

Exploring Media Production

Time

30 minutes

Activity Overview

In this module, participants learn the basics of media production and how they apply to the Media-Smart Youth program in terms of the *Mini-Productions*, which the youth do during each lesson, as well as the *Big Production*, a larger scale media production that is the culminating project of the curriculum. Participants also take part in an adapted version of a *Mini-Production* to get a sense of how the youth get to use their creativity and learn about media throughout the program.

Activity Objective

- ◆ Explore how the Media-Smart Youth program builds participants' skills in media production.

Materials Needed

- ◆ Pencils/pens (enough for each participant)
- ◆ *Omission Mission Script Starter* sheets
- ◆ Small pieces of paper or index cards
- ◆ Masking tape
- ◆ Equipment to play and show the Media-Smart Youth DVD

Trainer's Preparation

- ◆ Photocopy the *Omission Mission Script Starter* sheet (several copies for each group).
- ◆ For each group, write one statement about Giddyup Granola Bars on a small piece of paper. Use one of the statements from the list on page 99. Fold each piece of paper to conceal the statement. You will give one to each small group. These statements are the facts that each group will leave out of its ad.
- ◆ Set up the equipment to play and show DVD Segment #10: *Big Production Montage*.

1. **TELL** participants that in this session they'll explore the final content area of Media-Smart Youth—media production. The production component gives youth a chance to apply what they've learned about media, nutrition, and physical activity by creating media messages and products.
2. **SHARE** with participants that the program incorporates media production in two different ways—the first is through *Mini-Productions*, and the second is through the *Big Production*. The 6 Media Questions, which they've already learned about, is the tool used to help create and analyze media products.
3. **SAY:**
In this session, we will:
 - Discuss the concept of “message.”
 - Create our own Mini-Production.
 - Review aspects of doing the Big Production.

PART 1: Learning About Messages

1. **SHARE** with participants that one of the most important concepts youth learn throughout the program and during media production activities is “message.” Message is the foundation for youth to understand and apply the 6 Media Questions, both for understanding media and creating their own media products.
2. **SAY:**
As youth create their Big Production, guiding them to think about and create specific versus general messages will be important. This concept may be difficult for youth to grasp, but it is important for helping them think about their nutrition and physical activity behaviors. Here are some examples of general versus specific messages:
 - General message: “Eat Healthy” or “Be Active”
 - Specific message: “Eat at least 5 servings of fruits and vegetables each day” or “Walk at least 20 minutes every other day”

PART 2: Creating a Mini-Production

1. SAY:



Let's look at the Mini-Productions in Media-Smart Youth.

- Mini-Productions are the final activity—Activity C—in each lesson.
- You will guide youth through these Mini-Productions to create various media, such as a blog, a jingle, a skit, a billboard, or a page on a social networking site.
- Page 4 in the Facilitator's Guide lists all the different Mini-Productions included in the Media-Smart Youth program.

We're going to do a Mini-Production now to give you a chance to experience this kind of activity.

2. **EXPLAIN** to participants that Media Question #5 focuses on a media concept called “omission.” **TELL** participants that omission means to leave something out or to fail to include a specific fact or piece of information.

ASK:

- ◆ Why might media producers leave out some of the facts about an issue, story, or product in their media product?

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

- Producers often want to stress a specific point that might sound good to an audience.
- Producers may want to ignore a particular feature or features about a product that might not sound appealing to or might not be good for a target audience.

3. SAY:



Now let's think of some examples of media products that leave out certain information. I'll share one with you, and then you can give me one more example.

PICK one of the following to read aloud, and then **GUIDE** participants to other similar responses.

- ◆ A local news show may not cover some types of news stories because its producers do not think these stories are important to its audience.
- ◆ A television show may not reflect the real impact of situations because those storylines may not be funny or interesting to the audience. A good example of this situation is when a main character on a show has a baby. Even though the main character and the baby live together and the show focuses on the character's daily life, the baby may be only a very small part of the show. The show doesn't reflect the reality of life with a baby.

- ◆ A product that is called “Cool Fruit Thirst Quencher” may not mention in its ad that only 10% of the drink is real fruit juice. The advertisers do not mention this fact because it probably would not help them sell the product.
- ◆ An advertisement for a car may focus on how fast and powerful the car is but not mention anything about the car’s safety features because the target audience is most interested in buying a car that offers speed and a powerful engine.

4. **LISTEN** to one example from the group. **SAY:**



That’s great. If others thought of different ideas, keep those in mind as we do this next activity.

Doing the Activity | 15 minutes

1. **SAY:**



Advertisers need to include information in their ads that will persuade people to buy or support their product, service, or idea. They might leave out information they think will not help in that persuasion.

Now you’re going to work in groups to create a radio ad for a product. Your goal is to persuade your target audience to buy it, which means you need to decide what information to put into your ad and what information to leave out.

2. **ASK** participants to take out the *Omission Mission Script Starter* sheet from their folders.

3. **SAY:**



The information you’ll need to create your ad is on this sheet. However, there is one catch: You have to leave out one fact about Giddyup Granola Bars from your ad.

On each table you will find a folded piece of paper with a different fact written on it. This fact is the one that your group will leave out of your ad. Do not share your fact with the other groups! Your job is to create an appealing radio ad about Giddyup Granola Bars based on all the facts I have given you, except the one written on your group’s piece of paper.

Each group will have 10 minutes to create an ad and to rehearse it. Then we’ll ask for two groups to present their ads to all of us, and we will try to guess what fact is missing and who the target audience is.

Don’t forget to include the name of the author or sponsor in your ad. Sponsors are often named at the end of a radio or TV advertisement, at the beginning and end of a radio or TV show, and in the small print at the bottom of a print ad.

4. **TELL** the groups to begin work. **TELL** participants when they have 5 minutes and then 1 minute left. **ASK** one group to come to the front of the room and read its advertisement.
5. After the group presents, **ASK** members of the other groups to guess what important fact was missing. Then follow the same process with the second group.
6. Then **ASK**:
 - ◆ Does the ad you just heard tell you the full story about the granola bars?
 - ◆ Who is the audience?
 - ◆ What techniques were used?
 - ◆ How might knowing about the missing fact change someone’s mind about wanting the product?
7. **CONGRATULATE** participants for their creative ideas and fun advertisements and for doing a great job guessing the missing information and target audience. **ASK** whether participants have any comments or questions. **ANSWER** any questions.

The Big Production | 9 minutes

1. **SAY:**



You know that Media-Smart Youth incorporates media production in two different ways—the first is through Mini-Productions, and the second is through the Big Production. Now let’s look at the Big Production.

At the end of the workshop, young people draw on everything they’ve learned and experienced in all the lessons and activities to create a Big Production:

- *The purpose of the Big Production is to create a media product that motivates young people to take action for better nutrition or increased physical activity.*
- *The Mini-Productions help youth learn useful skills for creating their Big Production.*

Next, let’s watch DVD Segment #10: Big Production Montage. This segment is shown to the youth in Lesson 9 and helps them get a feel for the types of things they can do as part of the Big Production.



2. **SHOW** DVD Segment #10: Big Production Montage.

3. **SAY:**



Here are a few more important ideas to consider when thinking about the Big Production: enrolling a media partner, planning the Big Production, and using resources to help you.

If you forget any of what we talk about today, you can always go to the Introduction and Overview section of the Facilitator's Guide for more details.

PART 1: Enrolling a Media Partner

4. **SAY:**



- *It would be great if you involved a media partner in the program.*
- *A media partner is an organization or individual who helps with the Media-Smart Youth project, either by assisting with lessons, helping create the Big Production, lending equipment or facilities, and/or providing time or space for the Big Production to run.*
- *A media partner may be recruited to help just with the Big Production or to participate in lessons leading up to the Big Production.*

PART 2: Planning the Big Production

5. **SAY:**



- *Youth choose what they'll do for the Big Production with you helping to guide their selection. For example, if you have enrolled a local TV station as your media partner, you and your media partner will guide youth in determining what type of video Big Production to create. It may be a music video, TV news broadcast, cooking show, or ad.*
- *You decide the scope and schedule of the Big Production. The scope of the Big Production may vary depending on whether you have a media partner involved and the time and resources available. How many times you meet with your group to work on the Big Production is up to you.*
- *While youth create the Big Production, they may need your guidance in determining which roles to take on. The best roles for individual youth may be evident to you and to the group. Some youth may be especially good at writing or drawing, while others may excel at directing or coordinating productions.*

PART 3: Using Resources

6. SAY:



- DVD Segments #11, #12, and #13: On the Air! Roll the Presses! (found at the end of the video) provide youth with a virtual field trip and behind-the-scenes look at video production, radio production, and newspaper production. You may choose to show these segments during Lesson 10 or during any of your Big Production sessions.
- Appendix G and Appendix H will also be useful to you in planning for and creating the Big Production.

Closing the Activity | 1 minute

1. SAY:



Media production is the fourth and final content area included in Media-Smart Youth.

Now, let's switch gears a bit and talk about how you might implement the program in your community.