

Agenda

All designated lessons, activities, and DVD segments are from the *Media-Smart Youth Facilitator’s Guide*.

Welcome and Introductions 15 minutes

- ◆ DVD Segment #3: *What Is Media-Smart Youth?*

Overview of Structure & Design..... 10 minutes

Exploring Media30 minutes

- ◆ Lesson 2, Activity A: What Are Media?
- ◆ Lesson 2, Activity B: Media & Health—What’s the Connection?
- ◆ Segment #8: *The Power of Advertising* from Lesson 7, Activity A: What Is Advertising
- ◆ Lesson 3, Activity B: The 6 Media Questions

Action Break 10 minutes

- ◆ Lesson 4: A Cool Wind Blows

Exploring Nutrition30 minutes

- ◆ Lesson 6, Activity A, Option 2: What’s On the Label?
- ◆ Lesson 4, Activity A: Hurray for Whole Grains!
- ◆ DVD Segment #5: *Eat It Up!* from Lesson 4, Activity B: Cutting Back on Solid Fats and Added Sugars

Exploring Physical Activity20 minutes

- ◆ Lesson 5, Activity A: What Is Physical Activity?
- ◆ Lesson 5, Activity B: Activities Fit To Be Tried
- ◆ DVD Segment #6: *Activities Fit To Be Tried: Music Sequence* from Lesson 5, Activity B: Activities Fit To Be Tried

Snack Break 10 minutes

- ◆ Lesson 2: Mix It Up!

Exploring Media Production30 minutes

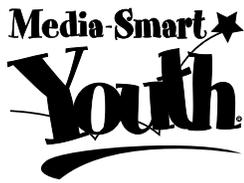
- ◆ Lesson 7, Activity C: *Mini-Production: Omission Mission*
- ◆ DVD Segment #10: *Big Production Montage* from Lesson 9, Activity C: Mini-Production

Getting the Program Started 15 minutes

- ◆ Materials Checklist (pages 101 and 102)
- ◆ Half-Day Training Handouts

Question/Answer and Wrap-Up 10 minutes

<http://www.nichd.nih.gov/msy>



Materials Order Form

Item/Description	Quantity	Pub No
Media-Smart Youth: Eat, Think, and Be Active! Facilitator's Packet Includes everything you need to conduct the Media-Smart Youth after-school program: Facilitator's Guide, DVD, and poster. (Limit 1)		0489
Media-Smart Youth: Eat, Think, and Be Active! Fact Sheet Provides background on the program, including goals, rationale, need, and description of how the program was developed and evaluated. (Limit 25)		0490
Media-Smart Youth: Eat, Think, and Be Active! Train-the-Trainers Packet Provides a half-day train-the-trainers guide with lessons and activities from the program. (Limit 1)		0491

Please provide the following information:

Name: _____

Title: _____

Mailing Address: _____

Organization: _____

Email (Optional): _____

Phone (Optional): _____

Where did you attend the Media-Smart Youth Training?: _____

 To order copies, contact:

NICHD Information Resource Center

Mail: P.O. Box 3006, Rockville, MD 20847

Phone: 1-800-370-2943 (TTY: 1-888-320-6942)

Fax: 1-866-760-5947

Email: NICHDInformationResourceCenter@mail.nih.gov

Internet: <http://www.nichd.nih.gov>

Visit the Media-Smart Youth website at

<http://www.nichd.nih.gov/msy>.

Thanks for your interest in Media-Smart Youth: Eat, Think, & Be Active!

Please tell us about your organization:

What is your type of organization?

- School affiliated after-school program
- Non-school affiliated after-school program
- Girl Scouts
- Boy Scouts
- YMCA/YWCA
- Boys and Girls Club
- Faith-based organization
- Health center or hospital
- 4-H extension
- Parks and recreation department
- Other:

Which of the following best describes the kinds of programs you offer to young people?

- After-school care (activities or classes)
- After-school homework help
- Health education programs
- Faith-based programs

U.S. DEPARTMENT OF HEALTH
 AND HUMAN SERVICES
 NATIONAL INSTITUTES OF HEALTH
 Eunice Kennedy Shriver National Institute of
 Child Health and Human Development

Media-Smart Youth

Eat, Think, and Be Active!

Through media awareness and media production, Media-Smart Youth motivates young people to think about nutrition and physical activity and helps them become aware of the connections between media and their health.

★ What is the Media-Smart Youth program?

Media-Smart Youth: Eat, Think, and Be Active![®] is an interactive after-school education program that focuses on building skills in media analysis and media production to help young people ages 11 to 13 understand the complex media world around them and how it can influence their health—especially in regard to nutrition and physical activity. The *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), a part of the National Institutes of Health within the U.S. Department of Health and Human Services, created Media-Smart Youth to help empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity.

★ Why do we need Media-Smart Youth?

Every day, young people actively engage with the media world around them. Today's media world has expanded beyond the traditional forms, such as television, radio, and movies, to include video games, social networking sites, and online videos—all constantly accessible on mobile platforms, such as cell phones. A large-scale national survey found that, in the United States, youth ages 11 to 14 spend an average of 8 hours and 40 minutes each day using media.¹ Through this exposure, young people encounter a barrage of marketing and advertising messages. Depending on their age, children are exposed to between 14,000 and 30,000 ads on TV alone per year. The majority of the advertisements they view are for food, primarily candy, cereal, and fast food.²

Rising use of media, which is tied to an increasingly sedentary lifestyle, and exposure to marketing messages for less nutritious food have combined to contribute to rising rates of childhood overweight and obesity. According to a 2010 study, about one-third of American children and adolescents ages 2 to 19 are overweight or obese and many more young people are at risk.³ Too often, children are consuming too many calories while not getting enough of certain nutrients, including calcium, vitamin D, and fiber. Nationwide, fewer than one-third of all children ages 6 to 17 engage in vigorous physical activity.⁴

In response to these trends, several federal agencies have developed programs to help young people make choices that reinforce healthy behaviors, including being physically active and eating nutritious foods. Media-Smart Youth is part of those efforts.



U.S. Department of Health and Human Services
National Institutes of Health
Eunice Kennedy Shriver National Institute of Child Health and Human Development



What do youth do in the Media-Smart Youth program?

Through 10 structured lessons and numerous helpful resources, young people become media-savvy by doing fun, hands-on activities.

The curriculum focuses on four key areas:

- **Media awareness:** Using the 6 Media Questions, young people learn to analyze and recognize techniques that media use to get their attention, and to evaluate obvious and subtle media messages for accuracy and for consistency with their ideas about being healthy. 
- **Media production:** Youth express what they learn by creating a *Mini-Production*, in which they develop their own media messages. The *Big Production*, the program's culminating project, enables youth to create media products that promote healthy nutrition and physical activity to their peers.
- **Nutrition:** A variety of activities encourages youth to choose vegetables and fruits, whole grains, and calcium-rich foods, and to reduce their consumption of solid fats and added sugars. Lessons also encourage youth to be thoughtful when choosing snacks and include a *Snack Break* when youth enjoy nutritious foods they may not have tried before. 
- **Physical activity:** Participants learn the importance of daily physical activity in promoting health and develop strategies for becoming more active in their daily lives. Physical activity, they discover, is anything that gets their bodies moving, including walking the dog, dancing, or helping carry groceries. A 10-minute *Action Break* during each lesson engages youth in a fun physical activity. 

Each Media-Smart Youth Kit includes:

- The **Facilitator's Guide**, outlining the 10-lesson after-school curriculum and the *Big Production*.
- A **DVD** with segments to supplement the lessons and provide an overview of the program for adult facilitators and youth participants.
- A **poster** of the 6 Media Questions that youth learn to ask.

References

- ¹ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation MP: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.
- ² Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved February 22, 2012, from <http://www.kff.org/entmedia/upload/7618ES.pdf>.
- ³ Ogden, C. L., Carroll, M. D., Curtin, L. R., & Lamb, M. M. (2010). Prevalence of High Body Mass Index in US Children and Adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3), 242-249. Retrieved May 30, 2012, from <http://jama.ama-assn.org/content/303/3/242.full#t2>.
- ⁴ Trust for America's Health and the Robert Wood Johnson Foundation. (2009). *F as in Fat: How Obesity Policies Are Failing in America, 2009*. Princeton, NJ: Robert Wood Johnson Foundation.
- ⁵ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, HHS. (2009). *Report on the Evaluation of the Media-Smart Youth Curriculum*. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/msy_evaluation_report_final.pdf. Media-Smart Youth Program Evaluation Fact Sheet. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/20090219-MSY_FactSheet.pdf.

★ What are the goals of Media-Smart Youth?

Media-Smart Youth is designed to empower young people to:

- Become aware of—and think critically about—media's role in influencing their nutrition and physical activity choices.
- Build skills that help them make informed decisions about being physically active and eating nutritious food in daily life.
- Establish healthy habits that will last into adulthood.
- Learn about media and create their own media products to educate their peers.

★ What do we mean by “media?”

The term “media” refers to all the many ways people express ideas and convey information. Television, radio, computers, cell phones, newspapers, books, magazines, billboards, music, theater, posters, letters, and the Internet are all examples of media. More recent trends that have transformed the traditional media world include cell phone cameras and mobile texts, social networking and video sharing sites, and blogs and microblogs (blogs with very short posts, like Twitter accounts). These new media share two constants: they are always changing, and they are highly influential, especially in the lives of young people. Recognizing the ever-evolving nature of new media, Media-Smart Youth discusses media forms in general, allowing facilitators and youth to bring in specific types of media relevant to their experiences.

★ How was Media-Smart Youth developed and evaluated?

Media-Smart Youth went through a thoughtful and deliberate development process, with extensive review and testing. The initial draft of the curriculum was pilot-tested, extensively revised, pilot-tested again, and further refined. This development process resulted in the first release of the curriculum in October 2005.

Since then, schools and youth-serving organizations have carried out Media-Smart Youth across the country. The NICHD conducted a rigorous outcome evaluation, involving 10 matched pairs of organizations, to make sure the curriculum was on target and effective. Results showed that youth who participated in Media-Smart Youth had a statistically significant greater increase in knowledge about curriculum topics than did nonparticipating youth. In addition, participating youth expressed more intentions to make positive nutrition and physical activity behavior changes than did nonparticipating youth.⁵

★ How has Media-Smart Youth evolved?

In light of today's fast-changing media environment and updates to key nutrition and physical activity guidelines, the NICHD decided the time was right to update the Media-Smart Youth curriculum.

The updated second edition retains all the elements that made the first edition successful and includes a few new features, such as added discussions about digital and new media, information that reflects the latest federal nutrition and physical activity guidelines, new information for parents and guardians, and an expanded Media-Smart Youth website.

★ How can I learn more about Media-Smart Youth?

For more information or to order free copies of the Media-Smart Youth after-school program materials, contact:

NICHD Information Resource Center

Mail: P.O. Box 3006, Rockville, MD 20847
Phone: 1-800-370-2943 (TTY: 1-888-320-6942)
Fax: 1-866-760-5947
Email: NICHDInformationResourceCenter@mail.nih.gov
Internet: <http://www.nichd.nih.gov/msy>

Ideas for Implementation

The following tips come from a diverse group of Media-Smart Youth facilitators who wanted to share their suggestions for successfully implementing the program.

Facilitation Style

- ✓ Show enthusiasm and a positive attitude when facilitating—the youth will follow your lead.
- ✓ Allow time for the youth to get to know each other and interact with you and with each other—team building will enhance their experience.
- ✓ Find a balance between structure, flexibility, and fun for the youth. Youth have already been in a structured environment all day and will benefit from a change of pace after school. While the curriculum is filled with challenging content, it should be taught in a fun and interactive way.
- ✓ Get to know your participants and some interesting things about them—youth crave adult interaction in their lives and building these relationships will draw youth into the program.
- ✓ Focus on the strengths of each youth, even when some participants may act in a way that makes this challenging. Engage youth in the lessons by tapping into their unique strengths and interests.
- ✓ Make an effort to display the youths' *Mini-Production* projects in your after-school setting—youth are proud and motivated by seeing their work displayed publicly.

Preparing for the Lessons

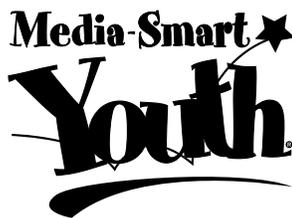
- ✓ Learn the content by reading the lesson over several times. Consider creating a small “cheat sheet” for yourself made up of key words to help you remember the major points and lesson flow.
- ✓ Practice facilitating in front of a mirror or with friends or family—it really helps to practice delivering the curriculum out loud.
- ✓ Be familiar enough with the scripts so that you can adapt and say all the main points in your own words.
- ✓ In lessons where the content is heavy, create large sheets of paper with an outline and information to post in the room to ensure you cover the key points.
- ✓ Be prepared to explain the meaning of words to youth in terms they can understand and relate to.
- ✓ Start organizing supplies for the lesson—including the snack and all materials—at least 2 days ahead of time.

- ✓ As you get to know the youth, incorporate the dynamics of the group into your preparation. For example, think of roles for youth as appropriate or adapt an activity to reflect the youths' specific interests.
- ✓ Consider teaming up with a media partner from the very beginning to co-facilitate throughout the program.

Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kinds of work. For example, define a regular space for the whole group to brainstorm together, a space for putting out the *Snack Break*, an area for doing the *Action Break*, and smaller areas of the room for dividing into small groups. This practice makes setup easier and helps familiarize youth with the lesson structure.
- ✓ Designate certain spaces on the wall for posting the same materials for each lesson, such as the 6 Media Questions poster or the working agreement. This predictability will make it easier for youth to find and learn the posted information.
- ✓ Begin setting up the room at least 30 minutes before the lesson will start, if possible.
- ✓ Set up all activities as much as possible before the lessons starts so youth can move quickly from one to the other.
- ✓ Cover large sheets of paper that have directions about later activities until you need them, so youth will not be distracted.
- ✓ Set up the room in a format that promotes group work and creative brainstorming—such as putting chairs in a circle or sitting at round tables.
- ✓ Set up the snack before the lesson starts, if possible.
- ✓ Set up the snack in the back of the room so youth won't be distracted by the food.
- ✓ Place a large sheet of paper with the lesson name and keywords about what the youth will do by the door to welcome youth and introduce them to the lesson.
- ✓ Set aside space for blank sheets of large paper so you can access them easily if needed.

(This is a 2-page handout.)



Ideas for Implementation (continued)

Managing Time During the Lesson

- ✓ Each lesson is filled with new content and creative activities. Be sure to keep an eye on time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interests. For example, some activities allow for more physical activity while others focus on being creative—your group may prefer to spend more time on one type of activity on a given day.
- ✓ *Lesson 4* and *Lesson 7* are quite content-heavy. Plan ahead by adding extra time to these two lessons if you can, or by adding a few more sessions to your entire program schedule and dividing *Lesson 4* and/or *Lesson 7* into two sessions and doing the optional t-shirt activity.
- ✓ Build in extra days on your program schedule ahead of time, if you can, for padding. This type of cushion is helpful if there is bad weather and you miss a day, or if your group gets behind in a lesson. If you don't end up needing the extra time, you can use it for extra *Big Production* sessions.
- ✓ Use a kitchen timer to keep track of time during the lesson. Use a timer shaped like a fruit to reinforce healthy food choices!
- ✓ Anticipate when you may need to reserve more time for your group to have deeper discussion about a topic or when questions may arise.
- ✓ Allow youth the time to express themselves and get into deeper discussions on the program topics, even if it means you will lose a little time for an activity—this dialogue among youth is important and creates productive energy and momentum in the lesson activities.

Managing Group Dynamics

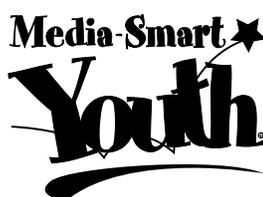
- ✓ Recognize the group dynamics and relationships that are already established in your group as well as the strengths and challenges of these dynamics. Tailor the group work to build on the strengths of these dynamics.
- ✓ If cliques form among the youth, separate the groups to promote new relationships and ideas and to keep the youth focused on the program content.
- ✓ Group youth of similar ages as much as possible.
- ✓ If problems arise, remind youth of the working agreement that they created and agreed to in *Lesson 1*.
- ✓ Tailor discussions and activities to each specific group of youth to reflect the group's learning style, cultural diversity, interests, and personality.
- ✓ Keep discussions interactive and applicable to youths' lives.
- ✓ Create additional roles to engage youth who need some extra attention, such as helping to take notes on large paper or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit from feeling important to the group.
- ✓ Amend the group format for a particular activity to fit your group's dynamics as needed. For example, if it seems that breaking into small groups will not be productive, keep the whole group together for an activity. Or divide a large group into smaller groups to help the youth work together more effectively.
- ✓ Bring a video or still camera or a device with video capabilities for youth to use to capture the *Mini-Productions*. Taping is a good job for some youth to share, can help bring out creativity in the group, and can help youth prepare for the *Big Production*. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at every opportunity, but make sure their expression is respectful of others.

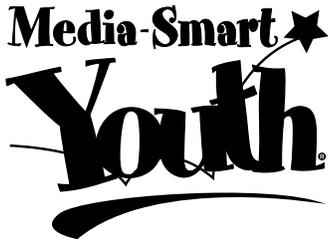
(This is a 2-page handout.)

Tips for Facilitating the Media-Smart Youth Program

The following tips come from a diverse group of Media-Smart Youth facilitators who wanted to share their suggestions for successfully facilitating the program.

- ✓ **Give youth ownership** of the lesson content by inviting them to participate, share information, and brainstorm.
- ✓ **Ask open-ended questions** to create discussion, such as “What fruits do you like?” as opposed to “Do you like fruit?”
- ✓ **Affirm/validate youths’ ideas** during discussion to help them feel comfortable participating and taking risks.
- ✓ **Guide youth to the learning points** in the curriculum by asking questions and focusing the conversation to lead them to these points. Use opening phrases such as, “Tell me more about that....,” “I invite you to....,” or “I encourage you to...” to guide youth through the activities.
- ✓ **Redirect youth back to the topic** if necessary, while acknowledging that they are making interesting points.
- ✓ **Create a “Parking Lot”** to note off-topic ideas that youth are interested in discussing. Address these later during a break or after the session.
- ✓ **Show youth respect** through your tone, expression, and body language. Move around the room to connect with youth in various spaces in the room.
- ✓ **Create roles for youth**, such as notetaker, encourager, and presenter. This practice gives youth responsibility and helps manage group dynamics.
- ✓ **Create additional roles or opportunities** to engage youth who need some extra attention, such as helping to take notes on large paper, set up a workstation, or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit by feeling important to the facilitator.
- ✓ **Allow the youth to be the experts.** Make it clear to youth that they are experts on being youth and that their knowledge is the basis for the workshop and a great starting place to build on. An example of this concept is asking: “What is your favorite TV commercial?” From there, a meaningful discussion about TV commercials can unfold with some guidance from you.
- ✓ **Define your role as the facilitator.** For example: “My job is to guide you through the material in this lesson today.”
- ✓ **Manage the small group and large group activities** by dividing youth into various small groups throughout the workshop. This practice gives all the youth a chance to work with different people and build relationships.
- ✓ **Include contests and games** to add energy and help youth focus and manage time on a given task.
- ✓ **Adapt activities** to recognize and celebrate diversity and culture within your group.
- ✓ **Model the activities** for the youth, such as doing the *Action Break* or trying the snacks. Be thoughtful about other activities you engage in, such as drinking water as opposed to soft drinks, when youth are around.
- ✓ **Allow youth to have individual preferences** on the subjects covered in the workshop—ask them what they think, what they like, etc.
- ✓ **Model a nonjudgmental and respectful approach** to sensitive issues. All youth are different. Help youth feel comfortable with who they are by creating an atmosphere of respect and acceptance.
- ✓ **Be genuine** with youth—they know if you are being real with them, and they need honest adults in their lives.





Feedback Form

Please use this form to share your feedback about the training. Turn in your completed form at the end of the training. Thank you!

1. How would you rate the training overall? (Check one)

- Excellent Good Fair Poor

2. Do you feel that this training—when coupled with your own review of the curriculum—prepared you for implementing the Media-Smart Youth program at your organization? (Check one)

- Yes No. If no, what was missing?

3. What remaining questions do you have about implementing the program?

4. How could the training be improved? Please be as specific as possible.

5. If we were to offer this training again in the future, would you recommend it to a colleague? (Check one)

- Yes No. If no, please explain:

6. Please share any other comments that you have about this training in the space below.

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?

2. What is the purpose?

3. Who is the target audience?

4. What is the message?

5. What information is missing?

6. What techniques are used to attract your attention?

All About Nutrition in Media-Smart Youth

- Making the right food choices will help young people be healthy today and stay healthy into their adult years.
- Media-Smart Youth is not a weight-loss program or a diet.
- Avoid using the phrases “junk food” or “diet.”
- Media-Smart Youth focuses on four basic nutrition concepts: (1) vegetables and fruits, (2) whole grains, (3) foods and drinks high in solid fats and added sugars, and (4) calcium.

Vegetables and Fruits

ACTION: Eat more vegetables and fruits.

WHY? Most vegetables and fruits are low in calories and rich in nutrients and dietary fiber. They are an essential part of a healthy diet.

HOW? Include them in all meals and snacks. Eat them every day. Try new ones.

Calcium

ACTION: Get more calcium.

WHY? Getting enough calcium in the tween and teen years is important to build strong bones and teeth.

HOW? Choose calcium-rich foods such as fat-free and low-fat milk and yogurt. Enjoy other foods that contain calcium, such as dark green leafy vegetables and beans. If you don't use milk or yogurt, try foods with calcium added, such as soy milk or calcium-fortified orange juice or breakfast cereal.

Whole Grains

ACTION: Eat more whole grains.

WHY? Whole grains are a great source of fiber and important nutrients such as iron and B vitamins. Many refined grains have been stripped of the parts of the grain that contain most of the fiber and nutrients that grains offer. Only a few nutrients are replaced during enrichment.

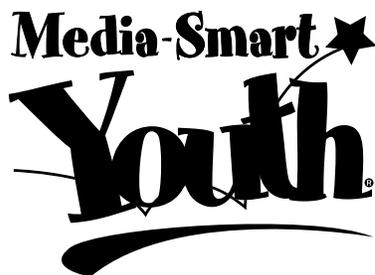
HOW? Read the ingredient list and Nutrition Facts label to make sure you're choosing whole grains. Choose whole grains instead of refined grains as much as possible. Ask your parents to buy whole grains when they shop for groceries. Ask for whole-grain options at restaurants and friends' houses.

Foods and Drinks High in Solid Fats and Added Sugars

ACTION: Consume less solid fats and added sugars.

WHY? Foods high in solid fats and added sugars can fill you up without offering important nutrients that your body needs. These foods are also often high in calories.

HOW? Read the Nutrition Facts label to find foods that are high in solid fats and added sugars. Look for sugar-type words in the ingredient list, such as high fructose corn syrup or sucrose. Choose low-fat, low-added sugar foods instead. Have high-fat, high-added sugar foods less often. Have small portions.



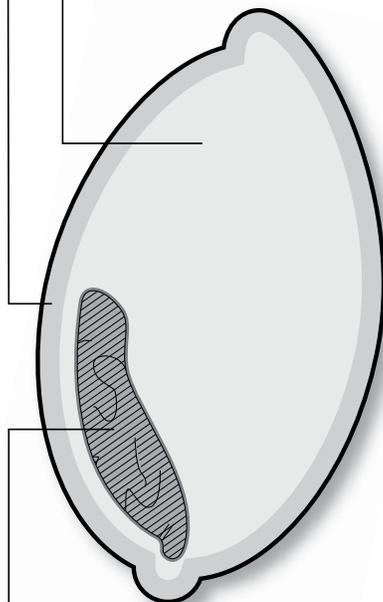
Whole-Grain Kernel

Bran

"Outer shell" protects seed
Fiber, B vitamins, trace minerals

Endosperm

Provides energy
Carbohydrates, protein



Germ

Nourishment for the seed
Antioxidants, vitamin E, B-vitamins

Source: Center for Nutrition Policy and Promotion, U.S. Department of Agriculture. (March 2008). *Get on the Grain Train*. Retrieved July 1, 2010, from <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/GrainTrain-revisedMar08.pdf>.

Facilitator's Guide to the Scavenger Hunt

Option 2

Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole-Grain Oat Cereal

Serving Size →

Total Fat →

Fiber →
Sugars →

Ingredient List →

Nutrition Facts	
Serving Size 1 cup (28g)	
Servings Per Container About 18	
Amount Per Serving	
Calories 100	Calories from Fat 15
% Daily Value*	
Total Fat 2g	3%
Saturated Fat 0g 0%	
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 20g	7%
Dietary Fiber 3g 11%	
Sugars 1g	
Protein 3g	
Vitamin A 10%	Vitamin C 10%
Calcium 10%	Iron 45%
* Percent Daily Values are based on a 2,000 calorie diet.	
INGREDIENTS: WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, SUGAR, SALT, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. VITAMINS AND MINERALS: CALCIUM CARBONATE, IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B ₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN A (PALMITATE), VITAMIN B ₂ (RIBOFLAVIN), VITAMIN B ₁ (THIAMIN MONONITRATE) A B VITAMIN (FOLIC ACID), VITAMIN B ₁₂ , VITAMIN D ₃	



Scavenger Hunt Guide: Breakfast Cereal

Key things to look for in your search:

- Type of whole grains
- Amount of fiber
- Added sugars
- Packaging

What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip or a raisin, and 1,000 mg = 1g.

Option 2

Today you're going on a scavenger hunt for information! Visit the breakfast cereal station, and answer the questions below.

Nutrition Information

Don't forget the "5–20 rule" when looking at fiber content on the Nutrition Facts labels of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Part 1: Fiber. Read the Nutrition Facts labels and ingredient lists for the two cereals, and fill in the chart.

Whole Grains	Sweetened Cereal	Unsweetened Cereal
	NAME:	NAME:
1. What type of grain is the cereal made from?		
2. How much fiber is there in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	%DV:	%DV:

3. Compare grams of fiber and the %DV for the cereals you listed above. Which cereal has more fiber?

Choose someone in your group to read this paragraph out loud:

Dietary fiber is important because it helps keep your digestive system healthy and helps to prevent certain diseases. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, it's a good idea to choose one that's made from a higher fiber whole grain.

Part 2: Added Sugars. Read the Nutrition Facts labels and ingredient lists again,* and fill in the chart.

Added Sugars	Sweetened Cereal	Unsweetened Cereal
4. There are many different words for added sugars. How many of these words can you find in the list of ingredients? Look for: sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrates, malt syrup, maltose, honey, molasses, malt syrup, and invert sugar.		
5. How many grams of sugar are in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)	GRAMS:	GRAMS:

6. Which cereal has more “added sugars” words on the ingredient list?

7. Which cereal has fewer grams of sugars?

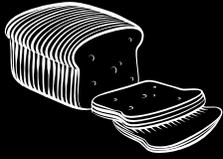
Packaging

8. What are some techniques that companies use to decorate cereal boxes?

9. What clues help you figure out the main target audience for a particular type of cereal?

Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!

* **Combine clues from the Nutrition Facts label and the ingredient list to make you a scavenger hunt winner!** Remember, naturally occurring sugars are found mainly in fruit and milk products. Sugars in other kinds of foods (like breakfast cereal) are generally added sugars. So, the amount of sugars on the Nutrition Facts label of a breakfast cereal is about the same as the amount of added sugars. The ingredient list tells you the exact kind of added sugars.



Scavenger Hunt Guide: Bread

Key things to look for in your search:

- Presence of whole grains
- Amount of fiber
- Packaging

What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip or a raisin, and 1,000 mg = 1g.

Option 2

Today you're going on a scavenger hunt for information! Tour the bread station, and answer the questions below.

Nutrition Information

Don't forget the "5–20 rule" when looking at the fiber content on the Nutrition Facts labels of breads. 5% daily value (DV) or less means that the product is low in fiber, and 20% DV or higher means the product is high in fiber. (Few types of bread will have 20% DV for fiber, but those with 3 or more grams in each serving are a good source of fiber.)

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Breads	White Bread	100% Whole-Grain Bread
	BRAND NAME:	BRAND NAME:
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: whole wheat, whole-grain oats, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	%DV:	%DV:

Choose someone in your group to read this paragraph out loud:

Breads made from whole grains have a higher amount of fiber than many breads made only from refined grains. Dietary fiber is important because it helps keep the digestive system healthy and helps to prevent certain diseases. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: the higher the number of grams of fiber in each serving, the better.

4. Which bread has more “whole-grain” words on the ingredient list?

5. Which bread has more “refined-grain” words on the ingredient list?

6. Compare grams of fiber and the %DV for the breads. Which bread offers more fiber?

7. What type of bread do you and other young people you know usually eat?

8. Think of and write down one sandwich idea that uses whole-grain bread.

Packaging and Placement

9. Think about techniques used to attract your attention. Name a technique that you would suggest to bread companies to include on their packaging to get more people to buy whole-grain breads.

Congratulations! You have finished the Bread Scavenger Hunt!



Scavenger Hunt Guide: Milk and Milk Products

Key things to look for in your search:

- Amount of fat in the milk or milk products
- Packaging

What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip or a raisin, and 1,000 mg = 1g.

Option 2

Today you're going on a scavenger hunt for information! Visit the milk and milk products station, and answer the questions below.

Nutrition Information

Don't forget the "5–20 rule" when looking at fat content on the Nutrition Facts labels of milk and milk products. 5% daily value (DV) or less means the product is low in solid fat, and 20%DV or higher means the product is high in solid fat. When it comes to fat, you want to choose foods that are low in the %DV, not high.

Choose someone in your group to read this paragraph out loud:

People like milk products for a lot of reasons, such as:

- *They taste good.*
- *You can have them at any time of the day.*
- *They are a good source of calcium.*

Milk products also can be a major source of solid fats, so food companies offer many good-tasting milk products that are lower in fat or that have no fat at all.*

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Milk Products	2% Milk	Fat-Free Milk	Regular Cheddar Cheese	Low-Fat Cheddar Cheese
1. What are the total fat grams in each serving?				
2. What is the percent daily value (%DV) of fat in each serving?				

* **Here's a cool fact:** Milk is a liquid. How can it contain solid fats? Dairy farmers use a process called homogenization to break up the solid fats into very tiny pieces that are distributed evenly throughout the milk.



The Pulse Game

Step 1. Resting Pulse

To figure out your resting pulse rate:

- Sit down and relax.
- Count the number of beats in your pulse for 6 seconds.
- Multiply by 10 (by adding a zero at the end of the original number) to get your 1-minute pulse.



A resting heart rate for youth older than age 10 and adults is usually between 60 and 100 pulse beats per minute.

<i>Activity</i>	<i>Number of Heart Beats in 6 Seconds</i>	<i>Beats Per Minute (1-minute Pulse Rate)</i>	<i>Level of Intensity</i>
<i>Resting pulse</i>	<input type="text"/>	$\times 10 =$ <input type="text"/>	<input type="text"/>

Step 2. Activity Pulse Game

To figure out your pulse rate for each activity, take your pulse after you do the activity and count the number of beats for 6 seconds. Then multiply by 10 to get your 1-minute pulse rate.

<i>Activity</i>	<i>Number of Heart Beats in 6 Seconds</i>	<i>Multiply by 10</i>	<i>Beats Per Minute (1-minute Pulse Rate)</i>	<i>Level of Intensity</i>
<i>Walking</i>		$\times 10$		
<i>Sweeping (pretend)</i>		$\times 10$		
<i>Running (in place)</i>		$\times 10$		
<i>Jump rope (pretend)</i>		$\times 10$		

Levels of Intensity

- Low Intensity: heart is beating at a normal rate; breathing is normal
- Moderate Intensity: heart is beating *faster* than normal; breathing is harder than normal
- Vigorous Intensity: heart is beating *much faster* than normal; breathing is much harder than normal



Take Home a New Idea!

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

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

Take Home a New Snack: Mix It Up!

Try it at home with your family and friends.

What’s In It?

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

How To Put It Together:

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

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

Bonus: The cereal and the granola in the snack mix are whole-grain foods.

Omission Mission Script Starter

Your Mission: Create a 30-second radio advertisement for Giddyup Granola Bars. You want to convince your audience that they're an irresistible and tasty snack. Your group must leave out one specific fact in its ad. Except for this one fact, your ad should include all the other information about Giddyup Granola Bars listed below. When you are done, rehearse your script with your group so that you can present it to the other group.

Names of Group Members:

_____	_____
_____	_____
_____	_____

Sponsor of This Ad: _____

Product: **Giddyup Granola Bars**

Giddyup Granola Bars are:

- Made from rolled oats and crisp rice
- High in added sugar
- An irresistibly tasty and nutritious snack
- High in fiber
- Fortified with eight vitamins and minerals
- High in calcium, with 30%DV

Target Audience (Circle one): **Young People OR Parents**

Ad's Purpose: **To persuade people to buy Giddyup Granola Bars**

The fact that we will omit from our advertisement is:

Script:

If you need more room to write, use the back of this page.

Tips For Media-Smart Parents

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

What did your young person learn in Lesson 2: Asking Questions?

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

He or she:

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

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

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

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

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

Materials Checklist

Conducting the Media-Smart Youth workshop requires several types of resources. Before you begin the program, keep in mind the items and materials you will need for the lessons and activities. Brainstorm where and how you can get them. Not all items will need to be purchased. Think about those that could be donated, volunteered, or obtained at a discount.

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
Materials/Supplies	
Creative supplies —Several <i>Mini-Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative items.	
Paper supplies —Large and small format paper, poster board, white and colored paper, construction paper, and sticky notes are used throughout the workshop. Having a name tag and pocket folders for each participant is encouraged.	
Photocopies —Each lesson requires the production of worksheets and take-home handouts. Throughout the course of the workshop, numerous photocopies will be needed.	
Media samples —In certain activities, the facilitator needs to provide teen/youth magazines or other print publications and other items such as CDs, print ads, posters, and segments of popular TV shows, movies, or radio programs.	
Watch/timer —A watch, stopwatch, or timer may be used to keep track of time required for each activity.	
Other specific materials —Clipboards (or hard, flat writing surfaces), a container or ballot box, and a bandana or scarf are also needed for select activities.	
Equipment to play and show a DVD —A DVD player and a TV, a computer with DVD capabilities, a portable DVD player, or other equipment to play DVDs can be helpful for some activities (optional).	

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
<p>Camera and recorders—Several pieces of media equipment may be used for <i>Mini-Productions</i> and other activities, including a video recording device or mobile device with video capabilities, disposable camera or camera phone, or audio recording device (optional).</p>	
<p>Supplies for optional activities—White t-shirts are used in an optional activity in <i>Lesson 10</i>, and prize incentives may be used in <i>Lesson 6: Visiting a Grocery Store</i>.</p>	
<p>Food</p>	
<p>Snack ingredients—Each lesson includes a <i>Snack Break</i> and will require enough snacks for the number of youth participating in the workshop.</p>	
<p>Snack supplies—To make and serve the snacks, a variety of paper plates, bowls, cups, plastic utensils, serving spoons, toothpicks, napkins, sandwich bags, and kitchen equipment may be needed.</p>	
<p>Other Necessities</p>	
<p>Venue/location—A venue or location for workshop meetings may need to be secured if your group doesn't already have a regular meeting spot.</p>	
<p>Transportation—Transportation of youth participants to and from the workshop location and field trip site(s) may be needed.</p>	
<p>Media partner—The workshop may be conducted with the assistance of a media partner. See the <i>Introduction and Overview</i> for more information regarding how to engage a media partner.</p>	
<p>Media production equipment—Depending on the scope of the <i>Big Production</i>, media production equipment may be needed. See <i>Appendix G</i> to learn about the types of equipment involved in producing media.</p>	