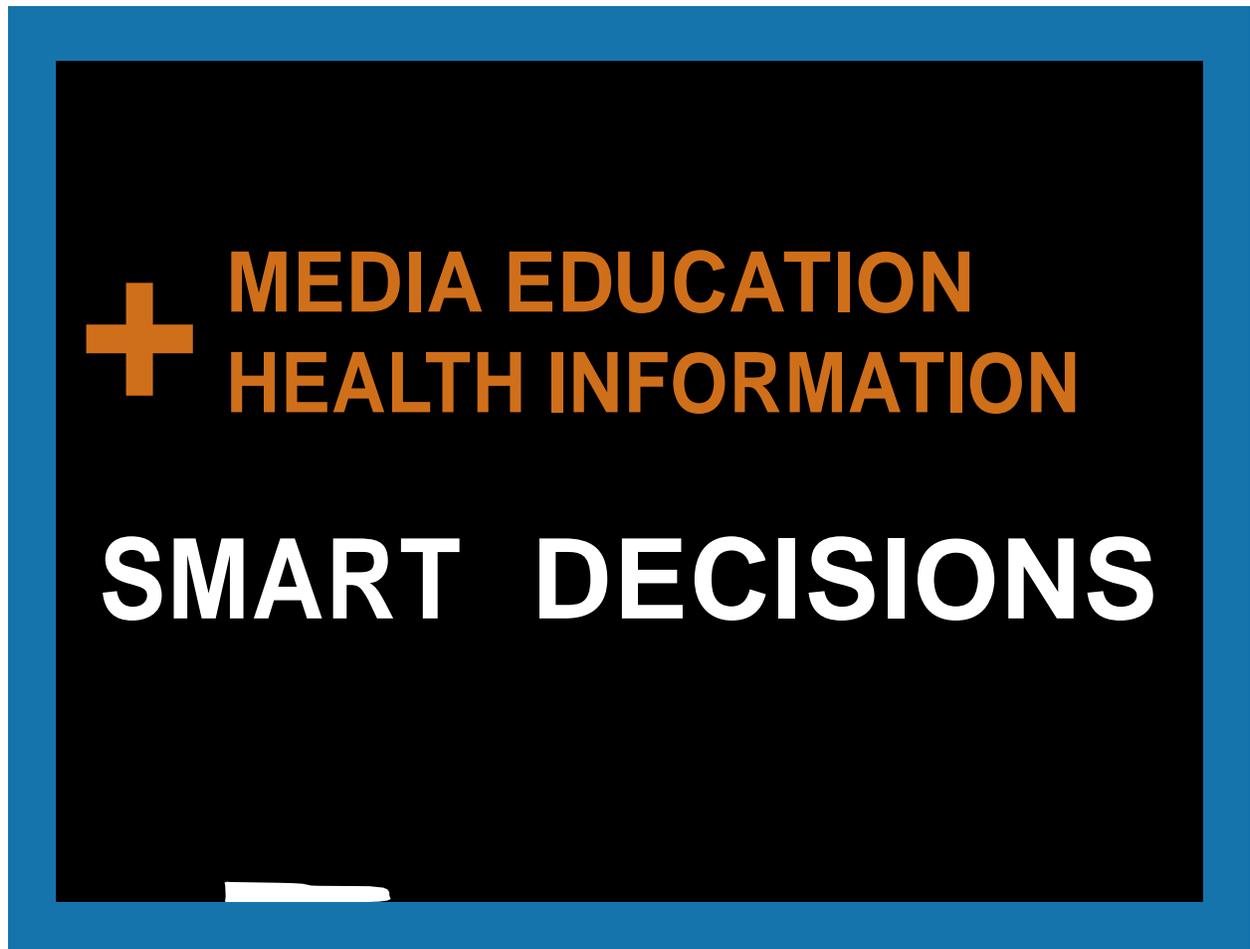


Media Smart Youth – Not Prescribed



Welcome to **Media Smart Youth!**

(Adapted by Rise Above Colorado)

This engaging and hands-on curricular resource helps young people understand the complex media world around them and make thoughtful decisions about issues important to their health, specifically the misuse of legal substances.

Acknowledgements

In partnership with Generation Schools Network, Rise Above Colorado received funding from The Colorado Department of Health Care Policy and Financing's School-Based Substance Abuse Prevention and Intervention Program to develop and evaluate the *Media Smart Youth – Not Prescribed* program. Initial pilot testing with 70 middle school students in Denver showed positive gains in students' perception of risk with prescription drug misuse and students' skills in analyzing media and helping a friend who is misusing. This program was adapted from a promising practice for media literacy and obesity prevention.

Adapted from *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, NIH, HHS. (2005). *Media Smart Youth: Eat, Think, and Be Active! Program Packet* (05-5538). Washington, DC: U.S. Government Printing Office.

Your Media Smart Youth Curriculum: It's All Here

Everything you need to plan and carry out *Media Smart Youth – Not Prescribed* is included in this facilitator's guide.

The Facilitator's Guide contains detailed instructions for how to lead the 13 lessons. The table on the next page provides a summary of the lessons. In addition, the Introduction and Overview at the beginning of the Facilitator's Guide is packed with useful information about how to plan for and carry out the curriculum. The appendices at the end of the Guide include a variety of helpful resources for the #IRiseAbove Production ideas and guidance on leading program activities.

Pre- and post-curriculum survey — contact Rise Above Colorado for a unique survey monkey link or pencil and paper copies: info@riseaboveco.org

Media Smart Youth – Not Prescribed At-A-Glance

Lesson	Activities	Brain Break	Mini-Production	Handouts	Online Resources
1: Welcome to Media Smart Youth	A: What Is the MSY Workshop? B: Working Agreement C: What Are Media?	optional			none
2: Thinking About Media	A: The Purpose of Media B: Media & Health—What's the Connection? C: <i>Mini-Production</i>	It All Depends on Where You Sit (Wall Sit)	Whose Point of View Is It?	Blog Entry: Points of View 1 & 2	Media Smarts Media Minute Introduction: What is Media Anyway? And Each Medium Has a Unique Aesthetic Form
3: Asking Questions	A: More Than One Kind of Kid B: The 6 Media Questions C: <i>Mini-Production</i>	optional	And...Action!	Media Detective Notepad; Action Hero Creative Brief	Media Smarts Media Minute: Audiences Negotiate Meaning
4: <i>Not Prescribed</i> 5: <i>Not Prescribed</i> cont.	A. <i>Not Prescribed</i> lesson B. Mini-Production	optional	Creating a Rx Abuse Page for a Social Networking Site		<i>Not Prescribed</i> (www.notprescribed.org)
6: The Power of Advertising	A: What Is Advertising? B: Thinking About Peer Pressure & Social Norms	yoga			Media Smarts Media Minutes: Media Has Commercial Implications and Media Has Social & Political Implications
7: The Science Behind the Art of Advertising	A. The Science Behind the Art of Advertising B. Mini-Production	optional	Omission Mission	Omission Mission Script; FDA's Bad Ad Program	Media Smarts Media Minutes: Media Are Constructions; Lunesta & Zolofit commercials, <i>Big Pharma</i> , <i>Big Bucks</i> trailer
8 Analyzing the Media Within Pharmaceutical Websites	Analyzing Websites	optional		Media Detective Notepad; NIDA's Commonly Abused Drugs; Educate Before You Medicate	
9: What Does It Take to Be a Good Friend?	A: Present Website Analysis B: What is a good friend?	optional		How To Listen; How to Have a Convo	Safe2tell overview secondary
10. Practice Helps To Rise Above	A: Fishbowl role-play B: Mini-Production	optional	Communication Jingles	Jingle Time	
11 Making Smart Choices Fun and Easier	A: Rise Above: What Makes It Easy? What Makes It Hard? B: Mini-Production	optional		Choosing Specific Actions	
12 Getting Into the Production Mode	A: Get in the Action! B: Choose Your #IRiseAbove Production Media Format	The Human Knot			
13. #IRiseAbove Planning	A. This Message Brought to You By... B: The 6 Media Questions from the Production Point of View C: 3 Ps of Production	Optional			2015 Spot On Media Campaign – The Power is in Your Hands (youtube) and various Colorado youth-led videos

Introduction and Overview

This Introduction and Overview gives you all the information you need to plan and carry out Media Smart Youth.

Introducing Media Smart Youth provides background on why the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) created this original curriculum. It also includes why Rise Above Colorado chose to adapt it for prescription drug, and other legal substances, misuse prevention.

Overview for Facilitators provides detailed information on planning for and delivering the lessons. Lesson facilitators will find this section particularly helpful.

Introducing Media Smart Youth – Not Prescribed

What Is *Media Smart Youth – Not Prescribed*?

Media Smart Youth – Not Prescribed is an interactive education program that focuses on building skills in media analysis and media production to help young people ages 11 to 13 understand the complex media world around them and how it can influence their health. The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), a part of the National Institutes of Health (NIH) within the U.S. Department of Health and Human Services, created *Media Smart Youth* to help empower young people to think critically about media and make thoughtful decisions about their health. *Media Smart Youth* combines media literacy and youth development principles and practices with up-to-date research findings and federal recommendations. It is also consistent with widely accepted, national learning standards, which are also aligned to the Colorado Academic Standards (see Appendix A for more information on the relationship between *Media Smart Youth* topics and these national standards).

In *Media Smart Youth – Not Prescribed*, young people will:

- Learn about the connections between media and health.
- Analyze and create media messages.
- Evaluate both obvious and subtle media messages to determine accuracy and consistency with their own values.
- Learn about key concepts for prescription drug misuse prevention.
- Develop strategies for making healthy choices in real-life settings.
- Learn about the importance of coping strategies for promoting health.
- Develop strategies for becoming more confident in their daily healthy lives.
- Create health messages for other young people.

Why Do We Need Media Smart Youth – Not Prescribed?

Every day, young people actively engage with the media world around them. Today’s media world has expanded beyond the traditional forms, such as television and radio, to include video games, social networking sites, movies, and online videos—all constantly accessible on mobile platforms, such as cell phones.

A large-scale national survey found that, in the United States, youth ages 11 to 14 spend an average of 8 hours and 40 minutes each day using media.¹ For many youth, cell phones, the Internet, television, computers, and other media are essential tools that are seamlessly woven into all aspects of their daily lives. Through this exposure, young people encounter a barrage of marketing and advertising messages. Depending on their age, children are exposed to between 14,000 and 30,000 ads on TV alone per year.

Growing up in the new millennium presents new challenges and opportunities for middle school students. While the stresses and excitement of adolescence are unchanging, the environment in which young people live is vastly different than the social world of teens in earlier times. Nearly two-thirds of young people in the U.S. think life will be worse in ten years. Learning to cope with stress is one of the most important tasks of adolescence — and the stresses young people experience around relationships, families, school and work life, are substantial. What can caring adults— teachers, parents and community leaders — do to help kids manage the complicated process of growing up?

Over and over, the mass media reinforce the false belief that consuming products can take away all pain and stresses making you feel truly alive. But the media doesn’t often show us that the best ways to reduce stress and feel truly alive is not by consuming a product—but doing something meaningful, like being with people, learning, being creative, exercising, taking action in the world.

In response to these trends, several federal agencies have developed programs to help young people make choices that reinforce healthy behaviors. Media Smart Youth is part of those efforts.

What makes Media Smart Youth unique is its focus on media. Media can have an effect on young people’s attitudes, behaviors, and ways of thinking about many things, including our health. Navigating through this world of media requires knowledge and skill, and that’s why Media Smart Youth was created. The program aims to improve media smarts—also known as media literacy. Youth who are media smart have the know-how and critical thinking abilities to be thoughtful media participants. They question the “who,” the “what,” the “why,” and the “how” behind the words and images. As a result, they develop critical thinking skills that help them form their own opinions and make their own informed choices about the messages they see and hear.

¹ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). *Generation M2: Media in the Lives of 8- to 18-Year-Olds*. Menlo Park, CA: Kaiser Family Foundation.

The Media Education Lab at Temple University argues that teaching about advertising can be one of those skills that help protect young people from media's negative influence; it fits very effectively into the context of health education and also links to skill development in language arts, social studies, journalism and the visual arts. Given the pervasiveness of so many different communication technologies in our culture, young people need more opportunities (not fewer) to learn about and discuss the complex functions of the mass media in our lives. Media literacy skills are basic, 21st century literacy skills that all young people need today. Here's why:

- Media literacy skills help students distinguish between fact and opinion, to recognize claims backed up by evidence and those that use emotions. Media literacy skills help students recognize how and why messages appeal to us, sharpening our awareness of the unstated but implied messages that are behind the statements we read, see or hear in the media.
- Media literacy skills increase students' ability to choose messages effectively, to evaluate the quality and accuracy of what we watch, see and read. With more choices available via the Internet, cable and print media, the ability to select messages wisely is a key literacy skill for the 21st century.²

² Media Education Lab (2009). *The Media Straight Up! Critical Thinking Skills for Pennsylvania's Youth. 3rd Edition* Retrieved from www.drugfreepa.org

What Do We Mean by “Media”?

The term “media” refers to all the many ways people express ideas and convey information. Television, radio, computers, cell phones, newspapers, books, magazines, billboards, music, theater, posters, letters, and the Internet are all examples of media.

Some forms of media, such as TV or the Internet, are “mass market”—that is, they are designed to reach large numbers of people at one time. Other forms of media, such as telephone calls or letters, are generally used for one-on-one communication.

Today, our world is teeming with “new media,” many of which are created for the Internet and cell phones. More recent trends that have transformed the traditional media world include cell phone cameras and mobile texts, social networking and video sharing sites, and blogs and microblogs (blogs with very short posts, like Twitter accounts).

These new media share two constants: they are always changing, and they are highly influential, especially in the lives of young people.

Recognizing the ever-evolving nature of new media, Media Smart Youth discusses media forms in general, allowing facilitators and youth to bring in specific types of media relevant to their experience.

Overview for Facilitators

This section covers the details that facilitators will need to focus on in planning and conducting *Media Smart Youth – Not Prescribed*. It will give you a good understanding of the concepts behind the program—and it will help you make the most of your time and your skills. Take some time to review this information now, and refer to it often as you prepare for each lesson. Also, take a look at Appendix C: Resources to Support Planning and Implementation, which includes a materials checklist and tips that were collected from a diverse group of Media Smart Youth facilitators who were eager to share what they learned about guiding youth through the curriculum.

Focusing on the Lessons

The *Media Smart Youth – Not Prescribed* lessons follow a relatively consistent format with typically two activities and a brain break in between. Most brain breaks are optional and based on classroom time. Examples are in Appendix B.

The structure and content of each lesson is designed to guide you through the session step by step. The **Opening Page** of each lesson includes an overall summary of what's to come, including:

- An overview of the lesson content
- Learning objectives for the lesson (to help you stay on track and to evaluate success)
- A list of all the lesson's activities and how much time is suggested for each
- A list of materials you will need for the activities
- A Facilitator's Preparation List, which suggests steps to do ahead of time to help the lesson go smoothly

Activities are the core content segments. These activities are designed to be carried out quickly—usually in 20 to 30 minutes each—to keep youth energized and interested. You may find that some activities lend themselves to in-depth discussions that may take more than the recommended time. Stay alert to the participants' needs and their reactions. You want to keep youth engaged and interested, but you also want to cover all the material in each lesson.

The Mini-Production is when students use the skills they have learned in the lesson to create a simple media product, such as a blog, an online page for a social networking site, a jingle, a skit, or a billboard.

Several Mini-Production activities focus on digital media, however instructions to lead the activity with paper and pencil is also included. Feel free to adapt to use computers based on students' expertise. All Mini-Production handouts and tools are included at the end of each lesson on sheets that can be photocopied in black and white.

Some lessons include an optional video to accompany the lesson. All are accessible through YouTube and links are provided within the lesson guide. Whether or not you use them, and

how you use them, is up to you. The videos and lesson content complement each other, providing multiple strategies for diverse learners.

The **Brain Break** gives the youth a chance to get active and energized between activities. These are optional, though highly encouraged.

And last, but not least, **Finishing Up the Lesson** gives you the chance to wrap up by asking youth to share one or more fun and interesting things they learned during the lesson. The curriculum lists several key points to listen for, but you should let youth describe what they have learned in their own words.

Focusing on the #IRiseAbove Production

The #IRiseAbove Production, which takes place after the youth have completed all 12 lessons, is a media product created by participants to be shared with your school community and #IRiseAbove online community. The purpose of the #IRiseAbove Advocacy Classes are for the participating students to educate their peers about prescription drug misuse, motivate their peers to take a specific action to Rise Above, and to use #IRiseAbove to celebrate all the awesome things your students do. #IRiseAbove Productions may be relatively simple—such as a window display or a school newspaper article—or more complex, such as a blog or website banner, a video, a classroom presentation, or a community awareness event.

Planning and producing the #IRiseAbove Production is scheduled for the last 5 days of the curriculum. You will have to set realistic timelines for developing the product, sharing it among small groups, providing and soliciting feedback, revising the product, and producing it for distribution. Appendix D and Appendix E contain information, guidance, and tools to help you plan for and carry out a successful and fun #IRiseAbove Production.

Facilitating the Lessons

Media Smart Youth – Not Prescribed lessons are designed to make it as easy as possible for you to conduct the lessons. Here are just a few of the techniques we’ve used.

Visual Aids

The pages of *Media Smart Youth – Not Prescribed* are filled with visual aids to help make facilitating easier.

Colorful icons make it easy to find exactly what you’re looking for:

-  appears on the front page of the lesson next to the list of lesson activities
-  indicates the suggested length of time for an activity
-  indicates the content overview for a lesson or an activity
-  indicates the learning objectives of a lesson or activity
-  indicates any facilitator’s preparation that may be needed indicates any materials or supplies needed
-  indicates a time to be sensitive to issues related to cultural or ethnic identity or an opportunity to tailor an activity to reflect and celebrate the diverse identities within the group
-  appears next to text that you can read to the youth as written or paraphrase
-  indicates when to show an optional video
-  appears next to the *Brain Break* and next to other times youth are being active or have the potential to be active
-  indicates when it’s time to finish up the lesson

Words and Phrases with Special Meaning

Throughout *Media Smart Youth – Not Prescribed*, you will find recurring words and phrases that have a particular meaning.

You’ll often see the phrase “LISTEN to ideas from youth. If necessary, GUIDE them to the following responses” as part of the facilitator’s directions. This phrase indicates where and how you might help move the discussion in a certain direction. In some cases, the list under this phrase includes examples of potential answers. In other cases, the list includes specific content that youth should learn. This convention is used to stimulate discussion so that you aren’t always just lecturing to the youth, but rather are engaging them in a guided discussion. Use your imagination for good ways to guide the discussion with open-ended questions (such

as “What about...,” “Have you thought of...,” and “Can you think of other ways, such as...”). For more information on asking open-ended questions, see Lead with Open-Ended Questions, later in this section.

Throughout the lessons, the term flipchart paper refers to any kind of large sheets of paper, oversize newsprint, or large pads that are commonly used for group training. Youth will use these sheets in many activities, and the flipchart paper will be helpful to you when you want to write down key points from discussions. These sheets are available in most office supply or arts and crafts supply stores. Feel free to use white, chalk, or smart boards.

To energize critical thinking skills, the lessons often call for brainstorming. These “brain dumps” are a great way to encourage all the youth to participate in a nonjudgmental and freeform way. You will be surprised at the thoughtful and creative ideas that emerge during a brainstorm!

Getting Ready To Lead a Lesson

You will find that planning and preparing before each lesson will save valuable time and help increase your confidence about facilitating. Every lesson tells you exactly what you need to do to carry it out. Here is a general checklist to help you prepare.

Review the Lesson

Become familiar with the content and timing of activities and breaks. The more you know ahead of time, the more comfortable you will feel when leading the lesson. Remember, the length of time listed is only a suggestion. Feel free to adjust the time to suit your group’s needs—and don’t forget setup and cleanup.

Consider Your Students

Some groups are more energetic than others. They might want lots of action and competition between teams. Others groups are quieter. They might prefer more pencil-and-paper activities, more cooperative group activities, and less competition. Some youth have no difficulties sharing their thoughts and being active in front of peers. Other youth may be less comfortable sharing. Consider the nature of your group and of individual youth, and adapt the activities to suit them. Appendix B includes suggestions for adapting activities for youth with disabilities.

Honor the Diversity of Your Participants



The lessons provide many opportunities for you to recognize and celebrate the richness and diversity of the cultures and ethnicities represented in your group. Adapt the discussions and activities as needed to reflect various identities. The Mini-Productions may be a particularly good opportunity for youth to showcase their heritages through the media they create. At the same time, be alert to any instances when highlighting cultural or ethnic identity may be inappropriate or uncomfortable for the youth. Throughout the lessons, we've included an icon (see left) to note times where you might want to highlight or be sensitive to issues related to cultural or ethnic identity.

Unique to prescription drugs is the fact that many of your students may be, or know someone who is prescribed commonly misused prescription drugs; therefore, be prepared for students to share about their own experiences using Ritalin, Adderall, anti-depressants, and others. Remember: the message is not that prescription drugs are bad rather that they need to be used appropriately and with clear and critical thinking.

Why Small Groups?

Small groups provide participants with more opportunities to practice skills, share thoughts, work cooperatively, and actively observe others. As a result, they can more easily:

- Establish common ground and provide the foundation for finding solutions together.
- Cultivate support, which can enhance self-esteem.
- Acquire new skills.
- Improve performance through immediate feedback.
- Learn and become motivated.

Making the Most of Your Facilitation

The Media Smart Youth curriculum uses several key strategies to facilitate critical thinking and encourage discussion. The activities encourage youth to explore questions, answers, and possible connections. The point is for them to work together to share information and solve problems. Here are a few skills that you can develop to help make that happen.

Model Open and Nonjudgmental Behavior

In Lesson 1, participants develop a working agreement that governs their participation in the group. Throughout the program, encourage the young people to accept and follow that agreement. But don't forget your behavior with, and reactions to, the group. Your actions can go a long way toward setting the right example.

Encourage Small-Group Work

To increase participation, youth work in small groups for many of the activities, and then come back together as a whole group to share their discussions and results. As part of your planning for

each lesson, you may want to decide how you will divide the youth into groups for these activities.

Handle Sensitive Issues Sensitively

The *Media Smart Youth – Not Prescribed* program is not about legal substance use being across the board bad or wrong, rather the aim is to empower youth with knowledge and skills to make informed decisions about legal substances. This program addresses the benefits and risks of various legal substances, namely prescription drugs, and is designed to promote and encourage critical thinking and discussion. As a result, personal, sensitive, or uncomfortable topics may occasionally arise.

You should try to anticipate and prepare for these situations. Before beginning the program,

discuss with the leadership of your school or organization how you might address such potentially difficult situations, including who the right person is to make a behavioral health referral through at your school. During the program, be sure to create an accepting environment where everyone feels comfortable participating and safe in expressing their thoughts.

Ideas To Consider When Sensitive Issues Arise

- If you know the answer to a question, share it briefly. If not, acknowledge the importance of the issue, and explain that you will try to find the answer after the lesson.
- Don't insist that a young person participate in a discussion or physical activity if he or she seems uncomfortable. Don't allow other participants to tease or pressure the young person.
- Try to redirect the discussion back to the original topic if the talk leads in an uncomfortable direction.
- Consider asking participants to talk with you or another trusted adult after the lesson.
- Ask participants to find out more on their own and report back to the group at a later session.
- Model respect for *all* sensitive issues and special needs, including diverse intellectual, mental, emotional and physical abilities and needs. Make sure that participants respect each other.
- Honor—and support—cultural and economic differences, some of which can influence legal substance use knowledge, perceptions, and attitudes.

Be sure to:

- Acknowledge positive behaviors frequently.
- Give encouragement and compliments.
- Demonstrate respect for participants and their beliefs.
- Be clear about how you expect group members to treat each other, and model this behavior yourself.
- Respect participants' feelings and boundaries.
- Model cooperative behavior.
- Demonstrate concepts and examples when possible.
- Use simple language.
- Encourage group members to share experiences.
- Build on strengths.
- Listen!
- Let group members react, think, and analyze.
- Be flexible and enthusiastic.

Lead with Open-Ended Questions

Many activities begin and end with a group discussion that prompts the young people to: reflect on their own experiences, opinions, and ideas; think about answers to their own questions; and share knowledge. You can start and keep the discussion going by using open-ended questions. Open-ended questions are ones that get people talking. They often start with “what,” “when,” “where,” and “how.” In contrast, closed-ended questions are questions that can be answered by “yes” or “no,” and that often do not require additional discussion

Ways to Involve Young People:

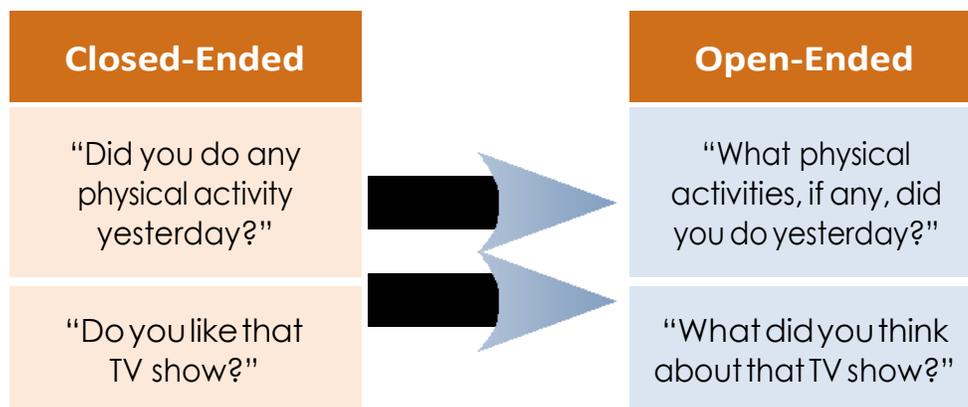
ASK them to:

- Hand out materials
- Take notes
- Time activities
- Lead activities
- Encourage others in a group
- Report to the group
- Help lead Brain Breaks
- Lead social media components for class #IRiseAbove production

Here are some examples of open-ended questions:

- “What do you mean by...?”
- “What kind of fruits do you like?”
- “When is it easy for you to be physically active?”
- “How did you figure out that this medicine requires a prescription?”
- “Can you tell me more about...?”

Here are some ways to turn closed-ended questions into open-ended ones:



Lead by Example

Young people will be more motivated to fully participate in the active parts of the curriculum if you are part of the fun.

Be energetic and animated! Remember, model the active behavior you are encouraging. You may be surprised at how positively the group responds.

Make the Lessons Fun—and Relevant

If you notice that the youth are restless or bored, take a minute or 2 to do a physical activity. Even a short activity will get their hearts pumping and their adrenaline going. Short spurts of activity will bring their focus back to the curriculum and offer them a nice break. Ask them to stand and do jumping jacks for 60 seconds without stopping. Or turn on some music, and suggest they dance in place.

Incorporate current events into your discussion. If you meet the weekend after a major news event, discuss how the event was covered in the media (Internet, TV, print, or radio). Or, if a new movie is about to come out, see what youth think about the various marketing activities associated with the movie's release and if they've taken part in any of them.

Young people enjoy seeing themselves. Photograph or videotape the youth in action during the Media Smart Youth activities. Create and bring a photo collage to the next lesson or play the taped footage. Or assign a student or two to video tape each day.

Encourage Active Participation and Leadership

Media Smart Youth provides many opportunities to help youth build confidence, encourage leadership, and give them the feeling that this program is theirs. Take full advantage of every chance to ask for volunteers and get participants involved in facilitating parts of lessons. A few of the participants will likely assume these roles naturally, some will be able to do so with coaching and guidance, and others will prefer to remain in the background.

Your efforts to make the environment as nurturing as possible will encourage the quieter youth to step into leadership roles.

Make Transitions

A big part of your role is to help youth see the relationships among all the activities and lessons. Be prepared to summarize each activity and transition to the next one. A summary gives the participants a quick recap of the main points of the activity, while the transition relates those points to upcoming activities.

To Summarize an Activity:

- State the main point of the activity.
- Ask the group for its ideas.
- Acknowledge the group's hard work.
- Congratulate the group for its good ideas.

To Transition to the Next Activity:

- Tell how this point or activity is related to the next.
- Use only one or two sentences.

Here's an example of a transition:

You've learned all about Media Smart Youth.

You're ready, and you're set.

Now, GO...

and support your students' 21st Century Learning!

Lesson 1

1

Welcome to *Media Smart Youth – Not Prescribed*



Lesson Overview

In this lesson, youth learn the workshop's overall purpose and content. The facilitator and the youth get to know each other, become comfortable sharing ideas and opinions, and establish a set of rules for working together throughout the workshop.



Lesson Objectives

By the end of the lesson, youth will be able to:

- State the workshop purpose, topics, and structure
- Complete the pre-survey
- Create a working agreement

Lesson Activities

Getting Started & Pre-Survey (30 minutes)

Introduction: What Is the Media Smart Youth Workshop? (3 minutes)

Activity: Working Agreement (12 minutes)

Activity: What Are Media? (15 minutes)



Materials Needed

For Activities

Name tags (one for each facilitator and youth)

Empty pocket folders (one for each youth; these folders will stay at the workshop location)

Pencils or pens (one for each youth)

Chart paper, markers, masking tape

1

Lesson 1

Getting Started & Pre-Survey



Time

30 minutes



Activity Overview

The facilitator and youth participants in the workshop write their names on name tags. Youth write their names on folders that will hold their handouts. Everyone introduces themselves and tells two facts about themselves. Then, everyone will complete the surveymonkey.



Materials Needed

Name tags (one for each facilitator and youth)

Empty pocket folders (one for each youth; these folders will stay at the workshop location)

Pencils or pens (one for each youth)

Computers and surveymonkey link (link from info@riseaboveco.org)



Facilitator's Preparation

Get unique survey link from info@riseaboveco.org

HAND OUT a name tag and folder to each youth.

TELL youth they will use the folder to store handouts they receive during the workshop.

ASK youth to write their name on the name tag and folder. **ALLOW** 5 minutes for this activity. **MAKE** a name tag for yourself. **TELL** youth when they have 1 minute left. **TELL** youth when time is up.

COLLECT the folders.

WELCOME the youth to the Media Smart Youth workshop.

SAY:

 *The Media Smart Youth – Not Prescribed workshop will help you learn about media and their connection to health. Over the course of the workshop, you'll become more knowledgeable about media.*

You'll also learn some key concepts about misuse of legal substances, like prescription drugs. Knowing about these topics can help you make healthy choices.

Let's begin by introducing ourselves.

INTRODUCE yourself and share one of your favorite ways to relax. **ASK** youth to take turns introducing themselves by saying their first name and naming a favorite relaxation activity. **ALLOW** 5 minutes for the introduction.

THANK the group for sharing.

ASK students take the pre-survey on surveymonkey. Allow about 15 minutes

TELL youth they will now learn more about the Media Smart Youth workshop.

Lesson 1

1

Introduction: What Is *Media Smart Youth – Not Prescribed?*



Time

5 minutes



Activity Overview

Youth learn about the workshop's overall purpose, topics, and structure



Activity Objective

By the end of the activity, youth will be able to:
State the workshop purpose, topics, and structure.



SAY:

This workshop is about youth, media, and legal substances. Health experts know that media have a strong influence on the choices that young people make. They also are worried about how drug poisoning and overdosing is a leading cause of death. With pharmaceutical drug companies spending over \$5 billion a year on advertising to consumers, it is important to understand how this marketing influences our thoughts and behaviors about drugs.

Media Smart Youth – Not Prescribed helps youth understand more about the different types of media so that they can use them wisely. It's about promoting smart choices around legal substances, like prescription drugs.



Everyone today is surrounded by media. Media are ways of communicating information or ideas to people. Examples of media include websites, videos, social media, television, plays, songs, advertisements, magazines, and newspapers. Media can influence lifestyles and habits in many ways, especially in terms of use of legal substances, such as over-the-counter and prescription drugs.

CONTINUE by saying:



In this workshop, we'll spend time exploring different kinds of media and finding out how media affect what we do. By the end, you'll be media experts!

You'll also learn about various legal substances, such as prescription and over-the-counter drugs, and some of the challenges involved in making smart decisions about drug use. Throughout the workshop, you'll have a chance to apply what you learn about media and

drug abuse prevention in Mini-Productions, in which you will do things like write a blog, design a video game hero, create a page for a social networking site, compose songs, and develop a pop-up ad.

At the end of the workshop, you'll put it all together for an #IRiseAbove Production. The purpose of the #IRiseAbove Production is to inform, motivate and inspire your peers to make healthy choices about drug use and to celebrate the many inspiring, or even common, ways that students at this school **Rise Above** the negative influences and stress and pressures in their lives to reach their dreams.

Closing the Activity 6 minutes

THANK youth for their participation. **ASK** whether youth have any comments or questions.

A Note About Probing for Answers

Throughout the lessons, you'll often see the sentences "**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response(s)" as part of the facilitator's directions. This indicates where and how you might help move the discussion in a certain direction. In some cases, the list includes examples of potential answers. In other cases, the list includes specific content that is important for the youth to learn. This direction is used to stimulate discussion so you aren't lecturing to the youth, but rather, are engaging them in a guided discussion. Use open-ended questions to guide the discussion (such as "What about...," "Have you thought of...," "Can you think of other ways, such as..."). For more information on asking open-ended questions, see the *Lead with Open-Ended Questions* section of the *Introduction and Overview*

1

Lesson 1

Activity: Working Agreement



Time

12 minutes



Activity Overview

Youth establish a set of rules for working together throughout the workshop.



Activity Objective

By the end of the activity, youth will be able to:
Create a working agreement.



Materials Needed

Flipchart paper, markers, masking tape, watch or timer, easel (if available)



Facilitator's Preparation

Write "Working Agreement" across the top of a sheet of flipchart paper.

Warm-Up | 1

TELL youth that they will now develop a working agreement for the workshop.

EXPLAIN why this agreement is important.

SAY:

A working agreement is a set of rules made by a group to help its members work together.



A working agreement will help everyone feel comfortable taking part in the workshop because we will all understand what's expected of us.

The agreement also will help us all feel respected and free to express our ideas and thoughts.

By deciding about what behaviors are and are not acceptable, we can help prevent problems later.

Doing the Activity | 10 minutes

BEGIN to brainstorm ideas for the working agreement. **SUGGEST** the first one.



SAY:

Everyone should actively participate in the discussions and activities.

If everyone agrees with your suggested idea, **WRITE** the following on the flipchart paper under the title Working Agreement: "1. Everyone should actively participate."

ASK youth to suggest other rules for the group. **WRITE** each suggestion on the flipchart paper. **NUMBER** them as you go.

SUGGEST ideas, if necessary. **MAKE SURE** to frame the agreements as positive statements rather than negatives (for example, "Respect differences" rather than "Don't put anyone down"). Possible ideas include:

- Have only one person to talk at a time.
- Listen to others.
- Respect differences and opinions.
- Welcome all ideas.
- Offer positive comments only.
- Help set up and cleanup activities.
- Show up on time.
- Attend all sessions (if possible).

Lesson 1

1

Activity: What Are Media?



Time

15 minutes



Activity Overview

Students brainstorm a list of media.



Activity Objective

Students can list at least four types of media.



SAY:

Now we are going to brainstorm about media. To get started, let's think about all the types of media we come across every day. This activity will also help you think about possible media projects you might create for your #IRiseAbove Production.

TELL youth they are going to make a list of different kinds of media.

DIVIDE the youth into small groups.

ASK the group to select one or more youth for each of these roles:

Notetaker(s) will write down the group's ideas on a piece of flipchart paper.

Encourager(s) will cheer on the group and urge it to finish the activity in the time available.

Presenter(s) will read the list when the group is done.

A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can be the first to come up with 10 or even 15 media formats? Or, see which team has the longest list when the 5 minutes for this activity are up. Give a round of applause to the group that wins, and invite those youth to present their list first.

ASK youth to work in their small groups and brainstorm all the different kinds of media formats they can think of. Their lists should include any and all kinds of media. **ASK** youth to write only under the “Type of Media” column for now. **NOTE** that they will use the “Purpose” column at the next session. If youth fill up the “Type of Media” column with ideas, **INVITE** them to continue on the next page of flipchart paper. **ASK** them to divide the second page into two columns with the same headings.

ALLOW 5 minutes for youth to brainstorm and write down their ideas. **TELL** youth when they have 1 minute left to finish their lists. **TELL** youth when time is up. **TELL** youth that each group will have 1 minute to present its list to the entire group. **ASK** youth to gather around the first group’s paper and listen as the presenter reads the group’s list out loud. **CONTINUE** until all work groups have presented their lists.

SUGGEST any media you think of that may be missing from the lists, including:

- ♦ Television (TV)
- ♦ Advertisements or commercials
- ♦ Infomercials
- ♦ Public Service Announcements (PSAs)
- ♦ Movies
- ♦ Videos
- ♦ DVDs
- ♦ Visual arts (paintings, photos, sculptures, etc.)
- ♦ Newspapers
- ♦ Books
- ♦ Books on tape or CD
- ♦ Magazines
- ♦ Comic books or graphic novels
- ♦ Flyers or brochures
- ♦ Cell phones or mobile devices, including smartphones
- ♦ Text messages
- ♦ Internet
- ♦ Blogs
- ♦ Social media sites (such as Facebook[®] or other popular sites)
- ♦ Websites
- ♦ E-mail
- ♦ Instant messaging (IM)
- ♦ Video games
- ♦ Radio
- ♦ Music
- ♦ Billboards
- ♦ Signs on the outside or inside of buses or at bus stops or transit stops
- ♦ Signs on the sides of trucks and vans
- ♦ Art contests
- ♦ Sports sponsorships

Wrap-up:

Thank students for their participation and engagement and **tell** them that tomorrow we will be discussing the purpose of media and its impact on our values, attitudes and behaviors.

2 Lesson 2

Thinking About Media



Lesson 2 Objectives

By the end of the lesson, youth will be able to:

- Name three purposes of media.
- Explain at least two ways that media can affect health behaviors.
- Explain the media concept of point of view.

Lesson Activities

Activity: What is the purpose of Media? (13 minutes)

Activity: Media & Health – What’s the Connection? (15 minutes)

Brain Break: It All Depends on Where You Sit (10 minutes)

Mini-Production: Whose Point of View Is It? (20 minutes)

Wrap Up (2 minutes)

Lesson 2

Materials Needed

- Youth folders
- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- Equipment to play and show the Media Smarts Media Minute Youtube videos
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have a strip of four stickers
- Scissors (one pair)
- A piece of paper or note card
- Point of View sheets #1 and #2
- Pencils or pens (one for each youth)
- Video recording device or a mobile device with video capabilities (optional)

Facilitator's Preparation

- If using the Media Smarts Media Minute, preview the *Introduction: What Is Media Anyway?* before the lesson. Set up the equipment to play and show https://youtu.be/bBP_kswrtrw

This segment includes clips of various media formats and their purposes.

- Set up an easel with flipchart paper at the front of the room. Write "Time Spent Using Media" across the top of a blank sheet.
- Post four pieces of flipchart paper around the room. At the top of each piece of paper, write one of the following statements:
 - I watched TV yesterday.
 - I played video games yesterday.
 - I posted a video to the Internet yesterday.
 - I texted my friends yesterday.

- Cut a strip of four stickers for each youth. Or set up pollanywhere.com for texting responses.
- Write the following fact about media use among young people in the United States on the piece of paper or note card:

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.³

- Photocopy the *Blog Entry: Point of View* sheets (enough copies so that half the youth get sheet #1 and half get sheet #2).
- If you plan to record the youth as they present their blogs to the group, set up a video recording device or have a mobile device with video capabilities available. You can play the recording before or after a future Media Smart Youth lesson or post them to #IRiseAbove.

³ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010).
Generation M2: Media in the Lives of 8- to 18-Year-Olds.
Media Smart Youth - Not Prescribed

Lesson 2

2

Activity: What Is the Purpose of Media?



Time

13 minutes



Activity Overview

Youth brainstorm different kinds of media purposes.



Activity Objective

By the end of the activity, youth will be able to:

- Name three purposes of media.



Materials Needed

- Flipchart paper, easel (if available), markers, tape, watch or timer
- Equipment to play and show the *Media Smarts Media Minute Introduction: What is Media Anyway?* https://youtu.be/bBP_kswrtrw and *Each Medium Has a Unique Aesthetic Form* (www.youtube.com/watch?v=d76X-uCy7No&index=11&list=UU_jQ4vYf-WPf4_5eSdGABWQ)
- Pollanywhere.com

Finding the Purpose | 15 minutes

EXPLAIN that all media products have a purpose, or a reason they are created. ASK youth what the three main purposes of media are.

WRITE down the groups' ideas about purposes on the flipchart paper entitled "Purposes of Media." INVITE youth to look at the examples of media on their lists to help them think about purpose.

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

- Persuade (for example, magazine and Internet advertisements)
- Inform (for example, TV news or blogs)
- Entertain (for example, movies or video games)

SAY:

To help you remember the purposes of media, use the mnemonic (pronounced “ni-MON-ik”) device PIE (Persuade, Inform, Entertain).

SAY:

Now I’d like you to return to your work groups and identify the purpose of each type of media on your list. Write down a purpose next to the type of media in the “Purpose” column. Keep in mind that some types of media may have more than one purpose. You will have 5 minutes to create your purpose lists.

ALLOW youth 5 minutes to write down a purpose for each media type. **TELL** youth when they have 1 minute left to finish their lists. **TELL** youth when time is up.



Media Smarts Media Minute Introduction: What is Media Anyway?

https://youtu.be/bBP_kswrtrwI and *Each Medium Has a Unique Aesthetic Form*

(www.youtube.com/watch?v=d76X-uCy7No&index=11&list=UU_jQ4vYf-WPf4_5eSdGABWQ)



SAY: Now we will watch two short videos that tells more about media and their purposes.

ASK youth to gather in one large group and share some of their observations about the purposes of media.

ASK youth:

Why is it helpful to know the purposes of different kinds of media? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:

- Knowing the purpose helps us 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.

Closing the Activity | 2 minutes

CONGRATULATE youth on their good work. **ASK** whether youth have any questions.

SAY:

Media can influence people’s attitudes and decisions about many things, especially our lifestyles and health. This activity was a starting point for thinking about media and the purposes of media. Throughout this workshop, we will build on these ideas and learn how to be Media Smart.

Lesson 2

2

Activity: Media & Health— What's the Connection?

 **Time**
15 minutes

 **Activity Overview**
Youth discuss current trends in media use among young people and explore the connection between media use and our health.

 **Activity Objective**
At the end of the activity, the youth will be able to:
Explain at least two ways that media can affect health behaviors.

 **Materials Needed**

- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have a strip of four stickers
- Scissors (one pair)
- A piece of paper or note card

 **Facilitator's Preparation**
Set up an easel with flipchart paper at the front of the room. Write "Time Spent Using Media" across the top of a blank sheet.
Post four pieces of flipchart paper around the room. At the top of each piece of paper, write one of the following statements:

- I watched TV yesterday.
- I played video games yesterday.
- I posted a video to the Internet yesterday.
- I texted my friends yesterday.

Cut a strip of four stickers for each youth. OR set up pollanywhere.com so students can vote

with their phones.

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.⁴

Warm-Up | 1 minute

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

WRITE youth's ideas on the sheet of flipchart paper entitled "Time Spent Using Media" so that they can compare their thoughts with the actual statistic later.



SAY:

Before I tell you the answer to this question, let's do some quick research about media use.

Doing the Activity | 13 minutes

Part 1: Quick Group Research | 5 minutes

SAY:

Even when you don't have a lot of time, you can still learn a lot of valuable information from some quick, basic research.

The research we're going to do now will be anonymous, which means no one will write down his or her name. Instead, you will use stickers to provide data about your media use. May I have a volunteer to help hand out the stickers?

While you and the volunteer are handing out the stickers, **ASK** youth to think about how they spent their day yesterday. **POINT OUT** the sheets of flipchart paper posted around the room. **EXPLAIN** that each sheet has a different statement written on it. **TELL** youth to read each statement to themselves and put one sticker on the page if the statement is true for them. If the statement is not true for them, they should go to the next statement.

SAY:



You have 2 minutes for this research process, so move quickly! I'll call "Stop" when the time is up. You can read the statements in any order you wish. Once you've addressed all of the statements, return to your seat.

No talking during this exercise! This is a silent, individual activity. We want to reduce bias in our research. Bias means influence. Reducing the bias in research means reducing the influence you have on each other's answers. If you talk to others, you may influence their answers.

⁴ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). Generation M2: Media in the Lives of 8- to 18-Year-Olds. Menlo Park, CA: Kaiser Family Foundation.

A Note About Creating a Nonjudgmental Environment

This quick research exercise is intended to help youth think about the connection between media and health by reflecting on their own behaviors in a safe, comfortable environment. Facilitators should ensure that all youth feel comfortable by keeping the conversation casual and nonjudgmental. There is no need to focus on specific individual behaviors or challenges; talking about media use in a general manner is enough.

ALLOW 2 minutes for youth to do the research activity. **TELL** youth when time is up.

ASK for four volunteers to count the “data” from this quick research. **HAVE** each volunteer count the number of stickers on one of the flipchart sheets and write the total on the bottom of the page.

SAY:



This information gives us a sense of some of the media the group used yesterday. Keep in mind that we didn't include a lot of different forms of media because we were doing a quick research activity.

ASK:

Do you think this media use is typical among youth your age?

LISTEN to answers from the youth. **CONGRATULATE** them on their thoughtful responses.

Part 2: Exploring the Connection Between Media and Health | 8 minutes

SAY:



Let's think about the answer to the question I asked you earlier about how much time young people spend with media at home in one day.

ASK for a volunteer to read the note card with data about media use. If no one volunteers, **READ** the fact yourself, out loud:

Young people ages 11 to 14 spend an average of 8 hours and 40 minutes a day using media. This is more time than they spend doing anything else except sleeping.

DISCUSS this statistic and the connection between media and health with youth.

ASK youth:

- What do you think about this amount of time? How does it compare to what you thought when I first asked you the question?
- Why do you think most youth spend more time using media than actually playing or talking with friends or family, or even just spending time relaxing?
- Do you think social media helps or hurts our feelings of connection, friendship, purpose,

belonging, and communication skills?

ASK youth:

Is anyone familiar with the term “media multitasking”?

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

Media multitasking involves using more than one form of media at the same time. For example, using the Internet while talking on the phone is media multitasking.

SAY:



The statistic that I just shared with you doesn't include times when youth use multiple forms of media at once. Among youth 8 to 18 years old, 74 percent use another form of media while using the Internet. When we account for media multitasking, our media consumption shoots up dramatically to a total of nearly 12 hours (11:53) of use in a typical day.⁵

ASK youth:

What's the connection between media and our health, particularly when it comes to how we think about medicine, sickness, stress, coping, and mental health problems in general?

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

- Media are everywhere and can have a powerful effect on our attitudes, behaviors, and health.
- Many media advertisements promote the use of legal substances, including over-the-counter and prescription drugs, with minimal education of the risks.
- Many media advertisements aimed at young people (and adults) make legal substance misuse and abuse very tempting, which can lead us away from treating medicines as the potentially toxic and addictive drugs they can be.
- Media offer attractive role models who can inspire us to take care of our bodies and brains by leading healthy and balanced lives. Sometimes, though, these role models portray levels of “coolness,” fun, and even success that are unrealistic and have little to do with being healthy.
- Media keep us busy, but not necessarily connected in the true sense of the term. People often choose to use media instead of reaching out to friends, family, trusted adults, and community.
- Media often portray various activities as fun and exciting. Even though that portrayal encourages an interest in getting out there and connecting with people, some people just engage with media.
- The American Academy of Pediatrics is concerned that “children and teenagers may get the message that there is a drug available to cure all ills and heal all pain, a drug for every occasion.”⁵

⁵ Foehr, U. G., Rideout, V. J., & Roberts, D. F. (2010). Generation M2: Media in the Lives of 8- to 18-Year-Olds. Menlo Park, CA: Kaiser Family Foundation.

Closing the Activity | 1 minute

THANK youth for sharing their experiences, good ideas, and comments.

ASK whether youth have any comments or questions.

TELL them it is time for a Brain Break.

2

Lesson 2

Brain Break



It All Depends on Where You Sit



Time

10 minutes

In this *Brain Break*, one group does a wall-sit while the other group observes. Then the two groups switch. This activity may not look difficult to an observer, but those who are doing it know that it's hard work! This activity is an example of how the same situation can be experienced differently, depending on a person's perspective or point of view. Later in this lesson youth will explore the concept of point of view in the media.

Doing the Activity

1. **DIVIDE** the youth into two groups—Group A and Group B.
 - Group A should stand in a row with their backs against an empty wall in the room or in a nearby hallway. The youth should spread out along the wall to allow plenty of room between each person.
 - Group B should stand several feet away from Group A, but close enough to observe.
2. **TELL** Group A that you want them to turn their bodies into imaginary chairs.
 - Have them take one or two steps out in front of them, away from the wall, while still keeping their backs against the wall.
 - Then tell them to slowly slide their backs down the wall until their upper legs are at a 90-degree angle with their backs. Their backs should still be flat against the wall. They can cross their arms over their chests or dangle them at their sides.
 - Group A members should hold this position for as long as they can. If someone moves, he or she is "out."
3. While Group A members are sitting like chairs, **ASK** Group B members if the activity looks easy or hard. **LISTEN** to their answers, and **ASK** why they feel that way.
4. **NAME** the winner from Group A—the person who "sat" the longest.
5. **ASK** members of Group A if they agree or disagree with Group B's observations about the wall-sit activity. **POINT OUT** that doing an activity can be very different from watching it. **EXPLAIN** that what people think is true about a situation or activity—such as that the wall-sit is not very hard—might change when they try it for themselves. **ADD** that this concept is called "point of view."
6. **REPEAT** the activity with Group B doing the wall-sit and Group A observing.
7. **ASK** if Group B feels differently about the activity now that they've done it.
8. **CLOSE** the activity by asking youth to keep this activity in mind when thinking about point of view in the next activity.
9. **ENCOURAGE** youth to try this activity with their family, friends, or sports teams.

Lesson 2

2

Mini-Production: Whose Point of View Is It?



Time

20 minutes



Activity Overview

Youth explore the concept of point of view in media and learn how understanding the point of view can help them form opinions about what they see and hear. Youth work in small groups to brainstorm and write a blog entry about drug abuse prevention education in schools. At the end of the activity, each group reads its blog entry to the full group and both groups have a brief opportunity to share opposing comments. If a digital and/or mobile device with video capabilities is available, you can record the group presentations and post them online for later viewing.



Activity Objective

By the end of the activity, youth will be able to:

- Explain the media concept of point of view.



Materials Needed

Youth folders

Blog Entry: Point of View sheets #1 and #2

Pencils or pens (one for each youth)

Video recording device or mobile device with video capabilities (optional)



Facilitator's Preparation

Photocopy the Blog Entry: Point of View sheets (enough copies of each sheet so that half the youth get sheet #1 and half get sheet #2).

If you plan to record the youth as they present their blog entries, set up a video recording device or have a mobile device with video capabilities available. You can play the recording before or after a future Media Smart Youth lesson

Warm-Up | 5 minutes

ASK youth:

What does point of view mean?

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

The way in which someone looks at or interprets a specific situation or issue; someone's perspective on an issue

The position from which something is considered



SAY:

You have a point of view to share whenever you are the author or sponsor of media.

ASK youth:

Why is it helpful to consider the point of view presented in a media item?

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

The same topic or issue often can be perceived from many different perspectives.

Knowing the author's or sponsor's point of view can help you understand the information you see and hear in media.

People may form different opinions about a topic depending on the points of view they are exposed to in the media.

Every media product conveys a point of view held by the author or sponsor, so knowing who the author or sponsor is can help you understand the type of information or the purpose of the media product. You may also hear the term "creator," which often refers to someone creating digital media, such as someone who creates his or her own video to post online.

**SAY:**

A blog is a type of website that includes news or commentary on a particular subject, a description of events, or a space for personal reflection. Blogs can be written by individuals, groups, or organizations. They offer a public space for individuals to share their points of view or talk about their experiences. For example, youth on a field trip who are working to rebuild a community that's been hit by a natural disaster might blog about their experiences and share what they observe and how they are contributing to the community.

A typical blog combines text, images, and links to other blogs, webpages, or other media related to the topic. Visitors to the blog often have the opportunity to leave comments in response to blog entries, which creates an interactive format.

For our next activity, we are going to pretend that our school just passed a policy requiring drug abuse prevention in every grade. Some students think it's a great idea, but others don't agree with it. I'm going to divide you into two groups.

One group is going to write a blog entry that supports drug prevention education at every grade level. The second group will write a blog entry that is against drug abuse prevention education at every grade level. Both groups will present their entries to the full group, and then each group will have a few minutes to comment on the opposing group's entry, just as blog readers do online.

The entries should be about three-fourths of a page.

Remember, for the purpose of this activity, you need to create an entry that presents the point of view you are assigned, regardless of whether or not you personally believe this point of view.

DIVIDE the youth into small groups and divide the positions equally.

GIVE groups the Blog Entry sheets. **EXPLAIN** that each group will work together to complete its sheet. **ADD** that when the groups are done, the selected presenter(s) will present the blog entries on behalf of their group. **NOTE** that after both entries are presented, youth will have a chance to contribute additional comments.

SHARE a few facts about drug prevention education in schools to help youth understand the issue. **SUGGEST** that each group save one copy of their Point of View sheets to write their final blog and use the other copies to write down these facts to use in their blogs.



SAY:

Schools are dedicating less and less time to health education and drug abuse prevention education, and some public schools are even cutting out health education altogether. However, studies show that health education is a critical part of a rich and balanced curriculum for students' postsecondary success. (cdc.gov)

In Colorado, less than 50% of secondary schools require one health education course to graduate (Schoolview.org) and only 29% require 2 or more (cdc.gov).

Students who abuse drugs are more likely to perform poorly in school (cdc.gov)

In 2013, an estimated 3.5% of Colorado middle school students reported that they had taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription in their lifetime. This jumps to 13.6% in high school (Healthy Kids Colorado Survey, 2013).

8.8% of Colorado middle school students reported having ever tried marijuana, for high school students it jumps to 37% (Healthy Kids Colorado Survey, 2013).

More than a quarter (26.0%) of middle school students reported that they felt sad and hopeless almost every day for at least two weeks within the past year (Healthy Kids Colorado Survey, 2013).

The controversy for drug prevention education are around taking time out of core academic instruction and whether or not health education is the role of the schools or if it is the sole responsibility of families.

ASK each group to select one or more youth for each of these roles:

Notetaker(s) will write down the group's ideas on the Blog Entry: Point of View sheet.

Encourager(s) will cheer on the group and urge it to finish the activity in the time available.

Presenter(s) will read the blog entry or comments when the group is done.

ALLOW youth 10 minutes to create their blog entries. **TELL** youth when they have 5 minutes and then 1 minute left to finish their writing about their points of view. **TELL** youth when time is up.

WALK around to see if group members need any help. **ANSWER** any questions.

If you choose to use a video recording device, **ASK** a youth volunteer to record presentations of the blog entries.

When time is up, **ASK** the presenter from each group to read the group's blog entry.

ASK groups to share any additional comments about the other group's entry. **DISCUSS** the blog

entries and comments with the group. **ASK** youth:
Why is it so important to identify the point of view represented in a particular media piece?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
The specific information, images, or sounds included in any media segment often are determined by the point of view that is represented.

If a blog entry or an advertisement includes only one point of view, you may not be getting the whole story.

Post the blogs to www.iriseaboveco.org

Optional Additional Activity

If you have time and if it seems feasible, invite youth to e-mail the editor of their local school newspaper about their views on drug abuse prevention education in schools. Youth have an important and unique point of view on this issue—encourage them to share it with others.

Closing the Activity 1 minute

CONGRATULATE youth on their creativity and insights. **ASK** whether youth have any comments or questions, and **ENCOURAGE** them to find blogs that interest them and to read some entries online.

TELL notetakers in each group to put the blog entries in their folders.

Lesson 2

2 Finishing Up the Lesson



Time

2 minutes

THANK youth for doing great work during today's lesson.

ASK for one or more volunteers to share something fun or interesting they learned today. **LISTEN** for ideas from youth about these key topics:

- Purposes of media
- Examples of the connection between media and health
- Points of view presented in media

TELL youth that the next lesson will focus on key questions to ask when using or seeing media.

To help you prepare for the next lesson, ASK youth to share the names of magazines they read, TV shows they watch, and movies they like. USE this information to prepare for *Lesson 3*.

Lesson 3

3

Asking Questions



Lesson Overview

This lesson continues the focus on concepts that help youth become Media Smart. Youth learn about the media concept of “target audience” and explore different ways to define audiences. They are introduced to the 6 Media Questions, a tool for analyzing and creating media. Youth practice analyzing different forms of media using the 6 Media Questions. For the Mini-Production, youth create an action hero who promotes a healthy action.



Lesson Objectives

By the end of the lesson, youth will be able to:

- Define the media concept of target audience.
- Name at least two characteristics of a youth audience.
- Recognize the 6 Media Questions.
- Use the 6 Media Questions to analyze selected media examples.
- Explain that media messages often promote a specific action.



Lesson Activities

Activity: More Than One Kind of Kid (10 minutes)

Activity: The 6 Media Questions (25 minutes)

Brain Break: The Director Says...(optional)

Mini-Production: And... Action! (23 minutes)

Finishing Up the Lesson (2 minutes)

Lesson 3



Materials Needed

- Youth folders
- Pencils or pens (one for each youth)
- Watch or timer
- Masking tape
- Two print ads from magazines that are popular with the youth
- Media Detective Notepad sheets (one copy for each youth)
- Action Hero Creative Brief sheets (one copy for each youth)
- Fine-point colored markers (enough for each youth to have several to draw with)

Lesson 3



Facilitator's Preparation

- Photocopy the Media Detective Notepad sheet (one copy for each youth).
- Find and bring in two print ads from magazines that are popular with the youth in the group.
- Photocopy the Action Hero Creative Brief sheet (one copy for each youth). Feel free to use the prompts and Photoshop or other digital media applications.

3 Activity: More Than One Kind of Kid

 **Time**
10 minutes

 **Activity Overview**
Youth do an exercise to show different ways a group of young people can be defined as a target audience.

 **Activity Objective**
By the end of the activity, youth will be able to:

- Define the media concept of target audience.
- Name at least two characteristics of a youth audience.

 **Materials Needed**
None

 **Facilitator's Preparation**
Equipment to show *Media Smarts Media Minute: Audiences Negotiate Meaning* (www.youtube.com/watch?v=goyXz1VmhWA&list=UU_jQ4vYf-WPf4_5eSdGABWQ)

WELCOME youth back.

ASK youth:

What is a target audience?

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

A target audience is a specific group of people that a media producer, company, program, or any creator of media is trying to reach.

Members of a target audience usually have something in common. A target audience may be people of the same age and gender, such as 12-year-old girls; or it may be a group of people who do the same thing, such as youth who like to play soccer.

Why do producers target their media to specific audiences, instead of just making one show or advertisement for everyone?

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

One media product cannot appeal to everyone. Media producers research their target audience to figure out what will attract the audience to their media product. For example, a TV show that is created for young people ages 11 to 13 will have characters that are appealing to this age group and will focus on topics that are important to 11- to 13-year-olds. A website that targets college students will focus on issues that are of most concern to college students and will include photos and other features that attract them.

By focusing on what matters most to a target audience, media become more appealing and meaningful to that group and are more likely to be successful at achieving their purpose—to persuade, inform, or entertain.



SAY:

Let's play a game to see some different ways we can group ourselves as a target audience.

A Note About Engaging Youth

This activity provides a wonderful opportunity to engage youth in the teaching process. Therefore, we've structured this activity so that, after you read the first few statements on the next page, you can ask for volunteers to read from your list. When this list is complete, invite youth to suggest other characteristics and call those characteristics out to the group. They have great ideas for traits that define them—after all, they are a target audience!

ASK the youth to stand in a big circle.

SAY:

 I will read a list of phrases that describe young people. If you hear a phrase that describes you, step into the middle of the circle. If the next phrase doesn't apply to you, take a step back to the outside of the circle. Try to remember how many phrases apply to you.

 **START** the game. **READ** the first few phrases from the list below. Then **ASK** a few volunteers from the group to read from the list. (You may add more phrases or change those below to reflect the interests or characteristics of the youth in your group.) Don't feel you have to do all of these, just to drive home point.

- Everyone who is a girl
- Everyone who is a boy
- Everyone who is in 7th grade
- Everyone who is 11 years old
- Everyone who is 12 years old
- Everyone who is 13 years old
- Everyone who eats pizza
- Everyone who eats vegetables
- Everyone who ate fruit today
- Everyone who listens to music
- Everyone who draws or paints
- Everyone who uses a cell phone or mobile device
- Everyone who used the Internet yesterday
- Everyone who watches soccer games
- Everyone who played basketball in the last week
- Everyone who knows how to jump rope
- Everyone who plays video games
- Everyone who has a blog
- Everyone who likes to dance
- Everyone who texted a friend yesterday
- Everyone who uses Instagram
- Everyone who uses Facebook
- Everyone who uses Twitter
- Everyone who uses Snapchat

INVITE the youth to take turns thinking of other characteristics that may apply to young people. As youth call out different characteristics, the rest of the group should continue to step in and out of the circle depending on whether the statements apply to them.

A Note About Defining an Audience by Ethnic Identity

We recommend that you do not use ethnic identity as an example of how advertisers segment or define a target audience. We tested workshop materials with pilot groups and found that young people were uncomfortable drawing these kinds of distinctions among themselves. In later discussions about target audiences, you may simply want to mention that ethnic groups are another example of different characteristics among people, and that media producers may use ethnicity as a way to target audiences. If youth choose ethnic identity as a characteristic when they take turns leading the activity, monitor the group to make sure the exercise still feels comfortable for everyone. If youth discuss ethnic identity, be sure they use terms that are appropriate and not derogatory.

ASK youth to return to their seats.

ASK youth how many times they stepped in the middle of the circle. **CALL OUT** ranges and **ASK** youth to raise their hands when you call out the range that they fit into, such as 1 to 5 times, 6 to 10 times, and more than 10 times.

Closing the Activity | 5 minutes



SAY: *One way media producers create media that appeal to a target audience is by learning about who that group is and what it cares about or is interested in. Then they link the media product to those specific things. As we just saw, target audiences can be defined in many ways. Every time you were in the middle of the circle, you were a target audience. At one time or another, all of us are a target audience and media use that to get our attention. It may happen more often than we realize.*

We interpret the meaning of media messages by comparing them to our own beliefs, needs, and experiences. Often advertisements are designed to tap a need or desire on the part of the audience. For example, a commercial might associate a product with beauty, health, happiness, or economic success. As a result, people longing for these goals might believe that purchasing the product will bring them closer to their desire.

The meaning of any media product is not created solely by its producers but is, instead, a collaboration between them and the audience – which means that different audiences can take away different meanings from the same product. Media literacy encourages us to understand how individual factors, such as age, gender, race and social status affect our interpretations of media.

Show [Audiences negotiate meaning](#).

ASK

What commercials or ads come to mind as really grabbing your attention and relating to?
Which come to mind that grind on your nerves? Why?

THANK youth for participating. **ASK** whether youth have any comments or questions.

3 Activity: The 6 Media Questions



Time

25 minutes



Activity Overview

Youth use the 6 Media Questions to analyze different kinds of media.



Activity Objective

By the end of the activity, youth will be able to:

- Recognize the 6 Media Questions.
- Use the 6 Media Questions to analyze selected media examples.



Materials Needed

Youth folders

Two print ads from magazines that are popular with the youth

Media Detective Notepad sheets (one copy for each youth)

Pencils or pens (one for each youth)

Watch or timer

Masking tape

Equipment to play and show a segment from the group's favorite TV show or movie (optional)



Facilitator's Preparation

Photocopy the Media Detective Notepad sheet (one copy for each youth).

Find two print ads from magazines that are popular with the youth in your group.

ASK:

Why is it important to be an active, thoughtful user of media?

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

So you can decide for yourself what you think of the ideas that are presented to you in a specific media product.

**SAY:**

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

To become more active and thoughtful users of media, you can ask yourselves the 6 Media Questions, a set of basic questions for analyzing media. The 6 Media Questions will also help you create media for your Mini-Productions and your #IRiseAbove Production. Let's review the 6 Media Questions together.

ASK for a volunteer to read each question. After each question is read, ASK for a volunteer to explain what the question means. Some additional questions for this review include:

- What is this question asking you to think about?
- What does this question mean to you?

CLARIFY the concepts in each media question as needed. USE the *Understanding the 6 Media Questions* table for definitions of these concepts and examples of each.

This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions with their group.

Understanding the 6 Media Questions

What do you think about this media product?

Answer the 6 Media Questions to help you decide.

Media Question	What Does It Mean?
1. Who is the author or sponsor?	This question is asking you to identify who wrote, created, or sponsored the media product. A journalist, a script writer, a blog writer, a member of a social networking site, a doctor, and a company are all examples of authors, creators, and sponsors. Knowing the author or sponsor can help you figure out the point of view being presented.
2. What is the purpose?	This question is asking you to identify the reason this media product was created. Remember that PIE helps you figure out the purpose: persuade, inform, or entertain.
3. Who is the audience?	This question is asking you to identify the group you think the media product is meant for, such as children, young people, or parents. In other words, who does the creator or sponsor want to see, use, or hear this media?
4. What is the message?	This question is asking you to identify the main idea, statement, or opinion that this media product is trying to get across. In other words, what is this 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 medicine ad might leave out, or gloss over, information about some of the side effects, or a news story or blog 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 how the media product grabs your attention and draws you in. The specific techniques used in media—such as color, sound, humor, music, or use of celebrities—are important because they make the media more interesting and attractive. Different techniques work with different audiences.

Part 1: Using the 6 Media Questions | 15 minutes

TELL youth that they will now have a chance to practice using the 6 Media Questions. **EXPLAIN** to youth that you will divide them into two small groups and that each group will get a media example.

**SAY:**

Each group will work together to analyze its media example by answering the questions on the Media Detective Notepad sheet. We will take 5 minutes to analyze the media example. Then each group will take turns presenting its ideas to all of us.

ASK for a volunteer to pass out the *Media Detective Notepad* sheets and the youth folders. **TELL** youth that only one person needs to write down the answers for the group. **ADD** that other group members also can write the answers on their *Media Detective Notepad* sheets if they like, but they do not have to do so.

DIVIDE youth into small groups.

GIVE each group a print ad from a magazine that is popular with the youth in your group.

ASK each group to select one or more youth for each of these roles:

Notetaker(s) will write down the group's ideas on the *Media Detective Notepad* sheet.

Encourager(s) will cheer on the group and urge it to finish the activity in the time available.

Presenter(s) will read the answers when the group is done.

ALLOW groups to work for 5 minutes. **VISIT** each group, and **PROVIDE** help as needed.

TELL youth when they have 1 minute left to finish their sheets. **TELL** youth when time is up.

ASK each group in turn to present its media example and answers from the *Media Detective Notepad* sheet. **TELL** each group that it will have 2 minutes to present its media example and answers.

CLARIFY any concepts or questions that youth have difficulty with.

**SAY:**

This Mini-Production includes several of the 6 Media Questions you just learned about—purpose, audience, and message—but its focus is on Media Question #2: What is the purpose? One purpose of media is to persuade an audience to act.

We're going to focus on the concept of persuading an audience to take a specific action in this activity. In this Mini-Production, you'll practice skills that you can use in your #IRiseAbove Production at the end of the workshop.

ASK youth:

What does action mean?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following types of responses: Action simply means doing a behavior—such as moving your body, going somewhere, buying something, or creating change in your community.

Examples of actions include dancing, biking, coming to school every day, buying an apple, reading, doing community service, talking with your friends, and thinking about what matters to you.

ASK youth:

What do you think it means when we say that media promote specific actions?

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

It means the author of the media wants you to take a certain action when you see or use their media. For example, many websites display banners or pop-up ads to promote products or activities they think users will like. The authors of those ads want users to take a specific action—to click on the banners and learn more about or buy their products. Similarly, advertisers also want TV viewers to take a specific action—to buy their products after seeing the ad.

To be effective, it is important for media to be clear and exact about the action they want the audience to take. In addition, the action has to be something that the audience cares about. For example, some reality shows invite viewers to take a specific action during the show—they display the show's phone number and Internet address and ask viewers to vote for their favorite contestant during a certain time period. Being clear and exact about how to vote and when to vote is what makes the action specific. If viewers care about who wins the show, they are likely to take the action and vote.

This example is for facilitator reference only. It provides an example for facilitators to practice using the 6 Media Questions to analyze an ad.

Media Analysis Example

Below is an example of how to analyze an advertisement using the 6 Media Questions. Keep in mind that these answers are only some possible answers. There may be other correct answers to some of the questions. For example, “What information is missing?” can have a wide variety of answers, depending on the perspective of the person answering the questions.



1. Who is the author or sponsor of this ad?

The Shelter Pet Project

2. What is the purpose of this ad?

To persuade

3. Who is the audience for this ad?

Prospective pet owners

4. What is the message in this ad?

Adopt a pet from a shelter

5. What information is missing from this ad?

A phone number

6. What techniques are used to attract your attention in this ad?

A cute picture and a humorous slogan

Closing the Activity minute

ASK youth:

What is the difference between the purpose and the message of media?

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

Purpose is a general concept. The purpose is the main reason a media product was created, such as to persuade, inform, or entertain. For example, an advertisement is created to persuade, a blog may be created to inform, and a video may be created to entertain.

Message is a more specific concept and is unique to each media product. The message is the main idea, statement, or opinion that is being expressed in the media, such as the central idea in an advertisement, the main point of an online article, the main idea in a play, or the statement being made by a painting. All media have a message to convey, no matter what the purpose of that media.

CONGRATULATE youth for being observant about media. ASK whether youth have any comments or questions. TELL them to put their Media Detective Notepad sheets into their folders.



SAY:

Throughout the rest of this workshop, you'll use the 6 Media Questions to analyze media and to create your own media. Knowing how to use the 6 Media Questions is an important step in becoming media smart.

Optional: Now, you will take turns being a director during the Brain Break!

3

Lesson 3

Brain Break



The Director Says...



Time

10 minutes

This activity, similar to “Simon Says,” will get the group moving and will give each youth a chance to practice being a director. A director is the person who leads the action in a film, or activity. You, the facilitator, will be the director first. Then youth can have their turn.

Doing the Activity

1. **ASK** all the youth to stand facing you, and to spread out so they are at arm's length from each other and have room to move easily.
 2. **EXPLAIN** the activity:
 - A person playing the director instructs everyone to perform an action by saying, “The director says...” and stating an action. For example, the director could say, “The director says jog in place.” The director then demonstrates that action. The group must imitate the director's action until the director gives the next action. The director can name up to two actions.
 - The director must give actions that include physical activity. Some suggestions include:
 - Do jumping jacks.
 - Touch your toes, then your head, then your toes, and so on.
 - Dance in place.
 - Turn around in a circle.
 - Jump up and down on your left foot or on your right foot.
 3. **BEGIN** the activity as the first director.
 4. **CONGRATULATE** youth when everyone has had a turn and the activity is over.
 5. **ENCOURAGE** youth to try this activity with their family, friends, or sports teams.
- Do sit-ups.
 - Do leg lifts.
 - Stretch your arms up to the ceiling.
 - Shuffle two steps to the left and then two steps to the right.
- There's one twist: If the director says only an action, such as “Jump up and down,” and does not begin the sentence with the words “The director says...” then the director's turn is automatically over even if he or she did not get to name two actions for the group to do.
 - Also, if the director doesn't begin with the words, “The director says,” the group members should not imitate the action. Instead, the members should continue doing the previous action (for example, jogging in place) while the group rotates to another director.
 - Each person takes a turn being the director and may call out up to two actions for the group to do (this number may increase depending on the size of the group and the time available).

Lesson 3

3 Mini-Production: And...Action!



Time

Rest of class and possibly wrap up in Lesson 5 as time permits



Activity Overview

Youth brainstorm and create an action hero for a video game.



Activity Objective

By the end of the activity, youth will be able to:

- Explain that media messages often promote a specific action.



Materials Needed

Youth folders

Action Hero Creative Brief sheets (one copy for each youth if not doing on a computer)

Fine-point colored markers (enough for each youth to have several to draw with)

Masking tape



Facilitator's Preparation

Photocopy the *Action Hero Creative Brief* sheet (one copy for each youth if not doing on a computer).



SAY:

One way to persuade an audience to take a specific action is to create a short, catchy phrase that appeals to the audience.

ASK youth:

What is this short phrase called?

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

Slogan

What are some examples of slogans?

LISTEN to ideas from youth.



SAY:

In your #IRiseAbove Production, you are going to encourage your audience to take a specific action to demonstrate their informed, healthy decision-making around drug use and the things that inspire them to rise above. Let's practice thinking of specific actions now by doing a creative activity.

Doing the Activity 17 minutes

SAY:

You are going to create an action hero to star in a new video game. The target audience is young people ages 11 to 13. Your action hero can be any kind of hero you want—you are the creator. The unique feature of your hero is that he or she has special powers to promote a specific healthy action related to rising above negative influences, such as peer pressure and stress. You must decide what kind of action your hero will promote, and then create a slogan that he or she can say often to persuade others to do it, too. After you choose your hero's action and slogan, you will draw a sketch of your action hero.

Consider these ideas:

Helpful Jorge likes to contribute to his family, friends, and community. Helping people makes Jorge feel clear about his purpose and relevance in life. Helpful Jorge is always smiling and asking people what he can do for them. His slogan is: "Helping: It just feels good."

Basketball Girl likes to play basketball every day. Playing basketball helps her feel energized and makes her feel a sense of connection and belonging through her team. She can run fast and quickly fix all the playgrounds in the neighborhood. Basketball Girl encourages kids her age to play basketball so they can connect and belong to a team, too. Her slogan is: "Join a team today!"

HAND OUT the youth folders, the Action Hero Creative Brief sheets, and markers to each youth.

EXPLAIN that a creative brief is a short document made at the beginning of a project to define the project and provide directions for how the work and creative elements should be done. A creative brief typically describes the purpose of the media project and the intended target audience. For the sake of time, we've already decided the purpose and target audience for your video game action heroes.

SAY: The first part of the creative brief is to choose a name for your action hero, the healthy activity action that your hero will promote, and a slogan for this activity. Be sure to choose a name that reflects your action hero's unique skills and the specific action your hero promotes. After you make these decisions, draw a sketch of your action hero.

ASK youth to work individually or in pairs to create an action hero. **TELL** youth they have 10 minutes to create their action hero. **TELL** youth when they have 5 minutes and then 1 minute left to finish their action heroes. **TELL** youth when time is up. If they finish early, they can use the back of the page to outline a story about their action hero.

ASK youth to post their action heroes on the wall when they are done, or when 10 minutes is up, so the rest of the group can view them.

DISCUSS the following issues briefly with the group:

- What specific actions do your action heroes promote?
- Why is it important that they promote specific actions?
- What are their slogans?

Closing the Activity 1 minute

CONGRATULATE the group members on their creativity and fun approach to this activity. **ASK** whether youth have any comments or questions. **TELL** them to remove their action hero drawings from the wall and put them in their folders.

TELL youth that they will have more opportunities throughout the workshop to promote healthy lifestyles and choices to their peers.

Media Detective Notepad

6 Questions To Ask When Using Media

Take a close look at your media sample. Discuss it with your group and answer the following questions. Remember, you're a detective, so be sure to think beyond the ordinary—you might have to dig a little to find the true answers. There may even be more than one answer to some questions—be sure to write down all the answers you discover.

1. Who is the author or sponsor?

2. What is the purpose?

3. Who is the target audience?

4. What is the message?

5. What information is missing?

6. What techniques are used to attract your attention?

Action Hero Creative Brief

My name (the creator) is: _____

The name of my action hero is: _____

My action hero's healthy activity action is: _____

My action hero's slogan is: _____

Draw your action hero in the space below.

4 Not Prescribed



Lesson Overview

www.NotPrescribed.org is based on a ten minute documentary of teens' real stories about prescription drug misuse and addiction. The rest of the online site will guide you in facilitating a thought-provoking conversation based on the documentary and debunking commonly held myths about prescription drugs.



Lesson Objectives

By the end of the lesson, youth will be able to:

- Identify the three criteria for appropriate use of prescription drugs
- Articulate the short and long term risks associated with prescription drug misuse, including impacts on family, friends and society
- Explain the signs and symptoms of prescription drug misuse



Materials Needed

Equipment to navigate www.notprescribed.org

Note: Take your time with this discussion. You will have time to finish it up as well as the Action Heroes from Lesson 3 during Lesson 5.

Lesson 5

5

Mini-Production: Prescription Drug Abuse Prevention Page for Social Media

-  **Time**
25 minutes
-  **Activity Overview**
Youth design a mock social networking page for young people based on the information provided so far on prescription drug abuse prevention.
-  **Activity Objective**
By the end of the activity, youth will be able to:
Create prescription drug abuse prevention health messages for an audience of young people.

Warm-Up 3 minutes

-  **SAY:**
We've talked a lot about the risks of prescription drug abuse. But as we have discussed, most of us don't have this information and aren't having conversations about the risks associated with prescription drugs. So what about your peers? How can you inform them about appropriate use of prescription drugs and the risks associated with them even though they are legal? It's time to design an attention-grabbing page for a social networking site that will influence your target audience. This Mini-Production includes several of the 6 Media Questions you learned about in the previous lesson—sponsor, purpose, and audience—but its main focus is on Media Question #3: Who is the intended target audience? In this Mini- Production, you'll practice skills that you can use in your #IRiseAbove Production at the end of the workshop.

-  Briefly REVIEW the first three Media Questions.

SAY:

Lesson 2 focused on point of view and the sponsor of a media product.

ASK youth:

Who is the author or sponsor of this Mini-Production?

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

We are. The whole school



SAY:

Lesson 3 focused on the purpose of a media product. In that lesson's Mini- Production, the purpose of the product was to persuade an audience to take an action.

ASK youth:

What is the purpose of this Mini-Production?

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

To educate and inform the audience about important prescription drug use concepts

To persuade them to make informed choices about prescription drug use



SAY:

Let's focus on Media Question #3.

ASK youth:

Who is the target audience in this Mini-Production?

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

Young people

5. Doing the Activity 22 minutes

DIVIDE the group into smaller groups.



SAY:

Each group is going to create a fun and creative mock page for a social networking site to highlight the key concepts that young people need to know about prescription drug abuse. These pages can look like anything you want, but they should focus on one topic only—what is appropriate use, the short and long term risks, the impact of family and friends, signs/symptoms of abuse, addiction and the teen brain, or positive alternative/coping skills to drug abuse. If more than one group wants to do a page on the same topic, that's fine.



SAY:

First, each group will need to create a short description (1 or 2 sentences) to inform your target audience about your particular prescription drug abuse prevention topic. Keep in mind that your page description should communicate a concept you have learned so far, and the purpose of your page is to encourage others to "Like" the page. Once you have written a description, you will brainstorm ideas of fun features you can add on your page that will appeal to your target audience. Have fun and use your imagination! You can add features commonly found on social networking sites, such as videos or colorful photos of your friends making informed and healthy choices, the latest news related to your

prescription drug concept, or even links to a blog or related page. Each group will also have a discussion board on its page where you and others can post comments to one another. So, you can also add some activity to your discussion board by posting or writing comments, such as healthy alternatives to drug abuse or a fun slogan for the group.

ASK youth to begin the activity. **TELL** youth they will have the rest of the class period to create their pages. **VISIT** each group, and **PROVIDE** help as needed. **TELL** youth when they have 5 minutes and then 1 minute remaining. **TELL** youth when time is up.

SHOW www.iriseaboveco.org and **ASK** the groups to post their images to iriseaboveco.org or tag it with #IRiseAbove.

6

Lesson 6

The Power of Advertising



Lesson Overview

This lesson focuses on advertising. Youth create a list of all the different ways they are exposed to advertisements. They also talk about how teens are portrayed in the media and create collages.



Lesson Objectives

By the end of the lesson, youth will be able to:

- Name at least three ways they are exposed to advertisements.
- Explain at least two ways that ads can influence our health and attitudes about medicine.
- Describe the influence of the media on teen social norms.



Lesson Activities

Activity: What Is Advertising? (25 minutes)

Brain Break: Yoga (10 minutes)

Activity: Thinking About Media's Portrayal of Teens (30 minutes)



Materials Needed

For Activities

Youth folders

Flipchart paper, easel (if available), markers, masking tape, watch or timer

Equipment to play and show *Media Smarts Media Minutes: Media Have Commercial Implications* and *Media Have Social and Political Implications*

https://youtu.be/RdkH0GwJy6A?list=UU_jQ4vYf-WPf4_5eSdGABWQ

https://youtu.be/YZi6s22yktw?list=UU_jQ4vYf-WPf4_5eSdGABWQ

If you are not doing the collage digitally, you will also need:

Teen, fashion, and health magazines—make sure that these examples reflect the cultural identities of the group members (several magazines—one for every two to three youth in the group)

Glue

Markers and other creative supplies (enough for the two groups to use at the same time)

Pencils or pens (one for each youth)

Lesson 6

6

Activity: What Is Advertising?



Time

10 minutes



Activity Overview

Youth talk about advertising and list all the ways they are exposed to ads. They also talk about subtle advertising approaches, such as logos.



Activity Objective

By the end of the activity, youth will be able to:

- Name at least three ways they are exposed to advertisements.
- Explain at least two ways that ads can influence our choices about our health.



Materials Needed

Flipchart paper, easel (if available), markers, masking tape, watch or timer
Equipment to play and show *Media Smarts Media Minutes: Media Have Commercial Implications* and *Media Have Social and Political Implications*
https://youtu.be/RdkH0GwJy6A?list=UU_jQ4vYf-WPf4_5eSdGABWQ
https://youtu.be/YZi6s22yktw?list=UU_jQ4vYf-WPf4_5eSdGABWQ



Facilitator's Preparation

Post two sheets of flipchart paper on one side of the room spaced a few feet apart. Write "Ways To Advertise" across the top of each page.

If using the *Media Smart Media Minutes: Media Have Commercial Implications* and *Media Have Social and Political Implications*, preview the segments before the lesson. Set up the equipment to play and show. This segment discusses the influence of advertising and its connection to health and our communities.

DISCUSSION 1 minute

SAY:



In the past couple of lessons we've focused on prescription drug misuse. In this lesson we're going to return to media. We're going to consider a form of media that we're exposed to all the time. This form of media has a big influence on the decisions we make every day.

ASK youth:

What is an advertisement?

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

An advertisement is an announcement designed to attract people's attention.

It is a specific kind of media with the main purpose of persuading people to buy or support something—a product, service, or belief.

ASK youth:

When you think of advertisements, what is the first thing that comes to your mind?

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

- TV commercials
- Radio commercials
- Newspaper ads
- Magazine ads
- Brand names, logos, or characters
- Word-of-mouth
- Internet pop-up ads
- Website banners
- Advergames
- E-mail ads
- Spam
- Mobile ads (text messages) / social media ads

ASK youth:

What did you learn from the ideas on your lists?

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

- Advertising is all around us, in many parts of our lives—outdoors, at home, on the Internet, and when we use social media.
- There are many different ways advertisers can reach consumers.
- Advertising appears in places we may not immediately think of, such as on grocery bags, cereal boxes, or other product packaging.

TELL youth they are going to spend a little time talking about some subtle forms of advertising.

Part 2: Subtle Advertising Approaches | 5 minutes



SAY:

Some ads are powerful because they really grab your attention. Others are powerful because they are subtle. “Subtle” describes something that can be hard to detect or notice. Let’s use a logo as an example.

ASK youth:

What is a logo?

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

A logo is a symbol that stands for a company or organization, its products, and its beliefs.

A logo aims to make you recognize and like a product, company, or organization.

How many of you think of logos as advertisements? (ASK for a show of hands.)



SAY:

We’re going to do a quick exercise to explore the concept of logos. Let’s sit in a circle together. I’m going to say a few statements. When I say a statement that applies to you, jump up from your seat quickly and then sit back down.

READ the statements from the list below. **ALLOW** time in between reading each statement for youth to jump up and down.



- If you have a logo on your shirt.
- If you have a logo on your jacket.
- If you have a logo on your shoes.
- If you have a logo on your backpack or school bag.

ASK youth:

Why do many people think it is important to wear clothes with particular logos on them?

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

- They want to be associated with products, companies, or teams they like, they think are cool, or that represent a certain lifestyle or attitude.
- They see people they like, such as actors, musicians, celebrities, athletes, or their friends, wearing the logo or items with the logo, and so they want to wear them, too.
- Many of these products are heavily advertised. Seeing them often makes people want to have them.

**SAY:**

Because they are such a common form of advertising, you are exposed to logos every day. Advertisers rely on repeated exposure to these logos to help sell their brand or product to consumers. You may see a popular logo placement so often that, without realizing that it's happening, you begin to more strongly associate that product with a brand over several other brand choices. That's why it's subtle.

ASK youth:

Can you think of any products or food you encounter every day that use an easily recognizable brand logo?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the brand names of products such as shoes, jeans, sporting goods, restaurant chains, foods and beverages, computers, phones, social networking sites, video game consoles, and website search engines.

Closing the Activity

4 minutes



Media Smart Media Minutes: Media Have Commercial Implications and Media Have Social and Political Implications



If you choose to use the Media Smart Media Minutes, **SAY:**

You may not realize how much advertising you actually see in a day. We are going to watch two short segments that show the power of advertising and its connection to health.

ASK youth to share some of their observations about the effects of media.

ASK youth:

What do you think about the effect of the different forms of advertising on your lives?

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

- Advertising makes us want the products we see promoted.
- We associate certain products with specific ways of being or feeling, such as being beautiful, happy, carefree, popular, rich, or smart.
- We associate certain actors or music with specific products.
- Advertising affects our emotions by portraying the way we want to feel about ourselves.
- The Internet provides new, exciting, entertaining, and interactive ways to advertise. When we use more than one form of media at the same time, we need to remember that our exposure to advertisements significantly increases.

ASK youth how many ads they think young people see and hear, on average, every year. **LISTEN** to their suggestions.



CONGRATULATE youth on their ideas. **SAY:**

Youth ages 8 to 14 see and hear an average of 30,000 television advertisements a year.⁶ Try to keep this in mind the next time you are watching TV and think about just how much airtime advertisers are purchasing to sell their products to you.



SAY:

With so many forms of media available today, advertisers can use more than just traditional TV ads to reach you. Companies will often combine several advertising techniques and do cross-promotion using the Internet, social networking sites, attractive product packaging, in-store advertising, and event promotions, all for the same item. Imagine that you see a website link on a television ad and decide to go to the website. Once online, the advertiser may entice you with a branded advergame to hold your attention and attempt to immerse you deeper into the brand or product. The website might encourage you to tell a friend about the product using an e-card or to follow their brand on social media. Companies make all of these offers on purpose to increase exposure to their product or brand.

It's important to keep these techniques in mind, especially because we all use multiple forms of media. Think about what messages advertisers are using and how they are communicating to you across various media—whether it's on TV, online, or on product packaging.

ASK youth:

What do you think about all of the advertising aimed at young people? What about all the advertising about prescription drugs? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:

It's nice that advertisers are paying attention to young people, but the products being advertised aren't necessarily healthy for them.

It's nice to know about various health issues and potential medical remedies, but sometimes it feels like too much or they are making it worse than it really is. It makes it seem like everyone

^{12 6} Henry J. Kaiser Family Foundation. (2007). *Food for Thought: Television Food Advertising to Children in the United States*. Publication 7618. Retrieved on July 19, 2010, from <http://www.kff.org/entmedia/7618.cfm>.

is doing it or needs medicines to be “normal.”

Medicines are important for our health, but so are our lifestyles and the choices we make to reduce our stress and cope with life challenges in healthy ways.

Normalizes the “quick fix” of medicine.

CONGRATULATE youth on their great work. **ASK** whether youth have any comments or questions.



SAY:

Now, we are going to do a Brain Break that is really helpful as a coping strategy and stress reduction tool along with a little light physical activity! Who has done yoga before?

6

Lesson 6

Brain Break



Let's Do Yoga!



Time

10 minutes

Facilitator's Preparation

Decide which poses you want to do with the youth. You may choose to do all four, or just some of them.

Doing the Activity

1. **SAY:**



Yoga is a very old practice that involves physical postures, breathing techniques, and meditation. One meaning of the word "yoga" is to unite or to come together. Yoga brings together the mind and the body. Yoga has many physical and emotional benefits, such as increased energy, reduced stress, better coordination, and lower blood pressure. Research shows that yoga and other meditation practices are helpful in preventing and treating drug abuse and addiction.

2. **SAY:**



Let's do some yoga together now. Yoga poses can look very simple from an outsider's perspective. But people who do yoga know that it requires a lot of muscle strength, balance, and concentration. It's not as easy as it looks!

6

Lesson 6

Brain Break



Let's Do Yoga! (continued)

Mountain Pose



- Stand straight in an upright position with your feet together. Press your feet flat against the floor as if to stretch them. As you stand straight, picture a string running through your spine, pulling you upward, lifting your knees, hamstrings (back of the thigh), and hips. Push through the soles of the feet and gently lift your toes to activate your lower legs.
- Keep your abdomen tucked in and chest high. Your arms may remain at your sides in a relaxed manner. Relax your shoulder blades and let them drop back and down. Let the crown of your head gently lift upward. Take deep breaths in and out.
- Try to hold the pose for 30 seconds or so. Repeat several times, trying to elongate your body more and more each time. With each inhale, find stability in the pose. With each exhale, elongate your back and create space in your spine.
- This pose is good to repeat between other stretches or poses.

Downward Dog Pose



- Start with your hands and knees on the floor. Keep your arms shoulder-width apart and place your hands flat on the floor directly below your shoulders. Point your fingers straight ahead. Spread your fingers wide and press the inside of your palms firmly into the ground. Keep your legs about hip-width apart.
- Inhale and curl your toes under, as if getting ready to stand up. Exhale and straighten your legs; push down into the floor with your hands so that you end up looking like an upside down "V." Your weight should be evenly distributed between your hands and feet. Try to keep your legs straight and remember to breathe while in the pose. Hold the pose for at least a couple of deep breaths.
- Go back to your starting position and exhale. Repeat the Downward Dog pose several times.

6

Lesson 6

Brain Break



Let's Do Yoga! (continued)

Triangle Pose



- Stand with your feet well apart (about 3 feet). Point the toes of your left foot all the way to the left, and your right foot just slightly to the right. Stretch your arms straight out at shoulder level as if you were pointing to the walls on your left and right. Now inhale.
- As you exhale, bend to the left and slightly forward. Lower your left arm and slide your left hand down your left leg as far as you can comfortably go. Hold on to your knee, shin, or ankle—however far down you can reach. As you bend down to the left, raise your right arm so that it points to the ceiling. Turn your head to look at your right hand. Take several full breaths in this pose before releasing it. Inhale as you rise and return to your starting position.
- Now point the toes of your right foot all the way to the right, and your left foot just slightly to the left. Stretch your arms straight out at shoulder level. Repeat the steps above, this time bending to the right. Repeat the pose several times, alternating between your left and right sides.

Cat and Cow Pose



- **Cat**—Start on your hands and knees on the floor. Keep your hands shoulder-width apart and just in front of your shoulders; keep your legs about hip-width apart. Take a deep breath in. As you exhale, move into the Cat pose by drawing your spine up and pulling your chest and stomach in so your back reaches up to the ceiling. Drop your head down gently toward the floor.
 - **Cow**—As you inhale deeply, move into Cow pose by letting your back come back down. Drop your stomach low toward the floor and lift your head up so your back creates a cup. Stretch gently.
 - Repeat this movement several times, flowing smoothly from the Cat pose into the Cow pose, and then the Cow pose back into the Cat pose.
3. **CONGRATULATE** youth when they have finished the activity.
 4. **ENCOURAGE** youth to try this activity on their own or with their family, friends, or sports teams.

Remember, if you have extra time and the youth are interested in learning more yoga, the end of the DVD segment has some additional poses.

Lesson 6

6 Activity: Peer Pressure & Social Norms

-  **Time**
20 minutes
-  **Activity Overview**
Youth talk about peer pressure and social norms and create collages of what being a teen is portrayed as in magazines or online. Youth reflect on how media products promote certain lifestyles.
-  **Activity Objective**
At the end of the activity, youth will be able to:
- Describe the influence of media on teen peer pressure and social norms.
-  **Materials Needed**
Flipchart paper, easel (if available), markers, masking tape, watch or timer
You can have students search for images online and do the collage digitally, OR collect:
Teen, fashion, and health magazines—make sure that these examples reflect the cultural identities of the group members (several magazines—one for every two to three youth in the group)
-  Scissors (several pairs for each of two groups)
Glue
Markers and other creative supplies (enough for the two groups to use at the same time)
-  **Facilitator's Preparation**
If you are not going to do this activity digitally, collect news, fashion and health magazines with pictures of teens, and teen magazines with images of popular celebrities and athletes. Make sure you have enough magazines for members of each small group to look through together and cut pictures from.

ASK the following question:

What do the terms “peer pressure” or “social norms” mean?

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

Peer pressure is when people your own age try to influence how you act.

Social norms are the expectations that others have of you because of the situation you are in or the group you belong to.

Doing the Activity (20 minutes)

SAY:



Now we’re going to talk about peer pressure, social norms and the media. You’re going to work in groups to create collages of teens and teen behavior that are typically shown in the media.

(If you are using print, say:) Each group will get some magazines and creative supplies. Go through the magazines and select a few pictures of teens. After you cut out the pictures, work together as a group to paste them onto a piece of flipchart paper and create a collage. You will have 15 minutes to create your collages.

DIVIDE youth into groups. **HAND OUT** flipchart paper, magazines, and creative supplies to each group.

ALLOW youth 15 minutes to do the collage activity. **WALK** around the room and **HELP** youth as needed. **TELL** youth when they have 5 minutes and then 1 minute left. **TELL** youth when time is up.

ASK youth to hang their collages in the front of the room so everyone can see them.

ASK the full group:

- What do the teens in your collages look like? Why did you choose them?
- Why do you think teens are portrayed in this way by media?
- What effects can the teens shown in the media have on the way young people feel about their own lives?
- **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following types of responses:
- Youth may want to look or act like the people they admire or see in the media.
- Teens shown in the media can often only show the extremes – horrendous behavior or picture perfect.
- Teens often get portrayed as being out of control and it can create fear among adults, a lack of understanding and disconnection.

THANK youth for doing great work during today’s lesson.

ASK for one or more volunteers to share something fun or interesting they learned today.

LISTEN for ideas from youth about these key topics:



Ways young people are exposed to advertisements
The influence of media on peer pressure and social norms

For homework, ask students to tally how many commercials they see for prescription drugs while watching 30 minutes of TV tonight. Pay attention to where else you see commercials for prescription drugs.

7 The Science Behind the Art of Advertising



Lesson Overview

This session focuses on prescription drug misuse prevention and media concepts. First, youth discuss ethics used in advertisements.



Activity Objective

By the end of the activity, youth will be able to:

- Explain the media concept of “omission.”
- Identify missing information in an advertisement.



Materials Needed

Youth folders

Pencils or pens (enough for each youth)

Omission Mission Script Starter sheets (several copies for each group)

FDA’s Bad Ad Program information handout

Media player and speakers to play *Media Smarts Media Minute: Media Are Constructions*, and pharma ads, such as Advil, Tylenol, Lunesta and Zoloft

(www.youtube.com/watch?v=3HXtgnhPGKs&feature=youtu.be,

www.youtube.com/watch?v=AYzekTtcUZk&feature=youtu.be, www.youtube.com/watch?v=-oijrLARMzA and www.youtube.com/watch?v=twhtzd6gXA) and the *Big Pharma Big Bucks*

Trailer www.youtube.com/watch?v=-xnJVC2AU

Warm-Up 4 minutes**SAY:**

Today we are going to focus on the last two of the 6 Media Questions you learned about, #5: What information is missing? And #6: What techniques are used to get your attention?

ASK youth:

Media Question #5 focuses on a concept called "omission." What does omission mean?

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

To leave something out or to fail to include a specific fact or piece of information

Why might media producers leave out some of the facts about an issue, story, or product in their media product?

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

- Producers often want to stress a specific point that might sound good to an audience.
- Producers may want to ignore a particular feature about a product that might not sound appealing to or might not be good for a target audience.
- ASK youth for examples of media products that leave out certain information, or
- SHARE some of the following examples with youth:
- A local news show may not cover some types of news stories because its producers do not think these stories are important to its audience.
- A television show may not reflect the real impact of situations because those storylines may not be funny or interesting to the audience. A good example of this situation is when a main character on a show has a baby. Even though the main character and the baby live together and the show focuses on the character's daily life, the baby may be only a very small part of the show. The show doesn't reflect the reality of life with a baby.
- A product that is called "Cool Fruit Thirst Quencher" may not mention in its ad that only 10 percent of the drink is real fruit juice. The advertisers do not mention this fact because it probably would not help them sell the product.
- An advertisement for a car may focus on how fast and powerful the car is but not mention anything about the car's safety features because the target audience is most interested in buying a car that offers speed and a powerful engine.

All media are constructions and their messages are representations of reality.**SAY:**

All media are created for a particular purpose. Media makers carefully choose and edit information to fit their purpose.

- Show "[Media are Constructs.](#)"

SAY:

Producers' decisions are based on the creators' own point of view, which will have been shaped by their opinions, assumptions and biases – as well as media they have been exposed to. As a result of this, media products are never entirely accurate reflections of the real world – even the most objective documentary filmmaker has to decide what footage to use and what to cut, as well as where to put the camera – but we instinctively view many media products as direct representations of what is real. Media messages only represent themselves as reality. Sometimes the "reality" depicted is idealistic. For example, some automobile commercials contain scenes associating the vehicles with sophistication, beautiful models, and exclusive neighborhoods.

Now let's watch an over the counter drug commercial. Be sure to be active listeners. Can someone please remind us what it means to be an active listener? Following the commercial, we will be discussing what you saw in the commercial and how it was constructed.

- Show the [Advil Commercial](#)
- Discuss the following questions with the students, based on what they saw in the commercial.
 - Who created this media product?
 - What is its purpose?
 - What is the purpose of the ad?
 - What information is included in the ad to contribute to its purpose?
 - What information is excluded?
 - What assumptions or beliefs do its creators have that are reflected in the content?
 - How is reality represented in the drug advertisements?
 - How close is the media reality to reality as you know it?

Remember how we discussed the different target audiences and how each can interpret ads differently. Let's watch another over the counter drug commercial. Be sure to be active listeners. Following the commercial, we will be discussing and writing about what you saw in the commercial and how audiences negotiate meaning from it.

- Show the [Tylenol Commercial](#)
- Discuss the following questions with the students, based on what they saw in the commercial.
- What meaning do you associate with the drug advertisement?
 - How might different people see this media product differently?
 - How does this make you feel, based on how similar or different you are from the people portrayed in the media product?
 - What meanings do you think people with various health problems will derive from this ad?

In your notebook respond to the following question:

- Does the Tylenol commercial give the same message to the audience as the Advil commercial? Why or why not?

Parsing Out Aesthetic Techniques

Only play the sound on the [Lunesta Commercial](#). Discuss what the students pictured and the impact it had on them. Then, play the commercial where they could see it. Discuss how the message changed.

Play the [Zoloft Commercial](#) without sound. Discuss the meaning of the message with the students. Then, replay the commercial with sound. See if their opinions on the commercial changed. Is the message different with the sound, why or why not?

Doing the Activity 20 minutes



SAY:

Advertisers need to include information in their ads that will persuade people to buy or support their product, service, or idea. They might leave out information they think will not help in that persuasion. Or they might use different techniques to distract them from certain required information, like side effects.

Here is a short clip from a documentary trailer that highlights some of the concerns with prescription drug advertising.

PLAY the first 3 minutes of the Big Bucks, Big Pharma trailer (www.youtube.com/watch?v=--xnJVC2AU)

Because The Food & Drug Administration, a government agency, regulates pharmaceutical drugs, there are some rules, which is called the BadAd program, to guide pharmaceutical companies.

Handout and discuss the points on the BadAd Program Handout

Each group will have 15 minutes to analyze advertisements for prescription or over-the-counter drugs. Here are some examples to use:

<http://static4.businessinsider.com/image/52af57c5eab8eaf82a43dd73-960/concerta%20ad.jpg>

http://graphics8.nytimes.com/newsgraphics/2013/12/02/adhd-ad-viewer/31bb6501d6b6864837ca307be586668fcd911bb0/img/ad_monster_2x.jpg

http://payload192.cargocollective.com/1/10/332036/6159959/Picture-64_670.png

<http://static2.businessinsider.com/image/52af52436da811751743dd6c-960/add%20women.gif>

<http://www.citizen.org/view.image?Id=902>

<http://www.chriscopy.com/singulair.php>

Don't forget to include the name of the author or sponsor in your ad. Sponsors are often named at the end of a radio or TV advertisement, at the beginning and end of a radio or TV show, and in the small print at the bottom of a print ad.

ASK the groups to begin work. **TELL** youth when they have 5 minutes and then 1 minute left.



TELL youth when time is up.

ASK each group to come to the front of the room and share its advertisement and analysis.

ASK youth:

- Who is the author or sponsor of the ad?
- What is the purpose of the ad?
- Who is the target audience for the ad?
- What is the message of the ad?
- What techniques are used to attract attention to the ad?
- What, if anything, is missing or underplayed?
- Do you think the missing or understated fact would change a teen's thinking about the drug?

Closing the Activity 1 minute

CONGRATULATE youth for their thoughtful advertisement analysis. **ASK** whether youth have any comments or questions.



SAY:

Don't forget to be a Media Smart Youth when you experience media, especially advertisements. Keep in mind that you may not be hearing the full story, and that the missing facts may be important to you.



Prescription drug advertising must:

- Be accurate
- Balance the risk and benefit information
- Be consistent with the prescribing information approved by FDA
- Only include information that is supported by strong evidence

What types of promotion does the Office of Prescription Drug Promotion (OPDP) regulate?

- TV and radio advertisements
- All written or printed prescription drug promotional materials
- Speaker program presentations
- Sales representative presentations

OPDP does not regulate promotion of:

- Over-the-Counter Drugs
- Dietary Supplements
- Medical Devices

Common Violations:

- Omitting or downplaying of risk
- Overstating the effectiveness
- Promoting Uses Not Addressed in Approved Labeling
- Misleading drug comparisons

www.fda.gov/Drugs/GuidanceComplianceRegulatoryInformation/Surveillance/DrugMarketingAdvertisingandCommunications/ucm209384.htm

Lesson 8

8

Analyzing the Media Within Prescription Drug Websites?

Activity Overview

Youth research a commonly abused prescription drug using the 6 Media Questions Detective Handout from Lesson 3.

Activity Objective

At the end of the activity, youth will be able to:

- Describe how to analyze information/media on the web.
- Access valid information about the effects of commonly abused medicines.
- Collect and analyze data to make informed decisions about their health.

Materials Needed

Youth folders

Handouts: Media Detective Handout from Lesson 3, NIDA Commonly Abused Medicines, & Educate Before You Medicate

Warm-Up 5 minutes

ASK youth:

- How many of you or your parents go to the medicine cabinet every time you have a headache or cough?
- How many of you have seen commercials or advertisements for prescription drugs?
- They usually end with “talk to your doctor to see if ____ is right for you.” How many of you have thought, “Oh I have that! I should talk to my doctor about whatever prescription drug they were advertising?”
- How many of you or your families use the Internet to research medical problems or medicines?

SAY:

Today you’ll be using the 6 media questions to determine if the website you are using is





MEDIA SMART YOUTH **NOT PRESCRIBED**

providing quality, unbiased health information. You will practice analyzing media by researching different prescription and over-the-counter drug websites. Making sure you are accessing quality health information is key to healthy decision-making.

Handout The Media Detective Worksheet.

Doing the Activity

Quickly **REVIEW** the major themes of the Not Prescribed lessons: appropriate use of prescription drugs, risks of misuse, abuse and addiction, impact on the teen brain. TELL youth they should keep these topics in mind as they review the advertisements.



SAY: There is often an FDA-approved Patient Package Insert (PPI) in medicine packaging. More and more pharmaceutical companies are developing these informational sheets. They are written in language consumers can understand and are reviewed by FDA for fair balance and clinical accuracy. Many companies are also posting the PPI on their website for consumers to read.

As we saw with Tate in the short video in the Not Prescribed lesson, many prescription medicines can interact with each other as well as with over-the-counter products and herbal remedies. Your doctor and pharmacist should review your medicines at each visit and make sure that you are not taking two prescription medicines that can interact. It is important that you tell them if you are self-treating with any over-the-counter product or herbal remedies. Even better, ask them before you start self-treating!

If you receive written instructions that just list side effects that could occur, ask for more information. You need to know how to recognize the early symptoms of common side effects and how to manage side effects that may be annoying but are minor. You also need to know when you should contact your doctor because of a side effect. If you do not understand a medical term, do not be embarrassed to ask what that term means. Keep asking until you understand it!

DIVIDE youth into up to 12 groups and assign each to one of the commonly abused prescription drugs identified by National Institute on Drug Abuse (see handout). Feel free to include medical marijuana as well.

EXPLAIN to youth that they will each receive guiding questions for informed consumers of medicines (Educate Before You Medicate handout). And that as a small group, they will need to answer all 10 questions as though they were going to be prescribed the medicine that the group was assigned to research. They will also need to use the Media Detective worksheet to determine the quality of the website they are using to gather information about their assigned drug. HANDOUT NIDA Commonly Abused Drugs and Educate Before You Medicate worksheets.

TELL youth that they have the rest of the class period to do their research. Let them know that they will share their analysis with the whole class tomorrow. They should designate a notetaker, presenter, and taskmaster.

If they complete the activity early, start presentations.

Educate Yourself Before You Medicate: 10 Questions to Ask

Ask yourself the following 10 questions before you start a new medication. **If you do not know the answers to these questions, be sure to ask your doctor or pharmacist BEFORE you starting taking the medicine.**

1. What is this drug used for? How is it going to help me?
2. What is the brand name? The generic name?
3. How should I take this drug? For how long?
4. When should I take it?
5. What side effects may occur? How do I recognize these side effects? What do I do if they occur?
6. What does this drug interact with? What drugs, supplement, herbals, food, drink, activities should I avoid – and when?
7. How long does it take for this drug to work? How will I know that it is working?
8. What should I do when I miss a dose? What if I overdose?
9. Are there any precautions I should take when I am on this drug?
10. How should I store this drug?

www.consumer-health.com/services/take-medication-as-directed-quick-tips.php

Commonly Abused Prescription Drugs

Visit NIDA at www.drugabuse.gov

 National Institutes of Health
 U.S. Department of Health and Human Services

Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule*/How Administered	Intoxication Effects/Health Risks
Depressants			
Barbiturates	<i>Amytal, Nembutal, Seconal, Phenobarbital</i> : barbs, reds, red birds, pennies, tootes, yellows, yellow jackets	II, III, IV/injected, swallowed	<i>Sedation/drowsiness, reduced anxiety, feelings of well-being, lowered inhibitions, slurred speech, poor concentration, confusion, dizziness, impaired coordination and memory/slowed pulse, lowered blood pressure, slowed breathing, tolerance, withdrawal, addiction; increased risk of respiratory distress and death when combined with alcohol</i>
Benzodiazepines	<i>Ativan, Halcion, Librium, Valium, Xanax, Klonopin</i> : candy, downers, sleeping pills, tranks	IV/swallowed	
Sleep Medications	<i>Ambien (zolpidem), Sonata (zaleplon), Lunesta (eszopiclone)</i>	IV/swallowed	<i>for barbiturates—euphoria, unusual excitement, fever, irritability/life-threatening withdrawal in chronic users</i>
Opioids and Morphine Derivatives**			
Codeine	<i>Empirin with Codeine, Fiorinal with Codeine, Robitussin A-C, Tylenol with Codeine</i> : Captain Cody, Cody, schoolboy; (with glutethimide: doors & fours, loads, pancakes and syrup)	II, III, IV/injected, swallowed	<i>Pain relief, euphoria, drowsiness, sedation, weakness, dizziness, nausea, impaired coordination, confusion, dry mouth, itching, sweating, clammy skin, constipation/slowed or arrested breathing, lowered pulse and blood pressure, tolerance, addiction, unconsciousness, coma, death; risk of death increased when combined with alcohol or other CNS depressants</i>
Morphine	<i>Roxanol, Duramorph</i> : M, Miss Emma, monkey, white stuff	II, III/injected, swallowed, smoked	
Methadone	<i>Methadose, Dolophine</i> : fuzzies, amidone, (with MDMA: chocolate chip cookies)	II/swallowed, injected	<i>for fentanyl—80–100 times more potent analgesic than morphine</i>
Fentanyl/analogs	<i>Actiq, Duragesic, Sublimaze</i> : Apache, China girl, dance fever, friend, goodfella, jackpot, murder 8, TNT, Tango and Cash	II/injected, smoked, snorted	<i>for oxycodone—muscle relaxation/twice as potent analgesic as morphine; high abuse potential</i>
Other Opioid Pain Relievers: Oxycodone HCL Hydrocodone Bitartrate Hydromorphone Oxymorphone Meperidine Propoxyphene	<i>Tylox, Oxycontin, Percodan, Percocet</i> : Oxy, O.C., oxycotton, oxycot, hillbilly heroin, percs <i>Vicodin, Lortab, Lorcet</i> : vike, Watson-387 <i>Dilaudid</i> : juice, smack, D, footballs, dillies <i>Opana, Numorphan, Numorphone</i> : biscuits, blue heaven, blues, Mrs. O, octagons, stop signs, O Bomb <i>Demerol, mepredine hydrochloride</i> : demmies, pain killer <i>Darvon, Darvocet</i>	II, III, IV/chewed, swallowed, snorted, injected, suppositories	<i>for codeine—less analgesia, sedation, and respiratory depression than morphine</i> <i>for methadone—used to treat opioid addiction and pain; significant overdose risk when used improperly</i>
Stimulants			
Amphetamines	<i>Biphramine, Dexedrine, Adderall</i> : bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II/injected, swallowed, smoked, snorted	<i>Feelings of exhilaration, increased energy, mental alertness/increased heart rate, blood pressure, and metabolism, reduced appetite, weight loss, nervousness, insomnia, seizures, heart attack, stroke</i>
Methylphenidate	<i>Concerta, Ritalin</i> : JIF, MPH, R-ball, Skippy, the smart drug, vitamin R	II/injected, swallowed, snorted	<i>for amphetamines—rapid breathing, tremor, loss of coordination, irritability, anxiousness, restlessness/delirium, panic, paranoia, hallucinations, impulsive behavior, aggressiveness, tolerance, addiction</i> <i>for methylphenidate—increase or decrease in blood pressure, digestive problems, loss of appetite, weight loss</i>
Other Compounds			
Dextromethorphan (DXM)	<i>Found in some cough and cold medications</i> : Robotripping, Robo, Triple C	not scheduled/swallowed	<i>Euphoria, slurred speech/increased heart rate and blood pressure, dizziness, nausea, vomiting, confusion, paranoia, distorted visual perceptions, impaired motor function</i>

* Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use. Schedule II drugs are available only by prescription and require a new prescription for each refill. Schedule III and IV drugs are available by prescription, may have five refills in 6 months, and may be ordered orally. Most Schedule V drugs are available over the counter.

** Taking drugs by injection can increase the risk of infection through needle contamination with staphylococci, HIV, hepatitis, and other organisms. Injection is a more common practice for opioids, but risks apply to any medication taken by injection.



Facts About Prescription Drug Abuse

Medications can be effective when they are used properly, but some can be addictive and dangerous when abused.

In 2010, approximately 16 million Americans reported using a prescription drug for nonmedical reasons in the past year; 7 million in the past month.

What types of prescription drugs are abused?

Three types of drugs are abused most often:

- Opioids—prescribed for pain relief
- CNS depressants—barbiturates and benzodiazepines prescribed for anxiety or sleep problems (often referred to as sedatives or tranquilizers)
- Stimulants—prescribed for attention-deficit hyperactivity disorder (ADHD), the sleep disorder narcolepsy, or obesity.

How can you help prevent prescription drug abuse?

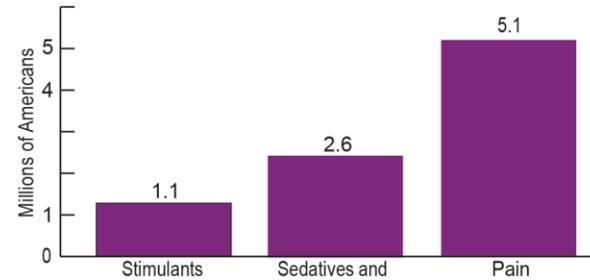
- Ask your doctor or pharmacist about your medication, especially if you are unsure about its effects.
- Keep your doctor informed about all medications you are taking, including over-the-counter medications.
- Read the information your pharmacist provides before starting to take medications.
- Take your medication(s) as prescribed.
- Keep all prescription medications secured at all times and properly dispose of any unused medications.



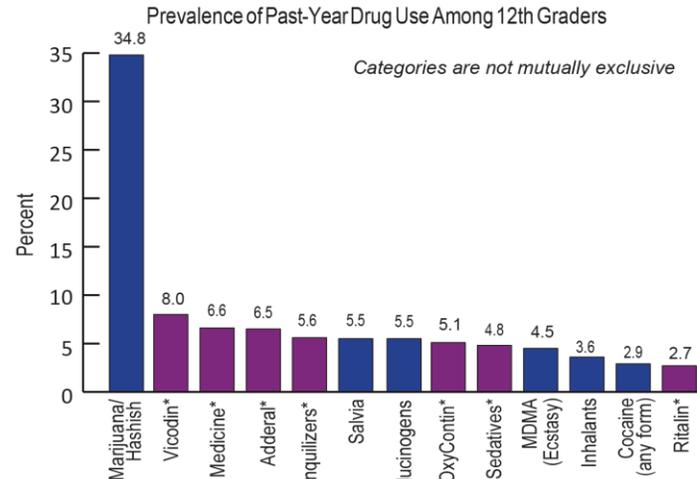
Order NIDA publications from DrugPubs:
1-877-643-2644 or 1-240-645-0228 (TTY/TDD)

This chart may be reprinted. Citation of the source is appreciated.

~7.0 Million Americans Reported Past-Month Use of Rx Drugs for Nonmedical Purposes in 2010



After Marijuana, Prescription and Over-the-Counter Medications* Account for Most of the Commonly Abused Drugs



*Nonmedical Use

Source: University of Michigan, 2010 Monitoring the Future Study

Revised October 2011

9

Lesson 9

What Does It Take to Be a Good Friend?



Lesson Overview

This session focuses what it means to be a good friend and helps students develop skills for listening and starting difficult conversations with friends. Learning how to communicate and listen effectively is important to developing and maintaining healthy relationships and can give teens the critical skills to help themselves and others.



Lesson Objectives

By the end of the lesson, youth will be able to:

- Describe what a good friend means to them.
- Listen effectively
- Start difficult conversations with friends
- Identify trusted adults or resources to get help.



Lesson Activities

Debrief: Analyzing Pharmaceutical Websites (30 minutes)

Activity: What is a Good Friend? (30 minutes)

Activity: Fishbowl: Role Play (25 minutes)

De-brief & Additional Resources to Help Friends (15 minutes)



Materials Needed

How To Listen to a Friend and How to Have Conversation with a Friend Handouts

Media player and speakers to play Safe2Tell middle and high school you tube video

Debrief of Lesson 8 30 minutes

Have each group share their website analysis. Facilitate discussion after each that addresses the following questions as appropriate.



ASK:

- Why is it important to analyze the media behind your health information?
- Why is it important to be familiar with the side effects of prescription drugs?
- The next time you or someone you care about is considering misusing prescription drugs, what are some things that you can teach them based on what you learned today?
- What are you going to suggest they do to ensure their safety and health when using prescription drugs?
- What interesting information did you learn about the drug you researched?

9

Lesson 9

What is a Good Friend?



TIME

30 minutes



SAY:

Now that you have all this information on prescription drugs and media, what is your role as a friend and family member? Information is power, so how can you share this information with others?

ASK students what a good friend is to them? How do they know when someone is their good friend? What makes a good friend?

Guide students to:

trustworthy, listens to me, reliable, there for me when I need them, thoughtful, have fun together, supports me in reaching my goals, shares my values about what is important

Hand out How to Listen to a Friend and How to Have a Conversation with a Friend.

Read the handouts aloud as a group and have others paraphrase each point.



SAY

Continue thinking about how to be a good friend and what it means to listen. We will practice together tomorrow.

HOW TO LISTEN TO A FRIEND

THE BEST WAY TO FIND OUT WHAT'S GOING ON WITH YOUR FRIEND IS TO WELL, LISTEN.

Knowing how to listen well can be tricky sometimes—you might want to immediately give advice if a friend is coming to you with a problem, or, you might have your own strong opinions because you've been through the same thing, and maybe that's why they're turning to you for support. It's also okay to not have the answers, because your friend might just need to vent and feel understood.

HERE ARE A FEW TIPS THAT CAN HELP YOU BE A BETTER LISTENER

1. **EMPATHIZE.** It's natural to want to comment or respond right away; especially if you disagree with what your friend is saying, or think you have information that might be helpful. Your opinion matters and is genuine because you care about your friend. Sometimes it's helpful to know though, if your friend actually wants an answer or an opinion from you. They may just appreciate your nodding, suggesting you understand their feelings. What's most important

for them to know is that they can talk to you, because they trust that you won't judge them. If you do have an opinion and think it might be helpful to your friend, after you've empathized and acknowledged your friend's experience, you could try saying, "I have an idea..." or "You know what I think?" Then pause to see if the friend truly wants to hear it.

2. **PUT THE PHONE AWAY.** Don't answer your phone, look at incoming texts or allow for other interruptions while you and your friend are talking. It's important for your friend to know you're paying attention to what they're sharing with you.
3. **BE AWARE OF YOUR BODY LANGUAGE.** Non-verbal support is just as important as your words. A nod here and there, leaning in, or any sign that you understand and acknowledge what your friend is sharing, will help them feel more comfortable with you.



KEY TIP:

ALWAYS TRY TO UNDERSTAND WHERE THE OTHER PERSON IS COMING FROM – WHAT'S THEIR POINT OF VIEW? HEAR THEM OUT AND ACKNOWLEDGE THEIR FEELINGS. **THEN**, OFFER THEM YOUR OWN POINT OF VIEW ABOUT THE SITUATION.

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Depending on the situation and your relationship with the friend, you might tell him/her that you want to go to someone else about the problem they have shared with you.

Trust your instincts. Part of being a good friend is knowing when the support your friend needs is more than you can give.

TALK TO A TRUSTED TEACHER, COUNSELOR, MENTOR OR ANOTHER PERSON IN YOUR SCHOOL OR COMMUNITY THAT CAN UNDERSTAND AND HELP DETERMINE APPROPRIATE NEXT STEPS . . .

DO YOU HAVE A FRIEND THAT MIGHT NEED HELP?

Some changes to look for that might concern you:

- Are they shutting people out?
- Have you heard them say they don't care and would rather sleep or numb their feelings?
- Are they not enjoying things they used to enjoy?

These can be signs of depression. Talk to your friend, but talk to a guidance counselor at school or in your community group, too, to share your perceptions.

WHAT MAKES FOR A GOOD FRIEND?



Someone that...motivates me, wants the best for me, is supportive.



HOW TO HAVE A CONVO WITH A FRIEND

Whether it's in person or on social media – you're having conversations with your friends at any given moment throughout the day. **Sometimes, the conversation might not be an easy one, and an important issue can come up – anxiety and stress about school or a relationship, trouble at home, or the pressure to do things they're not sure of.** Your friend is turning to you because they value your time and thoughts – this responsibility could even stress you out!

HERE ARE A FEW TIPS THAT CAN HELP YOU FIND YOUR WORDS

1. **SHOW YOUR LOVE!** Let your friend know that you're there for them and that you're glad they feel like they can not only talk to you, but turn to you when they need someone. This doesn't mean that you don't have boundaries – make sure you're comfortable with what's going on in your relationship and that you know what to do if you're not.
2. **BE DIRECT.** If you're concerned about your friend or worried that they might get into trouble – tell them. It's okay to let them know how you feel, as long as you're respectful, and have

listened to their side of the story.

3. **TRY NOT TO BE DEFENSIVE.**

A conversation takes at least two people – and just as you have your own view on things, your friend will also have their own opinions. Your similar and different interests are what make your relationship exciting, even though it can be hard to always remember that when you're talking to each other.

LISTEN AND VALIDATE A FRIEND'S OPINION AND TRY TO SEE THE SITUATION FROM THEIR SIDE AND THEN RESPECTFULLY OFFER YOUR OWN. IF YOU DON'T AGREE, MAYBE START WITH "I HEAR WHAT YOU'RE SAYING BUT I THINK I SEE IT A LITTLE DIFFERENTLY. . ." THEN ASK, IF THEY MIGHT LIKE TO HEAR AN ALTERNATIVE OPINION. DEPENDING ON THE SITUATION, THEY MAY BE OPEN TO YOUR OPINION, OR THEY MAY NOT BE.

4. **RELATE WHAT YOU HEAR TO YOUR OWN EXPERIENCES.** Sometimes you'll have no experience with something a friend brings up. But if you do, use the listening skills you already have and try to give specific examples about things that you might be worried about because of the conversation or things your friend may have brought up before. This will help your friend know that you're paying attention to what's going on, "you've been there," and perhaps you have a helpful tip.

DO YOU FEEL SUPPORTED, TOO? IF YOUR FRIENDSHIP FEELS ONE-SIDED, AND LIKE YOU'RE ALWAYS GIVING AND NOT GETTING MUCH IN RETURN FROM YOUR FRIEND (LIKE YOU'RE ALWAYS LISTENING BUT NEVER GETTING TO VENT, TOO), IT MIGHT BE TIME TO HAVE A DIRECT AND REAL CONVERSATION WITH THEM. IT SOUNDS CHEESY, BUT THE BEST FRIENDSHIPS GO BOTH WAYS.

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10

Lesson 10

Fishbowl

Time 30 minutes

What other thoughts came up about what it means to listen and be a good friend? Did you notice anything in your interactions with people?

Well we'll get a chance to practice and examine our skills. Role-playing also helps us connect and share our stories.

"FISHBOWL" ROLE- PLAY INSTRUCTIONS

The advantage of "Fishbowl" is that it allows the entire group to participate in a conversation.

- All the members of the team are seated in a circle facing the center.
- A small group arranges themselves in a circle in the center of a room. This small group will conduct a discussion together in the center of the circle while the rest of the teens watch, take notes, pose questions and give comments about what they observed.
- To begin, select teens for the "fishbowl" – a mixed group. If you're having trouble finding volunteers - try it with two teens who are seen as leaders among the group to get started.
- Once the group is established, set some ground rules. These guidelines ensure that group members practice particular discussion skills, such as taking turns, building upon a previous person's comments, and asking questions to extend thinking. Ground rules might include: No one may interrupt a speaker or No one may speak a second time until everyone has had a chance.
- Invite those "in" the fishbowl to pick a sample scenario or ask students in the circle to offer one.
- Continue taking turns and having students develop scenarios.

FISHBOWL ROLE- PLAY PROMPTS TO KICK THE GROUP OFF

How to TALK to a friend when you are concerned their partner is being controlling

How to TELL a friend you are feeling overwhelmed/stressed/depressed because your parents are putting so much pressure on you about grades

How to TALK to a friend you are worried is abusing prescription medication

How to be an UPSTANDER and intervene when you see someone getting bullied

De-Brief & Additional Resources

ASK:

During the role-play, did you notice any body language (eye rolling, crossed arms, leaning in, a smile) or any words that either make you more comfortable or prevent you from helping a friend, or asking for help?

SAY:

Not every friend or peer is close enough to share your thoughts and feelings with. And that's OK as long as we have a couple friends and a couple adults that we can go to when we have problems or questions.

ASK:

What does it mean to trust a friend?

Guide students to:

feel safe and supported, not judged, truly listening and seeking to understand.

ASK:

Why are communication and connecting with your peers or adults important skills to have?

Guide students to:

Sense of belonging and connection; helpful and potentially life-saving depending on the situation.

ASK:

What if having the conversation with your friend just isn't enough. If you can remember back to the Not Prescribed video, what were the things that helped Nacho and Chelsea?

Guide students to:

Nacho's friends told his parents. He was really mad at first but then he realized that they saved his life by being true friends.

Chelsea's mom called the cops on her.

SAY:

In Colorado, we have an additional resource, which came out of the shootings at Columbine High School. It's called Safe2Tell. How many of you have heard of Safe2Tell? How many know what Safe2Tell is?

We're going to watch a short video on Safe2Tell now.

https://www.youtube.com/watch?v=7nXdULBz_ck

ASK students if they have any questions about Safe2Tell.

Thank students for their courage to role-play and practice their communication skills with the group. Tomorrow we are going to do mini-production to share some of these skills with our peers as part of the #IRiseAbove Production.

Lesson 10

10 Mini-Production: Communication Jingles

-  **Time**
30 minutes
-  **Activity Overview**
Youth create a message to promote one of the communication skills they discussed yesterday. Then they create a jingle based on their message. At the end of the session, youth present their jingles to the group.
-  **Activity Objective**
By the end of the activity, youth will be able to:
- Write a media message to promote effectiveness communication skills to their peers.
-  **Materials Needed**
Youth folders
Jingle Time sheets (at least two copies each for two to three groups)
Pencils or pens (two for each group)
Video recording device (optional)
-  **Facilitator's Preparation**
Photocopy the Jingle Time sheet. Make at least two copies for each group in case a group needs to rewrite its jingle.
If you plan to videotape the youth as they present their jingles, set up the video recording device. You can play the recording before or after a future Media Smart Youth lesson. You can also encourage the youth to record their jingles using their own video recording devices and post them on personal webpages, blogs, and other forms of social media and remind them to tag #IRiseAbove.

Warm-Up 2 minutes

REMINDE youth that Media Question #4 focuses on message.

ASK youth:

Why is it important to think about a media product's message?

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

The message is the main point of the media product. It is the central idea that the sponsor wants to communicate to the audience.

What can you do to make sure that a brief message has a big effect on people? **LISTEN** to ideas from youth. 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 25 minutes



SAY:

We're going to do our Mini-Production now. This Mini-Production plays with several of the 6 Media Questions you are learning about—audience, message, and technique—but its main focus is Media Question #4: What is the message?

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're going to work in small groups to create a message and a jingle to promote one of the communication skills we practiced yesterday.

A jingle is a short, catchy song, like the ones used in advertisements. [You may want to give youth an example of a jingle by singing or humming the first few words of a jingle that you know they will recognize.]

The audience for your message and jingle is other young people your age. Here's what you'll do:

- Choose one of the tips your group found helpful in yesterday's lesson.
- Write a short message about that behavior to promote it to your peers.
- Create a short jingle 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, each group will perform its jingle.

SPLIT youth into groups. **GIVE** each group at least one Jingle Time sheet.

ASK the groups to select one or more youth for each of these roles:

Notetaker(s) will write down the group's message and jingle on the Jingle Time sheet.

Encourager(s) will cheer on the group and urge it to finish the activity in the time available.

TELL the youth they will have 20 minutes to write their message, create their jingle, and practice presenting their jingle as a group. **TELL** youth when they have 5 minutes, and then 1 minute left to finish their jingles. **TELL** youth when time is up.

WALK among the groups to offer help as needed.

After 20 minutes, ASK each group to present its jingle. If you are planning to record the groups, ASK for volunteers from each group to record the other group's jingle. **MOVE** the recording device to a location that will allow it to clearly record the youths' actions and voices. **ENCOURAGE** youth to record their jingles using their own video recording devices

As each group finishes, **ASK** members of the other group if they can identify the jingle's message. **APPLAUD** each group's creative work.

ENCOURAGE students who recorded their jingles to post them on personal webpages, blogs, and other forms of social media and tag #IRiseAbove.

Fill in the spaces below to create your communication jingle.

Step 1: Identify the communication skills that your group found most helpful. _____

11

Choosing Life— What Makes It Easy? What Makes It Hard?

Time



30 minutes



Activity Overview

In this activity, youth think about factors that make it easy or hard to rise above stress and social pressures. The youth play a game in which they ask each other questions about what makes making healthy choices easy and hard every day.



Activity Objective

By the end of the activity, youth will be able to:

- Name at least two factors that make it easy to rise above stress and social pressures to abuse drugs every day.
- Name at least two factors that make it hard to rise above stress and social pressures to abuse drugs every day.



Materials Needed

Flipchart paper, easel (if available), markers, masking tape, watch or timer
Empty paper towel rolls, or rolled up sheets of paper, to serve as “batons” for the relay race activity



Facilitator’s Preparation

Write “What Makes It Easy To Rise Above Drug Abuse?” across the top of a piece of flipchart paper. Write “What Makes It Hard To Rise Above Drug Abuse?” across the top of another piece of flipchart paper. Post them in the room near where youth will line up for the relay race.

WELCOME youth back.

SAY:

 *Today we're going to talk about the realities of being informed and healthy about drugs. We're also going to do an activity that will help you think about things in your own lives that make it easy or hard to make informed, healthy decisions about drugs. The activity will also help us think about our #IRiseAbove Production.*

First, I want you to think about your personal goals and commitments, either to yourself for your life and future, or to the people or things you care about. Write down the thing or person or hope that gets you going every day, motivates you to be your best and inspires you for your future. Turn to your neighbor and share that person, thing or hope.

ASK a couple students to share out.

ASK youth to jump to their feet if they agree with any of the following statements.

ASK youth to sit down before moving on to the next statement.



Everyone who thinks it's easy to make informed, healthy decisions about drugs

Everyone who thinks it's hard to make informed, healthy decisions about drugs

Everyone who wants to make informed, healthy decisions about drugs

Everyone who plans to make informed, healthy decisions about drugs

SAY:



Some days it's easy to deal with life's stressors and peer pressures. Other days, things get in the way and it's hard to cope in healthy ways. Especially since teen brains are still developing their prefrontal cortex, which includes their abilities to think through decisions, you all often make decisions impulsively. Today we are going to think through some of the challenges and supports to making the decisions before they are presented to you in a stressful or pressured situation. It's helpful to make plans for what you'd do in these situations so that you can be sure to get what you want out of life.

ASK youth to share one example of something that might make it easy to cope with stress, resist peer pressure Then **ASK** youth to share one example of something that might make it hard to make healthy and informed decisions about drug use. Here are some possibilities:

Things That Make It Easy To Resist	Things That Make It Hard To Resist
<ul style="list-style-type: none"> ■ Staying active and engaged in hobbies and interests ■ Taking time for myself to rest ■ Being a good friend and having good friends to talk to about my problems ■ Identifying an adult that I can ask questions to about my health and social pressures ■ Being clear about what matters to me and always bringing that to mind in risky situations 	<ul style="list-style-type: none"> ■ Feeling overwhelmed, stressed, or under a lot of pressure ■ Feeling isolated or alone ■ Wanting to “fit in” or “be cool” ■ Thinking that everyone is doing it ■ Not having credible information about different drugs and how they would affect you individually ■ Being at a party where drugs are being passed around and encouraged to use



SAY:

Good ideas! Let’s do an activity that will get us thinking some more about these issues.

Doing the Activity 17 minutes

TELL youth that they will be doing a relay race. **EXPLAIN** that the purposes of this relay race are to:

Use their ideas and energy to make a list of things that make it easy to make informed, healthy decisions about drugs

Become aware of things that make it hard to make informed, healthy decisions about drugs.

ADD that you hope sharing ideas about this topic will help everyone prepare their brains more for when these tempting situations arise.



DIVIDE the youth into teams. **ASK** each team to form a single-file line at one end of the room. **MAKE SURE** there is enough space for them to skip or hop across to the other end of the room and back.

EXPLAIN the rules of the game. **SAY:**



You are going to take turns participating in a relay race. When it’s your turn, you will hold the “baton,” skip or hop across to the other end of the room, touch the wall, and then turn around and skip or hop back to the group.

One person from each team will skip or hop across the room at a time. Before your turn starts, I am going to ask you one of the following two questions:

- What makes it easy to rise above drug abuse?

OR

- What makes it hard to rise above drug abuse?

You can think of your answer to the question while you are skipping or hopping across the

room.

In order to pass the baton to the next person in line on your team, you must say your answer out loud to the whole group. The person who skips or hops back to the group first gets to be the first to share an answer to the question. Please be creative with your answer, and try not to repeat an answer that another member of the group has already given.

After you share your answer out loud and pass the baton to the next person in line, please write your answer on the flipchart paper posted on the wall. There is a separate sheet for each question. At the end of the relay race, we'll have a list of your good ideas.

Before youth start the game, **ENCOURAGE** them to think of answers in terms of their own lives—what in their daily routines and family or social situations makes it easy or hard to make informed and healthy decisions about drugs?

TELL youth to start the relay race. **CALL OUT** a question to the person at the head of the line. **ALTERNATE** between the following two questions:

What makes it easy to rise above drug abuse?

What makes it hard to rise above drug abuse?

REMINDE each person to write down his or her answer on the appropriate paper posted on the wall. Once all youth have participated in the relay race and answered a question, **END** the game. **ACKNOWLEDGE** the great energy and ideas from both teams. **DISCUSS** their answers.

ASK:

Which answers surprised you because you never thought of them as helpers (things that make it easy) or as obstacles (things that make it hard)?

Why is it good to think about the helpers and obstacles for rising above?

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

If we understand what things help us or stand in our way, then we can see how to change things so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.

Understanding the helpers and obstacles will help us focus on the things that we can change, not on the things we can't change. For example, if we live in a neighborhood where drug use is common, we can't change that. But maybe there are aspects of our lives we can change to help us make informed, healthy decisions about drugs, like hang out with friends who share our same values towards drugs.

SAY:



We're going to spend a few minutes brainstorming some solutions for the obstacles you identified. Let's try to come up with at least one solution for each obstacle. Remember, there are no wrong answers in a brainstorm—only great ideas. Be creative!

ASK youth what solutions they can think of for any of the obstacles they listed. **DISCUSS** as needed.

A Note About Discussing Obstacles

Some of the obstacles that the youth list may be more difficult to address than others. Be prepared to come up with thoughtful responses to issues such as, “My neighborhood is filled with drugs and you won’t have any friends if you don’t use.” or “I don’t know how to cope with the stress in my life.” or “Kids laugh at me when I say no” See the *Introduction and Overview* for tips on how to handle sensitive topics.

Closing the Activity 1 minute

CONGRATULATE youth for their thoughtful and creative efforts and for working well together. **ASK** whether youth have any comments or questions.

EXPLAIN to youth that they can also apply these same questions—What makes it easy? What makes it hard?—to understand other health topics, such as dating and sex as well as bullying and violence. **ADD** that knowing the answers to these questions can help them make smart choices about their health, minds and bodies. **REMIND** them that their solutions to the obstacles can also offer great ideas for their #IRiseAbove Production, which they will begin working on next week!

Lesson 11

11

Mini-Production: Your Attention, Please!



Time

30 minutes



Activity Overview

Youth explore the media concept of “technique” by creating two billboards.



Activity Objective

By the end of this activity, youth will be able to:

Describe at least three techniques that can draw a viewer’s attention to a message.



Materials Needed

Youth folders

Several very large pieces (as large as you can get) of poster board or paper or a roll of easel or craft paper (available in toy or craft stores)

Decorative supplies, such as jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, and streamers

Digital and/or mobile device with camera (optional)

Your Attention, Please! sheets (one copy for each youth)

Warm-Up 4 minutes



SAY:

Now, we’re going to do our Mini-Production. This Mini-Production plays with several of the 6 Media Questions you learned about—audience, message, and technique—but its focus is on Media Question #6: What techniques are used to attract attention? You’re going to explore this question through the media format of billboards. The skills you practice in this Mini-Production will help you when you begin planning your #IRiseAbove Production.

Billboards are a common form of outdoor advertising. They use big, bold pictures and few words because they have to get their message across fast. People often see billboards when they are driving by—so they don’t have a lot of time to read!

ASK youth:

What techniques attract your attention when you see billboards?

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

Use of color, such as bright colors or no color (black and white photographs or black background and white text, for example)

Few words

Interesting design of text or slogans

Funny words

Use of celebrities

Beautiful or funny pictures

Action

What techniques attract your attention when you see other media?

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

Music (lively, sad, loud, or soft)

No sounds at all

Fast-moving images

Animation

Why is technique important?

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

It's what gets people's attention.

Once you have people's attention, you can get your message across.

SAY:



You're going to create billboards with messages about how to be a good friend or how to talk to someone if you need help or help for someone you care about. Your audience is other people your age. Knowing your audience will help you decide what techniques to use to attract attention and get your message across.

DIVIDE the youth into groups. **TELL** them that they will create billboards with a message about how to be a good friend or how to talk to someone if you need help or help for someone you care about. It could also be about positive coping strategies for stress or peer pressure.

HAND OUT the youth folders and a Your Attention, Please! planner sheet to each youth. **TELL** the youth they should use the planner sheets to decide what they want to say and what techniques they want to use to get their message across. **ADD** that once they have decided on their message and techniques, they can begin to create their billboards.

ASK youth to begin work on their billboards. **ALLOW** 20 minutes for youth to complete their billboards. **TELL** them when they have 5 minutes and then 1 minute left to work. **TELL** youth when time is up.

ASK youth to post their billboards to #IRiseAbove when they are done. **ASK** a volunteer from each group to explain the group's billboard and the techniques the group used to get viewers to pay attention to their message.

Your Attention Please

Our billboard topic is:

- Healthy alternatives to drug abuse How to use prescription drugs appropriately
- Coping strategies to deal with stress and peer pressure

Our message is:

We will use these techniques to grab people's attention:

Draw a rough sketch of your billboard in the space below.

12

Getting Into the Production Mode



Lesson Overview

Youth also learn the difference between specific and general actions and select potential specific actions for their #IRiseAbove Production.



Lesson Objectives

By the end of the lesson, youth will be able to:

Identify at least two specific actions they will take to inspire their peers to make informed, healthy choices every day too.

Lesson Activities

Activity: Get In the Action! (20 minutes)

Brain Break: The Human Knot (10 minutes)

Activity: Get Out the Vote (28 minutes)

Finishing Up the Lesson (2 minutes)

Lesson 12

12

Activity: Get In The Action!

-  **Time**
20 minutes
-  **Activity Overview**
Youth explore the difference between specific and general actions and select potential specific actions for use in their #IRiseAbove Production.
-  **Activity Objective**
At the end of the activity, youth will be able to:
Identify at least two specific actions to promote informed and healthy decision-making about prescription drugs.
-  **Materials Needed**
Youth folders
Flipchart paper, easel (if available), markers, masking tape, watch or timer
Choosing Specific Actions for the #IRiseAbove Production sheets (one copy for each youth)
-  **Facilitator's Preparation**
Photocopy the Choosing Specific Actions for the #IRiseAbove Production sheet (one copy for each youth).

**SAY:**

In this activity we're going to begin thinking about our #IRiseAbove Production. The #IRiseAbove Production will allow you to use all the things you've learned about media and informed healthy decision-making about prescription drugs to create your own media product. Because it takes time to plan the #IRiseAbove Production, we need to start now. We only have this week. So we're going to come up with several ideas for the #IRiseAbove Production we want to promote to engage the rest of West Generation Academy in during 4 days of Advocacy class.

REMINDE youth they've learned that media products are often designed to promote an action, such as buying a product, going somewhere on vacation, or thinking a certain way about a subject. **ADD** that the authors or sponsors of a media product do whatever they can to ensure that you—the target audience—do the action they are promoting.

**SAY:**

One way they do this is by choosing an action that's easy for the target audience to do. They also avoid talking about any obstacles that might prevent the audience from doing the action. Finally, they make the action appealing to the audience. Sound familiar? Just do it! For example.

Let's look at another example: the Zippy's restaurant chain sells barbeque chicken, salads, French fries, and fruit smoothies. Zippy's is well known for its delicious and healthy food. Its advertising emphasizes that Zippy's restaurants are all over town and that the restaurants are open 24 hours a day.

ASK youth:

What action is Zippy's promoting?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
Eat at Zippy's!

How does Zippy's make it easy for us to do that action?

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:
They make it convenient to go there by having restaurants all over town.
They make it easy to get food any time we want by being open 24 hours a day.

How does Zippy’s make it appealing for us to eat there?

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

They make food that is really delicious.

They offer many healthy choices at Zippy’s.

Why does Zippy’s want to make it easy and appealing for us to eat there?

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

If it’s easy and appealing to eat there, we’re more likely to do it, and Zippy’s will be a success.

ASK youth to think back to Lesson 3 and their action heroes. **ASK** them what action they promoted in that Mini-Production. **TELL** them that they are now going to do something similar: they are going to decide on a specific prescription drug abuse prevention action to promote in the #IRiseAbove Production. But they are going to take it one step further by making the action specific. **ADD** that they should keep in mind ways to make the action easy for and appealing to their target audience.

ASK youth if they know what the word “specific” means.

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

Precise

Exact

Definite

MAKE SURE that youth know the difference between a specific action and a general action.

ASK youth to name one or two general actions and then make those actions specific.

Examples could include:

General Action	Specific Action
Be informed.	Research the risks associated with prescription drug misuse.
Just say no.	Be clear about what is important to you and what your goals are.
Be a good friend.	Listen. Really listen. If you’re concerned about someone’s safety, report it.
Rise Above.	Rise Above by being uniquely you and celebrating what’s important to you.

ASK:

Why are specific actions better than general actions?

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

Specific actions tell us exactly what we are supposed to do.

Specific actions let us clearly see the progress we are making toward a goal.

Doing the Activity 12minutes

HAND OUT the sheet called Choosing Specific Actions for the #IRiseAbove Production.

SAY:



Take a look at the sheet I just handed out. Let's review the left column. This column lists the main ideas that we've talked about all through the *Media Smart Youth – Not Prescribed* lessons.

ASK one of the youth participants to read the left column of the worksheet out loud to the rest of the group.

SAY:



Each group has to think of specific actions that you learned through this unit about prescription drugs and making informed, healthy choices to rise above stress and social pressures.

ALLOW youth 8 minutes to work on the actions. **TELL** them when they have 5 minutes and 1 minute left. **TELL** youth when time is up.

ASK a volunteer from each group to read the group's answer out loud. **WRITE** both groups' specific actions on a sheet of flipchart paper as they read them. If necessary, **HELP** youth to rephrase their actions to make them more specific.

Briefly **DISCUSS** their reasons for choosing these particular actions.

REMINDE youth that if an action is specific, easy to do, and appealing to the target audience, people are more likely to do it!

ASK the whole group to select two actions as possibilities for their #IRiseAbove Production to focus on. Use a voting process if the group doesn't come to consensus easily.

Once they have selected their actions, **CIRCLE** the two actions in the list so they stand out.

Closing the Activity 1 minute

CONGRATULATE youth on their wonderful work. **ASK** whether the youth have any comments or questions. **ANSWER** any questions.

SAY:



Teens often think they are invincible, part of the developing brain thing, and think, "it would never happen to me," which is why we have to get the facts and get clear on what we would do in tempting situations. Identifying specific actions makes it easier for us to know what we want to do and to know when we are doing it! Your ideas about actions are a great resource for your #IRiseAbove Production.

In the next activity we're going to do some more #IRiseAbove Production planning. But first, let's take a Brain Break!

12 Lesson 12

Brain Break



The Human Knot



Time

10 minutes

Doing the Activity

1. **ASK** youth to stand in a circle facing each other.
2. **TELL** each person to reach out and grab the hands of two people across from them, but not next to them. Youth must hold the hands of two different people.
3. When everyone is holding two other people's hands, **INSTRUCT** youth to keep holding hands until the game is over. They must not break "the knot."
4. **EXPLAIN** that they must find a way to "untie the knot" and return to their original circle with everyone still holding hands. They can twist, turn, step over hands, and go under arms—anything to untie the knot, except letting go. If they let go, they must rejoin hands, reconnect the circle as it was before they disconnected, and start over.
5. **CONGRATULATE** youth when they have finished the activity. **ASK** if it was easy or hard to play this game. What made it easy or hard? How can we use this experience as we move into working together on the #IRiseAbove Production?
6. **SAY:**
The human knot reminds us that we have to communicate and work together to get the task done.

12

Get Out the Vote! Choose Your *#IRiseAbove*

Production Media Format



Time

28 minutes



Activity Overview

In this activity, youth will review the goal of the #IRiseAbove Production, then discuss and decide upon a media format for their #IRiseAbove Production.



Activity Objective

By the end of the activity, youth will be able to:
Choose a media format for the #IRiseAbove Production.



Materials Needed

Flipchart paper, easel (if available), masking tape, markers, watch or timer
Pollanywhere.com and cell phones

Facilitator's Preparation

To help you choose potential #IRiseAbove Production media formats, review sources of ideas:
The "Types of Media" and "Ways to Advertise" lists generated in Lesson 2 and Lesson 6.
The Mini-Productions the youth have developed over the course of the unit
Appendix E, which contains additional #IRiseAbove Production ideas, information, and tips for working with each format

From these potential media possibilities, choose six to eight format options that you feel would be appropriate for the youth to take on as projects for their #IRiseAbove Production. Write "#IRiseAbove Production Format Options" across the top of a piece of flipchart paper and list the options on the paper. Post it at the front of the room. Include a range of ideas. Youth might not choose a format from your list, but it can provide ideas when they brainstorm about their #IRiseAbove Production and formats.

Write out on flipchart paper, the Should We Do it? Questions:

Do we have enough time?

Do we have the materials or equipment?

Do we need outside help?

Do we have enough people?

Is it a popular format with our audience (other young people)?

Is it a good format for our messages?

OR Familiarize yourself with www.pollanywhere.com – a free application to anonymous polls by using text messaging

Warm-Up | 2

**SAY:**

Now we going to start planning for the #IRiseAbove Production.

We're going to start by voting on the type of project we want to do. Remember the purpose of the project is to share what we learned and inspire your peers to act.

ASK youth:

Thinking back, can you remember the purposes of media? **LISTEN** and if necessary, **GUIDE** them to the following response:

The three main purposes of media form the acronym **PIE:**

Persuade

Inform

Entertain

What are some of the different types of media we have talked about in the workshop so far?

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

Newspapers

TV

Radio

Magazines

Music

Blogs

Websites

Social networking sites

Cell phones or mobile devices

Billboards

Movies and videos

Advertisements

Signs on the outside and inside of buses or at bus stops

Product packaging

SAY:



Let's review a few possible formats and discuss each one. We'll make some decisions as a group, and then each of you will have the chance to cast one vote for our final decision.

ASK students for ideas for format options for the #IRiseAbove Production and write them down on the chart paper "#IRiseAbove Production Format Options." This is a brainstorm so all ideas are very welcome!

ASK whether there are any ideas they do not want to pursue. **CROSS OUT** these ideas from the list. **TRY** to narrow the list to three ideas.

TELL youth that they will use the Should We Do It? list of questions to discuss the pros and cons of the three ideas left on the list. **EXPLAIN** to youth that answering these questions will help them agree on a final choice. **ALLOW** 10 minutes for this discussion. **KEEP** all three ideas on the list, but **DISCUSS** the feasibility of doing each proposed #IRiseAbove Production format.

REVIEW the Should We Do It? list of questions with the youth. **USE** the points below to guide the discussion.

Do we have enough time?

Let youth know how much time will be available for them to complete the #IRiseAbove Production.

Do we have the materials or equipment?

If not, where could we get them? Who could we ask for help?

Do we need outside help?

If so, who could we ask for help?

Do we have enough people?

Too few? Too many?

Is it a popular format with our audience (other young people)?

Do other young people respond to this format?

Is it a good format for our messages?

After 10 minutes, **BRING** the discussion to a close. **TELL** youth that it is time to cast their votes. If desired, **WRITE** each of the three #IRiseAbove Production ideas on a new piece of flipchart paper so that youth know exactly what options they are voting for.

ASK youth to vote for the one #IRiseAbove Production project idea that they feel the group could complete most successfully. **EXPLAIN** how to use Poll Anywhere using their phones. **WATCH** the poll come in and announce the winning format. **TELL** youth that they will decide on the specific action and message for their project next.

Choosing Specific Actions to Focus on for the #IRiseAbove Production

Healthy Decision Making for Prescription Drug Use	
Main Ideas (These are general actions.)	Your Specific Actions Go Here
Use prescription drugs appropriately.	
Be responsible with your prescription medicines.	
Get informed about the risks and benefits about medicines.	
Use quality sources to get your health information.	
Think about the potential impacts of prescription drug abuse and addiction on yourself, your family, friends and community.	
Reach out.	
Think ahead.	
Prioritize your goals and what/who you love.	
Be a good friend.	
Rise above.	

Lesson 13

13

Planning the #IRiseAbove Production



Lesson Overview

In this lesson, youth begin planning their #IRiseAbove Production by focusing on key concepts of production. Youth develop a name and identity for their #IRiseAbove Production team, use the 6 Media Questions to create their media message, learn about the steps of media production, and determine the production role(s) they will play.



Lesson Objectives

By the end of the lesson, youth will be able to:

- Explain why it is important to know the sponsor of a message.

- Create a #IRiseAbove Production team name.

- Construct a media message for their #IRiseAbove Production using the 6 Media Questions.

- Explain the three phases of media production.

- Describe the role(s) youth may play during each media production phase.



Lesson Activities

Activity: This Message Brought to You By... (10 minutes)

Activity: The 6 Media Questions from the Production Point of View (35 minutes)

3 Ps of Production (15 minutes)



Materials Needed

Flipchart paper, easel (if available), markers, masking tape, watch or timer

Sticky notes (3" x 3" or 4" x 6" size work well; one note for each youth)

Pencils or pens (one for each youth)

Lesson 13

A Note About *Lesson 13* and the *#IRiseAbove Production*

By the end of this lesson, you should have a fairly complete creative plan that you can use for your *#IRiseAbove Production*. A creative plan is a tool that professional media producers use to make decisions before they start an actual media project. The plan covers all aspects of the production. The way you use this lesson is up to you and your group. The tools and guidance you need to lead the young people through each of the production steps are available in *Appendices D* and *E*.

Lesson 13

13

Activity: This Message Brought to You By...



Time

10 minutes



Activity Overview

Youth establish a group name and identity as the production team for the #IRiseAbove Production.



Activity Objective

By the end of the activity, youth will be able to:

- Explain why it is important to know the sponsor of a message.
- Create a #IRiseAbove Production team name.



Materials Needed

Flipchart paper, easel (if available), markers, masking tape, watch or timer

Warm-Up 2 minutes**ASK** youth:

Think about the examples of media you've looked at in this workshop. What are some of the ways you can tell who the author or sponsor of a media product is?

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

The media product shows the name of a company, group, or person it is from, or it says "sponsored by" or "brought to you by."

The media product shows a logo that you identify with a specific company, group, or person.

The media product uses colors or music that you associate with a particular company, group, or person.

Why is it important to know who the sponsor of a media product is?

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

To help you understand the point of view of the message

To help you understand why you are being asked to take a certain action

To help you form an opinion about the message and analyze whether it is trustworthy

Doing the Activity 12 minutes



SAY:

When you create and launch your #IRiseAbove Production, it will be important that your audience knows **YOU** are the sponsor. Developing a production team identity will allow your audience to recognize media products made by your group.

FACILITATE a brainstorm to help youth select a team name by asking the questions below.

WRITE the group's ideas on flipchart paper. **ASK:**

What types of things do you have in common?

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

We are all part of this school community.

We are all learning about media and prescription drug abuse prevention.

We are all in middle school.

We all like to do the same kind of activities, such as....

We all like to eat the same kinds of food, such as....

We all like the same kind of animals, such as....

We are all/we all [other characteristics about the group]....

What name could you use to describe yourselves as a group? You could call yourself "Media Smart Youth," or something else. **ASK** youth to think about the following:

Name they came up with during a Mini-Production

Name of their school or the school's mascot

Name of the organization they are partnering with – Rise Above Colorado and others?

WRITE suggested names on the flipchart paper.

REVIEW the list of ideas and suggested names. **ASK** youth to vote by raising their hands for the name they want to use for their #IRiseAbove Production team.

ASK youth to practice saying the following statement in their best announcer's voice: "This message brought to you by [#IRiseAbove Production team name]." This activity will help them see whether they like the sound of their new name. **ALLOW** a few minutes for youth to do this and to discuss other options if they don't like how it sounds.

13

Activity: The 6 Media Questions from the Production Point of View



Time

35 minutes



Activity Overview

Youth will use the 6 Media Questions from the Production Point of View to create a media message for their #IRiseAbove Production.



Activity Objective

At the end of the activity, the youth will be able to:

- Construct a media message using the 6 Media Questions.



Materials Needed

Flipchart paper, easel (if available), masking tape, watch or timer
Flipchart papers with Choosing Specific Actions for the #IRiseAbove Production
Final tally for #IRiseAbove Production media format or type of project
Sticky notes (3" x 3" or 4" x 6" size will work well); one note for each youth
Pencils or pens (one for each youth)



Facilitator's Preparation

Prepare a flipchart sheet with "6 Media Questions from the Production Point of View," questions are reframed in the following subsection in a chart for facilitator's reference. Post the flipchart papers with the Informed, Healthy Decision-Making about Drugs Actions and the #IRiseAbove Production final tally in a place where all youth can easily see them. Prepare a sheet of flipchart paper with "Our Creative Plan" as the heading and 1) author or sponsor; 2) purpose; 3) audience; 4) message; 5) additional information; and 6) techniques. Write the following titles on three other sheets of flipchart paper: "Message," "Additional Information," and "Techniques."

Warm-Up 9 minutes

SHOW youth the flipchart papers with their options for Rising Above Drug Abuse Actions.

REVIEW the options they chose for each.

ASK youth to choose one specific action that they want to promote in their #IRiseAbove Production. **GUIDE** the youth to agree on one action to use, or **ASK** them to vote to choose one.

CONGRATULATE the youth on their decision.

SHOW youth the "6 Media Questions from the Production Point of View" flipchart paper.

EXPLAIN that these are the same questions they've been using to analyze media samples, but reworded slightly to help them create their own effective media.

ASK for a volunteer to read each question out loud. **REFER** to the Understanding the 6 Media Questions from the Production Point of View table on the next page to answer any questions from youth.

This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions from the Production Point of View with the youth.

Understanding the 6 Media Questions from the Production Point of View

What goes into creating a media product?
The following questions will help you decide.

Media Question	What Does It Mean?
1. Who is the author or sponsor?	This question asks you to identify the person or group creating the media product.
2. What is the purpose of your media product?	This question asks you to identify the reason this media product was created. Remember, "PIE" helps you figure out the purpose: persuade, inform, or entertain.
3. Who is the audience you are trying to reach?	This question asks you to identify the group your media product is directed to, such as children or young people. In other words, who do you want to see, hear, or use your media product?
4. What is your message?	This question asks you to identify the main statement, point, or opinion you want to get across in your media product. In other words, what is your media product telling people?
5. What information are you leaving out?	This question asks you to identify information that you will not include in your media product. Because media messages are often short, you'll need to decide what information you feel is most important for the audience to know. This question will help you decide what to leave out.
6. What techniques are you using to attract attention?	This question asks you to select techniques you want to use in your media product to grab your audience's attention. Choose techniques—such as sound, color, or humor—that will make your media product more interesting and attractive to your audience. Keep in mind that different techniques work with different audiences.

Doing the Activity 25 minutes

SAY:



Now you'll use the 6 Media Questions to decide what your #IRiseAbove Production will look like and to create a media message that promotes your specific action. In each of the Mini-Productions up to now, you've created media products using one or two media questions at a time. Now you are going to use all 6 Media Questions at once. Going through all these media questions will help you develop the same kind of creative plan that media professionals use when they plan products, such as TV shows or magazines.

SHOW youth the "Our Creative Plan" flipchart paper. **ASK** for volunteers to answer Media Questions #1, #2, and #3 for your #IRiseAbove Production. **WRITE** the answers on the flipchart paper.

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

The author is the [Production Team name].

The purpose is to [inform, entertain, or persuade].

The audience is [other young people].

SAY:



Good work! Knowing the answers to the first three Media Questions is crucial to answering the others. Now we're going to create our message. We know what action we want to promote—**[REPEAT the action the youth selected]**.

What can you say in one short, memorable sentence that will encourage young people to take this action? Think back on the jingles you created a few sessions ago as an example of a short message. Your message will be the focus of your #IRiseAbove Production.

ASK youth: What three elements make it more likely that a person will do an action?

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

The action is specific.

The action is easy to do.

The action is appealing to the audience.

ADD that their message should reflect these elements as much as possible.

HAND OUT a sticky note to each youth. **ASK** youth to write down one sentence with a message promoting their action. **ALLOW** 2 minutes for youth to work. **TELL** youth when time is up.

ASK for a volunteer to collect the sticky notes and post them on the flipchart paper titled "Message."

INVITE youth to come up and look at all the messages. **DISCUSS** the messages. **GUIDE** the youth to agree on one message to use, or **ASK** them to vote to choose one. If necessary, **ALLOW** youth to select elements from several messages to create a new message that appeals to them.

CONGRATULATE youth on developing a terrific message for their #IRiseAbove Production. **WRITE** the final message on the "Our Creative Plan" flipchart paper.

SAY:



Now let's think about Media Question #5: What information is missing? In our #IRiseAbove Production, we'll be saying a number of things about the action we want young people to take, but we won't have time to say everything we could possibly say about it. What do we leave out? Think back to the Omission Mission Mini-Production. Why do media producers leave out some of the facts?

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

Not enough time for all the facts

Want to include only the information that is most important to achieving their purpose and expressing their message

Want to make a specific point that appeals to the audience

Want to ignore a specific point that might not sound good to an audience

ASK youth to name things they will leave out of their message. **WRITE** these items on the flipchart paper titled "Additional Information." **MAKE SURE** that the youth keep their audience in mind and do not decide to leave out information that is really important to their audience or to their purpose.

A Note About the Missing Information Discussion

This conversation may take a little time because, in deciding what information to leave out, the youth will also probably talk about the information they feel is important to leave in. You'll need to keep this distinction clear for the youth. You may find that the group's message evolves somewhat as a result of this conversation, or that ideas emerge about how they want to present their message during the *#IRiseAbove Production*. On a separate piece of large paper, write down any of these creative production ideas. Youth may be able to use them in planning more education and awareness activities as time permits.

When it is clear that youth have no more thoughts on Media Question #5, **CONGRATULATE** them on their “Missing Information” list. **WRITE** their “Missing Information” items on the “Our Creative Plan” sheet.

TELL youth that they will now discuss the techniques they want to use to grab their audience’s attention. **REMIND** them that the techniques should work with the media format they have chosen. For example, music wouldn’t work for a blog, but would be great background for a video production.

ASK youth to quickly call out as many techniques as they can think of.

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

Bright colors

No color (black and white photographs, for example)

Music (lively, sad, loud, or soft)

No sounds at all

Action

Celebrities they know (for example, the school principal or a well-known person in the neighborhood)

Beautiful or funny pictures

Fast-moving images

Funny dialogue

Catchy slogan or jingle

REMIND youth that the techniques should be tailored to fit the decisions they’ve already made:

Format

Purpose of the message

Audience

Specific action they are promoting

Message

Missing information

ASK youth which techniques they want to use in their #IRiseAbove Production. **ALLOW** a few minutes for this discussion. **WRITE** their thoughts on the flipchart paper titled “Techniques.”

GUIDE the youth to agree on at least two techniques, and **WRITE** them on the flipchart paper titled “Our Creative Plan.”



Closing the Activity 1 minute

CONGRATULATE youth. **ACKNOWLEDGE** that creative planning is hard work. **EXPLAIN** that media professionals often spend months planning a production, and that the youth are doing a great job.

ASK whether youth have any comments or questions.

Lesson 13

13

Mini- Production: 3 P's of Production



Time

15 minutes



Activity Overview

Youth learn about the major phases or steps of media production and the roles associated with each phase.



Activity Objective

By the end of the activity, youth will be able to:

- Explain the three phases of media production.
- Describe the roles they may play during each media production phase.



Facilitator's Preparation

Write "Preproduction," "Production," and "Postproduction" on a sheet of flipchart paper as shown here, and post it in the front of the room.

Reflect on the various roles youth played in the Mini-Productions throughout the curriculum.

Be prepared to share ideas for roles in case the youth in your group need help coming up with ideas during the activity.

Set up for showing some youth-led production videos (optional)

<https://youtu.be/6mDYrDnvdJw>

<https://www.youtube.com/watch?v=7YdneSm47Xo>

http://artsintegratedresources.org/asset_files/30385320.mp4

<https://www.youtube.com/watch?v=7YdneSm47Xo>

http://artsintegratedresources.org/asset_files/poster_long_scary.jpg

**SAY:**

Production involves many steps. We can divide these steps into three main phases: preproduction, production, and postproduction. Let's talk about these phases for a few minutes.

You need to do lots of things before you're ready to create your media product. All the things you do to prepare are part of preproduction. Let's think back to our Mini-Productions.

REFER to the flipchart paper with the three production phases written on it.

ASK youth:

What were some of the preproduction things we did for our Mini-Productions?

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

Wrote or decided on our message(s)

Answered the 6 Media Questions to decide how to create the media product

Organized supplies

**SAY:**

Once you knew who your audience was and what you wanted to say, and you had all your supplies and equipment gathered, you moved into the production phase. The production phase covers all the activities involved in actually creating your product—such as writing, designing, taking pictures, or any other kind of creating. Each Mini-Production had a production phase.

ASK youth:

What Mini-Productions did we do?

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

Wrote a blog about requiring drug abuse prevention education in schools

Created an action hero for a video game

Created a page for a social networking site to inform youth about the potential risks of prescription drug misuse and abuse

Composed a communication jingle

Analyzed a website for a commonly abused prescription drug

Designed billboards to promote healthy alternatives to drug abuse



SAY:

Even when the creative part is finished, you're still not done with production. You have one more phase, called postproduction.

ASK youth:

What did we do after we finished our Mini-Productions?

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

Showed or shared our products with each other

Talked about the different ways we communicated our messages



SAY:

For many media productions, postproduction includes other activities as well, such as putting the media product into final form—editing a video, for example—or promoting and advertising the product.



SAY:

When you create your #IRiseAbove Production, you'll go through preproduction, production, and postproduction. These are the 3 Ps of Production!

Creating messages and media products can involve a lot of people who do many different things during each of these phases.



SAY:

Now you're going to get an inside look at how a media production crew goes through the 3 Ps of Production.

Doing the Activity 10 minutes

**SAY:**

Now let's play the Role Game. This activity will help you learn about all the roles involved in making the #IRiseAbove Production.

ASK youth to name some of the different roles they played in the Mini-Productions. **LISTEN** to ideas from youth and **WRITE** their ideas on flipchart paper. If necessary, **GUIDE** them to the following responses:

Director

Writer

Actor

Singer/performer

Designer/artist

Reporter

Editor

Cameraperson/photographer

Videographer

TELL students to be thinking about the roles that interest them.

Optional Activity

#IRiseAbove Production T-Shirts



Time

30 minutes

If you have time during this lesson, or later as you begin your *#IRiseAbove Production*, consider having the youth create their own *#IRiseAbove Production* t-shirts. Youth can decorate the t-shirts with their *#IRiseAbove Production* team name or logo, their message, or anything else related to the Media Smart Youth workshop.

This fun activity can help build a strong sense of group togetherness that can carry into the *#IRiseAbove Production*. Sites that pilot-tested the Media Smart Youth program reported that the shirts were valuable in other ways as well; youth were excited about wearing them at school and at home as a sign of their participation in the workshop. The t-shirts were also a great advertisement for the program and for their *#IRiseAbove Production*. As they learned, clothing is media, and logos work!

Materials Needed

- White t-shirt for each youth (either new t-shirts you purchased or t-shirts brought from home by each youth)
- Supplies for decorating t-shirts, such as fabric paints or permanent markers or decoration kits purchased from a craft store

Facilitator's Preparation

- Fold sheets of flipchart paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have art supplies and t-shirts ready and place them in a corner of the room until you're ready to start the activity.

Doing the Activity

REMINDE youth that they'll be carrying out the three phases of production as they create their t-shirts: preproduction, production, and postproduction.

Optional Activity (continued)

#IRiseAbove Production T-Shirts (continued)

Preproduction

1. **SAY:**



Let's start with preproduction.

2. **ASK** for volunteers to help hand out the t-shirts, art supplies, and folded sheets of flipchart paper. **SHOW** the youth how to place the folded paper inside their t-shirts.

Production

3. **SAY:**



Now, on to production.

4. **TELL** groups they will have 20 minutes to create their t-shirts. **TELL** youth when they have 5 minutes and 1 minute left. **TELL** youth when time is up.

Postproduction

5. **SAY:**



Now let's move on to postproduction.

6. **ASK** the youth to place their t-shirts on a table or on the floor in the front of the room so they can see each other's productions.
7. When they are done, **ASK** youth to help clean up—gather together the supplies, wipe up spills, and throw away trash.

Closing the Activity

1. **CONGRATULATE** youth on their fine use of clothing to create a media product.
2. **ASK** whether youth have any comments or questions.
3. **DISCUSS** with youth times and places they may wear their t-shirts.

13

Lesson 13

Finishing Up the Lesson



Time

5 minutes

THANK youth for doing great work today.

ASK for one or more volunteers to share something fun or interesting they learned today.

LISTEN for ideas from youth about these key topics:

Creating a media message using the 6 Media Questions from a Production Point of View

The 3 Ps of Production: preproduction, production, postproduction

Roles in a production network

TELL youth that they are about to start their #IRiseAbove Production. We have the rest of the week to produce our #IRiseAbove production.

SHARE any further information about your #IRiseAbove Production process, schedule, and plans to help youth understand how the #IRiseAbove Production will work, and to keep them interested in and excited about the #IRiseAbove Production.

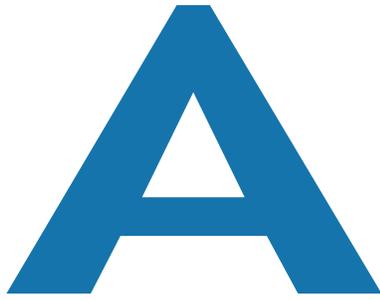
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Appendix A

Content

Knowledge



Standards Linked to Lesson Activities

The standards cited are drawn from Content Knowledge, a compilation of standards and benchmarks for K–12 education, and have been reviewed by the Mid-continent Research for Education and Learning (McREL).^{*} McREL’s database includes 256 standards, grouped into 14 categories and developed from 4,100 benchmarks. The following table identifies key learning areas supported by Media Smart Youth. The numbers along the top row correspond to the lessons in the curriculum. The specific content standards these lessons support are noted in the left column.

^{*} Used with permission of Mid-continent Research for Education and Learning (McREL), 5th Edition, Denver, Colorado. McREL 2010.

CONTENT STANDARDS	LESSONS									
	1	2	3	4	5	6	7	8	9	10
Behavioral Studies										
Understands that group and cultural influences contribute to human development, identity, and behavior		✓	✓				✓			
Health										
Knows the availability and effective use of health services, products, and information		✓	✓			✓		✓	✓	
Knows environmental and external factors that affect individual and community health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands the relationship of family health to individual health									✓	
Knows how to maintain and promote personal health				✓	✓				✓	
Knows essential concepts about the prevention and control of disease								✓		
Understands the fundamental concepts of growth and development								✓		
Language Arts										
Uses the general skills and strategies of the writing process		✓								✓
Uses reading skills and strategies to understand and interpret a variety of informational texts		✓	✓			✓	✓	✓		
Uses listening and speaking strategies for different purposes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses viewing skills and strategies to understand and interpret visual media			✓				✓	✓		✓
Understands the characteristics and components of the media		✓	✓				✓			✓
Life Skills										
Contributes to the overall effort of a group	✓									
Uses conflict resolution techniques	✓									

A-2 *Appendix A—Educational Content Standards Linked to Lesson Activities*

B

Appendix B

Additional *Brain Break* Options

Brain Break Options

If you have extra time or are looking for substitute Brain Break activities, then try some of these fun, easy, low-equipment games. They're sure to get everyone's hearts pumping and mouths smiling!

Crocodile Race

ESTABLISH a finish line with a string or other marker.

DIVIDE the youth into two groups. (If there is an uneven number of youth, **JOIN** one group yourself; or, if that is not possible, **ASK** one youth to volunteer to judge at the finish line. **MAKE SURE** there are at least two rounds so that all youth can participate as part of the crocodile.)

ASK each group to stand in a straight line at the opposite end of the room from the finish line.

ASK youth to put their hands on the hips or shoulders of the person in front of them.

ASK everyone to crouch down at the same time so that they are still on their feet, but are bending their knees as far as possible, and still holding on to the person in front of them. **TELL** them they are now two long crocodiles.

TELL youth that each crocodile must race to the other side of the room by waddling in the squat position. The first crocodile to reach the finish line without breaking apart wins. If the room is not big enough to have a race, **SET UP** two sets of obstacles for each crocodile to weave around.

Driving School 22

TELL youth to hold their hands in front of them as if they were holding the steering wheel of a car.

SAY “green light,” and **TELL** youth to pretend they are “automobiles” by walking at a normal pace around the room.

Every 30 to 45 seconds, **CALL OUT** the following commands in column A, and immediately follow the command with the corresponding instruction in column B.

²² Adapted from: *FlagHouse CATCH curriculum*. (2002). The Regents of the University of California and FlagHouse, Inc. The development and evaluation of the CATCH materials were funded by grants from the National Heart, Lung, and Blood Institute, National Institutes of Health, U.S. Department of Health and Human Services.

TELL youth that they cannot touch each other at all—if they do, they are considered part of a collision. Automobiles that “collide” must report to the Body Shop (an area off to the side) before they may resume participating. While in the Body Shop, those involved in the collision must:

Do “repair work” (such as 10 jumping jacks or sit-ups).

Shake hands with each other, and say, “I’m sorry, please drive safely!”

Column A	Column B
Green Light	Walk at a normal pace
Yellow Light	Move slowly
Red Light	Stop
School Zone	Skip
Neighborhood	March
Highway	Run
Reverse	Move backward making beeping sounds
Emergency Vehicle	Move to the side of the activity area and wait for the next command
One Way	Move clockwise
Oil Slick	Make quick turns to avoid pretend “oil slick”
Pothole	Leap
Tunnel	Duck down as you walk
Flat Tire	Hop on one foot
Traffic Jam	Move closer to other youth and shuffle your feet slowly

Clothes Relay

DIVIDE the youth into two groups (if there is an uneven number of youth, the first person on the team with the least youth should go twice—first and last).

PLACE a set of clothes in front of the first person in each group. (Note: You may find clothes to use in this activity from home or a local thrift store. Each set should have the same number and type of items—such as a shirt, sweater, and pair of pants—and each item should be large enough for each youth to put on over their own clothes.)

DECIDE on a turnaround point at the other end of the room, and **TELL** youth where the turnaround point is located.

TELL youth that when you say “go,” the first person from each team must put on all the clothes in their set (over their own clothes), run to the designated turnaround point, run back to the team, take off the clothes, and hand them to the next player—who must put all the clothes on before he or she runs to the turnaround point and back.

The first group to have each member complete the relay wins.

More Ideas!

- Dance: **ASK** youth to create a 5-minute dance routine and teach it to three or more workshop participants. Dance styles may include line dancing, salsa, hip-hop, break dancing, pop, cheerleading, or anything else the youth enjoy.
- Favorite Games: **PLAY** the youth’s favorite games, such as Hot Potato, Red Rover, Mother May I, Limbo, or the Hokey Pokey.
- Obstacle Course: **HAVE** youth help design and build an obstacle course around the room. **LEAD** youth under desks, around trash cans, over yardsticks, etc.
- Beach Walk: **HAVE** youth calculate how many miles away a favorite destination spot (such as a beach) is from your site. **HAVE** the youth walk around a track or neighborhood before each lesson to accumulate those miles. Once the group has accumulated enough miles to have “made it to the beach,” **HOLD** a beach party.
- Elbow Walk: **TELL** youth to travel around the room while leading with a particular body part of their choice—an elbow, knee, ear, head, or stomach. After several minutes, **TELL** them to freeze in place and then **ANNOUNCE** a different body part with which they now must lead. **INVITE** youth to take turns leading the game by calling out different body parts.

Adapting Physical Activities for Youth with Disabilities

Students with disabilities must be actively engaged participants in meaningful learning experiences—not just in the physical proximity or space. For example, inclusion is NOT a student with a disability playing catch with a teaching assistant or peer while the rest of the class is engaged in a game activity such as basketball. The best inclusive environments offer a variety of activities at different levels of difficulty so ALL students can be involved in learning.²³

If one or more youth in your program have a disability, arrange a discussion with their parent/guardian before the program starts. This discussion should include:

- A full explanation of the youth's disability
- Information regarding the management of the youth's disability within school-related and other physically active programs that involve youth without disabilities
- The amount of support given by a parent/guardian/primary caregiver for the youth during the hours of the Media Smart Youth program
- The administration and responsibility of medications and aids when applicable
- Actions required to ensure the successful and safe integration of the youth into the program

General changes may help to engage youth with disabilities; for example:

- Place the youth with the disability close to you or a responsible member of the group for one-on-one assistance if necessary.
- If possible, modify the activity so that all youth are doing the same thing, so the youth with the disability doesn't feel different.
- Create more space between students by having them spread out.
- Eliminate the concept of an individual or team "winner."
- Eliminate outs/strike-outs.
- Reduce the number of actions required to complete the relay or activity.
- Give continuous verbal cues and support.

²³Tripp, A., Piletic, C., & Babcock, G. (2004). *A Position Statement on Including Students with Disabilities in Physical Education*. American Association for Active Lifestyles and Fitness. Reston, VA. Retrieved February 14, 2012, from <http://www.eric.ed.gov/PDFS/ED497146.pdf>.

Options for adjusting time for youth with disabilities:

- Disregard time limits.
- Vary the tempo.
- Slow the activity pace.
- Lengthen the time allowed.
- Shorten the time allowed.
- Provide frequent rest periods.

Options for including children with physical disabilities:

- Reduce field size or relay length.
- Simplify paths/obstacles.
- Play on a surface that allows easy use of wheelchairs, walkers, and crutches.

Options for including children with visual impairments:

- Increase the size of the ball.
- Use a brightly colored ball.
- Use a rattling or whistling ball.

Options for including children with hearing impairments:

- Learn a few hand signals or sign language.
- Assign a partner/helper as an aid.

For additional resources on adapting physical activities for youth with disabilities, visit:

- The National Center on Physical Activity and Disability at http://www.ncpad.org/fun/fact_sheet.php?sheet=285 or http://www.ncpad.org/fun/fact_sheet.php?sheet=121
- PE Central at <http://pecentral.org/adapted/adaptedmenu.html>

**Remember to focus on what the youth CAN DO
rather than on what they CANNOT DO.**

Appendix C

C Resources To Support Planning and Implementation

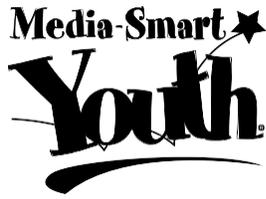
1. Materials Checklist
2. Tips for Facilitating Media Smart Youth
3. Ideas for Implementation

Materials Checklist

Conducting *Media Smart Youth – Not Prescribed* requires several types of resources. Before you begin the program, keep in mind the items and materials that will be needed for lessons and activities. Brainstorm where and how you can get them. Not all items will need to be purchased. Think about those that could be donated, volunteered, or obtained at a discount.

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
Materials/Supplies	
Creative supplies —Several <i>Mini-Productions</i> and other activities call for creative supplies such as markers, scissors, pens/pencils, masking tape, stickers, glitter, glue, streamers, and other decorative items.	
Paper supplies —Large and small format paper, poster board, white and colored paper, construction paper, and sticky notes are used throughout the workshop. Having a name tag and pocket folders for each participant is encouraged.	
Photocopies —Each lesson requires the production of worksheets and take-home handouts. Throughout the course of the workshop, numerous photocopies will be needed.	
Media samples —In certain activities, the facilitator needs to provide teen/youth magazines or other print publications and other items such as CDs, print ads, posters, and segments of popular TV shows, movies, or radio programs.	
Watch/timer —A watch, stopwatch, or timer may be used to keep track of time required for each activity.	
Other specific materials —Clipboards (or hard, flat writing surfaces), a container or ballot box, and a bandana or scarf are also needed for select activities.	
Equipment to play and show a DVD —If using the <i>Media- Smart Youth DVD</i> , a DVD player and a TV, a computer with DVD capabilities, a portable DVD player, or other equipment will be needed.	

Resource	Where/How I Can Obtain This Item (Purchased, Donated, etc.)
<p>Camera and recorders—Several pieces of media equipment may be used for <i>Mini-Productions</i> and other activities, including a video recording device or mobile device with video capabilities, disposable camera or camera phone, or audio recording device (optional).</p>	
<p>Supplies for optional activities—White t-shirts are used in an optional activity</p>	
<p>Media production equipment—Depending on the scope of the <i>#IRiseAbove Production</i>, media production equipment may be needed. See <i>Appendix G</i> to learn about the types of equipment involved in producing media.</p>	



Tips for Facilitating the Media Smart Youth Program

The following tips come from a diverse group of Media Smart Youth facilitators who wanted to share their suggestions for successfully facilitating the program.

- ✓ **Give youth ownership** of the lesson content clear 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 **activities** lead them to these points. Use opening phrases such as, “Tell me more about that...,” “I invite you to...,” or “I encourage you to...” to guide youth through the activities.
- ✓ **Redirect youth back to the topic** if necessary, while acknowledging that they are making interesting points.
- ✓ **Create a “Parking Lot”** to note off-topic ideas that youth are interested in discussing. Address these later during a break or after the session.
- ✓ **Show youth respect** through your tone, expression, and body language. Move around the room to connect with youth in various spaces in the room.
- ✓ **Create roles for youth**, such as notetaker, encourager, and presenter. This practice gives youth responsibility and helps manage group dynamics.
- ✓ **Create additional roles or opportunities** to engage youth who need some extra attention, such as helping to take notes on large paper, set up a workstation, or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit by feeling important to the facilitator.
- ✓ **Allow the youth to be the experts.** Make it to youth that they are experts on being youth and that their knowledge is the basis for the workshop and a great starting place to build on. An example of this concept is asking: “What is your favorite TV commercial?” From there, a meaningful discussion about TV commercials can unfold with some guidance from you.
- ✓ **Define your role as the facilitator.** For example: “My job is to guide you through the material in this lesson today.”
- ✓ **Manage the small group and large group** 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 *Brain Break* or trying the snacks. Be thoughtful about other activities you engage in, such as drinking water as opposed to soft drinks, when youth are around.
- ✓ **Allow youth to have individual preferences** on the subjects covered in the workshop—ask them what they think, what they like, etc.
- ✓ **Model a nonjudgmental and respectful approach** to sensitive issues. All youth are different. Help youth feel comfortable with who they are by creating an atmosphere of respect and acceptance.
- ✓ **Be genuine** with youth—they know if you are being real with them, and they need honest adults in their lives.

Ideas for Implementation

The following tips come from a diverse group of Media Smart Youth facilitators who wanted to share their suggestions for successfully implementing the program.

Facilitation Style

- ✓ Show enthusiasm and a positive attitude when facilitating—the youth will follow your lead.
- ✓ Allow time for the youth to get to know each other and interact with you and with each other—team building will enhance their experience.
- ✓ Find a balance between structure, flexibility, and fun for the youth. Youth have already been in a structured environment all day and will benefit from a change of pace after school. While the curriculum is filled with challenging content, it should be taught in a fun and interactive way.
- ✓ Get to know your participants and some interesting things about them—youth crave adult interaction in their lives and building these relationships will draw youth into the program.
- ✓ Focus on the strengths of each youth, even when some participants may act in a way that makes this challenging. Engage youth in the lessons by tapping into their unique strengths and interests.
- ✓ Make an effort to display the youths' *Mini-Production* projects in your after-school setting—youth are proud and motivated by seeing their work displayed publicly.

Preparing for the Lessons

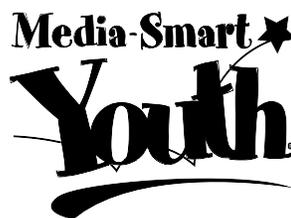
- ✓ Learn the content by reading the lesson over several times. Consider creating a small "cheat sheet" for yourself made up of key words to help you remember the major points and lesson flow.
- ✓ Practice facilitating in front of a mirror or with friends or family—it really helps to practice delivering the curriculum out loud.
- ✓ Be familiar enough with the scripts so that you can adapt and say all the main points in your own words.
- ✓ In lessons where the content is heavy, create large sheets of paper with an outline and information to post in the room to ensure you cover the key points.
- ✓ Be prepared to explain the meaning of words to youth in terms they can understand and relate to.
- ✓ Start organizing supplies for the lesson at least 2 days ahead of time.

- ✓ As you get to know the youth, incorporate the dynamics of the group into your preparation. For example, think of roles for youth as appropriate or adapt an activity to reflect the youths' specific interests.
- ✓ Consider teaming up with a media partner from the very beginning to co-facilitate throughout the program.

Setting Up the Room

- ✓ Choose a room with plenty of space for the youth to move around.
- ✓ Establish places in the room for different kinds of work. For example, define a regular space for the whole group to brainstorm together, an area for doing the *Brain Break*, and smaller areas of the room for dividing into small groups. This practice makes setup easier and helps familiarize youth with the lesson structure.
- ✓ Designate certain spaces on the wall for posting the same materials for each lesson, such as the 6 Media Questions poster or the working agreement. This predictability will make it easier for youth to find and learn the posted information.
- ✓ Begin setting up the room at least 30 minutes before the lesson will start, if possible.
- ✓ Set up all activities as much as possible before the lessons starts so youth can move quickly from one to the other.
- ✓ Cover large sheets of paper that have directions about later activities until you need them, so youth will not be distracted.
- ✓ Set up the room in a format that promotes group work and creative brainstorming—such as putting chairs in a circle or sitting at round tables.

- ✓ Place a large sheet of paper with the lesson name and keywords about what the youth will do by the door to welcome youth and introduce them to the lesson.
- ✓ Set aside space for blank sheets of large paper so you can access them easily if needed.



(This is a 2-page handout.)

Ideas for Implementation

(continued)

Managing Time During the Lesson

- ✓ Each lesson is filled with new content and creative activities. Be sure to keep an eye on time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interests. For example, some activities allow for more physical activity while others focus on being creative—your group may prefer to spend more time on one type of activity on a given day.
- ✓ *Lesson 4* and *Lesson 7* are quite content-heavy. Plan ahead by adding extra time to these two lessons if you can, or by adding a few more sessions to your entire program schedule and dividing *Lesson 4* and/or *Lesson 7* into two sessions and doing the optional t-shirt activity.
- ✓ Build in extra days on your program schedule ahead of time, if you can, for padding. This type of cushion is helpful if there is bad weather and you miss a day, or if your group gets behind in a lesson. If you don't end up needing the extra time, you can use it for extra *Big Production* sessions.
- ✓ Use a kitchen timer to keep track of time during the lesson. Use a timer shaped like a fruit to reinforce healthy food choices!
- ✓ Anticipate when you may need to reserve more time your group to have deeper discussion about a topic or when questions may arise.
- ✓ Allow youth the time to express themselves and get into deeper discussions on the program topics, even if it means you will lose a little time for an this dialogue among youth is important and creates productive energy and momentum in the lesson activities.

Managing Group Dynamics

- ✓ Recognize the group dynamics and relationships that are already established in your group as well as the strengths and challenges of these dynamics. Tailor the group work to build on the strengths of these dynamics.
- ✓ If cliques form among the youth, separate the groups to promote new relationships and ideas and to keep the youth focused on the program content.
- ✓ Group youth of similar ages as much as possible.
- ✓ If problems arise, remind youth of the working agreement that they created and agreed to in *Lesson 1*.
- ✓ Tailor discussions and activities to each specific group of youth to reflect the group's learning style, cultural diversity, interests, and personality.
- ✓ Keep discussions interactive and applicable to youths' lives.
- ✓ Create additional roles to engage youth who need some extra attention, such as helping to take notes on large paper or hand out papers to the group. In many cases, young people who are acting out just need a way to focus their energy and will benefit from feeling important to the group.
- ✓ Amend the group format for a particular activity to fit your group's dynamics as needed. For example, if it seems that breaking into small groups will not be productive, keep the whole group together for an activity. Or divide a large group into smaller groups to help the youth work together more effectively. activity—
- ✓ Bring a video or still camera or a device with video capabilities for youth to use to capture the *Mini-Productions*. Taping is a good job for some youth to share, can help bring out creativity in the group, and can help youth prepare for the *#IRiseAbove Production*. Being chosen to record a *Mini-Production* is also a great incentive for good behavior.
- ✓ Give youth a chance to express their ideas at every opportunity, but make sure their expression is respectful of others.

Appendix D

D

Doing the *#IRiseAbove* *Production*

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Introduction

Need ideas and tips for doing the #IRiseAbove Production? This appendix can help. It provides production ideas within four major media formats—video, online, print, and audio. Use these ideas as you prepare for Lesson 10: Making Smart Choices Fun and Easy. They will help you guide youth to select the type of #IRiseAbove Production project they want to do. Any of these ideas can be scaled up or down to suit your skills, resources, and timeframe.

How you actually plan, develop, and carry out the #IRiseAbove Production is up to you, the youth in your group, and your media partner (if you are collaborating with one). If you choose one of the four media formats listed above, the tips and suggestions provided in this appendix will help you work through some key production issues. This information will give you a good sense of the skills and resources needed for each media format.

This appendix also has its own glossary that defines the bold-faced words that relate to media and media production. If you or your media partner wants to learn more about producing media in the various formats, the resources and online information searches suggested here will help, too.*

As you get into planning and production, use the materials in Appendix H: The #IRiseAbove Production Toolbox. The toolbox materials—a 6 Media Questions sheet, a storyboard template, templates for video and audio scripts, a print news story template, and a short #IRiseAbove Production postproduction survey—will help ensure a successful and fun activity.

An Important Note

Although the #IRiseAbove Production sessions will be structured differently from previous

lessons, don't forget to incorporate *Brain Breaks* into each meeting to keep youth moving and help them stay energized and focused.

Appendix B provide suggestions for fun physical activities that can be incorporated in the #IRiseAbove Production sessions. Or ask youth to lead their favorite brain break.

Doing a Video #IRiseAbove Production

A video production doesn't have to be a 30-second ad! The youth can incorporate the #IRiseAbove Production ideas into a video project in many ways. Listed below are some major formats within video production and some specific ideas that can be scaled up or scaled down depending on your timeframe and available resources.

Production Ideas

A TV program is a one-time show or an ongoing series. TV programs deal with a wide range of subjects. They can be fictional (such as sitcoms, soap operas, dramas, or cartoons); nonfiction (such as news, cooking, sporting events, or game or talk shows); or reality shows, which present unscripted dramatic or humorous situations featuring ordinary people. Programs usually run 30 or 60 minutes. Only a few TV programs are broadcast live; most are taped and edited before broadcast.

#IRiseAbove Production Possibilities

Create a comedy about two families living next door to each other. One family talks openly about the potential risks of prescription drugs and the other family doesn't talk about the risks of drugs at all.

Create a drama about a girl who is stressed out and is using prescription drugs to relax. Her friends convince her that prescription drugs can be as dangerous as street drugs.

Create a dating game show in which the "bachelorette" chooses one of the three "bachelors" based on his communication and coping skills, or the other way around (a "bachelor" chooses the "bachelorette").

Create a news show on why the lack of connection and communication is causing health problems for many people.

A movie is similar to a TV program in many aspects, but usually is a much larger-scale and longer production. Movies, like TV programs, deal with a variety of topics and may be divided into fiction (such as drama, comedy, thriller, animated, science fiction) and nonfiction genres or types. A nonfiction movie is called a documentary. Many movies air on TV after they are shown in movie theaters, but some are created especially for TV, for the Internet, or directly for video or DVD.

#IRiseAbove Production Possibilities

- Create a drama about detectives who are on a behind-the-scenes mission to find out what students know about prescription drugs.
- Create a drama about a boy who is getting bullied at school and doesn't know how to cope. He is thinking about taking some painkillers to numb his feelings of loneliness and fear. Thankfully, an older sibling stops him and has a heart-felt and supportive conversation with him.
- Create a documentary film about the group's favorite stress reduction technique or adrenaline-junkie activity.

A movie trailer or preview is what you see in the movie theater or on a video or DVD before the feature presentation begins. A movie trailer is a promotion, or "promo," for an upcoming movie. It is a brief, fast-paced segment that gives you an idea of what the movie is about, but does not reveal the entire plot. It is designed to make you want to see the entire movie.

#IRiseAbove Production Possibilities

- Create a trailer for any of the movie ideas above.
- Create a trailer for a film about a new superhero—The Rise Above Girl—who flies around town “saving” people by helping them be more active, engaged and connected. Feature one of the action heroes that the youth created.

An advertisement or public service announcement (PSA) makes the viewer interested in the product, service, or idea being promoted. An advertisement sells a commercial product (such as toothpaste or orange juice) or service (such as a bank or airline). A PSA usually promotes an idea or behavior (such as smoking prevention, voter registration, physical activity). Ads and PSAs usually last 15 to 60 seconds.

#IRiseAbove Production Possibilities

- Create an advertisement about the commonly abused prescription drugs.
- Create a PSA promoting an “action” that illustrates rising above.
- Create an advertisement for the developing teen brain.
- Create a PSA about why it is cool to make informed and healthy decisions about drugs.

An infomercial is a longer version of an advertisement. It is a 30- to 60-minute program that sells a product or service and includes interviews (called testimonials) with individuals who use the product or service. Infomercials often include a demonstration of how the product or service can be used. Remember that infomercials usually have very energetic hosts or even celebrities advertising the products—the crazier and sillier they act, the better!

#IRiseAbove Production Possibilities

- Create an infomercial to “sell” the youth’s favorite Rise Above activity. The infomercial host demonstrates how to get involved in this activity, why it helps them rise above, and has interviews with other youth who do this activity to Rise Above.
- Create an infomercial that demonstrates a relaxation technique, such as breathing, physical activity, listening music, talking to a friend.

A music video is a brief video production of a musical performance or a production set to music. Some music videos can resemble a mini-movie: they have a plot and actors, but the song replaces the dialogue. Other music videos look more like a concert performance of a particular song. Music videos of movie soundtracks may feature movie scenes. Many music videos include choreographed dance routines.

#IRiseAbove Production Possibilities

- Create a dance routine to music. Make sure the dance routine or message that goes along with it includes a message from the workshop.

Working with Video

Because video is the type of media that youth consume the most, they may naturally be drawn to the idea of creating a video #IRiseAbove Production. A video production can be easily scaled up or down to match your time and resources. Youth will be able to apply many of the concepts and skills learned throughout this curriculum to a video production.

Use the 3 Ps of Production to guide the development of the group's #IRiseAbove Production, and use the 6 Media Questions to decide how to communicate the group's messages using video.

Here are some tips to consider if you're thinking about using video for the #IRiseAbove Production. Also, see Appendix E: The #IRiseAbove Production Toolbox for handouts that can help the youth plan and carry out the production.

Preproduction is the most important P when creating videos. Too often, youth want to jump right into the production phase, using the cameras and acting out stories. This rush to action can ruin even the best idea. To complete a successful video project, allow sufficient time for preproduction tasks, including concept and message development, storyboarding (read on for more on storyboarding), location selection, and set construction and prop gathering.

Assign or let youth choose roles carefully. Creating a video production requires teamwork. Here are a few of the roles that youth can play:

- Producer oversees the entire production project and makes sure everyone is doing his or her job as planned.
- Director directs actors and the technical crew and supervises the video shoot.
- Talent performs designated roles in the production.
- Scriptwriter develops and writes the script, all the words that are spoken during the production, and helps determine needed effects and music.
- Cameraperson records the video production and is in charge of the camera and other equipment.

Identify the messages about substance abuse that youth want to send to viewers. Use the 6 Media Questions sheet in Appendix D to help them sharpen their messages.

Teach storyboarding. A big challenge in guiding youth to create video products is getting them to see things in pictures instead of words. Storyboarding will help them build this skill. The storyboard depicts how the actors or objects actually will appear in a shot. A storyboard allows youth to plan several aspects of the production, including how the shot will look. It also gives direction to the camera crew that indicates whether the shot will be a closeup or taken from far away.

Appendix D contains a storyboard template that will help the youth with this essential preproduction task.

The storyboard also may help young people create the script for each scene. The script includes the dialogue or words actually spoken by the on-screen actors or by an off-screen narrator (this narration also is called a voiceover), and the sound effects or other audio, such as music, needed to tell the story. Appendix E includes a template to help the youth write the script.

Be sure to set aside enough time for youth to fully develop their concept and describe it—scene by scene—using storyboards. Keep the production and storyboarding simple; don't include too many scenes.

Consider locations, sets, and props. Picking the right locations to film your scenes and getting permission to film there are critical steps in planning. Sets or settings and props are tools that will help get the message across to the audience more effectively. Set development and prop research are aspects of production that can get others in the community involved.

Encourage young people to contact adults at school or in the community to ask for permission to film at the locations you've picked for your scenes. They also can contact a local high school's technical education program for help with set construction, or ask a local costume shop or theater guild to lend any necessary props. Location "arranger," set builder, and prop "hunter" are excellent roles for youth who don't want to be in front of or behind the camera. All youth should understand the basics of working with a camera. This goes for those in front of the camera as well as those behind it.

Teach youth about the equipment. Before beginning the #IRiseAbove Production, conduct a short "Art Gallery" activity. Place all the equipment youth will be using on tables so that youth can observe the cameras. Point out the features of the equipment that they'll need to use to effectively record their #IRiseAbove Production. Some of these features will vary among models, but the basic aspects that youth will need to know about are the power button, lens, battery, zoom control, viewfinder, focus, microphone, fade, and auto/manual.

After the youth have visually inspected the cameras, allow everyone to take turns using them. Consult each camera's user manual, if available, to familiarize yourself with these functions before you discuss them with the young people. If the user manual isn't available, search the manufacturer's website to download an electronic version.

Use varying shot compositions to bring the video production to life. Composition refers to how a shot is framed or how the subjects look in the viewfinder.

- Rule of thirds. Video directors and camera people often use the "rule of thirds," a guideline that suggests that you divide the frame into thirds with imaginary horizontal lines. By always positioning the horizon on either the top or bottom third, you achieve the most pleasant-looking shot.
- Consider visual length. This element of a shot can be used to evoke emotion, give a sense of urgency, or highlight an important moment in the production. A long shot is used to orient the audience to the location of the scene, and a closeup or extreme

closeup shot is used to show a specific action, reaction, or emotion. A medium shot is when the camera is about 3 feet from its subject. Use a bust shot (the head and shoulders of a person) when a narrator, such as a reporter, is on screen, and a two shot when two people are having a conversation.

- The angle or height at which the camera is held also can vary for each of these shot types. Videotape the same scene twice, first by standing on a chair and shooting down and then by lying on the floor and shooting up. Have youth describe how each shot makes them feel about the characters and situation.
- Sound is another important factor to consider. Sound can include on-camera dialogue, off-camera voices or voiceovers, and any sound effects or music the youth might want to add during editing. Because background noise often gets in the way, it is best to avoid trying to capture sound during the video recording. A voiceover recorded during editing is an effective way to ensure that the audience can hear the message.
- If the group's concept calls for an interview or conversation among several people, build a studio—a quiet room or corner where you can ensure there is no other loud background noise.

Develop a shooting plan. This step takes place after the youth have fully developed the storyboards and decided what and where to shoot. A **shooting plan** can simply be a document that lists the planned scenes, provides camera instructions for each scene, indicates the proposed length of each scene, names the actors in each scene, and describes accompanying dialogue and other audio. A shooting plan will help your director keep the shoot on schedule and ensure you've recorded all the raw footage the youth will need for their production.

Consider the order of the scenes. As the youth develop the shooting plan, keep in mind that unless they are doing "in-camera" editing (discussed below), the order in which they shoot the scenes does not have to be the same order as the storyboard or planned finished production. This process is called nonlinear shooting and editing. For example, if the concept calls for a series of outside shots at the beginning and end of the production, the youth can tape all the outside shots on the same day.

Determine the timing of the entire production and each scene. A common challenge with beginning video directors and camera people is gathering too much footage for each scene. In the end, this makes the editing job much more difficult.

Use the shooting plan and storyboard to help determine the necessary length for each scene. First, determine the total running time for the planned production.

Then, review the concept and storyboards and assign an estimated duration to each scene.

Test the estimates. Rehearse each scene with the actors to determine the actual time each scene requires. If the production doesn't involve live actors, but includes products at a grocery store, for example, they still can do a "dry run." Be sure

to use the planned shot composition and camera angle while the director times the scenes.

Use cue cards to help with timing. Cue cards, which give the actor written "cues" about what to say, may help put actors at ease and ensure that dialogue is delivered succinctly and at the right time.

Edit the video production. Several editing methods are available, including in-camera and on a computer.

Consider in-camera editing. This approach allows the youth to complete a video production without the need for external editing equipment or software. The edits and final project are created in the camera. In-camera editing is ideal for a small-scale video production.

To produce a video using in-camera editing, rehearse each scene—one right after the other—in order. Be sure the scenes fit into the planned total running time.

Then, shoot the scenes in order. Be sure not to rewind the tape once a scene has been shot. To transition between scenes, some cameras allow you to do in-camera wipes and dissolves (see tip 8) between scenes. Use the camera's audio dub feature to add voices or music to the production.

Consider other types of editing. These approaches allow the youth to edit a production in which they have videotaped scenes out of sequence (for example, all the indoor shots together and all the outdoor shots together).

These editing options include using video editing software and a desktop computer. Many software packages are available for purchase or can be downloaded for free as trial versions. In addition, many computers come with video editing software, such as Windows® Movie Maker, Windows® Live Movie MakerSM, and Apple® iMovieTM. YouTube.com also features a free video editor.

Experiment with ways to transition between scenes.

Transitions may be made through narration, change in music, titles on the screen, or special effects, such as cuts, dissolves, and wipes.

Show youth samples of transitions. Bring in movies or TV programs to show youth how transitions are made between scenes and, particularly, how effects are used. You will likely notice that most professional editors use either straight cuts from one scene to the next or basic dissolves (when one scene fades to the next).

Be careful not to get carried away.

If the youth will be using editing software, it is easy to get excited about all the transition effect choices. Try not to let the use of effects distract the audience from understanding the message or the young people from getting their #IRiseAbove Production completed.

Doing an Online #IRiseAbove Production

The youth can incorporate their #IRiseAbove Production ideas into an online production project in many ways. Listed below are some major online formats and some specific ideas that can be scaled up or scaled down depending on the timeframe and available resources.

Helping Youth Choose an Online Production

Seeing different types of online products will help young people think about whether they want to use this media format to promote their prescription drug abuse prevention messages. You can easily obtain examples using the Internet.

Production Ideas

A website is a way for a person or organization to provide information about themselves or their product(s) on the Internet. These sites are created by using basic HTML (hypertext markup language), and most browsers have programs that allow anyone to create a site.

A social networking page is a way for a person to build connections among people who share interests, activities, backgrounds,

or real-life connections. There are a number of popular social networking sites, such as Facebook, Google+, and Twitter.

A Web broadcast, or webcast, is an audio or video presentation distributed through the Internet using streaming media technology.

#IRiseAbove Production Possibilities

Build a social networking page, such as a Facebook page. Social networking platforms, such as Facebook, allow for the build-out of a branded channel and two-way communication with consumers and other target audience members. Like a website, a social networking page can be anything you want it to be—plus, it can be interactive.

Create a Media Smart Youth website. Think creatively about what content to include and how to feature it. You might post photographs or a slideshow featuring your group or your families, blog about your activities in the workshop and all the great things you have learned, link to reports or recommendations, or create a quiz for visitors to the site.

- Hold a Web broadcast, or webcast. A webcast can be an original audio or video product intended to be disseminated through a website.
- Create a slideshow using presentation software such as the Microsoft® PowerPoint™ computer program. Decide who you want the audience to be and the purpose of the presentation. Plan and create a slideshow that presents the benefits of making informed and healthy decisions about prescription drugs. If you have a digital camera, it likely has software that allows you to make a slide show of photographs.
- Create an e-newsletter (electronic mail newsletter) using a computer program that allows you to design and lay out articles and pictures. Write articles for the e-newsletter telling your neighbors about the many opportunities to Rise Above in and around your community.

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Working with Online Media

Over the course of this curriculum, youth will analyze all kinds of media, including online or **digital media**. Youth will likely discuss their favorite websites, talk about social networking sites, or describe how they use instant messaging programs or texts to chat with friends.

If the youth choose to use online media for their #IRiseAbove Production or other production project, you will want to familiarize yourself with the tools used to create online media.

The Internet is a system of interconnected networks that electronically links computers from around the world. The Internet is a way to get information, in the form of files and documents, from one computer to another. A browser (such as Mozilla Firefox®, Google Chrome™, or Internet Explorer®) is a computer program that allows you to view documents, images, sounds, and other information through the Internet.

Like other media projects, creating online media relies on the 3 Ps of Production and the 6 Media Questions. Here are some tips to consider if you're thinking about using an online format for the #IRiseAbove Production. Also see Appendix D: The #IRiseAbove Production Toolbox for sheets that can help the youth plan and carry out the production.

Preproduction is one of the most important phases of creating an online production. It may be tempting to jump right in and start designing an online project, but youth will find that putting time and effort into the preproduction phase will pay off later. As with any project, youth should decide on the substance abuse prevention messages they want to convey and storyboard or sketch their project. Decisions about the size, placement, and color of text and photos or other graphics may be made during this phase.

Writing for and designing online media is very different from working with print. When creating online media, youth will soon recognize that a typical computer monitor presents a small space in which to fit their messages. They will need to choose the most important information and present messages in a few words and in graphics that are small enough to limit the amount of scrolling the user has to do to read the information.

When writing content for the Web, keep in mind the following:

Reading from a computer screen is much harder on the eyes and takes more time than reading from a printed page. Therefore, youth should keep their sentences and paragraphs brief. Tell them to try to write at least 50-percent less text than if they were writing for print. Because it is difficult to read on a screen, most people scan text without reading it thoroughly. Use meaningful headlines and subheadings to help the audience understand the messages without having to read all of the text. Youth also may want to use boldface type to highlight certain words.

Assign or let youth choose roles carefully. Producing a website or other online project requires teamwork. Here are a few of the roles that youth can play:

Webmaster has overall responsibility for the production and works with the team to develop the site or project and upload it.

Designer/graphic artist creates the graphics and develops the project's look and feel.

Writer investigates and researches the topic, conducts interviews, and writes the content.

Photo editor works with the webmaster and the designer to determine what photos are needed.

Familiarity with HTML is important if you are creating a webpage. Perhaps the most obvious distinguishing factor between the print and online worlds is something called HTML. It is simply text—just like any other text created using a word processing program. In fact, all you need to “write” HTML is a program that allows youth to type and save a document in text format. Web browsers read only text, and that is what all online pages comprise. An HTML file includes all the words that the youth would want to appear on a webpage, in addition to instructions—or “tags”—indicating where on the page the youth want the words to go, whether they want pictures on the page, and how the overall page will look. The secret is in how they write the text or tags.

- Tags are letters or words sandwiched between two angle brackets that look like less than (<) and greater than (>) symbols. Tags are written like this: <tag>.
- Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or hyperlinked (linked to other information). Writing HTML means knowing when and how to use these tags.
- Two types of tags are most important when writing a webpage: opening tags and closing tags. Opening tags tell the browser to start doing something, such as making text boldface. Closing tags tell the browser to stop doing that action,
- such as stop making the text boldface. An opening tag is simply the angle brackets shown above, and boldface is indicated with “strong.” Therefore the instruction to make a word boldface is . A closing tag is necessary to tell the browser to stop making the words bold. The closing tag looks like this: .
- The slash (/) is the end indicator. So, to make the word “healthy” boldface and all other words before or after it regular text, the youth should write this:
- healthy. When the youth want words to appear as normal text, they simply type them into the text document within structural tags such as h1, h2, or p. Other types of tags are used to begin or end a page, to indicate where text should go on the page, or to indicate insertion of a picture.
- It may be helpful to view the source code of an existing webpage if you choose to write your page using HTML. Go to <http://www.nichd.nih.gov/msy/> and, in your browser, right-click and then select “View Source” or “Page Source.” You will be able to see the coding for this particular webpage.

** tag**

opening tag closing tag

Knowing the basics of HTML is important for the youth, even if they choose to use a Web authoring program to “write” the webpages for them. You can purchase Web authoring programs or download trial versions from the Internet for free. Some programs even include versions for young people, although the free versions do not always allow the use of all of the features you may need.

The most popular and useful tags are:

- `<p></p>` which marks the beginning and end of a paragraph
 - `` which adds a hyperlink to a webpage
 - `<H1></H1>`, `<H2></H2>` which indicates the type of header to use
- Some useful resources for getting started are:
- <http://w3schools.com/html/>
 - http://www.ehow.com/how_7744157_teach-children-design-webpage.html
 - Dated, but simple: <http://www.smplanet.com/webpage/webpage.html>

Practice creating a webpage. Using a Web authoring program, such as Adobe® Dreamweaver®, you can create your own website following the instructions provided by the program. If you don’t have access to a Web authoring program, you can use any word processor to quickly create a webpage. Simply type the text you want to show on your webpage and make sure it has any special formatting, fonts, and pictures you want on your page. Save the file as a webpage by going to File/Save as webpage. To view your page, go to your browser such as Internet

Explorer®, Mozilla Firefox®, or Google Chrome™, go to File/Open and then click on the name of the file you saved to open up your webpage in the browser.

The youth can name the file whatever they want, but be sure to put “.html” after the name so that the Web browser will recognize it as a page it can read. Try naming it “BigProduction.html” (without the quotation marks) and save it.

Choose the scale that’s right for the group. Online productions may be simple or complex. Depending on the production goals, the youth might want to start with a simple homepage—the main page of a website. The youth could also plan and produce a page or project without it ever having to go “live” online. To scale up the project, add more pages, text, or photographs.

If you have the time and resources for a larger scale project, enlist the help of a media partner to help the youth build or “host” the site. Try contacting your local Internet service provider (ISP) or the ISP that provides service to the school or after-school organization. Frequently, ISPs will allow each customer a small amount of storage space on which to post a website. The ISP can walk the youth through the process of uploading or posting your online production. A local organization that specializes in technology or media services also may be able to assist the group.

Resources for Creating Online Productions

Book—Williams, R., & Tollett, J. (2006). *The non-designer’s web book*. Berkeley, CA: Peachpit Press Books.

Website—PBS Teachers includes curricula, ideas for Web-based lessons, and other teaching tools (<http://www.pbs.org/teachers>).

Want to find additional books or websites? Use these keywords to find more resources at your favorite bookseller or online: Web design and online instruction, website production, and middle school or classroom. You also can look for resources at your local library.

Doing a Print #IRiseAbove Production

The youth can incorporate their #IRiseAbove Production ideas into a print production project in many ways. Listed below are the major formats within print and some specific ideas that can be scaled up or scaled down depending on your timeframe and available resources.

Helping Youth Choose a Print Production

Seeing different types of print products will help youth think about whether they want to use this media format to promote their messages. You can easily obtain print examples:

- Purchase newspapers or magazines.
- Photocopy news articles from periodicals at the library.
- Buy a poster.
- Download print samples from the Internet.

Production Ideas

A billboard is a large-format advertisement usually found along major roads. Smaller billboards may be found at bus stops or on buses, in the interior and on the exterior of subway or train cars and stations, or even on the doors of public restrooms. These types of ads are sometimes **called "out-of-home"** advertising.

#IRiseAbove Production Possibility

- Develop a billboard for a favorite healthy alternative to drug abuse. Make sure it is eye catching and that the words are large enough so a driver can quickly and easily read the message.

A poster is a print piece that ranges from the size of this page to about 2 feet by 3 feet. This type of print media is frequently used for educational campaigns. For example, you may find posters hung in schools, at construction sites, or in doctors' offices. Because posters are hung in places where people usually have time to read them, the messages contained on them may be more detailed and longer than those on billboards.

#IRiseAbove Production Possibilities

- Create a billboard or poster for the school .Make sure to use large-size words, a lot of color, or intriguing pictures so that the posters will catch the audience’s attention and people can easily read the message. Ask a school official if you can put it up on the walls of the building.
- Develop a series of posters to show why it’s important to make informed and healthy decisions about prescription drugs. Create a slogan or a catch phrase that will appeal to other youth and include it on each poster.
- Convey your messages without using words! Draw a picture or a series of pictures that the youth think will clearly communicate a message about healthy decision-making and the importance of talking to your trusted friends and family .

A newspaper is a print format that includes summaries of news and events. Newspapers vary widely in their circulation and influence. Many communities publish weekly newspapers that report on local activities of interest. Most cities have daily newspapers that report on national and world events, as well as topics of local interest. Some daily newspapers, such as The New York Times, USA Today, and The Wall Street Journal, are read by people all over the United States and even in other countries. Many newspapers publish both print and online versions.

Newspapers present a variety of items: **news articles**, **feature stories**, **editorials** (these are short articles that reflect the opinions and philosophy of the newspaper), **“op-ed”** articles (these are opinion pieces on specific issues, often written by experts on that issue, that are located on the page **OP**posite the **ED**itorial page), columns (these are commentaries and opinion pieces written by a columnist that appear one or more times a week), and advertisements.

#IRiseAbove Production Possibilities

- Write a newspaper article about the prescription drug abuse trends and its connection to heroine trends. Make sure the title of the article is brief and catchy. Write the first sentence of the article so that it will capture the reader's interest. Try to answer the 5 Ws in the first paragraph: who, what, when, where, and why.
- Write an editorial about the status of teen drug abuse. Research how West Generation Academy's rates compare to the rest of DPS. Research the protective factors, or helpers that lead to informed, healthy decision-making, such as having a trusted adult to talk to about problems.
- Create an advertisement promoting healthy alternatives to drug abuse. Remember that most newspaper advertisements are in black and white, so focus on creating images that don't need to be in color to make an impact.

A magazine is similar to a newspaper in that both media formats feature different kinds of stories along with photographs and advertisements. However, magazines are often focused on one particular subject (such as sports, fashion, or cooking) or are aimed at a more specific audience (such as teenage girls, bodybuilders, or golfers). Magazines are published less frequently than newspapers—generally weekly, monthly, or quarterly—so they often include additional pages, in-depth stories, and photo spreads. They may take longer to produce than a newspaper.

#IRiseAbove Production Possibilities

- Write an article that could appear in a magazine titled Healthy Youth. Make sure you aim the article at the audience of young people. Because the readers of the magazine are youth, feel free to use slang words that youth would use in their daily lives. For specific articles, interview the school's nurse or counselor or health teacher. Remember to include photographs or drawings.
- Create an advertisement. Use the same guidelines as the newspaper advertisement, but include color! Decide who would read the magazine, and then create an advertisement that will appeal to that audience. For example, for an urban youth audience, create an advertisement for a new city recreational center. Or, if the audience is youth who live in rural areas, create an advertisement that features youth bicycling on a country road.
- Create a magazine cover. Most magazine covers are colorful and showy to catch the eye of someone walking by a newsstand. Choose the title of the magazine and its main audience and focus. Decide what articles would be inside and which ones the youth could highlight or mention on the cover. What should be the main picture on the front?

Be creative!

Working with Print

Print media provide an excellent format for youth to learn about journalism, advertising, and graphic design. It's easy to scale up or scale down production projects when working with print. You may choose to do a newspaper or magazine issue or series, other type of print campaign, or simply produce selected elements—such as feature stories, cover designs, or advertisements—that are of most interest to youth. No matter which format the youth choose, use the 3 Ps of Production as a guide, as well as the 6 Media Questions, to help youth decide how to communicate specific messages about prescription drug abuse and Rising Above.

Here are some tips to consider if you're thinking about developing a newspaper or magazine for your #IRiseAbove Production. Also see Appendix E: The #IRiseAbove Production Toolbox for handouts that can help you plan and carry out your production.

Newspaper

Teach youth about journalism. Newspapers and magazines are excellent media to teach young people about journalism. The many types of articles allow youth to look at and write about an issue in different ways. Producing a newspaper also allows youth to learn about First Amendment rights and the importance of an open and free press.

Plan for all the necessary steps. These steps include:

Identify the substance abuse prevention messages the youth will want to send to readers.

Brainstorm story ideas and assign story topics.

Conduct interviews and write stories (use the news story template in Appendix E to help).

Edit stories and create page mockups.

Take photographs and design graphics to complement story content.

Lay out the paper or magazine, produce rough and final drafts, and print copies.

Assign or **let youth choose roles carefully**. Producing a print publication, such as a newspaper, requires teamwork. Here are a few of the roles that youth can play:

- **Editor-in-chief** has overall responsibility for the production of the newspaper.
- **Copy editor** reads, comments on, and revises stories, headlines, and photo captions and works closely with writers and designers.
- **Photo editor** works with the editor-in-chief and the writers to determine cover photos, feature photos, and head shots and makes photo assignments to photographers.

- **Design editor** works with entire staff to create the overall look and feel of the publication and develop the design template; assists graphic designers with layout of the newspaper; and provides proofs for staff review.
- **Reporter** investigates and researches the topic, conducts interviews, and writes the story.

Choose the scale that's right for the group. If you have lots of time and your group has the ability to carry out a large-scale #IRiseAbove Production, think about working with a journalist media partner, such as the local daily or weekly newspaper, a community journalist, or a public relations professional. Ask the representative to assist the youth as they write, design, and print the publication. If your schedule and resources allow, publish more than one issue and distribute copies to your school community.

For a scaled-back version of the newspaper project, make the publication the size of a standard sheet of paper (8½ inches x 11 inches). This will allow the youth to easily design, print, and reproduce it.

Magazine

Brainstorm and choose a subject for the magazine. Remember, the audience is young people. Think about which areas of substance abuse and media will be of most interest to this audience. You also may want to guide the youth in choosing the name and format for the magazine. Have youth bring in samples of magazines from home or the Internet, or purchase a selection for them to review and to use in brainstorming.

Set up an editorial staff. Many of the roles on a magazine are similar to those of newspaper staff. Take a look at the masthead of the sample magazines to see the roles youth can play. The masthead is the boxed or highlighted list of magazine staff members that is found on one of the first few pages of the magazine.

Identify the messages about informed, healthy decision-making around prescription drugs that the youth want to send to readers. Decide how youth will communicate messages to the audience. Use the 6 Media Questions in Appendix D as your guide.

Plan all the elements the youth want to include in the magazine. Think about feature stories, quizzes, photographs, advertisements, and cartoons. Again, use the sample magazines as a guide to developing a list.

Assign or let youth choose roles carefully. The potential roles for youth are similar to those for a newspaper.

Determine the scale that's right for the group. Design and produce an entire magazine from cover to cover. Use desktop publishing or word processing software to lay out and produce the publication. Your media partner may be able to provide access to computers, software, scanners, and printers.

You also can carry out a wonderful small-scale magazine production by completing only one or a few of the elements. Type stories on the computer, have youth draw advertisements, and use disposable cameras to take pictures. Submit their work to a local community or school publication to get more exposure for their efforts.

Resources for Creating Print Productions

Website—The Journalism Education Association, the only independent national scholastic journalism organization for teachers and advisers, provides resources on teaching writing and producing news and information for print productions, including newspapers and magazines. Visit the association's website at <http://jea.org/blog/category/resources-for-educators/>.

Want to find additional books or websites? Use these keywords to find more resources at your favorite bookseller or online: journalism instruction, school newspaper, magazine design and production, student journalism, and middle school or classroom.

You also can look for resources at your local library.

Doing an Audio #IRiseAbove Production

The youth can create an audio production project in several ways. Listed below are the major formats within audio and some specific ideas that can be scaled up or scaled down depending on the timeframe and available resources.

- Helping Youth Choose an Audio Production
- Hearing different examples of these types of productions will help the youth think about whether they want to use this media format to promote their Rise Above messages. You easily can obtain the following audio samples:
 - Record a radio program with a hand-held audio recorder held next to a radio speaker.
 - Download radio broadcasts from the internet.
 - Choose examples that not only illustrate a specific audio format, but also are things that young people are interested in hearing. Ask them what their favorite radio programs or stations are, and draw examples from these suggestions.

Production Ideas

A news or interview show is used to inform an audience about an issue. News shows may include a one-on-one interview with an expert, a narrative by a journalist describing a situation, a panel discussion, or a combination of these.

A panel involves several participants chosen because they have expertise, and different perspectives, on a problem or issue.

#IRiseAbove Production Possibilities

Research and write a radio news report about the influences of pharmaceutical advertising on our health.

Interview a pharmacist and use the main points of the interview as “sound bites”—short pieces of an interview that support what the reporter is saying—in a news story about the many ways in which Americans are getting prescription drugs.

A **drama or serial** is a one-time program or ongoing series in which a plot develops around a central person or group of people.

#IRiseAbove Production Possibility

Write a script for and produce a radio show with the youth as detectives in search of the how to obtain their dreams. To make it fun, create “dangers” around every corner, such as a pharm party or a really stressful week at school and home. Create realistic sound effects for the recording.

A **documentary** is a program that describes the lives or activities of real people.

#IRiseAbove Production Possibility

Produce an audio documentary about Z, a youth who is looking for a healthier lifestyle. Ask about what inspired her to become more active and change her harmful coping strategies. Interview her friends and family about the changes they have noticed in Z. Follow her to her favorite activity that allows her to decompress in healthy ways. Interview her about it. Don't forget sound effects!

Quiz shows are a popular format among young people. These question-and-answer game shows feature a host and multiple contestants who compete for prizes based on their mastery of the subject(s).

#IRiseAbove Production Possibility

Create a quiz show in which the youth are asked different questions about prescription drug abuse, healthy communication and coping strategies.

A **talk show** is a format in which one or more hosts lead a discussion on a topic such as current events. They sometimes talk among themselves or invite special guests to discuss specific issues.

#IRiseAbove Production Possibility

Produce a talk show with one or two youth as hosts and one or two youth as “invited guests.” Possible topics include the many ways they rise above in their daily lives.

Working with Audio

Like other media productions, audio production follows the 3 Ps of Production. Some of the things you will need to do include:

Assign or let youth choose roles carefully. Producing an audio segment requires teamwork. Here are a few of the roles that youth can play:

- **Scriptwriter**—develops and writes the script, all the words that are spoken during the production, and helps determine needed sound effects and music.
- **Director**—directs hosts, guests, actors, and the technical crew, and supervises the recording.
- **Talent**—performs designated roles in the production.
- **Producer/engineer**—oversees the entire production project and makes sure everyone is doing his or her job as planned.
- **Sound engineer**—oversees the use of machinery and equipment for the recording and reproduction of sound.

Identify the messages about prescription drug abuse prevention that the youth want to send to listeners.

Decide what type of audio program to do.

Use the 6 Media Questions to determine the prescription drug abuse prevention concepts, and storyline (use the 6 Media Questions sheet in Appendix E to help you).

- Write the script.
- Audition and select talent.
- Select music and sound effects.
- Review the script for timing.
- Rehearse.
- Produce and launch the production.
-

Here are some tips to consider if you're thinking about using audio for the #IRiseAbove Production. Also see Appendix D: The #IRiseAbove Production Toolbox for handouts that can help you plan and carry out the production.

Take into account the three main ingredients in the audio production recipe: voices, sound effects, and music.

Consider the voices. Keep in mind things like accents, age, speaking speed, and intensity. Think about what kinds of voices will appeal most to the audience.

Include sound effects. Any sound occurring in the production other than voices or music is considered a sound effect. Sound effects help tell the story to the listener and can be fun for young people to produce. Natural or realistic sound effects are those that are intentionally recorded live (not background noise) when the youth are creating their audio production. These include things like a truck driving by to help create the feeling of a busy street, or pots and pans clanging to represent a chef at work in a restaurant. Prerecorded sound effects can be introduced by the writer into the script and may be added at a predetermined point during production or during the editing process. These sounds include things such as a ringing alarm clock or horn honking on cue. Sound effects, such as galloping horses or a squeaky door hinge, are fun for young people to make with their hands, feet, or mouths. "Sound effects" may be abbreviated as SFX.

Remember some basic rules about sound effects:

- Don't use too many.
- Don't record them at too high a volume.
- Test them out with others before they go into final production to be sure they are understandable and sound the way the youth want them to.

Don't forget about music. The youth can use music as a theme song, to establish a mood, to transition between scenes, and to close the audio production. Keep in mind that it is best to use instrumental music (without words), particularly when using a voiceover or dialogue.

Select music that is appropriate to the messages the youth want to convey. For example, use fast-paced music if youth are illustrating someone doing an intense physical activity. Also be sure that any music is not too loud, whether heard under voices or alone. The music should complement the spoken words and sound effects, not overwhelm them.

The most important consideration with regard to music is **ownership and copyright**. Although young people may want to use popular songs that they hear on the radio or TV, that music is copyrighted and one must pay a royalty fee to use it. A better choice is to use royalty-free music that is not copyrighted. You can find this type of music on CD-ROM through numerous music sellers or you can download pieces online for a nominal fee. Many professionals call this type of music “needle drop” music. If you are working with a media partner, he or she will likely have a wide selection of this type of music and can help you to choose pieces.

Involve other young people in your production by “hiring” them to compose and produce original music. The original work of a local garage band or school marching or pep band can be recorded and featured in the production.

- **Keep the focus on the main message.** Although the voices, music, and sound effects are necessary to make the audio production, make sure they don’t distract from the message the youth are trying to send to their audience. Be sure that the specific action the youth want them to take comes through loud and clear! Use the Audio Script Template in Appendix E to help the youth write their script.
- **Decide on the scale that’s right for you and your group.** Determine how elaborate the youth want the production to be. To scale up the audio production, enroll a media partner with professional recording facilities, such as a radio station or production company. To scale back the production, create a studio in a classroom or meeting room and record the production with a simple tape recorder or phone. The most important consideration in doing this is finding and keeping a quiet production space. Background noise will be your biggest enemy.
- **Edit the production.** An audio production created with a tape recorder may be a final product, or you can convert the tape to a digital format and use a computer and software to edit and add music and sound effects. If you record on a phone, you do not have to convert it. Many audio editing software packages are available for purchase or may be downloaded from the Internet for free as a trial version, though the free versions often do not allow the use of all of the features you may need.

Your computer may have a digital recorder as a built-in tool. If you have Microsoft Windows®, you can find it under Start/ Programs/Accessories. Plug a microphone into your computer, and make sure to save the file in .WAV format so that you can use it in presentation applications or editing programs, depending on the format of your #IRiseAbove Production.

Resources for Creating Audio Productions

Want to find books or websites? Use these keywords to find resources at your favorite bookseller or online: radio or audio instruction, radio production or sound recording, producing, and middle school or classroom.

You can also look for resources at your local library.

Doing Other Types of #IRiseAbove Productions

If video, online, print, or audio #IRiseAbove Productions don't appeal to the youth in your group, here are some other possibilities:

- Compose a song. Have the youth brainstorm and write out a song. It can be a rap, ballad, or whatever other type of song they want. Choose a healthy habit to sing about, and tell them to make sure the song is fun!
- Choreograph a dance. Have the youth create a dance for a song that they made up or choreograph a dance to any song that already exists. Remember that there are many different types of dance (such as hip-hop, tap, ballet, jazz, salsa, step, disco, country line, Irish, and break dancing) and they don't have to stick to just one. Do the youth like hip-hop? Have them create a dance to their favorite hip-hop song, and try to include moves from other types of dancing, such as jazz or even country line dancing. The youth can perform the dance for the group and teach some of the steps so everyone can join in.
- Put on a play. Don't have a video camera to film a TV show or a movie? No problem! Youth can brainstorm, script, and even stage their own play. They can write the script, cast the roles, and perform the play for their friends, teachers, and parents. Here are some specific ideas:
 - Your friend has been struggling lately at home and in school. You are extremely concerned about him because he seems disinterested in everything, tired all the time, grumpy and moody. You try to talk with him. You are still concerned so you find a trusted adult to help you. Your friend gets the support he needs to cope with his struggles in healthy ways as opposed to abusing prescription drugs.
 - Your sister thinks that taking one of mom's pain pills sounds fun and clearly is safer than trying illegal drugs. Convince her that it can be just as dangerous.

The#IRiseAbove Production Glossary

Billboard: A large-format advertisement usually found along major roads. Because people are driving by and don't have time to read, billboards usually contain only a small amount of text.

Browser: A computer program that allows a person to access the Internet and find, view, hear, and interact with material on the World Wide Web.

Bust shot: A video shot or photograph that focuses on just the head and shoulders of a person.

Closeup: A video shot or photograph that focuses on details or facial expressions but gives little or no context to the rest of a scene.

Composition: How the subjects look in the viewfinder of a video camera or still camera or how a shot is "framed."

Copy editor: An individual who reads, comments on, and revises stories, headlines, and photo captions for a newspaper or other publication.

Cue cards: Large posters or sheets of paper that give an actor written "cues" about what to say or do.

Cut: In a video, the immediate transition from one shot to the next.

Design editor: An individual who works with a publication staff to create the overall look and feel of the publication.

Designer/graphic artist: An individual who creates graphics and develops a project's look and feel.

Digital media: A form of electronic media in which data are stored in digital (as opposed to analog) format.

Dissolve: A special effect often found on a video camera that allows one scene to fade into the next.

Documentary: A style of film, television or radio program, or photography in which one tries to record an aspect of real life as truthfully as possible.

Download: To receive data to a local system from a remote system such as a Web or e-mail server.

Drama/serial: A one-time program or ongoing series in which a plot develops around a central person or group of people.

Editor-in-chief: The person who edits stories for reporters and has overall responsibility for the production of a newspaper.

Editorial: A newspaper or magazine article expressing the opinions of the editors or other individual writers.

Extreme closeup: A video shot or photograph so close to the subject that only a detail of the subject can be seen.

Feature story: A special focus or highlighted story or article in a publication or broadcast program. This story frequently constitutes a significant portion of time or space in the publication or program.

First Amendment: An addition to the U.S. Constitution that says that Congress cannot make a law restricting the freedoms of speech, the press, religion, or assembly.

Home page: The first page of a website that usually contains an introduction to the rest of the information on the website.

HTML: Stands for "hypertext markup language." HTML is coding used to define the visual look and functions of a website or online item.

Internet service provider (ISP): A company that provides access to the Internet. Before you can connect to the Internet, you must first establish an account with an ISP.

Interview show: A program for television or radio that is used to inform an audience about an issue. News shows may include a one-on-one interview with an expert, a narrative by a journalist describing a situation, or a panel discussion. A panel involves several participants chosen because they have expertise, but different perspectives, on a problem or issue.

Journalism: The work of gathering, writing, editing, and publishing or disseminating news through newspapers, magazines, radio, television, or the Internet.

Long shot (wide shot): A video shot or photograph that shows the subject in relation to a large part of the setting.

Magazine: A publication, usually printed, that is intended for a particular target audience and contains articles of popular interest.

Masthead: A listing printed in all issues of a newspaper or magazine (usually on the editorial page) that gives the name of the publication and the names of the editorial and other staff.

Medium shot: A video shot or photograph that shows the subject in relation to the immediate context; a medium shot is when the camera is about 3 feet from its subject. Medium shots reveal relationships. They can be person-to-person, person-to-thing, thing-to-a-space, or person-to-a-space.

Mockup: A rough example of a project, generally true to size, that shows page-by-page text, photo, and artwork placement.

Needle drop: Music that is not copyrighted. You can find this type of music on CD-ROM through numerous music sellers, or you can download pieces from online sources (usually for a small fee).

News article: A nonfiction essay or composition on a subject, usually appearing in a magazine or other publication.

News release: Detailed information about an event, person, or product sent to a media outlet in the hope that it will be published or broadcast.

Newspaper: A daily or weekly publication that contains news, articles, and advertisements.

Nonlinear shooting: A method of filming in which the director does not have to shoot the scenes in the same order as the storyboard or planned finished production.

Op-ed: Short for "opposite the editorial page." The op-ed page contains the views and opinions of individuals who are not on the staff of the newspaper.

Out-of-home advertising: Print advertisements that may be found, for example, at a bus stop or in the interior and on the exterior of a bus or subway car, or even on the doors of public restrooms.

Photo editor: An individual who works with the editor-in-chief, writers, and others to determine cover photos, feature photos, and head shots and who gives photo assignments to photographers.

Photo spread: Several pages of a publication that feature only photos and short descriptions; sometimes used to tell stories.

Pitch: To introduce a source and story idea to a member of the media in hopes that the media will pick up the idea and develop it into a news or public interest story.

Pop-up ads: Online advertisements that appear suddenly or "pop up" when you first visit a webpage or site.

Poster: Print message that ranges from the size of this page to about 2 feet by 3 feet in size. This type of print media is frequently used for educational campaigns. Because posters are hung in places where people usually have time to read them, the messages contained on them may be more detailed than those on billboards.

Proofs: The nearly final version of a publication created for review before large quantities are printed. Proofs allow the editorial team to review photographs, text, and design one last time before mass production of the item begins.

Props or property: Any objects in a video or theatrical scene that can be picked up and moved around. Props are objects that help get the message across to the audience more effectively by visually enhancing a scene.

Quiz show: Question-and-answer games featuring a host and multiple contestants who compete for prizes based on their knowledge of various subjects.

Raw footage: Recorded video that has not been edited. Not all raw footage will end up in the final product.

Reporter: A person who gathers news and prepares it for publication or broadcast. A reporter investigates and researches the topic, conducts interviews, and writes the story.

Rule of thirds: A production guideline that says: when framing a shot with a video or still camera, divide the frame into thirds with imaginary horizontal lines, and then position the horizon on either the top or bottom third to achieve the most pleasing-looking shot.

Script: The text of a play, broadcast, or movie. The script includes the dialogue or words actually spoken by the on-screen actors or by an off-screen narrator, stage directions, and the sound effects or other audio, such as music, needed to tell the story.

Sets or settings: Anything in a video, photograph, or theatrical production that constitutes the background of the scene or the place in which a scene is set.

Shooting plan: A list that groups together shots using a similar camera angle and light setup so they can all be filmed together at once, saving time and money. A shooting plan is helpful with a nonlinear filming approach.

Shot: A continuous piece of video or film footage. It includes everything you film between pressing "record" and "stop."

Social networking: The use of websites or other online technologies to connect with people who share, for example, personal or professional interests, place of origin, or education at a particular school.

Sound effects (SFX): Any sound occurring in an audio or video production other than voices or music.

Source code: The coded information (See "Tags") that provides the instructions for how a browser displays items on a webpage.

Storyboard: A set of images (drawings or photographs) and notations (captions or character names) on paper that shows what a video or film will look like. Directors and producers use storyboards to plan out what their video or movie will look like, the scenes they will show, and the sounds or voices they will use. Storyboarding is an essential part of the preproduction phase.

Studio: A quiet room or corner where there is little or no background noise and that is used to film scenes for a video production or record sound for an audio production.

Tags: Letters or words between two angle brackets that look like less than (<) and greater than (>) symbols, written like this: <tag>. Different tags direct a Web browser to do different things, such as make text larger, smaller, centered, italicized, boldface, or hyperlinked (linked to other information).

Talk show: A television or radio program on which a host talks with guests or telephone callers about a variety of popular topics.

Transition: Visual changeover, such as a wipe or dissolve, from one scene to the next; sometimes called “video effects.”

Two shot: A video shot in which two people are pictured in a scene.

Visual length: The length of a camera lens, which determines its angle of view. Wide shot, medium shot, closeup, and extreme closeup are examples of different visual lengths. Elements of a shot can be used to evoke emotion, give a sense of urgency, or highlight an important moment in the production.

Voiceover: The off-camera voice of an announcer or narrator who is heard but not seen.

Webcast: An audio or video item that can be viewed through a website.

Webmaster: A person with overall responsibility for producing and maintaining a website.

Wipes: The process by which one scene changes into the next using a video effect in which parts of one shot are successively replaced by equivalent parts of the next shot.

Writer: An individual who researches a topic, conducts interviews, and writes content.

Appendix E

The #IRiseAbove Production Toolbox



This appendix includes several handouts that may be helpful to you in carrying out your #IRiseAbove Production. You will need to guide the youth through each of the production steps. Feel free to photocopy the handouts for the youth, or use them as a guide to construct customized tools for your specific #IRiseAbove Production needs. Toolbox handouts include:

- **6 Media Questions for Creating Media**
 - Photocopy this form, and use it any time you are creating media. Work as a group to answer the questions after you complete in the final lesson. The answers to these questions will help ensure that everyone agrees on the messages of your #IRiseAbove Production and on how you will go about presenting them.
 - **Storyboard Template**
 - This template allows youth to sketch out each video shot they envision for their **#IRiseAbove Production.**
 - **Video Script Template**
 - This template may be helpful after you've completed the storyboard. It allows youth to carefully write what each actor will say and do and to think about the music and sound effects needed for the production.
 - **Online #IRiseAbove Production Template**
 - Youth can use this template of a social networking page to build one for their brand, message, or campaign. Building a social networking page teaches youth about what kinds of information are approved for use within the template and how to best utilize this format to reach their audiences.
 - **News Story Template**
 - This template guides youth in writing a news story. By following the guide, they learn about and write each section of a news story.
-
- **Audio Script Template**
 - This template can be used for an audio #IRiseAbove Production. Youth can use this

sheet to write the full script and to indicate the sound effects and music they plan to use.

- **#IRiseAbove Production Survey Questions**
- Youth can use this survey as part of postproduction. By asking members of their intended audience the survey questions, they can see what others thought about the #IRiseAbove Production.

6 Media Questions for Creating Media

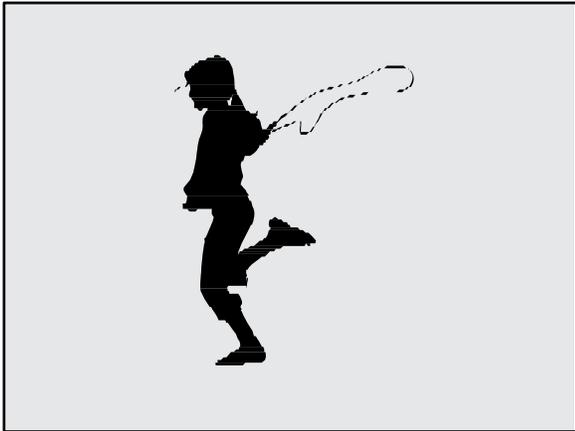
**What kind of media product are you creating?
Answer the following questions to help you decide.**

1. Who is the author or sponsor?
2. What is the purpose of your media product?
3. Who is the audience you are trying to reach?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

Storyboard Template

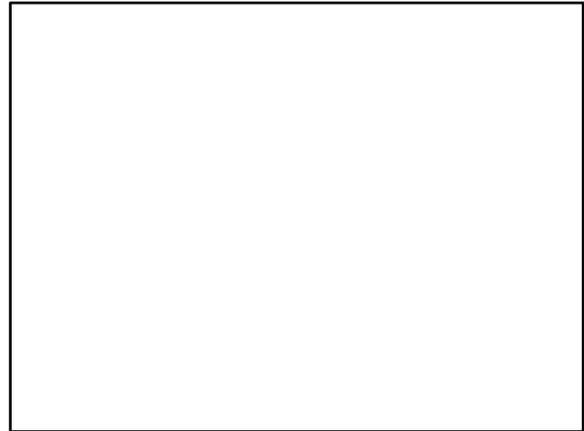
Director's Name: _____

Title of Your Production: _____



Shot # 1 (Example) _____

Mary Jumps Rope _____



Shot # _____



Shot # _____



Shot # _____



Video Script Template

Use as many copies of this template as you need to write your complete video script.

Video Production Name: _____

Production Type: _____ **Production Length:** _____

Shot #	Talent Name(s)	Camera Shot	Script	Sound Effects	Music
1 (example)	Steve and George	Medium shot of both on a playground	George: "Playing outside is a great way of getting more physical"	Sounds of kids playing outside, yelling	Fast-paced music

Online #IRiseAbove Production Template

Social Media



Insert logo or image here

Campaign or Product Name

Welcome tab for new potential friends; once they are a friend, it will show the wall with brand and friends' posts.

Campaign info goes here

Campaign photos go here

Campaign events go here

Campaign discussions go here

of Likes displayed here

News Story Template

My Name: _____

By following a few steps to organize your information, you can write a news story that is interesting and understandable to your audience.

Writing a LEAD

The LEAD is a sentence or short paragraph that **grabs the attention of the audience**. It usually briefly answers one or more of the following questions:

What is the story about?

Who is the story about?

When did the action take place?

Where did the action take place?

Why is this information important to the audience (or why should it be)?

It is very important to make this sentence or paragraph interesting so that the audience will want to keep reading the story!

Write your LEAD:

Writing the BODY

The BODY of the news story actually **tells the story** and provides details for the audience. The body of your news story might cover:

What happened during an event?

Who was involved and what did they do?

Who is presenting a point of view?

What are the arguments for or against the situation?

How can readers use this information in the future?

Write the BODY of your story:

Writing the CONCLUSION

The CONCLUSION is the part of the news story that **summarizes what you have told the audience**. It may include some information that was in the LEAD, or it may direct readers to more information on the topic or person in the story.

Write your CONCLUSION:

Audio Script Template

Name of Audio Production: _____

Type of Production: _____ Length of Production: _____

Use the column on the left to mark music, sound effects (SFX), or the talents' names. Describe the sounds or write the script to the right.

Segment #1 (Example)

DESCRIBE HERE:

SFX: [Doorbell] + [Door
 Opening] TALENT NAME: Steve
 MUSIC: None

SCRIPT: Steve rings doorbell of friend's
 house. Door opens.
 Steve says: "Is George home?"

Segment #

DESCRIBE HERE:

SFX:

SCRIPT:

TALENT NAME:

MUSIC:

Segment #

DESCRIBE HERE:

SFX:

SCRIPT:

TALENT NAME:

MUSIC:

Segment #

DESCRIBE HERE:

SFX:

SCRIPT:

TALENT NAME:

MUSIC:

#IRiseAbove Production Survey Questions

Finding out what your audience thinks about your media product is an important part of the post-production process. Ask a small group of people in your intended audience the questions below. See if they're able to analyze your *#IRiseAbove Production*.

Ask these questions about this _____, and write the answers in the spaces below. [Fill in with type of *#IRiseAbove Production*]

1. Who is the author or sponsor?
2. Who is it trying to reach?
3. What is its purpose?
4. What is the main message?
5. Is there something you'd like to know that was not said?
6. Does this grab your attention? Why or why not?

Be sure to thank your friends for their time. Responses like the ones you just received are helpful if you wish to make changes to your current media product or for the next time you do a *#IRiseAbove Production*.

F

3Ps of Production: Appendix F Glossary

There are three main phases of creating a media product— preproduction, production, and postproduction.

Action: Doing something, such as moving your body or going somewhere; examples include dancing, reading, talking with friends, eating an apple, or shopping.

Advertisement or ad: A specific kind of media announcement designed to attract people’s attention and to persuade them to buy or support a product, service, or belief.

Author: The creator of a media product, such as a musician, writer, or filmmaker; see “Sponsor.”

Brainstorm: An activity in which members of a group suggest ideas about or solutions to an issue or problem; everyone in the group contributes, and all ideas are included.

Creative plan: A tool that professional media producers use to make decisions before they start production of their actual media project; a plan of action covering all aspects of the production.

Digital media: A form of electronic media in which data are stored in digital (as opposed to analog) format.

Entertain: To amuse or keep someone’s interest and attention; one of the three main purposes of media.

General action: A broad, sweeping idea or response, such as “eat healthy” or “get more physical activity”; the opposite of specific action; see “Specific action.”

Helper: Something that makes it easier for a person to do something; for example, having a bowl of fresh fruit on the kitchen counter could be a helper for choosing healthful snacks.

Infomercial: A 30- to 60-minute program designed to sell a product or service.

Inform: To give information to someone; one of the three main purposes of media.

Jingle: A short, catchy song used in an advertisement.

Logo: A symbol that stands for a company, organization, institution, or agency and its beliefs; often put on products (such as clothing or food packages); designed to make a person recognize that a product is made by a particular company.

Media: Ways of communicating or expressing information or ideas to people; for example, newspapers, television, radio, billboards, letters, telephones, and the Internet.

Message: The specific point or statement made by a media product, such as the main idea of a television advertisement or a key point in a news story.

Obstacle: Something that makes it hard or harder for a person to do something; for example, “not wanting to get sweaty” could be an obstacle to being physically active.

Omission: To leave out something or fail to include a specific fact or piece of information.

Persuade: To convince someone to do or think something; one of the three main purposes of media.

Point of view: The way a person looks at an event or situation, or the perspective from which something is considered.

Postproduction: All the activities that take place after creating a production to make the final version, such as editing a videotape or showing the production to others.

Preproduction: All the things a person does to get ready to create a media production, such as gathering supplies and equipment, deciding on an audience and a message, and hiring the talent.

Production: All the activities involved in creating a production, such as writing, designing, rehearsing, taking pictures, and taping.

Public Service Announcement (PSA): An advertisement about a topic of public interest, such as preventing teen drug use or the importance of wearing seat belts; PSAs make people aware of an issue that is important for a very wide audience and often include a solution for the problem.

Purpose: An aim or a goal; the reason a media product is created; the three main purposes of media are to persuade (for example, an infomercial), to inform (for example, a radio news show), to entertain (for example, a music video).

Slogan: A short, catchy phrase used in promotion or advertising; often used to persuade an audience to take an action; when used consistently, can become closely linked with an action or product.

Social networking: The use of websites and other online technologies to connect with people who share, for example, personal or professional interests, their place of origin, or education at a



Specific action: A precise and definite action, such as “have a piece of fruit every day” or “walk the dog 2 miles every day”; the opposite of general action; see “General action.”

Sponsor: The company or organization that pays for a media product, such as an advertisement or PSA; see “Author.”

Subtle: Something that can be hard to see, detect, or analyze; for example, website ads that look like games.

Target audience: A specific group of people that a media producer, a company, or a program is trying to reach; members of this group usually have something in common; many groups consist of people of the same age or gender, such as 12-year-old girls, or a group of people who like to do the same thing, such as youth who play soccer.

Techniques: The methods an author uses in a media product to attract your attention; for example, the use of sound, color, humor, or celebrities as a means of drawing attention.

Working agreement: A set of rules made and agreed upon by a group of people to guide them as they work together; useful because it helps everyone know what is expected of them; establishes the ground rules.

Appendix G

Pre- and Post-Survey

Facilitator Instructions:

Thank you for using Media Smart Youth – Not Prescribed with your students! We appreciate your commitment to empowering your students with the information and skills they need to make healthy decisions about substance use. In order to ensure that we are equipping you with resources to achieve our shared goal, we appreciate you taking the additional time to evaluate your students' learning. Please administer this survey prior to beginning Media Smart Youth – Not Prescribed and then again after concluding the unit. We appreciate seeing the results and would be happy to assist you in data analysis. We can do that in two ways:

1. Have students complete the survey in hard copy and then mail or scan those to Rise Above Colorado at: kavitha@riseaboveco.org or 11880 Upham St. Broomfield, CO 80020
2. Request a survey link to administer the survey online from: kavitha@riseaboveco.org
Please make your request at least one week prior to planning to implement.

Thanks again for your commitment to science-based resources that empower your students to healthy decision-making.

Pre-Survey

 Post-Survey

County you live in: _____

Survey Date: ____/____/____

This survey helps us understand the effectiveness of the Media Smart Youth-Not Prescribed unit and make improvements to it. DO NOT write your name on this survey. The answers you give will be kept private. Answer the questions based on what you really do or think. Completing the survey is voluntary. If you are not comfortable answering a question, just leave it blank. Thank you for your participation!

For the purpose of this survey, prescription drugs include pain relievers, opioids, stimulants, and depressants, such as OxyContin, Xanax, Percocet, Vicodin, codeine, Adderall, or Ritalin.

Please fill in the circle next to the response that best matches your opinion towards the following questions:

1.) How much risk of harm exists, if any, in trying a **prescription pain reliever once or twice** that a doctor did not prescribe for you (like Vicodin or OxyContin)?

- No Risk
- Slight Risk
- Moderate Risk
- Great Risk
- Not sure

3.) How much risk of harm, if any, do you think there is in trying **prescription stimulants once or twice** that a doctor did not prescribe for you (like Ritalin or Adderall)?

- No Risk
- Slight Risk
- Moderate Risk
- Great Risk
- Not sure

5.) What would you say if your friends were taking prescription drugs without a doctor's prescription?

- I wouldn't say anything
- I may say something, not sure
- I'd say something, but not push it
- I'd try my hardest to convince them not to do it

7.) Select the criteria that must exist for you to "appropriately use" prescription drugs (mark all that apply)

- A medical doctor wrote the prescription.
- The prescription was written for you.
- You are taking the prescription as written, including how much and how often.

2.) How much risk of harm exists, if any, in using a **prescription pain reliever regularly** that a doctor did not prescribe for you (like Vicodin or OxyContin)?

- No Risk
- Slight Risk
- Moderate Risk
- Great Risk
- Not sure

4.) How much risk of harm, if any, do you think there is in using **prescription stimulants regularly** that a doctor did not prescribe for you (like Ritalin or Adderall)?

- No Risk
- Slight Risk
- Moderate Risk
- Great Risk
- Not sure

6.) If someone were to give you prescription drugs for getting high, how curious would you be to try it?

- Very curious
- Somewhat curious
- Not very curious
- Not at all curious
- Not sure
- You take the same dose as a friend who has a prescription for it.
- You find medicine in someone else's medicine cabinet and take it.
- None of the above.
- Not sure

Please mark an "x" in the appropriate box to indicate your agreement with each of the following statements:	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8.) Taking prescription drugs without a doctor's prescription is safer than taking illegal drugs.					
9.) Prescription pain relievers are not addictive.					
10.) Mixing prescription drugs with other drugs, alcohol, or even other medicines increases risk of harm.					
11.) Using prescription stimulants, like Adderall or Ritalin, without a prescription to help you study is OK.					
12.) I know how to talk to my friend if I am concerned about them.					
13.) I know how to help my friend get the support they need if I am concerned about their drug use.					

Use the ads below to answer the questions alongside each one; circle ONE response for each question:



14.) What is the main message of this ad?

- a) Learning how to become an artist is important.
- b) Painting is hard work.
- c) Getting into college takes planning and motivation.
- d) Choose the right colors when you paint.
- e) Not sure

16.) How is this ad trying to get your attention?

- a) A famous person
- b) A message
- c) A wall with artwork
- d) Both B and C
- e) Not sure

15.) Who is the audience for this ad?

- a) Students thinking about attending college.
- b) American Council on Education
- c) Deans of colleges and universities
- d) Parents and coaches
- e) Not sure

17.) Who is the sponsor of this ad?

- a) KnowHow2Go
- b) Colleges and universities
- c) Lumina Foundation, Ad Council, and American Council on Education
- d) None of the above
- e) Not sure



- 18.) What is the main message of this ad?
- a) It's fun to play.
 - b) Adopt a pet from a shelter.
 - c) Pets love humans.
 - d) The internet is a good place to find information on dogs.
 - e) Not sure
- 19.) Who is the audience for this ad?
- a) Organizations that protect animals, like the Humane Society.
 - b) Families
 - c) Companies that make ads
 - d) People looking for a pet
 - e) Not sure
- 20.) How is this ad trying to get your attention?
- a) Close-up of a cute dog
 - b) Quote from a dog
 - c) Information about an animal shelter
 - d) Both A and B
 - e) Not sure
- 21.) Who is the sponsor of this ad?
- a) KnowHow2Go
 - b) Colleges and universities
 - c) Lumina Foundation, Ad Council, and American Council on Education
 - d) None of the above
 - e) Not sure

Please answer the following questions so we can match your pre-survey and post-survey results without needing to know your name or who you are!

- What is the second letter of your first name (please your full name, not a nick name): _____
- What is the first letter of your last name?: _____
- In what month were you born (provide the two-digit number: 12, 05, 31, etc)?: _____
- On what day were you born (provide the two-digit number: 20, 05, 31, etc)?: _____
- How many siblings do you have (indicate "0" if none)?: _____
- What is the first letter of the town you live in?: _____

Thank you!