Media-Smart Youth®

A Workshop Curriculum for Youth Ages 11 to 13

Guide for Training Program Facilitators **upgraded**

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Media-Smart Youth®

Eat, Think, and Be Active!

A Workshop Curriculum for Youth Ages 11 to 13

Guide for Training Program Facilitators **upgraded**

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

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Training Overview

What: Half-day training for after-school program providers to teach the content of *Media-Smart Youth: Eat, Think, and Be Active!®*

Who: For use by after-school program providers who wish to teach 11- to 13-year-olds how media affect their health

Why: To provide a better understanding of the specifics of the curriculum and to better enable the after-school program providers to achieve the learning objectives and lead the activities

When: During a half-day session

Where: Ideally in a large, open conference room or a room with audiovisual equipment and wall space

Welcome!

The Media-Smart Youth program is an engaging curriculum 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 program was created to help empower young people to think critically about media and make thoughtful decisions about nutrition and physical activity. This training guide was developed in response to the requests of Media-Smart Youth pilot sites and first-wave users for a resource to help teach others in their communities how to implement the program.

Please read pages 5 to 11 in the *Media-Smart Youth Facilitator's Guide* to become more familiar with the program.

Ordering Curricula for Training Participants

We strongly suggest you order enough copies of the *Media-Smart Youth Facilitator's Packet* for each of your training participants. Please allow 3 to 4 weeks for delivery prior to your training.

To order, send an e-mail to **MediaSmartYouth@mail.nih.gov** and list the following information:

Contact name

Delivery address

Contact phone number

Number of copies requested

Training date

Short description of training participants who will receive the copies

Training Objectives

This training will help prepare after-school facilitators to implement the curriculum with young people. After taking part in the training, participants will be able to:

- Name the key content areas and why they are important.
- Practice and apply skills in the key content areas.
- Describe information and tools found throughout the Facilitator's Guide that help in planning and conducting the program.
- Explain the importance of the interactive learning style used in the curriculum.
- Describe several ways to engage young people in the program's activities and lessons.

Who Is This Training For?

This training is ideal for after-school program providers and for staff of organizations that wish to emphasize the importance of the effects that media have on the health of young people in terms of nutrition and physical activity. Program coordinators who wish to distribute the program to the providers/leaders with direct contact to the youth in their programs can also benefit from this training.

What's Inside the Train-the-Trainer Packet?

The Train-the-Trainer Packet includes:

- A guide to the half-day (3-hour) training, with accompanying worksheets
- A CD-ROM with slide presentations (optional for conducting the training)

You will also need the *Media-Smart Youth Facilitator's Packet* which includes the:

- *Media-Smart Youth Facilitator's Guide*
- Media-Smart Youth DVD
- 6 Media Questions Poster

How Many Trainers and Participants Should the Training Session Include?

Ideally, at least two trainers are recommended to deliver the training. Due to the level of participant interaction and timing, having two trainers allows the sessions to go more smoothly. It will also give the participants an opportunity to see the benefit of having at least two facilitators when delivering the Media-Smart Youth curriculum to young people.

Additional benefits of having two trainers include:

- Helping the participants stay focused by assisting with small group activities
- Preparing for the next activity
- Bringing a diversity of ideas to the discussions

The number of participants in the training depends on the size of the room and participant interest. The minimum suggested number is 10 participants, and the maximum suggested number is 50 participants.

A Note to Trainers

The number of participants in your training will determine the size of the small groups for activities. Dividing participants into small groups of three to eight people will allow optimum interaction and participation during these activities. Some suggestions for small group sizes based on the total group size include:

- **Total participant count of 10 to 15:** Divide into small groups of three to five people.
- **Total participant count of 16 to 35:** Divide into small groups of six to seven people.
- **Total participant count of 36 to 50:** Divide into small groups of eight to nine people.

What Is Included in the Training?

Module	Overview	Objectives
Welcome and Introductions	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.	• Welcome and introduce trainers and participants. • Provide an overview of the program and its objectives.

Module	Overview	Objectives
Overview of Structure & Design	This module familiarizes participants with the curriculum structure, the breakdown of activities in each lesson, and useful resources. This segment emphasizes the flexibility of the curriculum.	• Review the curriculum structure and design so participants get a feel for how to use the *Media-Smart Youth Facilitator's Guide*.
Exploring Media	This module explains how the curriculum defines media and their purposes. Activities allow participants to brainstorm the many types of media and understand the connection between media and health. Participants take part in an activity adapted from the curriculum that introduces the program's media-analysis tool, the 6 Media Questions.	• Explore the concept of media. • Examine the link between media and health.
Action Break	This module gives participants a chance to experience one of the many activities that the youth do during *Action Breaks* in the curriculum. This quick, fun, and equipment-free activity shows how physical activity can be fun.	• Participate in an activity that the young people will experience. • Engage in physical activity.
Exploring Nutrition	This module examines the nutrition concepts in the curriculum and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants take part in an activity that highlights the importance of whole grains and demonstrates how a whole grain is refined.	• Discuss the nutrition concepts in the Media-Smart Youth program.
Exploring Physical Activity	This module helps define physical activity and its many facets beyond just "exercise." Participants get a chance to practice taking their pulse, a key skill that youth use to gauge how hard their bodies are working.	• Explore the concept of physical activity.

Module	Overview	Objectives
Snack Break	Participants create and taste one of the many *Snack Break* recipes that the youth try during the Media-Smart Youth program. This module helps participants understand the importance of the *Snack Break* and the significance of the chosen snacks.	• Participate in a *Snack Break* that the young people experience. • Provide examples of healthy snacks that are described in the curriculum.
Exploring Media Production	In this module, participants learn the basics of media production and how it applies 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 one of the *Mini-Productions* to get a sense of how the youth use their creativity and learn about media throughout the program.	• Explore how media production skills are built throughout the Media-Smart Youth program.
Getting the Program Started	In this module, participants reflect on the facilitation style modeled by the trainers and discuss how this same style is used when facilitating the Media-Smart Youth program. In addition, participants receive hints and tips for successfully delivering the curriculum based on experiences of past facilitators.	• Learn the best methods for facilitating the program. • Review resources that may be needed to implement the Media-Smart Youth program.
Question/ Answer and Wrap-Up	Time permitting, participants will have an opportunity to ask additional questions.	• Answer outstanding questions and conclude the training.

Tips for Delivering the Training

Because the facilitation style called for in the training mirrors the techniques suggested for use in the *Media-Smart Youth Facilitator's Guide*, you should be comfortable doing the following:

Model Open and Nonjudgmental Behavior

- Be clear about expectations.
- Respect participants' feelings and opinions.
- Encourage each individual to participate, if he or she is comfortable doing so.
- Give compliments and acknowledge answers.
- Demonstrate acceptance for all participants.

Facilitate with a Focus

- Keep to the time schedule.
- Keep participants comfortable and engaged.

Ask Open-Ended Questions

- Ask "what, when, why" questions instead of questions that can be answered with a "yes" or "no" answer.
- Keep these examples of open-ended questions in mind: "What do you mean by…?" "What kind of fruits do you like?" "When is it easy for you to be physically active?" "How did you figure out that this food contains whole grains?"

Handle Sensitive Issues

- During the program, be sure to create an accepting environment in which everyone feels comfortable participating and safe in expressing his or her thoughts.

Lead by Example

- It is important for the Media-Smart Youth facilitators to lead by example when facilitating so they can inspire young people with their enthusiasm.
- It is equally important for training facilitators to also lead by example by participating in the *Action Break*, eating the food during the *Snack Break*, and being involved in the activities as much as possible.

Materials and Set-Up

Based on group numbers determined from the chart listed earlier (page 3), set up tables with participants facing the front of the room where the trainer will stand and where flipchart paper, an easel, and equipment (TV, DVD player, computer) will be set up.

Ideal Training Set-Up

- Large, open spaces available for movement and physical activity
- Several tables for small group work
- Wall space for flipchart paper brainstorming
- Equipment (TV, DVD player, computer)

Materials

A list of specific materials needed for each training module is included at the beginning of the module.

Evaluation/Feedback

At the end of the training, have your participants fill out a *Feedback Form*. The feedback they provide can help you adjust your training strategies to benefit future trainings.

Half-Day Training Preparation

You should begin preparation for the Media-Smart Youth training well before your training day to ensure adequate time for obtaining supplies and materials. Whenever feasible, you should view the training room layout to designate space for *Snack Breaks*, *Action Breaks*, and other training activities (as noted in the *Training Overview*, page 1). You should also practice and become familiar with the training scripts prior to your training day to help make interaction run smoothly and enhance the Media-Smart Youth training.

In this section, you will find the following information to help you plan for and conduct the half-day training:

- General supply list
- Grocery list for the *Snack Break*
- Flipchart papers and small papers needed for training activities
- Descriptions of the Media-Smart Youth DVD and slide presentation CD-ROM
- Handouts for participant folders

General Supply List

- 1 copy of *Media-Smart Youth: Eat, Think, and Be Active! Facilitator's Guide* for each participant or each table
- 2-inch binder(s) (optional, but strongly recommended) or metal rings to hold each guide together
- 6 Media Questions poster (included in *Media-Smart Youth Facilitator's Packet*)
- Media-Smart Youth DVD (included in *Media-Smart Youth Facilitator's Packet*)
  Note: The DVD segments complement the lesson content, and you will need equipment to play and show the DVD. You might use a DVD player and a TV, a computer with DVD capabilities, a portable DVD player, or other equipment. Because of the multiple possibilities, this guide includes the following general language in the *Materials Needed* and the *Trainer's Preparation* sections of lessons and activities that use the DVD: "Equipment to play and show the Media-Smart Youth DVD." When you see that language, you can secure the equipment needed/available for showing the DVD.
- Media-Smart Youth slide presentation CD-ROM (included in *Train-the-Trainer Packet*)

- Laptop with Adobe® Reader® viewing capabilities (Adobe® Reader® software can be downloaded at http://get.adobe.com/reader) and projector/screen (optional, but strongly recommended)
- Name tags
- Pens
- Sheets of large paper or flipchart
- Easel (if available)
- Markers (enough for small groups)
- Masking tape
- Index cards/sheets of small paper
- 1 example of media (make sure that this example reflects the cultural identity of the group and can be photocopied) from the following options:
  - Cover of a popular CD
  - Print ad
  - Poster
- Empty food packages; see *Trainer's Preparation* section (page 44) at the beginning of the *Exploring Nutrition* module for specific instructions

Grocery List for *Snack Break*

- Whole-grain breakfast cereal, such as whole-wheat flakes or whole-wheat and barley nugget cereal (estimate 1 large box for 15 to 20 participants)
- Low-fat granola (estimate 2 boxes for 15 to 20 participants)
- Sunflower or pumpkin seeds (estimate 3 jars for 15 to 20 participants)
- Raisins (estimate 1 large canister and 1 medium bag for 15 to 20 participants)
- Other dried fruits such as apples or apricots (estimate 2 bags for 15 participants)
- Unsalted nuts*
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer if soapy water is not available
- Plastic sandwich bags (estimate 1 for each participant)
- Twist ties (optional)
- Napkins (estimate enough for serving)

* This *Snack Break* contains unsalted nuts. Ask participants if any have nut allergies, and adapt this snack as needed.

Flipchart Paper and Small Paper for Training Activities

A Note to Trainers

Please review the *Trainer's Preparation* at the beginning of each module for instructions on how to prepare flipcharts and small papers specific to the activities in that module. The group size will determine the quantity of flipchart and small paper needed.

Welcome and Introduction

Prepare the following on sheets of flipchart paper to post in the training room:

- Agenda (see page 14 for content)
- Parking Lot (heading only)
- (*Optional:* If binders are provided, do not prepare this paper) Welcome! Please assemble your program materials:
  1. Unwrap your materials.
  2. Insert tabs.
  3. Insert ring.
- What is your favorite…
  - TV show?
  - Magazine?
  - Website?
  - Food?
  - Physical activity?

Exploring Media

Prepare the following on sheets of small paper:

- Types of Media (heading only; number of sheets determined by the number of groups)

Exploring Nutrition

Prepare the following:

- One flipchart paper for drawing the whole-grain diagram from *Lesson 4* (also found on page 89)
- 11 sheets 8½" x 11" paper to write the names of nutrients found in a whole grain

Exploring Physical Activity

Prepare the following on sheets of flipchart paper to post in the training room:

- Physical Activity Recommendations for Young People:
  - Do 60 minutes (1 hour) or more of physical activity daily.
  - 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.
- Top 5 It's Hard To Believe, But It's Physical Activity (heading only; number of sheets of flipchart paper determined by number of groups)

Exploring Media Production

Prepare the following:

- Index cards or small sheets of paper for the *Omission Mission* activity (the number of index cards determined by the number of groups)

DVD Segments and Slide Presentations

Welcome and Introductions

This module uses the following:

- DVD Segment #3: *What Is Media-Smart Youth?*
- Slide Presentation: *Welcome and Introductions*

Overview of Structure & Design

This module uses the following:

- Slide Presentation: *Overview of Media-Smart Youth Structure & Design*

Exploring Media

This module uses the following:

- DVD Segment #8: *The Power of Advertising*

Exploring Nutrition

This module uses the following:

- DVD Segment #5: *Eat It Up!*

Exploring Physical Activity

This module uses the following:

- DVD Segment #6: *Activities Fit To Be Tried: Music Sequence*

Exploring Media Production

This module uses the following:

- DVD Segment #10: Big Production *Montage*

Handouts for Participant Folders

These handouts are available at the end of this guide. Copy the handouts, and add them to the folders in the order shown below.

Left Pocket (fi st to last)

1. Agenda
2. Media-Smart Youth materials order form
3. Media-Smart Youth fact sheet
4. *Ideas for Implementation* handout
5. *Tips for Facilitating the Media-Smart Youth Program* handout
6. *Feedback Form*

Right Pocket (fi st to last)

1. *Media Detective Notepad* sheet
2. *All About Nutrition in Media-Smart Youth* sheet
3. *Whole-Grain Kernel* diagram
4. *Nutrition Scavenger Hunt* sheets
5. *The Pulse Game* sheet
6. *Take Home a New Idea: Mix It Up!* sheet
7. *Omission Mission Script Starter* sheet
8. *Tips for Media-Smart Parents* sheet from *Lesson 2: Thinking About Media*
9. *Materials Checklist*

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 Media ..... 30 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 Nutrition ..... 30 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 Activity ..... 20 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 Production ..... 30 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

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.

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?

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 and Introductions: Part 1 | 5 minutes

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 medial 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.

Welcome and Introductions: Part 2 | 5 minutes

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.

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[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 NICHD 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.

Overview of Structure & Design

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.

Overview | 10 minutes

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.

Exploring Media

Time

30 minutes

Activity Overview

This module provides an introduction into how the curriculum defines media and its purposes. Activities allow participants to brainstorm the many types of media and understand the connection between media and health. Participants take part in an activity adapted from the curriculum that introduces the program's media analysis tool, the 6 Media Questions.

Activity Objectives

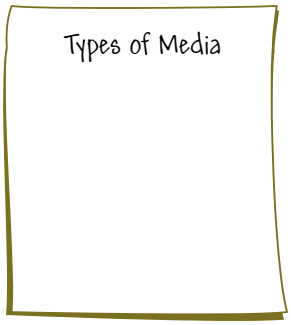
- Explore the concept of media.
- Examine the link between media and health.

Materials Needed

- 6 Media Questions poster
- Color copies of the same print ad (one copy for each small group)
- *Media Detective Notepad* sheets (one copy for each participant)
- Pencils/pens (one for each participant)
- Watch/timer
- Masking tape
- Equipment to play and show the Media-Smart Youth DVD

Trainer's Preparation

- Place blank paper in the center of each table with the following heading across the top: "Types of Media."
- At 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.
- Set up the equipment to play and show DVD Segment #8: *The Power of Advertising*.



- On an index card or piece of paper, write the following fact about media use among children in the United States:

  "Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media."[6]
- Post the 6 Media Questions poster in the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each participant).
- Place one print ad in the center of each table for each small group to analyze as its media sample.

Introduction | 2 minutes

1. **TELL** participants that in this session they will explore the concept of media and that they will examine the link between media and health.

2. **SHARE** with participants a few key points about the way media are presented in the curriculum:
   - The Media-Smart Youth program does not view media as "good" or "bad." Media are a well-established part of our culture and a tool for communicating.
   - Media can have a powerful effect on people's attitudes, behaviors, and health, including their food choices and body image.
   - Media-Smart Youth seeks to increase young people's awareness about the media in their lives.
   - Media-Smart Youth teaches young people to think about the media messages they receive and to make their own decisions about the media they experience.

3. **EXPLAIN** to participants that even though Media-Smart Youth focuses on young people and the media, the connections between media and health apply to adults, too.

4. **SAY:**

   In this session, we will:

   - *Define media and the main purposes of media.*
   - *Discuss media use by young people and the connection between media and health.*
   - *Practice analyzing media using a tool called the 6 Media Questions.*

[6] 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.

5. **TELL** participants that this session includes actual activities from the Media-Smart Youth curriculum. **EXPLAIN** that because this is a training for facilitators, slight adaptations were made to some of the activities, but that overall, these activities are very similar to the ones they will deliver to youth. This practice will give facilitators a chance to learn the content, and to gain a first-hand understanding of the interactive teaching style used throughout the curriculum.

Brainstorm Media | 5 minutes

1. **SAY:**

   Let's begin by defining media. What are media?

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

   - Ways of communicating or expressing information or ideas to people
   - Examples of media might include:
     - Traditional forms of media, such as newspapers, television shows, music, and books
     - Digital forms of media, such as e-mails, text messages, blogs, and social networking sites

2. **TELL** participants they are going to make a list of all the different kinds of media they come across every day.

3. **TELL** participants they are going to work in small groups to create lists of media. **DIVIDE** participants into their small groups.

4. **ASK** each group to select one or more participants for each of these roles:
   - Notetaker(s) will write down the group's ideas on a sheet of flipchart paper.
   - Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
   - Presenter(s) will read the list when the group is done.

5. **ASK** each group to work together to brainstorm all the different kinds of media formats they can think of. **TELL** participants to record their ideas on the sheet of paper in the center of each table labeled "Types of Media" and to number their lists. Their lists should include any and all kinds of media they can think of. They will have 1 minute to create their lists.

A Note About Engaging Participants

To add energy and suspense to the activity, turn it into a friendly contest. For example, see which team has the longest list when the 1 minute for this activity is up. Give a round of applause to the group that wins, and invite those participants to present their list first.

6. **ALLOW** 1 minute for participants to brainstorm and write down their ideas. At the end of 1 minute, have participants count the number of items on their list.

7. **ASK** one table to read its full list to the larger group. **ASK** each of the other tables to add one type of media from their lists that has not already been mentioned by other groups. This might be a type of media that they especially like or something that surprised them on their list.

   Examples of media:

   - Television (TV)
   - Advertisements or commercials
   - Infomercials
   - Public service announcements (PSAs)
   - Movies
   - Videos
   - DVDs
   - Visual arts (paintings, photos, sculptures, etc.)
   - Newspapers
   - Books
   - Books on tape or CD
   - Magazines
   - Comic books or graphic novels
   - Flyers or brochures
   - Cell phones or mobile devices, including smartphones
   - Text messages
   - Internet
   - Blogs

- Social networking sites (such as Facebook)
- Websites
- E-mail
- Instant messaging (IM)
- Video games
- Radio
- Music
- Billboards
- Signs on the outside or inside of buses or at bus stops or transit stops
- Signs on the sides of trucks and vans
- Art contests
- Sports sponsorships
- Food or drink packaging (for example, cereal boxes)
- Mail
- Theater
- Dance
- Performance arts

Finding the Purpose | 3 minutes

1. **SAY:**

   Now that we are aware of the many types of media, let's think about their purpose. All media products have a purpose, or a reason why they are created.

2. **ASK** participants what the three main purposes of media are. **INVITE** participants to look at the examples of media on their lists to help them think about their purpose.

3. **LISTEN** to ideas from the participants. If necessary, **GUIDE** them to the following responses:
   - Persuade (for example, magazine and Internet advertisements)
   - Inform (for example, TV news or blogs)
   - Entertain (for example, movies or video games)

SAY:

The first letter of each of these purpose words forms the acronym "PIE." This acronym may be an easy way for the youth to remember the three purposes of media. Keep in mind that some types of media may have more than one purpose.

4. **ASK:**
   - Why is it helpful to know the purposes of different kinds of media?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of response:
     - Knowing the purpose helps us to be more aware of how media are used and how media may affect us.
     - Knowing the purpose helps us to think critically about what we see and hear in the media.

Exploring the Connection Between Media and Health | 10 minutes

1. **REMIND** participants that the Media-Smart Youth program does not view media in terms of "good" or "bad." **EXPLAIN** that Media-Smart Youth teaches young people to think about the media messages they receive and encourages them to make their own decisions about the media they experience based on critical thinking skills.

2. **TELL** participants that the next activity is designed to help them understand the prevalence of media in young people's lives. This part of the activity focuses on the media behavior of young people.

3. **ASK** participants how much time each day they think young people, ages 11 to 14, spend on average using media, not including any time spent at school. **EXPLAIN** that using media includes activities such as playing video games, listening to music, reading, going online, using their cell phones, blogging, and watching TV or DVDs.

4. **LISTEN** for ideas from the group. **ALLOW** participants to try to answer the question.

5. **READ** the index card or paper with a fact about media use:

   Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media.

6. **ASK** participants if they are familiar with the term "media multitasking."

7. **LISTEN** for ideas from the group. If necessary, **GUIDE** them to the following response:
   - Media multitasking involves using more than one form of media at the same time. For example, using the Internet while talking on the phone is media multitasking.

8. **SAY:**

   The statistic that I just shared with you doesn't include times when youth use multiple forms of media at once. Among children 8 to 18 years old, 74 percent use another form of media while using the Internet. When we account for media multitasking, our media consumption shoots up dramatically to a total of nearly 12 hours (11:53) of use in a typical day.[7]

9. **DISCUSS** this statistic and the connection between media and health with participants.

   ASK:

   - What influences in all of our lives—both young people and adults—might contribute to this amount of media use?

     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
     - Media are all around us—embedded in our culture.
     - There are many different kinds of media available.
     - People talk about, share, and promote media with their friends.
     - Media producers and companies use persuasive techniques to encourage consumers to buy their media products.
     - Media use can be fun and social (such as going to movies with peers, playing video games with friends, listening to music, and other activities).
     - Media use offers instant gratification (via instant messaging, cell phones, and iPod™).
     - Some media are associated with images that are appealing to people (for example, it's "cool" to have an iPad™ or an iPhone™).
     - Many people rely on media as part of their lifestyle. For example, some people like to have a smartphone or laptop with them when they are away from the office or on vacation.

10. **SHOW** DVD Segment #8: *The Power of Advertising.*

[7] 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.

11. **DISCUSS** the video segment with participants.
    ASK:
    - What's the connection between media and health?
      LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
      - Media are everywhere and can have a powerful effect on our attitudes, behaviors, and health.
      - Many people like to snack while they use media and do not realize how much they are eating. They often choose foods that are high in solid fats, added sugars, and calories. These foods may taste good and fill people up, but they don't have much nutritional value.
      - Many media advertisements promote foods that are high in solid fats, added sugars, and calories and that do not have much nutritional value.
      - Many media advertisements aimed at young people (and adults) make foods very tempting, which can lead us away from eating to satisfy hunger. People are more likely to overeat if they lose track of whether or not they are hungry.
      - Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media often portray body sizes and shapes that are unrealistic and have little to do with being healthy.
      - Media keep us busy, but not necessarily active. People often choose to use media instead of being physically active.
      - Media often portray sports as fun and exciting. Even though that portrayal encourages interest in sports, some people watch sports instead of being active themselves.

12. **EXPLAIN** that even though this discussion focuses on the media behaviors of young people, most of these points about the connection between media and health apply to adults, too.

13. **SAY:**
    Next, we are going to practice analyzing media.

The 6 Media Questions | 4 minutes

1. **SAY:**

   Creators of media want you to think in a certain way or take a specific action. This relates back to the main purposes of media, which are to persuade, inform, or entertain. Media that serve to persuade or inform are often selling a product or a specific point of view. Creators of media that entertain want to give you pleasure or fun by using or choosing their media.

   To become more active and thoughtful users of media, you can use the 6 Media Questions, a set of basic questions for analyzing media. The 6 Media Questions will also help youth create media for their Mini-Productions *and their* Big Production. *Let's review the 6 Media Questions together.*

2. **INTRODUCE** the 6 Media Questions poster on the wall and review it quickly. **ASK** for a volunteer to read each question and briefly explain what the question means by asking the volunteer:
   - What is this question asking you to think about?
   - What does this question mean to you?

3. **CLARIFY** the concepts in each media question as needed. **USE** the *Understanding the 6 Media Questions* table on the next page for definitions and examples.

A Note to Trainers

The table on the next page is for trainer reference only. It provides further information to help trainers review and define the 6 Media Questions with participants.

Understanding the 6 Media Questions What do you think about this media product? Answer the following questions to help you decide:	
Media Question	**What Does It Mean?**
1. Who is the **author** or sponsor?	This question is asking you to identify who wrote, created, or sponsored the media product, such as a newspaper journalist, a musician, or a food company.
2. What is the **purpose**?	This question is asking you to identify the reason this media product was created (such as to persuade, inform, or entertain).
3. Who is the **audience**?	This question is asking you to identify the group, such as young people, parents, older adults, or any other group, you think the media product is meant for. In other words, who does the creator/sponsor want to see, hear, or use this product?
4. What is the **message**?	This question is asking you to identify the message that this specific media product is trying to get across. The message is the main statement, point, or opinion that is being expressed in the media. In other words, what is the media product telling you? Once you know what the message is, you can decide what you think about it and whether you agree with it.
5. What **information is missing**?	This question is asking you to identify information that is not included in the media message, but that is still important. The act of leaving out information is also known as "omission." For example, a food ad might leave out information about ingredients, or a news story might present only one point of view about an issue.
6. What **techniques** are used to attract your attention?	This question is asking you to identify the specific techniques the media product uses to grab your attention and draw you in. The techniques used in media—such as sound, color, humor, or use of well-known personalities—are important because they make the media more interesting and attractive. Different techniques work with different audiences.

Using the 6 Media Questions | 5 minutes

1. **TELL** participants that they will now have a chance to practice using the 6 Media Questions. **EXPLAIN** to participants:
   - They are going to work in small groups at their tables.
   - Each group will work together to analyze the print ad in the center of their table by answering the questions on the *Media Detective Notepad* sheet. The sheet is in their folders.
   - Groups will have 3 minutes to analyze the print ad.

2. **ASK** each group to select one or more participants for each of these roles:
   - Notetaker(s) will write down the group's ideas on the *Media Detective Notepad* sheet.
   - Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
   - Presenter(s) will read the answers when the group is done.

3. **ALLOW** groups to work for 3 minutes. **VISIT** each group, and **PROVIDE** help as needed. **TELL** participants when they have 1 minute left to finish their sheets. **TELL** participants when time is up.

4. **DISCUSS** the activity with the full group. **ASK** each group to answer one of the 6 Media Questions about the sample ad, beginning with *Media Question #1* and working around the room to cover all six questions (one question per table). If there are more than six groups, **INVITE** the additional group(s) to also answer *Media Question #5: What information is missing?* **POINT OUT** that there are many different answers to this question.

5. **ASK** participants:
   - What is the difference between the purpose and the message of media? **LISTEN** to ideas from participants. If necessary, **GUIDE** them to the following responses:
     - The purpose tells you generally what the media product was created to do, such as persuade, inform, or entertain.
     - The message is the specific main point or statement made by a media format, such as the main idea of a TV story or a key point in a news article.

Closing the Activity | 1 minute

1. **CONGRATULATE** participants for being observant about media. **ASK** whether they have any comments or questions.

2. **SAY:**

   Knowing how to use the 6 Media Questions is an important step in becoming media smart.

   Now it's time for an Action Break!

Action Break

A Cool Wind Blows

Time
10 minutes

1. **TELL** participants that physical activity is anything that gets your body moving and that later in the training they will learn more about physical activity. The *Action Breaks* throughout the curriculum are great examples of this concept and provide the youth with easy ways to incorporate physical activity into their lives.

2. **SAY:**
   This Action Break *is called "A Cool Wind Blows," and it comes from* Lesson 4 *in the curriculum.*

Doing the Activity

1. **SET UP** chairs in a half-circle. **USE** one fewer chair than there are youth.
2. **CHOOSE** one youth to remain standing in front of the chairs, facing the group. **ASK** remaining youth to sit on the chairs.
3. **EXPLAIN** the activity:
   - A person will call out a statement that describes some members of the group. The person must begin the statement by saying, "A cool wind blows for anyone who_____," filling in the blank with any descriptive quality about some members of the group. The statement should also apply to the youth standing in the middle of the circle, so he or she can try to find a seat too. For example, the person could say: "A cool wind blows for anyone who played basketball yesterday." If any of the youth played basketball the previous day, the wind makes them move. Those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. The goal is to find a seat before all the seats are gone.
   - The activity has two rules:
     - Youth cannot move to a seat on either side of the one they just stood up from (unless only two youth, who are sitting next to each other, stand up).
     - They cannot push or hurt each other to get a seat.
   - There always will be one youth left who doesn't find a seat. That person should then stand in the middle of the circle and say another statement that describes members of the group, such as, "A cool wind blows for anyone who has brown eyes," and so on.
   - The person in the middle can call out "Tornado!" at any time and *everyone* (including the youth who was standing at the time) must find a different seat.

A Cool Wind Blows (continued)

Time
10 minutes

4. **ENCOURAGE** youth to think of descriptive qualities that relate to media, food, and physical activity. Some examples include:
   - Anyone who listened to music today
   - Anyone who drank soda yesterday
   - Anyone who played a video game yesterday
   - Anyone who has more than 10 friends on a social networking site
   - Anyone who drank fat-free or low-fat milk today
   - Anyone who did a physical activity yesterday
   - Anyone who likes grapes
   - Anyone who likes to play soccer
   - Anyone who has a blog
   - Anyone who went online today
   - Anyone who sent a text message today
   - Anyone who chatted online this week
   - Anyone who visited a social networking site today
   - Anyone who walked to school yesterday
5. **START** the activity. **ASK** the standing youth to say, "A cool wind blows…."
6. **MAKE SURE** the game moves quickly so youth are moving often. **CONGRATULATE** youth when the activity is over.
7. **ASK** youth if they had fun. **ASK** if they think "A Cool Wind Blows" counts as physical activity. **TELL** them that it does count. **EXPLAIN** that anything that has them moving quickly, jumping around, and getting out of breath is a great way to be physically active and have fun, too!
8. **ENCOURAGE** youth to try this activity with their family, friends, or sports teams.

Exploring Nutrition

Time

30 minutes

Activity Overview

This module examines the nutrition concepts in the curriculum and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants are also involved in an activity that highlights the importance of whole grains and demonstrates how a whole grain is refined.

Activity Objective

- Discuss the nutrition concepts in the Media-Smart Youth program.

Materials Needed

- *All About Nutrition in Media-Smart Youth* sheet
- An 8½" x 11" sheet of paper for each of the following terms, written in black marker: ENDOSPERM, B VITAMINS, IRON, BRAN, GERM, FIBER, ANTIOXIDANTS, VITAMIN E
- An 8½" x 11" sheet of paper for each of the following terms, written in red marker: IRON, B VITAMINS
- Flipchart paper containing an enlarged sketch of a whole grain, based on the drawing on page 89
- *Option 2: Scavenger Hunt Guide* sheets (one copy for each participant)
- Pencils/pens (one for each participant)
- Equipment to play and show the Media-Smart Youth DVD

Provide each group with materials from one of the following categories:

1. **Breakfast Cereal**
   - Empty box from a sweetened, corn- or rice-based cereal
   - Empty box from an unsweetened, whole wheat-based cereal
   - Empty box from a sweetened, corn- or rice-based cereal that includes the words, "Made with Whole Grains" on the packaging

   Note: Only one box with the "Made with Whole Grains" label is needed for the trainer's demonstration.

2. **Bread**
   - An empty bag from a loaf of 100% whole-grain bread
   - An empty bag from a loaf of white bread

3. **Milk and Milk Products**
   - One small empty carton of 2% milk
   - One small empty carton of fat-free milk
   - One empty package of regular cheddar cheese
   - One empty package of reduced-fat cheddar cheese

   Note: If you have a large class, divide participants into multiple small groups and provide each group with its own set of materials.

Trainer's Preparation

- Photocopy enough of the *Option 2: Scavenger Hunt Guide* sheets to have one set for each participant.
- Photocopy enough of the *All About Nutrition in Media-Smart Youth* sheets to have one for each participant.
- Distribute either the cereal, bread, or milk and milk product food packages to each small group, but keep the "Made with Whole Grains" cereal to the side for a demonstration. If you anticipate having more than seven participants per group, then have more than one group work on the same set of food packages.
- Draw a sketch of an enlarged whole grain on a flipchart paper, based on the whole-grain diagram provided on page 89.
- Set up the equipment to play and show DVD Segment #5: *Eat It Up!*

Introduction | 5 minutes

1. **SAY:**

   Due to the complexities of nutrition, it's impossible to cover all aspects of a healthy diet in a program that focuses on other topic areas.

   Because we can't cover all topics in nutrition, the curriculum covers four basic nutrition content areas and encourages young people to consider these in their daily eating. They are:

   - *Eating more fruits and vegetables*
   - *Choosing whole grains*
   - *Increasing foods and drinks that contain calcium*
   - *Reducing snacks and drinks with solid fats and added sugars*

   Please review the All About Nutrition in Media-Smart Youth *worksheet for more detailed information on these topics. Keep in mind that:*

   - *Media-Smart Youth is not a weight-loss program or a diet; it's about making healthy choices, and everyone can benefit from making healthy choices.*
   - *All foods, eaten in moderation, can be part of a healthy way of eating.*
   - *Try to avoid the phrases "junk food" or "diet," and don't label any food as "good" or "bad."*

2. **TELL** participants that they will be looking at the Nutrition Facts labels and ingredient lists on packaged products, talking about whole grains versus refined grains, and watching a video about making smart snack choices.

3. **SAY:**

   We'll begin by looking at ingredient lists and Nutrition Facts labels of different food packages. The Nutrition Facts label is a tool that people can use to identify:

   - *Serving size*
   - *Amounts of:*
     - *Fat*
     - *Added sugar*
     - *Calcium*
     - *Fiber*
   - *Whether a product contains whole grains*

   You'll also look at how food manufacturers use product packaging to influence people to buy certain foods.

Nutrition Facts Label and Ingredient List | 15 minutes

1. **ASK** participants:
   - What is a Nutrition Facts label?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following response:
     - The Nutrition Facts label is information on food packaging that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein, and other nutrients. Nutrition information is based on a single serving size.
   - What is an ingredient list?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following response:
     - The ingredient list tells you exactly what is in a particular food item. The ingredient that weighs the most is listed first, and the ingredient that weighs the least is listed last.
   - What is a serving size?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
     - A serving size is a standardized amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
     - The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. The size of the serving on a Nutrition Facts label is not always the same as serving sizes in nutrition recommendations.
   - What is %DV (percent daily value)?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
     - %DV is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food. This is an important identification tool for helping you use the Nutrition Facts label to make better nutrition choices.
     - We use the "5–20 rule" to make sense of the %DV. For example, 5%DV or less is low. 20%DV or more is high. So if you want to choose foods that are lower in total fat and solid fats, look for a %DV that is 5 or less. If you want to eat foods that are higher in certain nutrients, such as vitamin C, look for %DV that is closer to or higher than 20.

- The amount of sugar is listed in grams (g) and does not include a %DV. The sugar amount listed is total sugars, which includes both sugars found naturally in the food as well as added sugars. The higher the number of grams, the more sugar is in the food or drink. Sugars are naturally found mostly in milk products and fruit. Sugars in other types of food products are generally added sugars. The "sugar" words in the ingredient list—such as high fructose corn syrup or sucrose—tell you about the kind of added sugars in the food.
- The Nutrition Facts label also includes "Total Fat." Underneath "Total Fat," you'll see "Saturated Fat" and "Trans Fat." The number of grams of these fats and the %DV of total fat and saturated fat will give you a good idea of whether the food is high in solid fats (solid fats contain mostly saturated fats and trans fats). The Nutrition Facts label does not include %DV for trans fat. Most people should keep their intake of trans fats as low as possible.

2. **DIVIDE** participants into small groups.

3. **EXPLAIN** to participants they should look for the *Scavenger Hunt Guide* sheets in their participant folders, and they will fill out the sheets based on the food packages in front of them.

4. **TELL** the groups that they will have 7 minutes to complete their sheets, and that you will let them know when they have 1 minute remaining.

5. **START** the scavenger hunt. **TELL** participants when they have 1 minute remaining.

6. **REVIEW** the *Scavenger Hunt Guide* sheets out loud with all of the groups.
   SAY:

- *For those of you who had the breakfast cereal scavenger hunt:*
  - *How much fiber does the sweetened cereal have?*
  - *How about the whole-grain cereal?*
  - *If you were looking at fiber, which would be a better choice?* (Answer: whole-grain cereal)
- *For those of you who had the bread scavenger hunt:*
  - *How much fiber does the white bread have?*
  - *How about the whole-wheat bread?*
  - *If you were looking at fiber, which would be a better choice?* (Answer: whole-wheat bread)

- *For those of you who had the milk and milk products scavenger hunt:*
  - *How much fat did the 2% milk have?* (Answer: 5 grams)
  - *How about the fat-free milk?* (Answer: 0 grams)
  - *Which has more calcium?* (Answer: Both have the same amount, 30%DV)
  - *If you were looking at reducing fat and increasing calcium, which would be a better choice?* (Answer: Fat-free milk)

7. **SHOW** the box for the cereal "made with whole grain."
   SAY:

   It's important to pay attention to the Nutrition Facts label even if there are other cues on the packaging that tell you something about the content of a product. For example, some cereal companies advertise that all their cereals are made with whole grain. But "made with whole grain" does not always mean that the product is a healthy, fiber-rich food. Even though the cereal could be made from a whole grain, it could be a low-fiber grain, like corn or rice. These cereals also can be high in added sugars.

8. **ASK** someone to read the fiber content of a serving of the cereal.

9. **SAY:**

   Even though product packaging tells you one thing, it may actually mean something else, so you need to pay attention to the Nutrition Facts label. The cereal that is "made with whole grain" doesn't necessarily have more fiber than the version that does not have the "made with whole grain" message on it.

10. **ANSWER** any questions they may have. **RECOMMEND** that they take the other *Scavenger Hunt Guides* that they didn't work on to the grocery store to practice reading the Nutrition Facts label before they do the activity with the young people.

Whole-Grain Demonstration | 10 minutes

1. **SAY:**

   At the beginning of this section, we briefly mentioned the idea of whole grains versus refined grains.

2. **SHOW** participants the picture of a whole grain on the flipchart paper. **NOTE** that a whole grain contains all the parts of the grain—the bran, endosperm, and germ.

3. **EXPLAIN** that a "refined grain" is a whole grain that has gone through a milling process. In this process, the whole-grain kernels are cleaned and moistened and crushed between heavy rollers. This removes most of the bran and some of the germ, leaving only the endosperm. The endosperm particles of wheat are ground some more and sifted to make fine-textured white flour. **NOTE** that removing the bran and the germ also removes the fiber; nutrients, such as iron and B vitamins; and other compounds from the grain. After they are refined, some grains are enriched, a process that adds back the iron and some of the B vitamins, but not the fiber or certain other nutrients.

4. **TELL** participants that they will now do a demonstration that puts this explanation into action.

5. **ASK** for 10 volunteers to come to the open space in the room and help with the demonstration. The rest of the group should stand to the side and watch.

6. **SAY:**

   You will now pretend to be a grain going through the milling process. We'll do it twice—the first time, we'll become whole-grain flour. The second time, we'll become refined, enriched flour. This activity will help you understand the difference between whole grains and refined, enriched grains, and why you should choose whole-grain foods more often.

7. **HAND OUT** the prepared signs. Each participant should hold a sign indicating what part of the whole grain he or she is: FIBER, BRAN, ENDOSPERM, GERM, ANTIOXIDANTS, VITAMIN E, B VITAMINS, or IRON. **ASK** the participants to stand in a tight cluster together at one end of the space. **ASK** the participant holding the BRAN sign to stand at the outside of the cluster because he or she is the outer covering of the whole grain. **EXPLAIN** that, together, the participants are a whole grain ready to be made into flour for whole-grain bread, pasta, cereal, or other whole-grain products.

8. **TELL** participants that the milling process has begun. **ASK** the group to slowly shuffle toward the other end of the room. **REMIND** them to stay as close together as they can. When they get to the other end of the room, **TELL** them to stop. Ta-da! **EXPLAIN** that they are still a whole-grain flour,, ready to be made into whole-grain bread, pasta, cereal, or other whole grain products.

9. **TELL** participants to return to the place where they started (they do not have to stay in their cluster as they return to the starting place). **EXPLAIN** that they are now going to demonstrate what happens when a whole grain is milled into refined, enriched flour.

10. **ASK** all the participants but two—the one holding the red IRON sign and the one holding the red B VITAMINS sign—to stand in a tight cluster together at one end of the room. **ASK** the participant holding the BRAN sign to stand at the outside of the cluster because he or she is the outer covering of the whole grain. **EXPLAIN** that, together, the participants are a whole grain. **TELL** the two participants who are holding the red signs to stand about two-thirds of the way down the space. **EXPLAIN** that they are the nutrients added back during the enrichment process.

11. **TELL** participants that the milling process has begun. **ASK** the group to begin to shuffle toward the other end of the room. **REMIND** them to stay as close together as they can. When the group is about one-third of the way across the space, **TELL** the cluster to stop.

12. **ASK** participants holding the BRAN, GERM, FIBER, B VITAMINS, IRON, ANTIOXIDANTS, and VITAMIN E signs to leave the cluster and stand to the side. **TELL** the one person remaining in the cluster (ENDOSPERM) to continue on toward the other end of the room. When the participant reaches the two participants holding the red B VITAMINS and IRON signs, **TELL** him or her to stop.

13. **ASK** the participants holding the red B VITAMINS and IRON signs to join the person holding the ENDOSPERM sign in a tight cluster. **TELL** the cluster to continue shuffling. When they get to the other end of the room, **TELL** them to stop. Ta-da! **EXPLAIN** that they are now refined, enriched flour ready to be made into bread, pasta, cereal, or other refined-grain products.

14. **ASK** participants to return to their seats. **CONDUCT** a quick debriefing, using the following questions:
    - What do you think about what happens to a whole grain during the milling process?
    - Has this demonstration changed your opinions about grain foods? If so, how?

15. **BE SURE** to note that even though nutrients are added back when the grain is enriched, it doesn't mean that the final product is exactly the same, or as nutritious as the original whole grain.

16. **TELL** participants that the *Hurray for Whole Grains!* activity comes from *Lesson 4* in the Media-Smart Youth curriculum.

Cutting Back on Solid Fats and Added Sugars | 5 minutes

1. **SAY:**

   Now we will watch a video that focuses on cutting back on solid fats and added sugars.

2. **PLAY** DVD Segment #5: *Eat It Up!*

3. **ASK** the participants:
   - Would one person like to share some of the ways that you can cut back on solid fats and added sugars in the foods you eat?
     If necessary, **GUIDE** them to the following responses:
     - Choose *alternatives* that are low in solid fats and added sugars and that provide nutrients.
     - Choose *smaller amounts* of foods that are high in solid fats or added sugar.
     - Choose foods that are high in solid fats or added sugar *less often*.
   - If there is additional time, **ASK:**
     - Which of these approaches for cutting back on solid fats and added sugar would you be most likely to try? Please give specific examples.

Closing the Activity | 1 minute

1. **SAY:**

   Remember, if you have questions, there's a Parking Lot where you can write them, and we will do our best to address them before the end of the training.

2. **REMIND** participants that the *All About Nutrition in Media-Smart Youth* sheet describes the program's nutrition concepts in more detail.

3. **SAY:**

   This concludes the discussion about nutrition in Media-Smart Youth. Next we will learn about another content area of the program: physical activity.

Exploring Physical Activity

Time

20 minutes

Activity Overview

This module helps define physical activity and its many facets beyond just "exercise." Participants get a chance to practice taking their pulse, a key skill that youth can use to gauge how hard their bodies are working.

Activity Objective

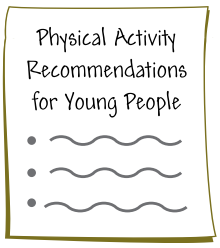
- Explore the concept of physical activity.

Materials Needed

- Flipchart paper (at least one sheet for each group), easel (if available), markers, masking tape, watch/timer
- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD
- *Pulse Game* sheet (one for each participant)

Trainer's Preparation

- Post the 6 Media Questions poster in the room.
- Set up workstations (quantity is based on number of groups) in different areas of the room where the participants can work in small groups.
- Write "Physical Activity Recommendations for Young People" at the top of a sheet of flipchart paper. Under the heading, write:
  - Do 60 minutes (1 hour) or more of physical activity daily.
  - 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.



Post the sheet in the front of the room, and cover it until it is needed in the discussion.

- Write "Top 5 It's Hard to Believe, But It's Physical Activity" on sheets of flipchart paper and post in each workstation (enough for one per small group). Make sure each group has markers to write with.
- Photocopy *Pulse Game* sheets (one for each participant).
- Set up the equipment to play and show DVD Segment #6: *Activities Fit To Be Tried: Music Sequence*.

Introduction | 4 minutes

1. **TELL** participants that in this session they will explore the concept of physical activity and how it is addressed in the Media-Smart Youth program.

2. **SAY:**

   In this session, we will:

   - *Define physical activity and discuss what it does for our bodies.*
   - *Brainstorm ways to incorporate physical activity into our daily lives.*
   - *Practice how to calculate our pulse rates while at rest and after varying levels of physical activity.*

3. **TELL** participants that the program wants youth to understand what it means to be physically active and to be able to explain why physical activity is important for good health.

4. **SAY:**

   The program focuses on the following concepts:

   - *Physical activity is anything that gets the body moving.*
   - *Exercise is just one form of physical activity and often suggests structured workouts, such as jogging and weightlifting.*
   - *One key to being physically active is to find ways to make physical activity a natural part of our daily lives.*

5. **SAY:**

Media-Smart Youth uses the following physical activity recommendations suggested by health experts:

UNCOVER the paper titled, "Physical Activity Recommendations for Young People" and **READ** the recommendations out loud:

- *Do 60 minutes (1 hour) or more of physical activity daily.*
- *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.*

What Is Physical Activity? | 2 minutes

1. **SAY:**

As I mentioned earlier, physical activity can be defined as anything that gets your body moving.

ASK participants:

- What are some examples of physical activity?
  LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
  - 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; or washing the floor.

2. **SAY:**

Physical activity is a broad term that refers to all kinds of activities: slow, fast, easy, hard, simple, complicated, done alone, or done with a group. If it gets your body moving, then it's physical activity! Remember that sports and exercising are just one part of physical activity. There are also many other ways to be active.

3. **ASK** participants:
   - What does physical activity do for you and your body?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
     - Keeps your body healthy
     - Makes your heart and lungs fit and strong
     - Makes your bones and muscles strong
     - Makes you feel energetic
     - Builds strength and endurance
     - Helps you feel good about yourself
     - Gives you something to do when you are bored
     - Creates a fun way to meet others or spend time with friends

Creating a Top 5 It's Hard to Believe, But It's Physical Activity List | 6 minutes

1. **SAY:**

   Now you're going to work in teams to create a Top 5 It's Hard to Believe, But It's Physical Activity list. These lists should include any physical activity that gets your body moving, especially everyday activities. Don't include traditional sports or exercises, such as basketball or weightlifting. You can be as imaginative as you want, as long as the activity gets your body moving!

2. **ASK** participants for an example of an activity that would go on this list. Some examples might include sweeping, vacuuming, or having a snowball fight.

3. **DIVIDE** the participants into small groups of seven or eight people.

4. **ASK** each group to select one or more participants for each of these roles:
   - Notetaker(s) will write down the group's ideas on flipchart paper.
   - Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
   - Presenter(s) will read the list when the group is done.

5. **ALLOW** the groups 2 minutes to create their lists on the flipchart paper. **TELL** participants when they have 1 minute left and when it is time to stop.

6. **ASK** one group to present its list to the larger group, counting from 5 to 1. **TELL** all participants to drum their hands on the table right before the group reads its number 1 It's Hard to Believe, But It's Physical Activity idea from the list. Have the remaining groups present any activities that were not mentioned by the original group. **CONGRATULATE** the participants for having such creative and clever ideas.

7. **DISCUSS** the lists briefly. **ASK:**
   - Which activities on the list surprised you because you never thought of them as physical activity before today?

8. **SAY:**

   As your Top 5 lists show, being active doesn't mean you have to play an organized sport. You can be active in many other ways as part of your daily life. Just keep in mind that being active in any way is important.

The Pulse Game: Learning to Take Your Pulse | 8 minutes

1. **TELL** participants that they are going to do a short activity called the *Pulse Game*.

2. **ASK:**
   - What is your pulse?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following responses:
     - Your pulse is the throbbing of your arteries as your heart pumps blood through them.
     - Your pulse tells you how fast your heart is beating; pulse is also known as heart rate.
     - Your pulse can give you information about how hard your body is working.

3. **EXPLAIN** to participants how to take their pulse.
   SAY:

   Take your pulse by putting your index and middle finger on the inside of your wrist, or on the side of your neck, and counting the number of beats per minute that you feel.

4. **ASK** participants to take the *Pulse Game* sheets out of their folders.

5. **SAY:**

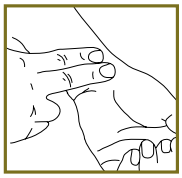
Resting heart rate is the number of times a person's heart beats per minute when that person has not been moving. Your resting heart rate is different from your heart rate when you are active, which is what we'll take later. Let's practice by taking our resting heart rate together.

DEMONSTRATE for participants the way to take a pulse as you guide them through the steps.

6. **SAY:**

Here's how we'll do it:

- *Sit down quietly and relax.*
- *Put your index and middle finger on the inside of your wrist of your opposite hand, below your thumb. Or place your fingers on the side of your neck, in the soft hollow area next to your windpipe.*
- *Now feel for your pulse. Don't use your thumb because it has its own pulse.*
- *Count your pulse for 6 seconds. Take that number and multiply it by 10. The resulting number is your resting heart rate.*



7. **ASK** if participants have found their pulse. **HELP** participants if necessary.

8. **TELL** participants when it is time for them to begin counting their pulse. **ALLOW** 6 seconds to pass on your watch or timer. **TELL** participants to stop counting when time is up.

9. **ASK** participants to write down the number of beats they counted during the 6 seconds in the Step #1 section of the *Pulse Game* sheet. **ASK** them to multiply that number by 10 (by adding a zero to their original number). **NOTE** that the resulting number is their resting pulse rate.

10. **POINT OUT** the "Levels of Intensity" chart on the bottom of their *Pulse Game* sheets. **TELL** them to find their level of intensity and mark it on their paper in the far right column.

A Note About Matching Pulse Rates to Levels of Intensity

The "Level of Intensity" numbers in the *Pulse Game* sheet are not intended to be an absolute indicator of the intensity of the different activities. They are there merely to show the youth that some activities will make their hearts beat faster than others and to give them a way to understand the subjective definitions of "low," "moderate," and "vigorous" intensity.

11. **SAY:**

The resting heart rate for youth older than 10 years of age and for adults is usually between 60 and 100 beats per minute.[8] *Between 60 and 100 is an average. People's heart rates change from day to day and throughout the day depending on what they are doing. The pulse rates that each of you will calculate during our activity are specific to the particular setting you are in today and may be influenced by many factors, including the tempo of the music. The heart rates you will calculate do not reflect your ability to do any physical activity.*

12. **EXPLAIN** to participants that they will now try out different kinds of physical activities in two separate groups. Each group will do a specific physical activity.

13. **SAY:**

You are going to see how different physical activities and how you do them affect your pulse rate. I will divide you into two groups, and each group will do a different physical activity for 1 minute. After 1 minute, you will stop and immediately take your pulse.

I will keep time and let you know when to start and stop the activity and when to take your pulse. When you are done taking your pulse, write it in the second column of Step #2 on the Pulse Game *sheet. Then multiply it by 10, and write this number in the fourth column—Beats Per Minute—of Step #2.*

Lastly, you will determine the level of intensity you used for the activity. Don't compare your answers with one another because two people can experience different levels of intensity when doing the same physical activity.

After you finish the first activity, I will tell each group to do a different physical activity. You'll do a total of two activities for 1 minute each, and you will calculate your pulse rate after each one.

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[8] National Institutes of Health, National Library of Medicine. Medline Plus. Pulse. Retreived March 23, 2013, from http://www.nlm.nih.gov/medlineplus/ency/article/003399.htm.

14. **EXPLAIN** that first, one group will be walking and one group will be pretending to jump rope, and that the groups will switch activities the second time around.

15. **DIVIDE** participants into two groups, and tell the rope jumpers to stand in front of their chairs and the walkers to walk around the room. **STAND** in the front or in the middle of the room to count time for the participants and give directions.

16. **PLAY** music from DVD Segment #6: *Activities Fit To Be Tried: Music Sequence* while the groups do their activities.
    - For the first minute, **TELL** Group 1 to walk and Group 2 to pretend to jump rope. When there are 10 seconds left in the minute, **TELL** the walkers to walk toward their chairs.
    - When participants finish the activity, **TELL** them to stand still and immediately take their pulse rates. **CALL OUT** start and stop times for participants to count their pulse rates (6 seconds).
    - **ASK** participants to record their pulse rate on their *Pulse Game* sheets.
    - Next, **TELL** the groups to switch activities. Group 1 will now pretend to jump rope, and Group 2 will walk. After 1 minute, **TELL** each group to take and record their pulse rates.

17. **ASK** all the participants to come back together to talk about what they've learned. **ASK** participants:
    - What did you discover about these physical activities?
    - Do you think that the same activity could be moderate-intensity or vigorous-intensity depending on how you do it?
      LISTEN to ideas from participants. If necessary, **GUIDE** them to the following responses:
      - Some activities make your heart beat harder than normal and make you breathe harder than normal. That tells you that your body is working harder than it does at rest.
      - The way you do an activity affects how hard it is and what level of intensity it is. For example, if you walk slowly, your body might be working a little, but if you walk very quickly, your body will work harder.
      - Activities can benefit more than one part of your body. Running in place and jumping rope, for example, make your heart and lungs strong and better able to pump blood and oxygen around your body. These activities also make your muscles and bones strong.

Closing the Activity | 2 minutes

1. **CONGRATULATE** participants on their great work, and **THANK** them for participating. **ASK** whether they have any comments or questions. **ANSWER** any questions.

2. **SAY:**

   Now it's time for a Snack Break!

Snack Break

Mix It Up!

Time
10 minutes

1. **SAY:**

   As mentioned earlier in the Training Overview, *the* Snack Breaks *are a great time to expose young people to new foods, encourage them to taste foods they haven't tried before, and allow them to try foods in a new environment. The* Snack Breaks *also reinforce the nutrition concepts they discussed in each lesson.*

2. **TELL** participants that this *Snack Break* is called "Mix It Up," and it comes from *Lesson 2* in the curriculum. It incorporates whole-grain foods—the cereal and the granola—and is easy to prepare ahead of time to eat on the go.

   The ingredients are:

   - 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

3. Trainers should demonstrate how to put the snack together. **POUR** each ingredient onto a plate. **GIVE** each participant a sandwich bag. **INVITE** them to make their own trail mix by spooning into their bags any combination of ingredients they like.
4. **EXPLAIN** that trail mix is a great snack for youth on the go. It's fun and easy to prepare several bags ahead of time at home so they can grab one as they head out the door.
5. **NOTE** that although beverages aren't being served here, they are included in the *Snack Break* that the young people get. Young people can be offered water, seltzer, fat-free or low-fat milk, or 100% fruit juice.
6. **REMIND** participants that the recipe for the *Snack Break* is included on the *Take Home a New Idea!* handout that is included in their folders and that youth get at the end of every lesson.
7. **REMIND** participants that some of the *Snack Breaks* contain nuts, and that they should identify youth with allergies and adapt the *Snack Breaks* as needed.

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*.

Introduction | 5 minutes

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.

Getting the Program Started

Time

15 minutes

Activity Overview

In this module, participants reflect on the facilitation style modeled by the trainers and discuss how this same style is used when facilitating the Media-Smart Youth program. In addition, participants receive tips for successfully delivering the curriculum based on experiences of past facilitators.

Activity Objectives

- Learn the best methods for delivering the program.
- Review resources that may be needed to implement the Media-Smart Youth program.

Materials Needed

- Flipchart paper, easel (if available), markers, masking tape

Trainer's Preparation

- Set up an easel at the front of the room 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.

What Is the Media-Smart Youth Facilitation Style? | 5 minutes

1. **SAY:**

   Now that you have experienced several activities from the Media-Smart Youth curriculum, let's take a few minutes to reflect on the facilitation approach used in the program.

2. **ASK** participants:
   - What facilitation style did you observe and/or experience in the Media-Smart Youth sessions we've done today?
     LISTEN to ideas from participants. If necessary, **GUIDE** them to the following types of responses:
     - Trainers modeled the behaviors they were teaching. For example, they ate the snack, participated in the *Action Break*, and did not bring in outside snacks/drinks (such as soft drinks) to consume during the training.
     - The course included participatory/interactive sessions, such as brainstorming and small and large group discussions and activities.
     - Sessions incorporated different learning approaches including auditory, visual, tactile, and kinesthetic.
     - Open-ended questions created participant-led discussions.
     - Skill-building activities enabled participants to "learn by doing."
     - The training created roles to keep participants engaged during the lesson.
     - Contests/games enhanced interest and energy in the session.
     - Diversity and culture were recognized and supported.
     - Nonjudgmental behavior was key to all activities.
     - Respect for sensitive issues was maintained throughout all activities.

3. **THANK** participants for their great ideas and insights about facilitating the program with young people. **ACKNOWLEDGE** the wealth of experience in the room, and **ENCOURAGE** group members to continue sharing strategies and ideas with each other when they facilitate Media-Smart Youth.

Folder Review: Other Resources for Getting Started | 9 minutes

1. **TELL** participants that their folders include handouts called *Tips for Facilitating the Media-Smart Youth Program* and *Ideas for Implementation*. **HOLD UP** the handouts for everyone to see.

2. **EXPLAIN** to participants that the information in these handouts is based on information from past program facilitators and that the sheets offer helpful tips for delivering the curriculum. **ENCOURAGE** participants to review these handouts as they prepare for the workshop at their organizations.

3. **POINT OUT** other useful sheets in the folder, including the Media-Smart Youth fact sheet (if used) and the *Feedback Form* (if used), which will help you to gain feedback about this training.

4. **HOLD UP** the *Materials Checklist* also found in the folder. **EXPLAIN** that this checklist will help participants plan for their workshops as they gather supplies and materials, purchase *Snack Break* items and supplies, and finalize other important details, such as location, transportation, and equipment. **NOTE** that this checklist is also on pages F-2 to F-3 of the Facilitator's Guide.

5. **ASK** participants to discuss the checklist items in small groups and **EXPLORE** the following questions:
   - What items will you need to acquire in order to implement the program in your community?
   - What sources in your organization or community could you look to for support in getting the materials, supplies, and services?

6. **ALLOW** 3 minutes for participants to brainstorm and discuss their ideas. **TELL** participants when they have 1 minute left to finish their conversations.

7. **DEBRIEF** for 1 minute. **INVITE** participants to share some of their ideas with the larger group. **ASK** if anyone has any questions. **ANSWER** any questions.

Closing the Activity | 1 minute

1. **THANK** participants for their good ideas.

2. **SAY:**

   You have terrific ideas for planning your program, and I know you will all be very successful! Remember that the handouts in your folder can help you get prepared.

Question/Answer and Wrap-Up

Time

10 minutes

Activity Overview

Participants will have an opportunity to ask additional questions.

Activity Objective

- Answer outstanding questions and conclude the training.

Activity | 10 minutes

1. **REVIEW** any questions that have been posted on the Parking Lot.

2. **SAY:**

   Thank you for allowing us to come to _____ today and meet everyone. We truly enjoyed telling you about Media-Smart Youth and hope that you will adopt it and begin offering it to your young people.

   Please take a look at the bottom of today's agenda. There you will find the website address for Media-Smart Youth. The site includes PDFs of the Facilitator's Guide and other information about the program.

   The Media-Smart Youth Facilitator's Packet *is available from the NICHD Information Resource Center, free of charge. You may also order multiple fact sheets. The link to order these materials is also available through the website.*

   Finally, I invite you to take a few minutes to complete the short Feedback Form *included at the back of your folders and leave it at your place when you exit today. We look forward to hearing all of your feedback on today's training.*

   Thanks again, and thanks to _____ for arranging the training today.

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 Media ..... 30 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 Nutrition ..... 30 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 Activity ..... 20 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 Production ..... 30 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

Media-Smart Youth

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!

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.

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.

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 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 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

November 2012 | NIH Pub. No. 12-5538B

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.

Media-Smart Youth®

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.

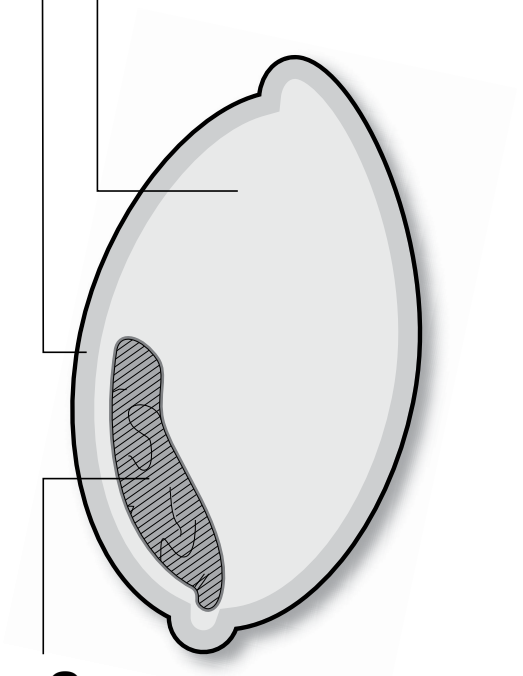
HOW? Read the Nutrition Facts label to find foods that are high in solid fats and added sugars. Look for sugar-type words in the ingredient list, such as high fructose corn syrup or sucrose. Choose low-fat, low-added sugar foods instead. Have high-fat, high-added sugar foods less often. Have small portions.

Media-Smart Youth®

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%**
Trans 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?

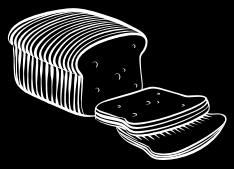
_____

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.

3. Of these milk products, which should you choose more often based on fat content?

2% Milk	or	Fat-Free Milk
Low-Fat Cheddar Cheese	or	Regular Cheddar Cheese

Why? _____

_____

Packaging

4. What words or symbols on the milk product package tell you whether the product is low in solid fats?

_____

5. What are some techniques that companies use to decorate the packaging of milk products?

_____

6. What clues on the packaging help you figure out the main target audience for the product?

_____

Bonus: See if you can find calcium on the Nutrition Facts label. Calcium is important for healthy bones and teeth. Pick two of the products you just looked at and complete the questions below:

Name of Product 1: _____

Is the %DV for calcium 5 or less or 20 or more? (Circle one)

Name of Product 2: _____

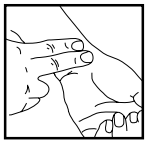
Is the %DV for calcium 5 or less or 20 or more? (Circle one)

You'll learn more about calcium in Lesson 8.

Congratulations! You have finished the Milk and Milk Products Scavenger Hunt!

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.

Activity	*Number of Heart Beats in 6 Seconds*		*Beats Per Minute (1-minute Pulse Rate)*	*Level of Intensity*
Resting pulse		***x 10 =***		

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.

Activity	Number of Heart Beats in 6 Seconds	Multiply by 10	Beats Per Minute (1-minute Pulse Rate)	Level of Intensity
Walking		x 10		
Sweeping (pretend)		x 10		
Running (in place)		x 10		
Jump rope (pretend)		x 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 *Mini-Productions* 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.)
Camera and recorders—Several pieces of media equipment may be used for *Mini-Productions* and other activities, including a video recording device or mobile device with video capabilities, disposable camera or camera phone, or audio recording device (optional).	
Supplies for optional activities—White t-shirts are used in an optional activity in *Lesson 10*, and prize incentives may be used in *Lesson 6: Visiting a Grocery Store*.	
Food	
Snack ingredients—Each lesson includes a *Snack Break* and will require enough snacks for the number of youth participating in the workshop.	
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.	
Other Necessities	
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.	
Transportation—Transportation of youth participants to and from the workshop location and field trip site(s) may be needed.	
Media partner—The workshop may be conducted with the assistance of a media partner. See the *Introduction and Overview* for more information regarding how to engage a media partner.	
Media production equipment—Depending on the scope of the *Big Production*, media production equipment may be needed. See *Appendix G* to learn about the types of equipment involved in producing media.	