

# Overview of Structure & Design

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## Time

10 minutes

## Activity Overview

This module gives participants a chance to learn the structure of the curriculum, the curriculum icons, and the breakdown of activities in each lesson.

## Activity Objective

- ◆ Review the curriculum structure and design so participants get a feel for how to use the *Media-Smart Youth Facilitator's Guide*.

## Materials Needed

- ◆ Media-Smart Youth slide presentation CD-ROM
- ◆ Computer with Adobe® Reader® viewing capabilities
- ◆ Projector/screen

## Trainer's Preparation

- ◆ Set up the computer and slide presentation so it is ready to play the *Overview of Media-Smart Youth Structure & Design* slide presentation.

1. **SAY:**



*Now, we're going to briefly review the curriculum structure and design so you get a feel for how to use the Media-Smart Youth Facilitator's Guide.*

2. **REVIEW** the following key points about the curriculum structure with participants.

3. **SAY:**



*The Media-Smart Youth curriculum integrates four key content areas throughout the lessons: **media analysis, nutrition, physical activity, and media production**. We will explore each of these content areas during this training.*

4. **SAY:**



**Media-Smart Youth has 10 structured, interactive lessons.**

- Each lesson is 90 minutes in length.
- Each lesson has a similar structure:
  - ❑ Activity A (varies from 15 to 30 minutes)
  - ❑ Snack Break (10 minutes)
  - ❑ Activity B (varies from 15 to 30 minutes)
  - ❑ Action Break (10 minutes)
  - ❑ Activity C (varies from 15 to 30 minutes)
- Snack Breaks are a great time to expose youth to new foods and encourage youth to taste them, and to reinforce the concepts learned throughout the program.
- Action Breaks provide youth with a chance to get their bodies moving in a range of fun activities that encourage teamwork and friendly competition.
- The activities are highly interactive. Activities A and B focus on one of the curriculum's main topics. In Activity C, participants do a Mini-Production, which gives them a chance to reflect on what they've learned in Activities A and B and to build their media production skills.

5. **SAY:**



**The program includes creating a Big Production.**

*After the 10 lessons are complete, young people will have the opportunity to create a Big Production—a media production encouraging other young people to take an action for better nutrition or increased physical activity. We will talk about the Big Production today.*

6. **SAY:**



**The Media-Smart Youth curriculum is flexible.**

- The curriculum can be organized and delivered in many ways to meet your needs and the needs of your participants.
  - For example, if your group is hungry and would benefit from a snack before you start the activities, begin with the Snack Break and then do Activity A.
  - If you have only 60 minutes to work with your group, do Activity A, the Snack Break, and Activity B, and then do the Action Break and Activity C in a separate session.
  - The schedule of lessons is also flexible. The lessons may be done once or twice a week, once a month, all within 2 weeks in a summer-camp style, or on other schedules.
- Please note that the content in the lessons is connected and builds on previous lessons. It is not recommended to cut out activities entirely.

7. **SAY:**



**Strive for the recommended number of youth participants per workshop.**

- The recommended group size for the program is 15 young people because this is a good number for doing interactive learning.
- Having fewer than eight young people makes it challenging to break into smaller groups and can limit the diversity of perspectives in the discussions.

8. **BEGIN** Overview of Media-Smart Youth Structure & Design slide presentation. Show slide 1.

9. **SAY:**



The Media-Smart Youth program includes the following elements:

- **Introduction and Overview (slide 2)**
  - The Introduction and Overview section is full of information to help you plan for and implement the Media-Smart Youth curriculum (slide 3). It includes a table with information about the lessons at a glance; a resources checklist; and hints for scheduling the lessons, recruiting youth, and facilitating the curriculum.
  - If you remember just one thing from this session today, please remember to review the Introduction and Overview section before you plan your program. The section will answer many of your questions (slide 4).

- **Lesson Overview and Activity Overview (slide 5)**
  - *The Lesson Overview and Activity Overview sheets are the cover pages for each lesson and activity. These sheets provide everything you need to know to prepare for that lesson or activity, including a list of materials and specific steps for the facilitator’s preparation.*
- **Take Home a New Idea! (slide 6)**
  - *At the end of each lesson, youth receive a Take Home a New Idea! sheet containing several suggestions for how they can share what they learned during the lesson with their family and friends.*
  - *The sheet also has the recipe from the lesson’s Snack Break so the youth can make the item at home.*
- **Tips for Media-Smart Parents (slide 7)**
  - *At the end of each lesson, youth also receive a Tips for Media-Smart Parents sheet, which summarizes what the youth learned in the lesson and provides tips for how to put this learning into action at home with the whole family.*
- **Notes to Facilitators (slide 8)**
  - *Notes to Facilitators appear throughout the Facilitator’s Guide in green boxes that are set off to the side so facilitators can find them easily.*
  - *These boxes contain important notes for facilitators to consider in going through the lesson.*
  - *As much as possible, incorporate these suggestions into your implementation of the curriculum.*

10. **SAY:**



**The Media-Smart Youth Facilitator’s Guide uses icons (slide 9).**

- *Icons appear throughout the Facilitator’s Guide to call attention to information and help users find the information quickly. See pages 25 and 26 of the Introduction and Overview section of the guide for a review of these icons.*

11. **SAY:**



**Appendices A through L include resources to support you (slide 10).**

- *The appendices are filled with resources to help you deliver the program. Be sure to look through the appendices and become familiar with the rich materials there, such as guidance for developing your Big Production, a glossary of key words, and alternative Snack Breaks and Action Breaks. Page 389 in the Facilitator’s Guide provides a listing of all the appendices.*

12. **SAY:**



**The curriculum includes both Pre- and Post-Curriculum Activities (slide 11).**

- The curriculum includes optional Pre- and Post-Curriculum Activities that may help you gauge how much youth knew when they entered the program and how much they learn in the program. These activities are one of many ways to assess the outcomes from the program. The correct answers to the questions in the activities are provided in the Facilitator's Guide, and are available online at <http://www.nichd.nih.gov/MSY>.

13. **SAY:**



*I know we covered a lot of information in a short period of time. Don't feel that you have to remember all of this at once! The Introduction and Overview section of the Facilitator's Guide is filled with helpful information to help you plan for and implement the Media-Smart Youth curriculum, and the appendices have a wealth of resources to help you.*

*Again, if you remember only one thing from this session today, please remember to review the Introduction and Overview section before you plan your program. It is on pages 1 to 36 of the Facilitator's Guide (slide 12).*

*Now let's begin exploring our first content area of the curriculum: media.*