

Developed by the CUNY Urban Food Policy Institute
at the City University of New York Graduate School of Public Health and Health Policy

**YOUTH
FOOD
EDUCATORS
PROGRAM
TOOLKIT**

YOFE

**Engaging Young People in
Countermarketing Unhealthy Food:**
A Toolkit from the CUNY Urban Food Policy Institute
and the East Harlem Youth Food Educators Project

Working with youth to develop countermarketing campaigns,
advocacy and public speaking skills, and original artwork for campaigns
to reduce demand for unhealthy food.



Introduction

Countermarketing describes educational activities designed to reduce the demand for products found to be harmful to health. Two truths make a compelling case for preparing young people to engage in countermarketing unhealthy food.

First, young people are the most valuable asset of every community. Throughout history, their energy, enthusiasm, and intelligence has helped to change unfair laws, modify stigmatizing public opinions, and offer a vision of a more just society. Engaging these talents in the task of making it unacceptable to promote products associated with illness and death to vulnerable populations can enable our communities to counter the billions of dollars that Coca-Cola, Pepsi, McDonald's, Kraft, Mars and other big food companies spend to promote their products and thwart reasonable public health measures.

Second, the burden of suffering, premature death, and preventable illnesses that unhealthy products like sugary beverages, fast foods, candy and other foods high in sugar, salt and unhealthy fats impose on our society cannot be reduced simply by making healthy food more available. Most experts agree that reducing obesity, diabetes, heart disease, hypertension and other diet-related conditions will also require limiting the aggressive marketing, ready availability and low prices of unhealthy products—this is exactly the goals of food countermarketing.

In this toolkit, we provide a guide for youth organizations, food groups, schools and health departments that want to engage young people in taking action to reduce the demand for unhealthy food. Our toolkit is based on two years of experience with the Youth Food Educators (YOFE) Program, a project of the CUNY Urban Food Policy Institute. The Institute works with community organizations, city agencies, nonprofit groups and others to develop, evaluate and promote fair and effective food policies and programs. YOFE prepares young people from East and Central Harlem, two low-income communities in New York City, to develop and deliver food countermarketing campaigns to their peers, youth organizations and neighbors. Our toolkit summarizes what we have learned from these experiences—and what we have learned from our study of tobacco countermarketing. More than two decades of tobacco countermarketing have shown that this is an effective strategy for reducing the demand for tobacco, especially among young people.

Our hope is that this toolkit will make it easier for other groups to develop their own food countermarketing initiatives and improve on what we did. The CUNY Urban Food Policy Institute welcomes your feedback on this toolkit and your suggestions on how to make it more useful. We are also convening an informal network of youth and food organizations interested in food countermarketing work and developing food countermarketing campaigns. If you have suggestions for our toolkit or want us to add your organization to the network's mailing list please contact us at urbanfoodpolicy@sph.cuny.edu.

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YOFE 2015 Graduates and their Instructors

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Background

In 2015, staff at the CUNY School of Public Health who are now based at the CUNY Urban Food Policy Institute (CUNY UFPI) created the East Harlem Youth Food Educators (YOFE) project, a program aimed to train young people ages 13-18 to develop and deliver countermarketing campaigns against unhealthy foods to their peers, families and neighbors in their community. YOFE aimed to prepare young people to become health leaders, skilled at using media, culture and the arts to advocate for a healthier food environment.

CUNY UFPI worked closely with its partners in East Harlem that operate food justice programs to create an engaging youth program model. The partners recommended curriculum topics, length of programming, timing, recruitment models and plans for sustainability. Together, we developed the goals and objectives for the YOFE program.

The goals of the program are to:

1. Prepare youth to serve as advocates in their communities who can mobilize support for opposing the marketing of unhealthy foods
2. Assist youth in developing community campaigns to discourage consumption of foods high in unhealthy fats, sugar, and salt and to advocate for policies that restrict such marketing
3. Train youth to use social media to advocate for healthier patterns of consumption in low-income communities and to counteract food advertising that promotes increased chronic disease risk
4. Develop a model for engaging African-American and Latino youth in countermarketing of unhealthy food that can be replicated in other NYC neighborhoods and US cities

The curriculum, a modification of one developed previously by CUNY School of Public Health staff in a Kellogg Foundation funded partnership with the New York City Department of Health and Mental Hygiene,¹ was designed to engage young people in dialogues about food in their community with a focus on challenging marketing that promotes consumption of foods high in fat, sugar and salt. The curriculum was designed to educate young people about the strategies used to market unhealthy products. The youths learned more specifically how to design culturally appropriate countermarketing campaigns modeled after the *truth* anti-tobacco campaign. *truth*, determined to be more effective than traditional anti-tobacco education,² tapped into rebellious young people's resistance to being manipulated by profit-seeking industries. Youth food educators (YOFEs) are then assisted to create and launch a pilot campaign in the community and learn how to disseminate the messages they create using video/real-time messaging and social media platforms such as Instagram and Twitter to advocate for changes in community norms. Furthermore, YOFE graduates harness the power of their own voice by providing workshops to other youth in their communities on countermarketing strategies and advocating for meaningful changes in the food environment.

Why Countermarketing?

We chose to create a program to prepare young people to develop their own countermarketing campaigns against unhealthy foods for several reasons.

1. Unhealthy food marketing plays a negative role in encouraging young people to consume foods that contribute to the increased risk of preventable illnesses (i.e. obesity, diabetes, hypertension) and premature death.

Each year the food industry spends billions of dollars trying to persuade children, young people and adults to consume foods high in sugar, fat, salt and calories. Evidence suggests that these marketing campaigns are effective in increasing demand for these unhealthy products. Public health researchers have consistently shown that foods such as sugary beverages, fast food, candy and highly processed snack foods contribute to preventable illnesses and premature death.

Encouraging people to eat healthier food is important but unless these efforts are coupled with those that discourage people from eating unhealthy food, the impact on health will be modest. Countermarketing seeks to take on directly one of the main contributors to the excess consumption of unhealthy food, food industry marketing.

2. Countermarketing can play an important role in challenging food and beverage industry efforts to promote unhealthy products.

In the case of tobacco, the *truth* campaign, a national countermarketing effort, was shown to be effective in reducing youth smoking. Unlike traditional health education on tobacco, which often tells young people not to smoke because it's not good for them or that they are too young, the *truth* campaign appealed to rebellious youth by urging them not to be suckers and deceived. The tobacco industry, argued the *truth* campaign, was looking to make profits from young people by deceiving them into using a product the industry knew would kill them early. The *truth* campaign showed that using messages and images developed with young people and undermining deceptive advertising campaigns can diminish their appeal and their impact on selling products. YOFÉ, our countermarketing project, seeks to apply these insights from tobacco to food.

Countermarketing is defined here as activities designed to reduce the demand for products deemed harmful to health. While the term has been used in public health to define a wide range of activities, from risk reduction education (e.g., the 2009 Pouring on the Pounds Campaign of the New York City Department of Health and Mental Hygiene designed to reduce soda consumption) to organized boycotts of selected products (e.g., the boycott of Nestlé infant formula in the 1970s and 1980s), we use the term to describe campaigns specifically designed to counter the marketing activities initiated by the producers of the harmful products. In this view, what distinguishes countermarketing from other health education and social marketing efforts is its explicit intention to disrupt or weaken the food industry's ability to appeal to the public and influence purchasing and consumption of unhealthy products.

3. Young people in low-income communities are a valuable resource for health promotion.

YOFE uses young people themselves, not media professionals, to design and carry out countermarketing campaigns. We chose that approach because young people are often an untapped asset for improving communities and their health. Their energy, passion and commitment to social justice make them a valuable resource for health. Moreover, young people are credible communicators with other young people, often more effective than professionals who may have different values, language and lifestyles. Young people are already immersed in the social environment of their peers, familiar with their language and use of media, and interact with them regularly at school, in their homes and in their communities. For community and youth organizations, relying on young people to develop these campaigns gives them a chance to capitalize on their most valuable resource—young people themselves.

4. Countermarketing builds on communities' assets and prepares residents to claim a voice in shaping their health.

In the last few decades, the marketing and other practices of big corporations have become a major influence on community health and especially on the health of low income, African-American, Latino and other ethnic communities. The World Health Organization stated that tobacco, alcohol, and unhealthy food are now the major risk factors for the chronic diseases that are the leading killers in New York City, the United States and around the world. During this time, communities have lost power to corporations and trade associations that can afford to lobby Congress and the President, influence regulations, and reach into our homes through our televisions, computers and cell phones.

WHY?

Countermarketing provides a vital tool (although others are needed) for communities to take back the right to shape their health. In the 1990s, Reynolds Tobacco Company wanted to test market a new cigarette called Uptown Cigarettes in Philadelphia's African American neighborhoods. The Stop Uptown Coalition comprising civil rights groups, health groups, church leaders, and others, said "NO!" They argued that the residents of Philadelphia had the right to say no, and rejected an effort by a big corporation to sell cigarettes to their children, families and neighbors. Fearful that the resistance in Philadelphia would lead to a national campaign, Reynolds Tobacco Company backed down and agreed not to test market Uptown Cigarettes. This story inspires YOFÉ, which one day hopes that people in East Harlem will be able to say "NO!" to food marketers that profit at the expense of their community's health.

*"The Uptown struggle was one of 'taking back' the issue of choice and redefining it in a larger community context, rather than an individual context. Excessive tobacco advertising in African American communities push tobacco products in a way that takes away choice....The Coalition believed that African Americans were exercising their right of free choice—by rejecting Uptown."*³
Charyn D. Sutton, Journalist & Author

5. Countermarketing campaigns can help build support for other effective policies that reduce exposure to unhealthy food and other products.

By itself, the countermarketing campaigns that the young people in YOFÉ develop will not reverse the epidemics of diet-related diseases affecting East and Central Harlem and similar low-income, minority communities in New York City and elsewhere. But, as part of a growing, comprehensive, and multi-level effort to protect our community's health, the countermarketing campaigns developed by YOFÉ participants can help to mobilize communities to resist corporate marketing practices that put health at risk.

Overview

WHO?

WHO IS THIS CURRICULUM FOR?

This curriculum is adaptable for any youth-based or food organization or educational institution engaging young people in dialogue on diet-related illnesses, unhealthy food marketing and strategies to counter those messages, food justice, and nutrition education. It is particularly well suited for organizations that want to build young people as activists, and to organizations that hold activism as part of their mission. It is also flexible enough to be used by organizations that are newer to these values as well. Organizations that provide media and arts education are also well positioned to implement the YOFÉ curriculum.

YOFE PROGRAM MODEL

Recruitment Tools

We designed and tested a recruitment model for YOFÉ that we recommend others consider when implementing the program. We circulated both paper and electronic copies of the nomination form to local youth-serving organizations in East Harlem. Participants were nominated to join YOFÉ by these organizations through completing and submitting a nomination form (see Figure #1).

The nomination criteria were as follows:

- Must be 13-18 years old
- Must have completed a previous youth program or food-related activity with host organization in East Harlem
- Must be reliable, creative and motivated
- Skills in social media, arts and graphic design desirable

After youths were nominated for YOFÉ we chose applicants based on the criteria mentioned above. We suggest a screening method to ensure youth who are chosen to participate are reliable and motivated to participate in the program. Besides reviewing nomination forms, we also conducted phone calls with potential participants. We were especially interested in enrolling youth into the program who had a demonstrated interest in food and food marketing. In our community, many youth programs had already engaged elementary and middle school students in food and nutrition programs so we sought to recruit graduates of these programs who already knew something about food justice. For groups working with young people in communities where these programs do not exist, other more general criteria for prior community service may be substituted.

By asking youth and community organizations to nominate young people who had already demonstrated interest and capacity for food work, we were able to recruit committed participants. As a result, most of the young people recruited attended all our training sessions. By focusing on teens 13 to 18, we offer continuing opportunities for food activism to youth who began this work in their middle school years.



2016 YOFÉ participants doing research for their countermarketing campaigns

Scheduling

YOFE sessions meet 2-3 times a week for a period of 6 weeks during the summer (summer pre-service training). Sessions were for at least two hours, however facilitators are encouraged to adjust the length of the session as needed. At the start of the program, we surveyed participants to determine meeting times that worked best for the group to help with participant retention. We suggest holding a meeting with the youths before the start of the program to discuss scheduling and program expectations. YOFÉ can also be conducted as an afterschool program and extended for longer than six weeks. Feel free to tailor the length of the program to your organization's needs.

Stipends and Incentives

We offered youths a \$500 stipend for their participation in the summer pre-service training. An additional \$500 stipend was offered for participation in the Fall sessions where they presented their countermarketing campaigns in the community and advocated for a healthier food landscape. Stipends were calculated based on attendance and it was stressed that youths should treat this commitment as though it were a job. Youths were expected to arrive to each and every session on time and excused absences had to be reported with 24-hour notice. For each unexcused absence that was recorded, money was deducted from the stipend. Youths also received Metrocards to cover transportation to and from the program. Lastly, at the end of the training, youths received a certificate of completion from the CUNY School of Public Health (now known as the CUNY Graduate School of Public Health and Health Policy).

Implementing the Program

ADAPTING THE CURRICULUM TO YOUR ORGANIZATION

There are several parts in the curriculum where you may see script that is very specific to who and where we are, as an Institute in a low-income community in New York City. This curriculum demonstrates what we did and our approach, and can be tailored specifically to different organizations or settings. Facilitators are advised to tailor the curriculum to their own style, audience, and setting.

Among the 10 sessions listed, additional sessions were scheduled where YOFÉ program participants solely worked on developing their countermarketing campaigns and practiced presenting them to their peers or other guests. These extra sessions are highly recommended to ensure that program participants are given enough time to develop their campaigns and are comfortable presenting them to an audience.

GENERAL EQUIPMENT/SUPPLIES NEEDED

- Laptop/projector
- Internet access
- Supplies
 - Markers
 - Poster board holders for students to hold all relevant materials
 - Other art supplies as needed
- Camera (photography and/or video)
- YOFÉ curriculum

STAFFING

If your group has more than five youths, it is recommended that additional staff persons be brought on board to assist with program implementation. It can become challenging for one facilitator to manage a large group, and youths may need additional guidance once they begin developing their countermarketing campaigns. A good ratio is 3-5 youths: 1 facilitator.

CREATING A COLLABORATIVE LEARNING ENVIRONMENT

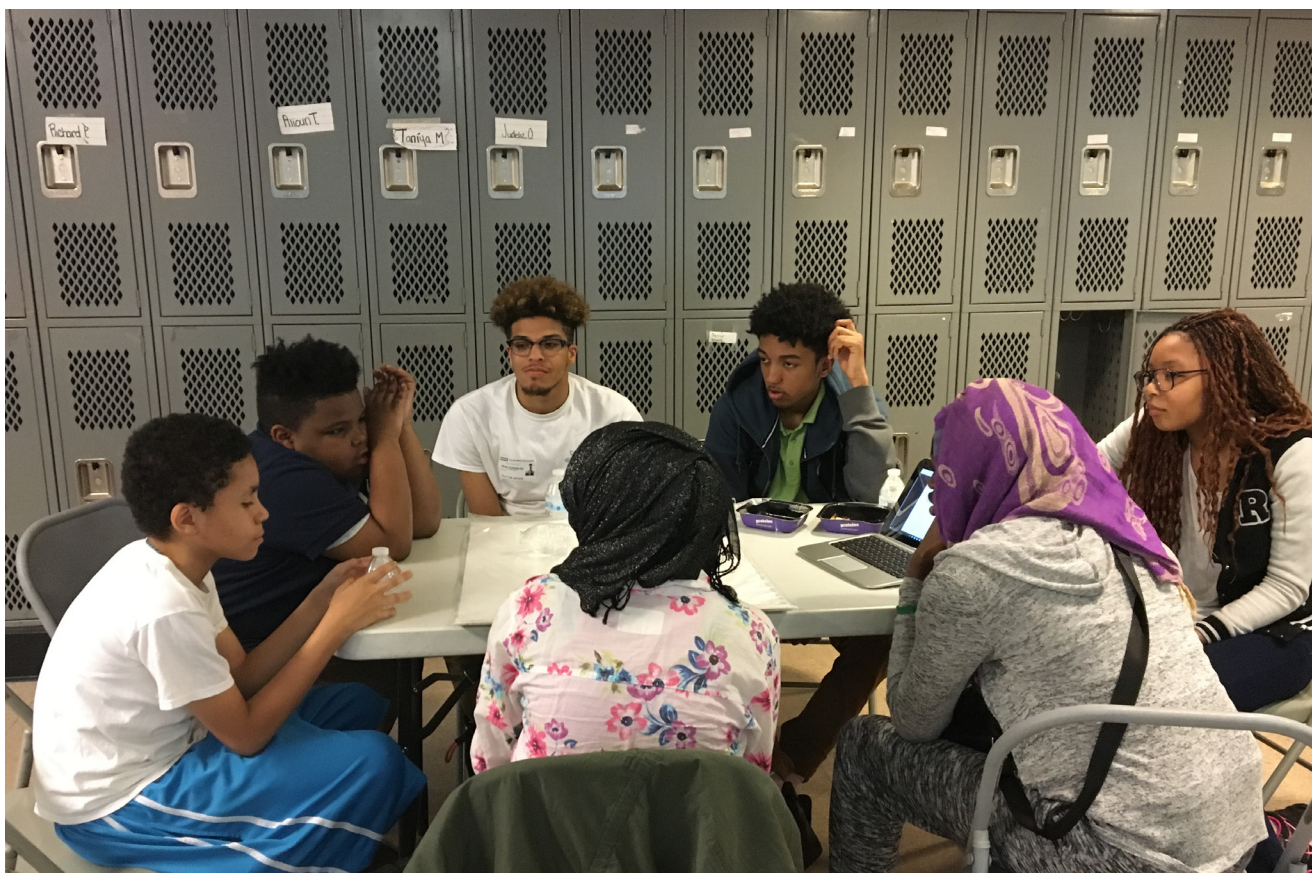
The YOFÉ program engages youth in topics that hit close to home. We discuss food, cultural meanings associated with food, community health, racial inequities, targeted marketing by large food/beverage companies, and other “trigger” topics that can be sensitive and induce strong emotions. The following are suggestions to encourage a collaborative space where youth feel comfortable to share and participate in sessions.

- Encourage participation and engagement throughout the session using ‘round-table’ talks or discussions
- Please stress to youths that personal matters that are discussed within sessions should remain private and are not be shared with others outside of the program
- Instructors should model behavior before asking the youths to participate in activity, for example, when we ask youths if they know anyone who suffers from a chronic disease, the instructor(s) should begin by sharing a story of how this issue personally affects their lives

Some possible ground rules for sessions:

1. Listen actively and respect others when they are talking.
2. Only one person speaks at a time.
3. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
4. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks—focus on ideas.
5. There are no dumb questions.
6. Participate to the fullest of your ability—community growth depends on the inclusion of every individual voice.
7. Right to pass if you do not feel comfortable answering a question.
8. Turn off electronic devices.

We suggest having the youths create additional ground rules for YOFÉ sessions. We also encourage instructors to bring healthy snacks that students recommend to each session to reinforce the healthy eating messages that are taught throughout the program.



YOFE participants leading a countermarketing workshop with youths from SCAN NY Lehman Cornerstone Community Center

Curriculum Guide

After conducting a literature review and search of other countermarketing programs and curricula, the YOFE program guide was developed based on best practices. Education in the following focus areas was incorporated:

1. Community Health and Nutrition
2. Countermarketing
3. Public Speaking
4. Arts and Design

The YOFE curriculum guide below shows the activities and learning objectives for each YOFE summer pre-service training session. The sessions include plenty of time for discussion among the youths to ensure engagement. In our implementation, guest speakers from various fields including a filmmaker, a graffiti artist and a social media specialist were invited to sessions to teach the youths how to communicate their message using the arts. The youths also participated in field trips including a visit to the Cooper Hewitt Museum to learn about the art of poster design and a walking tour of El Barrio/East Harlem facilitated by a local activist. These are examples of extracurricular activities that can be applied in your own local context to enhance the curriculum and make it more experiential. Instructors are encouraged to take into account the additional time it requires to invite and confirm guest speakers and plan field trips for each of the sessions. These include workshops #2, #4, #5, #6, #7, #8, and #9. If a guest speaker/special visitor cannot attend, we encourage instructors to use the suggested alternative materials within the curriculum and/or prepare additional materials of their choice ahead of time. Suggested time allotted for activities are merely suggestions. We recommend incorporating time for sign-in, snack time and a bathroom/stretch break.



Countermarketing posters created by YOFE participants during a visit to the Cooper Hewitt museum's "How Posters Work" exhibition and workshop

INTRODUCTION TO YOFÉ – SESSION #1

YOFE! What did we sign up for? – Session #1 (Total Time: 2 hours)

Goal: The first session should be used as a general orientation to the program, a time for the participants to get acquainted with one another, a time to introduce the overarching theme of countermarketing.

Learning objectives for this session:

- YOFÉ will learn the program aims, timeline, expectations and ground rules
- YOFÉ will discuss their neighborhood/community and the specific opportunities and unique challenges in launching a countermarketing campaign in the neighborhood

ACTIVITIES

1. Introductions

Instructors should introduce themselves, explain their connection to the neighborhood/community and 1-2 interesting facts about themselves.

Participants should introduce themselves, how old they are, explain their connection to the neighborhood/community and 1-2 interesting facts about themselves.

2. YOFÉ Program

Instructors should explain the goal of the program, timeline, expectations, and ground rules.

Job Training and Skills Acquisition

A special feature of the program is its likeness to an employment opportunity. Instructors should stress the importance of treating the program like a real job and how the skills learned in the program including public speaking, timeliness, advocacy, etc. can be used on their resumes.

If your program has other features and incentives, now is the time to discuss them.

3. Countermarketing Discussion

WATCH VIDEO: Perfect Soldiers by Gabriel Cortez

<http://youthspeaks.org/thebiggerpicture/perfect-soldiers/>

After watching the video, discuss the themes that emerged from the video. We encourage instructors to facilitate open dialogue and reactions to the video.

Potential Discussion Questions:

- What do you think countermarketing is after seeing this video?
- What was the main message in the video?
- What companies did Gabriel mention in his video?
- What other themes did you notice in the video?
- What art/media form (aside from video) was used in this clip?
- Why do you think this video was entitled perfect soldiers?

Define *Countermarketing*

Countermarketing is described as activities designed to reduce the demand for products deemed harmful to health. Countermarketing seeks to portray companies that market unhealthy products to vulnerable populations as irresponsible and unethical. It seeks to reduce the demand for the unhealthy products these companies try to sell.

Show examples of countermarketing campaigns. The one below focuses on tobacco.

EXPLORE WEBSITES:

Link: *truth* website:

<https://www.thetruth.com/>

Link: *truth* campaign YouTube page:

<https://www.youtube.com/channel/UCU6Yy6QttITcw-f96aafYHkQ>

We encourage instructors to facilitate open dialogue and reactions to the website for the *truth* campaign. Below are some potential discussion questions.

Potential Discussion Questions:

- Have you seen this campaign before?
- What is the main message/goal of the campaign?

Explain to the participants that they are the target market for this campaign, which means the campaign was designed with them in mind. The campaign designers wanted this campaign to speak to them.

Potential Discussion Questions:

- What does this campaign say to you?
- What can be improved in this campaign?
- What should be added/removed?
- How does it make you feel?

Key Elements of *truth* Campaign

- The *truth* campaign and other tobacco countermarketing campaigns included eight key elements. Distribute Handout 1 and discuss with the group. (See Appendix A for this and other handouts)

Community Surveying

Ask youths to talk about the types of food and beverage marketing they see in their neighborhoods.

Possible Discussion Questions:

- What product advertisements do you see the most?
- Which advertisements are the most catchy and why?

Take Home Assignment:

Ask youths to take pictures of three healthy messages/images from their community and three unhealthy messages/images and send to Instructor before the next session. Have each youth discuss the images/messages they took in front of the group during the next session.

Note: It is suggested that instructors merge all the photo submissions into a slideshow prior to the next session. This means youths should submit their pictures 2-3 days before the next scheduled meeting. Please ask youth's permission to share their submissions with the rest of the group before adding to the slideshow. Instructors are encouraged to participate in this assignment as well by including healthy message/images and unhealthy messages from their community in the slideshow.

FOOD AND HEALTH – SESSION #2

Food and Health. Yes, they are related. – Session #2

Goal: This session explores the relationship between what we eat and our health. Participants should understand clearly by the end of this session that what they eat and drink in their youth can impact their health now and in the future.

Learning objectives for this session:

- YOFE will discuss the take home assignment from Session 1
- YOFE will learn and discuss what is the disconnect with these messages and what the residents in their community experience and believe
- YOFE will discuss their personal experiences with diet-related diseases
- YOFE will articulate the connection between food and health
- YOFE will experience how their peers discuss food and health

ACTIVITIES

1. Discussion: Community Assignment

Instructors

Display the images/photo submissions from last session's assignment. Ask participants to share what their images are, where they took it, and why they think it is important (this is a perfect opportunity for students to practice their public speaking skills in front of the group). Leave time for discussion and dialogue for each submission. If youths are having trouble describing their work, we encourage instructors to model presentation skills by using their photo submission as an example.

The goal of this exercise is for the youths to assess the healthfulness of the foods offered in their communities. During the discussion of the assignment, it may be discovered that many of the foods marketed in their community are unhealthy foods full of salt, sugar and fat. Eating these foods increases risk for diet-related diseases like hypertension, diabetes, and certain cancers.

2. Food and Health

Ask youths to talk about the kinds of diseases they see in their neighborhood among themselves, their family, their friends, and/or neighbors. Write the diseases they mention out on a flip chart/white board/smart board. Place an asterisk next to any condition/disease that is a diet-related e.g. diabetes, heart disease, high cholesterol, high blood pressure issues, etc.

Ask them to tell the group about their experiences seeing the diseases they mentioned, and how food is involved.

3. Diet-related Diseases

Look at three major conditions that are diet-related diseases: diabetes, hypertension, and heart disease. Diet-related diseases are linked to what we eat and drink on a daily basis. Eating and drinking too many foods and beverages that are high in sugar, salt, and unhealthy fats can affect our health and cause us to develop these conditions.

WATCH VIDEO: What is Diabetes?

<https://www.youtube.com/watch?v=4EEtubB74IM>

Possible Review Questions:

Q: What is Diabetes?

A: It is when your body has trouble regulating glucose (or blood sugar) in your body.

Q: What is another name for sugar that was used in the video? (Hint: It starts with a 'g')

A: Glucose.

Q: What organ in your body creates insulin?

A: Pancreas.

Q: What are some symptoms of diabetes?

A: Weight loss, tiredness, changes in vision, itchy skin, slow-healing cuts.

Q: Is there a cure for diabetes?

A: No. But if treated at an early stage, diabetes can be well-controlled by a healthy diet and exercise.

Q: Why is eating healthy food important for someone with diabetes?

A: Diabetes ultimately affects a person's control of sugar in their body so the food they eat is very important. Too much sugar in the body can make symptoms worse. Too little sugar in the body can also cause health issues and make the person sick.

Additional Diabetes Resource:

http://www.niddk.nih.gov/health-information/community-outreach-health-fairs/planning-health-fair/Documents/Youth_Tips_Diabetes.pdf

WATCH VIDEO: What is Hypertension?

<https://www.youtube.com/watch?v=yINMyhbFTC4>

Possible Review Questions:

Q: What is another way of saying hypertension?

A: High blood pressure.

Q: What can you do help prevent hypertension?

A: Eat a healthy diet, exercise regularly, and get regular checkups.

Q: What are 3 things that affect your blood pressure?

A: Diet, if you are taking medications and stress.

Q: Does hypertension only affect older people?

A: No, it can also affect teens and children too.

Additional Hypertension Resource:

<http://kidshealth.org/en/parents/hypertension.html>

Heart disease or cardiovascular disease, which is the medical terminology, is when the heart or blood vessels aren't working the way they should. As a result, a number of problems occur, including high blood pressure, the hardening of the arteries (the blood vessels that carry blood away from the heart), chest pain, heart attacks and strokes.

Heart disease is not contagious. However, there are things that increase our risk of getting heart disease like being older, have other people in our family who have heart disease, being overweight and having high blood pressure. Eating unhealthy foods (foods high in sodium and unhealthy fats) can also hurt our heart health.

WATCH VIDEO: What is a Heart Attack?

<https://www.youtube.com/watch?v=n8P3n6GKBSY>

Possible Review Questions:

Q: What is another way of saying heart disease?

A: Cardiovascular disease.

Q: What is an artery?

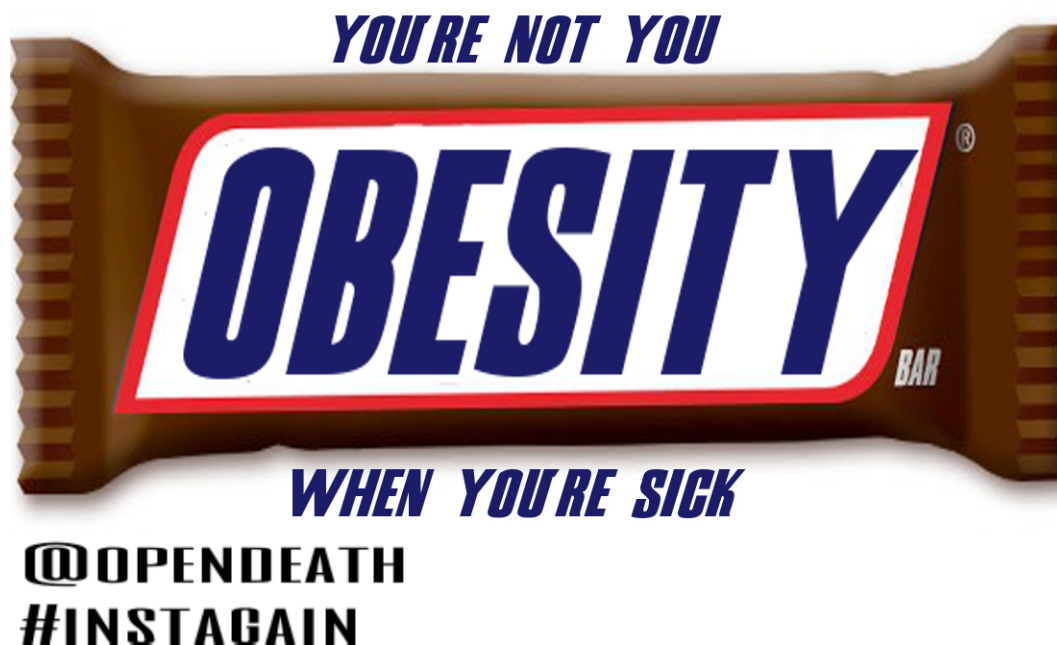
A: It is a blood vessel or 'tube' that carries blood away from the heart.

Q: Is heart disease contagious?

A: No.

Q: Do the foods we eat affect our heart health?

A: Yes.



Countermarketing image developed by YOFE participants that targets SNICKERS®

Additional Heart Disease Resource:

<http://kidshealth.org/en/kids/heart-disease.html>

4. Presentation from Local Youth Group

Invite a group of local youth activists or a local youth group who can talk about any food justice topic such as nutrition education, disease prevention, urban gardening, media and/or food advocacy, and connect it to diet-related diseases.

Leave time for youths to ask the invited guests questions about their presentation and the work they do. Instructors should be prepared to ask the guests some questions as well such as:

- How did they get involved in the food movement?
- Why is it important for youth to teach other youth about food and health?
- What can our youths do to get involved?

If it isn't possible to invite local food justice activists from your community, you can use the alternative suggestions. Discuss with youths how other youth in other communities get involved in food activism, and how they can too beyond the YOFE program.

Alternative Suggestions:

Media Smart Youth

https://www.youtube.com/watch?v=99nhtCXS_YA

Real Food Challenge

<http://www.realfoodchallenge.org/campaigntoolbox>

A Teacher Growing Green in the South Bronx, TED Talk

https://www.ted.com/talks/stephen_ritz_a_teacher_growing_green_in_the_south_bronx?language=en



2016 YOFE participants leading a youth food justice workshop

Note: The food and health connection is a sensitive topic which hits home. In our communities, we frequently encounter individuals who suffer from diet-related diseases. The aim for this session is to have the youths make a personal connection and draw from their experiences to really benefit from this session.

ADVERTISING. WHAT DOES THE FOOD & BEVERAGE INDUSTRY DO? – SESSION #3

Advertising – Session #3

Goal: To learn about the effects of advertising and how powerful it can be in influencing eating and drinking decisions.

Learning objectives for this session:

- YOFE will learn about the effects of marketing and advertising efforts by marketing companies
- YOFE will learn how advertising can be used as a form of mind/thought control
- YOFE will develop strategies to identify marketing tactics that are used to target minority youth
- YOFE will gain teamwork and brainstorming skills

ACTIVITIES

1. The Effects of Advertising

Advertising is a powerful means to introduce a brand/product and influence our eating and drinking habits even without us noticing. Let's have a look at this image.

Instructors

SHOW: Heidi Cody's "American Alphabet" to the class.

<http://www.heidicody.com/images/art/alphabet/index.new.html>

- Ask youths to identify the brand/product associated with each of the letters in the alphabet.
- Discuss how Cody used art to send a message. Explore the reactions of the youths and what they think this means in terms of what we see every day in the ads.
- Explore a group that tries to expose how marketers use the power of visuals and music to convince us to buy their products.

WATCH VIDEO: Advertising Standards Canada: *Truth In Advertising* and discuss with youths.

<https://www.youtube.com/watch?v=r8hP9-qnAxk>

Potential Discussion Questions

- What is the message the group is trying to convey in this short public service announcement?
- How can we expose the truth in advertising?

WATCH VIDEO: Food Myth Busters: The Myth of Choice: How Junk-Food Marketers Target Our Kids and discuss with youths.

<http://foodmyths.org/myths/marketing-advertising/>

After watching the video, discuss with youths food and beverage advertisements that are memorable to them. If you have an internet connection, search in your browser and review those advertisements with group.

Use Handout 3A during this exercise with the youths to explore the different marketing strategies food and beverage companies use to draw attention to their products.

Possible Discussion Questions:

- What about the color, tone and musical feel of the advertisement?
- What kinds of emotions does this make us feel?
- What are the advertisers trying to achieve with this ad?
- Where and how do we see these food and beverage companies market their products? (E.g. radio, TV, internet, schools, street, using different languages, specific locations, using celebrities, offering deals/discounts).

2. Targeted Marketing

Targeted Marketing is when food and beverage companies target children, teens, African-American youth, and Hispanic youth with advertising. Targeted marketing is designed to appeal specifically to these groups and companies place ads in the media where young people of color are more likely to see it.

Discuss the targeted marketing facts below.

Fact #1: Did you know that Subway, McDonald's, Burger King, Domino's, Pizza Hut, Wendy's and Taco Bell are the top advertisers for teens on TV?

(Source: Fastfoodmarketing.org)

Fact #2: Did you know that African-American youth visited Dairy Queen's BlizzardFanClub.com three times more often than all youth visited the site?

(Source: Fastfoodmarketing.org)

Fact #3: Did you know that Hispanic youth are six times more likely to visit 7UP.com and Sprite.com compared to other youth?

(Source: sugarydrinkfacts.org)

Explain that these are all examples of how food and beverage companies spend millions of dollars to advertise fast food and sugary drinks to youth, especially African-American and Hispanic youth.

3. Countermarketing

Explore countermarketing a little further by visiting the Ad Buster website. The spoof ads on the Ad Busters website are examples of countermarketing.

EXPLORE WEBSITE: Show spoof ads from the website and discuss with youths. The "Big Mac Attack" and "Tobacco" ads are good places to start and the most appropriate for the YOFÉ program.

Link: <https://www.adbusters.org/spoofads>

Potential Discussion Questions:

- What do you think about these spoof ads?
- What message are they trying to convey?
- What do you think about these spoof ads?

4. Power Brainstorm

Youths will need to create their own countermarketing campaign focused on a food and beverage company and/or product as a final project of the YOFÉ program. They will present their campaign work during the last session of YOFÉ. The Power Brainstorm should be used as a time for youths to begin to form groups and think about potential campaign topics using food/beverage brands of their choice as case studies. Provide Handout 3B for this brainstorm as a guideline on how to structure their campaigns. It's recommended that youths form groups based on their food and beverage company and/or product of interest. Groups should have at least two students.

VIDEO AND FILM AS A MEDIA TOOL – SESSION #4

The Art of Filmmaking – Session #4

Goal: This session explores the art of film and video as a medium of communication and social change that can be used in countermarketing ads.

Learning objectives for this session:

YOFE will learn about the unique power of filmmaking and how creating videos can strengthen their campaigns

ACTIVITIES

1. Special Topic: Filmmaking and Video Editing

Instructors

The purpose of this session is for youths to learn how film and short-video creation (e.g. Snapchat, Instagram, YouTube, Vine) can be used as a medium to communicate modern-day issues. Also use this session as a time to discover how videos can help bolster countermarketing campaigns. We suggest inviting a person involved with filmmaking, video editing or social media video bloggers “vloggers” from the community to speak to the youths. Reach out to film schools, or universities with film programs in your area, or local arts organizations to find a guest speaker. If it isn’t possible to invite a film/video guest speaker, you can use the alternative suggestions listed below.

Remember, youth are experts too! Ask the youths if they use video/film to promote a cause or have used video on social media. Ask them to share their skills and experience with the rest of the group.

Alternative Suggestions:
Everybody – The Music video!
<https://www.youtube.com/watch?v=cvm7Fqbpqcg>

10 Viral YouTube Videos for Social Change
<http://www.shareable.net/blog/10-viral-youtube-videos-for-social-change>

7 Vlog Tips to Help Beginner Vloggers
<http://www.vlognation.com/vlog-tips-for-new-youtube-vloggers/>

7 Fabulous Nonprofit Videos on Vine and Instagram
<http://www.bethkanter.org/7-np-videos-vine-insta/>

Additional Resources for Instructors:
Top 10 YouTube Videos for Social Good
<http://mashable.com/2009/08/19/youtube-social-good/#BsHxXF.hEuqX>

Snapchat for Social Good
<http://www.adlibbing.org/2016/01/25/snapchat-for-social-good/?hvid=4sHdHi>

2. Group Work

At this point the youths should have decided, or be close to deciding what food/beverage brands or items they want to focus on for their campaigns. Handout 4 can be given to the youths to help them organize their campaigns.

Note: This is an added opportunity for youths to learn about a career in filmmaking or video editing. YOFE emphasizes job training and skills acquisition. We hope to expose youths to various careers beyond community health including those in the arts.

GETTING TO KNOW YOUR COMMUNITY – SESSION #5

Exploring the Community – Session #5

Goal: To explore the surrounding neighborhood, its cultural significance and how food and beverage advertising plays out in the community.

Learning objectives for this session:

- YOFE will learn about the history, cultural significance, and food landscape of the neighborhood
- YOFE will use critical thinking skills to analyze city blocks and articulate the messages and emotions that are expressed through the art seen in the neighborhood

ACTIVITIES

1. Walking Tour of the Surrounding Neighborhood

Instructors

If possible, we recommend a guided tour of the surrounding neighborhood where the program is being held. Please consider if there are safe walking routes and if there are local groups or community-based organizations that can speak to how the neighborhood has evolved over time. Another suggestion is instructors and students can explore specific parts of the community as a group, and answer the questions on Handout 5 to increase awareness of the food landscape of their community. Please ensure you have the proper documentation such as field trip forms for minors or those under 18 years of age from parent/guardian of the youths due to the off-site nature of this trip.

Alternative Suggestions:

If it isn't possible to conduct a walking tour, we suggest exploring the neighborhood using a tool such as Google Maps to virtually explore streets, cultural landmarks, and locations of restaurants and food outlets. Instructors can also do research on the community using Wikipedia and present their findings to the youths. Instructors can compare and contrast the neighborhood with another neighborhood in the city/town with a higher or lower median income bracket. Some questions to ask the youths: "What does food and beverage advertising look like in each of the neighborhoods?" "What are the major differences? Why?"

You can also use this session to do more group work. Instructors should be on hand to provide guidance and feedback when needed.

THE POWER OF STREET ART IN STORYTELLING – SESSION #6

Street Art & Messaging/Group Work - Session #6

Goal: To learn about street art as a vehicle for social change.

Learning objectives for this session:

YOFE will learn about how local artists and street artists use art as a vehicle to make their voices heard

ACTIVITIES

1. Street Art and Messaging

Instructors

Invite a local artist or street artist who will share their work and what inspires them. If possible, ask them to speak about using color, space, and available local opportunities to further the youths' craft. If the youths have created any campaign artwork at this point, ask the artist to give feedback.

Potential Questions for Street Artist

- How can street art be used to countermarket unhealthy food and beverage products?
- How does the artist develop a concept or idea before painting a canvas or wall?

If you are unable to invite a local artist or street artist, consider the alternative suggestions below.

Alternative Suggestions:

Graffiti Street Art – We Are the Ones

<https://www.youtube.com/watch?v=XftClpqnS8>

A Refugee Uses Street Art to Change the World

<https://www.youtube.com/watch?v=SUHkKwCoxEo>

Additional Resources for Instructors:

Graffiti for Social Change

<https://dstarlip.wordpress.com/>

Technology, Festivals, and Mural: 15 years on the street art scene

<http://www.brooklynstreetart.com/the-blog/2015/09/10/technology-festivals-and-murals-15-years-on-the-street-art-scene/#.VuJUQ2QrJFQ>

2. Group Work

If time permits, give youths time to continue their countermarketing campaign work.

Note: Although we highlight street art and graffiti in this session, emphasize to the youths that instructors are not advocating for vandalism and/or destruction of property with their campaign work.

HOW POSTERS WORK – SESSION #7

Poster Design - Session #7

Goal: To educate and further inspire youths to use print/online posters for their campaign work.

Learning objectives for this session:

- YOFE will learn how to utilize design as a tool for impact
- YOFE will develop design strategies using poster creation to visualize the messages they want to create for their campaigns

ACTIVITIES

1. Poster Design and Museum Gallery Exploration

Instructors

We recommend partnering with a local museum or art institution that can provide tips on creating an effective poster, and how the youths can use color theory, size, and impact to maximize the artwork in their countermarketing posters. If an educational tour cannot be arranged, we suggest touring the museum/art institution and exploring art visuals. Discuss how patterns, colors and lines draw the viewer's attention to points of interest on the artwork. The idea is to inspire youths to create powerful artwork and to learn more about the arts. Please ensure you have the proper documentation such as field trip forms for minors or those under 18 years of age from parent/guardian of the youths due to the off-site nature of this trip.

If it isn't possible to visit a museum or local art institution, consider using the suggested materials below.

Alternative Suggestions:

How to Design a Poster: 10 Pro Tips

<http://www.creativebloq.com/print-design/how-design-poster-pro-tips-7133634>

How Posters Work

<http://www.cooperhewitt.org/events/current-exhibitions/how-posters-work/>

25 Inspiring Gig Posters

<http://www.creativebloq.com/design/inspiring-gig-posters-1212720>

2. Debrief/Countermarketing Campaign “Check-in”

Touch base with the youths about their campaigns and how they plan to incorporate what they learned from today's session in their work. If time permits, allow them to continue working on their campaigns.

MESSAGES, FRAMING & STORYTELLING – SESSION #8

Messages, Framing and Storytelling– Session #8

Goal: To drive home the importance of framing messages when telling a story, and to practice public speaking.

Learning objectives for this session:

- YOFE will learn how to frame messages for maximum impact
- YOFE will learn public speaking skills, how to engage various audiences, positive reinforcement, educating the public, and how to talk to those in power

ACTIVITIES

1. Messages and Framing Instructors

For this session, partner with a skilled storyteller who can demonstrate the power of telling a story to draw your audience in and listen to your message. In our implementation youths practiced writing stories and sharing personal stories in front of their peers and in front of camera. They also learned the importance of using words carefully.

We recommend partnering with a local library, university/college or storytelling expert for this workshop. If this resource is not available in your area, consider using the materials below and discuss with youth after each activity.

2. Public Speaking Exercise

After the storytelling workshop or going through the alternate suggestions, ask the youths to apply the skills they learned to their campaigns.

They should get together in their groups and prepare to give a 2-minute “campaign pitch” or summary of their campaign to the rest of the group. You can provide Handout 8A during this exercise. Ask them to give feedback to each group after their short presentation.

Potential Questions the Youths Can Use to Inform Their “Campaign Pitch”

- What was the purpose of the campaign?
- Who is the intended audience?
- What are the strong points of the campaign?
- What are some areas of improvement for the campaign?

3. Countermarketing Campaign

At this point, the youths’ countermarketing campaigns should be close to finalized. Provide them with the campaign presentation guidelines (Handout 8B) to help them prepare for their final presentations. They can also use the checklist to determine that their presentation includes all the necessary elements.

Alternative Suggestions:

Student Storytellers: If They Tell it, They Will Learn

<http://www.youthstorytelling.com/toolbox/StudentStorytellers.pdf>

Story Telling Activities

<http://exarc.net/manuals/2-story-telling-activities>

Storytelling Games

<http://diannedelascasas.com/storytelling-games/>

Storytelling Websites and Resources

<https://courses.unt.edu/efiga/STORYTELLING/StorytellingWebsites.htm>

SOCIAL MEDIA FOR CHANGE– SESSION #9

Social Media for Change– Session #9

Goal: YOFE will learn how to incorporate social media into their countermarketing campaigns.

Learning objectives for this session:

- YOFE will learn about hashtags, twittering, instagramming and creating a blog
- YOFE will learn about peer education and how to talk to peers without shaming, how to use casual teachable moments, and how to leverage peer influence

ACTIVITIES

1. Social Media for Change

Instructors

We recommend partnering with a local social media specialist for this session. Ideally this individual will use social media for social change, and can discuss using social media outlets such as Facebook, Twitter, Snapchat, Instagram, blogs and Vine to make your voice heard.

In addition, you can discuss with the youths how they are currently using social media and which platforms are the most popular in their age group.

Potential Questions for Youths

- What social media websites/apps do you use?
- What do you use them for?
- Roughly, how much time a day do you spend on social media?
- How do use hashtags?
- How are you incorporating social media into your countermarketing campaigns?

If this resource is not available in your area, we strongly suggest you view and explore the social media campaigns below and discuss with the youths. If you are able to secure a guest speaker, we still urge you to spend some looking at these social media pages below that feature hashtags, photos and food/beverage countermarketing ads by youth advocates. You can encourage the youths to use some of the hashtags from these campaigns including (but not limited to):

- #sodakills
- #opendeath
- #opentruth
- #instagain

Explore & Discuss:

Our Voice NYC Twitter Page

<https://twitter.com/ourvoicenyc>

Open Death Countermarketing ads by YOFE 2015 Instagram Page
<https://www.instagram.com/opendeath/?hl=en>

Open Truth Now Instagram Page
<https://www.instagram.com/opentruthnow/>

Soda Sucks Twitter Page
<https://twitter.com/sodasucks>

8 Tips for Effectively Using Social Media for Social Change
<http://www.impatientoptimists.org/Posts/2013/03/8-Simple-Strategies-to-Effectively-Use-Social-Media-for-Social-Change-.VuW9tmQrJFQ>

3. Group Work

Youths should spend some time to prepare for their final presentations.



YOFE participant displaying original artwork made for the countermarketing campaign, *Dying 4 Now*"

Note: Instructors can invite the parents/guardians of the youths, other youth advocates, guest speakers, partners, and other esteemed guests to the final session for the presentations. Guests should be prepared to ask youths questions about their campaigns and provide constructive feedback. Youths should be prepared to answer questions about their campaigns.

FINAL PRESENTATIONS AND CELEBRATION – SESSION #10

Final Presentations and Celebration – Session #10

Goal: To present the countermarketing campaigns in front of group of peers and leaders and celebrate the completion of the program

Learning objectives for this session:

- YOFE will practice their public speaking skills and articulate their campaign goals and design
- YOFE will use critical thinking skills and provide constructive feedback to their peers

ACTIVITIES

1. Groups will present their campaigns and provide feedback on the work of their peers.
2. Special guests, partners, and parents of YOFE participants will attend and be invited to ask questions and provide feedback and suggestions on campaign work. Give guests Handout 10 so that they can provide feedback for each group that presents.
3. Celebrate completion of program!

Instructors

Make the celebration festive! We suggest serving healthy snacks such as fruits, cut-up vegetables, and popcorn. We also recommend decorating and playing music during the celebration time. You can also provide a sealed certificate of completion signed by the facilitator/program director and another person of influence at your organization. You can hand these out individually or call the youths up and present them with their certificate and have a photo taken. Encourage them to list this certificate on their resumes.

Sustaining YOFÉ

Continuing YOFÉ Work

The real advocacy work begins after the pre-service training. This is the time where youths should present and implement the campaigns they created in the community. Youths should be encouraged to spread the word about their campaigns and instructors should be on hand to do follow-up and support campaign implementation. We encourage conducting a second term of the YOFÉ program that focuses on enhancing and building support for the campaigns, and presenting the campaigns in the community.

Some suggestions for continuing YOFÉ work:

1. Youths can meet regularly to fine-tune and improve their campaigns based on the feedback they received during the last session.
2. Instructor can arrange at least one opportunity per month for YOFÉ to present their campaigns to youth organizations, advocacy groups, schools, conferences and community leaders. In some cases, other youth organizations may take on this task.
3. YOFÉ can assist with recruiting the next cohort of participants.
4. YOFÉ can enhance their social media presence and continue to spread the word about their campaigns and unhealthy food marketing.
5. A next wave effort could be to train the staff of other youth organizations to make these sessions an ongoing part of their youth development program, where you act like a YOFÉ technical assistance specialist and offer support to organizations that want to implement the program.



YOFE 2016 participants and their instructors

Evaluating The YOFÉ Program

Evaluation of food countermarketing is in its infancy. To contribute to the development of “practice-based” evidence, we encourage youth organizations to assess the implementation and impact of the YOFÉ program and changes among participants. Every organization can do something to document the impact of their work and contribute evidence that can inform and guide others. The survey in Appendix B can be used to evaluate the YOFÉ program. Implement the survey before and after the pre-service training to determine the program’s impact on participants’ thoughts and behaviors. We decided to focus our assessment on identifying changes in the amount and type of communication about food and food marketing that young people engaged in with their peers, families and community before and after participating in the YOFÉ program. Showing that we increased such communication is a first step in documenting program success.

You will also find a feedback questionnaire in Appendix B that you can give to participants to gather their thoughts on the program and how you can improve YOFÉ programming for future cohorts. Feel free to revise/edit the feedback questionnaire as you see fit. Have participants fill out the feedback questionnaire at the end of the program and ask that they be as truthful and open as possible. It is recommended that the participants do not put any identifying information (i.e., name) on the feedback questionnaire and that it remains anonymous.



YOFE participants preparing their countermarketing posters against McDonalds, Arizona Beverages and Coca-Cola



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