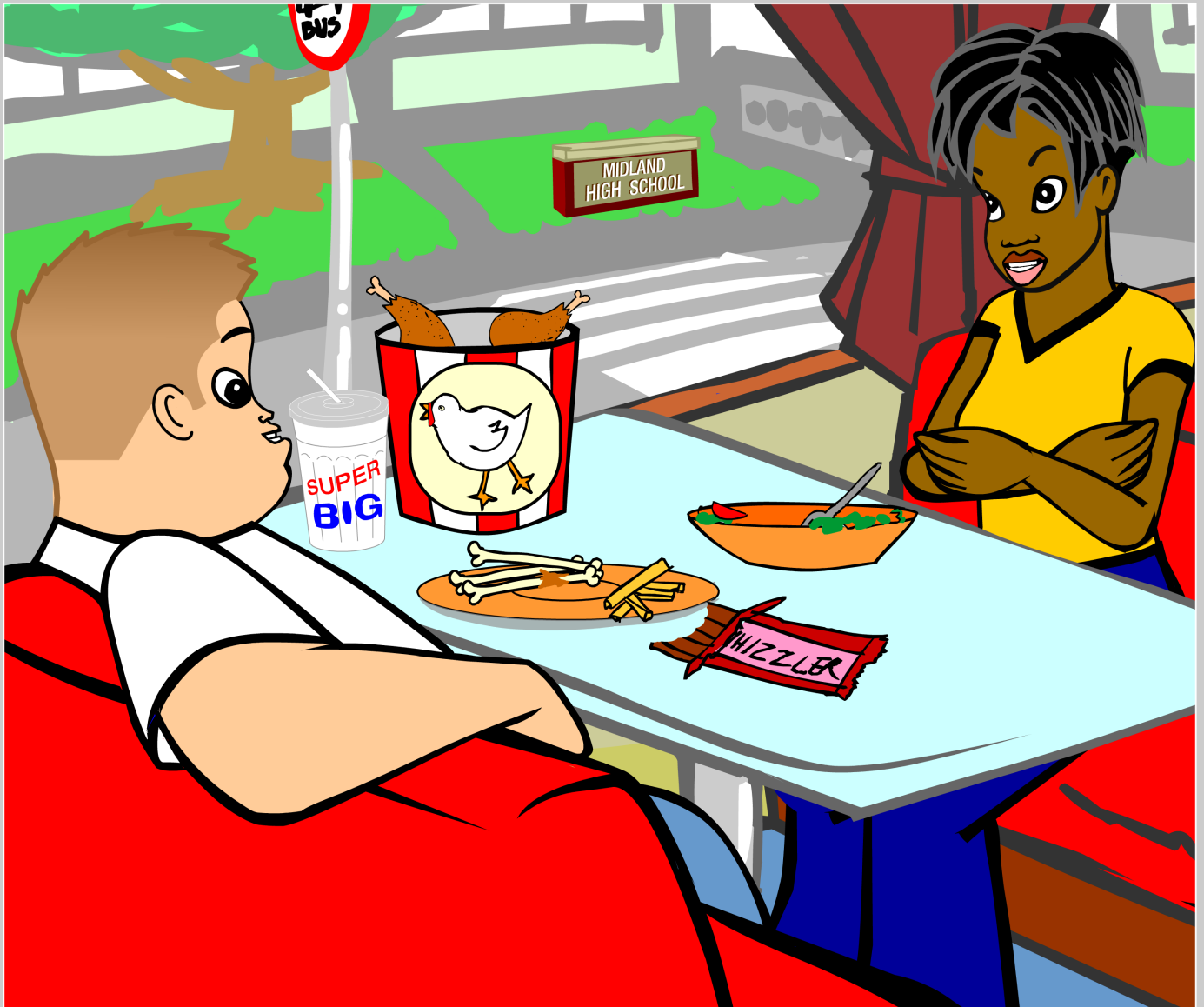


YOUTH LEADERSHIP ACADEMY



HEALTHY HABITS



Students learn how to examine the components and benefits of a healthy diet and exercise, and use this knowledge to create goals to help them lead a more active lifestyle.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

- ✓ **460,000 people served**
- ✓ **500 Computer Training Centers**
- ✓ **200 Youth Development Programs**
- ✓ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
- ✓ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
- ✓ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *International Journal of the W.K. Kellogg Foundation, 1997*

Outcomes

- ✓ **Engaging Students** – "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *Youth Leadership Academy 2-Year Evaluation in Newark, NJ, Martin Finkelstein, Ph.D., 2007*
- ✓ **Increased Reading and Math Skills** – YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *Evaluation of YLA in Montclair High School, Elaine M. Walker, Ph.D., 2003*

Overview of “Healthy Habits”

About 25 percent of all Americans under age nineteen are overweight or obese. The percentage of overweight six- to eleven-year-olds has nearly doubled in two decades, and for adolescents the percentage has tripled. Type 2 diabetes, which is related to obesity, is exploding even among children. Other serious and life-threatening illnesses that stem from overweight conditions are heart disease, osteoarthritis, endometrial cancer, and problems with the digestive system. Equally troubling is the fact that each day more than 4,800 adolescents (ages 11-17) smoke their first cigarette. Almost 2,000 of these will become regular smokers - that’s 730,000 annually. According to the American Lung Association, if the current tobacco use patterns persist in the U.S., an estimated 6.4 million children who are living today will die from a smoking-related disease.

YLA recognizes that adolescents and teens are becoming more independent and are not prone to accept advice or threats about long-term consequences of unhealthy habits, like smoking or eating unhealthy foods. They are buying food and eating away from home, usually in fast food restaurants. They are hanging out more with their friends, not playing sports as they did in grade school and are often involved in sedentary activities.

The YLA curriculum engages participants in an experiential learning approach that helps them see the environmental conditions influencing their habits and lifestyle. Examples are advances in food sciences that boost the calorie intake of the average American diet and technological innovation, such as video games and personal computers, that increase the amount of sedentary activities. Participants improve their knowledge, attitudes and behavior by getting the facts about foods that add nutritional value versus those that add “empty calories” and conducting self-assessments to discover whether they need to increase their physical exercise to achieve a balance of activities in their everyday lives. Positive attitudes toward health are reinforced in the curriculum through group discussion and interactive exercises in which participants increase their knowledge of healthy living and set goals for a healthier lifestyle.

Finally, this experiential learning approach motivates participants to take the initiative to make changes in the community. By making connections between their own personal goals and a vision for influencing the environment and attitudes that are impacting public health, they learn the power and benefits of collective action.

Goals for Learning

- ✓ Be able to analyze the influence of culture and media on health attitudes and the impact of processed foods on America’s eating habits;
- ✓ Examine eating and exercise habits and their impact on health;
- ✓ Understand how the body’s function is a direct result of regular exercise and nutrition;
- ✓ Learn the food pyramid, the value of each type of food to the body’s function, and the negative impact of foods with “empty calories”;
- ✓ Identify toxic substances and avoid their use to prevent long-term health risks;
- ✓ Identify the benefits of a healthy lifestyle and the consequences of an unhealthy one;
- ✓ Formulate lifestyle goals and fun and practical ways to carry them out;
- ✓ Get involved in initiatives that promote and sustain healthier lifestyles in the community.



Instructor Preparation Guide

YLA's *Healthy Habits Curriculum Guide* is divided into twelve sections. Each section examines a different theme and together encourages participants to take control of their nutrition, break bad habits and establish exercise routines that will build a healthy future. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9-10, to plan your lessons.

Prepare before class

- Think about your own attitude about diet, exercise and nutrition. Reflect about your lifestyle choices and what may influence them.
- Watch the *On the Reel: Live and Let Diet* animation and use the note-taking worksheet on pages 7-8 to record your thoughts.
- Become familiar with all the activities in the Session Plan, content of the Interface and procedures in the Instructor's Notes in the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles to bring the topics covered in this module into context. Good examples are articles about the eating habits of different cultures, the impact of advertising on our habits, ways to change unhealthy habits, and how to plan for healthier lifestyles.

During class

- Have participants bring in, or provide, a "Healthy Habits" journal. This is a place where they can record their present food, exercise and lifestyle choices. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives as they become and are treated as "nutrition experts."
- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary
- **Sensitivity:** *Healthy Habits* can bring up sensitive issues when dealing with body-weight, body image and the unhealthy habits we may overlook. It is best to treat these subjects at an informational level, avoiding comments in the class that may stigmatize overweight individuals causing resentment and low self-esteem.

Instructor Preparation Guide (continued)

Review Worksheet: Taking Your Pulse

▶ Describe what happens in the animation in your own words.

▶ Summarize in your own words the key ideas in the following Break It Down activities:

Feel the Forces

Check Your Choices

Adopt Healthier Habits

Review Worksheet: Take Action

► Summarize in your own words the key ideas in:

Diet for Life

Challenge Your Body

Breathe Easy

Give a Shout Out

Healthy Habits Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<p>Final Answer: First Answer  Participants complete a pre-program survey of their attitudes, behavior, and knowledge about healthy habits. CG pg. 11 • 10 Minutes</p>	<p>Break It Down: Feel the Forces  Participants identify the sales pitches in advertising and become critically aware of the unspoken pressure they exert on consumers. CG pg. 19 • 30 Minutes</p>	<p>We Got Game: Perpetrating Rhymes  Participants compete in teams to identify songs. They analyze lyrics to better understand messages about healthy habits, and how the messages might influence teens. CG pg. 37 • 20 Minutes</p>	<p>Break It Down: Check Your Choices  Participants examine their eating habits, become aware of their daily activity levels, and consider the consequences of their eating habits and routines on their health. CG pg. 49 • 30 Minutes</p>	<p>Write to the Point: Check Your Choices  Participants tell a story about someone they know with an unhealthy daily routine. CG pg. 61 • 30 Minutes</p>	<p>Break It Down: Adopt Healthier Habits  Participants commit to taking better care of their bodies, name habits they need to break, name habits they want to form, and plan a daily routine that helps form healthy habits. CG pg. 82 • 30 Minutes</p>
<p>Break the Ice: Taking Your Pulse This exercise previews feeling the forces, checking your choices, and adopting healthier habits. CG pg. 14 • 30 Minutes</p>	<p>We Got Game: The Hard Sell  Participants examine a series of print advertisements to critically analyze the tacit ways big tobacco and junk food makers try to hook consumers. CG pg. 28 • 20 Minutes</p>	<p>Write to the Point: Feel the Forces  Participants tell a story about a time when they noticed an advertisement they liked. CG pg. 46 • 20 Minutes</p>	<p>Final Answer: Lifestyles Questionnaire  Participants answer this self-assessment form to gauge their daily sedentary versus active time. CG pg. 56 • 30 Minutes</p>	<p>We Got Game: Cause and Effects  Participants discover through visual clues and multiple-choice game play what key nutrients, vitamins, and minerals are contained in various foods and how they benefit body function. CG pg. 64 • 30 Minutes</p>	<p>Final Answer: Make a Plan  Participants build a schedule that supports the changes in diet and fitness they plan on making and maintaining daily. CG pg. 88 • 30 Minutes</p>
<p>On the Reel: Live and Let Diet  Freddy's eating is so out of control, his pants are literally splitting apart. Shawna lets him know the importance of a good diet while he cautions her about the dangers of cigarette smoking. CG pg. 17 • 10 Minutes</p>					

Healthy Habits Session Plan: Sessions 7–12

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
<p>Break the Ice: Taking Action on Your Diet This exercise previews dieting for life, challenging your body, breathing easy and giving a shout out. CG pg. 92 • 30 Minutes</p>	<p>We Got Game: Food Court Participants choose food items at a food court to create their own balanced, nutritious meals in accordance with U.S.D.A. Food Pyramid guidelines. CG pg. 104 • 30 Minutes</p>	<p>Break It Down: Breathe Easy Participants become aware of how smoking can affect their systems and are urged NOT to become slaves to nicotine or are urged to stop smoking if they are already addicted. CG pg. 118 • 30 Minutes</p>	<p>Write to the Point: Give a Shout Out Participants tell a story about an action they could take to make their schools or communities healthier places for kids. CG pg. 129 • 30 Minutes</p>	<p>Final Answer: Final Answer Participants complete a ppst-program survey of their attitudes, behavior, and knowledge about healthy habits. CG pg. 134 • 30 Minutes</p>	<p>Hot Link Library: The Missing Link Participants review the website directory and then write suggestions for additional sites to help enrich the listing. CG pg. 137 • 30 Minutes</p>
<p>Break It Down: Diet for Life Participants learn to find out what's in their food before they eat it, cut back on junk food, avoid harmful substances, balance their diets, and eat for body function. CG pg. 97 • 30 Minutes</p>	<p>Break It Down: Challenge Your Body Participants learn the importance of challenging their bodies a little each day, making time for exercise, finding fun ways to break a sweat, feeling the effects of using their bodies, and making exercise a daily habit. CG pg. 112 • 30 Minutes</p>	<p>Break It Down: Give a Shout Out Participants learn the value of challenging each other to form healthier habits, listing resources in the community that support change, and working together to make their schools and communities healthier places to live. CG pg. 123 • 20 Minutes</p>	<p>Final Answer: Pays to Play Multiple-choice quiz tests retention of information on health, fitness and nutrition. CG pg. 131 • 15 Minutes</p>		<p>We Got Game: Q's Clues Participants test their knowledge of fast food, nutrition and food innovations in this Jeopardy-style board game. CG pg. 139 • 30 Minutes</p>

Instructor Notes

Final Answer: First Answer

Pages 12–13

SECTION 1
PRE-ASSESSMENT

Background Note

Administer *Final Answer: First Answer*, YLA’s pre-assessment survey, to participants **before** *Healthy Habits* is introduced. This is recommended because it allows you to assess the participants’ background knowledge and tailor the activities according to their needs.

Objectives

- Demonstrate prior knowledge of what it means to be healthy.

Instructor Preparation

First Answer requires access to computers with internet connection. Review the survey’s questions prior to implementation to address any barriers that may arise due to reading comprehension.

Materials

Computers; internet access; and the *Healthy Habits Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on page 12 to guide you through *First Answer*.
- Tell participants to read the “Set Up” directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask students to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board or area of your room. Tell students they will find out the answer to their questions by the end of the unit.



Assessment

The results of the survey become part of the participant’s portfolio in APOLLO. View the surveys’ results in APOLLO by accessing your “Instructor Menu’s Assessment and Status Viewer.” If time constraints prevent you from viewing each participant’s survey individually, take a sampling of surveys to gauge participants’ prior knowledge.


After reviewing results, tailor the module’s activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter  then click **Enter**.
3. Click on YLA Interactive!
4. Once the interface has appeared on your computer screen, click .
5. Select **9. LIVE AND LET DIET**.
6. Roll mouse over fifth icon from left on the “Choose an Activity” screen:



7. Click .
8. After reading the instructions on screen, click **start**.
9. Select **1. FIRST ANSWER**.



10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

continued on next page ▶

First Answer Quiz

1. **If I'm not sick or overweight, then there's no reason to change my eating habits.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
2. **Smoking a couple of cigarettes a day isn't really a problem because you can always quit later.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
3. **I consider regular exercise essential to feeling and looking good.**
 - a. Strongly agree (4 points)
 - b. Agree (3 points)
 - c. Disagree (2 points)
 - d. Strongly disagree (1 point)
4. **Fast food meals are not only cheap and delicious, but they're well-balanced too.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
5. **I eat at least two fruits or vegetables a day.**
 - a. Almost always (4 points)
 - b. Usually (3 points)
 - c. Sometimes (2 points)
 - d. Almost never (1 point)
6. **I super-size because I get more for my money.**
 - a. Almost always (1 point)
 - b. Usually (2 points)
 - c. Sometimes (3 points)
 - d. Almost never (4 points)
7. **I make it a point to walk or exercise at least 30 minutes a day.**
 - a. Almost always (4 points)
 - b. Usually (3 points)
 - c. Sometimes (2 points)
 - d. Almost never (1 point)
8. **If all my friends started smoking cigarettes, I would start smoking too.**
 - a. Definitely (1 point)
 - b. Probably (2 points)
 - c. Maybe (3 points)
 - d. No (4 points)
9. **Calories _____.**
 - a. store fat
 - b. are the body's source of energy (4 points)
 - c. make you lose weight
 - d. cause cancer
10. **The food pyramid is _____.**
 - a. a part of the food square
 - b. a guide for a healthy diet (4 points)
 - c. a way to represent an unhealthy diet
 - d. a way to calculate your health
11. **Food labels can tell you _____.**
 - a. the ingredients in the food
 - b. the amount of fat in the food
 - c. the daily nutritional value of the food
 - d. All of the above (4 points)
12. **Which of the following is contained in cigarettes?**
 - a. Morphine
 - b. Caffeine
 - c. Nicotine (4 points)
 - d. Dopamine

Instructor Notes

Break the Ice: Taking Your Pulse

SECTION 2 SET THE STAGE

Background Note

Healthy Habits is divided into two parts. *Break the Ice: Taking Your Pulse* opens Sections 2-5 with an opportunity for you to model the learning process to develop healthy habits. Keep in mind *Healthy Habits* can bring up sensitive issues when dealing with body-weight, body image and cultural messages about how one should look, act and feel. It is best to treat these subjects at an informational level, avoiding comments in the class that may stigmatize overweight individuals causing resentment and low self-esteem.

Objectives

- Discuss the goals of Sections 2-5 of the *Healthy Habits* module:
 - Analyze and draw conclusions about the physical activity that makes up your daily routine;
 - Describe how habits and daily routines are developed over time;
 - Describe how your habits affect your life and health;
 - Build a schedule with the activities that are most meaningful and beneficial to your health.

Instructor Preparation

Collect related news articles to bring the topics covered in Sections 2-5 into context. Good examples are articles about the eating habits of different cultures, the impact of advertising on our habits, ways to change unhealthy habits, and how to plan for healthier lifestyles.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles; Internet resources; journals (optional); and the *Healthy Habits Curriculum Guide*.

Instructional Procedures

- Get the participants excited about the activities in *Healthy Habits* with a glimpse of *We Got Game: Perpetrating Rhymes*.
- Let participants know that the goal of this module is to encourage them to become knowledgeable about food, fitness and toxins and to help them meet their dietary and exercise needs. Explain that they have the power to shape their own lives and build a healthy future.
- Start a discussion about healthy habits to open up the topic. Ask questions like:
 - Do you think about what you put in your body?
 - What do you think is the connection between nutrition and good health? Between exercise and good health?
 - Why is it important to have daily habits that are good for your health?
 - How do television commercials influence what we eat?
- Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

continued on next page ▶

Instructor Notes (continued)

Break the Ice: Taking Your Pulse

SECTION 2

SET THE STAGE

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during *Healthy Habits*.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board to generate a “Wall of Ideas.” Have students add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of a bulletin board entitled “Wall of Ideas: Leaders.”

Assessment

Use the Journal Scoring Guide on page 16 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for each participant and review the material so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

Journal Scoring Guide

Break the Ice

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list <i>in the margin</i> : Date of entry Title of entry (e.g., <i>My Daily Routine</i>)	1	2	3	4
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric	
Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

On the Reel: Live and Let Diet

Page 18

SECTION 2
SET THE STAGE

Background Note

The quote at the beginning of “Live and Let Diet” is by Harvey Mackay. At 26, Mr. Mackay bought a failing envelope company which he transformed into an \$85 million corporation. He is also a nationally syndicated columnist, an author of five *New York Times* best sellers, and a motivational speaker. His message about how to develop winning business practices is equally insightful for leading healthy lives.

Objectives

- Examine Freddy’s eating and exercise habits and their impact on his health.
- Examine Shawna’s attitudes towards her smoking addiction.

Instructor Preparation

Review the objectives for the activities found in Sections 2-5 of the *Healthy Habits Curriculum Guide*. On pages 7-8 you will find note-taking pages to record your observations and thoughts while watching *On the Reel: Live and Let Diet*. After reviewing the results of participants’ pre-assessment surveys, you may need to tailor your notes to the participants’ needs while watching *Live and Let Diet*.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional) and the *Healthy Habits Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Recap the material from *Break the Ice*. Participants need constant reinforcement as they absorb the material.

- Review any difficult vocabulary before you begin the video, such as cholesterol, habit, addicted, or emphysema.
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 18 of the curriculum guide to watch the animation.
- For younger students, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing *Live and Let Diet*, write the quote used at the beginning of the animation on an overhead projector or chalkboard. Have students interpret the quote in their own words using examples from the animation to support their ideas.
- Journal: Ask participants to analyze what they’ve seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Organize students into small groups to analyze what they’ve seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Assessment

Use the discussion from *Break It Down: Feel the Forces*, as well as the accompanying scoring guide, to assess participants’ understanding of Freddy and Shawna’s unhealthy habits.

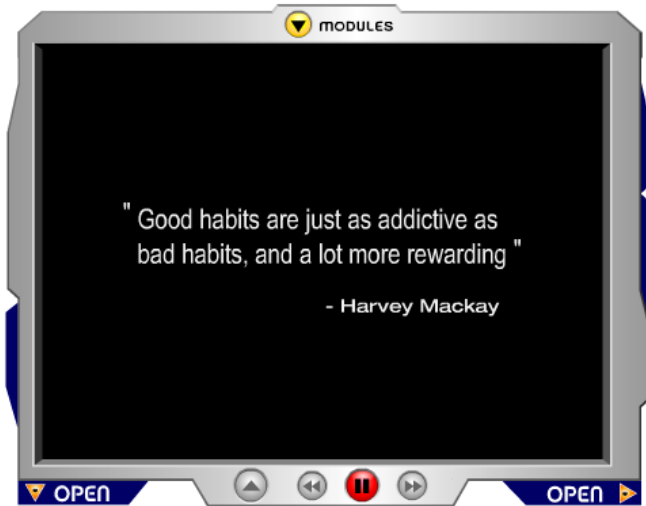


On the Reel: Live and Let Diet

1. Roll mouse over first icon from left on the “Choose an Activity” screen: [Notes:](#)



2. Click  .



Instructor Notes

Break It Down: Feel the Forces

Pages 21–27

SECTION 3
MEDIA INFLUENCE

Background Note

Celebrity endorsements, or “testimonials,” are a common technique used by advertisement agencies to persuade consumers to use their products. This *Break It Down: Feel The Forces* will help participants become informed critics of what they see and hear in the environment, and begin to make informed decisions about the choices they make.

Objectives

- Identify sales pitches.
- Understand the unspoken pressure advertisements have on consumers.
- Make choices based on facts NOT hype.

Instructor Preparation

Collect additional advertisements from magazines that would generate interest amongst participants—these will most likely contain ads that target youth. Possibilities could include *Sports Illustrated*, *Vibe*, *XXL*, *The Source*, etc.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); and the *Healthy Habits Curriculum Guide*.

Instructional Procedures

- Review with participants any difficult vocabulary before you begin the activity.
- Ask the participants to name all the external influences on their culture and lifestyle (e.g. the fast food industry, technology innovation, malls, and MTV). How have these influences affected what and where they eat, how they communicate, and how they are able to get the exercise they need? Show how these influences have changed the American lifestyle and culture over time.

- Brainstorm how the fast food industry has been successful in changing the way families eat meals.
- Follow the instructions on pages 21–24 of the curriculum guide to navigate *Break It Down: Feel the Forces*.
- After the discussion, use the Pepsi ad featuring Beyoncé and ask participants to think of ways that companies use ad campaigns to try to increase the number of people who buy their products. For example, how does 7-Eleven’s Big Gulp and McDonald’s playground for kids influence consumers to buy their product?
- Use additional advertisements to reinforce participants’ learning.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Brainstorm with students the meaning of culture. Use a graphic organizer to record participants’ responses. A sample organizer with directions can be found on pages 25-26. The organizer can also be used to help facilitate discussion between participants during *Break it Down: Feel the Forces*.

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Direct participants to the *Hot Link Library* to find out more about the fast food industry, advertising and the cultural impact of food on communities.

continued on next page ▶

Instructor Notes (continued)

Break It Down: Feel the Forces

Pages 21–27

SECTION 3
MEDIA INFLUENCE

Assessment

Use the Discussion Scoring Guide on page 27 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use the discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Feel the Forces*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary

brand loyalty, culture, lifestyle, consumers

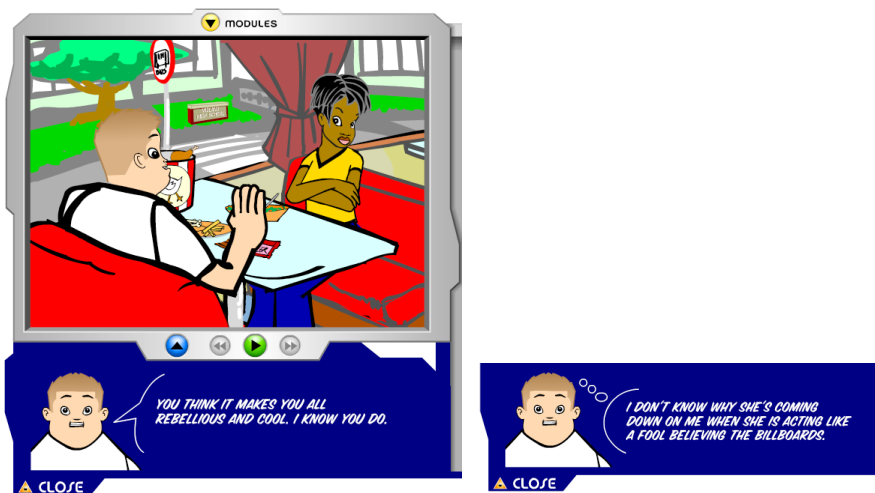
1. Roll mouse over second icon from left on the “Choose an Activity” screen:



2. Click .

3. After reading the instructions on screen, click .

4. Select **1. FEEL THE FORCES**.



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Feel the Forces

Fast food chains give away toys and push their products in school cafeterias to create **brand loyalty**. Become aware of how these and other external forces affect your **culture** and **lifestyle**.

- ✓ Identify the sales pitches
- ✓ Understand the unspoken pressure they exert on **consumers**
- ✓ Make choices based on facts *not* hype

Notes:

brand loyalty

(noun) The extent to which consumers are familiar with the distinctive qualities or image of a particular product and buy it on a regular basis. *Advertisers spend millions of dollars on TV ads targeted at kids to create brand loyalty for their products.*

culture

(noun) The controlling attitudes and behavior of a group or organization. *The fast food industry has been successful in creating a culture of eating out.*

lifestyle

(noun) A way of living that reflects the person’s values and attitudes. *The music and fashion that represent the hip hop lifestyle have been adopted by people all over the world.*

consumer

(noun) A person who uses goods or services. *Consumers should be educated about the products they buy so they can spend their money wisely.*

5. Review the text, then click on the check point
 ✓ **Identify the sales pitches** to display the supplemental pop-up.



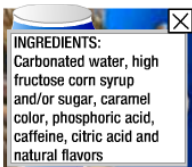
Why is Pepsi using Beyonce to sell its soft drink?

6. Click on the check point
 ✓ **Understand the unspoken pressure they exert on consumers** to display the supplemental pop-up.



It's much easier to sell a product as a "lifestyle."

7. Click on the check point
 ✓ **Make choices based on facts NOT hype** to display the supplemental pop-up.



You might be less likely to buy if you know what's inside.

8. After reviewing the text on-screen, click **next**.

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Dangerous Consequences of High Fructose Corn Syrup (HFCS)

Many experts believe that the use of HFCS, the leading sweetener in sodas and fruit drinks, is causing a startling rise in obesity in America and a related increase in diabetes. Over 60 pounds of HFCS per person is consumed each year in this country - up from only a half-pound in 1970. Food manufacturers use HFCS because it's cheaper and has a longer shelf life. Bring in some food products and ask participants to give possible reasons for the increase in the consumption of HFCS in the last 35 years - more foods being produced with HFCS, more snack products being consumed, super-sized servings in fast food restaurants.

1. What is Freddy trying to tell Shawna about advertising?

Ads don't give the whole truth; and in some instances are guilty of deliberately misleading the public. This is particularly harmful to adolescents who want to try new things that look "cool" and are not aware of or interested in the dangers of certain choices.

2. Does Freddy think Shawna has been influenced to smoke by television, movies, and billboard ads? ____ Yes ____

No. Yes. He thinks Shawna smokes because she thinks it is "cool" to smoke. He suggests that the Marlboro man is a model for people wanting to be independent, cool, and tough.

3. Why do you think Shawna is vulnerable to the advertiser's campaign?

Shawna, like many teens, wants to look more mature and "cool" and so she is pulled into ads that communicate that message. When Shawna learns to identify the sales pitches about smoking and separate fact from hype, she will begin to see the harmful effects of smoking and understand the significant health problems that she is likely to incur if she continues to smoke.

4. What is the message from advertising that may be influencing Freddy's food choices?

Freddy could be pressured to buy mega-sized meals because ads infer that he will get more for his money when he buys larger portions.

5. How do the attitudes of Freddy and Shawna differ?

Freddy is influenced more by fast food advertising because eating is central to his daily habits; and is turned off by cigarette ads because he thinks that smoking is disgusting. Shawna wants to look "cool," so she pays attention to the tobacco ads that send a message that it is "cool" to smoke and believes that ultra lights are not dangerous. Each person has different needs and motivations and therefore has different reactions and attitudes to the media messages that he or she sees.

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Have participants vote by either a show of hands, or by selecting one of the choices on their computer.

campaign

(noun) An operation energetically pursued to accomplish a goal. *There was a strong campaign by parents against the Joe Camel advertisement because the ad was encouraging children to buy cigarettes.*

6. **Tell a story about a time when you noticed an advertisement that you liked.** When was this? What product was being sold in the advertisement? What did you find attractive, appealing, funny, or interesting about the ad? How could it have an influence on the choices you make?



Participants will be asked to address #6 in writing during another exercise called Write to the Point.



See the Hot Link:
Fast Foods – Hard Facts
To find out more about the fast food industry.



See the Hot Link:
Encarta
To search for more information in the Encarta encyclopedia on nutrition, health and media.



See the Hot Link:
Advertising Impact
To check out a teenager's experience with the daily impact of advertising.



See the Hot Link:
Media Messages
To learn more about becoming a critical viewer of the media.

Culture Brainstorm

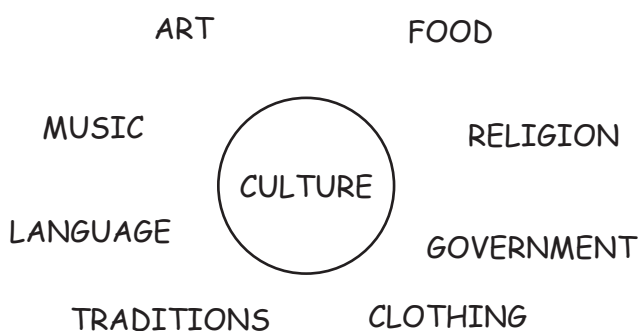
Break It Down: Feel the Forces

Instructor directions: In *Break It Down: Feel the Forces*, participants were asked to identify the external forces that influence Freddy and Shawna in their decision-making. These same external forces help to shape culture. In this exercise, participants brainstorm the many characteristics of culture, and look at how things such as advertisements, or the internet, can change culture. Follow the steps below to help facilitate this discussion.

Step 1: On chart paper draw a small circle proportionate to the center, as shown below, and label it “Culture”.



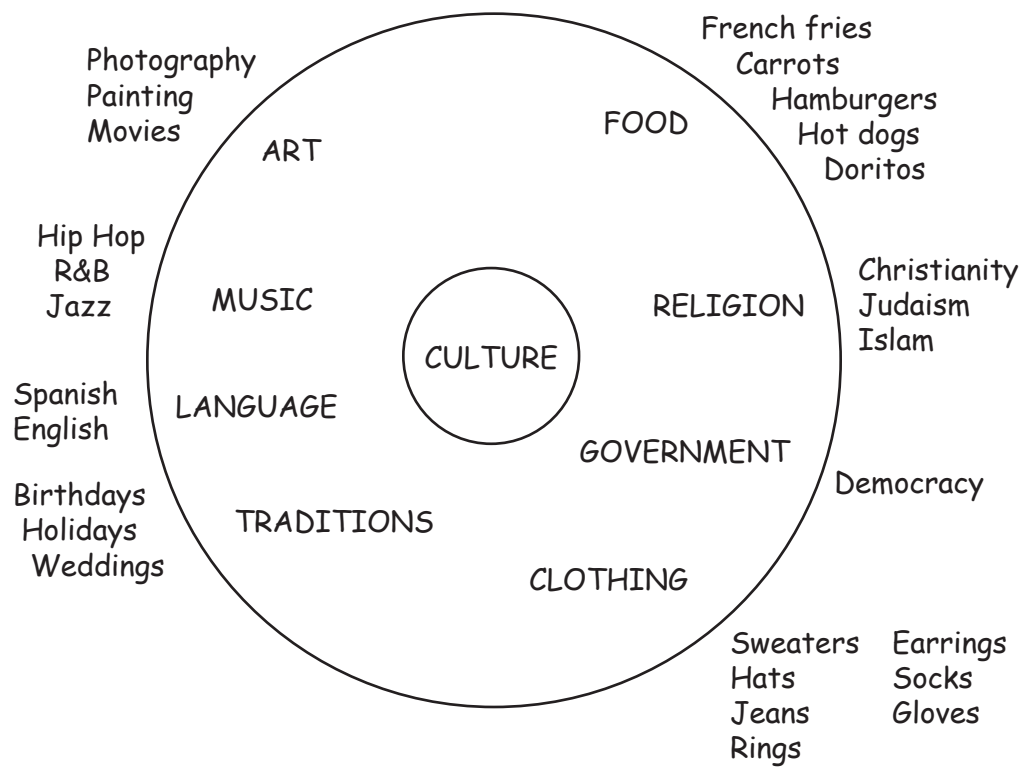
Step 2: Inform participants that they will be brainstorming examples of culture--which are all the things that make up peoples' way of life. First, ask participants to define “culture” in their own words. Next, ask participants to list what makes up culture. If necessary, guide participants into thinking in broad categorical terms, such as “language,” and chart your answers around the inner circle.



Culture Brainstorm (continued)

Break It Down: Feel the Forces

Step 3: Once the categories have been defined, draw another circle around the terms. Then, ask participants to brainstorm specific examples for each category, such as “English” for language, or “birthdays” for traditions. Chart their ideas around the second circle. When you have finished, your chart should resemble the completed sample below.



Step 4: Ask participants what factors cause a person’s culture to change. Use the example of technology and analyze how technology has impacted culture. Brainstorm how specific types of technology have changed specific aspects of culture. *For example:* The internet has changed the way many people listen to music. Instead of purchasing music from a physical store, consumers can download music without leaving their homes.

Step 5: Tie your discussion back into the *Break It Down: Feel the Forces*. Ask the participants to name all the external influences on their culture and lifestyle (e.g. the fast food industry, technology innovation, malls, and MTV). How have these influences affected what and where they eat, how they communicate, and how they are able to get the exercise they need? Show how these influences have changed the American lifestyle and culture over time.

Discussion Scoring Guide

Break It Down: Feel the Forces

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			
Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			