EDUCATOR GUIDE

SMOKE DETECTORS!
DECONSTRUCTING TOBACCO USE IN MEDIA

A research-based approach to media literacy and health education incorporating national standards

Middle and High School Unit
SMOKE DETECTORS!
DECONSTRUCTING TOBACCO USE IN MEDIA

Middle and High School Unit

Made possible by Tobacco Free Communities and County of Orange, CA
Produced and Revised by Center for Media Literacy (CML)
Tessa Jolls, Editor and Publisher
President and CEO

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Special thanks -- Smoke Detectors! provided CML with an opportunity to develop a sophisticated curriculum and implementation program at the initiative of the Orange County Health Care Agency. Our thanks go to Marilyn Pritchard, Barbara Brashear and Anabel Garcia for initiating this project in 2002. Jeff Share played a key role in developing the original curriculum and delivering the trainings to Orange County Health Care Agency Staff, and teachers and students at Mission Viejo, Buena Park and Bolsa Grande High Schools, while Tessa Jolls provided the program design and project management.

Beth Thornton revised and updated this Smoke Detectors! curriculum with the help of Stephanie Thornton – a special thanks to them for making this curriculum a quality publication in 2014.

Structure

This curriculum uses CML’s Five Core Concepts and Five Key Questions as its main structural framework, reflecting the use of a process of inquiry for thinking critically about media content. Q/TIPS provide a similar framework for addressing deconstruction and construction of media messages. The CML Empowerment Spiral supports each lesson through Awareness, Analysis, Reflection and Action.
Background Information
Tobacco-related illness is a leading cause of death in the United States, and according to the Centers for Disease Control (Tobacco Use Among Middle and High School Students—United States, 2000-2009) more than 80% of established adult smokers began smoking before the age of 18. Additional studies indicate that genetic factors may play a role in whether young smokers become addicted daily users who are unable to quit as adults (Forbes.com, March 2013). The data continues to stack up against teen smoking yet we still see tobacco use portrayed in movies and cable television shows, and marketed through product placements and point of sale advertisements. Although tobacco is no longer advertised on network television, it is prevalent in media and easily obtained by teens. The newly marketed e-cigarettes are an innovative way to introduce nicotine to young audiences. These products side-step the regulations in place for traditional tobacco products and very little data is available about their potentially harmful effects, but the use of e-cigarettes seems to be a growing trend among middle school and high school students in the United States.
Tobacco use is a serious public health issue for all ages which is why reaching young people with tobacco prevention programs must be an important aspect of our nation’s approach to healthy living.

Movies often portray lead characters using tobacco as ‘cool,’ ‘sexy,’ ‘rich’ or ‘tough’ and we know that young people are influenced by what they see on the big screen. A recent study by The Center for Tobacco Control, Research and Education reports that the level of smoking in movies in the US in 2012, obtained by counting tobacco incidents in all 140 movies whose box office ranked in the top 10 for at least one week, show total tobacco incidents per movie rose 45% between 2011 and 2012, the second year of increase after five years of decline (http://escholarship.org/uc/item/3j69r912).

Education can play a significant part in ensuring that children have tools of discernment at the ready as they navigate the everyday media torrent that they experience. These “tools of discernment” must be taught and practiced over time, and that is the purpose of this curriculum, Smoke Detectors!

By learning a process of inquiry based on CML’s Five Core Concepts and Five Key Questions for media literacy, children are prepared to think critically about any media message that they encounter. Smoke Detectors! provides them with the tools they need to understand their relationship with media and to make their choices from a more informed perspective.

It is important to note that true media literacy is not about media bashing or about censorship. Media literacy is about empowerment through education – it is the
fundamental skill that citizens in an information society need to be enlightened and informed, and that can give them their own voice, as digital technology increasingly permits.

Smoke Detectors! is designed as a comprehensive program to reach communities and parents, local organizations, churches and schools. Although providing educational training and curricula is a key component of the program, the concept behind Smoke Detectors! goes further: to engage citizens and spur individual action. It is a concept that only now is being recognized as an urgent priority for the American people, as our society realizes that media are not “passive or objective” relayers of information, and that technology is now providing a voice for all Americans – a voice that, through the internet and other channels, can be heard globally.

CML developed and launched its first comprehensive community and school program, Beyond Blame: Challenging Violence in the Media, in 1994. As media and technology have evolved, so has CML’s approach. CML’s current curriculum reflects the needs of our youth today in addressing media through a myriad of channels – from social networking to TV to podcasts and music. Regardless of the medium, it’s critical thinking that counts!

Additional references and resources:


Status of Curriculum Evaluation
CML’s basic approach to media literacy as a health intervention strategy has been evaluated in a longitudinal study of its Beyond Blame: Challenging Violence in the Media curriculum by UCLA. Although the content of Beyond Blame is different (violence in media), the same core structure using CML’s process of inquiry and its Questions/TIPS (Q/TIPS) framework is utilized in this curriculum. CML welcomes any pre-post test results that you may wish to share as a result of implementing this curriculum.
Like other CML health curriculum (Beyond Blame: Challenging Violence in the Media and A Recipe for Action: Deconstructing Food Advertising), Smoke Detectors! is a curriculum that has been implemented and tested in classrooms. Smoke Detectors! was implemented by CML with the goal of training teachers and students (15-16 years old) to identify incidents of tobacco usage in movies and television, and to become more aware of how tobacco is depicted and used in stories through product placement and other story-telling techniques. Smoke Detectors! was delivered in three different high schools in Orange County, California (Mission Viejo, Buena Park and Bolsa Grande) with four different teachers (two health teachers and two language arts teachers). CML delivered 45 minute lessons to 531 students, with 370 of these students being tenth graders, 90 being ninth graders and 71 eleventh and twelfth graders. Prior to implementing Smoke Detectors!, CML conducted a trial implementation with high school students associated with TUPP. During the trial, CML reviewed the program with students and asked their opinions on plans. Students were enthusiastic about discussing the media components of the program.

The Smoke Detectors! projects completed at Bolsa Grande, Mission Viejo and Buena Park High Schools in 2002 – 2003 all demonstrated significant increases in pre/post test scores measuring increased understanding of both tobacco facts and CML’s media literacy Core Concepts/Key Questions. On average, the 531 participating students showed a 21.1% increase in understanding from the pre to post tests, which exceeded expectations for the project.

Student comments on the curriculum were positive:

- It gave me points of view that I had never seen before. It made me think more and also I was more interested in things I never thought of before.
- We are now aware of all the techniques advertisers use to grab our attention, so we can spot the bias messages.
- It gave me a different way to watch programs and what to watch out for. It also helps me understand a little better how the world works.
- What was the positive effect of learning about media literacy is that consumers are more aware of what’s being sold to them. They don’t just believe everything they are seeing.

CML’s goal for all its curricula remains the same: to encourage wise choices through encouraging an internalized process of inquiry that leads to a more meaningful and discerning relationship with media in our lives.

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The DVD is not intended for use as entertainment and should not be used except as a teaching tool in connection with the classroom curriculum on media literacy. Viewers who wish to view the entirety of the programs which are excerpted on the DVD or who wish to use the DVD for any purpose other than criticism, comment and classroom teaching – are strictly cautioned to purchase copies through commercial channels.
Basic Organization of Manual

This manual is organized into three major sections:

I. **Overview and Background.** This initial introduction gives educators the philosophical and pedagogical foundations of the curriculum as well as background in media literacy, student empowerment, and connections to skills identified as necessary for the 21st century. This initial section also addresses the teaching strategies employed throughout the curriculum.

II. **Five Lesson Plans with culminating activities.** Five lessons (45-55 minutes each) are contained along with the reference materials for educators. The lessons are designed to be presented consecutively. Each lesson lists implementation instructions as well as teaching reference materials presented in each lesson, with directions for locating video clips, charts and visual aids as needed.

III. **Student Book.** A copy of the Student Workbook is included in the Educator’s Guide.
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I. OVERVIEW AND BACKGROUND

Media literacy is the ability to access, analyze, evaluate, create and participate with media in all its forms. When individuals acquire the critical inquiry skills necessary to deal with the information and media they are immersed in, they are better able to make wise decisions. There is a definite pedagogy associated with media literacy education. Children and adults need to learn these CML Core Concepts and have continued practice applying this process of understanding in many subject areas and in many media forms.

And it is important to note that true media literacy is not about media bashing or about censorship. Media literacy is about empowerment through education — it is the fundamental skill that citizens in an information society need to be enlightened and informed, and that can give them their own voice, as digital technology increasingly permits.

Smoke Detectors! teaches students to be critical viewers and readers of media by applying the Five Key Questions and Five Core Concepts for Media Literacy to tobacco media messages. Students learn strategies to become critical users of media and critical thinkers about the information they receive through media. Using tobacco incidents and messages to teach media literacy focuses the application of media skills on real life experiences and helps students develop lifelong learning skills.

The five 50-minute lessons can be taught daily over 5 days or once a week for five weeks with final wrap up activities. As an optional culminating activity, students create their own commercial messages for healthy living. This final activity provides an introduction to the production/construction side of media, and begins the conversation about being both producer and consumer of media messages. CML’s Q/TIPS framework provides the necessary background to make this important transition.

Students will learn:

• All media is created for a purpose.
• They are active participants in their media environment.

A pre and post test is included for assessment purposes.
Materials
Video clips needed for lessons may be streamed online or used in a DVD provided with the print-based curriculum. In the first lesson it is helpful for teachers to provide some media examples for their classes, such as magazines or DVDs. Each lesson has a listing of video clips needed and also background materials for educators. All video clips included on the DVD are used for critical analysis for educational purposes covered under Fair Use.

Equipment
Because access to equipment such as computers, LCD projectors and other digital media varies from school to school, this curriculum is designed to accommodate a range of capacity, so that even teachers with little or no access to technology can use the curriculum. A DVD player or the ability to stream video is necessary for delivery of the clips recommended with this curriculum.

Curriculum Structure
Philosophy of Education and Frameworks
This curriculum:

- Combines knowledge of several disciplines: media literacy, health, and teaching strategies that support a process of inquiry and discovery.
- Integrates the process skills of media literacy (accessing, analyzing, evaluating and creating media information) with content knowledge on health and language arts while meeting Common Core State Standards. Meets the demands of frameworks for 21st Century education advocated by leading groups such as the Partnership for 21st Century Skills and utilizes the Center for Media Literacy’s Deconstruction Framework with an introduction to Construction in the final lesson.
- Keeps the curriculum content consistent and fairly short so that educators can commit the time and energy to it.
- Ensures that the technology demands and teaching strategies used meet the capacity of a wide spectrum of educators.
- Provides screened media clips for school use.
The following documents – the Center for Media Literacy’s framework featuring the Five Core Concepts and Five Key Questions of media literacy, Q/TIPS™ and the Empowerment Spiral – form the basic structure for the curriculum design.

A key to student learning is that these Five Key Questions be labeled and reinforced with students, so that the students come to know the questions and have a shared vocabulary and understanding of how to apply the questions to ANY media content. This practice provides students with a quick method for critically analyzing media messages anywhere, anytime.
Five Key Questions of Media Literacy

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Authorship</td>
<td>Who created this message?</td>
</tr>
<tr>
<td>#2 Format</td>
<td>What creative techniques are used to attract my attention?</td>
</tr>
<tr>
<td>#3 Audience</td>
<td>How might different people understand this message differently?</td>
</tr>
<tr>
<td>#4 Content</td>
<td>What values, lifestyles and points of view are represented in, or omitted from, this message?</td>
</tr>
<tr>
<td>#5 Purpose</td>
<td>Why is this message being sent?</td>
</tr>
</tbody>
</table>

Five Core Concepts of Media Literacy

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Core Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Authorship</td>
<td>All media messages are 'constructed.'</td>
</tr>
<tr>
<td>#2 Format</td>
<td>Media messages are constructed using a creative language with its own rules.</td>
</tr>
<tr>
<td>#3 Audience</td>
<td>Different people experience the same media message differently.</td>
</tr>
<tr>
<td>#4 Content</td>
<td>Media have embedded values and points of view.</td>
</tr>
<tr>
<td>#5 Purpose</td>
<td>Most media messages are constructed to gain profit and/or power.</td>
</tr>
<tr>
<td>#</td>
<td>Key Words</td>
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<tr>
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</tr>
<tr>
<td>1</td>
<td>Authorship</td>
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<td>2</td>
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<td>3</td>
<td>Audience</td>
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<td>4</td>
<td>Content</td>
</tr>
<tr>
<td>5</td>
<td>Purpose</td>
</tr>
</tbody>
</table>
THE MEDIA TRIANGLE

The meaning of a media text or product is determined by the relationship between the Audience, the Text and the Production.

Model developed by Eddie Dick, Media Education Officer for the Scottish Film Council.
The Empowerment Spiral

Choices are a part of every-day life. Even deciding to do nothing is a choice! The Empowerment Spiral shows a way of thinking about ideas, media and choices so that you understand more, evaluate more and finally make judgments that will be more successful for you. The following will describe each of the steps involved in making choices:

**Awareness**
In this step of learning, you will see things in a different way. You will become “aware” of ways of looking at familiar things in a new way. You will experience “ah ha” moments in this stage of learning. When you apply this step to thinking about media in your life, you will become aware of all of the kinds of media and messages you experience every day.

**Analysis**
This part of your learning will be where you begin to look at the different aspects of an issue. You will begin to understand the “how” and the “what” of experiences to learn the meaning and significance of what you see, hear and read. When you apply this to media, you will learn how different techniques, camera angle, music, dress of the characters, color etc. that media creators use will affect you differently. You will learn that people who make the media you experience have specific ways that they use deliberately to have a specific effect on you.

**Reflection**
At this stage of your learning you will begin to understand the values of what you are seeing and hearing and begin to personally evaluate events for yourself, and understand the effect they have on you as a person. You will learn to ask the question, “so what”. What does this mean for me and my behavior?

**Action**
This is the stage of your learning where you will continue to expand your learning by making choices and by doing. You will begin to apply what you have learned in the first three stages to your own actions in your own life. In this stage of your learning, you will determine what you may want to do that will make your life with the media different. You may decide to take big actions to change your life or very small actions to improve your awareness, your exposure or the effect of media in your own personal life.

(based on the work of Paolo Freire)
Lesson Outline for 5 Lessons
Activate, Disseminate, Participate!

The goal of this curriculum is to increase awareness of media and how it affects the choices we make on a daily basis. A basic premise of this curriculum is that, by increasing critical thinking skills, students will begin to make wiser personal choices in terms of their engagement with media.

This curriculum contains five lessons, each of about one class period (45-55 minutes), providing an exploration of media and tobacco use. Each lesson uses the Empowerment Spiral (see description above) as a foundation for organizing the lesson, so that students acquire skills for gaining awareness, conducting analysis, engaging in reflection and taking action.

The additional lessons give students a chance to practice using all Five Key Questions during a close analysis of a media clip, as well as a chance to examine their personal media choices. The curriculum concludes with an introduction to Construction of media messages by providing an opportunity for students to create their own Public Service Announcement (PSA) addressing the health concerns of tobacco use.

An outline of Key Ideas in each lesson appears on the next page.
Outline of Key Ideas 5 Lessons

Media Literacy Lesson Plans

Pre-Test
1. Product Placement and Tobacco Incidents
   - Key Question #1: Who created this message?
   - Key Question #5: Why is this message being sent?
   - Discussion on Product Placement
   - Go to the Horse’s Mouth Activity
   - Scavenger Hunt Activity
   - Tobacco Incidents: ALA’s 4 Critical Questions
   - Extensions: create your own product placement and virtual advertising.
   - Product Placement Fact Sheet

2. Communication
   - Key Question #3: How might different people understand this message differently?
   - Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, this message?
   - Key Question #5: Why is this message being sent?
   - Discussion on Communication
   - One Way vs. Two-Way Communication Activity
   - Reflection
   - Extensions: instruction manual and tobacco awareness outreach to media outlets
   - Design Sheet

3. Advertising
   - Key Question #2: What creative techniques are used to attract my attention?
   - Key Question #3: How might different people understand this message differently?
   - Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, this message?
   - Key Question #5: Why is this message being sent?
   - Techniques of Persuasion Activity
   - White Towel Activity
   - Reflection
   - Extensions: the medium is the message
   - Techniques of Persuasion Sheet

4. Bias in the News Media
   - Key Question #1: Who created this message?
- Key Question #2: What creative techniques are used to attract my attention?
- Key Question #3: What lifestyles, values and points of view are represented in, or omitted from, this message?
- Key Question #5: Why is this message being sent?
- Deconstruct Visual Images Activity
- Deconstruct Writing Activity
- Construction Activity
- Role of Journalists Discussion
- Extensions: reporting, researching, debating, creating, and analyzing.
- Newsweek Magazine covers
- Handout: Pictures and Captions

5. Visual Literacy
   - Key Question #1: Who created this message?
   - Key Question #2: What creative techniques are used to attract my attention?
   - Key Question #3: What lifestyles, values and points of view are represented in, or omitted from, this message?
   - Cartoon Discussion
   - Photo Hunt Activity
   - Taking Pictures Activity
   - Reviewing Pictures Activity
   - Extensions: words and photos & camera angles
   - Cartoon
   - Photo Decision Sheet

Concluding Activities
- Conducting a Close Analysis
- Discussion of Tobacco Incidents collected by students
- Creating a PSA with concept and story board
- Post-Test
Structure of Lessons

*Each lesson is structured as follows:*

**Lesson Number/Title:** at top of page

**Materials:** Identifies Background Materials and Worksheets to be used, Equipment needed, and Clips to be used. All Clips and Materials have been screened for school use. The KWL Chart is introduced in Lesson 1 and can be used throughout the lessons, if desired.

**Media Literacy:** Identifies connections the lesson will make to the media relationship and the CML framework for media literacy.

**Objectives for Students:** Cites understanding/tasks students will accomplish includes National Education Standards for Health, Technology, and Common Core State Standards.

**Lesson:** All lessons are sequenced, and directions for the teacher presentation and estimated time for the major student activities are provided for the teacher.

**Homework:** Some lessons have homework.

**Student Book:** All student worksheets are contained in order in the Student Book, which also provides “My Journal” pages for reflection exercises.

**Lesson Design**

The lessons in this curriculum are intended to provide information to students as well as to allow them time to work with concepts -- and especially time to talk – in making connections to their personal lives. Students are actively involved in the lessons.

Teachers will find that the design of the lessons allow the teacher to present information to students in structured and organized ways and also provide structures that will promote student discussion, group work, investigation, data gathering, analysis, discovery and ultimately student ownership for his/her own learning. The instructional strategies should be familiar to teachers but in case the terminology differs or teachers would like to review selected strategies, a summary is provided.

Lessons should take about one class period (45-55 minutes). Lessons are activity-based and utilize collaborative learning strategies. Reading, writing, speaking, listening, video viewing, and critical thinking skills are emphasized.
Process of Inquiry
A focus on CML’s Five Key Questions helps students build the habit of routinely subjecting media messages to a checklist of questions. These questions, and learning to apply them to media content, provides students with a lifelong method for navigating their way as citizens in a global media culture. These questions are just a beginning for critical analysis, but they are a beginning rooted in sound media studies theory.

Here are some questions for educators:
1. Am I trying to tell the students what the message is? Or am I giving students the skills to determine what they think the message(s) might be? In using the Five Key Questions of media literacy, students embark on a guided journey of inquiry and discovery.
2. Have I let students know that I am open to accepting their interpretation, as long as it is well substantiated, or have I conveyed the message that my interpretation is the only correct view? Key Question #3 encourages multiple perspectives; however, it is important that students acquire the skills to provide evidence for their point of view. They need to learn the difference between what they see and hear and what they might think, believe or feel.
3. At the end of the lesson, are students likely to be more analytical? Or more cynical? Lessons are designed to encourage skepticism and to acquire new skills of analysis. Cynics assume; skeptics question.

What Media Literacy is NOT
- Media Literacy is NOT media bashing
- Merely producing media is NOT media literacy
- Just bringing videos or CD-ROMS or other mediated content into the classroom is NOT media literacy
- Simply looking for political agendas, stereotypes or misrepresentation is NOT media literacy
- Looking at a media message or experience from just one perspective is NOT media literacy
- Media literacy does NOT mean “don’t watch”

Close Analysis
To stop and look at how a media message is put together takes multiple viewings or experiences from several different perspectives and is called Close Analysis. Part of the goal in a close analysis is to separate out what viewers are actually seeing and hearing from what they think, feel and believe as they engage with the media text, or product.
At its most basic, a close analysis has four steps:
1. Look only at visuals
2. Listen only to sounds
3. Apply the Five Key Questions
4. Review Insights

As the first two steps are undertaken, a neutral way for the teacher to start the process of inquiry is by asking the question, “What did you notice?” This question avoids leading the audience to conclusions or opinions and instead invites them to identify evidence from the text itself. (A detailed overview of how to do a close analysis is provided in Lesson 6.)

**Empowerment Spiral**
The Empowerment Spiral gives students a way to go about making choices, through Awareness, Analysis, Reflection and Action. Each lesson features steps in the Empowerment Spiral; labeling these steps helps students connect to why they are engaged in a particular activity during the lesson. You will find that each segment of the lesson refers to the skills in the empowerment spiral that are used in that particular segment.

As you use the Empowerment Spiral model and the Five Key Questions, refer to them and label them for students so that a new “habit of mind” starts forming for the class. With practice, students become accustomed to labeling the question(s) as “# 1” or “# 5” as they come across media messages. Students may also learn that before making a choice, being conscious of awareness, analysis or reflection can be beneficial in their decision-making process before taking action (or not).

**Recommended Instructional Techniques**

**Classroom Organization**
The curriculum emphasizes analysis, reasoning, critical thinking and evaluating rather than memorizing facts and statistics or parroting information given to them in a lecture format. The goals of this curriculum are realized through whole group lessons, small group discussion, activities, and team problem solving. Consider your classroom environment when implementing this curriculum; try a circle or small table groups. Use a variety of modalities as you present lessons and watch videos, so that students are actively engaged.

**Norms**
Before implementing the curriculum, it is helpful to set ground rules to govern discussion and sharing within the classroom. These are designed for classroom management, but also to protect middle school students from themselves. It is
important to create a safe environment in which students can contemplate, consider alternatives and connect to their own lives. But, it’s important that students NOT tell their peers personal stories that are more appropriately told in private. Suggested norms are included.

Teachers may find that it is helpful to review norms for behavior before each of the lessons begins, especially for the first few lessons, so that students become used to these norms being part of the expectations for behavior, setting ground rules that will govern discussion and sharing in the classroom. Suggested norms are provided, but teachers should feel free to adjust, expand or change these as they may best fit their classroom needs.

These Norms are:
1. Be respectful of one another, the ideas shared and our learning community.
2. Listen to understand.
3. Be open to new ideas.
4. Do not share inappropriate personal stories.
5. Actively participate in all lessons and activities.

Responding to Difficult Questions or Situations
Because discussing issues around media and health can be sensitive, it is helpful for educators to anticipate some possible responses to students asking inappropriate questions or sharing stories that are too personal.

For example, a teacher’s response might be, “That’s an interesting question (or story), but it’s not part of this curriculum. I suggest you ask (or discuss with) your mom or dad, or a respected older adult in your family, or doctor, youth pastor, etc.”

KWL Chart
Using the graphic organizer provided, students write what they KNOW about a given topic then share with a peer. Next, students write what they WANT to know. This they then share with the class while the teacher records suggestions. Finally, at the end of the unit, students write what they LEARNED about the topic. They check to see if there were misconceptions in the KNOW column and make corrections; they also check to see if their questions in the WANT column have been answered. Teachers may add another column or use the back of the KWL to record ‘unanswered questions’; this will encourage additional research.

Note: Students can use the same KWL Chart from Lesson 1 throughout all the lessons, if desired.
My Journal
The main purpose of Journal pages is to encourage students to reflect and to articulate their understanding of the terms and concepts presented.

Three-Minute Pause
Students watch short excerpts of videos, no longer than 3 minutes. At pre-determined spots the teacher stops (pauses) the video. Students work in pairs or small groups to summarize, clarify understanding, ask questions and predict what is next. (These are reciprocal teaching strategies and can be combined with a PMI chart or other techniques.)

Think Pair Share
Students are presented with a question or idea. Allow 2 minutes of think (or wait) time for students to think alone. Ask students to share with a partner (pair) to clarify understanding and then share either in a small group or whole group.

Numbered Heads Together
Students number off (1-2-3-4). Then, propose a question or new idea to the class. Students think independently first and jot down notes. Then, (1) pair odds or evens or (2) ask students to pair with the same number or (3) number the corners of the room. Have students report to the appropriate numbered corner or meet with the appropriate person/team and discuss the question or new idea. Share with the whole class.

Repetition of Charts
Because the Five Key Questions of media literacy underpin the entire curriculum, they are repeated for your convenience.

Pre-Post Test
Since the overall challenge is to teach children to contribute to global society through wise, effective, safe and responsible choices through the use of communication systems and tools, it is imperative to evaluate whether these goals are being met or not in connection with the expenditure of precious time and resources in delivering curricula. Although assessment of media literacy is in a primitive state, CML has devised some pre-post tests that assist with providing some traditional measures of learning with the following goals:

Pre-test: To provide an evaluation of media literacy learning and a baseline for the future.
Post-test: To determine whether students improved their understanding of the Five Core Concepts and Five Key Questions of Media Literacy and if they are able to apply those concepts to the particular messages in the particular content area that they’ve been assigned to study. Assuming that students have practiced
applying the Five Key Questions during the course of their studies and internalized the process of inquiry, it is likely that they can apply this methodology to any message in any content area.

The Pre-Test and Post-Test are included in this Guide. The Answer Key for both can be found on page 76.
II. FIVE LESSONS WITH WRAP-UP ACTIVITIES

Norms Plus 5 Lessons
(45-55 minutes each)

Activate, Disseminate, Participate!
NORMS

1. Be respectful of one another, the ideas shared and our learning community.

2. Listen to understand.

3. Be open to new ideas.

4. Do not share inappropriate personal stories.

5. Actively participate in all lessons and activities.
Pre Test
This test is to assess your knowledge of tobacco and media literacy.

1. It is now illegal for tobacco companies to pay to have their tobacco products shown on television. However, there are more tobacco incidents in the movies now than in the 1970s and 1980s.
   True or False

2. Which incident was the first most successful product placement?
   a) The movie *Cast Away* when Tom Hanks worked for Federal Express.
   b) The movie *E.T.* when the alien was collecting Reese’s Pieces.
   c) The movie *Jurassic Park* when dinosaurs were eating a Jeep.

3. Which of the following is the best question to ask in order to investigate tobacco advertising in the media?
   a) Why is television so bad?
   b) What techniques are used to attract my attention?
   c) How can we protect people from media?

4. Counting tobacco incidents in the movies is important because:
   a) Actors are often influential role models.
   b) Repetition is an important part of advertising.
   c) Awareness of media construction helps viewers see the process.
   d) All of the above.

5. Tobacco incidents in movies and on TV are beneficial to the tobacco industry because:
   a) they help normalize smoking so people think that everyone smokes.
   b) they make people run out and start smoking.
   c) they present unbiased critical portrayals of tobacco usage.

6. It is important to consider who created the message in order to
   a) find the bias that always exists.
   b) know who to blame.
   c) view only neutral messages.

7. Two people can see the same tobacco ad yet end with different interpretations because
   a) subliminal messages are hidden in the ad.
   b) individual differences between humans allow us to read messages differently.
   c) big business create ads to mislead audiences.

8. Which of the following does not count as a tobacco incident
   a) a close up view of a carton of cigarettes.
   b) smoke rising into the frame from somewhere unseen.
   c) an actor holding an unlit cigarette.
9. Television programs might seem to be free but who ultimately pays for them?
   a) consumers
   b) TV networks
   c) advertisers

10. Photographers and filmmakers decide what to show by making decisions about:
    a) camera angles
    b) lighting
    c) background
    d) all of the above
Lesson 1: Product Placements and Tobacco Incidents

Key Question #1: Who created this message?
Key Question #5: Why is this message being sent?

Have you given your students the Pre-Test? If not, do it now!

Materials
- DVD player and screen
- DVD, *The Truman Show* with Jim Carrey two segments
- Fact Sheet on Product Placement provided by CML
- Video clip of a film or TV show that has product placements (DVD or link)
- Tobacco Incidents tally sheets
- Access to Internet or overhead projector

Media Literacy:
- Students will learn the Five Key Questions for Media Literacy.
- Students will be able to describe how all media are constructed.
- Students will be able to understand the role of advertising for mass media and product placements.
- Students will begin to explore their own relationship with media.

Objectives:

Common Core State Standards
Grades 6-8
Common Core English Language Arts Standards, College and Career Readiness Anchor Standards for Reading (CCRA.R)
- R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Common Core English Language Arts Standards, Reading: Literature, (ELA-Literacy. RL.6.1, 7.1, 8.1): Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grades 9-12
Common Core English Language Arts Standards, Reading: Literature, (ELA-Literacy.RL.9-12)
- RL.9-10.1 -- Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
National Health Education Standards
Standard 2 -- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6-8
- 2.8.2 Describe the influence of culture on health beliefs, practices and behaviors
- 2.8.5 Analyze how messages from media influence health behaviors
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

Grades 9-12
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors
- 2.12.5 Evaluate the effect of media on personal and family health
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors

National Technology Education Standards
Standard 5 -- Digital Citizenship—Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

Activities
Group Discussion: Key Question #5: Why is this message being sent?
- Ask students “who pays for television?” Discuss commercials and the purpose of advertising to pay for what we watch on television.
- Explain product placement. Use the product placement fact sheet provided by CML.
- Ask students to explain the quote: “the product being sold is the audience.” Refer to the Media Triangle explaining the relationship between Audience, Producer and Text.
- Show video clip of The Truman Show with Jim Carrey, these scenes make fun of product placements and the “constructedness of media” by making it so obvious.
- Discuss tobacco placements in TV and film and question why we see them.

Go to the Horse’s Mouth: Key Question #1: Who created this message?
- Have students go to the product placement industry web sites that boast about their success at getting products on TV and in films. Below is a listing of some web sites (if you cannot access the Internet, you can make overhead transparencies of the web sites):
  a) Entertainment Resource and Marketing Association (ERMA) is an association made up of agencies and corporations that provide product placement to the film industry: http://www.erma.org/
b) Davie-Brown Entertainment is a product placement agency that has examples of TV and movies with their clients: http://themarketingarm.com/davie-brown-entertainment.html

c) Creative Entertainment Services is a full service entertainment marketing agency: http://www.acreativegroup.com/


Scavenger Hunt
- Show a short clip from a television program or a movie.
- Suggestions: Don’t show an entire movie, choose short clips and leave the lights on.
- The first viewing should be in silence with each student writing notes each time they see a product that could have been a paid placement. This allows all students time to analyze.
- Next, debrief the clip and ask students to report what they saw.
- After a discussion, show the clip again to see if any new comments emerge.

Tobacco Incidents
- Discuss the 4 Critical Questions from the American Lung Association:
  a) How is tobacco use portrayed?
  b) How often is tobacco used?
  c) Who uses tobacco?
  d) Where is tobacco used?

Show students how to tally tobacco incidents using the sheet provided and instruct them to tally for the next few days.

Extensions
- Give students the opportunity to make their own product placement PSA for their favorite shows.
  a) Have students choose a favorite TV show or film and pretend they work for a product placement agency.
  b) Their job is to create a product placement for the American Cancer Society.
  c) They should consider the type of product placement they could propose that would get the ACS anti-tobacco message on the air.
  d) How would they sell this idea to the TV network?
  e) Write up your ideas and send them to the network to see how they respond.
- Investigate virtual advertising
  a) Go online and check out the use of Princeton Video Image (PVI) on Sportvision http://www.sportvision.com/
  b) Discuss the ethical issue of this type of advertising
Assessment

- Students can be assessed based on their participation during the discussions.
- Students can be evaluated for the product placement PSA they create.
- Students can write an essay about the advantages and disadvantages of products placement.
- Students can write about why they think tobacco incidents in the movies have increased.
Product Placement Fact Sheet

Product placement is a way for businesses and advertisers to get their product, brand name, or service shown on television, in film, video game, or other mass media. Arranging for a product to be seen on a television show or in a movie is a way for advertisers to reach millions of viewers, most of whom will not consider it advertising, even though considerable expenses and planning were required for the product to appear. This business practice is legal, but as long as the process and payment are hidden, the true intent of the message is veiled and ethical questions should be raised.

Products have been placed into TV programs and movies for years, yet the business of product placement first took off in 1982, when E.T. picked up the Reese's Pieces candy. Once the movie was released, sales for Reese's Pieces shot up 65%. Product placement is now a 1.5 billion dollar a year business that has created special product placement departments at almost every movie studio. Check out Business Week’s Hall of Fame: http://www.businessweek.com/1998/25/b3583062.htm

Tobacco Placement is when tobacco companies pay or give free cigarettes and tobacco products in exchange for getting their brands and products used or shown on television and films. While it is often difficult to prove, there are examples that have been documented, such as the time Sylvester Stallone agreed to be paid ½ million dollars by a tobacco company in exchange for promising to use their cigarettes in five movies.

In 1998, the Master Settlement Agreement made tobacco product placement illegal by banning “payments to promote tobacco products in movies, television shows, theater productions or live performances, videos and video games.” Even though it is no longer legal, we are seeing more incidents of tobacco in movies than in the 1970s and 1980s.

“Tobacco industry understood the value of placing and encouraging tobacco use in films, and how to do it. While the industry claims to have ended this practice, smoking in motion pictures increased throughout the 1990s and remains a public health problem.”


Tobacco Incident Reporting Form

Name of Reporter: ________________________________

Movie: ________________________________ Rating: G PG PG13 R
TV Show: ________________________________ Channel: ________ Time: ________

Check a box each time you see a tobacco incident. Remember each shot can be a separate incident and there are three types of incidents you can report.

Tobacco Use

Tobacco Product

Tobacco Ad

Totals:____

Totals:____

Totals:____

Total Number of Tobacco Incidents for this show: _________

How do you rate the show's overall depiction of tobacco use?

☐ Healthy ☺ ☐ Neutral ☺ ☐ Unhealthy ☺

Center for Media Literacy © 2014
How to Count Tobacco Incidents

The purpose of this activity is to help us become aware of the prevalence of tobacco in our media culture. While you watch a movie or TV show, record on the back of this form every time a tobacco incident occurs.

A tobacco incident on TV or in the movies is defined as any time you see a shot of:

- Someone using tobacco, chewing or smoking (cigarette, cigar, or pipe)
- A tobacco product (cigarette, box of cigars, cleaning a pipe, etc.)
- A tobacco advertisement (billboard, magazine ad, sign in a store, etc.)

Counting tobacco incidents is a simple way to count and compare tobacco use in different movies and television shows. While this is a scientific method of analyses it is also subjective (different people might count differently). Please use your best judgments when counting and follow the instructions whenever possible.

### Examples of tobacco incidents

<table>
<thead>
<tr>
<th>Description</th>
<th>Counting Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person smoking in one shot</td>
<td>1</td>
</tr>
<tr>
<td>One person smoking in two shots (could be a close up and then a wide shot of the same person)</td>
<td>2</td>
</tr>
<tr>
<td>Two people smoking in one shot (even if they share the same cigarette)</td>
<td>2</td>
</tr>
<tr>
<td>Two people smoking in two shots (the camera could show them from a high angle and then from a low angle)</td>
<td>4</td>
</tr>
<tr>
<td>One person smoking and the cigarette goes out of the frame then comes back into the frame (could be one shot)</td>
<td>2</td>
</tr>
<tr>
<td>Ten people in one shot and two are smoking</td>
<td>2</td>
</tr>
<tr>
<td>One person smoking and showing a pack of cigarettes</td>
<td>1</td>
</tr>
<tr>
<td>One person smoking and walking past a billboard ad for a tobacco product</td>
<td>2</td>
</tr>
<tr>
<td>A group of people smoking with too many to count</td>
<td>1</td>
</tr>
<tr>
<td>A close up shot of a pack of cigarettes</td>
<td>1</td>
</tr>
</tbody>
</table>

![wide shot](image1) ![close up shot](image2) ![two person shot](image3) ![tobacco product shot](image4)

1 incident 1 incident 2 incidents 1 incident

Total = 5 incidents
Lesson 2: Communication

Key Question #3: How might different people understand this message differently?  
Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, this message?

Review Norms for Student Behavior

Materials
- White board or chalk board
- Projection screen
- CML sheet with two designs for optional use

Media Literacy:
- Students will continue to learn the Five Key Questions for media literacy.
- Students will be able to list multiple forms of media.
- Students will be able to understand some of the limits and advantages of mass media communication.

Objectives
- Students will understand that everyone has a unique point of view.
- Students will be able to distinguish advantages and disadvantages of one-way and two-way communication.

Common Core State Standards
Common Core English Language Arts Standards, Reading: Informational Text (ELA-Literacy.RI)

Grades 6-8
- RI.6.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grades 9-12
- RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or problem.
Common Core English Language Arts Standards, Speaking & Listening (ELA-Literacy.SL)

**Grades 9-10**
- SL.9-10.1c -- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Common Core English Language Arts Standards, Reading: Informational Text (ELA-Literacy.RI.11-12)

**Grades 11-12**
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or problem.

Common Core English Language Arts Standards, Speaking & Listening, (ELA-Literacy.SL)

**Grades 6-8**
- SL.6.1c -- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.7.1c -- Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.8.1c -- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**Grades 9-12**
- SL.9-10.1c -- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.11-12.1c -- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**National Health Education Standards**, (for Extension Activities): Standard 8 – Students will demonstrate the ability to advocate for personal, family and community health.

**Grades 6-8**
- 8.8.3 – Work cooperatively to advocate for healthy individuals, families and schools

**Grades 9-12**
- 8.12.3 – Work cooperatively as an advocate for improving personal, family and community health
National Technology Education Standards

Standard 2 – Communication and Collaboration
- 2b – Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Standard 5 – (for Reflection activity): Digital Citizenship—Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
- 5a – (Extension activities): Advocate safe, legal and responsible use of information and technology

Activities

1. Group Discussion
   - Generate a list from the students of different ways we communicate.
     Have students write different ideas on pieces of paper or post-its, and have them tape their suggestions on the board.
   - Have students separate this list into mass media and face to face. A Venn Diagram could be most useful since some media can be both. You may want to view definitions at the bottom of the page.
   - Analyze the differences between the two groups. Ask students, “What are the advantages and disadvantages of one over the other?”
   - Describe the difference between one-way communication and two-way communication. Then ask students, “which type of communication is most prevalent in the two groups?”

2. One-Way vs. Two-Way Communication Activity
   - Have students partner off into pairs. They need to sit back-to-back with one partner facing the board and the other facing the opposite direction without touching each other.
   - The student who is facing away from the board will need a pencil/pen and paper to draw the design that their partner explains to them.
   - The rules:
     a) The student facing away from the board may not turn around and look at the board or at anyone else’s drawings. He/she may not ask questions, make any sounds, signals.
     b) The student facing the board may not turn around and look at his/her partner’s drawing or at anyone else’s drawings. This student is responsible for telling his/her partner what to draw.
   - Teacher should project the CML design sheet or draw a simple design on the board.
   - The student facing the board needs to tell his/her partner how to draw the design. During this first phase, the partner with the back to the board is not allowed to speak so that the communication goes only one-way.
   - Allow a couple of minutes for the students to draw the design and suggest to the student facing the board that he/she explain the design to his/her partner a couple of times.
Next, have the students use another sheet of paper and get prepared for doing the same activity again, except this time they are allowed to ask questions as they are drawing.

Teacher should project design #2 or draw another design on the board.

This time, the student facing the board tells his/her partner how to draw the design and his/her partner is allowed to speak and ask any questions so that the communication goes both ways.

Depending on time limits, you can have students switch roles so that everyone experiences both positions of giving and receiving one-way and two-way communication.

3. Reflection

- Compare the drawings and analyze the results of this experiment.
- Discuss the implications of this experiment with mass media:
  a) What are the advantages and disadvantages of the mass media’s predominantly one-way communication?
  b) Key Question #3: How might different people understand this message differently?
  c) When do media claim to offer two-way communication yet only offer a few more one-way choices? Are letters to the editor in a newspaper two-way if the paper gets to choose which letters to publish or not? Are talk shows two-way if all calls are screened and edited?
  d) Less than ten multinational corporations own the vast majority of mass media. What does this control of the mainstream media mean for society? Take a look at the following web site to see who owns what: http://www.cjr.org/resources
  e) Since the public airwaves in the US are owned by the public and leased to media corporations what responsibilities do they have to listen to the public and allow different voices? What responsibility do they have to create messages that support public health as opposed to contributing to public health problems (such as tobacco incidents)?
  f) Key Question: What lifestyles, values, and points of view are represented in, or omitted from, this message?

4. Extensions

- Students can explore the limits of writing as a one-way form of communication.
  a) Assign students to write an instruction manual (without images) for making an origami figure.
  b) Then have them exchange their manuals with other students to see if they can follow the instructions.
  c) This can also be used to analyze the power of images, if the second attempt allows for drawings or pictures.
- Attempt two-way communication with a media outlet by having students write letters about health issues.
- They can request that their local news station report on the results of their tobacco incident campaign.
• Students can discuss how one-way communication is used to target specific audiences for advertising. Have students analyze which products target which audiences and how their communication strategies differ for their different audience (easy examples might be breakfast cereals, fast food, soda pop…).

5. Assessment
• Students can write an essay comparing their experiences with the one-way/two-way communications activity.
• Students can list the advantages and disadvantages of one-way communication and two-way communication.

6. Definitions
• **Media**: “Literally, the plural of medium. In media literacy, can refer to a mixed group of print and electronic communications such as newspapers, TV, and the Internet. In common usage, the term media is sometimes used to reference all types of mass media.”
• **Mass Media**: “The methods of communication used to reach large numbers of people at the same time - TV, newspapers, radio, magazines, films, books, the Internet.”
• **Face-to-Face Communication**: “sender and receiver of information can communicate in a timely manner. The receiver may disagree, ask a question, or repeat information. The sender and receiver can engage in a dialogue about the message. In face-to-face communication there is an opportunity for feedback.”
• **Media Text**: “any piece of media that we encounter. A mass produced T-shirt is a media text, as is a popular song, a TV program, a newspaper advertisement, a piece of junk mail or a feature film extract. Any piece of expression within a medium is a text.”

Designs for one-way / two-way communication activity
Lesson 3 Advertising

Key Question #2: What creative techniques are used to attract my attention?
Key Question #3: How might different people understand this message differently?
Key Question #4: What lifestyles, values, and points of view are represented in, or omitted from, this message?

Review Norms for Student Behavior

Materials
- Techniques of Persuasion (provided by CML)
- Popular magazines with advertisements of various products
- Tobacco Ads from magazines marketed to audiences over 18yrs.
- White towels or other generic product

Media Literacy
- Students will be able to explain various techniques of persuasion used in advertising.
- Students will be able to use different techniques of production to attract a viewer’s attention.
- Students will be able to understand how different people can understand a message differently.

Objectives
- Students will be able to express the contradictions between tobacco in the media and the health facts about tobacco.

Common Core State Standards
Common Core English Language Arts Reading Standards, Reading: Literature (ELA-Literacy.RL)

Grades 6-8
- RL.6.5 -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.7.5 -- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- RL.8.5 -- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Grades 9-10
- RL.9-10.5 -- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Grades 11-12
- RL.11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Common Core English Language Arts Speaking & Listening Standards
(ELA-Literacy.SL)

Grades 6-8
- SL.6.1d – Review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 – Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.7.1d – Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 – Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.8.1d – Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 – Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grades 9-10
- SL.9-10.1d – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Grades 11-12
- SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Common Core English Language Arts Standards, Writing (ELA-Literacy.W)

**Grades 6-8**
- W.6-8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience

**Grades 9-10**
- W.9-10.4 – Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience

**Grades 11-12**
- W.11-12.4 – Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience

**National Technology Education Standards**
- 1-- Creativity and Innovation
  1a – Apply existing knowledge to generate new ideas, products or processes.
  1b – Create original works as a means of personal or group expression
- 2-- Communication and Collaboration
  2b – Students communicate information and ideas effectively to multiple audiences using a variety of media and formats
- 4—Critical Thinking, Problem Solving and Decision Making
  4b - Plan and manage activities to develop a solution or complete a project
- 5 -- Digital Citizenship -- Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

**Activities**

**Techniques of Persuasion**

*Key Question #4: What creative techniques are used to attract my attention?*
- Teacher reviews and discusses the list of ten techniques of persuasion with the class.
- In groups, students search age-appropriate magazines to find examples of the different techniques used in advertisements of all types.
- A leader from each group should report back to the class about which techniques were the most common and which were the most difficult to find.
- As a whole group, explore other techniques of persuasion that are used but are not on our top ten list.
- Analyze the techniques of persuasion that are used in tobacco advertising and compare the images created in the ads to the health facts about tobacco. You will only find tobacco ads in magazines targeted at adults (i.e. ESPN, GQ, Cigar Afficionado, Sports Illustrated. We suggest that you find these ads away from the classroom and bring a few in to share).
White Towel

Key Question #3: How might different people understand this message differently?

- Discuss how advertisers create their ads for a specific niche market, often distinguished by age, ethnicity, gender, income level, geographical region, etc.
- Assign groups of students different specific niche markets
- Have each group create an advertisement (could be for print, TV, radio, etc) to sell the same product. The product should be something generic where ads for this product are not common. You may choose any product, but we suggest using a white towel.
- Possible target markets could be:
  - rural teenage boys
  - middle aged women living in big cities
  - upper class retired senior citizens living in Florida
  - toddlers
  - California preteen girls
  - divorced male executives
  - new emigrants
- After each group creates their ad have them present to the class.

Reflection

Discuss the activities and analyze the differences and similarities.

a) Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, the message?

b) Have students address their own preconceptions about others.

c) As students created ads for different niche markets, what stereotypes did they use or produce to focus on their market?

d) When does the media create, reproduce, or break stereotypes?

e) Ask students to explain Marshal McLuhan’s famous quote: “the medium is the message.”

Assessment

- Students can be assessed based on an advertisement they create using different techniques of persuasion.
- Students can write about their use of techniques of persuasion to create ads.
- Students can perform an improvised play using techniques of persuasion to sell the products that the audience calls out.
10 TECHNIQUES OF PERSUASION

The following is a list of various strategies that advertisers use to entice us to want the product being advertised.

1. Humor
   Funny or crazy images.

2. Tough
   Macho Strong, tough, powerful – usually males. May carry weapons or be pictured in dangerous situations, e.g. Superheroes.

3. Friends
   Groups of people enjoying each other and doing things together. Buddies, pals and friendship.

4. Family
   Mother, father, children or a family. May also be intergenerational group.

5. Fun
   Everyone is happy – smiling and laughing. Often images of people doing fun things and having a good time.

6. Nature
   Outdoor settings – mountains, ocean, desert, snow, flowers, etc. May or may not have people included.

7. Sexy
   Emphasis on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.

8. Cartoon
   People or animals portrayed as drawing or animation, often humorous.

9. Celebrity
   Someone most people recognize – athlete, musician, politician, or movie star.

10. Wealth
    Expensive and elegant places and things. Big houses, new cars, jewelry, designer clothing, etc.
Lesson 4: Bias in the News Media

Key Question #1: Who created this message?
Key Question #2: What creative techniques are used to attract my attention?
Key Question #4: What lifestyles, values, and points of view are represented in, or omitted from, this message?

Materials
- Sheet with two Time Magazine covers and/or two ads
- CML handout with two captions for the same photo
- Projection screen

Media Literacy
- Students will be able to understand that all communication contains bias.
- Students will be able to recognize bias in the news media.

Objectives

Common Core State Standards
Common Core English Language Arts Standards, Reading Informational Text
(ELA-Literacy.RI)

Grades 6-8
- RI.6.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grades 9-10
- RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Grades 11-12
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or problem.

Common Core English Language Arts Standards, History/Social Studies
(ELA-Literacy.RH)

Grades 6-8
- RH.6-8.6 – Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
Grades 9-10
- RH.9-10.6 -- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Grades 11-12
- RH.11-12.6 -- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

National Health Education Standards (for Extension Activity on evaluating reports on health effects of tobacco in different media) Standard 2 -- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6-8
- 2.8.5 Analyze how messages from media influence health behaviors

Grades 9-12
- 2.12.5 Evaluate the effect of media on personal and family health

National Technology Education Standards
3 – Research and Information Fluency
   3b -- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.
4 -- Critical Thinking, Problem Solving and Decision Making
   4c -- Collect and analyze data to identify solutions and/or make informed decisions
5 -- Digital Citizenship—Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

Activities
Deconstruct Visual Images (analyze the construction of two magazine covers)
- Use the CML sheet with two Time Magazine covers.
- Begin a Discussion about these images by asking students:
  a) What impression they get from each cover?
  b) What is the same about the covers?
  c) What is different about the covers? (lighting, camera angle, proximity, background, body language, expression, headline, font, color, layout, etc.)
  d) Key Question #2: What creative techniques are used to attract my attention?
  e) Why do they think the editors at Time made the choices they did?

Deconstruct Writing (analyze the construction of two captions)
- Pass out copies of the CML handout with the two captions of the same photo.
- Have students first look at the photo and then read both captions.
• In small groups have students discuss:
  a) What are the similarities between the two captions?
  b) What are the differences between the two captions?
  c) What effect do the captions have on your impressions about the photo?
  d) Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, this message?
  e) Key Question #1: Who created these messages and why?

• Together as a whole class, discuss the findings and remember that different people will interpret the same messages differently depending on their own background, beliefs, and experiences.

Construction (create a media text from a shared event)
• Have students do a quick write (one minute of fast writing) about an event they all experienced. (It can be fun to have another teacher or student enter the room and do something strange. As soon as the person leaves do not give any time for discussion just have the students do their quick write).
• Ask students to share their versions of the event. Then analyze their writing:
  a) What different adjectives and verbs were used?
  b) How were different impressions created?
  c) Key Question #4: What lifestyles, values and points of view were represented in, or omitted from, their messages?

Role of Journalists
• Discuss the role of journalists in society
  a) Are journalists watchdogs or lap dogs?
  b) Why do journalists often claim to be objective and neutral?
  c) What should be the goal of good journalism: Objectivity, honesty, balance, truthfulness, impartiality, activism, or other?
  d) When is bias a bad thing? (At CML we feel that bias is not bad, but bias is dangerous when messages are believed to be neutral since all communication carries bias).
  e) Can a journalist who smokes give fair coverage to tobacco issues?

Extensions
• Students can report the same event but using different media to tell about it. (video, audio, rhyme, journalistic reporting, still photos, drawing, poetry, etc)
• Students can search the library or Internet to find the same event reported in different publications and then compare the differences and spot the bias.
• Students can have a debate about objectivity in the news media.
• One side can argue that there are such things as neutral facts that can be reported objectively and the other side can argue that no reporting of news can be done without subjective choices.
• Students can create different types of media texts with the goal of creating the most neutral message possible.
• Students can analyze different versions of history to find the bias.
• Students can compare and contrast reports on tobacco effects created by tobacco industry vs. information reported in scientific journals vs. various news media reports.

Assessment
• Students can write an essay about bias and discuss whether a message can ever be neutral and objective.
• Student teams can present their findings of the same news event reported in different media.
What photographic/creative differences can you find between these covers?
Additional ads for comparison activity. What photographic/creative differences can you find between these ads?
Photos and Captions

Czech police officials carry a globaphobic protestor outside the Ministry of the Interior in Prague yesterday, where the activists congregated to call for the freedom of more than 800 detainees for the violent protests caused the day of the inauguration of the annual assembly of the IMF and the World Bank. (AP)

Key Question: What lifestyles, values and points of view are represented or omitted in the messages?

Riot police picked up the activists who were having a peaceful protest in front of the Czech Ministry of the Interior demanding freedom for their detained colleagues. Photo: Ap

This is an example; use your own photos and captions from recent current events, if preferred.
Lesson 5: Visual Literacy

Key Question #1: Who created this message?
Key Question #2: What creative techniques are used to attract my attention?
Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, the message?

Material
- Calvin and Hobbes cartoon provided by CML and list of photographic choices.
- Magazines and newspapers with pictures
- Scissors and tape
- A bag full of adjectives written on slips of paper
- Cameras and film (Any simple camera will work: digital cameras, disposable cameras, point and shoot camera, Polaroid, etc. Digital cameras are best since this lesson should focus on the image and not the technical skills of photography).

Media Literacy
- Students will be able to analyze the construction of visual images (identify the choices that were made).
- Students will be able to create visual images using the language of visual literacy.

Objectives

Common Core State Standards
Common Core English Language Arts Reading Standards, Reading: Literature (ELA-Literacy.RL)

Grades 6-8
- RL.6.5 -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.7.5 -- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- RL.8.5 -- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Grades 9-10
- RL.9-10.5 -- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Grades 11-12
- RL.11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
Common Core English Language Arts, Reading: Informational Text
(ELA-Literacy.RI)

**Grades 6-8**
- RI.6.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.8.7 – Evaluate the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

**Grades 9-10**
- RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**Grades 11-12**
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or problem.

**National Health Education Standards** (for lesson option to identify tobacco incidents and identify photographic techniques) Standard 2 -- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Grades 6-8**
- 2.8.2 Describe the influence of culture on health practices and behaviors
- 2.8.5 Analyze how messages from media influence health behaviors
- 2.8.6 Analyze the influence of technology on personal and family health

**Grades 9-12**
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health
- 2.12.6 Evaluate the impact of technology on personal, family and community health

**National Technology Education Standards**
1 – Creativity and Innovation
   1a – Apply existing knowledge to generate new ideas, products or processes
   1b – Create original works as a means of individual or group expression
2 – Communication and Collaboration
   2b – Communication information and ideas effectively to multiple audiences using a variety of media and formats.
5 -- Digital Citizenship—Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
Activities

1. Cartoon
   - Project the Calvin and Hobbes cartoon and ask students to discuss:
     a) Why do some people think “cameras always tell the truth”?
     b) How do cameras lie?
     c) How is a photograph different than the most realistic drawing of the same image?

2. Photo Hunt
   - Teacher explains that all media have their own language for communicating different messages overtly and implicitly:
     a) Have students generate a list of different choices a photographer can make that will affect the look of the photograph.
     b) Show the list of decisions in the photographic construction process (provided by CML).
   - Student teams search through different print publications for photographs that convey feelings.
   - Students can look for tobacco incidents and analyze the photographic techniques that were used to create the image.
   - Each team should cut a picture and tape it to a piece of paper where they can write all the visual techniques that are helping their photograph convey its feeling.
   - Students can tape their page on the wall so that all the students can walk around and see what other students found and thought.
   - Students can then comment on other people’s pictures and suggest other visual techniques at play that were not mentioned.
   - Key Question #2: What creative techniques are used to attract my attention?

3. Taking Pictures
   - You will need a bag full of adjectives written on slips of paper, enough for everyone.
   - Let students reach into the bag and pull out their own adjective.
   - In pairs, students will need to communicate their adjective in one still photographic image.
   - Remind students to consider the different techniques of visual literacy that were discussed earlier.
   - Allow students time to think and experiment.

4. Reviewing Pictures
   - Once the pictures have been printed, place them on the walls and let students try to guess which adjective goes with which picture. Ask:
     a) What did the photographer do that worked well to communicate the intended message?
     b) What could the photographer have done that might have worked better?
     c) Key Question #2: What creative techniques are used to attract my attention?
5. **Extensions**

- Messages are context dependent. One powerful context determiner is the words that often accompany a photo. Have students write a positive caption for a photo and then write a negative caption for the same photo. Project the photograph and read the captions to see if your perception of the photograph changes. Discuss:  
  a) Who writes the caption?  
  b) *Key Question #1: Who created this message?*
- Camera angles always communicate something. Often they are subtle and go unnoticed. Have students pair up and assign one partner a high position and the other a low position on the floor. Have the student on the floor describe with one word their partner they are looking up at. List the words that are generated. Then do the same thing with the partner who is up high looking down. Chart those words in a separate list then compare the difference in impressions. Discuss:  
  c) From what camera angle do we usually see our politicians?  
  d) From what camera angle do we usually see photographs of sexy women?  
  e) *Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, this message?*

6. **Assessment**

- The photographs the students create can be judged for effectiveness in communicating the intended message.
- Students can deconstruct a photograph by writing all the choices that were made in order to create the image.  
  d) *Key Question #2: What creative techniques are used to attract my attention?*  
  e) Why do they think the editors at *Time* made the choices they did?
CALVIN AND HOBBES  By Bill Watterson

This is what I like about photography. People think cameras always tell the truth.

They think the camera is a dispassionate machine that records only facts, but really, cameras lie all the time! Select the facts and you manipulate the truth.

For example, I've cleared off this corner of my bed. Take a picture of me here, but crop out all the mess around me, so it looks like I keep my room tidy.

Is this even legal?

Wait, let me comb my hair and put on a tie.
Decisions in the Photographic Construction Process

1. Type of camera (video, still, large format, spy camera, etc.)
2. Type of film (black and white, color, infrared, digital, fine grain, etc.)
3. Lens (fisheye, wide angle, 50 mm, portraiture lens, telephoto, etc.)
4. Filter (colored, cross screen, polarized, diffusion, etc.)
5. Choice of subject matter (who, what, when, where, why)
6. Body language of subject
7. Symbolism (icons, symbols, signs, etc.)
8. Props
9. Space (full, empty, top heavy, bottom heavy, etc.)
10. Composition (layout and design of the frame and subject matter)
11. Framing (horizontal, vertical, diagonal, tight, loose, etc.)
12. Distance (camera to subject)
13. Depth of Field (what is in and out of focus)
14. Light (dark, bright, direct, backlighting, low lighting, high lighting, side lighting, etc.)
15. Contrast (hard or soft)
16. Color
17. Camera angle (low, high, eye level, bird’ eye level, behind, etc)
18. Motion (blurs, freeze action, panning, etc.)
19. Photographer’s rapport with subject (strangers, intimate friends, business associates, etc.)
20. Timing (when, before the action, during, after, etc.)
21. Processing (developing, printing, scanning, etc.)
22. Editing (cropping, adding, adjusting, computer enhancing, etc.)
23. Usage (advertising, documentary, PR, science, etc.)
24. Words that accompany the image
25. Other photographs that accompany the picture
26. Size of the photo
27. Context surrounding the photo
28. And many other choices as well.
Lesson 6: Conducting a Close Analysis

Materials

- Two worksheets are provided for students to complete while learning to conduct a close analysis of a media text. Worksheet #1 focuses on description of events “what is happening?” The second worksheet encourages a deeper analysis that includes interpretation and opinion.
- Commercial message packed with powerful images, words, sounds and music.

Media Literacy

- Students will learn to look closely at how a media message is put together and the many interpretations that can derive from it.

Objective

Common Core State Standards

Common Core English Language Arts Standards, History/Social Studies, (ELA-Literacy.RH)
Grades 6-8
- RH.6-8.8 – Distinguish among fact, opinion and reasoned judgment in a text

Common Core English Language Arts Standards, Speaking & Listening, (ELA-Literacy.SL.9-10)
Grades 9-10
- SL.9-10.1c -- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own view and understanding, and make new connections in light of the evidence and reasoning presented.

Common Core English Language Arts Standards, Reading: Informational Text, (ELA-Literacy.RI.11-12)
Grades 11-12
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or problem.

National Technology Education Standards

Standard 4 – Critical Thinking, Problem Solving and Decision Making
- 4a—Identify and define authentic problems and significant questions for investigation

Standard 5 -- Digital Citizenship—Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
Activity: Find a commercial to analyze by recording, not the programs but just the commercials, during an hour or two of TV watching. Select a commercial that seems to have a lot of layers-- interesting visuals and sound track, memorable words or taglines, multiple messages that call out for exploration. You will replay the selection several times as you go through a close analysis of a media text with your students.

Here is a brief outline of the activity:

Step 1 Visuals. Students will write down everything they remember about the visuals-- lighting, camera angles, how the pictures are edited together. Descriptions of people -- what do they look like? what are they doing? wearing? The focus is only on what is actually on the screen, not an interpretation of what is on the screen.

Step 2 Sounds. Turn the picture off. Ask students to listen only to the sound track and write down all the words that are spoken. Who says them? What kind of music is used? Does it change in the course of the commercial? How? Are there other sounds? Who is being spoken to-- directly or indirectly? (That is, who is the audience addressed by the commercial? Is there evidence for this?)

Step 3 Counting. Many multi-media messages or stories contain repeated visual or aural “themes” or “ploys” that lend themselves to counting, so that students see how the particular technique is used to keep the audience interested.

Step 4 Apply Key Questions (Part 2). This is when you begin to apply the Five Key Questions. Identify the author(s) and how the specific creative techniques identified in steps 1 and 2 influence what the commercial is “saying”-- values expressed and unexpressed; lifestyles endorsed or rejected; points of view proposed or assumed. Explore what’s left out of the message and how different people might react differently to it. What is the message “selling”? Is it the same as the product being advertised? Show the text at least five more times so that students gain experience in experiencing the text through the “lens” of each of the Five Key Questions (for each showing, examine the text from the perspective of one Key Question); it’s like peeling back the layers of an onion.

Step 5 Summarize. Summarize how the text is constructed and how various elements of the construction trigger our own unique response-- which may be very different than how others interpret the text. Try this exercise with other kinds of messages-- a story from a newscast, a key scene from a movie, a print advertisement, a website. Are different questions important for different
kinds of messages?

Doing a close analysis with a class or group can be exhilarating, with insights coming fast and furiously. After the first showing, start the group exercise with the simple question: “What did you notice?” Different people will remember different things so accept all answers and keep asking, “What else did you notice?”

If the group is having a hard time, show the clip again and invite them to look for something that stands out for them. Continue the brainstorming until you have at least 15 or 20 answers to the question: “What did you notice?” Challenge any attempt to assign interpretation too early. Keep the group focused on identifying only what was actually on screen or heard on the soundtrack. The key to success with this exercise is for the teacher/leader to keep asking questions. Refrain from contributing too many answers yourself.

**Teaching Tip:** Select a video clip for this exercise that is multi-layered with clear dialogue and lots of action. As both teachers and students gain experience with this deconstruction exercise, the process becomes quicker and also “cleaner” in terms of students’ ability to focus on descriptions and evidence first, and then add in their interpretation of media messages.
**CLOSE ANALYSIS: Video Excerpts Part 1**

**Video Title:** ________________________________________________________________

<table>
<thead>
<tr>
<th>Viewings:</th>
<th>Descriptions, Observations, Examples, Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Viewing #1</td>
<td>What is happening?</td>
</tr>
<tr>
<td>(General)</td>
<td></td>
</tr>
<tr>
<td>2. Viewing #2</td>
<td>What did you notice about lighting, camera angles, and editing?</td>
</tr>
<tr>
<td>(No Sounds)</td>
<td></td>
</tr>
<tr>
<td>3. Viewing #3</td>
<td>What did you notice about dialogue, music, and sound effects?</td>
</tr>
<tr>
<td>(ONLY Sound, no picture)</td>
<td></td>
</tr>
<tr>
<td>4. Viewing #4</td>
<td>How many times did you see a repeated theme or incident?</td>
</tr>
<tr>
<td>(Number of times depicted)</td>
<td></td>
</tr>
</tbody>
</table>
**CLOSE ANALYSIS: Part 2** (Evidence and Interpretation)

**Apply 5 Key Questions and 5 Core Concepts to analyze a video excerpt:**

Video Title: __________________________________________

<table>
<thead>
<tr>
<th>5 Key Questions</th>
<th>Observations, Examples, Ideas</th>
<th>5 Core Concepts</th>
<th>Observations, Examples, Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who created this message?</td>
<td></td>
<td>1. All media messages are &quot;constructed.&quot;</td>
<td></td>
</tr>
<tr>
<td>2. What creative techniques are used to attract my attention?</td>
<td></td>
<td>1. Media messages are constructed using a creative language with its own rules.</td>
<td></td>
</tr>
<tr>
<td>3. How might different people understand this message differently?</td>
<td></td>
<td>3. Different people experience the same media message differently.</td>
<td></td>
</tr>
<tr>
<td>4. What values, lifestyles and points of view are represented in, or omitted from, this message?</td>
<td></td>
<td>4. Media have embedded values and points of view.</td>
<td></td>
</tr>
<tr>
<td>5. Why is this message being sent?</td>
<td></td>
<td>5. Most media messages are constructed to gain profit and/or power.</td>
<td></td>
</tr>
</tbody>
</table>
CLOSE ANALYSIS
Apply 5 Key Questions and 5 Core Concepts to analyze a media product.

Type of Media: ____________________________ (TV ad, video game, cereal box)

<table>
<thead>
<tr>
<th>5 Key Questions</th>
<th>Observations, Examples, Ideas</th>
<th>5 Core Concepts</th>
<th>Observations, Examples, Ideas</th>
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<tbody>
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<td></td>
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</tbody>
</table>
Lesson 7: Wrap Up

Key Question #1: Who created this message?
Key Question #2: What creative techniques are used to attract my attention?
Key Question #3: How might different people understand this message differently?
Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, this message?
Key Question #5: Why is this message being sent?

Materials
- Post tests
- Final tally of the tobacco incidents collected by students
- Video clips of tobacco incidents

Media Literacy
- Students will be able to explain the Five Key Questions for analyzing media.
- Students will be able to evaluate their work analyzing tobacco incidents in the media.
- Students will be able to create media that express their opinions related to tobacco.

Objectives

Common Core State Standards
Common Core English Language Arts Standards, History/Social Studies, (ELA-Literacy. RH)

Grades 6-8
- RH.6-8.7 -- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grades 9-10
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Grades 11-12
- RH.11-12.7 -- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Common Core English Language Arts Standards, Reading: Informational Text, (ELA-Literacy, RI)

Grades 6-8
- RI.6.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
• RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
• RI.8.7 – Evaluate the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

Grades 9-12
• RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
• RI.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or problem.

Common Core English Language Arts Standards, Reading: Literature, (ELA-Literacy.RL)

Grades 6-8
• RL.6.1, 7.1, 8.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grades 9-10
• RL 9-10.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grades 11-12
• RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Common Core English Language Arts Reading Standards, Reading: Literature (ELA-Literacy.RL)

Grades 6-8
• RL.6.5 -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
• RL.7.5 -- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning
• RL.8.5 -- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Grades 9-10
• RL.9-10.5 -- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Grades 11-12
- RL.11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

National Health Education Standards
Standard 2 -- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Grades 6-8
- 2.8.5 Analyze how messages from media influence health behaviors
- 2.8.6 Analyze the influence of technology on personal and family health
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices and behaviors.

Grades 9-12
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices and behaviors.
- 2.12.6 Evaluate the impact of technology on personal, family and community health.

Common Core State Standard 8 (for Activity 3, Next Step) – Students will demonstrate the ability to advocate for personal, family and community health.

Grades 6-8
- 8.8.3 – Work cooperatively to advocate for healthy individuals, families, and schools.

Grades 9-12
- 8.12.3 – Work cooperatively as an advocate for improving personal, family and community health.

National Technology Education Standards
Standard 2 – Communication and Collaboration (for Activity 3, Next Step)
  2b – Students communicate information and ideas effectively to multiple audiences using a variety of media and formats
Standard 4 – Critical Thinking, Problem Solving and Decision Making
  4a—Identify and define authentic problems and significant questions for investigation
  4c – Collect and analyze data to identify solutions and/or make informed decisions
Standard 5 – (for Activity 3, Next Step) -- Digital Citizenship—Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.
  5a – Advocate safe, legal and responsible use of information and technology
Activities

1. Review Content and Five Key Questions
   - Discuss pros and cons of the week’s tobacco incident counting. Ask:
     a) What did you learn from this?
     b) What were the benefits and limits of this type of investigation?
     c) What do you remember about the Five Key Questions of media literacy? Review and discuss the Five Key Questions.

2. Qualitative Analyses
   - Discuss the differences between quantitative analyses and qualitative analyses. Ask:
     a) How many of the tobacco incidents promoted smoking?
     b) How often is tobacco used in movies and on TV as compared to real life?
     c) Who can retell a tobacco incident they saw that gave them an anti-tobacco message?
     d) What makes a tobacco incident positive or negative?
     e) Who were the people using tobacco? Are they role models?
     f) Where was the tobacco incident? Was there environmental tobacco smoke (ETS) for other non-smokers?
     g) How could we find out more about the influence of the media on tobacco use?
     h) What questions do you have now about tobacco and the media?
     i) Key Question #3: How might different people understand tobacco incidents differently?

3. Next Step
   - Have students brainstorm actions that they could take to create two-way communication with the mass media regarding tobacco incidents in the media.
     a) Letter writing campaign to actors and directors either thanking them for not smoking or questioning them if they did smoke on screen.
     b) Contact local media to publicize the student lists of best and worst TV shows and movies in relation to tobacco incidents.
     c) Create an awareness campaign around school about what you have learned about tobacco and the media.
     d) Do outreach into the middle and elementary schools to teach younger children to be aware of the media manipulation and the dangers of tobacco.
     e) Create your own media production to express your ideas about tobacco and the media.
     f) Begin another investigation of tobacco incidents in other media.
4. **Post Test**
   - Have all students take the post test and write their grade level.
   - Collect all tests and review results.

5. **Assessment**
   - Students can write their own evaluation of the weeklong campaign.
   - Students can create a story board for a Public Service Announcement (PSA) to warn other students about the health hazards of tobacco use.
# Tobacco Incident Tally Sheet

Teacher: ___________________ Subject: _________________ Period: ____________

<table>
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<tr>
<th>Student Names</th>
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Post Test

This test is to assess your knowledge of tobacco and media literacy.

1. It is now illegal for tobacco companies to pay to have their tobacco products shown on television. However, there are more tobacco incidents in the movies now than in the 1970s and 1980s.
   True or False

2. Which incident was the first most successful product placement?
   a) The movie Cast Away when Tom Hanks worked for Federal Express.
   b) The movie E.T. when the alien was collecting Reese’s Pieces.
   c) The movie Jurassic Park when dinosaurs were eating a Jeep.

3. Which of the following is the best question to ask in order to investigate tobacco advertising in the media?
   a) Why is television so bad?
   b) What techniques are used to attract my attention?
   c) How can we protect people from media?

4. Counting tobacco incidents in the movies is important because:
   a) Actors are often influential role models.
   b) Repetition is an important part of advertising.
   c) Awareness of media construction helps viewers see the process.
   d) All of the above.

5. Tobacco incidents in movies and on TV are beneficial to the tobacco industry because:
   a) they help normalize smoking so people think that everyone smokes.
   b) they make people run out and start smoking.
   c) they present unbiased critical portrayals of tobacco usage.

6. It is important to consider who created the message in order to
   a) find the bias that always exists.
   b) know who to blame.
   c) view only neutral messages.

7. Two people can see the same tobacco ad yet end with different interpretations because
   a) subliminal messages are hidden in the ad.
   b) individual differences between humans allow us to read messages differently.
   c) big business create ads to mislead audiences.

8. Which of the following does not count as a tobacco incident
   a) a close up view of a carton of cigarettes.
   b) smoke rising into the frame from somewhere unseen.
   c) an actor holding an unlit cigarette.
9. Television programs might seem to be free but who ultimately pays for them?
   a) consumers
   b) TV networks
   c) advertisers

10. Photographers and filmmakers decide what to show by making decisions about:
    a) camera angles
    b) lighting
    c) background
    d) all of the above
Answer Key for Pre/Post Test

1. True  
2. B  
3. B  
4. D  
5. A  
6. A  
7. B  
8. B  
9. A  
10. D
PSA CREATIVE CONCEPT WORKSHEET

1. What is your message? Write a one-sentence solution to one of the negative effects of tobacco use that you have identified in class:

________________________________________________________________________

2. What media would you like to use for your PSA message? (For example, radio, TV, internet, magazine):

________________________________________________________________________

3. Who is the target audience for your message? (Make sure that your target audience matches the media you wish to use, so that the target audience will receive your message!)

________________________________________________________________________

4. Who are the characters of your story and what do they look like?

________________________________________________________________________

________________________________________________________________________

5. Write a paragraph illustrating the story you want to tell in addressing the effect and to lead up to your one-sentence message (For example, Johnny wanted to be cool so he smoked cigarettes with his older cousin. After while, he couldn’t run as fast in track and realized he was damaging his lungs. Johnny quit smoking and encouraged his cousin to quit too. Smoking makes it hard to breathe!)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Now use the Story Board sheet to draw out your story. You can make short notes on what’s happening in the story, too.
<table>
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<tr>
<th>#1 (Hook the Audience!) Establish character(s) and setting through “Establishing Shot”</th>
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NOTES:

NO#6 (Summary/Conclusion) One-sentence message

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