

Ask students to see if their parents remember what is in a Big Mac.

NOTE- History of two all beef patties campaign: “The Two all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun. concept for the jingle was created by Charles Rosenberg, Creative Supervisor of the Dan Nichols team at Needham, Harper and Steers, Chicago. Originally, the ingredients appeared as a one-word heading for a McDonald's ad developed for college newspapers. The words were then set to music created by Mark Vieha, who performed the original jingle. Charlie's advertising concept was to purposely turn the ingredients into a tongue twister. The jingle first appeared in a TV commercial titled "In a Word" developed by Dan and the advertising agency team. The first run of commercials ran only a year and a half, going off the air in 1976, but its popularity remained beyond its TV life.

Many franchisees in the United States ran promotions during the original campaign that awarded a free burger to customers who could recite the slogan within a specified time (usually two or three seconds). One example of its success, was that the McDonald's operators in New York City actually ran out of Big Mac buns. McDonald's Australia emulated this promotion in the mid-1980s, and some Brazilian McDonald's around the same time (only offering a free glass of Coca-Cola instead), in the Portuguese version, which goes as "Dois hambúrgueres, alface, queijo, molho especial, cebola e picles num pão com gergelim".

In 2003, McDonald's revived the phrase. In an English-language ad from McDonald's international "I'm lovin' it" campaign, a rapper rapidly spouts off the trademark in the background music. Also in 2003, American Greetings and Carlton Cards released a Christmas ornament of a Big Mac, on which the slogan was both printed and played aloud by pulling on a string. Roy Bergold, National Advertising Manager at McDonald's, has a big hand in championing the original campaign and helping to bring it back.

In 2008, once again, the phrase was revived by McDonald's Malaysia. The revival includes the original prize of a free Big Mac if the customer is able to recite the phrase in under four seconds. This was released in May, along with the promotional Mega Mac, which has four beef patties rather than the original two.

http://en.wikipedia.org/wiki/Big_Mac

2a Define Components of Media
2b Media Creates Emotion
2c Media Creates a Fantasy World

2a What Do You See?

Objectives:

A picture has the power to evoke emotions, words, thoughts and beliefs.

Materials:

Photo images of George Bush, and Beautiful Scenery

Activity Description:

1. Group discussion based on first impressions of visual images.

- What do you think about the phrase: "A picture is worth a thousand words."
- Show the photos below, or pick your own powerful photos and ask students to share the first words that come to their mind.



Then show the picture of George Bush. Wait until students realize the book is upside down.

- What first comes to mind looking at this picture?
- Discuss how powerful first impressions are at creating a feeling or assumption.



2a Define Components of Media
2b Media Creates Emotion
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2a What you See is Not Always What you Get:

Objectives:

It is possible to alter what appears to be the truth through image manipulation.

Materials:

Photo images of Shark, Katie Couric and Model (Other photo examples available on the CD and at: <http://www.yourcover.com/Most-Blatant-Uses-of-Photoshop-in-Magazines-Ads.jsp>)

Activity Description:

Large Group Discussion:

Start with shark photo and ask students

What do you think is real?
How can you tell if there are edits?
Do you know of other examples of photoshopped images?



Follow up with Katie Couric, and the model whose ribs were actually filled in. There are other photos included on the CD that can also be used.

How do we define normal?
What happens when we see images that appear to be real but are not?
How can we know the difference?
Other than body image what are other examples of how edited images could make us believe something that is not real?



NOTE: Body image is one of the most obvious examples of the danger in believing what we see. Often an edit is not really substantive, but editorial, like changing the background in a picture. However, sometimes it is a deliberate attempt to persuade people to believe a non-truth.

2a Define Components of Media
2b Media Creates Emotion
2c Media Creates a Fantasy World

2a Photos and Text With an Agenda

Objectives:

Emotionally packed words combined with and photo editing can have manipulate our perception of the truth.

Materials:

Photo images OJ Simpson and the New Orleans Flood

Activity Description:

Small group discussions:

1. Look at pictures of OJ Simpson.
 - Discuss how the Time magazine cover was altered from the original mug shot.
 - What are the possible implications of the edits?



O.J. Simpson appeared on the 1994 cover of Time magazine shortly after his arrest on murder charges. The original mug shot appeared on the cover of Newsweek. Time was subsequently accused of manipulating the photograph to make Simpson appear "darker" and "menacing."

2. New Orleans Flood

- Look at the pictures from the New Orleans flood after hurricane Katrina.
- What does it look like the people are doing in each picture?
- Is it possible they were actually doing the same thing?
- Describe the implications of using the words "loot" and "find."



2b Name that Emotion!

Objectives:

Identify emotions or feelings in commercials.
Recognize what creates those emotions (words, images, music, etc.).
Understand that media is consciously and purposefully constructed.
Discuss why advertisers use emotion.

Materials:

Commercials: *Coke, Master Lock, Dr. Pepper, Budweiser Donkey*

Activity Description:

1. View Media & Discussion

Use these general discussion questions to talk about how each commercial creates an emotion or feeling in the audience:

What are some of the feelings or emotions that either you, or someone else, might experience watching this commercial?

What images do we see that create these feelings?

What words do we see or hear that create these feelings?

What music do we see or hear that create these feelings?

Why do advertisers create emotions?

Coke - You will probably hear "Ahh...how cute!" as the audience watches this commercial reflecting the warm and fuzzy feeling created. This commercial does not use words yet the story is very clear through the images (polar bear family, coke used as a bottle, etc.) and the music (sounds like nursery music). Even pre-verbal children can understand the story.

Master Lock - This commercial is about fear. The images (woman in parking garage, thieves, etc.) and the music (Buffalo Springfield, Stop Children What's that Sound) are used to create a sense of unease and danger. Ironically, the situations in the images and in the music could not actually be solved by using a lock. The target audience for this commercial is adults who will recognize the music and the political climate of the time.

Dr. Pepper – Rah, rah team! This commercial taps into a feeling of nationalism and pride showing images, music, and words at a baseball game. We see all generations represented and various emotions – excitement, tears, and exuberance. The words tell us that we can be a part of something bigger than ourselves (just by drinking Dr. Pepper of course!).

Bud Donkey – This was a Super Bowl commercial so just think how much money went into purposefully creating each and every detail. This is a warm and fuzzy, rooting for the underdog (or under donkey in this case!) kind of commercial. Again, the images, music, humor, and words all convey this emotion.

Advertisers want to trigger that emotion center in our brains so that we are using feelings to make impulsive decisions rather than logically thinking through decisions. Emotion can create a feeling of need for the product. We also will associate those feelings with the product when we are deciding on which brand to buy. Humor is often used in alcohol advertising so that we remember the ad and associate drinking with laughter.

2c Fantasy World

Objectives:

Understand that commercials create a fantasy world.
Recognize why and how the fantasy world is created.
The mind is not adept at discerning fantasy from reality when the neo-cortex is both not engaged and not fully developed.

Materials:

Skippy and Barbie commercials

Activity Description:

1. View Media & Discuss

Show the Skippy commercial. Use the following discussion questions:

- What images and music do we hear?
- What kind of lifestyles do we see?
- Are Skippy bars a snack bar or a candy bar? How can you tell?
- Did Skippy call them “snack bars” by accident or on purpose?
- Why did Skippy call them “snack bars” instead of candy bars?
- How many of you have ever played a trick on a little kid? Was it easy or difficult?
- What is the trick Skippy is playing on kids?
- Why do they do this?

Skippy – This commercial uses imagery and music that appeals to children (bright colors, Jamaican Rasta, hip hop bling, MTV spring break party beach). We see an image of an elephant eating one of the “snack bars” and can see the caramel in it but we only hear that the “snack bar” has peanut butter and granola in it. It is really a candy bar but in this fantasy world we can call a candy bar a snack bar so that parents are more likely to buy it.

Show the Barbie commercial. Use the following discussion questions:

- What images and music do we hear?
- What kind of lifestyles do we see?
- What parts of this commercial appear to be fantasy?
- Is it fun to go shopping with small children?

What happens when you sneak items into the cart?

2a Define Components of Media
2b Media Creates Emotion
2c Media Creates a Fantasy World

2c Who Creates Our Reality? Movie Bingo

Objectives:

Recognize that movies and television create fantasy worlds in which using alcohol and drugs are the norm.

Materials:

Movie Bingo & Answer Sheet

Activity Description:

1. Movie Bingo

Distribute a movie bingo handout to each student. Instruct students to move around the classroom and discuss each question with someone different. Pairs should pick the answer they think is correct and then initial each other's paper by the question. Then move on to another student for the next question. Students cannot do more than one question with the same person.

2. Large Group Discussion

Using the answer sheet, lead a discussion about the fantasy world that movies and television create.

Discussion Questions:

Do movies and TV reflect real life or fantasy? Support your opinion with examples.

Are reality shows truly real?

What messages do we get about drugs and alcohol in movies and on TV?

Do you think that movies and TV can influence a person's behavior and choices?

Does media reflect reality or create reality?

2a Define Components of Media
2b Media Creates Emotion
2c Media Creates a Fantasy World

2c Recreating Reality

Objectives:

Look at our assumptions, where they come from and how we can monitor those, which we want to hold onto.

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Materials:

Molly's Movie

Activity Description:

1. Watch Molly's Movie

2. Whole Class Discussion:

What were the Steller Students trying to say?

To whom do you think they were trying to share their message?

What are some of our own prejudices?

Where do they come from?

3 Media can be deconstructed

3a Basic Persuasion Techniques

3b Text

3c Subtext

3d Target Audience

3e Synthesizing information - Deconstruction

3a Persuasion in Real Life

Objectives:

Become aware of persuasion strategies that we use everyday.

Materials:

Persuasion Techniques Chart

Activity Description:

1. Large Group Discussion:

A. Ask the class about how they persuade their parents:

What strategies do you use to persuade your **parents** to let you do something?

Which strategies seem to work the best?

Why?

Which strategies are the least effective?

Why?

B. Ask the class about how they persuade their **friends**:

What strategies do you use to persuade your **friends** to do something?

Which strategies seem to work the best?

Why?

Which strategies are the least effective?

Why?

2. Small Group Discussion:

Break students into small groups of 4-5. Provide them with the persuasion techniques chart. Ask them to take a look at the chart and discuss the following questions:

Which of these techniques do think work the best on you?

Which work the best on your friends?

Which work the best on your parents or teacher?

What is missing from this list?

3. Share thoughts with the large group, especially about missing strategies.

3a **Basic Persuasion Techniques**

3b Text

3c Subtext

3d Target Audience

3e Synthesizing information - Deconstruction

3a Persuasion Skits

Objectives:

Apply persuasion strategies to made-up product.

Materials:

Persuasion Techniques Chart

Activity Description:

1. Small Group Preparation

Divide class into small groups of 4 to 6 students and handout the “Persuasion Techniques Chart”. Give these directions:

Create an imaginary product (not one that really exists) and make a commercial for that product.

Choose at least 10 persuasion strategies to show in your commercial.

Everyone in the group must have a role in the commercial.

2. Skit Performances & Debrief

Invite each group to perform their commercial. After each group has performed, ask them to stay at the front of the room and have the large group identify the persuasion strategies they observed. Ask the small group to add any strategies that the class missed.

3a **Basic Persuasion Techniques**

3b Text

3c Subtext

3d Target Audience

3e Synthesizing information - Deconstruction

3a Persuasion Strategy Pass Around

Objectives:

Identify persuasion strategies used in print advertisements.

Materials:

One advertisement for each student (on resource CD or from magazines)

Persuasion Techniques Chart

Persuasion Strategies Activity handout

Timer

Activity Description:

Preparation

Print out one advertisement for each student from the resource CD or find ads in magazines. Number each advertisement. The large group discussion part of this activity works especially well if you can project the ads electronically so everyone can see them but it also works for a student to hold up each ad.

1. Demonstration

Distribute the “Persuasion Techniques Chart” and the “Persuasion Strategies Activity” handout.

Show two advertisements to model the activity. As a large group, use the “Persuasion Techniques Chart”, to identify the persuasion strategies used and record them on the activity handout.

2. Ad Pass Around

Distribute a numbered ad to each student. Set the timer for 45 seconds (shorten or lengthen the time based on the group). Students should use the chart to identify the persuasion strategies used and record them on their handout.

When the timer beeps, students should pass the ad to the right (or behind, etc - whatever makes the most sense for the classroom set-up). Repeat this process as many times as works for the class.

3. Large Group Discussion

Identify the strategies used in each ad.

3a **Basic Persuasion Techniques**

3b Text

3c Subtext

3d Target Audience

3e Synthesizing information - Deconstruction

3a Persuasion Strategies in Commercials

Objectives:

Identify persuasion strategies used in the media, specifically TV commercials.
Discuss why these techniques are effective.

Materials:

Persuasion Techniques Chart

Commercials: *Yoplait*, *Listerine*, *Kid Rock*, *Corvette*

Activity Description:

1. View Media & Discuss

Show the commercials and use the following discussion questions:

What persuasion strategies are used?

What do you see or hear that tells you this strategy is being used?

Why do you think this strategy is effective?

Why do advertisers use multiple strategies?

What commercials, ads, etc. have you seen that are an example of one of these strategies?

Think of a commercial or ad you've seen recently. What strategies are used?

Yoplait - Extreme (bike tricks), name calling (loose the spoon), diversion (what does biking have to do with yogurt, bandwagon (cool kids)

Listerine - Scientific evidence (disease animation), simple solution, fear (black & white, voice, Alfred Hitchcock camera angles)

Kid Rock - Celebrity, symbols (tattoo = rebellion, wife = authority), bandwagon

Corvette - Nostalgia (Rolling Stones Jumpin' Jack Flash, corvette), sex, symbols (red)

3a Basic Persuasion Techniques
3b **Text**
3c Subtext
3d Target Audience
3e Synthesizing information - Deconstruction

3b Text: What did you see and hear?

Objectives:

Pay closer attention to the components that go into creating media.
Begin to consider why all of the details were included.

Materials:

TV commercials: *Kid Rock and Life is Calling*

Activity Description:

1. Go Around with Kid Rock:

Before watch Kid Rock commercial, ask students to pay close attention to the details of the ad such as music and visual images.

After watching the ad, go around the room and have each student say one thing that they saw or heard.

If you have a large class, you might need to replay the ad towards the middle of the students.

NOTE: Some students will instinctively jump ahead to considering the subtext and the “rest of the story.” If possible try to get them to focus on just what they see, the tattoo, dancing on a car, riding a bull, etc.

2. Go Around with Life is Calling:

This is the same activity, just with a different ad. Both are packed full of visual images depicting how life can be. We will use the ads again in the subtext section, so it can be helpful to stay focused in this activity on just the text.

3a Basic Persuasion Techniques
3b Text
3c **Subtext**
3d Target Audience
3e Synthesizing information – Deconstruction

3c Subtext Analogy & Commercials

Objectives:

Understand the definition of subtext.
Identify subtext in commercials.

Materials:

Plant image
Commercials: *Twix, Levi's, Bud Rocket Sleigh, Life is Calling, Kid Rock*

Activity Description:

1. Poetry Metaphor Mini-Lecture

Think about being in English class reading a poem. Your teacher says, "Please read the text of the poem out loud." This means to read the words of the poem out loud. Then what does the teacher usually say? Your teacher probably asks, "What does the poem mean? How do you interpret the poem?".

Subtext in a piece of media is like the meaning of the poem. A commercial is selling a product but it is also selling beliefs, values, lifestyles, and behavior. If you look between the lines in a poem, you can understand the meaning just like if you look between the lines in a piece of media you can understand the subtext

2. Plant Image

Show the plant image to the students. There is a word hidden in the plants. Ask students to raise their hand once they can see the word, they should not say the word out loud.

Have a student point out to the class what the word is (sex) and how to see it in the plant image. This is an example of reading between the lines to see something deeper than just what is on the surface.

Sex is actually a very common subtext in media.

3. View Media & Discuss

Show the commercials and use the following questions to lead a discussion about the values, lifestyle, beliefs, and behavior (subtext) promoted in the commercials.

Discussion Questions:

What values, lifestyle, beliefs, and behavior (subtext) were promoted in the commercials?

What did you see or hear that leads you to this conclusion?

Do you think that media makers purposely put subtext in their media? Why or why not?

What is the purpose of subtext?

We know that media is purposely and consciously constructed. Millions of dollars go into creating media so every detail is definitely planned, nothing happens by accident in a piece of media. If advertisers can present a lifestyle, values, or beliefs that we are drawn to, then there is a higher likelihood we will buy the product.

Kid Rock – Rebel against authority, alcohol is more important than family, go drinking after work, drinking brings friends and fun, the cool crowd drinks

Twix – stereotypes girls not doing well in school, being sneaky, hiding things from parents, stereotypes Alaska Native culture, promotes being streetwise smart and denigrates being academically smart

Levis – skipping school, extreme sport lifestyle, having fun is more important than school

Life is Calling – you are a nerd if you don't drink, drinking brings friends and fun, all cultures and professions drink, you have no life if you don't drink

Bud Rocket Sleigh – drinking is funny, average guy can get a good looking woman, women as the butt of jokes

NOTE: It is always amazing to hear the thoughts and ideas of students in this section. Their insights and impressions are often novel and creative, when they are given the chance to think and explore without too much of an agenda being imposed on them.

3a Basic Persuasion Techniques
3b Text
3c **Subtext**
3d Target Audience
3e Synthesizing information - Deconstruction

3c Subtext in Ads: Concentric Circles

Objectives:

Recognize and discuss subtext in advertisements.

Materials:

One ad for each student plus a few extra for demonstration
Timer

Activity Description:

1. Demonstration

Show one or two advertisements and ask volunteers to describe the values, beliefs, lifestyles (subtext) promoted in the ad. In this activity, pairs will be talking about the subtext in their ads.

2. Concentric Circles

Distribute an ad to each student. Have students think about the values, beliefs, lifestyles promoted in their ad.

Have the class stand in a circle (or lines if the room does not accommodate a circle). Number the students off "1" and "2".

"2's" should step into the circle and turn to their right to face a "1". This sets up two circles, with the "1's" in the outside circle and the "2's" in the inside circle.

Set the timer for 45 seconds. In that time, pairs should discuss the values, beliefs, and lifestyles in their ads.

When the timer beeps, have students switch ads.

Then the outside circle should move two places to the right to find a new partner. Set the timer for 45 seconds for a discussion about the values, beliefs, lifestyles in the ads.

Repeat the ad switching and rotating process for as many times as the class can do.

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3a Basic Persuasion Techniques
3b Text
3c Subtext
3d **Target Audience**
3e Synthesizing information – Deconstruction

3d Targeting Kids

Objectives:

Recognize how to determine the target audience for media.
Identify qualities and characteristics of children.
Understand how commercials tap into these qualities and characteristics to target.
Discuss how beer ads target children.
Discuss why kids and teens are targets of ads.

Materials:

“Kids or Adults?” images (with and without brand names)
Commercials: *Spuds McKenzie*, *Bud Guys*
Ads: *Newport*, *Camel*

Activity Description:

1. View Media & Discuss

Watch the Skippy commercial and use these discussion questions:

What did you see and hear in this commercial?
Who do you think this commercial was made for? Why?
If you were going to make a commercial for kids, what would you make sure to put in the commercial?

Record their answers on the board about a commercial for kids. You will refer back to this list.

2. Large Group Discussion

Show the “Kids or Adults?” image WITHOUT the brand names. Use these discussion questions:

Are these images for kids or adults? Why?
What can you see from our list in these images?

Then show the “Kids or Adults?” images WITH the brand names. Point out the Miller Lite, Amstel, and Budweiser beer brands. These are images from those three beer company websites. Ask students how they feel about having images that appeal to kids on a beer company’s website.

3. View Media & Discuss

Watch **Spuds McKenzie** and ask students what from our list they see in this commercial (*animal, games, toy submarine, bright colors, dancing, music, etc.*).

Look at the **Newport** and **Camel** ads. Ask the class again, what from our list they see in these ads (*bright colors, kids, biking, money, having fun, animal, card game, etc.*).

Watch the **Bud Guys** commercial. Use these questions for discussion:

What are these guys playing? (*fort, army, etc.*)

Who usually plays this game? (*kids, little boys*)

Why don’t they show kids in this beer commercial since that is who usually plays this game? (*because kids can’t drink beer*)

Who is the wife acting like in real life? (*parents*)

Who do you think this commercial is for, kids or adults? (*kids*)

Why do beer ads target kids? (*to get them started drinking early*)

Do you think beer companies should be able to do this? Why or why not?

3a Basic Persuasion Techniques
3b Text
3c Subtext
3d **Target Audience**
3e Synthesizing information - Deconstruction

3d Different Ads for Different Target Audiences

Objectives:

Identify characteristics and qualities of different groups of people.
Explore how an ad would look different for each target audience.

Materials:

Flip chart paper
Markers
Timer
Ads: *Wrangler, Lee*

Activity Description:

Preparation

Write each group from the following list on a separate sheet of flip chart paper: Little kids (ages 1-4 years); elementary age kids (grades K-5); teenage boys; teenage girls; college students; parents; grandparents; athletes.

Hang the flip chart papers in different parts of the room.

1. Rotation Stations

Divide the class into small groups of 3-4 students. Give each group a marker.

Groups will rotate around to each flip chart paper. At each station, students will record the characteristics, qualities, activities, values, beliefs, likes, and dislikes of the group on the flip chart paper.

Assign each group to a station. Set the timer for 1 minute and 30 seconds. Groups should record as many ideas as they can think of.

When the timer beeps, groups should rotate to the next station on their right. Set the timer again for 1 minute and 30 seconds for groups to read what the previous group wrote and add their own ideas.

Repeat this process until each group has made it around to all of the stations.

2. View Media & Discuss

Look at both the Wrangler and the Lee advertisements. Use these discussion questions:

What is the product both of these ads are selling?

How are they the same? How are they different?

Who is the target audience for each ad?

How can you tell the target audience?

Wrangler – *Jeans for men, shows guys doing outdoors things, buddies, dog (man's best friend), use words like "comfort"*

Lee - *Jeans for women, want to look slim, use words like "beautiful"*

3. Small Group Brainstorming

Give each group one of the flip chart papers with the list of characteristics of a particular group. This is the group's target audience. Also give each group a blank piece of flip chart paper (optional).

All of the small groups are going to be developing an ad or commercial for SHOES.

Groups should carefully review the list of qualities and characteristics of their target audience. Based on this list, groups should first think about what kind of shoes would best suit their target audience.

Then, again based on this list, groups should develop an ad or commercial to sell the shoes to that particular target audience. Groups can either record their ideas on flip chart paper OR act out the commercial.

4. Small Group Presentations

Each small group should post their flip chart paper list of characteristics (from the rotation station brainstorming) for the class to see and then either present or act out their commercial.

From the brainstorming list, the class should identify the characteristics of the target audience used in the commercial.

3a Basic Persuasion Techniques
3b Text
3c Subtext
3d Target Audience
3e **Deconstruction and Reconstruction**

3e Putting it all Together, or Taking it all Apart

Objectives:

Apply all of the deconstruction steps to an ad.

Materials:

TV ad. Suggested ads for: *Middle School Health* or *High School – Condom Commercial* or *Lil Debbi*, Younger students: *Captain Crunch* or *Lil Debbi*
Choose your favorite print ads from CD.

Activity Description:

1. Large Group Discussion:

Watch one of the TV ads and then go through the deconstruction steps with the whole class.

- a. What is the Text?
- b. What is the Subtext?
- c. What Persuasion Techniques were used?
- d. Who do you think is the Target Audience, and Why?

2. Break out into groups of 4. Give each group a print ad from the CD and ask them to go through the same process as in the large group activity, deconstructing the ad. Depending on time, they can then present their thoughts to the class as a whole, or as a group, they can rotate around the room and go through the same process for a variety of ads.

3a Basic Persuasion Techniques
3b Text
3c Subtext
3d Target Audience
3e **Deconstruction and Reconstruction**

3e DIY Counter Ads (Do it Yourself)

Objectives:

Utilize and synthesize concepts from previous lessons to recreate an ad, and turn the message around.

Materials:

Print ads from CD.

Activity Description:

1. **Breakout into Small Groups** of 4-5 students. Each group receives a print ad. Have them deconstruct based on the key points in the previous lessons:

Text – What is the story?

Subtext – What are the underlying themes, told and untold stories?

Persuasive Techniques – Which persuasive techniques are being used?

Target Audience – Whom is the ad trying to reach?

2. In the **Same Groups**, ask students, what they would do to make it more effective to sell the product or service.

Is the target audience well chosen?

Would you try to sell the product to a different group?

Are there other persuasive strategies that you think would work better?

Is there subtext that gets in the way of intended message?

3. **DIY counter ads:** Telling the Rest of the Story. Ask students to come up with an ad that sells the opposite of what the ad sells. For example, if the ad sells beer using the idea that it helps women look hot, then an alternative would be showing a woman with a beer gut and a wrinkly face.

4. **Present the new ad to the class.** Ask student groups to explain their strategies and ideas to the whole class. If time allows this can include reporting their work on all three steps, or maybe just presenting their counter ad with their reasons.

3a Basic Persuasion Techniques
3b Text
3c Subtext
3d Target Audience
3e **Deconstruction and Reconstruction**

3e Guissimo (A Fantastic Review Game!)

Objectives:

Review concepts, skills, ideas covered previously.

Materials:

Flip chart paper
Markers

Activity Description:

Preparation

Create a list of questions based on material that has been covered. Open-ended, definition, multiple choice and true/false questions all work well.

Sample Questions:

“The values, beliefs, and lifestyles promoted in the media” is the definition of what word? (*subtext*)

This persuasion strategy insists that “everyone is doing it”. (*bandwagon*)

In what commercial are Jamaican and hip hop lifestyles used to sell the product? (*Skippy*)

T or F - Alcohol advertisers target kids and teens. (*true*)

1. Review Game

Divide class into smaller groups of 5 to 7 people. Post a piece of flip chart paper on the wall for each group. Make sure the papers are not too close together.

Have each group form a single file line on the other side of the room from their flip chart paper. Give the first person in front of each group line a marker.

Read the first question. The first person in line (person with the marker) must turn around and consult with the group on an answer. Once the group has agreed on an answer, the person with the marker must run across the room and write the answer somewhere on their flip chart paper.

The first person to have the correct answer on their paper scores a point for their team. Correct answers are not valid if the runner failed to consult with their team before running to write the answer.

Part 2 Introduction to Social Marketing and Creating Media

There are a series of steps that are helpful to go through to create an impactful piece of media that is designed to promote a particular behavior. This is more complicated than simply selling a product.

Convincing someone to engage in a healthy or positive behavior requires more thought and careful consideration on the part of the “seller.” We tend to become habituated to certain attitudes, beliefs and behaviors and it is often not easy to convince us to change those. This is especially true if there are addiction issues involved. However, it is not impossible.

One strategy that has worked for several social marketing campaigns, those that seek to change society, has been to define the target audience so that it envelops people who have not yet developed habits, which need to be changed. Instead, it works to convince the audience to not begin engaging in the behavior. For instance, promoting seatbelt use to children is very effective, and has been part of the impetus for increased adult use. The same is true for the non-smoking campaigns. It is much easier to keep someone from smoking than from getting them to quit.

The steps listed in the lessons below lay out a strategy for designing a social marketing plan. The four steps are:

1. Defining the PROBLEM

- Pick a social problem
- Dissect or investigate the problem
- What behaviors are associated with the problem

2. TARGET Who engages in the behavior

- Defining the potential target audiences
- Which group or target is actually likely to change, what are your odds
- What do we know about the group
 - What do they like, what do they do, values and beliefs
 - What will motivate change in your target group

3. MESSAGE – call to action -

- Using all of the above, what specific message or call to action should be used?

4. CREATE Tell the message in a way that will engage the audience

A Define a Social Issue

A1 <u>What Matters</u> A2 What to Do About It
--

A1 What Matters to Canada?

Objectives:

Define a social issue that matters.

Materials:

TV commercial: *Canada Brain Injury*. (There are three 30-second commercials. Play one or all three.)

Activity Description:

Watch one or all of the Brain Injury TV commercials. Have students consider the following questions.

What is the text in the commercial?

What social problem or problems do you think these commercials were designed to fix?

Why do you think they choose these issues?

How could you find out about problems in Alaska, in Anchorage, at your school or in your neighborhood?

This set of ads was created to prevent brain injuries. Its strategy to do so is to get people to go to the [protectyourhead](http://protectyourhead.com) website. The ad doesn't really tell you how to protect your head, or even why. Students can hypothesize why brain injuries were chosen as the issue for these ads.

A1 What Matters to you?

Objectives:

Define a social issue that matters.

Materials:

None, large sheet of paper, or space on white board.
Many colors of markers, stickers or sticky notes.
Design Your Message Worksheet

Activity Description:

1. **The concept:** Defining what matters. This can be done in any size group. The size will depend on how the class will be broken out into project groups. It can also be done individually if the goal is for everyone to create his or her own project. The 1st step is for students to find an issue that matters to them. It could be the environment, underage drinking, domestic violence, litterbugs, anything. An issue doesn't have to be something that is bad, but could instead be a way to improve something that is already good. There are three steps listed below for defining what matters. However, how a class takes on this step is very flexible and dependent on student ability.
2. **The What Matters to Me Personally Step:** Leading questions, ask these questions of each group. Have them jot down ideas quickly without analyzing them or judging them.
 - a. **Considering the world,** your town, your school, your friends and family:
 - i. What do you like?
 - ii. What makes it good?
 - iii. What are some problems?
 - iv. What would make it better?
 - b. **Sort out the big ideas** to come up with several big concepts, for example: I like my neighborhood, but there is too much trash at the park. If people would just use the garbage cans it would be much better.
 - c. **Finding Agreement with Sticky Solutions:** This is the hardest part, a discussion that leads to an agreed upon issue. Considering the earlier ideas, the next step is to find agreement. Each student gets 5 votes. They can put them on one answer or spread them out. This can be done with stickers, different colored markers, or even monopoly money. Then add up which responses get the most votes.

3. **The Scientific Step:** There are many data sources and experts available that can help with this approach. The strategy here is to consider the objective severity of a problem, not just an emotional analysis of it. For example, when
- a. Sample databases include:
 - i. The Youth Risk Behavior Survey,
 - ii. The School Climate and Connectedness Survey,
 - iii. WISQARS: www.cdc.gov/injury/wisqars. This database has national and statewide data concerning severe injuries and deaths. It is an easily searched database that allows searchers to determine the most common causes of death and injury for different genders, age groups, etc. For example, a recent WISQARS search shows that the 2 leading causes of death for Alaska teens are motor vehicle crashes and suicide.
 - b. Ask a Friend: In the marketing world, this would be the “focus group” stage. Find out what others think matters. Talk to peers, informally.
 - c. Poll the Audience: This can be a more formal method of getting ideas about what matters. For example, in a recent survey of senior citizens, one of their greatest fears was falling on the ice. That information was used to promote the use of ice grippers. Another example from a survey is that most teens that drink say they get alcohol from parents cupboards or from friends. This means that efforts at reducing underage drinking could be best spent addressing these issues, and less on enforcement at liquor stores.

What social issue do you want to tackle?

Example: Too many people smoke and that causes a lot of health problems.

A2 So Many Options for Promoting Change

Objectives:

Recognize that there are multiple behavior changes that could be promoted for any given problem.

Materials:

TV commercials: For older High School Students -*California Impotence*, For younger students-*Joy-Ud*

Activity Description:

Watch one of the ads. Have students discuss the following questions:

What social problem was the ad designed to address?

Why do you think they choose that issue?

What other possible behaviors could the creators have chosen to get to the same result?

What would you have done differently?

A2 What To Do About It?

Objectives:

Dissection of a social issue into its components.

Materials:

None, large sheet of paper, or space on white board.
Many colors of markers, stickers or sticky notes.

Activity Description:

The goals of these activities are to break apart a problem into components that will make addressing it more successful. These elements include:

Behaviors that protect against or aggravate the issue

Figure out what changes would help alleviate the problem

Look deeper into the problem to consider options that might not seem obvious.

For example, there are multiple components concerning underage drinking such as reducing access to alcohol, letting those over 21 can get a felony for providing alcohol to teens, telling parents not to host drinking parties for teens, etc...

What behavior do you want to change?

Example: Get people to quit smoking.

B Picking an Audience

B1 Whom to Target

B2 Targeting Teens: the Truth Campaign

B1 Finding the Target

Objectives:

Analyze who the target audience is in a social marketing commercial.
Consider why the creators made their choice.

Materials:

TV Commercial *Tobacco Fire Escape*.

Activity Description:

1. Discuss the text of the ad, what social problem is the ad designed to address?
2. What behaviors could be promoted that would address that issue?
3. Why do you think they chose this behavior?
4. Who do you think smokes?
5. Who is this ad designed to appeal to?
6. Why do you think the creators chose this audience?
7. Can you think of other social marketing promotions that use children to motivate their parents to change behavior? (Seatbelt use is one example.)

This ad is a good example of why to choose a particular audience. The creators in this ad chose to target parents of young children. Many people smoke, but an ad has to be designed to reach a specific target. And to decide whom to target, it helps to consider who is likely to change. This ad is an example of the idea that being a good parent, is a powerful motivator for behavior change.

B1 Finding Your Target Audience

Objectives:

Figure out who engages in the behavior you seek to change.
Decide who is likely to make the change you seek .

Materials:

Define Your Message Worksheet.

Activity Description:

1. Have students discuss who engages in the behavior they seek to address, looking at different ways of defining the people in a variety of groups:
 - a. Age
 - b. Gender
 - c. Lifestyle
 - d. Values
 - e. Other variables that are appropriate to the population.

Who engages in the behavior?

Example: Adults between the ages of 25 and 44 smoke the most cigarettes.

2. Next consider who, out of these groups, is likely to change. We are more likely to change a behavior if it doesn't take too much effort and if the benefit is greater than that effort. This is a fairly complex issue, but with some guided discussion, students may have very insightful ideas, especially if they are considering an audience similar to themselves.
3. Think about the behavior you hope to change, and the possible primary audience for your message, then discuss the following questions:
 - a. What are the costs of the behavior to the different audiences?
 - b. What are the benefits of the change?
 - c. How do the costs and benefits balance?
 - d. Of the groups defined in the previous exercise, who is most likely to change?

Who is likely to change? (This becomes your target audience)

Example: Adults in this age group often have small children, and the children are also exposed to second hand smoke.

B2 Targeting Teens: The Truth Campaign

Objectives:

Identify characteristics and qualities of teens.
Think about what to include in a commercial for teens.
Examine how the Truth Campaign is relevant to youth.

Materials:

Truth Campaign commercials: *Splode, Ritazit, Name Tags, Movie Trailer, Body Bags, Magical Amount, Truth Cowboy*
“Success Stories: Florida Truth Campaign” article
Phillip Morris PSA

Activity Description:

1. Large Group Brainstorm

Ask the group to brainstorm qualities, characteristics, likes, dislikes, values, beliefs, behavior of teenagers. Record their answers.

What would you definitely want to include in a commercial for teens? Record their answers.

2. Mini-Lecture

In 1997 the state of Florida won a landmark case against tobacco companies worth \$11.3 billion over 25 years. \$200 million was set aside to run a state-wide pilot project to fight youth tobacco use. Teen input was part of every phase of the project.

Teen delegates to the Teen Tobacco Summit in 1998 were fired-up about how the tobacco companies made false statements and manipulated teens. They named the project, “Truth, a generation united against tobacco use.” In the Truth Campaign, confronting adults, the tobacco companies, who are manipulating youth, is seen as cool. This teen “terrorism” taps into teen rebellion.

Evaluation data from Truth during 1998-2000 indicates that middle school smoking dropped from 18.5% to 8.6% and the high school rate dropped from 27.4% to 20.9%

3. View Media & Discuss

Watch the **Truth Campaign** commercials and use the following questions for discussion:

How are these commercials different from other prevention efforts?

Look at our list of what we know about teens. What from our list can you see in the commercials?

Where do you see youth confronting adults?

How is this made “cool” in the commercials?

What is the main message of the commercial?

Is the Truth campaign preachy?

Watch the **Phillip Morris PSA** and use the following questions for discussion:

How are these commercials similar? How are they different?

Which ones are you more drawn too? Why?

Body Bags – The Truth campaign leaves 12,000 body bags outside of a tobacco company to show that 12,000 people die each year. Truth uses a very visual way to show statistics.

Cowboy – This commercial references the Marlboro cowboy, an advertising icon used to sell tobacco, and points out that death is not the only consequence of tobacco use.

Splode & Ritazit – Both of these give the message that tobacco kills one third of its users. Splode gives the message in the context of extreme sports and Ritazit gives it in the context of every teen’s nightmare – acne.

Movie Trailer – This commercial shows how the real manipulation by tobacco companies sounds like a science fiction thriller. But it is real life, not a movie.

Name Tags – This commercial points out how tobacco companies see teens merely as a way to make money. It also shows the power of teens to stand up against the tobacco companies.

Magical Amount – This commercial taps into teen fads of musicals and animation to point out how tobacco companies manipulate the amount of nicotine.

Phillip Morris – This PSA looks good with teen athletes talking about being their own person but the slogan is “Think. Don’t smoke.” It uses the ineffective strategy of telling the target audience what not to do.

C Design a Message

C1 Creativity Enhancer

C2 Find a Persuasive Message/ Know Your Audience

C3 Using Subtext

C4 Using Natural Instinct for Rebellion

C1 Two Games to Get the Creativity Going

Objectives:

Explore two ways to encourage creativity and to look at things in a new way.

Materials:

Ordinary household objects (funny or unusual objects work well - egg beater, toilet plunger, feather duster, etc.)

Activity Description:

1. Word Toss

Divide the class into groups of 4 to 5 students. Instruct each group to stand in a circle. One person should say a word, any word, and make a tossing motion to someone across the circle. The person is tossing the word to the other.

The person catching the word should make a catching motion and say the first word that pops into their head. Then they should make a tossing motion to throw this new word to another person. Repeat this process of throwing a word, catching it, saying a different word that jumps into your head, tossing the new word, etc.

Debriefing Questions:

What was easy about this activity? What was hard? Why?

What was the group interaction like?

How does this activity help the group be more creative?

When in real life might we get stuck in a rut of thinking a certain way?

2. Object Pass Around

We take for granted the use of ordinary household objects. We use objects for a specific purpose and don't much think about other ways to use things. This activity

will encourage use to tap into our imaginations and think about different ways to use this ordinary object.

We will pass around the object with each person saying a use for the object. You cannot repeat something that has already been said. You can be as silly and as goofy as possible. The more the better!

Pass around the object. Encourage students to say the first thing that comes to mind. Each round you do will get faster as students get the creative juices flowing. Divide into smaller groups if necessary.

Debriefing Questions:

What was easy about this activity? What was hard? Why?

Was it helpful or challenging to hear others' ideas?

What are times in real life that are like this?

What areas in real life do you want to think more creatively?

C1 Creativity Enhancer
C2 **Find a Persuasive Message/ Know Your Audience**
C3 Using Subtext
C4 Using Natural Instinct for Rebellion

C2 Who is Your Audience

Objectives:

Get to know the beliefs and values of your audience.

Materials:

Define Your Message Worksheet

Activity Description:

Explore the values and beliefs of the target audience. This can be done in several ways, depending on how familiar the students are with their audience.

If students are designing a peer-to-peer message, they can utilize simple surveys of students, meetings at lunch, online surveys on www.surveymonkey.com or on myspace, or simply talking to each other.

An important consideration is to truly consider what the audience cares about. Often beginning marketers will jump straight to asking what would make their target change the particular behavior.

The stage of finding out what matters to the target is critical. Remind students of the smoking example. The ad didn't say why not to smoke, but got to the message by carefully considering what matters to the audience, the health of their children. Possible questions to consider are:

What do they care about?

What motivates their choices?

What to they value: money, friends, health, etc.

What motivates that audience?

Example: Parent of small children may not be motivated by their own health, but they are motivated by protecting their children.

C1 Creativity Enhancer
C2 Find a Persuasive Message/ Know Your Audience
C3 Using Subtext
C4 Using Natural Instinct for Rebellion

C3 To Be Preachy or Not to Be – That is the Question!

Objectives:

Discuss prevention efforts that students have experienced.
Identify the effective aspects and the ineffective aspects of these efforts.

Materials:

HTH videos (draft & final versions)

Activity Description:

1. Large Group Brainstorm & Discussion

Make a list on the board of the prevention efforts that students have experienced in their education careers. Encourage the students to think about prevention in a broad sense. Examples might include Red Ribbon week, anti-bullying, recycling, etc. Record the answers to the following discussion questions:

What did you like about these programs? What did you not like?
What seemed to work well in these programs? Not so well?
Which ones do you think worked the best to stop kids from doing things? Why?
Which ones maybe didn't do such a good job? Why?

What does the word "preachy" mean? Preachy means giving advice on morals or behavior, especially in an irritating, arrogant or bossy way.

Do you like it when your friends are bossy or give arrogant advice?
Which of these prevention programs seem preachy?

Circle the programs that seem preachy. What makes a program seem preachy?
Answers might include telling you not to do something, making it sound like they are better than you, making you feel stupid, etc.

2. A Tale of Two Videos (View Media & Discuss)

Watch the HTH video (draft), which was created by Highland Tech students. Use these questions for discussion:

What do you like about the video? Not like?
Is this video preachy or not? Why?
What changes would you make to their video?

Watch the HTH (final) version and use the following questions for discussion:

How was this video different than their rough draft?
What did they change?
Is this version preachy or not?
What made the difference?

C1 Creativity Enhancer
C2 Find a Persuasive Message/ Know Your Audience
C3 Using Subtext
C4 Using Natural Instinct for Rebellion

C4 Don't Push the Red Button!

Objectives:

Understand the teen characteristic of rebellion.
See how rebellion is relevant to prevention.

Materials:

Red Button Photo
ERNHS video
Phillip Morris PSA

Activity Description:

1. Red Button Photo & Discussion

Show the red button photo. Explain that this is a photo taken in the Nickelodeon Hotel in Florida. This red button says "Do Not Push!" and is located right at the eye level of a child. When it is pushed, music plays and lights blink on and off.

Discussion Questions:

What do you think a child will do when they see the red button?
Why do they push the button?
Why does the button say, "do not push"?
Why did they put the button right where a child could see it?
What does the word "rebellious" mean?

The word "rebellious" means opposing or defying authority, accepted moral codes, or social conventions. When someone tells a young person not to do something, sometimes their reaction is to do that exact thing as a way to rebel against the person who told them not to.

2. Compare Two Videos (View Media & Discuss)

Watch the ERNHS video, created by the Eagle River High School National Honor Society and then watch the Phillip Morris PSA. Use the following questions for discussion:

How were the videos different? How were they the same?
What was the main message of each piece?
Which video was more appealing to you? Why?
What do you think about the slogan, "Think. Don't smoke"?
Do you think this slogan will be effective?
What do you think about the slogan, "How will you be shaped?"
Do you think this slogan will be effective?
Which video will be more effective in reaching youth? Why?

3. Mini-Lecture

Phillip Morris made the "Think. Don't smoke." commercial. Phillip Morris is a tobacco company that makes cigarettes. This commercial is called a "PSA", which stands for "public service announcement". In the late 1990's lots of states sued the tobacco companies because the states had to pay so much money in health care costs for people who smoke. In 1998 the Master Settlement Agreement was reached. Part of this settlement required that tobacco companies make PSA's for youth about not smoking.

Do you think their PSA will be effective in preventing youth from smoking?
Do tobacco companies want to prevent youth from smoking? Why or why not?
What would happen to tobacco companies if youth never started smoking?
Do you think tobacco companies put a lot of money into these PSAs? Why or why not?

D Creation

D1 Creating the Whole Message

D2 Sharing and Feedback

D1 Using Persuasion Strategies to Sell a Positive Message

Objectives:

Recognize how the same persuasion strategies can be used to sell high risk or low risk choices.

Materials:

Commercials: *Dasani, Kid Rock*

Ads: *Winston Takeover, Kissed*

Persuasion Techniques Chart

Activity Description:

1. View Media & Discuss

Look at the two advertisements side by side if possible. **Winston Takeover** is a cigarette ad and **Kissed** is a tobacco prevention ad. Look at the Persuasion techniques Chart.

Discussion Questions:

What persuasion strategies are being used in both?

What is the message of each ad?

How are the messages similar? How are they different?

Which ad is more appealing? Why?

Watch the **Kid Rock** commercial and then watch the **Dasani** commercial.

Discussion Questions:

What persuasion strategies are being used in both?

What is the message of each ad?

How are the messages similar? How are they different?

Which ad is more appealing? Why?

D1 Just Do It.

Objectives:

Decide which persuasive and attention getting strategies to use.
Create the message.

Materials:

Define Your Message Worksheet

Activity Description:

1. Consider what will get the attention of the audience. At first, many youth will want to create a fear-based message. (If you drink and drive you will die.) But further thinking may illuminate more effective strategies. (If you drink you just might end up throwing up at prom.) Same initial behavior and problem, but with a potentially more powerful strategy. Look at product advertising to get ideas of the methods million-dollar campaigns use.
2. Next, consider how to get the attention of the audience. The Canada smoking ad uses a surprise ending, the cuteness of children, and the heartstring pull of children in danger.

What is your call to action?

Example: Quite smoking because your children want you to.

D1 Unintended Subtext

Objectives:

Recognize that subtext can occur in prevention or other positive messages.

Materials:

Life is Calling commercial
Zombie script
Zombie video

Activity Description:

1. Review

Review the definition and concept of subtext with the class. A commercial is selling a product but it is also selling beliefs, values, lifestyles, and behavior. This is the subtext.

Watch Life is Calling and use the following questions for discussion:

What images and sounds did you hear?
What is the subtext?

2. Read for Subtext (Individual Reading Assignment)

Subtext can also occur in prevention or other positive messages. Often this subtext is unintended, meaning that the media maker might not even realize the subtext until someone else points it out.

Distribute the zombie script. This script was written by Katie Scott, a senior at Steller. Read the script carefully. Look for unintended subtext messages. Look for messages about:

Students who do well academically
People who follow rules
Parties
Sobering up

Circle, underline or highlight the dialogue in the script that promotes the message. Write the unintended subtext in the margin.

Students who do well academically should lighten up- (pp 1-2) Girl # 2 is in AP classes and her friends give her a hard time and tease her about overachieving. They pressure her to lighten up by drinking.

Following rules is not cool - (p. 2) Boy#2 says that he walked over to the party so that he could drink and not need to drive home. Girl #1 calls him Captain PSA implying that it is really not cool to follow the rules and make low risk choices.

Parties need to involve alcohol or they are not fun - (p. 3) Girl #1 says that alcohol makes everything more fun and (p.4) then says the only fun parties without alcohol are 5th grade birthday parties.

Cold water can help - (p. 14) Girl #2 asks if there is a quick cure for being drunk. A cold shower is proposed but it's pointed out that this will make the zombies more alert, not sobered up. Even though the words say it won't work, the idea reinforces the mistaken belief that all a person needs to do is take a cold shower to sober up.

3. View Media & Discuss

Watch the zombie video and use these discussion questions:

What changes did Katie make between her first rough draft script and filming the video?

Did you see any subtext in the video or did she deal with the subtext?

What feedback would you give Katie on ways to strengthen her video?

D2 Giving Feedback on Storyboards

Objectives:

Understand the importance of storyboards and rough drafts.
Practice giving feedback.

Materials:

“Positive Message Checklist” handout
West Football team storyboard
West video
HTH animation storyboard
HTH animation
Blank storyboards

Activity Description:

1. Large Group Storyboard & Feedback Discussion

Distribute the “Positive Message Checklist” handout. Read over each step together as a review of concepts like target audience, subtext, being preachy, and creativity.

What is a storyboard and why is it important? A storyboard is like a map for your project. Hand out the different styles of storyboard. Storyboards are most often talked about in reference to videos but you can do a storyboard for other forms of media as well. It is crucial to make a map, or a storyboard, for your project before you start. If you don’t know where you want to go and how to get there, how will you end up at your destination?

NOTE: Storyboards are critical for videos. A storyboard helps videographers know that what scenes to shoot. Without it, pieces of a story might be missing. It is not always possible to replicate the scene to re-shoot a scene to make up for missing footage.

Discussion Questions:

What are the important elements in a storyboard?
How do you think storyboards might look different depending on the type of media being created?
How do storyboards help you plan?

What might be challenging about creating a storyboard?
Can storyboards change?
What could prompt change in a storyboard?

What does the word “feedback” mean? Feedback is the process of giving comments in the form of opinions about and reactions to something, intended to provide useful information for future decisions and development. Getting feedback on your storyboard is a crucial step to developing a piece of media.

2. Storyboard Pair Share & Large Group Discussion

Distribute the two storyboards. One storyboard was created by the West High School football team and it is a storyboard for a video. The other storyboard was drawn by the Highland Tech lego robotics team and is a storyboard for a stick figure animation.

Students should work in pairs to review both storyboards answering the following questions:

What is the social issue addressed?
What do you like/dislike about their idea and message?
Is the story interesting and creative?
Does their message seem preachy? Why or why not?
Who is their target audience? How can you tell?
Does the proposed solution seem realistic for the target audience?
Do you think their story will appeal to their target audience? Why or why not?
What stereotypes or other unintended subtext do you see?

West football team – This storyboard is a little bit boring. It seems like a message we’ve heard many times before...bad things happen if you drink and good things happen if you don’t. Do high school athletes get beer guts when they drink? This could be some unintended subtext reinforcing stereotypes about people who drink. The message “choose victory or lose” is on the preachy side.

HTH lego robotics – Their idea for using stick figure animation as a way to give a prevention message is cool because many kids really like this form of media right now. It is a good way to reach the target audience. The consequences piece of their message is somewhat boring in terms of having heard it all (except for riding tricycles down steep mountains!) before. They use name calling (“loser” and “hobo”) which is not an effective way to reach the audience. The name-calling contributes to the unintended subtext – that only losers or homeless drink.

Discuss feedback on the storyboards as a large group.

3. View Media & Discuss

Watch West’s video and HTH’s animation. Use these discussion questions:

How was their video different than their storyboard?

Which did you like better? Why?

Why do you think their story changed after submitting their first storyboard?

Is their new message preachy?

What feedback do you have to make the video stronger?

What is professional or unprofessional about each? *Point out the spelling and grammar errors in the HTH animation.*

D2 Finalize Storyboards, Share with Classmates, Give and Receive Feedback

Objectives:

Finalize Creation
Give and Take Feedback from fellow students.

Materials:

Define Your Message Worksheet and a blank storyboard.

Activity Description:

1. In this final stage, consider the art of the message, whether it is video, print, audio, web-based, or any other creative method. Think about all of the components, possibly including sound, color, light, voices, and other attention getting ideas.
2. Fill in the storyboard. If you are creating a video, consider scenes that will be needed. Incorporate the ideas from the Define Your Message Worksheet.
3. **Present the storyboard to the class** . Ask students, to critique each other's efforts. This can be intimidating, and difficult for students to give and receive honest feedback. Remember the sandwich approach: tell what you like, make a constructive criticism, and follow with another positive comment.

What is the social issue addressed?

What do you like/dislike about their idea and message?

Is the story interesting and creative?

Does their message seem preachy? Why or why not?

Who is their target audience? How can you tell?

Does the proposed solution seem realistic for the target audience?

Do you think their story will appeal to their target audience? Why or why not?

What stereotypes or other unintended subtext do you see?