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Using materials and content from:

Media Education Foundation

www.mediaed.org

Peter D. Media Literacy

www.medialiteracy.net

New Mexico Media Literacy Project

www.nmmlp.org

Australian Children's Television Foundation

www.actf.com.au

Frank Baker's Media Literacy Clearinghouse

medialit.med.sc.edu

Notes and Suggestions:

- The lessons in this unit are each considered to be a thematic arc, and will not necessarily translate into exactly one class period. Instead, the lessons will be allowed to take up as much time as is necessary (within reason). The students will not be given two straight weeks of individual work time at the end; instead, the work time will be interwoven through the later lessons so as to offer more structure to the classroom.
- Media Literacy can be used to teach content from any subject area, from math and science to communication arts and social studies. Critical thinking is primarily the skill most addressed.
- Discussion questions can easily be used for journal prompts or homework.
- Although some rubrics have been included in the *Materials* section for reference, all assessment and adaptation decisions have been left to teacher's discretion.
- The Content Standards met by each activity are listed in a side bar and in the *Objectives* section of each lesson plan.

Montana Standards for Media Literacy:

We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.

Content Standard 1—Students recognize that media messages are constructed and using specific techniques that manipulate sound, image, text and movement to convey meaning.

Content Standard 2—Students distinguish among and use appropriate types of media for a variety of purposes.

Content Standard 3—Students apply knowledge, skills and strategies to design and create media messages.

Content Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.

Main Concepts to Convey in Media Literacy:

Definition of media literacy: media literacy is about ‘reading’, critically analyzing and creating media texts—film, radio, newspapers, TV, the Internet, magazines, advertisements, video games, photography, etc. It is also concerned with helping increase students’ understanding of enjoyment of:

How media works

How media produces meaning

How media are organized

How media construct reality

--Australian Children’s Television Foundation

Awareness of how we are bombarded with visual images (etc.) and understanding them: Students are already sophisticated readers (at least unconsciously)

Start the articulation of ‘what are we reading?’ along with combinations of communication methods, such as how music and images can combine to make a more powerful message than either could convey on their own. Look for what ‘hits you in the limbic’. How does it affect people differently? How does that affect target marketing? People will have different readings based on different experiences.

Bring the awareness from the world outside of them to inside their own personal lives and decisions. Start creating a shared language (foundational vocabulary).

Students should go from **passive to active** consumers of media.

Students should be able to **deconstruct and construct** media messages of their own. The most concrete place to start is with advertising, work towards cultural narratives and how media constructs realities.

Deconstructing to the basic ‘grammar’ of media. Learning to identify the conventions of media (camera angles, styles of music, emotional qualities of color, etc.).

Construction will become a more conscious decision-making process and rely less on intuitive reactions.

Technology: Cover the necessary technology for creating varied productions (more than just typing: learn how to use cameras, video editing programs, graphic design programs, and more). Learn about writing, film, TV, marketing, video and more.

Develop effective communication across media with the skills to do so 1) as citizens and 2) as students.

Critical thinking: Get students to ask questions (Cogito ergo sum)! Anything can be a text/artifact that you can question. Use what you already know to analyze the deeper communication.

What is the difference between discussion and debate?

Unit Plan Schedule Outline:

Lesson 1: You're the Target Pre-test	Lesson 2: Deconstruction Day	Lesson 3: Addictive and Compulsive Consumption	Lesson 4: Data Day	Lesson 5: Finding the Subtext
Lesson 6: Advertising Happiness	Lesson 7: Viral Marketing	Lesson 8: Disposable Society	Lesson 9: Globalization	Lesson 10: Impacts of Consumerism
Lesson 11: Student Production	Lesson 12: Student Production	Lesson 13: Student Production	Lesson 14: Student Production	Lesson 15: Student Production
Lesson 16: Student Production	Lesson 17: Student Production	Lesson 18: Student Production	Lesson 19: Student Production	Lesson 20: Student Production Post-test

Video Options:

These videos are not included in the lesson plans, but both could be easily interwoven into the unit:

- **The Truman Show** (1998, 103 minutes). This is an interesting artifact to deconstruct (especially it's mockery of product placement when the filmmakers received money from Ford Taurus to feature their cars).
- **No Logo** (2003, 42 minutes). This educational film goes into the use of branding by large corporations and the impacts those companies have on the entire globe. A copy is housed at the Youth Connections Office at Helena Middle School.

Week One, Lesson #1: You're the Target

Standards Met:	Objectives: Students will:
Lesson meets: <i>Media Literacy Standard:</i> 10.54.3810 10.54.3840	<ul style="list-style-type: none">• Distinguish information from persuasion, and logic from emotion (10.54.3632 e).• Analyze the individual and social consequences of unethical use of media (10.54.3842 a).• Assess the quality of information (10.54.6012 b).
<i>Speaking and Listening Standard:</i> 10.54.3630	Materials: Media Literacy Pre-Test, Alcohol Ads & Youth (classroom set), Alcohol Ad Log handouts (1/student), various media examples are included on the Multi-Media CD in the 'You're the Target' folder, computer and projector to view the examples
<i>Social Studies Standard:</i> 10.54.6010	Lesson Rationale: This lesson serves to introduce students to how alcohol companies target them. By helping students identify the main appeals used in alcohol ads directed to youth, they will be more conscious of their decisions in the future.

Instructional Procedure:

1. Have students complete and turn in the Media Literacy Pre-Test. Remind them that it's just a pre-test survey to see what they think and not to worry about 'scoring well'.
2. Introduce students to the lesson by asking if anyone remembers what 'media literacy' means. Allow a brief review.
3. Show slide "1Bud Targets.jpg"
 - a. Tell students: The man quoted on this slide is Steven Lambright. He was the vice-president of Anheuser-Busch--the company that makes Budweiser beer. Mr. Lambright says, "We do not target our advertising toward young people. Period." Ask students: Do you think Mr. Lambright is lying to us? Don't answer the question, simply say, let's look at some Budweiser ads and then you can judge for yourself whether or not Budweiser lies about its advertising.
4. Show media clips 2 through 8 very briefly to your students. Read the date and describe each picture as you show it:
 - 2Spuds.jpg -- In 1987 Bud used a party dog called Spuds.
 - 3Crypt.jpg -- In 1989 there was the scary Crypt Keeper puppet.
 - 4Budman.jpg -- In 1991 they had a superhero named Budman
 - 5Dalmations.jpg -- In 1993, the year Disney came out with their 101 Dalmations movie, Bud used Dalmatian puppies in their ads.
 - 6Frogs.jpg -- In 1995, the Frogs came out.
 - 7Penguins.jpg -- In 1996, there were penguin cartoons
 - 8Lizards.jpg -- And the Lizards came out in 1997.Once again, ask your students: Well, was the Vice-President of Anheuser-Busch lying to us? Do they make their ads for young people? If Budweiser lies to you about this, what else in their advertising do you think is a lie? Listen to student answers to this question for 3 or 4 minutes.
5. Tell students: Researchers studied a lot of middle school students to rate ads for both soda pop and alcohol. They found out that the more students like the ads for a product, the more they liked the product as well. Knowing this, they wanted to find out what things in ads made the students like

the ads better. Three things came up more often than any thing else. Ask students what things in TV commercials made middle school students like the ads, and the products the ads were selling, better. Take student's answers for a minute then write the following on the chalkboard: Humor, Music, and Cute Animals.

6. Tell students; I am going to show you several ads that Budweiser ran in the 2004 Super Bowl. When you watch them, I want you to be asking yourself if you think the ads are funny, whether or not you like the music, and if the animals in these ads are cute?

Play the following ads for the class:

9Donkey.mov

10Bites.mov

11Beast.mov

12Fart.mov

7. Tell students: The last three ads were either pretty gross or had violence in them. Judging from how much you laughed, I'd say that you liked them. Television ratings showed that at any given time, about 14 million people below age 18 were watching the 2004 Super Bowl. Seven million of them were kids under 11 years old. An internet poll of over 2,000 middle school students the day after the 2004 Super Bowl showed that:

76% said they liked the beer ads they saw in the Super Bowl.

49% said their favorite ad in the whole Super Bowl was a beer ad.

66% said the funniest ad was a beer ad.

52% said the beer ads in the Super Bowl encouraged people their age to drink.

8. Distribute the handout "Alcohol Ads & Youth."

Spend 5-10 minutes going over the handout with your class. The main points you want to stress are that:

- People under 20 are 45% more likely to see a beer ad in a magazine than someone 21 or older. Yet people under 20 are 58% less likely to see a wine ad. Beer companies spend a lot of money to "target" youth. They only put their ads where young people are going to see them.
- The 10 magazines that have 25% or more of their readers below age 20 have 1/3rd of all alcohol advertising for magazines in them. (In case your students ask, these magazines are Vibe, Spin, Rolling Stone, Allure, Car & Driver, Maxim, Glamour, Motor Trend, In Style, and Sports Illustrated.)

9. Show slide: 13Youth Products.jpg

Tell students: This slide shows how "ratings points" are calculated by Nielsen for commercial products sold to youth. Ratings points are a term used to describe the number of people who see a certain ad or television. This chart shows that in 2001, people under 21 saw TV commercials for beer and ale more than any other product.

10. Show slide: "14Commercials.jpg"

Tell students: Just as with magazines, alcohol companies are very careful to ensure that not only are their ads designed to appeal to youth, but that their ads get seen by youth. This chart shows that no matter what type of alcohol is being sold, the commercials are placed where people under 21 see them. Looking at beer and ale, the chart shows that for every 4,500 adults who see a beer ad, 7,500 youth will see it. This is no accident. You are the target of these ads.

11. Tell students: The biggest advertisers on TV are drug companies. Car companies are second.

Alcohol companies are third. I know many of you like watching sports. Have you every thought about who pays for sports programs to be broadcast. Let's take a look.

12. Play video: 15Brought by.mov
Ask students: Since alcohol companies pay so much to show sports programs, what do you think you'll see when you watch them?
13. After a brief discussion. Show video: 16Logos.mov
Tell students: Remember that every time you see one of these alcohol signs on TV, there's somebody who got paid a lot of money to set up the shot. There are people who earn \$300,000 to \$400,000 a year just making sure that wherever a TV camera looks, you'll see ads, mostly for alcohol.
14. Hand out homework assignment. Read over assignment with your students. Remind students that in case they're thinking of cheating by simply making up their answers, you will be comparing answers to see if people watching the same shows have seen the same things. This is due in lesson #4.
15. Set up folders for each student in which they can store work, reflection slips, etc. during the unit.
16. Exit Slip: "Which ad was most appealing? Do you think you're a target? Why/why not?"

Stats/Facts:

- Television ratings showed that at any given time, about 14 million people below age 18 were watching the 2004 Super Bowl. Seven million of them were kids under 11 years old. An internet poll of over 2,000 middle school students the day after the 2004 Super Bowl showed that:
 - 76% said they liked the beer ads they saw in the Super Bowl.
 - 49% said their favorite ad in the whole Super Bowl was a beer ad.
 - 66% said the funniest ad was a beer ad.
 - 52% said the beer ads in the Super Bowl encouraged people their age to drink.
- People under 20 are 45% more likely to see a beer ad in a magazine than someone 21 or older. Yet people under 20 are 58% less likely to see a wine ad. Beer companies spend a lot of money to "target" youth. They only put their ads where young people are going to see them.
- The 10 magazines that have 25% or more of their readers below age 20 have 1/3rd of all alcohol advertising for magazines in them. (In case your students ask, these magazines are Vibe, Spin, Rolling Stone, Allure, Car & Driver, Maxim, Glamour, Motor Trend, In Style, and Sports Illustrated.)
- For every 4,500 adults who see a beer ad, 7,500 youth will see it.

--Facts from Peter D.

“You’re the Target” Reflection:

Week One, Lesson #2: Deconstruction Day

Standards
Met:

Lesson meets:
Media Literacy
Standards:
10.54.3810
10.54.3840

Speaking and
Writing
Standard:
10.54.3610

Library Media
Standard:
10.54.6510

Arts Standard:
10.54.2830

Objectives:
Students will:

- Recognize that media messages are constructed using specific techniques, which manipulate sound, image, text, and movement to convey meaning (10.54.3810).
- Recognize point of view or bias...analyze and evaluate information...(10.54.6512 d).
- Understand and use symbol systems...by examining the breadth and depth of possible responses presented by media and media techniques (10.54.2832 e) iv).

Materials: Language of Persuasion list (classroom set), Questions about Media Handout (classroom set), various media examples are included on the Multi-Media CD in the 'Deconstruction' folder, computer and projector to view the examples, Deconstruction Poster clearly displayed in the classroom

Lesson Rationale: Students need to understand that all media is constructed for a purpose. The easiest and most concrete method of demonstrating this concept is through deconstruction.

Instructional Procedure:

Vocabulary for today: Deconstruction, bias, group dynamics, and words from the 'Language of Persuasion' list

1. Discuss the impact of advertising in our society. How much influence do ads have on our society? Think about the degree to which the media construct reality. This may involve a philosophical discussion of reality. It may also be helpful to reiterate that the average American viewer sees between 350,000 and 500,000 commercials by the age of 18. What impact does this have?
2. Deconstruction of various media examples. Reminder: Today's examples center on alcohol and its portrayal through various media. Students will be seeing media examples with more diverse central topics in future lessons.
 - a. Use the Deconstruction Poster to help lead the group discussions. Pass out the Language of Persuasion sheets and Questions about Media Handouts to help students find words to describe what they are seeing. Take a minute to briefly go over each handout.
 - b. Start with print ads. Since these are the most static and simple, they are an easy place for students to begin deconstructing.
 - c. Move from print to audio-visual, making sure that students deconstruct more than just advertising. Media includes all mediated forms of communication; so don't forget radio, movies, etc.
 - d. The deconstruction activity will comprise most of the class period. Don't forget to view each example more than once since you will pick up on different aspects with each viewing. Try to have students focus on just one thing at first, such as, "What colors do you see in this ad?" Then watch the ad before moving on to another aspect like, "Whom do you think this message is intended for?"
3. Challenge students to find what they consider to be the worst or most offensive ads based upon potentially harmful imagery and messages. Remind them that these ads might be effective

marketing strategies, but they use questionable tactics in their quest to sell, sell, and sell. It may be helpful to review with students some of the actual winners from the Schmio Awards (an anti-advertising mock awards in opposition to the Clio Awards—the equivalent of the Emmys to advertisers).

4. After previewing the ads, have students create anti-ads. It may be helpful to show media examples of anti-ads. Create a gallery of the anti-ads, allowing students to vote on their favorites.
5. Exit Slip: “Recall a time you can now recognize that you were a media target. Describe the situation.”

Stats/Facts:

- The sheer amount of time young people spend using media—an average of nearly 6 ½ hours a day—makes it plain that the potential of media to impact virtually every aspect of young people’s lives cannot be ignored.
- Across the seven days of the week, that amount is the equivalent of a full-time job, with a few extra hours thrown in for overtime (44 ½ hours a week). Indeed, given that about a quarter (26%) of the time young people are using media, they’re using more than one medium at a time (reading and listening to music, for example), they are actually exposed to the equivalent of 8 ½ hours a day (8:33) of media content, even though they pack that into less than 6 ½ hours of time.

--A Kaiser Family Foundation Study, 2005

See the full executive summary online at: <http://www.kff.org/entmedia/entmedia030905pkg.cfm>

“Deconstruction Day” Reflection:

Week One, Lesson #3: Addictive and Compulsive Consumption

Standards
Met:

Lesson meets:
Media Literacy
Standard:
10.54.3840

Health
Enhancement
Standards:
10.54.7010
10.54.7050

Objectives:

Students will:

- Analyze how...environment influence personal health (10.54.7012 c).
- Identify the validity of health information and how culture, media, and technology influence choices (10.54.7052 f).
- Illustrate how media influence the way meanings and perception of reality are created and shared (10.54.3842 c).
- Use critical thinking and decision making to enhance health (10.54.7050).

Materials: Various media examples are included on the Multi-Media CD in the 'Addictive Compulsive' folder, computer and projector to view the media, copies of the New York Times handouts for possible extra credit (the lesson plan that goes with the extra credit is included in the *Materials* section for reference)

Lesson Rationale: Media often promotes unhealthy lifestyles including addictive and compulsive behaviors. Through the study of media, media literate students can more easily identify and avoid these problem behaviors.

Instructional Procedure:

Vocabulary for today: impulsive, compulsive, addictive, subtext

NOTE: Addicted young people may be defensive about these topics; decide how to handle this before you begin. Try not to attack or vilify individual users; instead emphasize the 'culture of compulsion'. Get students involved with the media issues first, and use the humorous examples to make the tone light at times and serious at others. Do not act as though the world is coming to an end.

1. Define "impulsive," "addicted" and "compulsive" with your students. Here are some definitions:
 - a. Impulsive: Inclined to act on impulse rather than thought.
 - b. Compulsive: Having an irresistible impulse to act, even if the act is illogical or harmful.
 - c. Addicted: Having a physical and/or mental condition in which the body becomes dependent on a harmful, habit-forming substance.
2. Ask: What would be some signs of impulsive behavior? Give examples. (When you act impulsively, you act without thinking. Buying something as soon as you see it, whether or not you need it or can afford it, is called impulse buying.)
3. Ask: What would be some signs of compulsive behavior? Give examples. (One sign: Not being able to stop yourself from doing something. Examples: Biting your fingernails, even when it hurts. Or seeing a box of your favorite cookies and wanting only one, but ending up eating the entire box.)
4. Ask: What would be some signs of addictive behavior? (Some signs: Cravings for a substance – chocolate, alcohol, nicotine, illegal drugs – and withdrawal symptoms when the substance is not available. Examples: alcoholism, drug addiction.)
5. Explain that many people are mildly addicted to caffeine. People with this addiction "need" their first cup of coffee in the morning. If they do not have caffeine, they go into withdrawal, which could involve headaches, crankiness and perhaps even nausea. The person who wakes up in the morning and craves a cigarette is also addicted.

6. Ask students to name some of the problems that can result from addictive and compulsive behaviors. Be sure they consider nutritional, physical, emotional, economic, and family problems.
7. Tell students that this activity is designed to help them consider ways to be less impulsive, less compulsive, less addicted, and more thoughtful and reflective. Tell the students that it can help them to be wealthier and healthier. They can learn to handle money wisely and have more choices to lead happier lives.
8. Point out that advertising is usually not good OR bad, but, rather, it is usually good AND bad. It can be delightful entertainment, but advertising almost ALWAYS wants you to do one thing. Ask, “What is that?” (Spend your money.)
9. Point out that the cumulative effect of millions of ads is to create a culture that turns some people into impulsive or even compulsive buyers. Explain the compulsive culture with the following examples.
10. View “MasterCard / good as cash”.
 - a. Ask: Can you use a MasterCard “like cash?” (Yes; it is accepted at millions of locations.)
 - b. Do most people use a MasterCard “like cash? (No. They use the cards for “loans.”)
 - c. The average family owes \$7,000 on their credit cards, and pays more than 18% interest, which is a very high interest rate.
11. View “Chart / savings and interest”.
 - a. Explain that the chart shows how much money you could earn if you saved \$100/ month for 45 years (a work-lifetime). If you put the cash under your mattress, you’d end up with \$54,000. If you invested it at 10%, you would have \$1,048,250. (This is less than the average rate of return in the stock market -- 12% per year for the last 66 years -- so you could actually earn more than the chart shows.)
 - b. The last bar shows how much you would pay if you always carried a balance on your credit cards (charging 18% interest) and you made a monthly payment of \$100 -- \$20,674,334! Point out that many banks and credit card companies charge more than 18%. Ask the class: Do you think this is a good deal or a rip-off?
12. View “Check and Go / drain”.
 - a. Make sure that the students know that this is an ad for a two-week salary check loan. Ask them what they think the interest rate is in Albuquerque for such a loan (10% per WEEK or 520%). Ask the students how high that bar would be on the chart.
13. Ask students to suggest other examples of the compulsive culture – products that are not needed, but are advertised a great deal. Some good examples:
 - a. Fast food, soft drinks and candy. These products use caffeine, fat, and the world’s cheapest food (sugar) to addict children to unhealthy diets. 25% of kids in the U.S. are malnourished (they eat the wrong stuff, becoming less healthy). The U.S. has an epidemic of Type II diabetes among kids (who never used to get it), most probably because of their poor diet (Coke, candy, chips, etc. replacing milk, vegetables, etc.). Point out that corporations that sell sugar make high profits, because sugar is cheap.
 - b. Name brand clothing. People actually pay more to advertise (display corporate logos) for big corporations. Name brand clothing is frequently no more durable than less expensive clothing,
14. Ask students how they could save \$100/month (or some other figure, depending on the economic status of your students). This will teach them how much money they waste. (The average teen spends \$40/month on soft drinks.) Point out that just by limiting consumption of fast food, soft

drinks, candy and name brand clothing, most people could save \$100 per month and be millionaires when they retire.

15. Ask students: How many of you have wage-earning jobs? How many of you have a consistent plan to save your money, rather than spend it all? Talk about the difference between saving and spending. Relate it to the “Savings and Interest” chart. Show how saving small amounts regularly when you’re young really pays off.
16. How does advertising help keep people poor? The major purpose of advertising is to get people to buy as much stuff as they possibly can, whether they need it or not. Advertising is very successful at keeping people poor, since most people buy tons of stuff that they do not need, live in debt and then cannot pay for their own retirement.
17. Since a great deal of advertising works against the best interests of people, advertising must create “impulse” buyers, i.e., people who do not think as they buy, spending more than they have, usually on products that are trivial or, even, unhealthy. Impulse buyers often spend money that they will need later for important things (family, education, medical care, etc.). Impulsive people can be more likely to accept advertising’s more subtle messages, advertising’s “subtexts” – messages for compulsive and addictive products and behaviors.
18. Alcoholic beverages are one of the most heavily advertised products. Why? (The less a product is needed -- and, therefore, the worst “deal” it is -- the more it must advertise). Since the more you use alcohol, the more it hurts you, companies that sell alcoholic beverages have to advertise a great deal. In other words, they have to create very persuasive lies. Alcohol is a cause of most accidents, gambling debts, pregnancies, sexually transmitted diseases, suicides, rapes, child abuse, and crime in general. Therefore, alcohol companies must advertise a fantasy world that is the opposite of these problems.
19. View “7 & 7 / splash”.
 - a. Ask: Are these people having a good or bad time? (A wildly good time.)
 - b. Is anyone having a bad time? (No.)
 - c. Is this a real picture or an impulsive/compulsive picture? (The latter.)
 - d. Are the people in the picture thinking about any of alcohol’s negative consequences? (No.)
 - e. Is there any suggestion that alcohol consumption may have negative consequences? (The very small white writing in the lower left part of the page says that people should drink responsibly.)
 - f. Does the ad depict responsible drinking? (No.)
 - g. Selling alcohol is a great way to make money because it addicts its users. Does that sound responsible? (No.)
 - h. Why is the “responsible drinking” message in the ad? (Alcohol companies like to say things that make them sound responsible in order to hide the facts about alcohol use.)
20. View “Bud Dry / why ask why?”
 - a. This was a Budweiser advertising theme for a long time. It basically says, “Don’t Think... Drink” – the perfect message for impulsive, compulsive addiction.
21. Additional Option: You can use your own examples from magazines or TV to examine the fantasy world of alcohol ads. Emphasize the nutritional, physical, emotional, spiritual, and financial opportunity costs of drinking. Illustrate the many ways in which drinking is glamorized in advertising and commercial media, such as Hollywood movies. Suggest that the psychology promoted in alcohol ads is the same psychology that motivates users of other drugs (fantasy world, substances make you popular, being poor is OK as long as you can be high, “cool” is best, “work” is uncool.)

22. EXTRA CREDIT: Alcohol is one example of a (regulated) legal drug. However, media often depicts use of illegal drugs (or at least the illegal consumption of alcohol and tobacco by minors). If students are interested, they are welcome to take on an extra credit assignment: Illicit Drugs in Popular Movies and Music. Due in Lesson #4.

Exit Slip: “How is media destructive to a healthy lifestyle?”

Stats/Facts:

- Number of alcohol-induced deaths, excluding accidents and homicides: 19,928
 - Number of alcoholic liver disease deaths: 12,121
 - As a way to fight addictive and compulsive behaviors encouraged by media: The Centers for Disease Control and Prevention (CDC) has adapted the definition of ‘marketing’ by defining health marketing as “creating, communicating, and delivering health information and interventions using consumer-centered and science-based strategies to protect and promote the health of diverse populations.” Health marketing uses the science and strategies of commercial marketing to promote its products, namely, evidence-based health information and interventions. Although the ultimate goal of commercial marketing is to benefit the product “sellers” and shareholders, the ultimate goal of health marketing is to benefit the product “consumers” and the public.
- The Center for Disease Control: www.cdc.gov
- 80% of parents surveyed said they did not think alcohol or marijuana was available at parties attended by their teens. 50% of teens said that, in fact, they attended parties where both substances were present.
- National Center of Addiction and Substance Abuse
- Additional information on addiction can be found at: <http://www.oas.samhsa.gov/>

“Addictive and Compulsive Consumption” Reflection:

Week One, Lesson #4: Data Day

Standards Met:
Lesson meets: <i>Media Literacy Standard:</i> 10.54.3840
<i>Mathematics Standards:</i> 10.54.4010 10.54.4060
<i>Health Enhancement Standards:</i> 10.54.7010 10.54.7050

Objectives:
Students will:

- Recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school (10.54.4012 d).
- Formulate and solve problems that involve collecting and analyzing data (10.54.4062 c).
- Analyze the individual and social consequences of unethical use of media (10.54.3840 a).

Materials: The graph template and PowerPoint presentation are on the Multi-Media CD in the “Data Day” folder

Lesson Rationale: Today and the next lesson are a culmination of “real” student data and information to prove that youth are the target of alcohol advertising and subject to the adverse affects.

Instructional Procedure:

1. Students should arrive at class with their homework sheets from Lesson #1 filled out.
2. Set up the computer and projector with the spreadsheet template open and ready. By a show of hands, go through each mathematical question and fill in the data for the class. Once completed, allow students time to share some of their observations and descriptions of individual ads.
3. Analyze the data. Ask students to explain the data to you:
 - a. When were most of you watching TV?
 - b. How does this compare to other classes (note: 1st period students won't be able to make this comparison, perhaps revisit the final graph the following day)?
 - c. When did most of you see alcohol ads?
 - d. What types of marketing strategies were employed?
 - e. What ages do you think were the majority of viewers during each time slot?
4. If any students completed the extra credit homework from Lesson #3, allow them time to present their findings to the class. Compare and contrast what students noticed about alcohol with illicit drugs.
5. Collect assignments and extra credit.
6. Information PowerPoint: What is Normal? Go through this presentation with the class allowing time for discussion at key points.

Exit Slip: “What did you find most interesting or persuasive?”

Stats/Facts:

- See Also:
 - <http://www.alcoholalert.com/drunk-driving-statistics-montana.html>
 - <http://www.cdc.gov/alcohol/statistics.htm>
 - <http://www.jointogether.org/keyissues/marketing/montana.html>
 - <http://beersoaksamerica.org/>
 - <http://www.alcoholcostcalculator.org/kids/>
 - http://alcoholpolicymd.com/alcohol_policy/policy_papers.htm
 - <http://www.alcoholfacts.org/CASAAAlcoholStatisticsAbuse.html>

“Data Day” Reflection:

Week One, Lesson #5: Finding the Subtext

Standards Met:
Lesson meets: <i>Media Literacy Standard:</i> 10.54.3810
<i>Library Media Standard:</i> 10.54.6540
<i>Arts Standard:</i> 10.54.2860

Objectives:
Students will:

- Apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies (10.54.6542 c).
- Identify how works...reflect the environment in which they are created (10.54.2862 d).
- Recognize that media messages are constructed using specific techniques that manipulate sound, image, text, and movement to convey meaning (10.54.3810).

Materials: “The Subtext of Beer Ads” (classroom set), Language of Persuasion (classroom set), computer and projector

Lesson Rationale: By this point, students should be able to identify the overt message of a media example fairly well. However, there are deeper meanings and subtexts that a media-savvy individual can benefit from identifying.

Instructional Procedure:

Vocabulary for today: subtext, denial

1. Discuss the following statement: Most media tell only one side of the story. To be informed is to ask, “What story is not being told here?”
2. Ask students:
 - a. Have you ever seen a movie or TV program where a tired person came back to their home or apartment and poured an alcoholic drink in order to “perk up”?
 - b. Is this what really happens when you drink? Is drinking a good way to perk up? (No. The person will be even more tired later on, if they “revive” with alcohol.)
 - c. Have you ever seen a movie or TV program where the tired person comes home and takes a nap? Why does this seldom happen in movies and TV? (It’s not as exciting as watching someone drink.)
 - d. What do people learn from this? (Cool people drink. Drinking perks you up. Naps are boring. Drinking is exciting and cool.)
 - e. Explain that movies, TV programs and advertisements start teaching little kids how to act at age one or two. Though we learn from many sources, we all learn from movies, TV programs and advertisements. Thus, as we grow up, we all live in two worlds, a “fantasy” world and a “reality” world. It’s important to know the difference. Let’s consider at a few examples.
3. View “Burger King / advertising”.
 - a. Ask: Have you ever seen a Whopper that looks like this? How is this picture unreal? (Everything’s bigger and juicier than normal – the burger is fatter, the slice of cheese is bigger, there’s more lettuce, tomato and onion, the bun is puffier, there are more sesame seeds on the bun.)
4. Show students the Whopperettes (www.whopperettes.com) webpage.
 - a. After making a Whopper as a class, ask students what this webpage has to do with buying a hamburger. It further tries to glamorize the Whopper, making the product seem far more amazing than it is in reality.

- a. View “Burger King / reality”.
 - a. Is this picture more realistic? Explain that the “truth in advertising” laws prevent Burger King from showing a Whopper with, say, poppy seeds on the bun, because that’s not how they’re sold. But the advertising people can take the ingredients in a Whopper and make everything look more appealing – using a fatter burger, more veggies, etc. They even select the biggest sesame seeds and glue them on the bun!
 - b. Toggle back and forth between the “advertising” and “reality” images. Suggest that if kids are going to be healthy and spend their money wisely, they need to look at media with their “reality glasses” on.
5. Brainstorm a list of alcohol icons and slogans. Some examples might include, the Bud Lizards (“Bud-Weis-Er”), Bud Clydesdales or the Captain from Captain Morgan Rum (“The Captain was Here”).
6. Pass out the Language of Persuasion handouts. Ask the following questions about the various media students have viewed over the past lessons:
 - a. What language of persuasion is being used?
 - b. Who is paying for these ads?
 - c. Who is the target audience of these ads? (You might want to ask students who is most interested in cartoons and animals [kids].)
 - d. Why would Budweiser want to advertise to kids? (Perhaps building brand awareness for the future when they are older.)
 - e. What stories are being told in the ads? (You have fun, are attractive and have lots of friends when you drink.)
 - f. What stories are not being told in the ads? (Alcohol causes family problems; drunken driving is a big problem in many places; Many people who drink alcohol drink alone and don’t have fun like the ads imply.)
7. Divide students into groups. Assign each group to explore the overall content and messages of all the ads by asking the following questions:
 - a. How do these portray the lifestyle of a person who drinks alcohol? (Drinking alcohol is glamorous. People who drink alcohol don’t seem to be worried about money. Friends surround them. The people in the ads are having fun).
 - b. What are the demographics of people who drink alcohol according to these ads? The people drinking are young and attractive. Contrast this with the media example Who Drinks? This chart can also be used to discuss the fact that alcohol companies make the most money off of people who drink heavily, many of whom are alcoholics. Is it the point of alcohol ads, therefore, to make this type of lifestyle attractive?
 - c. These ads send what kinds of messages? (Life is a party if you drink. There’s romance everywhere when you drink. People want to hang out with you if you drink.)
 - d. Do these ads encourage people to drink responsibly or irresponsibly? (This is a tough concept because often there is a text line at the bottom of the ad about being responsible, but the pictures used in the ad don’t reflect this attitude. However, if the ads did reflect drinking responsibly, would the alcohol companies sell as much alcohol?
 - e. What techniques do the advertisers use to convey these messages? Refer to the Language of Persuasion handout for more details. (Some examples are diversion, humor, big lie, nostalgia, flattery, group dynamics and bandwagon.)
8. Explore whether these messages are true about the lifestyles of those who drink. This can be done through research or through conversation. Do people like to hang out with drunks? If you are

supporting an alcohol addiction, do you have money for expensive cars and other luxury items? What implications does alcohol have for violence? (According to the Center for Substance Abuse Prevention's Prevention Primer, 38% of child abuse, 49% homicide, 49% of spouse abuse and 72% of rape happens in the presence of alcohol and other drugs.) Why don't alcohol advertisers use these types of images in commercials?

9. Extension Activities:

- Select an ad for alcoholic beverages in a magazine. How does this ad portray the lifestyle of people who drink alcohol? Who is shown drinking? Does the ad encourage people to drink responsibly or irresponsibly? Make a presentation to the class, pointing out what side of the story is being told, and what side of the story is being left out.
- Create a "Counter-Ad" by picking an alcohol ad in a magazine and changing the message of the ad to tell the other side of the story. This could be done by merely adding text printed on notebook paper over the existing text, or by redrawing the entire ad, changing both the picture and the text. Display the counter-ads in the classroom or in another part of the school.
- Write to alcohol companies, urging them to tell the whole story about alcohol.
- Discuss why some people drink alcohol and/or use drugs. Discuss the health effects of alcohol and other drugs. Depending upon available time, either give students current information or divide them into groups to research it.
- Discuss how alcohol increases the risk of violence and illegal behavior. Have students research this issue and make presentations to the class.

Exit Slip/Homework: "What do you want out of life?" Students must list at least 10 things they want out of life for themselves. The second half of the assignment is to ask an adult the same question and write down their response. Due in Lesson #6

Stats/Facts:

- Young people who view more alcohol advertisements tend to drink more alcohol, according to a new study in the January issue of Archives of Pediatrics & Adolescent Medicine.
For the full article and more information, see:
http://www.consumeraffairs.com/news04/2006/07/early_drinking.html
http://www.consumeraffairs.com/news04/2006/01/alcohol_ads.html
- For more alcohol ads, see:
<http://camy.org/gallery/>
<http://medialit.med.sc.edu/alcoholbillboards.htm>

“Finding the Subtext” Reflection:

Week Two, Lesson #6: Advertising Happiness

Standards
Met:

Lesson meets:
*Media Literacy
Standard:*
10.54.3840

*Social Studies
Standards:*
10.54.6050
10.54.6060

*Health
Enhancement
Standard:*
10.54.7010

Objectives:
Students will:

- Analyze how various personal and cultural points of view influence economic decisions (10.54.6052 d).
- Compare and illustrate the ways various groups meet human needs and concerns and contribute to personal identity (10.54.6062 a).
- Illustrate how media influence the way meanings and perception of reality are created and shared (10.54.3842 c).

Materials: Various media examples are included on the Multi-Media CD in the 'Advertising Happiness' folder, computer and projector to view the media

Lesson Rationale: There are differences between needs and wants and what creates happiness. Media does not always represent what we really want or need.

Instructional Procedure:

1. Ask students to share some of their personal life desires from their homework assignment. Create a large classroom list on the board.
2. Next, ask for a few volunteers to share the adult responses to the question. Conduct a classroom discussion comparing and contrasting the responses to the same question.
3. Ask students to explain the difference between "needs" and "wants." Needs are items necessary for survival (for example, food and shelter), while wants are unnecessary items which may make life easier (for example, cell phones and computers).
4. As a class, create a two-column list of items essential for life (needs) and items non-essential for life (wants).
5. View the media examples. Create a list of the products being advertised. Under each product, write down what kind of packaging/waste comes with the product.
6. Go down the list, product-by-product asking the following questions:
 - How useful is the product?
 - How essential is the product?
 - Could you live without the product?
 - How much genuine health and happiness will the product provide?
 - What kind of waste does the product produce?
 - How does the ad try to convince you to buy the product?
 - Would you purchase this particular item/brand if it weren't advertised?
7. Discuss the role of advertising in convincing people to buy non-essential products. Why do Americans buy more products than they need? What are some of the consequences of high levels of consumption by members of a society? This might lead to a discussion about environmental issues and unequal distribution of wealth.
8. Homework: Students must then go into their garages, closets, attics and storage spaces at home to make a list of all the items they purchased but no longer use. Due in Lesson #7.
9. Divide the class into teams of four. Each group must create a skit to explain the relationship between advertising and our habits of consumption. Students should address the consequences of this type of behavior. For example, a group may have two teens buying some gadget they saw on

TV. The other two teens might question why they're buying the product, explaining the environmental impact.

10. Additional Options:

- Have students share what they've learned with other classes and adults.
- Discuss other ways to obtain happiness other than obtaining objects.
- Discuss things that would make their school a better place to be.

Exit Slip: "Has your opinion of what makes you happy changed? Why or why not?"

Stats/Facts:

- The rise of self-checkout lines has cut purchases of snacks, soda, and magazines in participating grocery stores by about 45%. Customers are so focused on the scanning process that they are less apt to make last-minute buys.
--IHL Consulting Group as printed in Business Week.
- "Social Networking" is a phenomenon sweeping the web that has created a worldwide, always on, cocktail party. It's not just for 'kids' as only 25% of MySpace users are under 18.
--The Week (British version)
- The workweek has decreased by 38% over the past century, but workers have no additional leisure time. Longer commutes and more household chores have gobbled up the time created by work-related technological advances.
--Forbes
- Three-quarters of U.S. workers feel satisfied with their pay, but 44% would alter the blend of money and benefits if offered the change. The largest segment, 33%, would choose more flexible hours.
--Hudson Highland Group as printed in Fortune

“Advertising Happiness” Reflection:

Week Two, Lesson #7: Viral Marketing

Standards
Met:

Lesson meets:
Media Literacy
Standards:
10.54.3810
10.54.3820

Social Studies
Standards:
10.54.6010
10.54.6050

Reading
Standards:
10.54.3010
10.54.3040
10.54.3050

Speaking and
Listening
Standard:
10.54.3630

Objectives:

Students will:

- Assess the quality of information (10.54.6012 b).
- Compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application (10.54.3012 b).
- Distinguish information from persuasion, and logic from emotion (10.54.3632 e).

Materials: computer and projector, various media examples are included on the Multi-Media CD in the ‘Viral Marketing’ folder, “‘Greenwashing’ Leaves a Stain of Distortion” (classroom set), “Earth Day Inc.” (classroom set)

Lesson Rationale: Marketing has changed from overt strategies to covert styles in which consumers don’t know they are being manipulated by a company. Understanding these subversive tactics is yet another defense strategy for youth.

Instructional Procedure:

Vocabulary for today: viral marketing, greenwashing, stealth/guerilla marketing, card-stacking, plain folks, simple solution, word of mouth

1. Have each student classify the items on their list from the previous lesson as either essential or non-essential. Did the students find they had a lot of non-essential items on their lists? What factors influence people to be consumers? What connection exists between advertising and consumption?
2. Using the computer and projector, show students the Wikipedia page on ‘viral marketing’ (as a side note: you may wish to explain Wikipedia—an information center with content completely supplied by everyday people vs. encyclopedias that take years to review and produce—often outdated the instant they’re published, but have that extra assurance of accuracy). Introduce the term ‘viral’ marketing along with stealth/guerilla/word of mouth.
http://en.wikipedia.org/wiki/Viral_marketing
3. Introduce and then show students the live action version of the Simpsons intro. This clip showed up on the internet and was created by ‘some college kids’.
 - a. After viewing the clip, ask students what they think of it; what are their reactions?
 - b. Actually, this clip was made by FOX, then ‘leaked’ onto the internet with the false story. The number of people who watched the Simpsons increased after this clip started circulating the internet.
 - c. Now what do students think of the clip and FOX’s use of viral marketing?
4. Show students the VW Polo ad.
(available at <http://www.snopes.com/photos/advertisements/vwpolo.asp>)
 - a. Ask students: What is your reaction to this ad? This ad showed up on the internet (never broadcast) as an edgy ad some ‘guys somewhere, probably college students’ made. The truth is that the company itself made and accidentally ‘leaked’ the ad.
5. Show students the original OK GO music video (just need to see the first 30 seconds or so).
6. Immediately show segments of the OK GO mimicry videos.
 - a. Ask students: Do you think OK GO paid any of these groups to learn their dance, videotape themselves, and put their clips on the internet? (No)

- b. What benefits does this kind of free internet buzz offer the band? Does the band suffer for any of the copycatting? Why do people want to go through the effort? (It's cool!)
7. Go to the Subservient Chicken website. Have the students give you commands to instruct the Chicken.
 - a. Discussion: Did you like this website? What made it fun? Would you want to play with this site at home? Would you tell friends about it? Does it have anything to do with the actual product? How is this effective marketing?
8. Ask your students if they have heard of the term greenwashing. Greenwashing is defined as disinformation disseminated by an organization so as to present an environmentally responsible public image. If they have not heard the term before, give them clues about it and see if they can use the context to find its meaning. Then, write the definition on the board.
9. Have students read the article "Earth Day Inc." Discuss some of the companies by name and what they are doing to be considered "greenwashers." Ask students if they know of other corporations who have been cited for greenwashing.
10. Show students the Ford Escape Hybrid on the Ford website. Deconstruct what students see on this page. What information is not being told in the ad? What information, if coupled with more details, might be true? Is this an accurate way of advertising Ford products?
11. Have students read the "'Greenwashing' Leaves a Stain of Distortion" article about Ford. Discuss the fallacies that Ford fails to mention in their ads or on their website <http://www.fordvehicles.com/environment>.
12. Have students research the Internet for information about corporations accused of greenwashing. Then, have them locate an ad (magazine, billboard, Internet or TV) from this corporation and change it into an anti-ad that tells the greenwashing story. Encourage them to be activists by making a pledge (and encouraging others to do the same) to take a stance against the corporation they researched.
13. Additional Options:
 - Have students generate letters of dissatisfaction to corporations who engage in greenwashing.
 - Encourage students to send their anti-ads to the PR firms or ad agencies that promote the corporations they researched.
 - Peer teach a different class or a different grade level about greenwashing.

Exit Slip: "Do you find these styles of marketing surprising? Has viral marketing ever happened to you? Explain with detail."

Stats/Facts:

- The grain needed to fill a 25-gallon SUV gas tank with ethanol could feed one person for a year.

--Fortune

- Ecuadorians and Filipinos send, on average, more than 200 text messages a month. Danes and Irish average 100 a month, while Americans fire off fewer than 50. Analysts say Americans text less because they have greater access to other, cheaper options, including e-mail and instant messages.

--Business 2.0

- See Also:
 - <http://www.womma.com/index.htm>
A website for the 'Word of Mouth Advertising' that uses viral marketing.

“Viral Marketing” Reflection:

Week Two, Lesson #8: Disposable Society

Standards
Met:

Lesson meets:
*Media Literacy
Standards:*
10.54.3820
10.54.3840

*Social Studies
Standards:*
10.54.6040
10.54.6050

Objectives:
Students will:

- Identify major scientific discoveries and technological innovations and describe their social and economic effects on society (10.54.6042 e).
- Analyze how various personal and cultural points of view influence economic decisions (10.54.6052 d).
- Analyze the influences of technological advancements on household, state, national, and global economies (10.54.6052 f).
- Compare the historical and cultural differences in media (10.54.3822 b).

Materials: "Worn as Toast" (classroom set), Now and Then Game, some example item that is mostly wasted packaging material (such as a Lunchable), a small appliance (like a coffee maker), 'Big Red' example on Multi-Media CD

Lesson Rationale: Our world has changed so quickly that students must understand the negative effects of our current disposable society and be reminded of the past way of life.

Instructional Procedure:

Vocabulary for today: disposable, nostalgia

Work Option: You may choose to start having students work on their final projects during class today. Intersperse work time with the lessons (take more than one day per lesson with work time included).

14. Ask students if they have ever heard the term disposable. Chances are, they will have heard of disposable diapers or disposable paper plates. Go over the term to make sure students have a clear understanding of what it means. Then, ask students if they can think of other items that are disposable. They may give examples of items like pie pans, gift-wrapping, zip bags, juice boxes, etc.
15. Ask students where all of the disposable packaging goes when we throw it away (dump). Often times, Americans have so much trash that we run out of places to put it. Then, we have to create landfills near peoples' homes and neighborhoods. Imagine what it would be like to live near a landfill where everyone's trash was. Ask: Do you think it would smell good? Do you think there might be rats and other unwanted critters that live there? Would you like your home to be near a landfill? Do you know that some states pay to have their garbage shipped to other states because they have run out of room? How would you like it if Montana had to be one of those states that do this?
16. Hold up some of the product packaging and discuss some the implications for the waste it creates. Do we have to have all of this packaging for such a product? Why do companies make their packaging so "overdone?" Often, it is to make a product look larger or to advertise the name of the product. Or, maybe sometimes, companies don't care that their product makes so much waste.
17. Show the Big Red media example. Ask: What is this product? Does it look cool? Do we need gum to survive? Do you think this is something really helpful or something available so companies can make money from it? What happens to the product when you are finished with it? Why is this not a good thing? Often times, companies try to sell us things we really could live without, but they make us believe that we need the product. Have any of you ever bought

something you decided you really don't need? (Note: You may want to share an example of something you bought that was really unneeded.)

18. Show one of the small appliances for visual effect. Ask: What happens when this breaks? Do we take it to a repair shop or do we throw it away and buy a new one? Today, it is likely to be cheaper to buy a new product than to repair the old one. Where does the appliance go when we throw it away? Guide students to talk about how it goes from garbage can to garbage truck to landfill or incinerator. Again, discuss the implications of everyone's broken appliances being put into a landfill and remaining there for generations.
19. Ask: What other kinds of products do we throw away when they break or get old? Some products are shoes, vacuum cleaners, sewing machines, tires, computers, fans, can openers, stereos, CDs (in junk mail) CD players, TVs, etc.
20. Ask students: What did people who lived long ago do before they had these products to worry about? How did they get around without the things we have today? Do you think they had problems with landfills and too much trash? Do you think they tried to repair the things they did have or do you think they just threw them away? Discuss how shoe repair shops, vacuum cleaner repair shops and sewing machine repair shops were much more prevalent in cities and towns than they are now. Ask: Why do you think this is so?
21. Tell students they are going to play the "Now and Then" game. Explain this is a game that illustrates what has been highlighted in class. The directions are simple:
 - a. Line up two teams with an even number of players. Flip a coin to see who goes first.
 - b. The first player draws a card from the top of the pile. On the card is the name of an item used in modern society today and thrown away when it is old or broken. The students' task is to name an item that was used (sometimes, a long, long ago time) in place of the item on the card—in other words, it was used before the modern item was invented. For example, if the card has the word tissues, the correct answer would be handkerchief, which people used to blow their noses on and then wash (before disposable tissues were available).
 - c. When the student gives the correct answer, her/his team gets a point. (This time could also be a "teachable moment" when you can reinforce the lesson by saying a couple of words about how the "old" product creates less waste than the new product.)
 - d. After one student goes, a student from the other team gets a turn with another card, and so on. When each team member has had a turn to draw a card and respond, the game is over. Tally the points. Winning team gets "bragging rights" for 15 seconds.
 - As an option to the game, you may have students suggest an alternative, more eco-friendly item to use in place of the object on the card. For example, a cloth bag could be used in place of disposable grocery bags or the comics section of the newspaper can be used in place of gift-wrap.
22. After the game is over, have students orally discuss or write a short reflective journal about what they learned and how they can change their behavior to be more conscious of waste.
23. Read students the "Worn as Toast" article and discuss.
24. Additional Options:
 - Have students find a disposable item and make something with it. (Turn a 2-liter bottle into a bird feeder, fill tires with dirt to make a raised flowerbed or garden, rubber stamp a grocery bag to make personalized gift wrap.)

- Have students make a “resource booklet” to share with others on ways to challenge our disposable culture.

Exit Slip: “Would you be able to live 100 years ago? Why or why not?”

Stats/Facts:

- A huge island of discarded cups, bottle caps, plastic laundry baskets, rubber sandals, and other garbage has formed in an area of sluggish currents and slack winds halfway between California and Hawaii. The ‘Eastern Garbage Patch’ is twice the size of Texas.
--Los Angeles Times
- Four pounds of trash a day. That's how much solid waste is generated by each man, woman and child in the United States. This waste includes substantial amounts of paper and cardboard (40%), as well as yard waste (18%), metals (9%), plastic (8%) and other products. Where does it all go? The answer: more than 70% of this material is buried directly in the ground-in disposal facilities known as landfills.
-- http://www.csun.edu/science/BFI/waste_stats.html (see webpage for more statistics)

“Disposable Society” Reflection:

Week Two, Lesson #9: Globalization

Standards
Met:

Lesson meets:
*Media Literacy
Standard:*
10.54.3840

*Social Studies
Standards:*
10.54.6020
10.54.6030
10.54.6050
10.54.6060

*Reading
Standard:*
10.54.3010

Objectives:
Students will:

- Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (...trade agreements...) (10.54.6022 f).
- Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital...) (10.54.6052 a).
- Identify and describe the stratification of individuals within social groups (10.54.6062 f).

Materials: “Pennies an Hour and No Way Up” (classroom set), “Sweatshop Information” (classroom set), world map, various media examples are included on the Multi-Media CD in the ‘Globalization’ folder, computer and projector

Lesson Rationale: Globalization of consumable goods has an unseen negative affect on human living conditions that students need to be aware of.

Instructional Procedure:

Vocabulary for today: globalization, sweatshop, profit margins, labor

1. View the JCP School media example on the CD-ROM as well as other examples of ads for fashion trends. Ask students what techniques are being used to sell the clothing product. Inform them that clothing is a \$200 billion a year global industry.
2. List all the brands of clothing that students are wearing. Inquire as to where most students think their clothing is made. Have students examine their clothing labels, creating a list of countries where clothing is manufactured. Then, have students mark these countries on a world map. Ask: On which continents are most pieces of clothing manufactured? Is most of the clothing made in the United States? Why or why not?
3. Distribute, read and discuss the “Pennies an Hour and No Way Up” article and the Sweatshop Information handout. Many of the issues to be addressed in the lesson are covered in these articles.
4. Introduce the concept of profit margins and labor. In the United States, wages are regulated and carefully watched. Companies are supposed to pay all workers a minimum living wage. Ask: Can a company make as high of a profit margin paying such a high wage to its workers? Many garment industry companies have moved their shops overseas to avoid these high wages. Have students compute the difference in wages between the United States and the other listed countries.
5. Inform students about the process of creating a garment. This is a complicated process in today’s global economy as a piece of clothing may be cut in one location, assembled in another, finished in yet another before it is sold around the world. It is important that students understand that retailers (such as The Gap or Wal-Mart) dictate the price for a garment. Manufacturers must then try to make the garment for less than that price to allow for a profit. These manufacturers, therefore, try to find the cheapest method of producing the garment. Look at the Sweatshop Information handout to find out where the money from a \$100 garment goes.
6. Define the term sweatshop. The definition used by Sweatshop Watch is a workplace where workers are subject to extreme exploitation, including the absence of a living wage or benefits,

poor working conditions, and arbitrary discipline. Sweatshops have been a part of history, but most people believe that they are just a thing of the past. Unfortunately, sweatshops exist both in the United States and in other countries.

7. Assign students to research sweatshops. In a written report, they must include answers to the following questions:
 - What is a sweatshop?
 - What are the problems with sweatshops?
 - Why are sweatshops used in the garment industry?
 - How do the consumption habits in the United States contribute to sweatshops?
 - What is being done to eliminate sweatshops?
 - What can individuals do to eliminate sweatshops?
8. Share the Nike 'Sweatshop' story of MIT graduate Jonah Peretti who attempted to get his personalized Nike shoes to say 'Sweatshop' on them. (www.shey.net/niked.html)
9. After students research sweatshops, have a classroom discussion about unfair labor practices. Show the media examples Nike-Running and Adbusters-Nike. Discuss what the text in these anti-ads mean. Encourage students to consider an outreach project to the entire school that focuses on unfair labor practices. Examples could be the following activities: have an information booth/table at lunch where students can get more information, have students create anti-ads about particular brands/stores and send them to corporate execs, have students peer teach a lesson about sweatshops, have students sign a petition (and forward it to the company execs) against a particular clothing maker who participates in unethical labor practices.
10. Additional Options:
 - Post students' reports on the school website.
 - Encourage students to write letters to companies who use sweatshops.
 - Create radio public service announcements to be read at lunch for the school.
 - Conduct an awareness survey in the school about sweatshops, educating peers about the sweatshop labor used to create popular brands of clothing.
 - Organize a boycott of brands/stores that utilize sweatshop labor.

Exit Slip: "What is the problem with sweatshops? What do you think can be done about it?"

Stats/Facts:

- In 2005, the average CEO earned more in one workday than the average [American] worker earned all year.
--Economic Policy Institute
- See Also:
 - http://www.mofunzone.com/online_games/mcdonalds_videogame.shtml
An online game mimicking McDonald's that shows how the many different aspects of running a fast food chain from raising cattle to the CEO's office.
- Of the \$1,831 the average U.S. family of four spent on apparel in 1999, only about \$55 went to apparel production workers.
--U.S. Manufacturing Census as printed by [Behind the Label](#)
<http://www.behindthelabel.org/pdf/Retailindus.pdf#search=%22sweatshop%20statistics%22>

“Globalization” Reflection:

Week Two, Lesson #10: Impacts of Consumerism

Standards
Met:

Lesson meets:
Media Literacy
Standard:
10.54.3810

Science
Standards:
10.54.5030
10.54.5050

Social Studies
Standard:
10.54.6030

Literature
Standard:
10.54.3230

Objectives:

Students will:

- Investigate...problems and/or issues and propose solutions or products that address a need, which considers variables (e.g., environmental risks) (10.54.5052 c).
- Analyze diverse land use and explain the historical and contemporary effects of this use on the environment...(10.54.6032 c).
- Apply given criteria to evaluate literary merit and express critical opinions about literary works (10.54.3232 b).
- Analyze how media content is influenced by media form (10.54.3810).

Materials: What are you paying for? Worksheet (about 5/class), magazine examples (a variety of genres), copy paper (1/student), student-provided art supplies

Lesson Rationale: Students need to understand how much the average magazine devotes to ad and to articles, as well as the impact of the magazines on the environment.

Instructional Procedure:

- This lesson may serve as a supplemental that could be skipped if previous lessons take longer than planned.
1. Begin by asking the following questions: How many of you read magazines? What are some of your favorites? Can you estimate what percentage of a magazine is used for ads and what percentage of a magazine is used for articles? Record these estimates using the worksheet.
 2. Inform students they will be doing a group activity. Divide students into groups of three based on different genres of magazines. For example, sports, fashion, collectibles, pets, food/home, etc. Each group should have several examples of different magazines from one category. For example, the sports group might have Sports Illustrated, Backpacker and Bicycling.
 3. Each person in the group will go through one of the magazines, documenting the number of pages of text articles and the number of pages of advertisements. A standard system of decimal equivalents (e.g., .25, .5, .75, etc.) could be used to deal with partial pages.
 4. As small groups, students will work to calculate the percentage of the magazine that is advertising and the percentage of the magazine that is articles. Have students use these figures to determine how much of the total magazine newsstand price (of their group's magazine) goes towards advertising and how much goes towards articles. Students may need assistance and should use calculators to convert decimals to fractions to percents.
 5. The entire class should then discuss the small group findings. On average, what percentage of a magazine is dedicated to ads? Articles? How is the data from the genre groups similar and different? Are there any noticeable trends? What are people paying for when they buy a magazine – advertising or articles?
 6. Discuss how this impacts the environment. Ask: Imagine you have a magazine without ads. Based on what you learned today, how big would it be? What is the impact of saving that amount of paper? Why is it important that we allow trees to remain a sustainable natural resource in our world? You may want to explain the concept of environmental sustainability: Using our natural

resources at a rate slower than the time it takes to replace them (like trees) and using resources responsibly so we don't deplete them.

7. Inform students that most magazines are printed on virgin paper or include very little recycled material; even many nature magazines are printed on non-recycled paper. Why do you think this is so? (You may want to research the costs of a magazine using new vs. recycled paper; often, the price of recycled paper is more costly than using virgin paper.) Share with students that Condé Nast Publications, one of the largest magazines publishers, uses virgin paper for their magazines such as Vogue, Wired, The New Yorker and Condé Nast Traveler. This company recently won awards for their environmentally friendly office, yet they continue to use environmentally unfriendly paper for their magazines. Incidentally, other companies are exploring alternatives to traditional wood-fiber paper, using such materials as agricultural waste and hemp, so we can have more alternatives to using wood from trees in magazines.
8. As a culminating activity, have students dream up a new magazine that connects to sustainable use of resources. (For example, a fashion magazine with all clothing made from non-sweatshop labor, organically grown cotton and hemp.) Pass out paper and have them design a magazine cover with a name, and as the "debut" issue, write a welcome letter (from the editor) to readers about what the magazine staff is doing to be an environmentally friendly magazine, including their printing and paper use. Have student volunteers share their magazine covers and letters with the class.
9. Additional Options:
 - Invite students to investigate their favorite magazines for this same information. Post this information in the classroom.
 - Write business letters to the magazines, exposing the prevalence of advertising and suggesting alternative funding sources. Encourage them to use post-consumer recycled paper as well.

Exit Slip: "How does media affect your life? Give specific examples."

Stats/Facts:

- Total magazine advertising revenue for the month of January 2003 increased 9.5%, compared to January of last year, closing at \$883,466,028.
--Publishers Information Bureau (PIB)
- Ad Spending by Media: Full Year 2005

<ul style="list-style-type: none"> ○ Newspapers \$25.1 billion ○ Network TV \$22.4 billion ○ Consumer magazine \$21.7 billion ○ Cable TV networks \$15.9 billion ○ Spot TV \$15.5 billion ○ Business-to-business magazines \$4.5 billion ○ Syndicated TV \$4.2 billion 	<ul style="list-style-type: none"> ○ Outdoor \$3.5 billion ○ National newspaper \$3.5 billion ○ Network radio \$1 billion ○ Internet \$8.3 billion (does not include paid search advertising) ○ Local radio \$7.4 billion (includes expenditures for 33 markets in the U.S provided by Miller Kaplan)
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- Advertising Age, Source of data: TNS Media Intelligence
- You may also want to get some background information about the environmental impact of magazines at: <http://www.ecopaperaction.org/index.html>
<http://www.jou.ufl.edu/faculty/mmcadams/reportingweb/project3/csar/index.htm>

“Impacts of Consumerism” Reflection:

Weeks Three and Four, Lessons #11-20: Final Media Production Project

Standards Met by All Final Projects:

Arts Standards:

10.54.2810, 10.54.2820
10.54.2830, 10.54.2840
10.54.2860

Writing Standards:

10.54.3410, 10.54.3450

Speaking and Listening Standard:

10.54.3620

Media Literacy Standards:

10.54.3810, 10.54.3820
10.54.3830, 10.54.3840

Social Studies Standards:

10.54.6020, 10.54.6050
10.54.6060

Library Media Standards:

10.54.6520, 10.54.6540

Health Enhancement Standards:

10.54.7010, 10.54.7050
10.54.7060

Technology Standards:

10.54.7530, 10.54.7540
10.54.7562

Career and Vocational/Technical Education Standards:

10.54.8020, 10.54.8030

Workplace Competencies Standard:

10.54.9510

(Additional Standards listed with each option)

Note: Students will be using this time to work on the production of their final media project. The post-test will be administered at the end of the class for evaluation purposes.

Lesson Rationale: A vital portion of media literacy is providing opportunities for students to create their own media. This is a culmination activity designed to offer students a challenging application, synthesis, and evaluation of all the knowledge they've been building on for the last ten lessons.

Guidelines and Suggestions:

1. Students must work on the project in class—any outside work is in addition to class time, not a substitute.
2. Have students fill out a short check-in journal entry each day describing what they did. Not only does this offer some accountability, but will help students track how much time their products take (and then imagine how much effort and time go into professional, nationwide media products).

Objectives:

Students will:

- Select and apply appropriate media to a task or topic (10.54.3822 a).
- Create age appropriate messages (10.54.3832 a).
- Identify and evaluate strengths and weaknesses of personal messages (10.54.3832 b).

Final Product Options:

1. Print Media Campaign

Students will:

- a. Choose a topic that you would like to persuade the public to believe or buy.
- b. Create an informational brochure. This is the main content requirement of the project and must be included in each student's campaign. The brochure must include the following:
 - c. At least an 8 x 11 inch piece of paper
 - d. Folded in some way with a title page on the front.
 - e. Content should include (at minimum):
 - i. Details about your product or cause:
 1. What is the product or cause?
 2. What are some specifics about it?
 3. What pictures could show people your product or cause?

4. (Show samples of brochures)
 - ii. Images/graphics to enhance the product or cause
 - iii. Contact section describing how to obtain additional information, etc.
- f. Choose two of the following items to support your campaign:
 - i. Bumper Sticker
 - ii. Button/Pin
 - iii. Stickers
 - iv. T-Shirt
 - v. Post Card
 - vi. Mini-Billboard
 - vii. Creative Road Sign
 - viii. Chalk/Graffiti Art Design
- g. These support items must include the following:
 - i. Brief slogan
 - ii. Catchy image/graphic
 - iii. Each item must be clearly connected to a cohesive campaign, i.e. use the same color scheme, slogan, graphics, etc. in all the products.
- h. Final Reflection should include:
 - i. Purpose of your choice of topic/cause/product
 - ii. What was your expected result with this campaign?
 - iii. How does each piece fulfill your intended result?

The reflections will be included in the final campaign materials.

Additional Standards Met:

Writing Standards: 10.54.3420, 10.54.3430

Technology Standards: 10.54.7510, 10.54.7520

2. Comic Book or Story Board

Students will:

- a. Choose a product, idea, or cause to promote.
- b. Attend workshop by guest speaker, Jodi Delaney, about comics, art, storyboard planning, and comic book development.
- c. Produce a *planning* draft...rough! Rough! This will include the sequence of events, layout, and plot development. It is not intended to be of high visual quality, but simply a planning tool for the next step.
- d. Produce a *rough* draft of the comic book or storyboard that includes all existent lines, dialogue and formatting. This will initially be done in pencil, then inked over to trace future drafts and eventually the final copy.
- e. You must meet with at least two other people who will read your comic or storyboard and discuss positive changes that should be made. Make necessary changes.
- f. Produce a final copy: no pencil lines (fully inked), clean paper (not ruffled or dirty), no white out, professional looking, and ready to have copies made.
- g. Write a reflection of your process, your purpose and what you hope the reader will understand when reading this comic book or storyboard. This reflection will be included with the final project.

Additional Standards Met:

Writing Standards: 10.54.3420, 10.54.3430, 10.54.3440, 10.54.3460

3. Musical Message

Students will:

- a. Choose an issue or topic they would like to communicate through music.
- b. Write original lyrics to either an original or existent composition. Students may use music provided on the Stockmusic.net royalty free music DVD-ROM
- c. Practice and perfect the song's performance. Get feedback from other students.
- d. Perform the piece for the class (it will be videotaped at this time).
- e. Write a Final Reflection about the process. It should include:
 - i. The message you hoped to convey.
 - ii. How music helped or hindered your ability to express your message.
 - iii. What you hope people will feel or think when they hear your song.
 - iv. Students should also include any other observations or reactions they had to the process.
 - v. The reflection will be included as part of the project.

Additional Standards Met:

Writing Standards: 10.54.3420, 10.54.3430, 10.54.3440

4. Create a Stealth Buzz

This project is for groups of students. Since it is more involved than the other options, a student must request, or in some way let the teacher know s/he is willing to commit.

Students will:

- a. Choose a topic that you would like to persuade the public to believe, buy, or a behavior they will want to do. The buzz can be created about anything you can see or hear, such as convincing people to wear one pink shoelace, or starting a new slang term.
- b. Write a proposal of sale including your product/idea/saying and sample persuasion tactics (what, where, when, and how are you going to sell this product/idea/saying?) and how you are going to record the event.
- c. Sell your product/idea/saying. Keep records of what happens (students may use any media they have access to).
- d. Example Media:
 - i. Word of Mouth/Action
 - ii. Blog
 - iii. Emailing/text messaging
- e. Example Recordings:
 - i. Video/audio
 - ii. Photography
 - iii. Printed blog/email/text messages
 - iv. Data collections
 - v. Personal interviews
- f. Write reflection, compile and present your records. The reflection should include a description of the success or failure of the strategies employed, and any aspects of the project you found interesting or surprising. Each student must complete an individual reflection, all of which will be included with the final project materials.
- g. Final Reflection should include:
 - i. Purpose of your choice of topic/cause/product
 - ii. What was your expected result with this campaign?

- iii. What tactics did you use to fulfill your intended result?
- iv. Did you create your intended result? Prove it (either way).

Additional Standards Met:

Writing Standard: 10.54.3460

Speaking and Listening Standards: 10.54.3630, 10.54.3640

Social Studies Standard: 10.54.6010

Workplace Competencies Standards: 10.54.9520, 10.54.9530, 10.54.9550