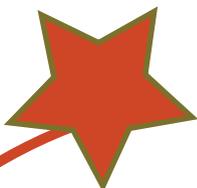
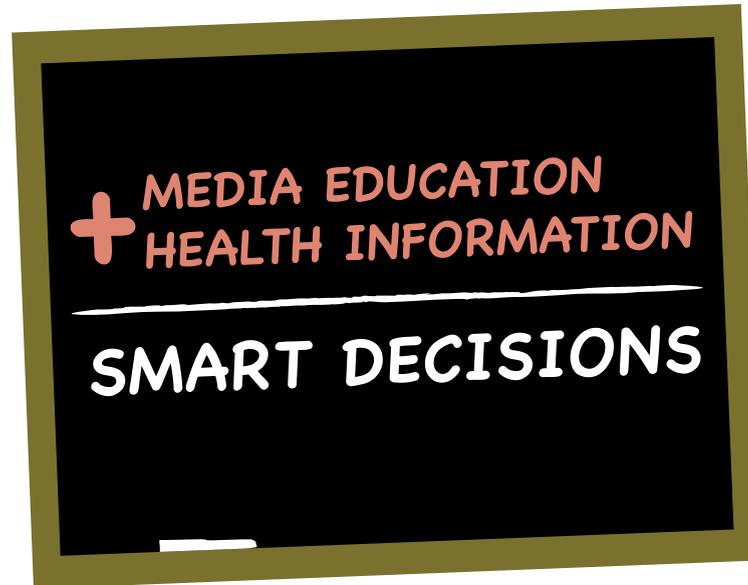


Media-Smart 

Youth  [®]

Introduction and Overview



Welcome to **Media-Smart Youth: Eat, Think, and Be Active!**[®]
This engaging and exciting curriculum helps young people understand the complex media world around them. It will also help them make thoughtful decisions about issues important to their health, specifically nutrition and physical activity.

Media-Smart Youth (MSY) At-A-Glance

Lesson	Activities	Snack Break	Action Break	Mini-Production	Take-Home Idea for Youth	Tips for Media-Smart Parents	DVD Module
1: Welcome to Media-Smart Youth	Getting Started A: What is the MSY Workshop? B: Working Agreement C: Focus on Vegetables and Fruits	It's Veggie Time!	Red Light, Green Light	None	Tell family about MSY; create a working agreement; tell family about benefits of vegetables and fruits.	Eat vegetables and fruits, whole grains, and calcium-containing foods every day.	Segment 3: What Is MSY? (Introduction to workshop)
2: Thinking About Media	A: What Are Media? B: Media & Health—What's the Connection? C: Mini-Production	Mix It Up!	It All Depends on Where You Sit (Wall Sit)	Whose Point of View Is It? Media Question 1 (ONLINE; blog entry)	Determine purpose next time you use media.	Brainstorm ways to keep your family active by replacing sitting activities, such as TV viewing, with get-you-moving activities.	Segment 4: What Are Media? (Clips of formats; media purposes)
3: Asking Questions	A: More Than One Kind of Kid B: The 6 Media Questions C: Mini-Production	Just Peachy!	The Director Says...	And...Action! Media Question 2 (VIDEO GAME; action hero)	Identify message next time you watch TV; discuss with family.	The next time you use media with your young person, ask him or her to answer the 6 Media Questions.	None
4: Nutrition Know-How... Eat It Up!	A: Hurray for Whole Grains! B: Cutting Back on Solid Fats and Added Sugars C: Mini-Production	Fruit and Krunch Kebabs	A Cool Wind Blows	Creating a Nutrition Page for a Social Networking Site Media Question 3 (Online: social networking page)	Tell family and friends about whole grains and refined grains; share strategies for eating more whole grains and cutting back on solid fats and added sugars.	Read food labels to know what's in the food you're choosing. Think of ways to eat more whole grains or cut back on solid fats and added sugars.	Segment 5: Eat It Up! (Snacks)
5: Motion Commotion—What Is Being Active?	A: What Is Physical Activity? B: Activities Fit to Be Tried C: Mini-Production	Terrific Tortillas	(Built into Lesson—Activity B)	Physical Activity Jingles Media Question 4 (MUSIC; jingle)	Measure pulse; tell family and friends about pulse.	Do regular physical activity with your family. Choose activities you and your family enjoy. Start with small steps, and have fun while being physically active together.	Segment 6: Activities Fit to Be Tried: Music Sequences (Music for Activity B)
6: Visiting a Grocery Store	Option 1: Going to the Grocery Store (field trip) Option 2: Bringing the Grocery Store to You A: What's on the Label? B: Mini-Production (Optional)	Eating Right... Quick as a Flash!	Playground Games	Write a Song or Do an Internet Scavenger Hunt (Optional)	Look for vegetables and fruits, whole grains, and snacks that are low in solid fats and added sugars; read Nutrition Facts labels; talk about food packaging.	Learn to use the Nutrition Facts label and ingredient list. Practice label-reading and package-reading skills with your young person at the store to help make smart and healthy choices for your family.	None
7: The Power of Advertising	A: What Is Advertising? B: Thinking About Body Image C: Mini-Production	Food-Group Mania	Let's Do Yoga!	Omission Mission. Media Question 5 (THEATER; skit)	Look for product placement next time you use media.	Encourage your young person to choose more nutritious snacks, such as fruits and whole grains, instead of the foods mostly advertised on TV.	Segment 7: Let's Do Yoga! Additional Yoga Poses (Action Break); Segment 8: The Power of Advertising (Influence of advertisements)
8: Super Snacks and Better Bones	A: Foods in the Media and Thinking About Packaging B: Building Better Bones C: Mini-Production	Better Bones Sundaes and More	Weight-Bearing Fun	Your Attention, Please! Media Question 6 (PRINT; billboard)	See which snacks are high in calcium; do the Scavenger Hunt: Calcium.	Provide your young person with food high in calcium, and do weight-bearing activities together.	Segment 9: Smoothie Sensations (Smoothies)
9: Making Smart Choices Fun and Easy	A: Being Active: What Makes It Easy? What Makes It Hard? B: Get in the Action! C: Mini-Production	Pop It!	The Human Knot	Get Out the Vote! Choose Your Big Production Media Format	Think about helpers and obstacles; talk to family and friends about making physical activity easy.	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.	Segment 10: Big Production Montage (Clips of Big Productions)
10: Getting Into the Production Mode	A: This Message Brought to You By... B: The 6 Media Questions from the Production Point of View C: 3 Ps of Production	Dip It!	Walkin' In Style	Big Production T-Shirts (Optional)	Next time you use media, figure out production phases; tell family and friends about the 3 Ps and about the Big Production.	Try creating a small-scale "Family Big Production," such as a poster or short video, to help members of your family practice creating media and learn a healthy nutrition or physical activity message.	Segments 11 through 13: On the Air! Roll the Presses! (Behind-the-scenes look at production)

choose your location. you should also take a quick *Snack Break* for all lessons and the additional *snack endix C* so you will know what to expect for these. Most of the suggested snacks are simple and easy to make. A few require refrigeration and most require some nearby sink for hand washing and cleanup will help *Breaks* easier.

Engaging the Participant Group

Youth is designed to stimulate discussion and action. These actions can happen only through the participation of all the youth. To help you get everyone engaged, we suggest that you limit the size of your group to 15 participants. This group size will allow you to maximize participation and become fully involved. For the most part, work and valuable discussion, we also suggest that you limit youth.

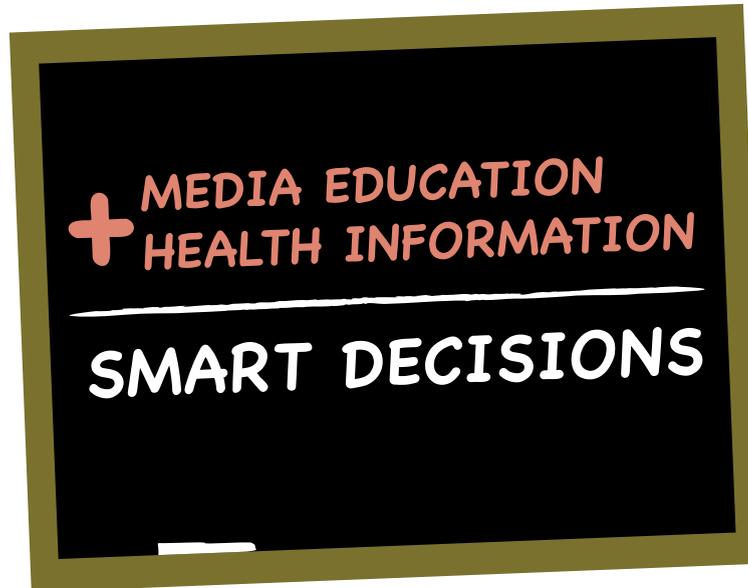
Engaging Youth Participants

Use a variety of approaches for spreading the program. Think about past recruitment efforts for your organization, or try something new that will be successful.

Consider hosting a pre-registration event that includes demonstrations, fun activities, and nutritious snacks. Invite youth to play the Media-Smart Youth DVD Production Montage, which shows Big Productions by youth who participated in the pilot program. Or you could host an orientation before the lessons begin to help youth and their parents become excited and better informed about the program. Ask others throughout your community to help with your enrollment efforts, too—the more people you have involved, the farther news about the program can spread.

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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 learn about the media concept of “target audiences.” They are introduced to the ways to define audiences. They are introduced to the for analyzing and creating media. Youth practice analyzing using the 6 Media Questions. For the *Mini-Production* 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.
- Explain that media messages often promote a healthy 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)

Lesson 5

5 Activity A: What Is Physical Activity?

🕒 **Time**

25 minutes

📁 **Activity Overview**

Youth discuss the importance of physical activity to good health. They work in teams to create Top 10 *It's Hard To Believe, But It's Physical Activity* lists. They also review physical activity recommendations for young people.

🎯 **Activity Objective**

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

- Explain what it means to be physically active.
- Explain why physical activity is important to good health.

📁 **Materials Needed**

- Flipchart paper and markers (enough for two groups to use at the same time), easel (if available), masking tape, watch or timer
- 6 Media Questions poster



Take Home a New Idea!

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

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

Take Home a New Snack It's Veggie Time!

Try it at home with your family and friends.

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

What's In It?

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

How To Put It Together:

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

Tips For Media-Smart Parents

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

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

He or she:

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

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

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

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

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



💡 Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Set up two workstations in different areas of the room where youth can work in small groups. Each workstation should have flipchart paper (taped to the wall or on an easel) and markers.
- ◆ Write "Physical Activity Recommendations for Young People" across the top of a sheet of flipchart paper. Then copy the information from the box at the right. Post the sheet at the front of the room, and cover it until it is needed for the discussion.

Physical Activity Recommendations for Young People

Health experts recommend that young people should:

- ◆ Do 60 minutes (1 hour) or more of physical activity daily (including moderate- and vigorous-intensity aerobic activities, muscle-strengthening activities, and bone-strengthening activities).
- ◆ Participate in physical activities that are appropriate for their age and are enjoyable so that these activities become a regular part of everyday life.
- ◆ Do a variety of physical activities.

Warm-Up | 4 minutes

1. **WELCOME** youth back. **TELL** youth that today's lesson will focus on physical activity.
2. **ASK** youth:
 - ◆ We've done different kinds of physical activity during each session of the workshop so far. What does the term "physical activity" mean?**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
 - Physical activity is anything that gets your body moving.
 - Examples include going up and down stairs; playing soccer, basketball, or football; swimming; biking; jumping rope; dancing; throwing a ball; doing sit-ups; playing Frisbee™; walking the dog; washing the floor.

✳ A Note About the Term Physical Activity

This session highlights the fact that physical activity is more than just traditional sports or structured exercises. It refers to all kinds of activities, including sports, such as football and basketball, and activities that are a routine part of the day, such as walking and climbing stairs. The examples youth give in this discussion will help you see whether they understand this concept and should help guide your facilitation during this session's activities.

✳ A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can create the longest list in 5 minutes? Give a round of applause to the group that wins, and invite those youth to present their list first.

Visual Aids

The pages of the Media-Smart Youth curriculum are filled with visual aids to help make facilitating easier.

Colorful icons make it easy to find exactly what you're looking for:

- 
-  appears on the front page of the lesson next to the list of lesson activities
 -  indicates the suggested length of time for an activity
 -  indicates the content overview for a lesson or an activity
 -  indicates the learning objectives of a lesson or activity
 -  indicates any facilitator's preparation that may be needed
 -  indicates any materials or supplies needed
 -  indicates a time to be sensitive to issues related to cultural or ethnic identity or an opportunity to tailor an activity to reflect and celebrate the diverse identities within the group

* A Note About...

Highlighted boxes provide important background information and teaching suggestions at appropriate places in the lessons.

Appendices

A. Educational Content Standards Linked to Lesson Activities

B. Additional Action Break Options

- Action Break Options
- Adapting Physical Activities for Youth with Disabilities

C. Additional Snack Break Options

- Easy-To-Prepare Healthy Snacks
- One or More Steps to Easy and Healthy Snacks

D. Sample Permission Forms

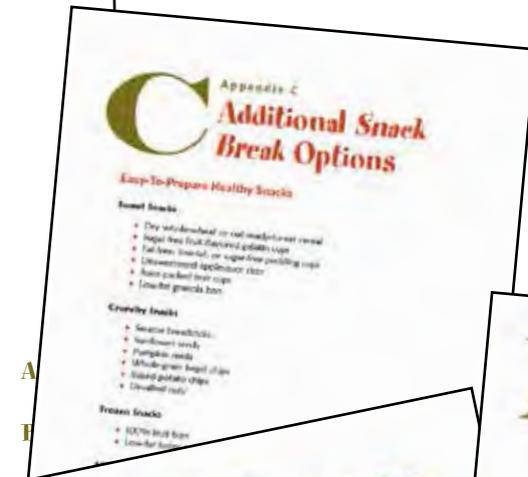
- Workshop Permission Form
- Grocery Store Field Trip Permission Form

E. Promotion Kit

- Getting Noticed
- Key Message Points
- News Release Template for Media-Smart Youth Program
- Media-Smart Youth Fact Sheet
- Media-Smart Youth Program Evaluation Fact Sheet

F. Resources To Support Planning and Implementation

- Materials Checklist
- Tips for Facilitating the Media-Smart Youth Program
- Ideas for Implementation



Tell Us What You Think Pre-Curriculum

🕒 Time

20 minutes

📖 Activity Overview

Youth will complete a pre-curriculum activity designed to find out what they know about media, nutrition, and physical activity.

🎯 Activity Objective

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

- ◆ Determine youths' base knowledge of the topics covered in the Youth program.

📋 Materials Needed

- ◆ Pencils/pens (one for each youth)
- ◆ *Tell Us What You Think* sheets (one set for each youth)
- ◆ *Alpha-Code* sheets (one copy for each youth)
- ◆ Watch/timer

💡 Facilitator's Preparation

- ◆ Photocopy the *Tell Us What You Think* and *Alpha-Code* sheets (one set for each youth).

Tell Us What You Think Now Post-Curriculum Activity

🕒 Time

20 minutes

📖 Activity Overview

Youth will complete a post-curriculum activity designed to find out what they have learned about media, nutrition, and physical activity and to get their feedback about the workshop.

🎯 Activity Objective

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

- ◆ Determine youths' base knowledge of the topics covered in the Media-Smart Youth program.

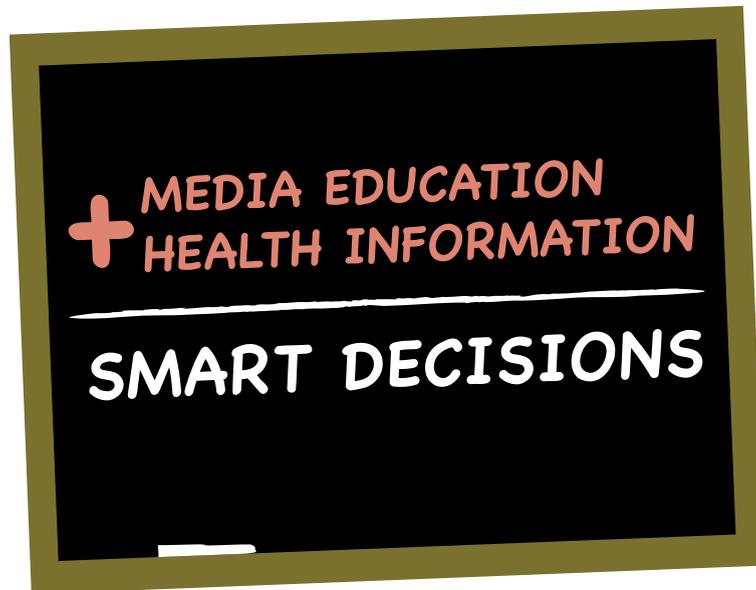
📋 Materials Needed

- ◆ Pencils/pens (one for each youth)
- ◆ *Tell Us What You Think Now* sheets (one set for each youth)
- ◆ *Word Search* sheets (one copy for each youth)
- ◆ Watch/timer

💡 Facilitator's Preparation

- ◆ Photocopy the *Tell Us What You Think Now* and *Word Search* sheets (one set of each for each youth).

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