes it hard?—to understand other topics, such as choosing vegetables, fruits, and whole-grain foods every day, and cutting back on solid fats and added sugars. **ADD** that knowing the answers to these questions can help them make smart choices about the food they eat and how active they are. **REMIND** them that their solutions to physical activity and nutrition obstacles can also offer great ideas for their *Big Production*, which they will begin working on shortly.
3. **TELL** youth that after a quick *Snack Break* they will do an activity to get them thinking about their *Big Production*.

# 9

## Lesson 9

# Snack Break



### Pop It!



#### Time

10 minutes

#### What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Nonstick cooking spray
- A variety of spices and toppings, such as:
  - Parmesan cheese
  - Dill
  - Oregano
  - Pepper
  - Garlic powder
  - Chili powder
  - Italian herb seasoning
  - Lemon pepper
  - Paprika

#### Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, and napkins
- Microwave oven or air-popper
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

#### How To Put It Together

1. **POP** the popcorn in the microwave or with an air-popper.
2. **POUR** into a large bowl.
3. **SPRAY** popcorn with the cooking spray.

4. **ADD** two or three of the suggested toppings. **TRY** these combinations:

- Pizza popcorn: Parmesan cheese, oregano, and Italian herb seasoning
- Lemony dill popcorn: lemon pepper and dill
- Spicy popcorn: parmesan cheese, garlic powder, and chili powder

5. **ASK** youth to take a serving.

6. **ENJOY!**

- **POINT OUT** that popcorn is a whole-grain food.
- **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 9

# 9 Activity B: Get In the Action!

### Time

20 minutes

### Activity Overview

Youth explore the difference between specific and general actions and select potential specific actions for use in their *Big Production*.

### Activity Objective

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

- ◆ Identify at least two specific actions to promote nutrition or physical activity.

### Materials Needed

- ◆ Youth folders
- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ *Choosing Specific Actions for the Big Production* sheets (one copy for each youth)

### Facilitator's Preparation

- ◆ Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).
- ◆ Bring in the flipchart pages from *Lesson 1* and *Lesson 4* that list nutrition tips and the flipchart pages from *Lesson 5* that list physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

1. **SAY:**



*In this activity we're going to begin thinking about our Big Production. The Big Production will allow you to use all the things you've learned about media, physical activity, and nutrition to create your own media product.*

*Because it takes time to plan the Big Production, we need to start now. So we're going to come up with several ideas for the nutrition or physical activity action we want to promote to other young people. We'll begin serious work on the Big Production in the next session.*

2. **REMINDE** youth they've learned that media products are often designed to promote an action, such as buying a product, going somewhere on vacation, or thinking a certain way about a subject. **ADD** that the authors or sponsors of a media product do whatever they can to ensure that you—the target audience—do the action they are promoting.

3. **SAY:**



*One way they do this is by choosing an action that's easy for the target audience to do. They also avoid talking about any obstacles that might prevent the audience from doing the action. Finally, they make the action appealing to the audience. Sound familiar? We've just been talking about these things in the previous activity.*

*Let's look at an example: the Zippy's restaurant chain sells barbeque chicken, salads, French fries, and fruit smoothies. Zippy's is well known for its delicious and healthy food. Its advertising emphasizes that Zippy's restaurants are all over town and that the restaurants are open 24 hours a day.*

4. **ASK** youth:

- ◆ What action is Zippy's promoting?

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

- Eat at Zippy's!

- ◆ How does Zippy's make it easy for us to do that action?

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

- They make it convenient to go there by having restaurants all over town.
- They make it easy to get food any time we want by being open 24 hours a day.

- ◆ How does Zippy’s make it appealing for us to eat there?  
**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
    - They make food that is really delicious.
    - They offer many healthy choices at Zippy’s.
  - ◆ Why does Zippy’s want to make it easy and appealing for us to eat there?  
**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
    - If it’s easy and appealing to eat there, we’re more likely to do it, and Zippy’s will be a success.
5. **ASK** youth to think back to *Lesson 3* and their action heroes. **ASK** them what action they promoted in that *Mini-Production*. **TELL** them that they are now going to do something similar: they are going to decide on a nutrition or physical activity action to promote in the *Big Production*. But they are going to take it one step further by making the action specific. **ADD** that they should keep in mind ways to make the action easy for and appealing to their target audience.
6. **ASK** youth if they know what the word “specific” means.
- ◆ **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
    - Precise
    - Exact
    - Definite
7. **MAKE SURE** that youth know the difference between a specific action and a general action. **ASK** youth to name one or two general actions and then make those actions specific. Examples could include:



8. **ASK** youth:
  - ◆ Why are specific actions better than general actions?  
**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:
    - Specific actions tell us exactly what we are supposed to do.
    - Specific actions let us clearly see the progress we are making toward a goal.

## Doing the Activity | 12 minutes

1. **HAND OUT** the sheet called *Choosing Specific Actions for the Big Production*.

2. **SAY:**



*Take a look at the sheet I just handed out. Let's review the left column. This column lists the main ideas that we've talked about all through the Media-Smart Youth lessons.*

3. **ASK** one of the youth participants to read the left column of the worksheet out loud to the rest of the group.

4. **DIVIDE** the youth into two groups. **ASSIGN** the nutrition actions to one group, and the physical activity actions to the other group.

5. **SAY:**



*Each group is going to work on the Media-Smart Youth actions you were assigned. Change the general action in the left column into a specific action in the middle column. The right column has examples of specific actions so you can get an idea of how to do it. For example, one general action is "Eat more whole-grain foods each day." To make it specific, you could say: "Make your next sandwich with whole-wheat bread." As a group, you have to think of a specific action for each of these general actions.*

6. **ALLOW** youth 8 minutes to work on the actions. **TELL** them when they have 5 minutes and 1 minute left. **TELL** youth when time is up.

7. **ASK** a volunteer from each group to read the group's answer out loud. **WRITE** both groups' specific actions on a sheet of flipchart paper as they read them. If necessary, **HELP** youth to rephrase their actions to make them more specific.

8. Briefly **DISCUSS** their reasons for choosing these particular actions.
9. **REMINDE** youth that if an action is specific, easy to do, and appealing to the target audience, people are more likely to do it!
10. **ASK** the whole group to select one nutrition action and one physical activity action as possibilities for their *Big Production* to focus on.
11. Once they have selected their actions, **CIRCLE** the two actions in the list so they stand out. **SAVE** this paper for *Lesson 10*.

## A Note About Choosing Actions

If youth cannot come to a consensus on the action they want to choose, try a simple voting process: have the youth put a check mark next to the nutrition and the physical activity actions they like best. The actions with the most check marks win. Remember, though, that the decisions the youth make about their *Big Production* today are not set in stone. Youth will have a chance to reconsider them in *Lesson 10*.

### Optional Additional Activity

If you have time and it seems doable, ask youth whether they would like to make a group nutrition and/or physical activity resolution using the actions they selected. Use all the elements they have worked with in this lesson so far—“What makes it easy?” and “What makes it hard?”—as well as the discussions about general actions versus specific actions. Encourage them to be realistic, and remind them that their resolution can involve a little change or a big change—whatever they think they can achieve. In discussing their resolution, have the youth talk about how they plan to accomplish their goal, and who might help them (such as parents/guardians, siblings, friends, or teachers).

### Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their wonderful work. **ASK** whether the youth have any comments or questions. **ANSWER** any questions. **TELL** youth to put their *Choosing Specific Actions for the Big Production* sheets in their folders.

2. **SAY:**



*Even when we try to be active and eat healthy foods, it's sometimes hard to do. Identifying specific actions makes it easier for us to know what we want to do and to know when we are doing it! Your ideas about actions are a great resource for your Big Production.*

*In the next activity we're going to do some more Big Production planning. But first, let's take an Action Break!*

# 9

## Lesson 9

# Action Break



### The Human Knot



#### Time

10 minutes

#### Doing the Activity

1. **ASK** youth to stand in a circle facing each other.
2. **TELL** each person to reach out and grab the hands of two people across from them, but not next to them. Youth must hold the hands of two different people.
3. When everyone is holding two other people's hands, **INSTRUCT** youth to keep holding hands until the game is over. They must not break "the knot."
4. **EXPLAIN** that they must find a way to "untie the knot" and return to their original circle with everyone still holding hands. They can twist, turn, step over hands, and go under arms—anything to untie the knot, except letting go. If they let go, they must rejoin hands, reconnect the circle as it was before they disconnected, and start over.
5. **CONGRATULATE** youth when they have finished the activity. **ASK** youth whether they think this was physical activity (answer: yes!). **ASK** if it was easy or hard to play this game.
6. **SAY:**  
 *See...doing something fun helps make it easy to be physically active.*
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.

## Lesson 9

# Activity C: Mini-Production: Get Out the Vote! Choose Your *Big Production* Media Format

# 9

### Time

28 minutes

### Activity Overview

In this activity, youth will review the goal of the *Big Production*, then discuss and decide upon a media format for their *Big Production*.

### Activity Objective

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

- ◆ Choose a media format for the *Big Production*.

### Materials Needed

- ◆ Flipchart paper, easel (if available), masking tape, markers, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)
- ◆ Pencils or pens (one for each youth)
- ◆ Index cards (for ballots)
- ◆ Shoebox with lid (for ballot box)
- ◆ Large piece of colorful paper to cover the ballot box (gift wrap or the comics page from the Sunday newspaper)
- ◆ *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

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #10: *Big Production Montage*. This segment shows examples of *Big Productions* that other Media-Smart Youth participants have created.
- ◆ Prepare the secret ballot box: cover a shoebox and lid with colorful paper (such as gift wrap or the comics page from the Sunday newspaper), and cut a wide slit in the lid of the box.
- ◆ To help you choose potential *Big Production* media formats, review sources of ideas:
  - The “Types of Media” and “Ways to Advertise” lists generated in *Lesson 2* and *Lesson 7*
  - The *Mini-Productions* the youth have developed over the course of the curriculum
  - *Appendix G*, which contains additional *Big Production* ideas, information, and tips for working with each format
- ◆ From these potential media possibilities, choose six to eight format options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. Write “*Big Production Format Options*” across the top of a piece of flipchart paper and list the options on the paper. Post it at the front of the room. Include a range of ideas. Youth might not choose a format from your list, but it can provide ideas when they brainstorm about their *Big Production*.
- ◆ If you have enlisted a media partner for your *Big Production*, talk together before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- ◆ Write the questions (on the right) on a piece of flipchart paper, and post the flipchart paper at the front of the room.
- ◆ 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).

### Should We Do It?

- Do we have enough time?
- Do we have the materials or equipment?
- Do we need outside help?
- Do we have enough people?
- Is it a popular format for our audience?
- Is it a good format for our message?

1. **SAY:**



*In this activity, we're going to continue thinking about the Big Production. We're going to vote on the type of project we want to do.*

2. **ASK** youth:

- ◆ Thinking back to *Lesson 2*, can you remember the purposes of media?

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

- The three main purposes of media form the acronym **PIE**:
  - **Persuade**
  - **Inform**
  - **Entertain**
- ◆ What are some of the different types of media we have talked about in the workshop so far? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
  - Newspapers
  - TV
  - Radio
  - Magazines
  - Music
  - Blogs
  - Websites
  - Social networking sites
  - Cell phones or mobile devices
  - Billboards
  - Movies and videos
  - Advertisements
  - Signs on the outside and inside of buses or at bus stops
  - Product packaging

### \* A Note About Possible Media Formats

Depending on your media partner and the types of projects that are realistic for your group to do—given time, room space, materials, or other issues—you may need to adapt this discussion slightly to reflect the options that are available for your group to consider for its *Big Production*.

### \* A Note About Other Types of Media

See *Lesson 2*, pages 84 to 85, for a more complete list of types of media.



DVD Segment #10: Big Production Montage

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



*Before we vote on the project format we want for our Big Production, let's look at some Big Productions that other Media-Smart Youth have created. These may give you an idea of some of the many things you could do for your Big Production.*

**SHOW** Segment #10: Big Production Montage. When the segment is finished, **SKIP** to Step #3.

2. If you choose not to use the Media-Smart Youth DVD, **GO** to Step #3.

3. **HAND OUT** an index card (ballot) and a pencil or pen to each youth. **SAY**:



*Let's review a few possible formats and discuss each one. We'll make some decisions as a group, and then each of you will have the chance to cast one vote for our final decision.*

4. **ASK** the youth to look at the ideas posted at the front of the room, on the sheet entitled "Big Production Format Options." **ASK** for other *Big Production* ideas not included on the list. **WRITE** any additional items on the flipchart paper.
5. **ASK** whether there are any ideas they do *not* want to pursue. **CROSS OUT** these ideas from the list. **TRY** to narrow the list to three ideas.
6. **TELL** youth that they will use the *Should We Do It?* list of questions to discuss the pros and cons of the three ideas left on the list. **EXPLAIN** to youth that answering these questions will help them agree on a final choice. **ALLOW** 10 minutes for this discussion. **KEEP** all three ideas on the list, but **DISCUSS** the feasibility of doing each proposed *Big Production* format.
7. **REVIEW** the *Should We Do It?* list of questions with the youth. **USE** the points below to guide the discussion.
  - ◆ Do we have enough time?
    - Let youth know how much time will be available for them to complete the *Big Production*.
  - ◆ Do we have the materials or equipment?
    - If not, where could we get them? Who could we ask for help?

- ◆ Do we need outside help?
    - If so, who could we ask for help?
  - ◆ Do we have enough people?
    - Too few? Too many?
  - ◆ Is it a popular format with our audience (other young people)?
    - Do other young people respond to this format?
  - ◆ Is it a good format for our messages?
8. After 10 minutes, **BRING** the discussion to a close. **TELL** youth that it is time to cast their votes.
  9. If desired, **WRITE** each of the three *Big Production* ideas on a new piece of flipchart paper so that youth know exactly what options they are voting for.
  10. **ASK** youth to vote for the one *Big Production* project idea that they feel the group could complete most successfully. **EXPLAIN** that this is a secret ballot vote, which means that no one will know how others vote. **TELL** youth they should not put their names on their ballots. **ASK** each youth to write his or her vote on a ballot and put the completed ballot in the secret ballot box. **TELL** youth that they will decide on the specific action and message for their project in *Lesson 10*.
  11. **ASK** for a volunteer to read the ballots. **ASK** for a second volunteer to put a check mark for each vote received next to that idea on the flipchart paper. **ANNOUNCE** which idea has the most votes. In the event of a tie vote, **TOSS** a coin to decide. **WRITE** the winning project idea on a sheet of flipchart paper. **SAVE** this paper for *Lesson 10*.

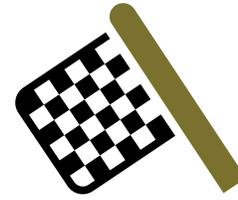
### Closing the Activity | 1 minute

1. **CONGRATULATE** youth on working together to choose their *Big Production* media format. **ASK** whether youth have any comments or questions. **ANSWER** any questions.
2. **REMINDE** them that the *Big Production* begins with *Lesson 10*.

# 9

## Lesson 9

# 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:
  - ◆ Ways young people can make it easier to be physically active
  - ◆ Specific actions they can take to improve nutrition or physical activity

### 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 choosing a name for their *Big Production* team, picking a specific action and message, and learning about the three phases of media production.

### Look Ahead Alert: Decorating *Big Production* Team T-Shirts!

*Lesson 10* includes an optional activity in which youth decorate white t-shirts with their *Big Production* team name. You may buy these shirts or ask youth to bring them from home. If you choose the latter, **TELL** youth about this activity now, and **ASK** each youth to bring a plain white t-shirt to the next lesson. **SEE** *Lesson 10* for more details. **NOTE** that the t-shirt activity requires an extra 30 minutes of time.

# Choosing Specific Actions for the *Big Production*

<b>Nutrition</b>		
<b>Main Nutrition Ideas</b> (These are general actions.)	<b>Your Specific Actions Go Here</b>	<b>Specific Action Examples</b>
Have vegetables and fruits each day.		Put blueberries or other fruit on your cereal in the morning.
Have whole-grain foods each day.		Make your next sandwich on 100% whole-wheat bread.
Cut back on solid fats.		Have a baked potato instead of fries.
Cut back on added sugars.		Split a candy bar with your friend instead of eating it all on your own.
Have foods and drinks with calcium each day.		Drink a tasty low-fat yogurt smoothie for a calcium-filled snack.

<b>Physical Activity</b>		
<b>Main Physical Activity Ideas</b> (These are general actions.)	<b>Your Specific Actions Go Here</b>	<b>Specific Action Examples</b>
Be physically active each day.		Take the stairs instead of the elevator.
Add some “It’s hard to believe, but it’s physical activity” activities into your week.		The next time it snows, have a snowball fight with your friends.
Try new physical activities that you’ve never done before.		Pick a new sport—such as tennis—and play it with a friend.
Make physical activity a part of your everyday life.		If you love to dance, play music and dance every day.



# Take Home a New Idea!

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

1. The next time you want to try a new physical activity at home, think about how it fits into your life. What makes it easy for you to do this activity? What stands in your way and makes it hard to be physically active? Pick two activities you can try at home to help you become more active on a regular basis.
2. Tell your parents and other family members about the difference between general and specific actions. Teach them why it is easier to be successful when we identify a specific action we want to take, such as taking the stairs instead of the elevator to become more physically active.

## Take Home a New Snack: Pop It!

Try it at home with your family and friends.

### What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Nonstick cooking spray
- A variety of spices and toppings, such as:
  - Parmesan cheese
  - Dill
  - Oregano
  - Pepper
  - Garlic powder
  - Chili powder
  - Lemon pepper
  - Paprika
  - Italian herb seasoning

### How To Put It Together:

1. Pop the popcorn in the microwave or in an air-popper.
2. Pour into a large bowl.
3. Spray popcorn with the cooking spray.
4. Add two or three of the suggested toppings.
5. Try different combinations such as:
  - Pizza popcorn: parmesan cheese, oregano, and Italian herb seasoning
  - Lemony dill popcorn: lemon pepper and dill
  - Spicy popcorn: parmesan cheese, garlic powder, and chili powder
6. Enjoy!

**Bonus: Popcorn is a whole-grain food!**

# 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 9: Making Smart Choices Fun and Easy?

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

### He or she:

- Identified things that make it easier for us to be physically active and things that make it harder for us to be physically active. Once we understand the things that help us be active, and the things that stand in our way, then we can see how to make changes so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.
- Discussed the difference between a specific action and a general action. When we are trying to change our behavior, it is important to identify specific actions we want to take. For example, rather than saying we will be more physically active (a general action), we should strive to say that we will do something like playing basketball with a friend once a week (a specific action). Specific actions let us know exactly what we are supposed to do and help us see the progress we are making toward a goal.

- Make a list of the obstacles that make it harder for you and your family to be active. What solutions can you come up with to address some of the obstacles?
- Create a list of things that make it fun and easy for you and your family to be active together. Use this list to help you identify specific actions you want to take to be more active (see bullet below).
- Identify three specific actions you would like to take with your young person (or your whole family) to help you be more physically active. Make a list and set some specific dates and times. The more specific your plans are, the easier it will be for you to do them and to see how much you are accomplishing together. Add new ideas to your list on a regular basis. Have fun!

**Ask your young person to tell you his or her ideas for making physical activity fun and easy. Try them together at home!**

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