

Welcome and Introductions

Time

15 minutes

Activity Overview

This module gives participants a chance to get to know each other, provides background about the creation of the program, and introduces the major concepts within the curriculum.

Activity Objectives

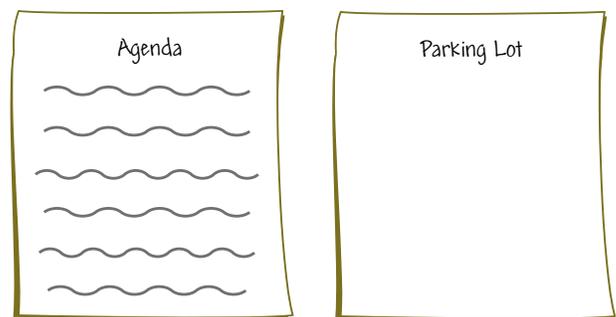
- ◆ Welcome and introduce trainers and participants.
- ◆ Provide an overview and discuss the objectives of the program.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape
- ◆ Equipment to play and show the Media-Smart Youth DVD
- ◆ Slide presentation CD-ROM, computer with Adobe® Reader® viewing capabilities, and projector/screen (Adobe® Reader® software can be downloaded at <http://get.adobe.com/reader/>)

Trainer's Preparation

- ◆ In the front of the room, set up an easel with blank sheets of flipchart paper to write on during the discussion. If you don't have an easel, tape sheets of flipchart paper to the wall in a place where everyone can see them.
- ◆ Write the agenda on a sheet of flipchart paper and post it on a wall (see page 14 for content).
- ◆ Write "Parking Lot" at the top of a sheet of flipchart paper and post it next to the agenda.



- ◆ (Optional: Do this step if binders are not provided or assembled.) Write on a piece of flipchart paper the following, then post it with the agenda on the wall:

Welcome. Please assemble your materials.

1. Unwrap.
2. Insert tabs.
3. Insert ring.

- ◆ Write the following questions on a sheet of flipchart paper and place it covered on the wall near the front of the room: (Keep this sheet covered until it is needed.)

What is your favorite . . .

- TV show?
- Magazine?
- Website?
- Food?
- Physical activity?

- ◆ Set up the equipment to play and show DVD Segment #3: *What Is Media-Smart Youth?*
- ◆ Set up the computer and slide presentation so it is ready to play the *Welcome and Introductions* slide presentation.
- ◆ Play music for participants to enjoy as they enter.

Welcome Please
assemble your materials

- 1 Unwrap
- 2 Insert tabs
- 3 Insert ring

What is your
favorite

- TV show?
- Magazine?
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- Food?
- Physical activity?

1. **WELCOME** participants:

- ◆ **INTRODUCE** training staff and your organization.

- ◆ **SAY:**



We're so glad you're here and thrilled that you are interested in learning more about Media-Smart Youth: Eat, Think, and Be Active!

Media-Smart Youth 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 (NIH) 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.

The NIH is the nation's medical research agency, conducting and supporting basic, clinical, and translational medical research and investigating the causes, treatments, and cures for diseases. The NICHD, one of 27 Institutes and Centers at the NIH, conducts and supports research on all stages of human development, from preconception to adulthood, to better understand the health of children, adults, families, and communities.

2. **SAY:**



Now I'd like to review the agenda for today and then have us get to know one another before we talk more about the program.

3. **CONDUCT** a quick review of agenda (as posted on wall).

4. **POINT OUT** the "Parking Lot."

SAY:



We may not always have time to take questions as we go through the training. So, if something comes up, feel free to get up and put it on the Parking Lot to discuss later in the training.

5. **ASK** participants to silence their cell phones.

6. **SAY:**



Let's begin by introducing ourselves to others at our tables so we can get to know each other a little better.

7. **ASK** each person to introduce him or herself to the group by sharing his or her first name.

8. **SAY:**



Now that you know each other's names, I have a few questions for you.

9. **UNCOVER** flipchart paper with questions posted on wall and read each question.

ASK participants to think about each question.

- ◆ What is your favorite TV show?
- ◆ What is your favorite magazine?
- ◆ What is your favorite website?
- ◆ What is your favorite food?
- ◆ What is your favorite physical activity, such as walking, playing a sport, or anything that gets your body moving?

10. **ALLOW** a few minutes for participants to share the answer to one of the questions with others at their tables.

11. **REVIEW** each question, and **ASK** for a few answers to each question from around the room. **LISTEN** to only a few answers before moving on to the next question.

12. **THANK** participants for sharing. **TELL** them that they've just been discussing the key content areas for the program—media, food, and physical activity—common issues in all of our lives.

A Note to Trainers

Encourage participants to say their names and stand up when they offer responses.

1. **SAY:**



As I said earlier, the NICHD, a federal government agency, developed Media-Smart Youth. So, why did the federal government develop this program? To address three main concerns:

A. We are surrounded by media, and media can influence our lifestyles and habits in many ways.

- Every day, young people actively engage with the media world around them. 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
- 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 children view are for food, primarily candy, cereal, and fast food.²

B. Rising use of media, which is tied to an increasingly sedentary lifestyle, and exposure to marketing messages for less nutritious food 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.⁴

*** A Note to Trainers**

You may choose to share one or all of the following statistics, as time allows, to further describe the concerns.

¹ 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.

² Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Retrieved October 25, 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 October 25, 2012, from <http://jama.jamanetwork.com/article.aspx?articleid=185233>.

⁴ U.S. Department of Agriculture, U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans, 2010*. Retrieved October 12, 2012, from <http://health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>.

C. We don't spend enough time doing physical activities that get our bodies moving and our hearts pumping.

- Nationwide, less than one-third of all youth ages 6 to 17 engage in vigorous physical activity, defined as participating in physical activity for at least 20 minutes that made the child sweat and breathe hard.⁵

2. SAY:



What's Media-Smart Youth really all about? (**BEGIN** Welcome and Introductions slide presentation. **SHOW** slides 1 and 2.)

- It's about youth (slide 3), media (slide 4), nutrition (slide 5), and physical activity (slide 6).
- It's about young people becoming more critical, creative thinkers (slide 7).
- It's about helping youth understand more about media so that they can use it to make the best choices (slide 8).
- It's about helping young people feel comfortable with their own sizes, shapes, and physical abilities (slide 9).
- This program is **NOT** about weight control or dieting or forcing anyone to do sports (slide 10).
- It's about science. The program has been rigorously reviewed, tested, and evaluated (slide 11).
 - ❑ A formal outcome evaluation showed a significant difference in knowledge and skills in nutrition, physical activity, and media analysis between young people who took part in the program and those who did not. The evaluation also showed a significant difference in the intention to eat or drink more foods with calcium and the intention to do more weight-bearing activities in the next month between young people who took part in the program and those who did not.
- Media-Smart Youth was developed as an after-school or out-of-school program for young people ages 11 to 13 (slide 12).

The program focuses on this age group because:

- ❑ Youth are becoming more autonomous and are making their own decisions, particularly in regard to food.
- ❑ This age is when some of the biggest changes occur in young people's development. They are trying new things, taking new risks.
- ❑ This is the age at which youth can begin to think more critically and to develop these critical thinking skills.

⁵ 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.

- *It works in rural, urban, and suburban settings (slide 13).*
- *It's flexible enough to meet the needs of all types of youth-serving organizations and the diversity of the young people they serve (slide 14).*
- *It combines youth development principles and practices with evidence-based recommendations about nutrition and physical activity (slide 15).*
- *It's consistent with national learning standards (slide 16).*
- *And, finally, Media-Smart Youth is just a click away! Copies of the Media-Smart Youth Facilitator's Packet, which includes the DVD, some of which you'll see today, are available from the NICHHD Information Resource Center. The Web address is on the bottom of your agenda, and ordering information can also be found on the Media-Smart Youth fact sheet. Copies of the Train-the-Trainers Packet, which includes the Guide for Training Program Facilitators, are available through this source as well (slide 17).*

Welcome and Introductions: Part 3 | 5 minutes

1. **SAY:**



Now we're going to watch a short video segment so you can see what youth do when they're part of the program.



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

2. **SAY:**



Today, you'll learn more about the program's key content areas and how the program engages youth.

3. **TELL** participants that this training includes actual activities from the Media-Smart Youth curriculum. Because this is a training for facilitators and because the group is large, the activities are adapted slightly. **EXPLAIN** that the training models the facilitation style of the curriculum to enable participants to get a sense for the interactive nature of the program. The activities are noted on today's agenda.

4. **SAY:**



So, with that, let's take a look at the curriculum structure and design.