

Media-Smart Youth: The Essentials

Training Guide

Welcome!

Media-Smart Youth: The Essentials is an engaging program that empowers young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. It is designed to teach young people about the complex media world around them, and how it can affect their health.

This is a 2 and $\frac{1}{4}$ hour training for NCNW members who wish to teach the content of Media-Smart Youth: The Essentials to 11- to 13-year-olds. It provides an understanding of the specifics of the program to better enable NCNW members to achieve the learning objectives and lead the activities. This training guide comes with slide presentations that can be downloaded from NCNW's Web site and saved to a CD-ROM.

The ideal location for this training is a large open room with audio-visual equipment and wall space. Tables are suggested for small group work.

The number of participants in the training depends on the size of the room and participant interest. Since the training involves group discussion and activities, the minimum suggested number for the training is 8 participants.

Table of Contents

Training Preparation.....	1
Training Agenda.....	7
Welcome and Introduction to Media-Smart Youth: The Essentials.....	9
Overview of Program Structure and Design.....	15
Exploring Media	19
Exploring Physical Activity	29
Action Break.....	33
Exploring Nutrition.....	35
Snack Break.....	43
Exploring Media Production	45
Getting the Program Started	49
Question/Answer and Wrap Up.....	53
Handouts for Participants.....	55
Training Agenda.....	57
<i>Ideas for Implementation</i> handout.....	59
<i>Tips for Facilitating Media Smart Youth: The Essentials</i> handout.....	61

<i>Media Detective Notepad sheet</i>	63
<i>All About Nutrition</i> handout.....	65
<i>Nutrition Scavenger Hunt</i> sheets.....	67
<i>Take Home a New Idea: Mix It Up!</i> handout	75
Jingle Time sheet	77
<i>Media Smart Youth: The Essentials Materials</i> Ordering Form	79
Feedback Form	81

Training Preparation

You should begin preparation for the Media-Smart Youth: The Essentials 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. 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: The Essentials training.

For more detailed instructions on preparing for each activity, please see the “Trainer’s Preparation” section at the beginning of each training module.

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
- Large papers and small papers needed for training activities
- Slide presentations
- Handouts for participant folders

General Supply List

- 1 copy of Media-Smart Youth: The Essentials Facilitator’s Guide for each participant or each table
- 6 Media Questions Poster (included in Media-Smart Youth: The Essentials Facilitator’s Guide)
- Media-Smart Youth: The Essentials slide presentation (can be downloaded from NCNW’s Web site: <http://www.ncnw.org>)
- CD player
- Laptop with Adobe® Reader® viewing capabilities (Adobe® Reader® software can be downloaded from the NICHD’s Web site at <http://www.nichd.nih.gov/publications/pubs.cfm>)
- Projector/screen (optional, but strongly recommended)
- Name tags
- Pens

- Sheets of large paper or flip chart
- Easel
- Markers (enough for all small groups)
- Masking tape
- Popular music for young people ages 11-13
- 1 example of media (make sure that this example reflects the cultural identity of the group and can also be photocopied) from the following options:
 - Cover of a popular CD
 - Print ad
 - Poster
- Empty food packages; see “Trainer’s Preparation” section at the beginning of the *Exploring Nutrition* module for specific instructions

Grocery List for *Snack Break*

Snack Break: Mix It Up!

- Whole-grain breakfast cereal, such as whole-wheat flakes or unsweetened shredded-wheat cereal (*estimate 1 large box for 15 to 20 participants*)
- Low-fat granola (*estimate 2 boxes for 15 to 20 participants*)
- Sunflower seeds 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*)
- Plastic sandwich bags (*estimate 1 for each participant*)
- Disposable containers (*estimate enough containers in which to place each food ingredient individually*)
- Plastic spoons and forks (*estimate enough for serving*)
- Antibacterial wipes or gel (*estimate enough for entire group*)
- Napkins (*estimate 1 for each participant*)

Large 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 large and small papers specific to the activities in that module; large and small paper quantities are determined by group size.

Welcome and Introduction

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

- ◆ Agenda
- ◆ Parking Lot (heading only)
- ◆ What is your favorite...
 - ❖ TV show?
 - ❖ Magazine?
 - ❖ Food?
 - ❖ Physical activity?

Exploring Media

Prepare the following on sheets of small paper:

- ◆ Write the heading “Types of Media” (number of sheets determined by number of groups).

Exploring Physical Activity

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

- ◆ Write heading “Physical Activity Recommendations for Young People”
Underneath, write “Health Experts recommend that young people should:
 - ❖ Be physically active for at least 60 minutes on most, if not all, days of the week.
 - ❖ Try to do a variety of activities.
 - ❖ Find enjoyable activities so they become a fun part of everyday life.”
- ◆ Write “Top 5 It’s Hard To Believe, But It’s Physical Activity” (number of sheets of large papers determined by number of groups)

Exploring Nutrition

Prepare the following:

- ❑ Photocopy enough of the *Scavenger Hunt Guide* sheets to have one set for each participant.
- ❑ Photocopy enough of the *All About Nutrition in Media-Smart Youth: The Essentials* worksheets to have one for each participant.
- ❑ Distribute either the cereal, bread, or milk and milk product food packages to each small group. If you anticipate having more than seven participants per group, then have more than one group work on the same set of food packages.

Slide Presentations

Welcome and Introduction

This module uses the following:

- ◆ 📄 Slide Presentation: Welcome and Introductions

Overview of Media-Smart Youth: The Essentials

This module uses the following:

- ◆ 📄 Slide Presentation: Overview of *Media-Smart Youth: The Essentials*

Both presentations are available for download on NCNW's Web site (<http://www.ncnw.org>).

Handouts for Participant Folders

These handouts are available at the end of this section. Add handouts to folders in the order shown below.

Left Pocket (front to back)

1. Agenda
2. *Ideas for Implementation* handout
3. *Tips for Facilitating Media-Smart Youth: The Essentials* handout
4. *Media-Smart Youth: The Essentials* Materials Ordering Information
5. Feedback Form

Right Pocket (front to back)

1. *Media Detective Notepad* sheet
2. *All About Nutrition* handout
3. *Nutrition Scavenger Hunt* sheets
4. *Take Home a New Idea: Mix It Up!* handout
5. *Jingle Time* sheet

Media-Smart Youth: The Essentials Training Agenda

All designated lessons and activities are from the Media-Smart Youth: The Essentials Facilitator's Guide

Welcome and Introduction to Media-Smart Youth: The Essentials	10 minutes
Overview of Program Structure and Design	10 minutes
Exploring Media	25 minutes
Includes:	
<ul style="list-style-type: none">• Lesson 1 Activity A₁—What Are Media?• Lesson 1 Activity A₂—Media & Health—What's the Connection?• Lesson 1 Activity A₃—The 6 Media Questions	
Exploring Physical Activity	10 minutes
Includes:	
<ul style="list-style-type: none">• Lesson 1 Activity B₁—What is Physical Activity?	
Action Break	10 minutes
Includes:	
<ul style="list-style-type: none">• Lesson 2—You Are Really on Top of Your Game	
Exploring Nutrition	20 minutes
Includes:	
<ul style="list-style-type: none">• Lesson 2 Activity B₁—What's On the Label?• Lesson 2 Activity B₃—Foods in the Media	
Snack Break	10 minutes
Includes:	
<ul style="list-style-type: none">• Lesson 2—Mix It Up!	
Exploring Media Production	20 minutes
Includes:	
<ul style="list-style-type: none">• Lesson 1 Activity C—Mini-Production: Physical Activity Jingles	
Getting the Program Started	10 minutes
Review:	
<ul style="list-style-type: none">• Training Handouts• Pages 9-11	
Question/Answer and Wrap Up	5 minutes

Welcome and Introductions

Total Time

10 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 program.

Activity Objectives

- ◆ Welcome and introduce trainers and participants
- ◆ Discuss an overview and objectives of the program

Materials Needed

- ❑ Large paper, markers, masking tape, easel (if available)
- ❑ Media-Smart Youth: The Essentials slide presentation—Welcome and Introductions (can be downloaded from NCNW's Web site: <http://www.ncnw.org>)
- ❑ Slide presentation CD-ROM, computer with Adobe® Reader® viewing capabilities (Adobe® Reader® software can be downloaded from the NICHD's Web site at <http://www.nichd.nih.gov/publications/pubs.cfm>)
- ❑ Projector/screen
- ❑ CD with fun music suitable for 11- to 13-year-olds and a CD player

Trainer's Preparation

- ❑ In the front of the room, set up an easel with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape sheets of large paper to the wall in a place where everyone can see them.
- ❑ Write the agenda on a sheet of large paper and post it on a wall
- ❑ Write "Parking Lot" at the top of a sheet of large paper and post it next to the agenda.
- ❑ Write the following questions on a sheet of large paper and place covered on wall near front of the room: (Keep this sheet covered until it is needed.)

“What is your favorite . . .

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

- ❑ Set up the computer and slide presentation so it is ready to play the Welcome and Introductions slideshow.
- ❑ Play music for participants to enjoy as they enter.

Welcome and Introductions: Part 1

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: The Essentials.

Media-Smart Youth: The Essentials is a shortened, modified version of Media-Smart Youth: Eat, Think and Be Active, an after-school program that empowers young people ages 11 to 13 to make healthful choices about nutrition and physical activity by helping them understand how media can influence their lives. It is designed to teach young people about the complex media world around them, and how it can affect their health.

Media-Smart Youth was developed by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health (NIH), within the U.S. Department of Health and Human Services.

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 put their cell phones on “silent.”

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/her first name.
8. SAY:
Now that you know each other's names, I have a few questions for you.
9. UNCOVER large paper with questions posted on wall and read each question. ASK participants to think about each question.
 - ◆ What is your favorite TV show(s)?
 - ◆ What is your favorite magazine(s)?
 - ◆ What is your favorite food(s)?
 - ◆ 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. ALLOW only a few answers before moving on to the next question. Note: Encourage participants to say their names and stand up when they offer responses.
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.

Welcome and Introductions: Part 2

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.**

A Note to Trainers: You may choose to share one or all of the following statistics, as time allows, to further describe the concern.

 - ◆ *Every day, young people spend multiple hours using or being exposed to media.*
 - ◆ *Young people encounter a barrage of marketing and advertising messages.*
 - ◆ *Over the last three decades, the number of television commercials children viewed increased from about 20,000 per year to more than 40,000 per year.*

- ◆ *The majority of these ads are for food—primarily candy, sugared cereal, and fast food.*

B. During the past 20 years, some young people and adults in our society have begun to eat too much. The choices we make about food can affect our health now and in the future.

A Note to Trainers: You may choose to share one or all of the following statistics as time allows to further describe the concern.

- ◆ *More than 15 percent of young people in the United States are obese and many more are at risk for becoming overweight or obese.*

- ◆ *Youth take in more calories than they need overall, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.*

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

- ◆ *Nearly one-half of American youth ages 12 to 21 are not physically active on a regular basis. Inactivity is more common among females than males and among black females than white females.*

2. SAY:

What's Media-Smart Youth: The Essentials really all about? (BEGIN slide presentation, 🗨️ 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 original 10-lesson Media-Smart Youth program has been rigorously reviewed, tested, and evaluated (🗨️ slide 11).*
- ◆ *The full 10 lesson version of Media-Smart Youth was developed as an after-school or out-of-school program for young people ages 11 to 13.*
- ❖ *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.*
- ◆ *It works in rural, urban, and suburban settings (📄 slide 12).*
- ◆ *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 13).*
- ◆ *It combines youth-development principles and practices with evidence-based recommendations about nutrition and physical activity (📄 slide 14).*
- ◆ *It’s consistent with national learning standards (📄 slide 15).*

Welcome and Introductions: Part 3

1. SAY:
Today, you’ll learn more about the program’s key content areas and how the program engages youth.
2. TELL participants that this training includes actual activities from the *Media-Smart Youth: The Essentials* program. Because this is a training of facilitators, and because the group is large, the activities are adapted slightly. EXPLAIN that the training models the facilitation style of the program-to enable participants to get a sense for the interactive nature of the program. The activities are noted on today’s agenda.
3. SAY:
So, with that, let’s take a look at the program structure and design.

Overview of Structure & Design

Total Time

10 minutes

Activity Overview

This module gives participants a chance to learn the structure of the program, including the icons, breakdown of activities, and useful resources. This segment also provides insight into the flexibility of the program.

Activity Objective

- ◆ Review the program structure and design so participants get a feel for how to use the Media-Smart Youth: The Essentials Facilitator's Guide

Materials Needed

- ❑ Media-Smart Youth: The Essentials slide presentation—Overview (can be downloaded from NCNW's Web site: <http://www.ncnw.org>)
- ❑ 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: The Essentials slideshow.

Overview

1. SAY:
Now, we're going to briefly review the program structure and design so you get a feel for how to use the Media-Smart Youth: The Essentials Facilitator's Guide.
2. REVIEW the following key points about the program structure with participants.
3. SAY:
The Media-Smart Youth: The Essentials program integrates four key content areas throughout lessons: media, nutrition, physical activity, and media production. We will briefly explore each of these content areas during this training.

4. SAY:

Media-Smart Youth: The Essentials has two structured, interactive lessons.

- ◆ *Each lesson is 2 hours in length.*
 - ❖ *Lesson 1 includes six activities and a Snack Break*
 - ❖ *Lesson 2 includes five activities, a Snack Break, and an Action Break*
- ◆ *The 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.*
- ◆ *The Action Break provides 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. Most of the activities focus on one of the program's main topics. In the last activity in each lesson, participants do a Mini-Production, which gives them a chance to reflect on what they've learned in the previous activities and to build their media-production skills.*

5. SAY:

The Media-Smart Youth: The Essentials curriculum is flexible.

- ◆ *The program 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.*
 - ❖ *The program has no set schedule. However, limiting the amount of time between lessons will make it easier for youth to remember the concepts they are learning. We suggest holding Lesson 2 no more than two weeks after Lesson 1.*

6. 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.*

7. SAY:

The Media-Smart Youth: The Essentials program includes the following elements: (BEGIN slide presentation, show 🗂️ slides 1 and 2)

a. Introduction and Overview Section (🗂️ slide 3)

- ❖ *The Introduction and Overview section is full of information to help you plan for and implement the program. It includes a table with information about hints for scheduling the lessons, recruiting youth, facilitating the program, and more.*

b. Lesson Overview and Activity Overview sheets are cover pages to 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 (🔗 slide 4).

c. Take Home a New Idea! (🔗 slide 5)

- ❖ *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.*
- ❖ *The sheet also has the recipe from the lesson's Snack Break so the youth can make the item at home with their family.*

d. Notes to Facilitators (🔗 slide 6)

- ❖ *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 as you work through the lesson.*
- ❖ *As much as possible, incorporate these suggestions into your implementation of the program.*

8. SAY:

The Media-Smart Youth: The Essentials Facilitator's Guide uses icons (🔗 slide 7).

- ◆ *Icons appear throughout the Facilitator's Guide to call attention to information and help users find the information quickly. See pages 14 and 15 of the Introduction and Overview section of the guide for a review of these icons.*

9. SAY:

Appendices A through F include resources to support you (🔗 slide 8).

- ◆ *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 additional Snack and Action Break Options. Page 121 provides a listing of all the appendices.*

10. SAY:

I know we covered a lot of information in a short period of time. Don't feel that you have to remember all 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: The Essentials program 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 24 of the Facilitator's Guide (🔗 slide 9).

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

Exploring Media

Total Time

25 minutes

Activity Overview

This module provides an introduction into how the program 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 program that introduces the program's media-analysis tool, the 6 Media Questions.

Activity Objective

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

Materials Needed

- ❑ The 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

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 large paper to write on during the discussion. If you don't have an easel, tape large sheets of paper to the wall in a place where everyone can see them.

- ❑ 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 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.¹

- ❑ 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

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 is presented in the program:
 - ◆ The Media-Smart Youth: The Essentials program does not view media as “good” or “bad.” Media is a well-established part of our culture and is 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: The Essentials seeks to increase young people’s awareness about the media in their lives.
 - ◆ Media-Smart Youth: The Essentials 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: The Essentials focuses on young people and the media, the connections between media and health apply to adults, too.

¹Source: Roberts, D., & Foehr, U. (2004). Kids and media in America. United Kingdom: Cambridge University Press.

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.*
5. TELL participants that this session includes actual activities from the Media-Smart Youth: The Essentials program. 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 program.

Brainstorm Media

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:
 - ❖ Media are ways of communicating or expressing information or ideas to people. Examples include newspaper, television, radio, billboards, letters, telephones, and the Internet.
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:
 - ◆ Note taker(s) will write down the group's ideas on a sheet of large 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 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 their full list to the larger group. ASK each of the other tables to add one type of media from their list 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:

- ◆ Newspapers
- ◆ TV
- ◆ Radio
- ◆ Books
- ◆ Magazines
- ◆ Music
- ◆ Internet
- ◆ Billboards
- ◆ Movies
- ◆ Videos
- ◆ Art (for example, paintings, photos, sculptures, etc.)
- ◆ Theater
- ◆ Dance
- ◆ Performance art
- ◆ Video games
- ◆ Comic books/graphic novels
- ◆ Ads/commercials
- ◆ Infomercials
- ◆ Public service announcements (PSAs)
- ◆ Signs on the outside or inside of buses or at bus stops
- ◆ Radio contests
- ◆ Art contests
- ◆ Sports sponsorships
- ◆ Signs on the sides of trucks and vans

- ◆ Food or drink packages (for example, cereal boxes)
- ◆ Mail/e-mail/instant messaging
- ◆ Telephone/text messages
- ◆ Flyers/brochures

Finding the Purpose

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 purpose.

3. LISTEN to ideas from the participants. If necessary, GUIDE them to the following responses:

- ◆ To persuade (for example, magazine and TV ads)
- ◆ To inform (for example, TV or radio news)
- ◆ To entertain (for example, comic books or movies)

SAY:

The first letter of each of these purpose words form 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 responses:

- ❖ 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

1. REMIND participants that the Media-Smart Youth: The Essentials program does not view media in terms as “good” or “bad.” Media-Smart Youth: The Essentials 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 peoples’ 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 behaviors such as playing video games, listening to music, reading, using the computer, and watching TV, videos, and 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 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

6. 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 now.
- ❖ 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 (such as instant messaging, cell phones, iPod™, etc.).
- ❖ Some media are associated with images that are appealing to people (for example, it’s “cool” to have an iPod™ and iPod™ accessories).

- ❖ Many people rely on media as part of their lifestyle. For example, some people like to have a cell phone with them at all times when away from their family, or have a BlackBerry® with them when they are away from the office or on vacation.

7. ASK:

- ◆ So 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 attitudes, behaviors, and health.
- ❖ Many media ads promote foods that are high in fat and added sugar, and that do not have much nutritional value.
- ❖ Many people like to snack while they use media and do not realize how much they are eating. They often choose high-fat, high-sugar foods that taste good and fill them up, but may not have much nutritional value.
- ❖ Many media ads aimed at young people (and adults) make foods very tempting. TV ads often link eating with “fun” and “excitement,” which can lead away from eating to satisfy hunger. People are more likely to overeat if they eat when they are not hungry.
- ❖ Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media also 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 an interest in sports, some people watch sports on TV instead of being active themselves.

9. 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.

10. SAY:

Next, we are going to practice analyzing media.

The 6 Media Questions

1. SAY:

All media have a message. The message is the specific point or statement made by a media product, such as the main idea of a TV ad or a key point in a news story.

Media messages are communicated in many ways—some obvious, some subtle. Understanding the messages in media is an important part of becoming media smart. Once you identify a media message, you can decide what you think of it.

Six key principles—we call them the 6 Media Questions—help us understand the messages in the media we use. The 6 Media Questions are basic questions you can use to analyze media.

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?

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.

Note: 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:

The 6 Media Questions	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. 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?
3. What is the purpose?	This question is asking you to identify the reason this media product was created (such as to inform, entertain, or persuade).
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

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:

- ◆ Note taker(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 groups when they have 1 minute left to finish their sheets.

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 6 questions.

Closing the Activity

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 to explore Physical Activity!

Exploring Physical Activity

Total Time

10 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

- ❑ Large paper and markers (at least one sheet for each group)
- ❑ Masking tape
- ❑ Watch/timer
- ❑ Easel (if available)

Trainer’s Preparation

- ❑ Write “Top 5 It’s Hard to Believe, But It’s Physical Activity” on sheets of large papers and post in each workstation (enough for one per small group). Make sure each group has markers to write with.

Introduction

1. TELL participants that in this session they will explore the concept of physical activity in the Media-Smart Youth: The Essentials 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.
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 weight lifting.
- ◆ One key to being physically active is to find ways to make physical activity a natural part of our daily lives.

What Is Physical Activity?

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, alone, or in a group. If it gets your body moving, then it's physical activity! 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 bones and muscles strong
- ❖ Makes you feel energetic
- ❖ Builds strength and endurance
- ❖ Helps your mental health
- ❖ 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
- ❖ Helps to relieve stress
- ❖ Helps you sleep better

Creating a “Top 5 It’s Hard to Believe, But It’s Physical Activity” List

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 activity that gets your body moving, especially everyday activities. Don’t include traditional sports or exercises, such as basketball or weight lifting. 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 building a snowman.
3. DIVIDE the participants into small groups (approximately seven to eight participants per group).
4. ASK each group to select one or more participants for each of these roles:
 - ◆ Note taker(s) will write down the group’s ideas on large 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 large 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.

Now it’s time for an Action Break!

Action Break

You Are Really on Top of Your Game

Time

10 minutes

1. TELL participants that physical activity is anything that gets your body moving. The Action Breaks throughout the program 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 “You Are Really on Top of Your Game,” and it comes from Lesson 2 in the program.

Doing the Action Break

1. ASK participants to bring their chairs to the back of the room and to set up the chairs in a half-circle or full circle. PULL out one chair so that there is one fewer chair than participants.
2. CHOOSE one participant to remain standing in front of the chairs, facing the group. ASK remaining participants to sit on the chairs.
3. TELL participants that you will call out a statement that describes some members of the group. Be sure to begin the statement by saying, “You Are Really on Top of Your Game if _____,” filling in the blank with any descriptive quality about some members of the group.

For example, you may choose to say, “you are really on top of your game if you played basketball yesterday.” If any of the participants played basketball the previous day, those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. EXPLAIN that the goal is to find a seat before all the seats are gone.

Rules:

- ◆ Participants cannot move to a seat on either side of the one they just stood up from (unless only two participants who are sitting next to each other stand up).
 - ◆ They cannot push or hurt each other to get a seat.
4. EXPLAIN that there will always be one participant 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, “You are really on top of your game if you had breakfast this morning,” and so on.

5. The facilitator can call out, “Tornado!” at any time and everyone (including the participant who was standing in the middle at the time) must find a different seat.
6. ENCOURAGE participants to think of descriptive qualities that relate to media, food, and physical activity.

Note: Try to mention concepts that relate to the participants’ daily lives. Some examples include:

- ◆ Anyone who listened to music today.
- ◆ Anyone who drank at least one soda yesterday.
- ◆ Anyone who saw a movie in the last month.
- ◆ 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 went to the gym in the last week.

7. MAKE SURE the game moves quickly so participants are moving often.
8. ASK participants if they had fun. ASK if they think the game, “You Are Really on Top of Your Game,” counts as physical activity. TELL them that it does count—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!

Exploring Nutrition

Total Time

20 minutes

Activity Overview

This module examines the nutrition concepts in the program and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants talk about the importance of choosing foods that are low in fat and added sugar. Participants discuss some major sources of fat and added sugar in foods and work in groups to identify ways to reduce fat and added sugar in their diets. Participants discuss the types of foods seen in the media, particularly in advertisements.

Activity Objective

- ◆ Discuss the nutrition concepts in the Media-Smart Youth: The Essentials program

Materials Needed

- *All About Nutrition in Media-Smart Youth: The Essentials* worksheet
- Scavenger Hunt Guide sheets (one copy for each participant)
- Pencils/pens (one for each participant)
- Empty food packages (see below for details)
- One empty package of each of these snacks:
 - ◆ 3.5-ounce “grab bag” of chips
 - ◆ King-size candy bar
 - ◆ 20-ounce bottle of regular soda
- Provide each group with materials from one of the following categories:
 - 1. Breakfast Cereal**
 - ◆ A box that contained a sweetened, corn- or rice-based cereal
 - ◆ A box that contained an unsweetened, wheat-based cereal
 - 2. Bread**
 - ◆ A bag from a loaf of whole-grain bread
 - ◆ A bag from a loaf of white bread

3. Milk and Milk Products

- ◆ A small carton that contained 2% milk
- ◆ A small carton that contained fat-free milk
- ◆ A package that contained regular cheddar cheese
- ◆ A package that contained reduced-fat cheddar cheese

Note: For larger groups, have multiple small groups with the same sets of food labels

Trainer's Preparation

- Photocopy enough of the Scavenger Hunt Guide sheets to have one set for each participant.
- Photocopy enough of *the All About Nutrition in Media-Smart Youth: The Essentials* worksheets to have one for each participant.
- Distribute either the cereal, bread, or milk and milk product food packages to each small group. If you anticipate having more than seven participants per group, then have more than one group work on the same set of food packages.

Introduction

1. SAY:

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

Because we can't cover all topics in nutrition, the program covers four basic nutrition content areas and encourages the young people to include more of these in their daily eating. Those are:

- ◆ Eating more fruits and vegetables
- ◆ Choosing whole grains
- ◆ Increasing foods and drinks that contain calcium
- ◆ Reducing snacks and drinks with fat and added sugar

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

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

2. TELL participants that they will be looking at the Nutrition Facts labels and ingredient lists on packaged products, talking about reducing fats and added sugar in the foods and drinks that we eat, and talking about foods in the media.
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 young people can use to identify.
 - ◆ Serving size
 - ◆ Amounts of:
 - ❖ Fat
 - ❖ Added sugar
 - ❖ Calcium
 - ❖ Fiber
 - ◆ Whether a product is a whole grain

Nutrition Facts Label and Ingredients List

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 a package of food 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 a serving size?

LISTEN to ideas from participants. If necessary, GUIDE them to the following types of responses:
 - ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of cut-up fruit, or 8 ounces of milk.
 - ❖ Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need.
 - ❖ The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. Serving size on a Nutrition Facts label are not always the same as serving size 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” guide 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 fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients, such as fiber, look for % DV that is closer to 20.
 - ❖ The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar is in the food or drink.
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? (Answer: 1 gram per $\frac{3}{4}$ cup)
- ❖ How about the whole-grain cereal? (Answer: 6 grams per 1 cup)
- ❖ 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? (Answer: 0 grams per slice)
- ❖ How about the whole-wheat bread? (Answer: 3 grams per slice)
- ❖ 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)

TELL participants that milk products—milk, yogurt, and cheese—are the best dietary sources of calcium. Because some milk products are also high in fat, it's important to choose fat-free or low-fat versions of these products. EXPLAIN to participants that calcium is a mineral that builds strong, healthy bones and teeth, that keeps them strong throughout life, and that it's important for overall health.

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.

Foods in the Media and Thinking About Packaging

1. SAY:

Now we're going to talk about foods in the media.

2. ASK participants:

- ◆ What kinds of foods and drinks are usually featured in the media?

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

- ❖ Foods that are fast and easy to make
 - ❖ Prepared food
 - ❖ Bottled water
 - ❖ Yogurt drinks
 - ❖ Breakfast cereal
 - ❖ Sports drinks
 - ❖ Candy
 - ❖ Soda
 - ❖ Chips
 - ❖ Foods available from restaurants
- ◆ Are fruits and vegetables or whole-grain foods featured in media very often? How often are the featured foods and drinks low in fat or added sugar?

LISTEN to ideas from participants. If necessary, GUIDE them to the following response:

- ❖ Fruits, vegetables, and whole-grain foods are not featured in the media very often.
- ❖ Few of the foods featured in media are low in fat or added sugar.
- ◆ What do you think about the kinds of food and snacks shown in the media and how they influence food choices?

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

- ❖ They make you want to have them, even if you aren't hungry or thirsty.
- ❖ It can be hard to choose fruits and vegetables, whole grains, and low-fat and low-sugar foods when other kinds of foods are everywhere in the media.

3. HOLD UP the empty packages of the snack items.

ASK participants:

- ◆ Do you think that these packages count as a form of advertising?
- ◆ What about the packages suggest that they are ads?

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

- ❖ They have logos.
- ❖ The design used is similar to what's shown in TV and print ads.
- ❖ Everything about the package is designed to get me to buy it.

4. TELL participants that they are now going to do some detective work on the "amounts" idea to see how the packages of these common snacks influence how much people eat.

REMIND youth about serving size:

- ◆ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of cut-up fruit, or 8 fluid ounces (1 cup) of milk.
- ◆ Nutrition guides use serving size as a way to help people know how much of different types of foods they should eat to get the nutrients they need.
- ◆ The nutrient information on the Nutrition Facts label is based on a serving size.
- ◆ The serving size on the Nutrition Facts label is sometimes, but not always, the same as the recommended serving sizes given in nutrition guides.

5. HOLD up packages again. ASK participants:

- ◆ How many servings do you think are in each package according to their Nutrition Facts labels?

LISTEN to ideas from participants. If necessary, GUIDE them to the following response:

- ❖ One serving

6. PASS around the packages. TELL participants to find the serving sizes on the Nutrition Facts labels and to read them out loud.

ASK participants:

- ◆ Were you surprised to learn that these packages contain more than one serving?
- ◆ Think about the packages as a form of media. The label tells you this package contains more than one serving. But what about the package might make you think that this snack is just one serving? Which information stands out more—the packaging or the serving size information on the Nutrition Facts label?
- ◆ Do you think that when young people get this size, they usually finish the package all at once?
- ◆ Are these packages easy to find in stores or hard to find?

7. ASK participants to look at the rest of the Nutrition Facts labels. NOTE that the % DV on the label for total fat and total carbohydrates is based on one serving. REMIND them that 5% DV is considered low, and 20% DV is considered high. ASK participants:

- ◆ If a package of a snack like this contains more than one serving, and a person eats the whole package, what does that mean for % DV?

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

- ❖ A person is getting two or more times the % DV for that nutrient.
- ❖ If one serving of the snack is high in fat or added sugar according to the % DV, then eating the whole package means that a person is consuming a lot of fat or added sugar.
- ❖ Many snack foods that are high in fat or added sugar are also high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories without getting nutrients they need.

8. SAY:

As you have learned, serving size is important. For foods that are high in fat, added sugar, or calories, the smaller the serving size, the better. Just because a snack is sold in one package does not mean that a person should eat it all at one time.

Closing the Activity

1. SAY:
Remember if you have questions, there's a Parking Lot where you can write your questions, 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: The Essentials* handout describes the program's nutrition concepts in more detail.
3. SAY:
This concludes the discussion about nutrition in Media-Smart Youth: The Essentials. Now it's time for a snack break!

Snack Break

Mix It Up!

Time

10 minutes

1. SAY:
As we said 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 to try foods in a new environment. The Snack Breaks also reinforce the nutrition concepts they've discussed.
2. TELL participants that this Snack Break is called "Mix It Up," and it comes from Lesson 2 in the program. It incorporates whole-grain foods—the cereal and the granola—and is easy to prepare ahead of time to have it on the go.
3. Trainers should demonstrate putting the snack together. POUR each ingredient into a container. 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 leave their home.
5. 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 comes at the end of the lessons.

Note: None of the *Snack Breaks* in *Media-Smart Youth: The Essentials* use nuts because so many young people have nut allergies. For this reason, make sure to use cereals that do not contain nuts.

Exploring Media Production

Total Time

20 minutes

Activity Overview

In this module, participants learn the basics of media production and how it applies to the Media-Smart Youth: The Essentials program in terms of the *Mini-Productions*, which the youth do during each lesson. Participants also take part in an adapted version of one of the Mini-Production activities to get a sense of how the youth get to use their creativity and learn about media throughout the program.

Activity Objective

- ◆ Explore how media production skills are built throughout the Media-Smart Youth: The Essentials program

Materials Needed

- ❑ Pencils/pens (enough for each participant)
- ❑ Jingle Time sheets

Trainer's Preparation

- ❑ Photocopy the Jingle Time sheet (several copies for each group).

Introduction

1. TELL participants that in this session they'll explore the final content area of Media-Smart Youth: The Essentials—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 through *Mini-Productions* at the end of each lesson. 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.

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 being able to understand and apply the 6 Media Questions, both for understanding media and creating their own media products.

PART 2: Creating a Mini-Production

1. SAY:

Let’s look at the Mini-Productions in Media-Smart Youth: The Essentials.

- ◆ 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 jingles and posters.

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 #4 focuses on the “message”. TELL participants that the message is the main point of the media product. It is the central idea that the sponsor wants to communicate to the audience.

ASK:

- ◆ What can you do to make sure that a brief message has a big effect on people?

LISTEN for two or three ideas from participants. If necessary, GUIDE them to the following types of responses:

- ❖ Make it catchy and easy to remember.
- ❖ Give it a clear point.
- ❖ Make it build on ideas, actions, or feelings that the target audience cares about.

Doing the Activity

1. SAY:

*Because understanding messages is such an important part of being media smart, we want to give you some time to practice writing your own messages. You are going to work in small groups to develop a message and a **jingle** or **rap** to promote one of the physical activities that you came up with in our earlier activity.*

*A jingle is a short, catchy song, like the ones used in **advertisements**.*

The audience for your message and jingle or rap is your peers, adult women.

Here's what you'll do:

- ◆ Select a physical activity that your group likes from the list provided on the top of the Jingle Time handout.
 - ◆ Write a short message about that physical activity to promote to your peers.
 - ◆ Create a short jingle or rap that conveys your message. You can use an existing tune for your jingle, or make up your own tune. Your jingle should be no more than 30 seconds long.
 - ◆ At the end of the session, a few small groups will perform their jingle or rap for the whole group.
2. SPLIT participants into small groups and ask them to take out the Jingle Time sheet from their folders.
 3. ASK each group to select one or more participants for each of these roles:
 - ◆ Note taker(s) will write down the group's ideas on the Jingle Time sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 4. Tell the participants they'll have 8 minutes to write their message, create their jingle or rap, and practice presenting it as a group. Tell participants when they have 3 minutes left to finish their jingles.
 5. After 8 minutes, ASK each small group(s) to present their jingle or rap to the larger group. If time allows, have all groups present to the larger group. As each group finishes presenting, ASK members of the other groups if they can identify the jingle's message.
 7. APPLAUD each group's creative work. ANSWER any questions.

Closing the Activity

1. SAY:

Media Production is the fourth and final content area included in Media-Smart Youth: The Essentials.

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

Getting the Program Started

Total Time

10 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: The Essentials program. In addition, participants receive hints and tips for successfully delivering the program based on experiences of past facilitators.

Activity Objective

- ◆ Learn the best methods for delivering the program
- ◆ Review resources that may be needed to implement the Media-Smart Youth: The Essentials program

Materials Needed

- Large paper
- Markers
- Masking tape
- Easel (if available)

Trainer's Preparation

- Set up an easel at the front of the room with blank sheets of large paper to write on during the discussion. If you don't have an easel, tape large sheets of paper to the wall in a place where everyone can see them.

Recruiting Young People to Participate in Media-Smart Youth: The Essentials

1. SAY:

Now that you have experienced several activities from the Media-Smart Youth: The Essentials program, let's take a few minutes to talk about how you will recruit young people to participate in the program and involve members of your community.

2. ASK participants:

- ◆ What are some ways to recruit youth into the program?

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

- ❖ Contact parents and guardians who have enrolled their children in other programs sponsored by your organization.
- ❖ Make simple posters or flyers to put on bulletin boards in schools, church, at libraries, and in local stores.
- ❖ Send an announcement to your community newspaper for inclusion in its event listings.
- ❖ Encourage young people to enroll for two – themselves and a friend.
- ❖ Send a postcard or e-mail to young people who regularly participate in your activities.

3. ASK participants:

- ◆ How can you involve members of your community in the program?

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

- ❖ Invite local nutritionists, workout trainers, or people with media experience to help you facilitate the lessons.
- ❖ Ask a local printer or copy center to donate poster-sized versions of print advertisements (both commercial and public service announcements) for the lessons.
- ❖ Approach a local grocer to donate food or ingredients for your *Snack Breaks*.
- ❖ Contact your local library about hosting one or more lessons. Libraries often have rooms available for community members to use. They also provide access to research and media sources that may be useful.

3. THANK participants for their great ideas and insights about recruitment and community involvement. 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: The Essentials.

Folder Review: Other Resources to Get Started

1. TELL participants that their folders include handouts called Tips for Facilitating the Media-Smart Youth: The Essentials 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 program. ENCOURAGE participants to review these handouts as they prepare for the workshop at their organizations.
3. POINT OUT that pages 9-11 in the Introduction and Overview includes a wealth of information on preparing for the program such as determining the timing of the lessons, scheduling the lessons, and keeping youth involved in the program.

Closing the Activity

1. SAY:
Remember that the handouts in your folder can help you get prepared and the Introduction and Overview is a great place to start before you begin implementing your program.

Question/Answer and Wrap-Up

Time

5 minutes

Activity Overview

Participants will have an opportunity to ask additional questions.

Activity Objective

◆ Answer outstanding questions and conclude the training

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

2. SAY:

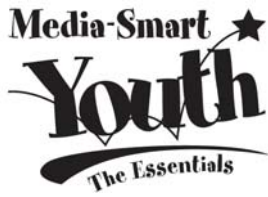
Thank you for allowing us to come to _____ today and meet everyone. We truly enjoyed telling you about Media-Smart Youth: The Essentials and hope that you will adopt it and begin offering it to your young people.

Media-Smart Youth: The Essentials may be ordered from NICHD's Information Resource Center, 5 copies per request, free of charge. (NCNW Cluster Leaders may request 25 copies, free of charge.) Please see the ordering information handout.

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.

HANDOUTS



PROGRAM INTRODUCTION
AND FACILITATOR TRAINING

Training Agenda

All designated lessons and activities are from the Media-Smart Youth: The Essentials Facilitator's Guide.

Welcome and Introduction to Media-Smart Youth: The Essentials	10 minutes
Overview of Curriculum Structure & Design	10 minutes
Exploring Media	25 minutes
Includes:	
♦ Lesson 1, Activity A ₁ : <i>What Are Media?</i>	
♦ Lesson 1, Activity A ₂ : <i>Media & Health—What's the Connection?</i>	
♦ Lesson 1, Activity A ₃ : <i>The 6 Media Questions</i>	
Exploring Physical Activity	10 minutes
Includes:	
♦ Lesson 1 Activity B ₁ : <i>What is Physical Activity?</i>	
Action Break	10 minutes
♦ Lesson 2—You Are Really on Top of Your Game	
Exploring Nutrition	20 minutes
Includes:	
♦ Lesson 2 Activity B ₁ : <i>What's On the Label?</i>	
♦ Lesson 2 Activity B ₃ : <i>Foods in the Media</i>	
Snack Break	10 minutes
♦ Lesson 2: <i>Mix It Up!</i>	
Exploring Media Production	20 minutes
Includes:	
♦ Lesson 1 Activity C: Mini-Production: Physical Activity Jingles	
Getting the Program Started	10 minutes
Review:	
♦ Training Handouts	
♦ Pages 9-11	
Question/Answer and Wrap-Up	5 minutes

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 and flexibility/fun for the youth. While the program 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.
- ✓ 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 two days ahead of time.

Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kind 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 set up 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. 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 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 as much as 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 key words 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.

Ideas for Implementation

Managing Time During the Lesson

- ✓ Both lessons are 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.
- ✓ 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 ahead of time when you may need to reserve more time for your group to have deeper discussion about a topic, and also 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.
- ✓ 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.
- ✓ Bring a video or still camera for youth to use to capture the *Mini-Productions*. (These are available at drug stores for a nominal cost.) Taping is a good job for some youth to share and can help bring out creativity in the group. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at

Managing Group Dynamics

- ✓ Recognize the group dynamics and relationships that are already established in your group and also 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 keep them from straying off topic and to promote new relationships and ideas.
- ✓ Group youth of similar ages as much as possible.
- ✓ 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.

Tips for Facilitating the Media-Smart Youth: The Essentials 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.
- ✓ **Re-direct 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 also 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 work station, 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 here, 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 these subject areas—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 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 may 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. Who is the audience?

3. What is the purpose?

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: The Essentials

- ⇒ Making healthy choices will help everyone be healthier, not just people who want to lose weight.
- ⇒ Media-Smart Youth: The Essentials is not a weight-loss program or a diet.
- ⇒ All foods eaten in moderation can be part of healthy diet.
- ⇒ Refrain from using the phrases “junk food” or “diet.”
- ⇒ Media-Smart Youth: The Essentials includes four basic nutrition concepts to focus on in daily eating: 1) Eating More Fruits and Vegetables, 2) Choosing Whole Grains, 3) Increasing Foods and Drinks that Contain Calcium, and 4) Reducing Snacks and Drinks with Fat and Added Sugar

Eating More Fruits and Vegetables

HOW? Choose a variety of different colored fruits and vegetables, because the different colors mean they have different vitamins.

WHY? Fruits and vegetables are low in calorie and rich in nutrients and dietary fiber.

Choosing Whole Grains

HOW? Identify whole grains by reading the key words on the ingredients list and by looking for the amount of fiber on the Nutrition Facts label.

WHY? Whole grains are a great source of fiber and important nutrients, such as iron and B vitamins. Refined grains have been stripped of the parts of the grain that contain most of the fiber and nutrients.

Increasing Foods and Drinks that Contain Calcium

HOW? Choose low-fat or fat-free dairy products that are rich in calcium. Some foods have naturally occurring calcium (such as dark-green leafy vegetables and beans) and others have calcium added (such as some breakfast cereals and orange juice). Identify the amount of calcium in a product by looking at the Nutrition Facts label.

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

Reducing Snacks and Drinks with Fat and Added Sugar

HOW? Identify foods that are high in fat and added sugar by learning to read the

Nutrition Facts label. Look for “sugar” words in the ingredients list, such as high fructose corn syrup or sucrose.

WHY? These foods can fill us up without offering important nutrients that our bodies need. These foods are often high in calories. Foods that have natural sugars, such as fruit, have more nutrients than do foods that are high in added sugar. This is what makes natural foods better choices.


Facilitator's Guide to the Scavenger Hunt

Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Added sugar
- Presence of whole grains
- Fiber
- Packaging

Youth should look at boxes of breakfast cereal, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal sheets*.

 **Best Options:** Breakfast cereals that are made with whole grains and that are low in added sugar

Bread

The key issues to think about in the bread section are:

- Presence of whole grains
- Fiber
- Packaging

Youth should look at the breads, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the Scavenger Hunt Guide: Bread sheets.


 **Best Options:** Whole grain breads that are high in fiber

Milk and Milk Products

The key issues to think about in milk products are:

- Availability of fat-free or low-fat milk products

Youth should look at the milk products, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the Scavenger Hunt Guide: Milk and Milk Products sheets.

 **Best Bets:** Low-fat and fat-free milk products

Optional: If there's time, another important thing to look for in the milk products section is calcium. Most milk products are rich in calcium. While youth are looking at fat content on the label, you can point out that milk products often have more than 20% DV of calcium.

Facilitator's Guide to the Scavenger Hunt

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

Toasted Whole Grain Oat Cereal

Serving Size →	Nutrition Facts	
	Serving Size 1 cup (30g) Servings Per Container About 14	
Total Fat →	Amount Per Serving	
	Calories 110	Calories from Fat 20
		% DV*
	Total Fat 2g	3%
	Trans Fat 0g	0%
Fiber →	Cholesterol 0mg	0%
	Sodium 210mg	9%
	Total Carbohydrate 22g	7%
Sugar →	Dietary Fiber 3g	11%
	Sugars 1g	
Ingredients list for "whole grain" and "sugar" words →	Protein 3g	
	Vitamin A 10%	Vitamin C 10%
	Calcium 10%	Iron 45%
	*Percent Daily Values (DV) are based on a 2,000 calorie diet.	

INGREDIENTS: WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.

Scavenger Hunt Guide: Breakfast Cereal

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

Key things to look for in your search

- Whole grains
- Fiber
- Added sugar
- Packaging

What is a gram?
<ul style="list-style-type: none"> • 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: 1gram is about the weight of a paper clip and 1,000 mg =1g.

Nutrition Information

Don't forget the "5–20" rule when looking at fiber content on Nutrition Facts label 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.

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

Whole Grains	Sweetened, corn- or rice-based cereal	Unsweetened, wheat-based cereal
	Name: _____	Name: _____
1. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	Grams: _____ %DV: _____	Grams: _____ %DV: _____
2. How many different words for "whole grains" are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		

LESSON 2, ACTIVITY B₁

3. Which cereal has more “whole grain” words on the ingredient list?

4. 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 the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened cereal:	Unsweetened cereal:
5. There are many different ways to say “sugar.” How many different “sugar” words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, and malted corn and barley syrup.		
6. How many grams of sugar are in each serving? (Look under “Total Carbohydrate” on the Nutrition Facts label.)		

7. Which cereal has more “sugar” words on the ingredient list?

8. Which cereal has fewer grams of sugar?

Packaging

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

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

Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!

Scavenger Hunt Guide: Bread

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

Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging

What is a gram?
<ul style="list-style-type: none"> • 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: 1gram is about the weight of a paper clip and 1,000 mg =1g.

Nutrition Information

Don't forget the "5–20" rule when looking at the fiber content on Nutrition Facts label 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.

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

Breads	White Bread Brand Name: _____	Whole-grain Bread Brand Name: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, 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 per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	Grams: _____ %DV: _____	Grams: _____ %DV: _____

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

Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. 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 per 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 you listed above. 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.

Congratulations! You have finished the Bread Scavenger Hunt!

Scavenger Hunt Guide: Milk and Milk Products

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

Key things to look for in your search

- Low-fat or fat-free milk products
- Calcium

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: 1gram is about the weight of a paper clip and 1,000 mg =1g.

Nutrition Information

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

People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

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

Read the Nutrition Facts label and ingredient list, 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 per serving?				
2. What is the percent daily value (% DV) of fat per serving?				

TAKE HOME A NEW IDEA!

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

1. The next time you want a snack, check out the Nutrition Facts label and see if the snack is a good source of calcium (at least 20% DV).
2. Tell your parents or other family members about the importance of calcium and weight-bearing physical activity to strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat frozen yogurt. Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
3. Take the Scavenger Hunt: Digging for Calcium sheet with you the next time you go to the grocery store with a parent or family member.

Take Home a New Snack: Mix It Up!

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

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

How to Put It Together

- Pour each ingredient onto a separate plate.
- Get a sandwich bag.
- Make your own trail mix by spooning into your bag any combination of ingredients you like.

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

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



Jingle Time

Directions: Fill in the spaces below to create your physical activity jingle.

Step 1

Select one of the four physical activities that your group likes:

- Walking
- Running
- Sit-ups/knee-lifts
- Jump rope

Step 2

Create a message about this physical activity for other youth your age.

To help you write your message, you might want to think about:

- What do you like best about the activity?
- What makes this activity unique or fun?

Our message to our peers about this activity is: _____

Step 3

Write your jingle in the space below. Make sure your jingle expresses your message about the activity you chose. You may select a tune or rhyme you already know and like, or you can make up your own. Your jingle should be less than 30 seconds long.



Ordering Information

Item/Description
<p>Media-Smart Youth: The Essentials Facilitator’s Guide Includes everything you need to conduct the <i>Media-Smart Youth: The Essentials</i> Program.</p> <p>To order, please call the NICHD Information Resource Center: 1-800-370-2943</p>
<p>Media-Smart Youth: The Essentials Training Guide Provides a 2• hour training for NCNW members who wish to train others in conducting <i>Media-Smart Youth: The Essentials</i>.</p> <p>To download the Training Guide and slides, please visit NCNW’s website: http://www.ncnw.org</p>
<p>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.</p> <p>Please note that the Fact Sheet includes facts about the original 10-lesson <i>Media-Smart Youth: Eat, Think, and Be Active</i> program.</p> <p>To order, please visit the NICHD Information Resource Center: http://www.nichd.nih.gov or call 1-800-370-2943</p>

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



PROGRAM INTRODUCTION
AND FACILITATOR TRAINING

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: The Essentials 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.**
