

# The Media Straight Up!

## Critical Thinking Skills for Pennsylvania's Youth



CURRICULUM GUIDE • THIRD EDITION

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**DRUGFREE**  
**PENNSYLVANIA**  
*Making tomorrow work better.*

# The Media Straight Up!

Critical Thinking Skills for Pennsylvania's Youth



BY RENEE HOBBS  
*Director, Media Education Lab*  
Temple University

## Welcome!

It is no secret—adolescents are big consumers of media and, in particular, music, television, video games, and the Internet. Research from the Kaiser Family Foundation shows that American 11 to 13 year olds spend eight hours per day using some form of media outside of school.

Most parents and educators have a love-hate relationship with the mass media, as they see how it influences the day-to-day lives of young people. The positive influences of the mass media contribute richly to our students' formal and informal education. But the negative influences of media can promote unhealthy, risk-taking behaviors among teens, including sexual activity, violence, alcohol, tobacco, and substance abuse.

For young people to thrive in a media and technology saturated society, teachers, and parents must help students to critically evaluate the information they receive from the mass media and learn how to reflect upon and analyze their media consumption choices.

According to the Office of National Drug Control Policy, a media literacy approach can support substance abuse prevention goals. Media literacy can empower youth to be positive forces of social change, which benefits drug prevention efforts by teaching youth:

- **To recognize how media messages influence them.** Students can internalize the skills they need to protect themselves against messages about drugs or unhealthy lifestyle choices.
- **To develop critical thinking.** When youth learn to analyze media, they can uncover the values messages about drugs embedded in media and decide whether to accept or reject those messages.
- **To foster healthy self-esteem.** Students skilled and knowledgeable about the media and their techniques can use media to creatively produce messages of their own. Encouraging healthy self-esteem is one of the “anti-drugs” that reduce children’s vulnerability to drug use.

Please tell us how you are using this guide in the classroom and how to improve it by contacting us at [www.drugfreepa.org](http://www.drugfreepa.org). For information about arranging staff development programs, speakers, or workshops, please call us at **717.232.0300**.



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About

# DRUG FREE PENNSYLVANIA

Drug Free Pennsylvania, a statewide nonprofit organization, is charged with reducing substance abuse across the Commonwealth. Our Media Partnership focuses on reducing youth substance abuse by producing and distributing anti-drug public service announcements that are designed to increase children's perception of the risk of using illegal drugs and abusing alcohol. It is also designed to empower parents to engage in an ongoing dialogue with their children about the dangers of substance abuse.

Since 1993, over \$1 million in time and space have been donated every year by our media partners to air or print these spots. These media partners are what drive the success of our campaign and we appreciate their efforts. Drug Free Pennsylvania's 2001 Middle School Youth study measured the impact of media messages, primarily commercials, on middle school students' attitudes and behaviors concerning drug and alcohol use. The good news—the message is getting across:

- 56% said commercials made them more aware of the risks of using drugs.
- 78% said anti-drug media messages gave them the confidence to say no.
- 76% said they are less likely to use drugs because of exposure to these messages.
- 66% said they are encouraged to have drug-risk discussions with their parents.

Media messages use techniques of persuasion and have a great influence on youths' developing attitudes toward the use of illegal drugs and alcohol. According to the 2008 Partnership Attitude Tracking Study released in February 2009, 40% of teens agreed that anti-drug messages made them more aware of the risks of using drugs and less likely to try drugs.

The difficulty lies in getting kids to see the ads and pay attention to them. Additionally, we also recognize that the demand for public service announcement time is way up and that revenue from paid advertising is decreasing. Recognition of these market changes launched our next step to changes youths' attitudes toward substance abuse in a new venue—the classroom and with a new approach—media literacy.



# Media Education Lab at TEMPLE UNIVERSITY

This curriculum was created by media education leader and scholar Renee Hobbs, Director of the Media Education Lab at Temple University's School of Communication and Theater. Hobbs joined the faculty at Temple University, a research university known widely for its doctoral program in media and communication studies.

The Media Education Lab supports curriculum development, teacher education, research and evaluation in media literacy education in both school and non-school settings. The research agenda examines the impact of media analysis and media production activities on students' academic skills, social and emotional development, and attitudes and behaviors.



## Contact Information

### Professor Renee Hobbs

Director, Media Education Lab  
Temple University  
School of Communication and Theater  
320 Annenberg Hall  
Philadelphia, PA 19122  
Phone: (215) 204.4291  
Email: [reenehobbs@temple.edu](mailto:reenehobbs@temple.edu)  
Web: [www.reenehobbs.org](http://www.reenehobbs.org)



## What is MEDIA LITERACY

In recent years, adolescents have become an increasingly important target for advertising, as teens are estimated to spend more than \$155 billion, averaging \$84 per week of their own and their parents' money. There is significant research evidence that shows that advertising influences young people's tendency to use alcohol and lowers their sense of self esteem and body image. Many critics, parents and community leaders have lamented the negative influence of advertising and the culture of celebrity on young people. In the 1995 documentary *Slim Hopes*, produced by the Media Education Foundation, Dr. Jean Kilbourne reports, "Constantly encouraged to scan the airways and their peer groups for information about what's hip and important, children are alienated from their own internal compass, their own sense of creativity and judgment. Not only are their choices of gear limited to whatever is deemed cool for the moment, but their choices of 'ways to be' in the world are limited to the superficial, stereotyped, commercial images that are provided by the media."

Media literacy, defined generally as the ability to access, analyze, evaluate and communicate messages in a wide variety of forms, emphasizes the skills of analyzing, evaluating and creating media and technology messages which make use of language, moving images, music, sound effects and other techniques. Drawing upon a tradition underway in the United Kingdom, Canada and Australia for the past 15 years, a coalition of U.S. educators have formed a national association and hold bi-annual conferences bringing K-12 educators together with academics and community activists.

In the United States, there has been increased momentum to include media literacy skills within state curriculum frameworks. Secondary English language arts textbooks now generally include the formal study of advertising, news, and some film and television genres. More than 40 states including Massachusetts, North Carolina and New Mexico have identified media literacy skills within language arts, social studies, fine and performing arts, library information skills, or health education curricula. The State of Pennsylvania includes media literacy standards in Reading, Writing, Speaking & Listening, Health, Safety and Physical Education, and the Arts and Humanities.

Media literacy activities often invite students to reflect on and analyze their own media consumption habits; to identify author, purpose and point of view in films, commercials, television and radio programs, magazine and newspaper editorials and advertising; to identify the range of production techniques that are used to communicate point of view and shape audience response; to identify and evaluate the quality of media's representation of the world by examining patterns of representation, stereotyping, emphasis and omission in print and television news and other media. Other media literacy activities often include media production activities to gain familiarity and experience in using mass media tools for personal expression and communication and for purposes of social and political advocacy.



## Why Teach Media Literacy with a Focus on **DRUG PREVENTION**

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

### **Drug Use and Adolescents**

More young people are using drugs to temporarily alleviate the stress they experience in their lives. Ten percent of Pennsylvania 7th graders have used marijuana, according to a recent study, and middle school students' use of marijuana has doubled since 1991. According to the 2001 Middle School Research Initiative commissioned by Drug Free Pennsylvania, one out of four middle-school students in Pennsylvania think there is no danger associated with using drugs. Young people who use marijuana regularly, with or without other illicit drugs, have higher rates of skipping school, fighting, delinquency, arrests and health problems than their counterparts. Adolescents age 12 to 17 who use marijuana weekly are nine times more likely than non-users to experiment with illegal drugs or alcohol, five times more likely to steal and nearly four times more likely to engage in violence, according to the National Household Survey on Drug Abuse.

### **Dangerous Messages**

Young people learn about drugs through both their real life experiences and from vicarious images and stories they encounter in the mass media. By the time a teen hits age 18, he or she will have seen thousands of messages for alcohol, presented through attractive, fast-paced, humorous messages. These messages make beer drinking seem a normal part of social life, connected to sports activities, something that people of all ages and races partake in. But beer commercials don't tell the whole story about alcohol use. Alcohol use endangers teens by leading to violence, driving accidents, and unprotected sex. Traffic accidents are the leading cause of death among teenagers, and nearly 60 percent of all fatal accidents involve alcohol.

And cigarette ads are highly visible in the magazines teens read, on billboards, and at sports events. With 3,000 adolescents





becoming regular users each day, advertising contributes to maintaining the false belief that smoking is a normal activity, when in fact, it is a highly addictive and health-destroying activity that kills over 400,000 people each year.

While there are no advertising messages about illegal drugs, young people are exposed to many media messages that talk about drugs and drug use in a favorable way. Teens find pro-drug messages in the lyrics of popular music, in humorous references to drug use and getting high in TV comedy shows, and even in the “altered states” that are sometimes shown in the process of selling soft drinks, sneakers or snack products. Nutritional supplements give the impression that a new body can be achieved by taking a pill. More and more pro-drug use sites use attractive web design and interactive graphics to make drug use seem like harmless fun.

By making drug use seem cool or funny, these media messages—on TV, the Internet, in movies and music—can reinforce a belief that drug use is just a lifestyle choice. The reality of drug use is that it destroys people’s lives. Gil Kerlikowske, newly appointed Drug Czar in 2009, has personally experienced the effects of drugs in his own family. His son has been arrested for marijuana use and distribution.

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

## Getting Smart About Media

Media messages can be very effective in changing young people’s attitudes about drug use. The White House Office of National Drug Control Policy (ONDCP) has been effective in helping young people resist the pressures that young people experience about drug use. Forty percent of teens said that anti-drug TV and print ads make them less likely to try or use drugs. The ONDCP has been active in helping parents, teachers and other caring adults to learn skills that help protect children and teens. Teaching about advertising can be one of those skills that help protect young people from media’s negative influence; it fits very effectively into the context of health education and also links to skill development in language arts, social studies, journalism and the visual arts. Given the pervasiveness of so many different communication technologies in our culture, young people need more opportunities (not fewer) to learn about and discuss the complex functions of the mass media in our lives. Media literacy skills are basic, 21st century literacy skills that all Americans need today. Here’s why:

Media literacy skills help students distinguish between fact and opinion, to recognize claims backed up by evidence and those that use emotions. Media literacy skills help students recognize how and why messages appeal to us, sharpening our awareness of the unstated but implied messages that are behind the statements we read, see or hear in the media.

Media literacy skills increase students’ ability to choose messages effectively, to evaluate the quality and accuracy of what we watch, see and read. With more choices available via the Internet, cable and print media, the ability to select messages wisely is a key literacy skill for the 21st century.

The Media Straight Up! curriculum illustrates two ways to gain skills that will enhance people’s critical thinking skills about the mass media. One is to carefully analyze media messages, looking closely at the techniques used to convey meaning. Another is to gain experience in creating one’s own media messages. Both these approaches help people to better understand the ways that media messages are constructed. This guide is designed to help Pennsylvania educators build people’s skills in both analyzing and creating media messages, which helps us better understand how media affects us and how to make healthy lifestyle decisions that will improve the quality of our lives.



## How to USE THIS GUIDE

“The Media Straight Up!” is designed to be flexibly used in the context of middle-school English, Language Arts, Health Education, Communication Arts or Technology classes. These lessons can also be useful for after-school programs. Each lesson is a stand-alone activity that may require from 1 – 5 class periods, depending upon student response.

“The Media Straight Up!” consists of 12 lesson plans, handouts, and visual support materials.

PowerPoint slides, audio and visual materials help teachers create a dynamic learning experience for students and many activities are designed to strengthen reading comprehension and analysis skills while building students’ knowledge of health prevention issues.

Teachers can use the 12 lessons in a variety of different ways. For example, some teachers use “The Media Straight Up!” in an intensive month-long focus on media and substance abuse. Other teachers will use the lessons spread out once or twice a week over a semester or more. Still others will use selected lessons only in ways that directly connect to their existing curriculum. Teachers are encouraged to use the materials and resources in ways that best meet the needs of their students.

In preparing to use the materials, teachers should review the lesson summary and process description and do any necessary preparation as shown under the heading, “Teacher Preparation.” Teachers are encouraged to pay special attention to the Ask and Explain sections which suggest discussion prompts.

The Topic Papers at the back of the curriculum can help teachers increase their background knowledge about media literacy, media industries, and drug prevention. A list of web resources is provided to help teachers continue their own learning about these topics.





## Sensitivity to PERSONAL DIMENSIONS

In talking about their media use, teachers will learn a lot about the lives of their students. The lessons in “The Media Straight Up!” encourage students to share their vast knowledge of popular culture, celebrities, advertising and mass media. Don’t be surprised when you hear from the usually quiet students—everyone will have something to say in responding to the lessons in this curriculum. Use the structured questions to maintain order and encourage a spirit of respectful listening as students share their ideas.

When students analyze media messages about alcohol and drugs, they reveal their existing attitudes and beliefs. Students whose parents are abusing alcohol or drugs may have unique or specific knowledge and attitudes that will be recognizable to you as students participate in class discussion.

According to Lisa Turney of the Do It Now Foundation, a drug abuse education organization, about one in eight Americans—more than 30 million people—are products of alcoholic homes. The National Institute on Alcohol Abuse & Alcoholism says that 6.6 million kids live with an alcoholic parent.

**What's life like for them? Students whose parents face addiction cope with disappointment, stress and embarrassment. In homes where parents struggle with addiction, children’s needs are often downplayed or ignored. Consider:**

- 296 children a day are arrested for drug crimes (from Each Day in America, March, 2008).
- 55% of all family violence occurs in alcoholic homes.
- Incest is twice as likely among daughters of alcoholics than their peers.
- Children of alcoholics are three to four times more likely to become alcoholic than the general population.
- 50% of children of alcoholics marry an alcoholic.
- 70% of children develop a pattern of compulsive behavior as an adult, including alcoholism, drug abuse, and overeating.

**No statistic can measure the psychological pain that children of alcoholics grow up with and often carry into adulthood. Common problems can include:**

- **Guilt.** The child suspects that he or she somehow caused the parent's drinking.
- **Anxiety.** Fear of arguments or violence can cause constant worry and emotional hypervigilance.
- **Embarrassment.** The child is ashamed of the family "secret" and withdraws from friends or other family members.
- **Confusion.** A drinking parent's mood swings and unpredictability can cause uncertainty and inner turmoil in the child about what to do next.

- **Inability to Trust.** Repeated disappointments and broken promises by an alcoholic parent can make it hard for a child to trust and develop close bonds with others.
- **Anger.** The child usually resents the drinking parent and may transfer the anger to the non-drinking parent for lack of support and protection.
- **Depression.** Feelings of loneliness and helplessness are common — and almost inevitable.

In an alcoholic family, a child's need for love, support, and emotional nurturing is often minimized or forgotten. And with few role models for demonstrating how emotions can be expressed positively, the child adapts to chaos in order to survive. The constant hurt and confusion of the alcoholic household often reveals itself in children protecting themselves by lying, suppressing feelings, and withdrawing from close relationships. It's important to offer students the support they need to get help.

### If you Learn that a Student's Mom or Dad Drinks Too Much...

If you learn that a student has an active alcoholic parent, here are some ideas about what you can do:

- **Step 1:** Tell the child that the first thing to do is to realize that they aren't alone. Millions of kids have been through the same problem and have felt the same fears. These kids (many of them adults now) have been where you are and know what you're feeling, and they know how to help.
- **Step 2:** The next thing to do is to tell someone. If you have a cool teacher or friend or a favorite aunt or uncle, talk with them and don't hold back. Even though it might seem easier and safer to keep things a secret, what really hurts you over the long term is keeping problems stuffed inside. Others understand and they can help.
- **Step 3:** Talk to your school counselor. It may be appropriate to call a local Al-Anon or AlaTeen chapter (they're listed in the white pages of the phone book) or write the Children of Alcoholics Foundation, 540 Madison Avenue, New York, NY 10022. For immediate referral to services in your area, call the Boys Town National Hotline at 1-800-448-3000.



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- **Kelly Mendoza**, graduate student, Temple University
- **Wendt Partners**, website and curriculum graphics

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## Pennsylvania State ACADEMIC STANDARDS

Standards define what each student should know and be able to do in a core set of subjects at a specific grade level. Understanding the content standards represent the ability of a student to explain and exhibit comprehension and recognition of the significance of a concept and its connectedness to the whole by applying knowledge in a multitude of practical ways to new and different situations. Academic standards provide consistent targets for students, teachers, and parents to meet. The Academic Standards are found in the Pennsylvania Department of Education website: [www.pde.state.pa.us](http://www.pde.state.pa.us).

The lesson plans and exercises in each student activity sheet are designed to meet the Pennsylvania Academic Standards listed. The connections to academic standards highlighted in this document enable educators and student support personnel to deliver a curriculum within the common context of improved academic learning. Overall, the student impact we hope to achieve is to increase attendance, improve grades, improve behavior and/or social skills, and decrease the rate of alcohol, tobacco, and other drugs used and abused by students.

# Pennsylvania State ACADEMIC STANDARDS

## Reading, Writing, Speaking, and Listening

The Reading, Writing, Speaking, and Listening Standards describe what students should know and be able to do with the English language at four grade levels (third, fifth, eighth, and eleventh). The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The language arts — Reading, Writing, Speaking, and Listening — are unique because they are processes that students use to learn and make sense of their world. Students do not read “reading”; they read about history, science, mathematics, and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write “writing”; they use written words to express their knowledge and ideas and to inform or entertain others.

Because of the unique nature of the language arts, all teachers in a school will use the Reading, Writing, Speaking, and Listening Standards. The standards define the skills and strategies employed by effective readers and writers; therefore, all teachers will assist their students in learning them through multiple classroom situations in all the subject areas.

The Reading, Writing, Speaking, and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators, and community members become partners in learning success.

	1	2	3	4	5	6	7	8	9	10	11	12
1.1.5.C Learning to Read Independently					X							
1.1.5.D Learning to Read Independently					X							
1.1.5.G Learning to Read Independently	X	X	X	X	X	X		X	X		X	
1.2.5.A Reading Critically in all Content Areas			X	X	X	X	X	X	X			
1.2.5.B Reading Critically in all Content Areas	X	X	X	X	X	X	X	X	X	X	X	X
1.6.5.A Speaking and Listening	X	X	X	X	X		X	X	X	X	X	X
1.6.5.F Speaking and Listening	X	X	X	X			X	X	X	X	X	X
1.1.8 C Learning to Read Independently					X							
1.1.8.D Learning to Read Independently					X							
1.1.8.E Learning to Read Independently			X		X							
1.1.8.G Learning to Read Independently	X	X	X	X	X	X	X	X	X	X	X	X
1.2.8.A Reading Critically in All Content Areas	X	X	X	X	X	X	X	X	X	X	X	X
1.6.8.A Speaking and Listening	X	X	X	X	X		X	X	X	X	X	X
1.6.8.F Speaking and Listening	X	X	X	X	X	X	X	X	X	X	X	X
1.8.8.A Research									X	X	X	
1.8.8.B Research	X					X	X	X	X	X	X	
1.8.8.C Research	X	X				X			X	X	X	X



## Health, Safety, and Physical Education

The Academic Standards for Health, Safety, and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth, and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

The Academic Standards for Health, Safety and Physical Education provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. The attainment of these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially, and emotionally healthy, students will increase their chances of achieving to their highest academic potential.

The Academic Standards for Health, Safety, and Physical Education provide parents with specific information about the knowledge and skills students should be developing as they progress through their educational programs. With the standards serving as clearly defined targets, parents, students, teachers and community members will be able to become partners in helping children achieve educational success.

	1	2	3	4	5	6	7	8	9	10	11	12
10.1.6.D Concepts of Health	X	X	X	X	X		X	X	X	X	X	X
10.2.6.C Healthful Living	X	X	X	X	X		X	X	X	X	X	X
10.2.6.D Healthful Living	X	X	X	X	X		X	X	X	X	X	X
10.1.9.A Concepts of Health	X	X	X	X	X		X	X	X	X	X	
10.1.9.E Concepts of Health	X	X	X	X	X		X	X	X	X	X	X
10.2.9.A Healthful Living	X	X					X	X				
10.2.9.B Healthful Living	X	X	X	X			X	X				
10.2.9.C Healthful Living									X	X	X	X
10.2.9.D Healthful Living	X	X	X	X	X		X	X	X	X	X	X

## Arts and Humanities

The Academic Standards for the Arts and Humanities describe what students should know and be able to do at the end of grades 3, 5, 8, and 12 in the visual and performing arts and the understanding about humanities context within the arts. The arts include dance, music, theatre, and visual arts. The arts and the humanities are interconnected through the inclusion of history, criticism and aesthetics. In addition, the humanities include literature and language, philosophy, social studies, and world languages. The areas encompassed in the humanities such as jurisprudence, comparative religions, and ethics are included among other standards documents. The interconnected arts and humanities areas are divided into these standards categories:

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

Knowledge of the Academic Standards for the Arts and Humanities incorporates carefully developed and integrated components:

- Application of problem solving skills
- Extensive practice in the comprehension of basic symbol systems and abstract concepts
- Application of technical skills in practical production and performance
- Comprehensive and application of the creative process
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills

The arts represent society’s capacity to integrate human experience with individual creativity. Comprehensive study of the arts provides an opportunity for all students to observe, reflect, and participate both in the arts of their culture and the cultures of others. Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture. An arts education contributes to the development of productive citizens who have gained creative and technological knowledge necessary for employment now and in the future.

	1	2	3	4	5	6	7	8	9	10	11	12
“9.1.5.A Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”				X	X				X	X	X	X
“9.1.5.B Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”				X					X	X	X	X
“9.1.5.C Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”			X	X	X				X	X	X	X
“9.1.5.J Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”				X						X	X	X
“9.1.5.K Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”	X									X	X	X
9.2.5 E Historical and Cultural Contexts					X							
9.3.5.A Critical Response	X		X	X	X				X	X	X	X
9.3.5.D Critical Response				X	X							X
9.3.5.E Critical Response	X			X	X				X	X	X	X
9.4.5.A Aesthetic Response			X	X	X				X	X	X	X
9.4.5.C Aesthetic Response			X	X								X
9.4.5.D Aesthetic Response			X	X							X	X
“9.1.8.A Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”					X				X	X	X	X
“9.1.8.B Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”					X				X	X	X	X
“9.1.8.C Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”									X	X	X	X
“9.1.8.J Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”										X	X	X
“9.1.8.K Production, Performance & Exhibition of Dance, Music, Theatre & Visual Arts”				X						X	X	X
9.2.8.E Historical and Cultural Contexts					X					X		X
9.3.8.A Critical Response			X	X	X						X	X

- 9.3.8.D Critical Response
- 9.3.8.E Critical Response
- 9.3.8.F Critical Response
- 9.4.8.C Aesthetic Response
- 9.4.8.D Aesthetic Response

	1	2	3	4	5	6	7	8	9	10	11	12
9.3.8.D Critical Response											X	X
9.3.8.E Critical Response	X		X	X	X						X	X
9.3.8.F Critical Response											X	X
9.4.8.C Aesthetic Response	X			X							X	X
9.4.8.D Aesthetic Response				X							X	X

## Civics and Government

The Civics and Government Academic Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). Throughout the standards statements, concepts found in lower grades must be developed more fully throughout higher grade levels.

The academic standards for Civics and Government consist of four standard categories (designated as 5.1., 5.2., 5.3., and 5.4). Each category has a number of standards statements designated by a capital letter. Some standard statements have bulleted items known as standard descriptors. The standard descriptors are items within the document to illustrate and enhance the standard statement. The categories, statements, and descriptors are regulations. The descriptors may be followed by an “e.g.” The “e.g.’s” are examples to clarify what type of information could be taught. These are suggestions, and the choice of specific content is a local decision as is the method of instruction.

- 5.3.6.J How Government Works

	1	2	3	4	5	6	7	8	9	10	11	12
5.3.6.J How Government Works	X					X						

## Mathematics

The Mathematics Standards describe what students should know and be able to do at four grade levels (third, fifth, eighth, and eleventh). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school.

Students who achieve these mathematical standards will be able to communicate mathematically. Although it is an interesting and enjoyable study for its own sake, mathematics is most appropriately used as a tool to help organize and understand information from other academic disciplines. Because our capacity to deal with all things mathematical is changing rapidly, students must be able to bring the most modern and effective technology to bear on their learning of mathematical concepts and skills

- “2.1.8 Numbers, Number Systems & Relationships”
- 2.2.3 Computation & Estimation
- 2.2.5 Computation & Estimation
- 2.5.8 Mathematical Problem Solving & Communication
- 2.6.5.A Statistics and Data Analysis

	1	2	3	4	5	6	7	8	9	10	11	12
“2.1.8 Numbers, Number Systems & Relationships”		X										
2.2.3 Computation & Estimation		X										
2.2.5 Computation & Estimation		X										
2.5.8 Mathematical Problem Solving & Communication		X										
2.6.5.A Statistics and Data Analysis					X							

## Science and Technology and Environment and Ecology

- 3.6.7 Technology Education

	1	2	3	4	5	6	7	8	9	10	11	12
3.6.7 Technology Education				X								



## Teacher Lesson Plan 1:

# POSITIVE AND NEGATIVE MESSAGES IN THE MEDIA

### Lesson Summary

Students create a chart of the positive and negative messages about health, lifestyles and relationships contained in a sample of familiar television programming and learn where different types of information can be found in a newspaper.

### Time Allotment

1 – 2 class periods

### Learning Outcomes

#### Students will:

- Actively interpret media messages using their prior knowledge, values and attitudes.
- Clarify their ideas through participating in both a large-group and small group discussion experience.
- Evaluate the role of media as a source of both entertainment and information.
- Recognize how meanings are communicated visually and through narrative storytelling.
- Reflect on how media messages can affect decision-making about health and relationships.

### PDE Standards

#### Reading, Writing, Speaking and Listening

- 1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- 1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.
- 1.6.5.A. Speaking and Listening – Listen to others.
- 1.6.5.F. Speaking and Listening – Use media for learning purposes.
- 1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

### **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.A. Healthful Living – Identify and describe health care products and services that impact adolescent health practices.

10.2.9.B. Healthful Living – Analyze the relationship between health-related information and adolescent consumer choices.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

### **Arts & Humanities**

9.1.5.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.

9.3.5.E. Critical Response – Describe and use contextual, formal and intuitive analysis in the arts and humanities.

9.3.8.E. Critical Response – Interpret and use contextual, formal and intuitive analysis in the arts and humanities.

9.4.8.C. Aesthetic Response – Describe how the attributes of the audiences’ environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber’s Cats).

### **Civics and Government**

5.3.6.J. How Government Works – Influence of the Media. Describe the influence of media in reporting issues.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 1.

## Context and Rationale

We all have different opinions about the positive and negative characteristics of contemporary mass media, and it's important to acknowledge students' pre-existing beliefs and attitudes about television, music, magazines, radio, newspapers and the internet.

## Introduce the Lesson

**EXPLAIN:** The focus of the class will be to strengthen media literacy skills. We can define media literacy by using an analogy to “reading” and “writing.” Students will be learning new ways to “read” television programs, music, movies and media. And they'll get a chance to “write” by composing a media message, too. Audio-visual media can (and should) be studied systematically just as we do with print media.

**CREATE:** Make a list of your five favorite television programs, the shows you try not to miss each week.

**ASK:** What do you like best about these programs?

Encourage a diverse array of responses and make sure that students show respect in listening to others' ideas. This is essential in helping foster productive discussion among middle-school students.

## Positive and Negative Messages

**EXPLAIN:** Television programs often feature characters and storylines that depict the most positive aspects of human behavior. You may define positive messages using concepts from Character Education: messages that depict friendship, loyalty, courage, respect and compassion. You might describe a TV program that you especially enjoy watching and explain some of the positive messages of the show.

**ASK:** What are some of the positive messages that are presented in your favorite shows?

**EXPLAIN:** Television shows provide a complex mix of both positive and negative messages regarding the challenges of life. You might give an example of a negative message from a TV show you've seen. Negative messages show the worst aspects of human behavior. You may want to define negative messages using the model of the seven deadly sins: greed, lust, envy, pride, anger, sloth (laziness) and gluttony (overeating).

**ASK:** What are some of the negative messages that are presented in your favorite shows?

## Collaborate

Students work in small groups of two or three to fill in details of some positive and negative examples from TV shows using Activity Sheet 1. Invite each small group to share their best example of how a television program depicts positive and negative messages.

**EXPLAIN:** Sometimes a specific character, behavior or visual depiction can be simultaneously positive AND negative, and some may be hard to classify. It's OK if students disagree about whether a specific example is positive or negative — as long as students provide reasoning and evidence to support their ideas.

## Conclusion

Sometimes people believe that TV shows as “just entertainment.” But becoming a critical viewer means recognizing that all messages are educational in some sense. A media literate person learns to distinguish between the many positive and negative messages that are shown in the media. People can learn from both positive and negative messages about our society. Congratulate the class on recognizing the underlying messages that are all part of the TV viewing experience.

## Assessment

Use the completed handouts as a guide to assess student learning for this activity. Check to see that students can distinguish between positive and negative messages by reviewing Activity Sheet 1.

# 1: POSITIVE AND NEGATIVE MESSAGES IN THE MEDIA

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** Working with a partner, write down some examples of positive and negative messages that you have encountered on TV shows. Describe a specific example in the space provided.

<b>POSITIVE Messages About People, Healthy Behaviors and Relationships</b> <b>Name of TV Series:</b>	<b>NEGATIVE Messages About People, Healthy Behaviors and Relationships</b> <b>Name of TV Series:</b>
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:
Example:	Example:





## Teacher Lesson Plan 2: **ADVERTISING** **BY THE NUMBERS**

### Lesson Summary

Students identify how often they are exposed to different forms of advertising by reflecting on information about their at-home media consumption patterns. They collect data and create a chart to analyze the data.

### Time Allotment

2 – 3 class periods

### Learning Outcomes

#### Students will:

- Analyze the techniques of particular media messages and their effect on a targeted audience.
- Analyze the role of advertising in the media.
- Collect data in a systematic way.
- Analyze patterns in data using charts and graphs.
- Use formatting techniques to create an understandable presentation for a designated audience.

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

## Math

2.1.8. Numbers, Number Systems and Relationships - Represent and use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, exponents, scientific notation, square roots).

2.2.3 Computation and Estimation - Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions.

2.2.5 Computation and Estimation - Determine through estimations the reasonableness of answers to problems involving addition, subtraction, multiplication and division of whole numbers.

2.5.8 Mathematical Problem Solving and Communication - Verify and interpret results using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams.

## Health, Safety and Physical Education

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.A. Healthful Living – Identify and describe health care products and services that impact adolescent health practices.

10.2.9.B. Healthful Living – Analyze the relationship between health-related information and adolescent consumer choices.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 2A, 2B and 2C.

Videotape off air footage of the students’ favorite TV program with at least 5 minutes of back-to-back ads included.

Cue the videotape to the beginning of the ads.

## Introduce the Lesson

Find out more about students' existing attitudes about advertising when beginning to analyze media with students. **ASK:** What do you like and dislike about advertising?

Invite students to participate in a large-group discussion, and model good note-taking on the blackboard by recording the major ideas expressed by students. Encourage students to create a balanced list of both likes and dislikes. **ASK:** What suggestions do you have on how to improve advertising?

## Practice Counting the Ads

**EXPLAIN:** You are about to see a short sequence of advertising from a TV show. Can you keep track of all the products advertised and write down all the product names? It sounds easy to do—but it's not!

Pass out copies of Activity Sheet 2A. Play the footage showing a full pod (a group of usually four or more ads placed in between two shows or during a program). Check to see how many students listed all the names of the products advertised.

**ASK:** What makes this activity difficult or easy? Provide support and acknowledge that the catchy music, animation, celebrities and the fast pacing can interfere with focusing attention to complete the task.

**ASK:** What other techniques used in the ads caught your attention? What strategies could you use to make it easier to list every ad? Play the next pod of ads and have students continue creating their lists. Keep watching until students have at least 20 ads listed.

## Collaborate

Working with a partner or in a small group, ask students to categorize the different types of products on their list. Categories might include: fast food, clothing, toys, technology and other types of products and services. With their partner, they create a bar graph (on paper or using a spreadsheet program like Excel). Advanced students might be invited to create a pie chart or other types of graphs. Give students time to create their charts.

**ASK:** Which types of products were most frequently advertised?

## Reading Comprehension: Advertising by the Numbers

Use Activity Sheet 2B to strengthen students' reading comprehension skills. Introduce these vocabulary words as a pre-reading activity:

<b>potential</b>	possible, as opposed to actual
<b>market</b>	a region in which products, goods and services are bought, sold or used
<b>subservient</b>	excessively obedient
<b>mobile</b>	capable of being moved, easily transportable

## Answers for Activity Sheet 2B

1. It costs money both create an ad and to place the ad on a television broadcast. Many people are involved in creating a TV commercial—including the writers, actors, directors, technicians, musicians, editors, just to name a few. Each time an ad airs, it costs money – from \$75,000 for a less popular program to \$200,000 or more for a popular show.
2.  $\$1,400,000,000 / 365 \text{ days} = \$3,835,616$ . The amount of money McDonald’s spends on advertising each day.
3.  $475,000,000 / 510 \text{ days (17 months /30 days)} = 931,372$ . The number of daily web site views for the Burger King web site, Subservient Chicken.

Students will have strong opinions about these numbers, so encourage them to share their feelings and responses.

## Media and Math for “Generation M” Students

Use Activity Sheet 2C to apply math skills to research which documents kids’ media use habits. Then discuss the meaning of the numbers and their implications.

### About the Study

The information comes from the report, “Generation M,” published by the Kaiser Family Foundation in 2003. The study is based on a nationally representative survey of 2,032 3rd- to 12th-grade students age 8–18. The sample includes students from public, private and parochial schools.

Respondents completed a self-administered written questionnaire in the classroom. Trained interviewers were present in each classroom to provide assistance if needed. The survey instrument was completely anonymous. The media covered in the survey include television, videos, movies, computers, the Internet, video games, books, magazines, newspapers, DVDs, radio, CDs, tapes, and MP3s. The survey focused exclusively on recreational (non-school related) use of media; for example, books read for a school assignment, or Internet research related to a class project, were not included. Video game use includes both console and handheld video game players, unless otherwise noted. In addition to the school-based questionnaires, a self-selected sample of 694 respondents also completed seven-day media use diaries, which were used to help guide the survey analysis (primarily to develop a proportion of time spent multitasking with various forms of media). The findings in this report are based on the nationally representative sample, except where noted.

## Teacher Answers for Activity Sheet 2C

Questions A and E are challenging because they require students to convert hours to minutes and back. Help students to think about the minutes on a clock to solve these problems. There are a number of ways to solve these problems; the answers below show one of several possible approaches. Encourage students to share their different strategies by going to the blackboard to show their work.

- A. Sum of minutes = 499. Eight hours = 480 minutes. Add 19 minutes. Answer = 8:19. Average hours of media use per day.
- B.  $32 \text{ ads per hour} * 3 = 96 \text{ ads} * 7 \text{ days}$ . Answer = 672. Number of ads viewed weekly.
- C.  $672 \text{ ads} * 52 \text{ weeks}$ . Answer = 34,944. Number of ads viewed in 1 year.
- D. Answers will vary. A 12-year old girl will have seen 349,440 ads in her lifetime.
- E. Sum of screen media minutes. Answer = 352. (6 hours, 52 minutes).
- F. Non-screen media minutes. Answer = 147 minutes (2 hours, 27 minutes).

## Conclusion

Students are often shocked by the sheer number of ads that are part of our media environment. Teachers are often shocked by how much time students spend in front of the many screens in their lives. Because mass and advertising are so prominent in our society, it can sometime be unnoticed and invisible. Media literate people must learn to be highly aware of the everyday media around them. As Marshall McLuhan, a famous Canadian media scholar, said, “People are swimming in a sea of media, and to the fish, water is invisible.” This activity helps students – the fish— to see the water that is our contemporary mass media.

## Assessment

Check students’ answers on the Activity Sheets.

## Extension

Ask students to make a list of all the advertising messages they encounter in the morning before school, from the time they wake up to the time they reach your classroom. Discuss: what are the similarities and differences between students? Who is exposed to more advertising and who is exposed to less advertising? Why?



# 2B: ADVERTISING BY THE NUMBERS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** Read the passage and answer the questions below.

Advertisers paid more than \$150 billion in 2006 to reach potential consumers in the United States. They used TV, radio, magazines, billboards, newspapers, and the Internet to get their message across. (TNS Media Intelligence, 2006)

Why did they spend so much? It costs money both to create an ad and also pay to place the ad in a particular newspaper, magazine, or radio, television program or Internet web site. For example, a TV ad for prime-time television might cost as much as \$500,000 to create—and then it might cost \$200,000 or more to place the ad one single time in a popular prime-time show. An advertiser who runs an ad once a day for 10 days will spend \$2 million. However, placing an ad in a less popular program might cost as little as \$75,000 per ad placement.

Fast food companies spend a lot of money on advertising their products. For example, McDonald's spends \$2 billion per year to advertise products. But only \$204 million of that was spent on TV advertising. Other types of advertising are becoming more important these days. For example, McDonald's is spending a lot of money to link their company to the movie, *Shrek 3*. Fast-food advertisers are also using the Internet and mobile phones. When Burger King created the Subservient Chicken web site to promote a new chicken sandwich, the site showed a man in a chicken suit who responded to the user's commands. You could make him laugh, cry or even smoke a cigarette. The ad was viewed 475 million times in 17 months.

1. Why does it cost so much to advertise products on television? \_\_\_\_\_

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2. On the back of this page, use math skills to calculate how much money McDonald's spends on advertising every day. Show your work. Answer: \_\_\_\_\_

3. On the back of this page, calculate how many times the Subservient Chicken web site was viewed every day. Answer: \_\_\_\_\_

# 2C: AVERAGE DAILY MEDIA CONSUMPTION

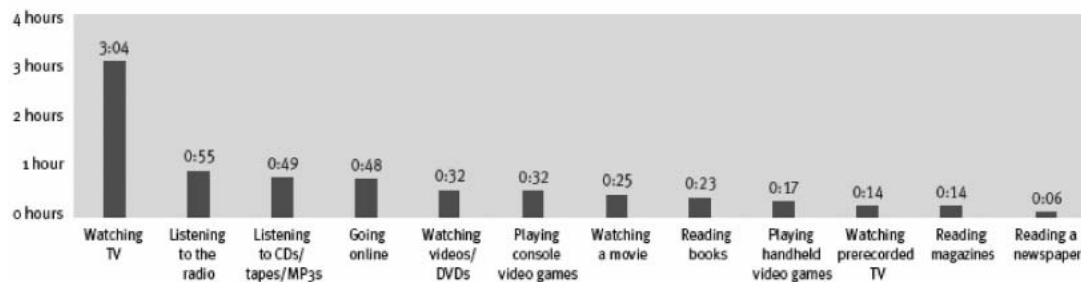
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Media and Math for “Generation M” Students

**INSTRUCTIONS:** Use the information below to answer questions about advertising, calculating your answers on the back of this sheet.

**Figure 1.** Average daily media consumption by American children ages 8 – 18 in 2003



**SOURCE:** Kaiser Family Foundation, <http://kff.org>

### Important to Know

- The chart uses a mix of hours and minutes. 3:04 = 3 hours, 4 minutes.
- To solve some problems, you will need to convert hours to minutes (and back again). There are 60 minutes in one hour.
- Most ads are 30 seconds long.

### Questions

- How much time per day do American kids spend using all forms of media? Answer: \_\_\_\_\_
- There are 16 minutes of ads each hour on broadcast and cable TV. Estimate how many ads kids see on television per week. Answer: \_\_\_\_\_
- Estimate how many ads kids see on television in a year. Answer: \_\_\_\_\_
- Assuming they have been TV viewers since the age of two, how many ads have they seen in their lifetime so far? Answer: \_\_\_\_\_
- How much time do American kids spend each day in front of a (TV, computer or videogame) screen? Answer: \_\_\_\_\_
- How much time is spent with media that does not involve a screen? Answer: \_\_\_\_\_





## Teacher Lesson Plan 3:

# WHY TOBACCO AND ALCOHOL ADVERTISEMENTS WORK

### Lesson Summary

Students read about four different techniques used to persuade and examine why critical thinking about alcohol and tobacco advertising is essential.

### Time Allotment

1 class period

### Learning Outcomes

#### Students will:

- Read with comprehension and make responsible assertions about the ideas learned by relating to previous information and personal experience.
- Understand how different persuasive techniques are used to associate positive feelings with alcohol and tobacco products.
- Develop skills of counter arguing as a response to alcohol and tobacco advertising.
- Analyze the techniques used in advertising and their effect on audiences.
- Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter.

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

1.2.5.A. Reading Critically in all Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.E Learning to Read Independently – Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

### **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.B. Healthful Living – Analyze the relationship between health-related information and adolescent consumer choices.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

### **Arts & Humanities**

9.1.5.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use fundamental vocabulary within each of the arts’ forms.

9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.

9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.4.5.C. Aesthetic Response – Identify the attributes of various audiences’ environments as they influence individual aesthetic response (e.g., Beatles’ music played by the Boston Pops versus video taped concerts from the 1970s).

9.4.5.D. Aesthetic Response – Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist’s philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein’s West Side Story to communicate mood).

9.3.8.A. Critical Response – Know and use the critical process of the examination of works in the arts and humanities.

9.3.8.E. Critical Response – Interpret and use contextual, formal and intuitive analysis in the arts and humanities.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 3.

Collect cigarette and beer advertisements from magazines. You might want to laminate the ads so they are reusable.

## Introduce the Lesson

**ASK:** Have you seen any beer or cigarette advertising that caught your attention? Can you describe a specific ad? Do you remember a particular slogan?

Introduce the idea of asking “critical questions” as one way to analyze media messages. Write this question on the blackboard: What techniques are used to attract and hold audience attention?

**EXPLAIN:** Advertisers use specific techniques to attract and hold attention because getting attention for their products and services is the goal of advertising. Students are probably already familiar with some techniques that advertisers use to attract attention. Ask a student to come to the board and write down all the techniques that other students in the class can identify. Or have them work with a partner to create a list of attention-getting techniques and then share lists out loud as a large group.

## Read and Ask Questions

Pass out copies of Activity Sheet 3 and ask students to read the essay. Use the following questions orally to assess students’ comprehension of what they have read. You may want students to provide written responses or you might like to use these questions to stimulate large-group discussion.

**Question:** How does advertising influence people?

**Answer:** Through advertising, we make a mental association with an emotion, a feeling or a desire and a specific product or brand.

**Question:** Can advertising make people buy things?

**Answer:** Not directly. Advertising affects our attitudes, and our attitudes can affect whether or not we choose to make a purchase.

**Question:** Why is the use of a celebrity often an effective advertising technique?

**Answer:** Celebrities are used so that people will associate the product with the person. If you like the celebrity, your positive feelings for the person will be linked to your feelings about the product.

**Question:** The author says that people who don’t think they are influenced by advertising are just fooling themselves. What evidence is provided to support this opinion?

**Answer:** The author justifies this idea by using economic evidence concerning the amount of money spent to advertise products. Invite students to agree or disagree with the author’s opinion.

**Question:** Is it true that if you buy certain products, you will be popular?

**Answer:** Answers will vary. Middle-school students will discuss this topic vigorously.

**Question:** The author claims that logical reasoning will reveal what's false about these four persuasive techniques. What could be a good counterargument (an opposite argument) to the idea that "If I drive that car, attractive people will like me?"

**Answer:** Answers will vary. Encourage students to support and justify their opinions with reasoning and evidence.

What questions would students like to pose? Invite students to ask and answer their own questions related to this topic.

## Conclusion

Remind students that the critical question, "What techniques are used to attract and hold attention?" is an important one to ask in responding to all media messages. Invite students to pay attention and encourage them to be on the lookout for how advertisers hook and hold people's attention. Once you know what techniques are being used, you're more able to respond to advertising without being manipulated by it.

## Assessment

The reading comprehension questions provided in this activity are a strong measure of students' comprehension skills. Students who provide answers using only personal experience may not be reading with comprehension. Support students' reading comprehension skills by asking students to provide evidence using specific words or phrases from the paragraphs in responding to the questions.

## Extension

Invite students to work individually or with a partner on one of the four projects listed at the bottom of the worksheet and offer extra credit for students who give a brief presentation about what they learned.

# 3: WHY TOBACCO AND ALCOHOL ADVERTISEMENTS WORK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**INSTRUCTIONS:** Read the essay below and answer the questions.

According to Promo.com and Marin Institute in California, alcohol and tobacco companies spend a combined \$10.76 billion dollars every year to create print and TV ads for their products. They spend that money because it works. Companies have learned that, when we see advertising, we form attitudes and beliefs about products. Through advertising, we make a mental association with an emotion, a feeling or a desire and a specific brand. These attitudes can affect whether or not we choose to make a purchase.

Many young people are not aware of some of the attitudes they already have about alcohol and tobacco products. These attitudes develop as a result of your direct experience watching people in your home who might use alcohol and cigarettes. But you also develop attitudes through exposure to the thousands of ads that you've seen. Just because teens are not of legal age to purchase these products doesn't mean that these ads aren't relevant. Exposure to advertising can make children and teenagers develop brand preferences for beer and cigarettes that can last for a lifetime. Here are four different advertising techniques that attract attention and shape attitudes:

## Celebrity Endorsement

Famous people such as athletes, actors and actresses appear in the ads so you will associate the product with the person.

**ATTITUDES:** "That beer must be good if that athlete drinks it."  
"If I wear that make-up, I may be famous too."

## Attractive People

Good-looking models and actors get your attention and increase your interest in products.

**ATTITUDES:** "If I buy those cigarettes, other people will see me as sexy."  
"If I drive that car, attractive people will like me."

## Humor

Cartoon animals, hilarious and unpredictable situations, and funny sayings can help people remember messages about products.

**ATTITUDES:** "Because the ads are funny, drinking beer must be fun."  
"People will think I'm funny if I go see that movie."

## Popularity

Ads imply that you will be accepted if you use their products—or left out if you don't.

**ATTITUDES:** "The other kids will think I'm cool if I chew tobacco."  
"I'll be the only kid in my class who doesn't have this video game."



## Teacher Lesson Plan 4: DECONSTRUCTING AN ADVERTISEMENT

### Lesson Summary

Students use critical questions to analyze the visual and verbal elements used in print alcohol advertising, evaluating the inaccuracy of the messages that associate drinking with playful, harmless fun.

### Time Allotment

1 – 3 class periods

### Learning Outcomes

#### Students will:

- Understand how different persuasive techniques are used to associate positive feelings with alcohol and tobacco products.
- Develop skills of counter arguing as a response to alcohol advertising.
- Analyze the techniques used in advertising and identify their emotional impact.
- Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter.
- Recognize how visual images and language communicate an implied, unstated message that can affect the feelings and attitudes of readers.
- Identify how recognizing missing information can alter the meaning of a media message.
- Analyze media messages and describe their impact on personal health and safety.
- Recognize how and why advertising for alcohol omits information about the dangers of alcohol use.
- High tech option: Students who use Voicethread will learn how technology can be used to collectively share their opinions and beliefs with a social community.

## **PDE Standards**

### **Reading, Writing, Speaking, and Listening**

- 1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- 1.2.5.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.
- 1.2.5.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.
- 1.6.5.A. Speaking and Listening – Listen to others.
- 1.6.5.F. Speaking and Listening – Use media for learning purposes.
- 1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.
- 1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.
- 1.6.8.A. Speaking and Listening – Listen to others.
- 1.6.8.F. Speaking and Listening – Use media for learning purposes.

### **Science and Technology and Environment and Ecology**

- 3.6.7 Technology Education – Explain information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.

### **Health, Safety, and Physical Education**

- 10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.
- 10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.
- 10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.
- 10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.
- 10.1.9.E. Concepts of Health – Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.
- 10.2.9.B. Healthful Living – Analyze the relationship between health-related information and adolescent consumer choices.
- 10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

## Arts & Humanities

9.1.5.A. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

9.1.5.C. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts – Know and use fundamental vocabulary within each of the arts' forms.

9.1.5.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.

9.3.5.D. Critical Response – Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.

9.3.5.E. Critical Response – Describe and use contextual, formal, and intuitive analysis in the arts and humanities.

9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.4.5.C. Aesthetic Response – Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

9.4.5.D. Aesthetic Response – Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

9.1.8.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.3.8.A. Critical Response – Know and use the critical process of the examination of works in the arts and humanities.

9.3.8.E. Critical Response – Interpret and use contextual, formal, and intuitive analysis in the arts and humanities.

9.4.8.C. Aesthetic Response – Describe how the attributes of the audiences' environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Webber's Cats).

9.4.8.D. Aesthetic Response – Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).



## Teacher Preparation

- Use the PowerPoint presentation, which may be downloaded from the web, ([www.medialitpa.org](http://www.medialitpa.org)), to display ads so all students can view them.
- Collect a sample of alcohol ads from a variety of magazines or have students bring in magazines. You can also collect ads online in the “Marketing Gallery” at the Center for Alcohol Marketing and Youth (<http://camy.org>).
- There are two options for students on this lesson. The “Low Tech” option requires students to complete a hand-made poster and activity sheet. The “High Tech” option requires students to use Voicethread ([www.voicethread.com](http://www.voicethread.com)), a website that allows discussions by multiple people about images, video, and documents. (Students must be at least 13 years old to register for Voicethread). Computer lab and internet access to the Voicethread website is needed.

**Low tech option:** Make multiple copies of Student Activity Sheet 4A and 4B.

**High tech option:** Make multiple copies of Student Activity Sheet 4A and 4C, offer computer lab and internet access.

## Context and Rationale

This activity gives students a structured way to “read” the messages contained in print advertising. Learning to analyze a media message involves recognizing how visual symbols are used to create meaning. Many times, image-based messages are ambiguous, and so it’s important to use critical thinking skills in analyzing the implied and unstated messages that are created through powerful combinations of words, images, color, and design.

## Introduce the Lesson

Introduce the lesson with the PowerPoint slides provided ([www.medialitpa.org](http://www.medialitpa.org)) which demonstrates the questioning process involved in deconstructing one specific Captain Morgan Rum advertisement.

Deconstructing an ad involves analysis of 1) color and design, 2) language, 3) relationships, 4) subtext, and 5) accuracy.

For each of the questions, try to get students to support their answers with reasoning and evidence. Help students to see that when people analyze messages, they support ideas using information from the text (the language and images of the ad) and life experience and/or background knowledge. Both are important to the process of reasoning and analysis.

For each question, be sure to get at least 3–5 different answers from students. This helps communicate the idea that there are many possible interpretations of an ad. Deconstructing an ad helps us understand how the viewer participates in creating the meaning of the message. That means that different people will interpret the same ad differently, depending on their life experiences and backgrounds.

Point out that subtexts are interpretations — so people must use evidence and reasoning to support their ideas. Invite students to critically analyze the subtext messages by describing what is accurate and inaccurate about the subtext interpretations.

### A Note on Accuracy

It’s very important to have students explore what is accurate and inaccurate about the depictions of alcohol use that are presented in the mass media.

**ASK:** What is accurate or inaccurate about each of the subtext messages implied?

**ASK:** What is missing from the message about how alcohol can affect social relationships?

**EXPLAIN:** It's misleading and dangerous to associate drinking alcohol with harmless, playful fun. Here are some facts that will always be missing from this (and every) alcohol ad:

- Nearly 30% of 15-year-olds say that alcohol and drugs have influenced their decision to engage in sexual behavior and 12% say they had unprotected sex when they were drinking or using drugs.
- According to the National Highway Traffic Safety Administration, 6,390 young people ages 15–20 died in motor vehicle crashes in 2000 and alcohol was involved in 37% of these deaths.
- Americans who begin drinking before the age of 15 are four times more likely to develop alcohol dependence than those who wait until the age of 21.

### Additional Information Helps Students to Analyze Alcohol Advertising

**EXPLAIN:** Background information can help build analysis skills. Here's some more information that helps you analyze the Captain Morgan ad.

1. What ads do teens actually remember? When asked to choose their favorite television commercial in a spring 2002 study, more teens named commercials for Budweiser than for any other brand, including Pepsi, Nike, and Levi's.

**ASK:** Which are the most memorable alcohol ads you have seen?

2. What does this product taste like? According to Ben Wasserstein, consumer critic for the online magazine Slate, flavored alcohol products are targeting younger drinkers as “alcohol- for-people-who-don't-like-beer.” According to Wasserstein's taste test of Captain Morgan, the spiced-rum odor is strong, but the taste is weak and watered-down. He writes, “Probably intended to taste like the novice drinker's old favorite, rum and coke, the painfully sweet drink instead ended up being compared unfavorably by testers to maple syrup, Vanilla Coke, Kahlua, and an ungodly mix of Tab and cough syrup.”

**ASK:** Would an alcohol called “painfully sweet” be targeting teenagers? Why or why not?

3. Who is the target audience? Alcohol advertisers spent \$11.7 million in 2002 to place ads on all 15 of the programs most popular with African-American youth.

**ASK:** Why do alcohol companies target African-American teens?

### Create a Poster or Voicethread

There is a “low-tech” and “high-tech” option for this step. Choose the one that best suits your goals and technology circumstances.

**Low-Tech Option:** Create a poster

Have students work with a partner to deconstruct an alcohol ad and create a poster of their ideas.

Print ad, poster paper, and markers required.

Pass out Activity Sheet 4A and 4B. Review the assignment and the criteria for evaluation. Students first brainstorm ideas using Activity Sheet 4A and then use markers and poster paper to present their ideas visually.

You can use ads that you have gathered, ask students to supply their own ads, or download and print alcohol ad images from the Center for Alcohol Marketing and Youth (<http://camy.org>).

An example of a completed student poster is provided as the model. It is available as the final slide of the Lesson 4 PowerPoint which may be found on the web at [www.medi-alitpa.org](http://www.medi-alitpa.org).

### High tech option: Create a Voicethread\*

Students will work in groups of 3-4 to deconstruct an alcohol ad by using Voicethread.

### Students need:

- An electronic file of an advertisement (.jpeg, .gif, etc.)—many examples available at the Center for Alcohol Marketing and Youth (<http://camy.org>).
- Computer lab with internet access
- Ability to access Voicethread (<http://www.voicethread.com>)
- Ability to register to Voicethread. Registration requires students to provide a name, email and password—but students do not need to provide a full name or real name.

Voicethread is a free website that allows people to upload and comment on images, video, documents by typing messages, recording audio comments, or even doodling on the picture. Many people can comment on the same picture, so it is ideal for an ad deconstruction.

Pass out Activity Sheet 4A and 4C. Review the assignment and the criteria for evaluation. Students first brainstorm ideas using Activity Sheet 4A. Then, they use Voicethread to create an ad deconstruction online.

\*Students must be at least 13 years old to register for a Voicethread account.

\*If you are unfamiliar with this web site, check it out first and make your own Voicethread. It's free, self-guided, and easy to use.

## Extension: Conduct Online Research

Students may enjoy exploring the information and ideas available at an outstanding online education resource:

**The Center on Alcohol Marketing and Youth:** <http://camy.org>

At this site, you can view all the Captain Morgan Spiced Rum ads to see the entire campaign and learn about how alcohol ads on radio and television also target youth.

## Conclusion

Alcohol ads are designed to affect our feelings and emotions without activating our thinking skills. Alcohol ads can be entertaining to watch and look at and we have learned that these ads are carefully designed to make drinking look harmless and fun.

Underage drinking is highly risky and dangerous. Students need to recognize that alcohol advertisers are manipulating their feelings and impressions about alcohol in order to make a profit. Students must look for “what is missing” when they get exposed to these messages on the radio, on TV, on the Internet, and in magazines.

**Capt Morgan Deconstructed**

**1. Color & Design**  
Red is a big contrast with the dark colors of the outdoor, nighttime setting.

The drawn cartoon character and cartoon-like boots contrast with the realistic photograph.

**2. Language**  
The slogan is used on many Captain Morgan ads— it's familiar to people.

The phrase, "Don't drink until you're 21" makes drinking seem like an adult activity. But the girl depicted in the photo looks like a teen.

**3. Relationships**  
The Captain looks interested in the girl. She's the center of attention.

**4. Subtext**  
•You'll get attention if you drink alcohol.  
•You can dress and act outrageously if you drink alcohol.

**5. Accuracy**  
When people drink, they can do stupid things to make themselves the center of attention – in a very negative and dangerous way.

## Assessment

Use the criteria for evaluation on Activity Sheet 4B to provide feedback to students on the quality of their posters or Voicethreads. Encourage students to apply the ideas they learned to other media texts, TV shows or media messages. Ask students to identify the subtexts or implied messages in all forms of communication. Can they identify the subtext of a beauty commercial? (Most beauty ads do not state directly that your appearance could be improved by buying the product, but that is a subtext message.) Invite students to demonstrate their ability to “read between the lines” whenever they recognize an unstated subtext messages in a variety of media messages.

# 4A: ANALYZING AN ADVERTISEMENT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**INSTRUCTIONS:** Do you know how to analyze an ad? Answer the questions below about your ad and examine how it was constructed to grab viewer attention and shape attitudes and feelings.

## Color and Design

How is color used to attract your attention? What kinds of technologies were used to construct this message?

## Relationships

What inferences (educated guesses) can you make about the people pictured in this ad? What kind of relationship do they have?

## Language

Read all the words on the page. What comes to mind when you see these words and phrases? What feelings do you experience when looking at this picture?

## Subtext

The ad suggests a meaning — it doesn't state the meaning directly. What are some possible messages that the advertiser wants you to think or feel after viewing this ad?

## Accuracy

What is true and false about the subtext messages in this ad?

# 4B: DECONSTRUCTING AN AD: CREATE A POSTER

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** With a partner, deconstruct an alcohol ad and create a poster that visually displays your best ideas.

## The Process

1. Select an alcohol ad to analyze. Working individually, first complete the questions on Activity Sheet 4A.
2. With your partner, talk about the ad, sharing ideas.
3. Identify the best ideas and write them out as short sentences.
4. Plan your design so that it includes your sentences plus your ad.
5. Create your poster.

## Criteria for Evaluation

<p>The poster is clear, well-organized, and easy to read.</p> <p>15 points</p>	
<p>The poster includes thoughtful ideas that address all five topics:</p> <ul style="list-style-type: none"> <li>• Color &amp; Design</li> <li>• Language</li> <li>• Relationships</li> <li>• Subtext</li> <li>• Accuracy</li> </ul> <p>20 points</p>	
<p>The poster demonstrates your own critical thinking about alcohol advertising.</p> <p>15 points</p>	
<p><b>Total Score: _____ /50</b></p>	

# 4C: DECONSTRUCTING AN AD: CREATE A VOICETHREAD

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** With a group of 3-4 people, you will use Voicethread ([www.voicethread.com](http://www.voicethread.com)) to create a deconstruction of an alcohol ad that can be viewed by other people online. Voicethread is a free website that allows people to upload and comment on images, video, and documents by typing messages or recording audio comments. Follow these steps:

## Analyze the Ad

1. Select an alcohol ad to analyze. Be sure you have an electronic file of this ad. Workings individually, complete the questions on Activity Sheet 4A.
2. With your group, talk about the ad, sharing ideas.
3. Identify the best ideas and write them out as short sentences.

## Sign up for Voicethread...Explore

4. Visit Voicethread at [www.voicethread.com](http://www.voicethread.com). Register each members of your group separately—it will ask for your name, email and a password. You are not required to give your full name—you can list your first name or a pseudonym. You must be 13 years old to sign up. Group members can sign in and work at different computers nearby each other.
5. Explore some examples of Voicethreads. Look at the following examples of ad deconstructions:  
**Example 1:** Student deconstruction of cigarette ads (requires audio)  
<http://voicethread.com/?#q+tobacco+ad.b152550>  
**Example 2:** Deconstruction of an alcohol ad  
<http://voicethread.com/?#q+alcohol+ad.b223002>
6. As a group, plan your Voicethread so that it includes the best ideas you chose in step 3.

## Make your Voicethread—important to follow these steps as a group

7. Choose a group leader to start a Voicethread. As this person is signed in, Click “Create.” Then upload the file of the ad. Give the picture a title, such as “Alcohol Ad.” Record your title: \_\_\_\_\_
8. Have the leader leave the first comment about the ad—to start out the Voicethread for the group. Click on “Comment” and type a comment or record an audio comment—remember to “Save.” Do this quickly so it can be published and other group members can comment.
9. Then, the leader needs to make the Voicethread public. Clicks “Share” and change the Publishing Options to the right. Change them to be:  
“PUBLIC, Yes Comments” ? “Moderation: OFF” ? “Listed on Browse: YES.”
10. Now, the ad is public and the rest of the group can comment on it! Other group members—go back to your Voicethread account, search for the ad by the title, and add your comments. You should add more than one comment.

## Present to the Class

11. Once your ad deconstruction is done, share your Voicethread with the class.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Criteria for Evaluation – Voicethread

<p>The comments on Voicethread are clear, easy to read, with proper grammar and spelling.</p> <p>15 points</p>	
<p>The Voicethread includes thoughtful ideas that address all five topics:</p> <ul style="list-style-type: none"><li>• Color &amp; Design</li><li>• Language</li><li>• Relationships</li><li>• Subtext</li><li>• Accuracy</li></ul> <p>20 points</p>	
<p>The poster demonstrates your own critical thinking about alcohol advertising.</p> <p>15 points</p>	
<p><b>Total Score: _____ /50</b></p>	





## Teacher Lesson Plan 5: **MUSIC, MEDIA, AND DRUG ABUSE**

### Lesson Summary

Students read about a study that found an increase in rap music's references to drugs over the past 30 years. They reflect on the underlying economic purpose of drug references in music, and reflect on the influences that song lyrics and musicians have on teenagers.

### Time Allotment

1 – 2 class periods

### Learning Outcomes

Students will:

- Strengthen reading comprehension skills including literal comprehension.
- Make, and support with evidence, assertions about texts.
- Describe the context of a document.
- Assess the purpose, process, and results of a scientific study.
- Build critical thinking skills in responding to a written text.
- Argue in agreement or in disagreement with an idea.
- Draw on mathematical figures to develop a line graph representation.
- Assess changes in historical and cultural trends over time.
- Predict the trajectory of historical trends based on previous research.
- Examine the economic motives of the entertainment industry.

### PDE Standards

#### Reading, Writing, Speaking, and Listening

1.1.5.C. Learning to Read Independently – Use dictionary or context clues to decode and understand new words during reading.

1.1.5.D. Learning to Read Independently – Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.

1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

1.2.5.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.6.5.A. Speaking and Listening – Listen to others.

1.1.8.C. Learning to Read Independently – Use knowledge of root words as well as context clues to understand specialized vocabulary in the content areas during reading.

1.1.8.D. Learning to Read Independently – Identify basic facts and ideas in text using specific strategies

1.1.8.E. Learning to Read Independently – Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

## **Mathematics**

2.6.5.A. Statistics and Data Analysis – Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs.

## **Health, Safety, and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

## **Arts & Humanities**

9.1.5.A. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

- 9.1.5.C. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts – Know and use fundamental vocabulary within each of the arts’ forms.
- 9.2.5.E. Historical and Cultural Contexts - Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.2.8.E. Historical and Cultural Contexts – Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.
- 9.3.5.D. Critical Response – Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
- 9.3.5.E. Critical Response – Describe and use contextual, formal, and intuitive analysis in the arts and humanities.
- 9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
- 9.1.8.A. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8.B. Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts– Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
- 9.3.8.A. Critical Response – Know and use the critical process of the examination of works in the arts and humanities.
- 9.3.8.E. Critical Response – Interpret and use contextual, formal, and intuitive analysis in the arts and humanities.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 5A & 5B.

## Context and Rationale

Music continues to be one of the most significant components of a teenager’s life. Teens often identify themselves and their peers by the type of music they enjoy. Consequently, it is no surprise that song lyrics, music videos, and musicians themselves have a tremendous influence on teenagers. Unfortunately, many times the influence is not positive. Frequent references to inappropriate behavior, especially substance use, violence, and sexual promiscuity, are often presented in a glamorous light. Negative consequences for such actions are seldom presented.

## Introduce the Lesson

Many students are already “tuned in” to the controversy associated with contemporary music lyrics as a result of interactions with their parents and family members.

**ASK:** Who are the most controversial musical artists these days? What makes them controversial?

**EXPLAIN:** Many people in the older generation believe that certain musical artists can have a negative influence on children and teenagers. Some adults don't like musical artists who use profanity, for example. Other adults believe that sexually explicit lyrics or nonverbal gestures in music videos can influence young people to aspire for sexual activity before they are physically and psychologically ready to have sex.

**ASK:** Do students know anyone in their family or friends who have negative attitudes about certain musical artists?

### Pre-Reading Vocabulary Study

Introduce these vocabulary words by asking students to define them, using a dictionary, or providing the definitions. (These words are bolded in the text of the reading.)

<b>sixfold</b>	six times as great or much
<b>trajectory</b>	the path or course taken
<b>anecdotally</b>	based on personal observation rather than scientific evidence
<b>compelling</b>	to have a powerful and irresistible effect
<b>nuanced</b>	subtle or slight degree of difference
<b>to counter</b> (verb)	to refute or encounter in opposition

### Reading Comprehension Activity

Students read the news story about a study on the lyrics in rap music on Activity Sheet 5A. You may want to have students read aloud, one numbered paragraph at a time. Or you may want students to read silently, depending on their ability.

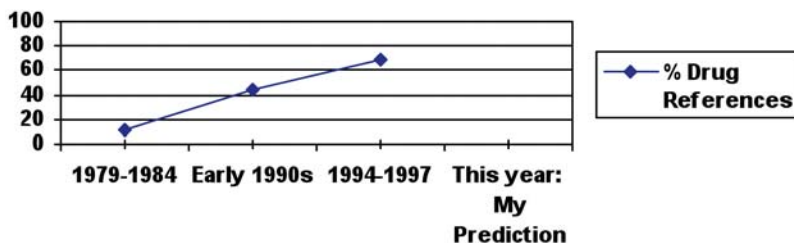
After the reading, have students complete activity sheet 5B, which requires them to refer back to content in the reading as well as form their own opinions.

### Answers for Activity Sheet 5B

1. 341 songs examined; They looked at the most popular rap songs determined by Billboard and Gavin music from 1979-1997; they coded the songs by mention of drugs, drug behaviors, contexts surrounding drugs, attitudes, and consequences of illicit drug use

2a. Students should plot a line graph where:

1979-1984 = 11%      Early 1990s – 45%      1994-1997 = 69%



2b. Students should predict a percentage for this year and connect to line graph. They should explain why they think it has increased or decreased.

3. False (the researchers only looked at the lyrics, not how it affects people's use of drugs).

4. Students should argue in agreement or disagreement that showing drugs in a positive light in music can help to sell the music—in rap and other genres.

## Class Discussion

Use Activity Sheet 5B to stimulate student discussion about the reasons for, and consequences of drug references in music. In addition to the questions on the activity sheet, you may ask following probing questions:

**ASK:** Why is it important that Herd conduct a study on drug references in rap music over time?

**ASK:** According to the reading, what are possible reasons that drug references in rap music increased over the years?

**ASK:** What qualities were associated with drugs in early rap music? What qualities are associated with drugs in later rap music?

**ASK:** Do you think rap music gets a bad “rap”? Or, are rap musicians guilty of bringing drugs and alcohol into their music as compared to other genres of music, like rock, country, pop, jazz, or classical?

Students will have diverse reactions to this news story and their reactions may be intense and emotional—especially those that are fans of rap music. Provide support so that students feel comfortable expressing their opinions. You might want to play devil’s advocate to challenge students to develop their ideas and express them well. Model respectful listening and good questioning techniques that can help students learn to develop their ideas using reasoning and evidence.

## Conclusion

It is important to examine how drugs are portrayed in music and how this changes over time. The entertainment industry may rely on certain “key ingredients to success”—including making drugs seem glamorous—in order to sell music, videos, and related products to teens. Thinking about whether musicians send positive or negative messages through their music helps us to consider how musicians may influence our own attitudes. We who are users and consumers of mass media must be active in critically analyzing the messages that are presented.

## Assessment

Students’ completion of Activity Sheet 5B provides evidence of their reading comprehension skills. An in-class discussion about the answers for Activity Sheet 5B will demonstrate an understanding of the reading and the issue of music, media, and drug abuse.

## Extension

1. **Family perspectives:** This activity provides an ideal opportunity to strengthen family communication about the topic of great interest to many young people. Invite students to interview their family members about their knowledge and attitudes about the lyrics of rap music, and other genres of music. Encourage students to listen respectfully to their parents’ ideas and to share with parents their own ideas on these topics.
2. **Role model reflection:** Working in pairs or small groups, ask students to create a list of 3 musicians who they think send a negative message in regards to drug use, and 3 who do not sing about drugs, alcohol, violence, sex, or other risky behaviors and who send a positive message to teens. Be sure students provide evidence—from song lyrics, marketing campaigns, or the musician’s look or image to support their choices. Have students share their answers in class. You may even want to write up a list on the board of everyone’s answers and explanations.

# 5A: STUDY FINDS DRUG INCREASE IN RAP MUSIC

**INSTRUCTIONS:** Read the news column and answer the questions that follow.

## **New study finds glamorization of drugs in rap music jumped dramatically over 2 decades**

*April 18, 2008, abridged from Drug Week (<http://www.newsrx.com>)*

- 1 A new study finds that references to illegal drug use in rap music jumped **sixfold** in the two decades since 1979, the year Sugar Hill Gang's "Rapper's Delight" hit the charts and introduced to a mainstream audience a music genre born from inner-city America. Moreover, illegal drug use became increasingly linked during this time period to wealth, glamour and social standing, marking a significant change from earlier years, when rap music was more likely to have depicted the dangers and negative consequences of drug abuse, according to the study authored by Denise Herd, associate professor in the division of Community Health and Human Development at the University of California, Berkeley's School of Public Health.
- 2 "This **trajectory** in rap music raises a number of red flags," said Herd, who also is associate dean for student affairs at the School of Public Health. "Rap music is especially appealing to young people, many of whom look up to rappers as role models. As a public health researcher, and as a parent of a 7-year-old, I'm concerned about the impact that long-term exposure to this music has on its listeners."
- 3 Herd and her team examined the lyrics of 341 of the most popular rap songs - as determined by Billboard and Gavin music rating services - from 1979 to 1997. Researchers coded songs for drug mentions, behaviors and contexts surrounding the mention of drugs, as well as the attitudes and consequences stemming from illicit drug use. Of the 38 most popular rap songs between 1979 and 1984, only four, or 11 percent, contained drug references. In the early 1990s, the percentage of rap songs with drug references experienced a sharp jump to 45 percent, and steadily increased to 69 percent of the 125 top rap songs between 1994 and 1997.
- 4 The study found that drug references in early rap songs - "White Lines" by Grandmaster Flash, "Crack Monster" by Kool Moe Dee and "Night of the Living Baseheads" by Public Enemy - often depicted the destructiveness of cocaine and, particularly, of crack, its freebase form. This cautionary tone about cocaine gave way to rap lyrics in the early 1990s that increasingly portrayed marijuana use as a positive activity. The UC Berkeley study documented a threefold increase between 1979 and 1997 in rap songs' mentions of marijuana and marijuana-stuffed cigars, or "blunts," and noted marijuana's association in those songs with creativity, wealth and status.
- 5 Herd noted that the study puts hard numbers to a trend that has long been noted **anecdotally** among observers of the music industry. She referenced a 1996 article in *Vibe*, a magazine that covers hip hop culture, highlighting the success of Cypress Hill's 1991 debut album celebrating marijuana use as a turning point in rap music's popularization of the drug. The *Vibe* article noted that other rap artists, including Dr. Dre and Snoop Dogg, soon followed suit with their own references to marijuana as an appealing drug to use. Herd said that after rap albums celebrating marijuana use started going platinum in the early 1990s, drug references became increasingly common in rap music, as if they were a key ingredient to success.

- 6 “There is a common perception that drugs and rap music are inextricably linked, but that wasn’t always the case,” said Herd. “The fact that rap music didn’t always have those drug references is **compelling** because it shows that this music didn’t depend on that as an art form. The direction of the music seemed to change with the music’s growing commercial success.” Herd noted that the image that rap artists portray of drug use in the African American community distorts reality. “Young black people actually have similar or lower rates of drug and alcohol abuse compared with their white peers, but you wouldn’t guess that based upon the lyrics in rap music,” said Herd.
- 7 The reasons behind rap music’s shift in drug references are complex, said Herd. They may reflect the **nuanced** interplay of changes in the drug use habits of rappers and listeners - particularly the growing popularity of marijuana during the study period - greater commercialization of rap music, and the rise of gangsta rap and other rap music genres. It could also be a reflection of social rebellion stemming from the disproportionate punishment of African Americans in the U.S. government’s War on Drugs.
- 8 “Rap is inherently powerful,” said Herd. “It has experienced phenomenal growth in many sectors of society in this country and even abroad. Rap artists have become key role models and trendsetters, and their music serves as the CNN for our nation’s young people by providing them with a way to stay current. But we have to ask ourselves whether there are other kinds of messages rap music could deliver. We need to better understand how this trend got started so we can find effective ways to **counter** it.”
- 9 Herd did not study whether rap music’s glamorization of illegal drugs actually led to increased drug abuse, but the debate about the potentially negative influence on young people of various media, from movies to music to video games, that depict drug and alcohol use in a positive light is certainly not new. Herd’s paper cited other studies linking certain movies and music videos to the onset of smoking, alcohol and drug use.
- 10 One study specifically linked greater exposure to rap music videos to a greater risk of alcohol and drug use among adolescents over the next 12 months, while another survey associated the use of codeine-laced cough syrup among some at-risk Houston teens with an emerging form of rap music called “screw music,” in which cough medicine abuse was promoted. “Most adults have very little idea about what’s going on in music these days,” said Herd. “This new study reinforces the need for adults to pay closer attention to the music children are listening to.”

# 5B: MUSIC, MEDIA, AND DRUG ABUSE

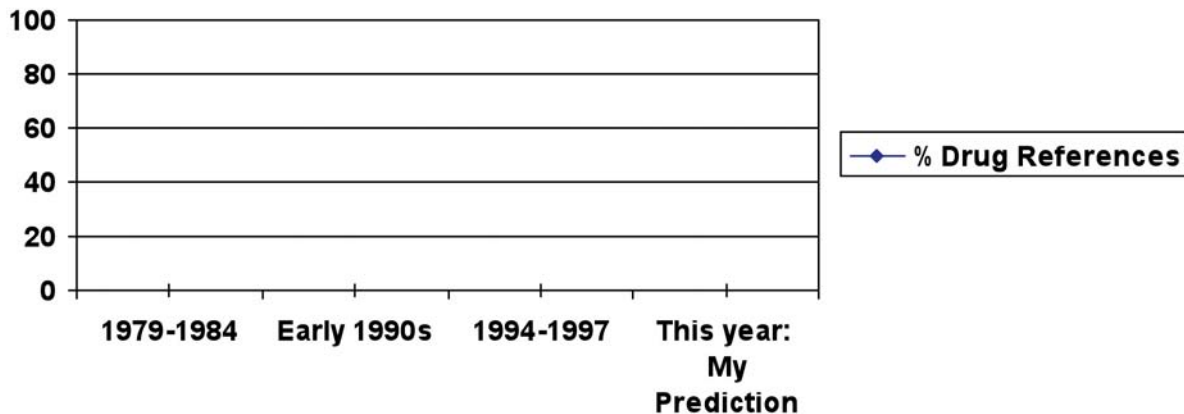
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** Answer the following questions about the news article. You may have to refer back to the article for the answers.

1. Explain what Herd did in the study. How many songs were examined? \_\_\_\_\_  
How did they determine which songs to look at? \_\_\_\_\_  
How did the researchers code the songs? \_\_\_\_\_

- 2a. According to Herd's findings, plot the percentage for the first three time periods. Connect the dots to create a line graph that shows how drug references in rap music have changed over time.



- b. **Your Prediction:** Based on the trend in the graph above, predict what you think the percentage will be this year. In a different color, connect this point to the rest of the line graph. Do you think drug references in rap music have increased or decreased? Why? \_\_\_\_\_

3. True or False? Herd found that rap music's glamorization to drug use leads to an increase in people's use of drugs. \_\_\_\_\_
4. Herd said, "The fact that rap music didn't always have those drug references is compelling because it shows that this music didn't depend on that as an art form. The direction of the music seemed to change with the music's growing commercial success."

Do you agree or disagree with Herd that presenting drugs and drug use in a positive light helps to sell rap music? Do you think it can help to sell other kinds of music too? Explain. \_\_\_\_\_





## Teacher Lesson Plan 6: **TALKING BACK TO THE MEDIA**

### Lesson Summary

Students learn about the purpose and structure of letters to the editor as a form of reader feedback and respond to a specific media message by composing an email letter to the editor.

### Time Allotment

2 – 3 class periods

### Learning Outcomes

#### Students will:

- Select and read a news story from a print or online news source.
- Organize, summarize and present a main idea.
- Develop a thesis statement using evidence.
- Use formatting techniques to create an understandable presentation for a designated audience.
- Write a multi-paragraph informational letter that includes a clearly stated position or opinion and includes convincing, elaborated and properly cited evidence.
- Write paragraphs that have details and information specific to the topic and relevant to the focus.

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

1.2.5.A. Reading Critically in all Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

## Civics and Government

5.3.6.J. How Government Works – Influence of the Media. Describe the influence of media in reporting issues.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 6 for distribution.

Have multiple copies of a local or national newspaper available for students

Review and download Lesson 6 Powerpoint from [www.medialitpa.org](http://www.medialitpa.org) for classroom display

## Context and Rationale

**EXPLAIN:** It's important to “talk back” to the media when you encounter something that you strongly like or dislike. This is valuable feedback that helps media producers understand their audience better. Giving feedback is an essential component of becoming a media-literate citizen.

## Introduce the Lesson

Use the Powerpoint slides to provide information to students about the “letters to the editor” section of a newspaper. **ASK:** Why do readers write letters to the editor? Why are they published?

Review and discuss the ideas presented on the slides: 1) why people write and why editors publish letters; 2) how letter writers add new information and critical perspectives because of their unique expertise or life experiences; 3) editors publish letters to the editor on a wide variety of topics; 4) print and online newspapers publish information about how to submit a letter. **EXPLAIN:** Now that newspapers have online editions, it is easier than ever to share your opinions and ideas on a wide variety of topics.

## Write a Letter to the Editor

Activity Sheets 6 invites students to find an interesting news story and respond to it by writing a letter to the editor. Using the Activity Sheet, review the information about the style of a letter to the editor and explain the four criteria to use in evaluating student writing.

**EXPLAIN:** There are ten steps involved in writing a letter to the editor:

1. Select a specific news story, editorial, music, film or television review from a print or online newspaper. This should be a specific newspaper article. Write down the headline, author and date of publication.
2. Brainstorm to identify a main idea. Write this idea as a single sentence.
3. Develop ideas and seek out specific information to support your main idea.
4. Write down two or three important facts to support your idea and identify the source.

5. Review the criteria for evaluation before you write.
6. Write a draft of your letter.
7. Get feedback from a writing partner and revise.
8. Check spelling and formatting.
9. Use the Internet to submit your letter for publication. Be sure to include your name and age. Newspaper editors love it when young people write letters to the editor!
10. Submit a copy to your teacher, along with a copy of the original news article you responded to.

## Conclusion

We who are users and consumers of mass media must not only be active in critically analyzing the messages that are presented—we must talk back to the media and communicate our own ideas. Letters to the editor can be an important way to give feedback to let people who work in the media what we like and what we dislike. When we provide this kind of feedback, we help the producers of mass media to become more responsible and responsive to the needs and interests of the audience.

## Assessment

The letters that students compose are valuable resources for assessing students' learning for this activity. Letters should be coherent, contain a meaningful main idea, and use the conventions illustrated in the model. Letters that do not meet this standard indicate that students have missed the key ideas of this lesson. The evaluation rubric found in Activity Sheet 6 can help you provide meaningful feedback for students to improve.

## Extension

Provide extra credit or a prize to students whose letters are published. Review students' letters before they send them to be sure that they contain complete contact information, so that the editor can reach your student by phone. Encourage students to look for their letters to be printed. And don't forget to celebrate when one of your students gets a letter published!

# 6: TALKING BACK TO THE MEDIA

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**INSTRUCTIONS:** Read a news story that interests you and write a letter to the editor with your reactions, thoughts and ideas.

### Tips on writing a letter to the editor:

1. Respond to a recently published article by describing some specific ideas you found important or interesting.
2. Make your letter short (75 to 200 words) and type it using word processing software. Your letter should contain a few striking claims that might surprise an editor or a reader.
3. Use descriptive words which communicate how you feel about the issue. Don't be dry.
4. At the end of the letter, include your name, address, your age, your phone number, and your e-mail address if possible.

### Evaluation Rubric: Letter to the Editor

This letter responds directly to a published news story, current event, or opinion column.

25 points

The letter is formatted correctly and includes a signature, name, age, full mailing address, and phone number.

25 points

The letter uses a few striking facts or opinions that might surprise or interest an editor or a reader.

25 points

The letter uses descriptive words that communicate how passionately the author feels about the issue.

25 points

Comments: \_\_\_\_\_

Grade: \_\_\_\_\_

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## Teacher Lesson Plan 7: MEDIA ROLE MODELS

### Lesson Summary

Students discuss the influences of celebrities on teenagers and identify characteristics of positive and negative role models.

### Time Allotment

1 – 2 class periods

### Learning Outcomes

Students will:

- Gain awareness of the ways in which celebrities, athletes and musicians serve as role models for desirable, appropriate and inappropriate behavior.
- Increase ability to distinguish between positive and negative actions that have real-world consequences.
- Reflect on the process of identifying with celebrities and examine their impact on the development of personal and group identity.
- Strengthen critical thinking and communication skills by participating in a large-group discussion.
- Gather information using specific criteria
- Use charts and graphs to organize information

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.2.5.A. Reading Critically in all Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.5.B. Reading Critically in all Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

## **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.A. Healthful Living – Identify and describe health care products and services that impact adolescent health practices.

10.2.9.B. Healthful Living – Analyze the relationship between health-related information and adolescent consumer choices.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

## **Teacher Preparation**

Make multiple copies of Student Activity Sheet 7A and 7B for student distribution.

Collect newspapers and magazines like People, Us, and Entertainment Weekly for student use or ask students to bring them to school.

## **Context and Rationale**

Many students enjoy paying attention to celebrities in fields such as sports, music, and movies. Advertisers use this to their advantage by hiring celebrities to endorse their products. In addition to promoting products, celebrities influence teenagers by their actions. Some of these influences are positive, such as an athlete who works with underprivileged children in a sports camp. Unfortunately, celebrities often send negative messages to teenagers through their words and actions. Musicians, for instance, may brag about drug and alcohol use or sexual exploits, encouraging some teens to follow their examples or admire risky and dangerous behavior that can lead to poor decision-making.

## Introduce the Lesson

**EXPLAIN:** Teachers are generally not aware of the celebrities that students notice. Teachers and parents often admire different celebrities than those of young people. Students can be cultural informants to older people who may not know the current crop of celebrities.

**COLLABORATE:** Pass out copies of Activity Sheet 7A and ask students to work with a partner to identify celebrities they admire or dislike. Each student should interview their partner and compose short sentences to describe their opinions about two different celebrities. Many teachers will be unfamiliar with the celebrities that students select so this activity is a prime learning experience for you! After students complete this worksheet, use large-group discussion with students to share the names they identified. Write the names on the blackboard. Ask questions so that you gain familiarity with the most relevant celebrities, musicians and athletes in the lives of your students. Encourage students to share their reasons for why they admire or dislike a celebrity. Provide support to students who may have dissenting opinions about a particular celebrity, musician, athlete or other famous people.

### Fame vs. Celebrity

1. **Fame:** Wide recognition for one's deeds: renown, reputation, repute. A position of exalted or widely recognized importance: distinction, eminence, glory, illustriousness, luster, notability, prestige, prominence, renown.
2. **Celebrity:** Wide recognition : luminary, name, notable, personage. Usually a term referring to a widely known person.
3. **Role model:** A person who serves as a source of inspiration or guide that another person may emulate: hero.

### Fame vs. Celebrity

There are important differences between someone who is famous, someone who is a celebrity, and someone who is a role model. Write these three different definitions on the blackboard. Invite students to place the names of the athletes, celebrities, musicians and other people they identified from Activity Sheet 7A into one (or more) of these three categories.

After students have categorized the list of celebrities, discuss their choices. You might compare contemporary celebrities to ones you remember from your childhood. This helps students to recognize that celebrities are situated in a historical context

### Media Role Models

Celebrities get in the news when they release a new movie, fall in love, get married or divorced, change their hairstyle or look. They also may get media attention for negative behavior, including domestic violence and sexual abuse, shoplifting, financial problems, crime, alcoholism, and drug use.

**ASK:** Have you recently learned of any news about particular celebrities?

**EXPLAIN:** Celebrities are just people with all the same weaknesses and strengths as any of us. Because they get attention from the media, both their positive behaviors and their negative behaviors are magnified. Learning to critically analyze the ways that celebrities affect our sense of what's important is a vital life skill.

**COLLABORATE:** Pass out copies of Activity Sheet 7B, which asks students to work with a partner to create a chart of three celebrities who have made the news for their positive or negative behavior. If available, provide each pair with a newspaper or magazine such as People, Us, Newsweek, or Time. Review the instructions and monitor students' work. When they have completed the worksheet, review some examples from each team.

## Conclusion

It's important to recognize that students need opportunities to practice identifying those wide varieties of behaviors and actions that have positive and negative consequences. Invite them to explain their reasoning and encourage discussion and debate when differences of opinion occur. Talking about the ethical and moral issues related to celebrities can provide adolescents with a valuable opportunity to clarify their values and develop critical thinking and communication skills.

## Assessment

Students demonstrate their understanding of this lesson by completing the Activity Sheets. You can check these worksheets to determine whether students can use an organizing tool to structure their ideas and whether they recognize that celebrities demonstrate both positive and negative role model behaviors.

## Extension

Invite students to conduct research on a celebrity of special interest and encourage them to create a collage, a poem, an essay or other document to convey what they learned.



# 7A: MEDIA ROLE MODELS

Name:

Date:

**INSTRUCTIONS:** Interview your partner about their favorite celebrities, athletes, musicians, or other famous people. Explain why each one is famous and why your partner admires or dislikes them.

## Famous Person #1

Name:

Reason for being famous:

Why you admire or dislike:

## Famous Person #2

Name:

Reason for being famous:

Why you admire or dislike:

# 7B: MEDIA ROLE MODELS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** Using articles you find in newspapers, magazines, or on the Internet, make a chart showing three examples of celebrities who have made the news for their positive or negative decisions.

- a. Identify the celebrity
- b. Identify the action (what he or she did that was reported in the news)
- c. Label the action as positive or negative
- d. Explain the possible influence on teenagers

Celebrity Action	Positive or Negative?	Possible Influence on Teens



## Teacher Lesson Plan 8:

# PRESCRIPTION AND OVER-THE-COUNTER DRUGS

### Lesson Summary

Students learn about different types of drugs, the rising problem of prescription and over-the-counter (OTC) drug abuse in teens, and reflect on the role celebrities play in publicizing prescription drug abuse.

### Time Allotment

1 – 2 class periods

### Learning Outcomes

#### Students will:

- Gain information about the differences between prescription drugs, OTC drugs, illegal drugs, and nutritional supplements, and the effects on the body.
- Gain knowledge about the myths many teens believe about prescription and OTC drug abuse
- Strengthen research skills to find and read news articles about celebrities and prescription drug abuse.
- Critique whether media coverage of celebrities and prescription drug abuse has positive or negative effects.

### PDE Standards

#### Reading, Writing, Speaking, and Listening

1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

1.2.5.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.5.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

### **Health, Safety, and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease, and genetics can impact health maintenance and disease prevention.

10.2.9.A. Healthful Living – Identify and describe health care products and services that impact adolescent health practices.

10.2.9.B. Healthful Living – Analyze the relationship between health-related information and adolescent consumer choices.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

### **Teacher Preparation**

Make multiple copies of Student Activity Sheet 8 for student distribution.

Reserve library space and time, if applicable, and access to Internet for students.

### **Context and Rationale**

Teen abuse of prescription and OTC drugs is on the rise. Teens are turning to prescription and OTC drugs not only to get high, but to cope with stress, self-medicate, and even try to get an edge on school. This is a widespread problem due to the easy availability and access of these drugs. However, there are myths many teens believe about abusing these drugs, including the myth that they are safer to use. Celebrities play a role in making prescription drugs seem more “usable” to youth, who often look to them as role models. Reports of celebrities going to “rehab” for addiction serve to publicize the issue, but at the same time, can make a spectacle of the seriousness of drug abuse.

## Introduce the Lesson

Choose option 1 if you can display internet with sound to the class.

Choose option 2 if you cannot display internet access with sound.

### Option 1: Video Introduction (need internet display with sound)

Show one or both of following anti-drug public service announcements to introduce the issue. Tell students you'll be examining the growing problem of teen prescription drug abuse.

Video 1 – “Drug Dealer Testimonial”

[http://www.theantidrug.com/drug\\_info/prescription\\_ads.asp](http://www.theantidrug.com/drug_info/prescription_ads.asp)

**ASK:** What is this video saying? Why is the dealer “out of work”?

**ASK:** What does the dealer mean when he says, “They’re getting’ high for free, out of their medicine cabinets”? *Who* is he referring to?

**ASK:** In the beginning the dealer asks, “What’s this, a documentary?” Is this a documentary? Why or why not? How can you tell?

Video 2 – “All My Pills” [http://www.theantidrug.com/drug\\_info/prescription\\_ads.asp](http://www.theantidrug.com/drug_info/prescription_ads.asp)

**ASK:** Who is the teen talking to?

**ASK:** Based on the ailments he’s describing (i.e. “hip replacement,” “postpartum depression”, etc.), who do you think those pills belonged to? How could he have gotten them?

**ASK:** Who is the target audience of this video?

### Option 2: Class Discussion

**ASK:** Do you know what a prescription drug is? What is an over-the-counter drug? What are the differences between the two?

**ASK:** Why do many drugs require a prescription from a doctor? What is the purpose of a prescription?

## Introduce Types of Drugs – Powerpoint

Use the Powerpoint Slides for Lesson 8, found on [www.medialitpa.org](http://www.medialitpa.org), to help students understand the differences between the four different types of drugs: 1) prescription drugs, 2) over-the-counter drugs, 3) supplements, and 4) illegal drugs.

**ASK:** For each of the 4 different types of drugs, ask students to supply specific names and examples.

- Pain killers: morphine, codeine, OxyContin, Vicodin, Darvon, Dilaudid, Demerol, and Dextromethorphan (DXM) is an opioid found in many cough medicines.
- Depressants: sedatives such as Nembutal, Valium, and Xanax, and barbiturates, such as Amytal, Nembutal, Seconal, and Phenobarbital.
- Stimulants: Ritalin, Dexedrine, Adderall, and Biphphetamine.

**ASK:** Where do students learn about these products?

**EXPLAIN:** People get information about drugs from many different sources, including health professionals, teachers, family, friends, mass media—and even stories we hear about celebrities. Some sources of information are more credible than others.

## Pre-Reading Vocabulary

Introduce these vocabulary words by asking students to define them using a dictionary, or provide them the definitions. The words are highlighted in bold in the reading.

<b>myth</b>	a belief that is not true
<b>unintentional</b>	not deliberate, not on purpose
<b>metabolism</b>	processing a substance within the body
<b>psychologically</b>	having to do with the mind

## Reading Comprehension

Distribute copies of Activity Sheet 8. You may want to have students read aloud or silently, depending on their ability. Have students work individually on the three comprehension questions. Tell them to wait to answer Question #4, which requires library research.

## Answers for Activity Sheet 8

1. 4 myths:

- It's a safe way to get high.
- It's okay to mix substances.
- I can stop whenever I want.
- There's nothing wrong with using other people's prescriptions.

2. Students should choose one myth and provide reasoning as to why it is the most dangerous myth for teens to believe.

3. Although it is not explicitly listed in the reading, students can infer how street drugs and prescription/ OTC drugs are similar and different. Example list:

### Differences

Legal vs. illegal  
Where you can get them (doctor vs. dealer)  
Prescription drugs seem less harmless than street drugs

### Similarities

Both get you high  
Both can be addictive  
Mixing drugs can be deadly

4. Have students complete this question next—Library Research.

## Research: News about Celebrities and Prescription Drug Abuse

We hear reports of celebrities and athletes going to rehabilitation for addiction to drugs and alcohol—whether it is illegal or prescription. NFL quarterback Brett Favre has entered rehab twice for an addiction to the pain killer Vicodin. In 2003, actress Winona Ryder entered rehab for addiction to pain killers. In 2005, rapper Eminem was in rehab for a dependence on sleep medication. In 2008, actor Heath Ledger died after an accidental overdose

of prescription drugs. And in 2008, Amy Winehouse won a Grammy in 2008 for her song “Rehab,” which include lyrics such as, “They tried to make me go to rehab I said no, no, no.”

News and entertainment publicize celebrity drug abuse and rehab, but does it have a positive or negative effect?

For example, the show *Celebrity Rehab* on VH1, featuring Dr. Drew Pinsky, can be seen as positive because it creates awareness in the public about the dangers of abusing drugs, the struggles faced by the celebrities featured, and also the great transformation people can make. On the other hand, this show can be seen as negative because it is criticized as exploiting celebrities to make money off of a TV show, and even making a spectacle or lessening the seriousness of the experience of rehab.

**Optional:** If you can access the VH1 website, chose a clip from the show and have students watch it as a class. Ask how it could serve a positive or negative purpose.

[http://www.vh1.com/shows/dyn/Celebrity\\_rehab\\_2\\_with\\_dr\\_drew/series.jhtml?source=globalnav](http://www.vh1.com/shows/dyn/Celebrity_rehab_2_with_dr_drew/series.jhtml?source=globalnav)

**ASK:** What are the controversies you’ve heard about celebrities and prescription or over-the-counter drug abuse?

Have students work with a partner to create a list of 10 words that could be used in a research database search to find information about the latest controversies about celebrities and prescription drug abuse.

**EXPLAIN:** There is a lot of misleading information about drugs on the Internet. The most credible information about comes from news stories, where a team of reporters and editors have reviewed a variety of sources and checked their facts carefully. For controversial topics, it’s important not to rely on the Internet as a research source. News articles from library databases are more credible.

Using library news databases, ask students to find one article about a controversy involving prescription or OTC drug abuse and celebrities. Have students complete question #4. Encourage students to read their article and briefly share what they learned with the class. Students usually do not get to talk about celebrities in class, and some students may focus on celebrity gossip. Keeping them on track to discuss how celebrities can help publicize prescription drug abuse—for positive or negative effect—should lead to an engaging class discussion.

**ASK:** How do you think your story has a positive or negative effect to make others aware of prescription drug abuse?

## Conclusion

Many teens believe in one or more of the four myths discussed in the reading—but abusing prescription and OTC drugs is not safe—or legal.

Mixed messages are often sent about celebrities abusing prescription drugs. Many celebrities serve as role models to young people, but when drug abuse is glamorized, and rehabilitation centers seem too easy to go in and out of, we receive don’t receive the whole picture. Prescription drug abuse is sometimes glamorized or made a spectacle to sell a “juicy” story. But sometimes, celebrities can help make people aware that it is a serious problem.

It’s important to critically analyze how all types of drugs—prescription, over-the-counter, supplements, and illegal—are shown on TV, in music, movies, magazines, and on the Internet.

## Assessment

Students' talk about prescription and over-the-counter drugs will provide useful evidence about their attitudes and experience with these substances. From this, you may be able to identify students who are already using these products or who are at-risk. You can check students' ability to comprehend the reading and analyze media messages by reviewing their work on Activity Sheet 8. Students whose answers are incoherent or incomplete should be invited to discuss the responses with you and encouraged to resubmit the assignment.



# 8: 4 BIG MYTHS OF PRESCRIPTION AND OTC DRUG ABUSE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

David is under a lot of stress at school. Although he feels guilty about it, he's been sneaking away pain pills from his Mom's medicine cabinet. Kaylee takes a pill with a friend at school who said it would help her do better on tests. The friend stole from her little brother's pillbox, which he was prescribed from a doctor for hyperactivity disorder. Every day, 2,500 youth ages 12-17 abuse a pain reliever for the first time. In 2005, 19% of teens—4.5 million—reported having taken prescription pain killers or stimulants to get high. Teens find it easy to get prescription drugs—70% get them from the medicine cabinet at home. Teens not only abuse prescription and over-the-counter (OTC) drugs to get high, but to help them cope, deal with pressures, self-medicate, or try to get an edge on school tests and studying.

There are other reasons teens give for abusing drugs—but they are myths. A teen believing that a myth is actually true may not only hurt themselves, but friends and family. The four big myths of prescription and OTC drug abuse are:

## **Myth 1: It's a safe way to get high.**

Four out of 10 teens think that prescription medications are much safer to abuse than illegal drugs, even if they aren't prescribed by a doctor. Because prescriptions are provided by doctors and OTC drugs are sold in stores, one myth is that they are a safe way to get high. But just because medicines list the dosage and side effects on the bottle does not mean they are safe. Medicines are meant to be taken in limited doses for specific ailments, and prescriptions are given by doctors based on the patient's condition, medical history, age, weight, drug allergies, and interactions with other substances or alcohol. Doctors also monitor patients while they are on medication. What is prescribed for one person is not necessarily safe for someone else to take. Teens who would never think of using illegal drugs might abuse prescription drugs because they think it's safer. But, a single large dose of pain killers or depressants can cause slowed heart rate, breathing difficulty and even lead to death. Stimulant abuse can cause hostility, paranoia, and possible heart failure or seizures. Over the past ten years, there has been a dramatic increase in the number of poisonings and deaths associated with prescription and OTC drug abuse. And many of these poisonings were unintentional.

## **Myth #2: It's okay to mix substances.**

Nearly one-half of teens—49%—who have abused prescription pain killers also used other substances like alcohol and marijuana at the same time. Some teens report mixing medications with other pills, alcohol, or illegal drugs—but is this okay? Mixing substances can not only damage the body, but it can be lethal. For example, mixing pain killers and alcohol can intensify sedative effects, lead to body damage, slow the heart rate and breathing, and cause coma or death. Many pain killers need to be absorbed by the liver to function correctly, and when alcohol prevents the proper metabolism of the medicine, it can't absorb properly. Also, when a person takes a medicine in a way its not supposed to be taken, such as snorting or injecting, it can cause serious problems. In 1983, only 92 people died from the combination of medication, street drugs, or alcohol. But in 2004, 3,792 people died from this—an increase of almost 3,200 percent.

**Myth #3: I can stop whenever I want.**

Using prescription and OTC drugs, even for a short amount of time, can be physically and psychologically addictive. Between 1995 and 2005, admissions to rehabilitation centers for pain killer addiction increased over 300 percent. Prescription and OTC drugs can be just as addictive as taking illegal street drugs. Many prescription drugs, especially pain killers, are regulated because they are so addictive. Doctors limit the amount prescribed and monitor patients to make sure they aren't getting addicted. Signs of addiction include the need to have a particular drug or substance, and changes in mood, weight, and interests. Withdrawal from some drugs, such as depressants, can be dangerous if not monitored. If you think you—or a friend—may be addicted to prescription or OTC drugs, talk to your doctor, school counselor, nurse, or parent. They can find the right help for you.

**Myth #4: There's nothing wrong with using other people's prescriptions.**

Nearly one-third of teens—31%—believe there's "nothing wrong" with using prescription medicines without a prescription once in a while. Just because drugs can be sold by pharmacies and prescribed by doctors does not mean they are legal. Prescription drugs are controlled substances and are meant to be used by the person they are prescribed to. On every prescription bottle is stated, "Federal Law prohibits the transfer of this drug to any person other than the patient for whom it was prescribed." If you share, buy, or sell, you can be faced with criminal charges. Anyone caught with prescription medication that was not prescribed to them can be criminally charged with possessing a controlled substance—a misdemeanor or a felony, depending on the amount and your age. Those who give or sell to others can be arrested for criminal sale of a controlled substance. Just like street drugs are illegal, prescription drugs that aren't yours—aren't legal.

Today, more teens abuse prescription drugs than any illegal drug except marijuana. Medications are powerful substances. They can benefit a patient when used under a doctor's care, but they can be unpredictable and harmful when abused.

**Questions:**

1. What are the four myths of prescription and OTC drug abuse?
2. Which myth do you think is the most dangerous myth for teens to believe? Why?
3. How are prescription drugs and street drugs different? How are they similar? Make a list.

**Differences**

**Similarities**

4. Using a library database, find a news story about a controversy about celebrity prescription drug abuse. Read the article and be prepared to summarize it for the class. Write the full citation here:

Author: \_\_\_\_\_

Headline: \_\_\_\_\_

Publication: \_\_\_\_\_

Date: \_\_\_\_\_

Pages: \_\_\_\_\_



## Teacher Lesson Plan 9:

# UNDERSTANDING PUBLIC SERVICE ANNOUNCEMENTS

### Lesson Summary

Students read about the use of public service announcements as a technique of social marketing and learn about the value of informing people about healthy lifestyles using the techniques of advertising. This lesson begins a sequence of activities in Lessons 9 – 12 that culminate in the creation of student-produced anti-drug public service announcement for radio.

### Time Allotment

1 class period

### Learning Outcomes

#### Students will:

- Read with comprehension and make reasonable interpretations of the ideas learned by relating to previous information and personal experience.
- Understand how social marketing is similar and different from product advertising.
- Recognize two strategies used in persuasion.
- Increase awareness of anti-drug messages in their environment.

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.

1.2.5.A. Reading Critically in all Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.A. Research – Select and refine a topic for research.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

### **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.C. Healthful Living – Analyze media health and safety messages and describe their impact on personal health and safety.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

### **Arts & Humanities**

9.1.5.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use fundamental vocabulary within each of the arts’ forms.

9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.

9.3.5.E. Critical Response – Describe and use contextual, formal and intuitive analysis in the arts and humanities.

9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.1.8.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Identify and use comprehensive vocabulary within each of the art forms.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 9A and 9B

Cue up the public service ads provided at [www.medialitpa.org](http://www.medialitpa.org).

## Introduce the Lesson

Are students familiar with the concept of “under the influence”? **ASK:** What does it mean to be “under the influence?” Check to see whether students understand that this phrase is used to describe the altered mental state—when you’re drunk or high.

**ASK:** What does it mean to be “above the influence?” This is a phrase used in anti-drug campaigns to emphasize the power of not yielding to the various kinds of pressure that teens experience—pressure to act in certain ways, dress or look certain ways, or use drugs or alcohol.

**EXPLAIN:** The concept of “above the influence” is a slogan—a way to help people remember how important it is to resist peer pressure to do stupid things.

## Understanding Public Service Advertising

Pass out copies of Activity Sheet 9A and ask kids to read. You may want to have students write out answers, work with a partner to discuss, or use the questions to support large-group discussion, based on the ability levels of your students.

## Teacher Answers

**What is the difference between social marketing and advertising?** Social marketing is the use of persuasive communications media to change attitudes and behaviors that can help improve lifestyle decisions and overall health. Advertising is any promotional message about goods or services.

**What are two necessary components for designing an effective public service announcement?** First, the ad must have something that attracts audience attention, and then the ad must provide a strong emotional experience to help people remember the main idea.

**What was the most effective PSA you can remember?** Answers will vary. Invite students to provide reasoning to reflect on why the ad was memorable to them.

## Types of Persuasion

Pass out copies of Activity Sheet 9B and review the nine types of persuasion. Encourage students to give examples from ads they can remember. Ask students to use descriptive language so that a person who has not seen the ad can visualize it in their minds. Then view some of the PSA samples from [www.medialitpa.org](http://www.medialitpa.org) and practice using Activity Sheet 9B to analyze each ad.

Be sure to encourage students to think about what the author wants a viewer to know, to feel and to do. Ask students to identify one of the persuasive techniques and explain why they selected it.

Then ask students to work with partner to analyze an individual ad. After viewing each ad, ask a specific team of students to work with a partner to identify the target audience and persuasive techniques used. After students have complete their worksheet, watch each ad again and ask students to share their ideas.

## Assessment

You can assess students' reading comprehension by monitoring their responses to the questions at the bottom of Activity Sheet 9A. Students whose responses seem off-target or unclear should be encouraged to practice strategic reading skills, including underlining or re-reading to find the answers in the text. Activity Sheet 9B will help you assess students' ability to recognize the target audience, purpose and persuasive techniques. Students may benefit from additional practice, using this worksheet with traditional advertising as well as public service messages.

## Conclusion

There are all kinds of persuasion out there—bad persuasion encourages you to do unhealthy things. Good persuasion comes when people encourage you to study hard, do well in school, and keep physically and mentally safe. It's important to evaluate the quality of the messages you receive by thinking about the target audience, the author's purpose and the persuasive techniques used to influence you.

## Extension

For homework, have students visit the Above the Influence website at [www.abovetheinfluence.com](http://www.abovetheinfluence.com). Ask them to describe what they liked best about the site.

What other social issues use social marketing? Invite students to look for other public health campaigns that encourage positive, healthy behavior. Or have them explore [www.verbnow.com](http://www.verbnow.com), an engaging website developed by the Centers for Disease Control and Prevention that encourages young people to make active, healthy behavior choices.

# 9A: UNDERSTANDING PUBLIC SERVICE ADVERTISING

A teenage boy stands alone in his bedroom under a spotlight. Suddenly, other teens enter the room. They undress and re-dress him while he stands, expressionless and unmoving, under the spotlight. People continue to change him into many different types of clothes. He looks like a prep, then a stoner, then a jock, then a goth. The boy looks around, then finally puts his hands out to stop them. All the people who have entered the room stare at him. As he walks out of the room the people disappear. A narrator concludes, “When you give up the ability to decide for yourself, you give up what makes you, you.” Then comes the graphic logo, “Above the influence.com”

You’ve probably seen a lot of anti-drug advertising in your lifetime. In fact, the average teen will hear radio ads, see print ads, or watch a TV ad sponsored by the White House Office of National Drug Control Policy at least four times a week. These messages can help people recognize the real-world dangers of drug use.

This type of advertising is called **social marketing**—it’s the use of persuasive communications media to change attitudes and behaviors that can help improve Americans’ lifestyle decisions and overall health. A specific ad for a positive health issue is called a **public service announcement (PSA)**. PSAs are a special type of persuasive message—appearing in print media, on the radio, on TV or on the Internet—and they use some of the same techniques as advertising for sneakers, chewing gum, makeup, and soft drinks.

Public health professionals have been using PSAs for nearly 50 years—and they have learned that some techniques work more effectively to change attitudes and behavior. The first challenge in designing a public service announcement is to attract people’s attention within the first five seconds, so they don’t change the channel or turn away. Next, a strong emotional experience is important to help people remember the main idea of the message.

Social marketing professionals use the tools of advertising, but they’re not selling products—they’re selling ideas that can help people live healthy lives.

## Questions:

1. What is the difference between social marketing and advertising?
2. What are two necessary components for designing an effective public service announcement?
3. What was the most effective PSA you can remember? What was a PSA that you didn’t think was effective?

# 9B: NINE TYPES OF PERSUASION

All advertising messages use strategies to get your attention and influence your attitudes. Here are some common techniques:

**Story** – Characters face various life situations, sometimes with conflict or controversy

**Humor** – unexpected or funny images or situations attract audience attention and create a mood

**Testimonials** – endorsements from celebrities or other likeable people that appeal to audiences

**Bandwagon** – claiming that smart or cool people are using the product, so you should too

**Emotional words or facts** – using powerful words or ideas to create desire, urgency or importance

**Repetition** – name or image of the product or idea is repeated numerous times

**Slogan** – a catchy phrase that attracts attention

**Jingle** – music that attracts attention

**Visual Metaphor** – an animal or object symbolizes something related to the product, service or idea

**INSTRUCTIONS:** You'll be asked to analyze an ad. Working with a partner, use the form below to identify the target audience, the author's purpose, and the persuasive techniques.

Name of ad: \_\_\_\_\_

	GENDER	AGE	GEOGRAPHIC REGION
Target Audience:	____ men	____ children	____ rural
	____ women	____ teens	____ suburban
		____ adults	____ urban

**Author's Purpose:** After viewing this ad, the author wants these viewers to

A. Know that... \_\_\_\_\_

B. Feel that... \_\_\_\_\_

C. Do... \_\_\_\_\_

**Persuasive Techniques:** Which persuasive techniques were used? Circle all that apply and then describe an example of one technique from the ad.

Story | Humor | Testimonials | Bandwagon | Emotional words or facts | Slogan | Jingle | Repetition | Visual Metaphor

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## Teacher Lesson Plan 10: **PRODUCING AN ANTI-DRUG RADIO MESSAGE**

### Lesson Summary

Students learn about the planning steps involved in creating an anti-drug public service announcement for radio.

### Time Allotment

1 – 4 class periods

### Learning Outcomes

Students will:

- Gain knowledge about the planning processes involved in radio production.
- Strengthen creativity, imagination and problem-solving skills.
- Appreciate how media formats are an important component of the creative design process.
- Plan and design a message for a specific purpose and target audience.
- Develop teamwork and collaboration skills.

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.A. Research – Select and refine a topic for research.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

## **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.C. Healthful Living – Analyze media health and safety messages and describe their impact on personal health and safety.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

## **Arts & Humanities**

9.1.5.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use fundamental vocabulary within each of the arts’ forms.

9.1.5.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.1.5.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.

9.3.5.E. Critical Response – Describe and use contextual, formal and intuitive analysis in the arts and humanities.

9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.1.8.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Identify and use comprehensive vocabulary within each of the art forms.

9.1.8.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

9.1.8.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

## Teacher Preparation

Make multiple copies of Student Activity Sheet 10A, 10B and 10C for student use.

## Context and Rationale

Many young people have thought about careers in the mass media. Some students have creative talents that may go unrecognized in the classroom. While many students will be enthusiastic about the idea of actually producing a radio ad, sometimes, the “stars of the show” may turn out to be students who do not excel in traditional learning activities. A radio production activity gives students a chance to use brainstorming, planning, writing, speaking, and performance in a meaningful activity that requires collaboration and problem-solving.

## Introduce the Lesson

Select and play one of the anti-drug radio PSAs that can be found at [www.medialitpa.org](http://www.medialitpa.org).

**ASK:** What did you like and dislike about this radio ad? Write their suggestions in two lists (likes, dislikes) on the blackboard.

**ASK:** How long do you think it took people to make that ad? How many people were involved in creating it? Encourage students to provide a wide variety of answers and ask them to support their ideas with evidence.

**EXPLAIN:** Tell students that even though a radio ad may last for 15, 30 or 60 seconds, it takes a lot of time and a lot of people to produce a radio ad. Ask: Why does it take so many people so much time to create a radio ad?

Make sure students are aware that a lot of planning goes into the making of an ad.

## Steps in the Radio Production Process

See how many of the steps involved in radio production that your students are aware of. You may want students to first use a blank sheet of paper to write down as many steps that they can imagine, and then review what steps they missed by passing out copies of Activity Sheet 10A. Or you may prefer to use direct instruction by passing out Activity Sheet 10A and introducing the ten steps. Use questions and discussion to make sure that students understand why these steps are important.

## Pitch or Story Formats

Pass out copies of Activity Sheet 10B and have students read aloud. Then listen to a sample of radio ads from [www.medialitpa.org](http://www.medialitpa.org) and ask them to categorize them as “pitch” or “story.”

**ASK:** Which format is most common? Why? What are the advantages and disadvantages of each format?

Encourage students to categorize radio ads as “pitch” or “story” when they’re listening to the radio in the car. They can teach their parents and siblings about what they’re learning!

## Plan Your Radio Ad

Now that students have explored the format of radio advertising, they can plan their own anti-drug radio public service announcement. Pass out copies of Activity Sheet 10C and invite students to work in a small production team to brainstorm ideas. They should discuss the four planning elements to generate ideas: 1) target audience; 2) problem; 3) solution; 4) getting through from the ears to the mind.

**EXPLAIN:** Creativity depends on good brainstorming. When people brainstorm, they withhold judgment and other critical comments to ensure that people don’t feel stifled. Sometimes the best creative ideas start out sounding goofy or ridiculous, but with discussion and development, they turn out great!

## The AIDA Formula for Radio Advertising

Radio advertising, like all advertising, involves the “AIDA” formula. Introduce this formula to students:

- A** get **A**ttention
- I** arouse **I**nterest
- D** create **D**esire
- A** stimulate **A**ction

Listen to the ad that you used at the beginning of class with the AIDA formula in mind. Invite students to judge the effectiveness of the message again. Ask students to put themselves in the mind of the target audience, and listen. If it gets your attention, stimulates your interest, makes you desire the benefit described, then makes a clear call for action—you’ve got great radio advertising.

### Simple or Elaborate? Planning Your Class Radio Production Project

You can make this production activity simple enough to complete in one class periods. Or you can make this project as elaborate as your imagination will soar, involving local radio professionals, high-tech recoding and editing equipment, and airing the finished ad on the local radio station, with local newspaper coverage showcasing your students’ learning experience.

If you choose this second option, you may find that a local radio station will offer a guest speaker, a limited amount of free airtime, or other things to demonstrate their service to the community and their support of the educational growth of your students. Many radio professionals have children in your community’s schools.

Make a phone call, discuss the idea of having students produce a local anti-drug ad, and hold a brainstorming meeting involving your media partner, a local health and prevention specialist, your district’s media specialist, and other key education and community leaders. You may be surprised how many stakeholders recognize the value of your students having an exciting learning experience with radio production!

## Conclusion

Most people don't understand how complicated it is to produce a radio commercial. Making an anti-drug PSA is a good way for students to analyze the attitudes and knowledge that lead some kids to experiment with marijuana, crack, Ecstasy, or other drugs and to counter those attitudes with knowledge, attitudes and feelings that will protect them from these dangerous and illegal substances.

Sometimes, students who don't experience academic success in the classroom can be highly effective members of a media production team. When young people get a chance to exercise their creativity and demonstrate what they can do with radio production, they experience an authentic learning experience that can be thrilling. As a result, they develop confidence and their self-esteem improves.

## Assessment

You will be able to assess students' work in this activity by monitoring group work and intervening as needed when students encounter problems or get off-track. Don't let one person do all the work for a group while the others sit back. Show that you value students who work together and stay on-task. Give students feedback about their work to show that you are evaluating their ability to work together.

Students' work in completing Activity Sheet 10C is an ideal resource in evaluating the quality of brainstorming. Sit with each team and give supportive feedback and critique when they have completed the assignment. Encourage students to revise the Activity Sheet after reflecting on your comments.

## Extension

Use the Yellow Pages to identify a local media professional (in radio, video production, Internet web design or graphic design services) and invite them to be a guest speaker in your class. Most media professionals are flattered and delighted to spend some time with young people talking about their work. Ask them to talk in detail about the role of collaboration and teamwork in their work, and the patterns and behaviors that lead to success. Encourage students to be "interviewers" and prepare questions in advance.

# 10A: PRODUCING AN ANTI-DRUG RADIO MESSAGE

## Ten Steps in the Radio Production Process

**INSTRUCTIONS:** How many of the steps involved in radio production can you identify?

1. **Target Audience.** Identify a specific target audience that you want to reach.
2. **Research.** Find out more about target audience to learn more about what they already think and feel.
3. **Goal.** Develop a specific goal: what would you like listeners to do? What would you like listeners to feel? What would you like listeners to know or believe?
4. **Format.** Decide whether to use a straightforward pitch or a story format.
5. **Script and Slogan.** Write a script that gets audience attention, motivates their interest, stimulates desire and motivates action.
6. **Talent.** Select people with appropriate voices who will perform.
7. **Music and sound effects.** Select or create music and sound effects that you will use in your ad.
8. **Practice.** Practice performing the script and make revisions as needed to improve.
9. **Record.** Perform your ad.
10. **Broadcast.** Your ad can reach a wide audience if you perform it for school announcements!

# 10B: FORMATS FOR RADIO ADVERTISING

**There are two basic formats in radio advertising:**

**The Pitch:** This approach has an announcer telling you what the problem is and what the solution is, telling you why you want it, and how you should go about getting it. An appliance ad that screams, “You won’t believe our low prices! How do we do it? We buy right!” is using a “Pitch” approach. Pitch ads often directly ask or command the listener to do something.

**The Story:** The story format uses a mini-movie that drops listeners into a drama or comedy taking place. Most variations of this format boil down to two characters interacting with each other. One laments a problem and the other offers a solution, then tells where to get it. The characters dramatize the offering’s key benefits, and the story wraps in a few seconds with a silly punch line or a heroic rescue.

**INSTRUCTIONS:** After reading the scripts below, discuss the advantages and disadvantages of the pitch and story formats.

## “Summer Food Safety” :20

Announcer: This summer, make sure your family’s meal .... is perfectly cooked, perfectly safe. Use a food thermometer! Visit: “is it done yet dot gov.” USDA’s Food Safety and Inspection Service, reminding you to make sure your family’s meal is perfectly cooked and perfectly safe by using a food thermometer. More information available on the web at IS IT DONE YET DOT GOV.

## “Cookout” :30

OUTDOOR SOUNDS – BIRDS, ETC.

SOUNDS OF A COOKOUT, MEAT SIZZLING ON THE GRILL

Dad 2: Russ, serve up those burgers, they look done!

Dad 1: Mike, you can’t tell if they’re safe to eat by the color of the meat.

Dad 2: Is that a meat thermometer—it looks like my kid’s video game.

Dad 1: It’s digital—and it beeps when the meat is perfectly cooked.

Dad 2: Leave it to you to own the most cutting-edge barbecue technology.

Dad 1: You better believe it, when it comes to keeping our kids safe.

Dad 2: Good point.

Kid 1 (age 8): Dad, is it done yet?

(the thermometer beeps)

Dad 1: Sure is. Perfectly cooked, perfectly safe.

ANNOUNCER: For more information visit [www.isitdoneyet.gov](http://www.isitdoneyet.gov)

# 10C: PRODUCING AN ANTI-DRUG RADIO MESSAGE

Team Names: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTIONS:** With a partner or in a small team, brainstorm answers the questions below to produce a public service announcement for distribution on the radio.

1. **Target Audience.** Whose knowledge, beliefs, attitudes or feelings would you like to change?

- \_\_\_\_\_ age range
- \_\_\_\_\_ gender
- \_\_\_\_\_ role/job
- \_\_\_\_\_ some things they like to do
- \_\_\_\_\_ race/ethnicity

2. **Problem.** What is one wrong fact, misguided belief, or bad attitude that this group of individuals is likely to have about drugs?

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3. **Solution.** What is one accurate fact, new belief or attitude, or feeling that you would like this group of individuals to have about drugs?

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4. **Getting Through from the Ears to the Mind.** Since you are producing a radio PSA, brainstorm a list of relevant sounds and phrases that would attract and hold the attention of the target audience.

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## Teacher Lesson Plan 11: **WRITING A RADIO SCRIPT**

### Lesson Summary

Students learn about the format of a script and write their own radio PSA script, developing an attention-getting way to communicate a specific message to a target audience.

### Time Allotment

2 – 5 class periods

### Learning Outcomes

#### Students will:

- Gain knowledge about the processes involved in radio scriptwriting and performance.
- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original creative works.
- Improve oral reading, speaking and listening skills.
- Strengthen creativity, imagination and problem-solving skills.
- Write a script for a media message using attention-getting techniques that meet the needs of a specific target audience.
- Develop teamwork and collaboration skills.

### PDE Standards

#### Reading, Writing, Speaking and Listening

- 1.1.5.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- 1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.
- 1.6.5.A. Speaking and Listening – Listen to others.
- 1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.

1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.A. Research – Select and refine a topic for research.

1.8.8.B. Research – Locate information using appropriate sources and strategies.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

### **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.A. Concepts of Health – Analyze factors that impact growth and development between adolescence and adulthood.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.C. Healthful Living – Analyze media health and safety messages and describe their impact on personal health and safety.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

### **Arts & Humanities**

9.1.5.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use fundamental vocabulary within each of the arts’ forms.

9.1.5.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- 9.1.5.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
- 9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.
- 9.3.5.E. Critical Response – Describe and use contextual, formal and intuitive analysis in the arts and humanities.
- 9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
- 9.4.5.D. Aesthetic Response – Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist’s philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein’s *West Side Story* to communicate mood).
- 9.1.8.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Identify and use comprehensive vocabulary within each of the art forms.
- 9.1.8.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- 9.1.8.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
- 9.3.8.A. Critical Response – Know and use the critical process of the examination of works in the arts and humanities.
- 9.3.8.D. Critical Response – Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- 9.3.8.E. Critical Response – Interpret and use contextual, formal and intuitive analysis in the arts and humanities.
- 9.3.8.F. Critical Response – Apply the process of criticism to identify characteristics among works in the arts.
- 9.4.8.C. Aesthetic Response – Describe how the attributes of the audience’s environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber’s *Cats*).
- 9.4.8.D. Aesthetic Response – Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson’s *Destructive Periods in Russia During Stalin’s and Deniken’s Leadership* conveys her memories and emotions of a specific incident).

## Teacher Preparation

Make multiple copies of Student Activity Sheet 11A and 11B.

## Context and Rationale

This activity provides students with the chance to see and use a real script and to compose their own scripts. Students need many opportunities to read aloud with expression to develop this skill, so encourage students to take this task seriously.

**EXPLAIN:** Many people in the radio and TV business make money by reading aloud. Students can exercise their creativity in a small group setting—and have fun, too. But teams should do more than just have fun inventing a script—they should focus on reaching the target audience and accomplishing the persuasive goal they identified in Lesson 10.

## Introduce the Lesson

Make sure that your students have completed the pre-production activity in Activity Sheet 10C before moving to this scriptwriting lesson. Pass out copies of Activity Sheet 11A and ask students to read the script silently.

**ASK:** Who is the target audience for this ad? Make sure that students understand that while anyone may hear the ad message on the radio, the ad has been designed to specifically influence parents of young teens. Acknowledge those students who can give specific reasons from the script as evidence to justify their reasoning.

## Dramatic Read-Aloud

Break students into teams of five people and assign students the job of practicing and performing the radio script. You may want to assign roles or invite students to select roles themselves. **EXPLAIN:** It takes practice to use a mix of attention-getting voices and emotional expression that will be realistic and effective in holding audience attention and communicating the message.

Have students perform and provide supportive feedback to students as they read the script in front of a real audience of the peers.

## Scriptwriting Advice

Pass out copies of Activity Sheet 11B and review the information provided about the layout and format of a script. **ASK:** What differences do you notice between TV and radio scripts? Encourage students to visit the Above the Influence website ([abovetheinfluence.com](http://abovetheinfluence.com)) and view the actual TV ad, “Transformations.”

## Time to Write

Encourage students to work together to compose their script. Give them a deadline so that they can experience how deadline pressure affects creativity. Ask students to perform their scripts by reading aloud and offer constructive feedback for revision.

## Getting the Timing Right

Let students know that they must write a script that is exactly 30 seconds or 60 seconds in length. They should aim for 75 words for a 30-second PSA. You might want to use a stopwatch to practice timing the performances.

## Practice and Revise

Give students an opportunity to practice and receive feedback from their peers. After each team has performed their script, ask: what kinds of sounds effects or music might accompany this PSA? Be sure that students use the AIDA formula (from Lesson 10) to analyze the strengths and weaknesses of the scripts.

## Conclusion

Congratulate students for using creativity and imagination to develop these scripts. It's not easy being creative—because creativity is a kind of healthy risk-taking, actually. Encourage them to listen to radio advertising more carefully to notice some techniques that are effective. Thank students for working together in respectful, cooperative ways.

## Assessment

You will gain direct, clear evidence of the quality of students' learning by the quality of the scripts they produce. Be sure to monitor students' work throughout the small-group process and provide feedback and support to groups who may stall or experience conflict.

## Extension

Invite students to “audition” each other for performance roles in their radio PSA. Make copies of one team's script and invite all the students in the class to perform it. Discuss the way in which voice quality affects the meaning of a media message. What kinds of voices work best for their scripts? Encourage students to pay attention to voice quality when they listen to the radio at home.

# 11A: WRITING A RADIO SCRIPT

## ONDCP Media Campaign Script Title—“My Hero”

### Sounds of Playground Noises

Boy 2: Mom, Dad. We're pretty close, right?

Boy 1: Until now it's been piggyback rides,

Girl 2: Birthday cakes.

Boy 1: Guess what? That's all going to be over.

Girl 2: I'm about two seconds away from

### SCREECH OF CAR

Boy 2: Dumping you. Kicking you out of my life. I gotta figure out who I am. Without you.

Boy 1: Pretty soon, someone's gonna try to get me to take drugs.

Girl 1: Wanna do something about it? Then you're gonna have to make me tell you where I am, and who I'm with.

Girl 2: Everyday.

Boy 1: Everyday. No matter how much I hate it.

Girl 1: I'm gonna fight you. And I'm going to

Boy 1: Lie to you.

Boy 2: Don't like the sound of that? Tough. You gotta be the grown up.

Narrator: Kids with involved parents are less likely to try drugs. So ask them Who, What, Where, When. Everyday.

### MUSIC UNDER

Boy 1: Believe it or not,

Girl 1: I want you to.

Narrator: It's not pestering, it's parenting. Questions. They're the anti-drug. Call 1-800-788-2800 for more information. Sponsored by the Office of National Drug Control Policy and the Partnership for a Drug-Free America.

# 11B: ADVICE FOR WRITING AN ANTI-DRUG RADIO SCRIPT

Before composing your radio script, consider this advice given by BBC radio writers about how radio scripts can be more effective by engaging the imaginations of the listeners:

- Take advantage of the medium. For example, if you need to have an inanimate object speak, you can do it.
- Silence is a very useful tool on radio.
- Don't explain everything. Radio is great for starting slap bang in the middle of the action and making the audience find its bearings by having to listen, then they are hooked.
- Make sure if you have more than two characters that they're different not just in the voice but in personalities.
- Think about the play as a film soundtrack. You can use sound or music to cut between scenes. Even a short radio ad can have several scenes.

## Formatting Your Script for Radio and TV

There's a specific format to scriptwriting that professionals use to create scripts.

They give the ad a title and a length, indicating the title in quotations and the length so that :30 = 30 seconds

(To explain what the viewer will see in a TV ad, the writer uses descriptive sentences placed in parentheses. These sentences are also italicized.)

The writer uses CAPITAL LETTERS to describe all the music and sound effects.

The writer identifies characters with a name and uses a colon before the words they speak. Character names are placed in bold font.

## Sample TV Script—"Transformations":15

(Teenage boy standing alone in his bedroom, facing camera, with a spotlight above him.)

PIANO MUSIC

(He stands as other teens enter the room. They undress and redress him while he stands, expressionless and unmoving, under the spotlight. People continue to change him into different types of clothes. The boy looks around, put his hands out to stop them. All the people who have entered the room stare at him. As he walks out of the room the people disappear)

Announcer: When you give up the ability to decide for yourself... You give up what makes you, you.

(AbovetheInfluence.com logo appears)

**The Media Straight Up!**  
Critical Thinking Skills for Pennsylvania's Youth



## Teacher Lesson Plan 12: **PUTTING IT ALL TOGETHER**

### Lesson Summary

Students perform and record their anti-drug radio PSAs and review some media production terms.

### Time Allotment

1 – 2 class periods

### Learning Outcomes

Students will:

- Gain hands-on direct experience with the many processes involved in radio scriptwriting and performance.
- Apply traditional and contemporary technologies for producing, performing and exhibiting original creative works.
- Improve oral reading, speaking and listening skills.
- Experience the pressures of collaborative dramatic performance and the pride of having completed a meaningful, complex creative project.
- Strengthen creativity, imagination and problem-solving skills.
- Give positive feedback to support others' talents and abilities.
- Gain insight on their strengths and limitations as a team member.

### PDE Standards

#### Reading, Writing, Speaking and Listening

1.2.5.B. Reading Critically in all Content Areas - Use and understand a variety of media and evaluate the quality of material produced.

1.6.5.A. Speaking and Listening – Listen to others.

1.6.5.F. Speaking and Listening – Use media for learning purposes.

1.1.8.G. Learning to Read Independently – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.



1.2.8.A. Reading Critically in All Content Areas – Read and understand essential content of informational texts and documents in all academic areas.

1.2.8.B. Reading Critically in All Content Areas – Use and understand a variety of media and evaluate the quality of material produced.

1.6.8.A. Speaking and Listening – Listen to others.

1.6.8.F. Speaking and Listening – Use media for learning purposes.

1.8.8.C. Research – Organize, summarize and present the main ideas from research.

## **Health, Safety and Physical Education**

10.1.6.D. Concepts of Health – Explain factors that influence childhood and adolescent drug use.

10.2.6.C. Healthful Living – Explain the media’s effect on health and safety issues.

10.2.6.D. Healthful Living – Describe and apply the steps of a decision-making process to health and safety issues.

10.1.9.E. Concepts of Health – Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9.C. Healthful Living – Analyze media health and safety messages and describe their impact on personal health and safety.

10.2.9.D. Healthful Living – Analyze and apply a decision-making process to adolescent health and safety issues.

## **Arts & Humanities**

9.1.5.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use fundamental vocabulary within each of the arts’ forms.

9.1.5.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.1.5.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

9.3.5.A. Critical Response – Identify critical processes in the examination of works in the arts and humanities.

9.3.5.D. Critical Response – Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.

9.3.5.E. Critical Response – Describe and use contextual, formal and intuitive analysis in the arts and humanities.

9.4.5.A. Aesthetic Response – Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.4.5.C. Aesthetic Response – Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

9.4.5.D. Aesthetic Response – Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's *West Side Story* to communicate mood).

9.1.8.A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Identify and use comprehensive vocabulary within each of the art forms.

9.1.8.J. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

9.1.8.K. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts – Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.3.8.A. Critical Response – Know and use the critical process of the examination of works in the arts and humanities.

9.3.8.D. Critical Response – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

9.3.8.E. Critical Response – Interpret and use contextual, formal and intuitive analysis in the arts and humanities.

9.3.8.F. Critical Response – Apply the process of criticism to identify characteristics among works in the arts.

9.4.8.C. Aesthetic Response – Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's *Cats*).

9.4.8.D. Aesthetic Response – Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's *Destructive Periods in Russia During Stalin's and Deniken's Leadership* conveys her memories and emotions of a specific incident).

## Teacher Preparation

Make multiple copies of Student Activity Sheet 12A and 12B for distribution.

Make sure that your students have completed the pre-production activity in Lesson 10 and the scriptwriting activity in Lesson 11 before moving to this final lesson.

## Context and Rationale

Teachers who have discovered the benefits of media production activities in the classroom have described the experience as “addictive,” because when students get involved in making media messages, their energy and enthusiasm can be contagious—sometimes even to the whole school! Students will enjoy bringing their hard work to completion—and you may find that parents will be interested in attending a special program where students’ work is showcased.

### Simple Production Possibilities

If you’ve decided to go the more elaborate, collaborative route of involving a radio professional or media specialist in this project, you’ll have a number of technological options for performing and recording your scripts. With support, you may be able to use editing equipment to add music and sound effects.

But if you’re doing this activity as a simple, in-class activity, you’ll still want to provide students with a media production experience. Even if it’s as simple as audio taping students’ performances in a quiet room, you’ll want to complete the production experience by creating a tangible product. Why? Students experience a genuine thrill when they create an actual media message—it’s a good learning experience to manage the stresses of rehearsal and performance, to hear their written words performed aloud, and to hear the sound of their voices on recorded media.

## Introduce the Lesson: Final Performance

Rehearsal and performance will be important to students as they complete this production. Encourage students to stay calm under stress and to do their best work. You may want to provide students with the opportunity to share their audio PSAs with others by creating a CD-ROM of student work and making copies available to take home so that parents can listen!

## Reflecting on the Learning Experience

Write these words on the blackboard and ask students to define and explain as many as they can. Encourage them to guess at the possible meanings of these words in the context of their new-found knowledge about mass media.

Anchor	Layout
AIDA formula	Nielsen rating
Audience	Voice-Over
Bandwagon	Story vs. Pitch format
Campaign	Public Service announcement (PSA)
Critical Viewing	Banner Ad
Network	

Then pass out copies of Activity Sheet 12A. Review the unfamiliar terms. Remind students that they know a lot about mass media—because of their experience as viewers and what they have learned as a result of the lessons in this curriculum. They can keep learning about mass media by being a critical viewer and reader.

## Performance Review

Invite students to reflect on what they learned by creating a radio PSA. Encourage them to see the learning experience broadly. For example, help students to recognize these learning outcomes:

- Learning practical job skills for careers in media and communication.
- Strengthening creativity.
- Managing a complex process that has many steps involved.
- Developing writing skills for a new format (radio PSA advertising).
- Imagining another person's point of view (in order to persuade them).
- Learning about the hazards of drug abuse.
- Gaining more confidence in performing.
- Learning about media technology.

**ASK:** What other things did students learn from this activity? What other questions do they have?

## Feedback and Assessment

Use Activity Sheet 12B to provide students with specific, meaningful feedback about the strengths and weaknesses of their project. This can be an important way to show students the value of a process approach to communication.

## Conclusion

Invite students to offer one compliment to another student about some aspect of their completed radio productions. People value positive feedback as a way to feel that their work was appreciated.

After completing a project like this, students see that teamwork and collaboration are valued, and that creativity and imagination are honored. Many different kinds of skills are involved in composing a media message and when students learn to develop these skills, they are on their way to becoming media literate citizens of an information age.

## Assessment

Activity Sheet 12B is an assessment rubric which provides students with specific, concrete information about the strengths and weaknesses of their finished product. This rubric can also help you to identify the most common weaknesses among different students. For example, if many students have difficulty in using the AIDA formula to create an attention-getting ad, you might want to review that concept and provide an additional opportunity to apply that concept in a writing or performance activity.

## Extension

Students can learn more about entrepreneurship and basic business concepts by selling their completed productions to their parents and family members. Invite your school's media specialist or a parent volunteer to create a compilation reel, putting all the completed radio ads on a CD or audiotape. Then invite students to create a graphic package, including an attractive cover and a description of the contents, using the format found on a music CD.

Select the best team's work to reproduce. Then use the Yellow Pages to find a local duplicating service who can create inexpensive copies, determine what price to charge, and invite students to sell the CD as a class project.

# 12A: SOME MEDIA PRODUCTION TERMS

**AIDA Format:** Attention, Interest, Desire, Action. The way that advertisers try to attract people to buy things or do things.

**Audience:** Refers to any group of listeners, readers or viewers of a media message often identified by specific characteristics.

**Bandwagon:** This is a term used in insisting: “Everyone is doing it” and appeals to an audience to join a ground swell of public opinion and activity. It plays upon feelings of loneliness and isolation as well as the desire to be on the winning side. For example, “3 out of 4 dentists recommend...”

**Campaign:** This is an advertising effort for a product or service over a given period of time.

**Critical Viewing:** Is the ability to use critical thinking skills to view, questions, analyze, and understand issues presented in visual media, including photography, film, television, video, and the Internet.

**Network:** A national or regional group affiliates broadcast stations contractually bound to distribute the same radio or television programs for simultaneous transmission

**Layout:** A drawing that indicates the relative positions of the elements (e.g. headline, photo, logo, etc.) of an advertisement.

**Nielsen Rating:** A measurement of the percentage of U.S. television households tuned to a network program for a minute of its telecast.

**Pitch vs. Story Format:** the direct sell or story formats used in radio advertising.

**Voice-Over:** The voice of an unseen narrator or a reporter in TV while a tape is being shown.

**Public Service Announcement (PSA):** A commercial that promotes programs, activities or services regarded as servicing community interests. PSAs are mostly carried by television and radio stations free of charge.

**Banner Ad:** A banner ad is an advertisement usually a graphic image that typically runs across a Web page or is positioned in a margin or other space reserved for advertisements.

# 12B: PUTTING IT ALL TOGETHER

**Team Names:**

**Date:**

---

**Pre-Production Planning** – 20 points

Target audience, purpose, attention techniques are identified using Activity Sheet 10B

**Written Script** – 20 points

Typed with no spelling/grammar errors

Format indicates who is speaking

Slogan or memorable catchy phrase

**Message Creativity** – 20 points

**A** get **A**ttention

**I** arouse **I**nterest

**D** create **D**esire

**A** stimulate **A**ction

**Performance** – 20 points

No goofs or errors in pronunciation

All words are easy to understand

Tone of voice is appropriate to message

Voice quality is engaging and energetic

**Teamwork** – 20 points

All team members made a contribution

Team members were respectful and supportive

Evidence of collaborative and problem-solving

**Comments:**

**Grade:**

---



## Glossary of TERMS

**The Media Straight Up!**  
Critical Thinking Skills for Pennsylvania's Youth



## Glossary of TERMS

**Ad Copy:** The printed text or spoken words in an advertisement.

**Addiction:** A chronic brain disorder characterized by the loss of control of drug-taking or alcohol consumption behavior, despite adverse health, social or legal consequences to continued drug use. Addiction is characterized by relapses during recovery.

**Advertiser:** The individual or company who advertises their product or service.

**Advertising:** Refers to all forms of the practice of calling public attention to a product or service through the media; or refers to the business/occupation of preparing advertisements.

**Advertising Budget:** Money set aside by the advertiser to pay for advertising.

**Advocacy Advertising:** Advertising used to promote a position on a political, controversial or other social issue.

**Affiliate:** A broadcast station bound via contractual relationship with one or more networks (e.g., ABC, CBS, FOX, NBC) to carry the network's programs and commercial announcements.

**AIDA:** Stands for Attention, Interest, Desire, and Action. This is the historical model of how advertising works, by first getting the consumers' attention, then their interest, then a response.

**Alcohol:** The intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols including methyl and isopropyl alcohol. Alcohol is a depressant drug with potential for abuse and addiction.

**Alcohol Concentration:** The alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath as indicated by an evidential breath test.

**Alcoholism:** It is a primary, chronic and treatable illness with genetic, psychosocial and environmental factors influencing its development. It is often progressive and fatal. It is characterized by denial, continuous or periodic loss of control over drinking and preoccupation with the drug/or alcohol, the use of the alcohol/drug despite adverse consequences and distorts thinking. A psychological addiction is a mental disorder. A physiological addiction means that withdrawal symptoms will occur if that substance is removed from the body.

**Amphetamine:** This is a stimulant that affects the central nervous system in a powerful and addictive way. Some amphetamines have legitimate medical uses and this is classified as a Schedule II drug. In the 1950's, it was prescribed as an anti-depressant and diet air. It is a white, odorless, bitter-tasting crystalline powder that easily dissolves in water or alcohol. On the street, they are known as Speed, Black Beauties, Pep Pills and Uppers.



**Anabolic Steroids:** A family of compounds that include male hormone testosterone and a large number of synthetic compounds structurally related to testosterone. Available in different forms such as tablets and liquid injectables, they bring about weight gain and muscle development with potentially life-threatening side effects—cancer of the liver, prostate, and kidney.

**Anchor:** The key news reporter on television who reads the news.

**Audience:** Refers to any group of listeners, readers or viewers of a media message often identified by specific characteristics.

**Bandwagon:** This is a term used in insisting: “Everyone is doing it” and appeals to an audience to join a ground swell of public opinion and activity. It plays upon feelings of loneliness and isolation as well as the desire to be on the winning side. For example, “3 out of 4 dentists recommend...”

**Banner:** A banner is an advertisement usually a graphic image that typically runs across a Web page or is positioned in a margin or other space reserved for advertisements.

**Barbiturates:** Depressant drugs that produce relaxation and sleep.

**Beautiful People:** The use of good-looking models in ads to suggest that we will look like the models if we buy the product.

**Billboard (BB):** In outdoor media, it is large format advertising displays intended for viewing from extended distances.

**Blood Alcohol Content (BAC):** The amount of alcohol to blood, typically expressed in hundreds, e.g. .10 BAC.

**Brand, Brand Name, or Branding:** An identifying symbol, word(s), mark or combination of the same, developed to separate one company’s product or services from another. A brand name is the name of the distinctive product, service, or concept and branding is the process of creating and disseminating the brand name.

**Buzz:** A drug high.

**Buzzwords:** A word or phrase used by some members of an in-group that have an imprecise meaning but sounds impressive to outsiders.

**Caffeine:** A mild stimulant found in coffee and kola nuts. Caffeine is the most widely used drug in the world.

**Campaign:** This is an advertising effort for a product or service over a given period of time.

**Cannabis:** The botanical name for the hemp plant from which marijuana is derived.

**Circulation:** The total number of people who have an opportunity to be exposed to a media message.

**Click:** On the web, a click is when a “visitor” interacts with an advertisement.

**Club Drugs:** This drug category includes drugs like Ecstasy, Herbal Ecstasy, Rohypnol, GHB, Ketamine, and LSD. Club drugs are colorless, tasteless, and odorless and can be added unobtrusively to beverages by individuals who want to intoxicate or seduce others. Some other street names for these drugs are X, E, XTC, the Hug Drug, the Love Drug, Liquid Ecstasy, Salty Water, Georgia Home Boy, Special K, and Roofies.

**Cocaine:** Categorized as a Schedule II drug, it has legitimate medical uses as a local anesthetic for ear, nose and throat surgery, but has a high potential for abuse. It is a highly addictive stimulant drug derived from the coca plant that produces profound feelings of pleasure. Cocaine is usually seen on the street in the form of a fine white powder, flakes, small chunks or a combination thereof. Some slang names for cocaine are Coke. C, Snow, Uptown, Toot, Blow, Flake, Nose Candy, and Snort.

**Comparative Advertising:** An advertising appeal that consists of explicitly comparing one product brand to a competitive brand.

**Construct:** Refers to the process of making, creating, or producing a media message. Different types of media messages use different construction processes. Different elements are combined in the construction process, including language images, and sound. Deconstruction of media messages consists of looking at all the elements of the messages and asking about their intent.

**Consumer Advertising:** Advertising directed at an individual purchaser who will actually use a product for his or her own benefit, rather than to a business or dealer.

**Controlled Substances:** It means a drug or other substances specific of the federal Controlled Substances Act, which is designed to limit access to drugs by creating a series of schedules establishing various levels of control. Marijuana, heroin and LSD for example, are in Schedule I. The Controlled Substance Act does not include distilled spirits, wine, malt beverages, or tobacco.

**Controlled Substances Act (CSA):** Title II of the federal Comprehensive Drug Abuse Prevention and Control Act of 1970, is the legal foundation of the government's fight against abuse of drugs and other substances. This law is a consolidation of numerous law regulating the manufacture and distribution of narcotics, stimulants, depressants, hallucinogens, anabolic steroids and chemicals used in the illicit production of controlled substances.

**Cookie:** This is a file on a web user's hard drive that is used by websites to record data about the user.

**Credibility:** Is the quality of being believable. When a media message is credible, it is reliable and trustworthy.

**Critical Viewing:** Is the ability to use critical thinking skills to view, questions, analyze, and understand issues presented in visual media, including photography, film, television, video, and the Internet.

**Deceptive Advertising:** A representation, omission, act or practice that is likely to mislead consumers acting reasonably under the circumstances.

**Deconstruct:** To take apart, analyze, or break down a media text into its component parts in order to understand how and why it was created.

**Demographic Segmentation:** Dividing consumers into groups based on selected demographics, so that different groups can be treated differently.

**Demographics:** Recognizable characteristics of media consumers such as age, gender, education and income level.

**Depressant:** Drugs that depress the central nervous system resulting in sedation, relieve anxiety, and produce sleep. Depressants include barbiturates, benzodiazepines, and alcohol.

**Designer Drugs:** Synthetic Drugs made in clandestine laboratories. Slight changes are made to illegal drugs' chemical structures producing new drugs that are not regulated under the Controlled Substance Act.

**Dopamine:** The neurotransmitter that produces feelings of pleasure when released by the brain reward system.

**Drug:** A chemical substance that alters an individual's mood, perception or consciousness.

**Drug Paraphernalia:** Objects used to manufacture, compound, convert, produce, process, prepare, test, store, analyze, contain, inject, ingest, inhale or otherwise introduce a drug into the human body.

**Editing:** Is the production process of deciding which words, visuals, and/or audios to be used in a media message.

**Euphemisms:** The use of a word or phrase that is less offensive or distasteful. For example, “passed away” rather than “died.”

**Figurative Language:** Language that cannot be taken literally since it was written to create a special effect or feeling.

**Four Ps:** Stands for Product, Price, Place or Promotion.

**Gatekeepers:** Those in control of the flow of information such as editors, producers or reporters. The gatekeepers select a piece of information for public consumption.

**Genre:** Is the form or type of media message , such as sitcom, drama, newspaper, feature film or ad.

**GHB:** A Schedule I drug, it gained popularity in the body-building community. It is usually seen as either a salty tasting white powder or a salty tasting clear liquid and is taken orally. Often sold in the capful at raves. For most users, a small dose produces an alcohol-like feeling of relaxation. Higher doses produce strong feelings of euphoria and reduction of inhibitions. It is often used as a date rape drug because of its sedative effects. Street names include Everclear, Liquid E, Georgia Home Boy, and Grievous Bodily Harm.

**Glamorization:** The act of glamorizing; making something or someone more beautiful, attractive, popular and/or exciting, often in a superficial way.

**Glittering Generalities:** This is a propaganda technique that seeks to make the viewer approve and accept statements without examining evidence.

**Hyperbole:** Is exaggeration or overstatement for effect and not meant to be taken literally.

**Ice:** It is a purified form of methamphetamine that is ingested by smoking. Its purity is generally in the 90-98% range. The appearance is similar to broken pieces of glass or ice.

**Image advertising:** Promoting the image, or general perception, of a product or service, rather than promoting its functional attributes.

**Impression:** Is a term used by all media to quantify the number of people who have an opportunity to see an ad for a period of time.

**Infomercial:** A blending of news and advertising which typically follow familiar and trusted news formats, a talk show or documentary in attempts to sell products and services in lengthy paid advertising.

**Inhalant:** Chemicals that produce vapors that act on the central nervous system and alter a user’s moods, perceptions, feelings, personality and behavior such as airplane glue and aerosols. They are often used by adolescents because of the low cost and easy availability.

**Jingle:** A short song, usually mentioning a brand or product benefit, used in a commercial.

**Journalism:** Refers to the profession and work of journalists gathering, writing, editing and presenting information.

**Ketamine:** A rapid acting anesthetic used by veterinarians. Abuse of Ketamine produces a mellow, dreamy feeling and intense hallucinations. It is a popular club drug and has been used to commit rape. Methods of administration include oral, snorting, and injection.

**Layout:** A drawing that indicates the relative positions of the elements (e.g. headline, photo, logo, etc.) of an advertisement.

**LSD (lysergic acid diethylamide):** A very potent hallucinogenic drug that is normally taken by placing a square of blotter paper on the tongue. Effects of the drug begin 30 to 60 minutes after ingestion by the user. The drug distorts sensory perceptions and impairs judgment. Flashbacks are a phenomenon associates with LSD users.

**Marijuana:** It is a Schedule I drug usually smoked but can be eaten, which is made from the leaves of the cannabis plant. The marijuana plant is characterized by its distinctive seven leafed configurations. Some familiar slang terms are Pot, Herb, Grass, Weed, Boom, Mary Jane, Gangster, Ganja, 420, and Chronic.

**Mass Media:** Those forms of communication such as newspapers, radio and television that reach and influences large numbers of people.

**Media:** Are the means of communication in any society that provide the public with news, entertaining and advertising.

**Media Advocacy:** This is the strategic use of mass media to support community organizing to advance a social or policy initiative.

**Media Literacy:** Is the ability to access, analyze, interpret, evaluate and communicate messages in a variety of forms. It is an extension of the powerful l concept of literacy, where the skills of reading and writing are expanded to include a wide variety of message forms, including messages conveyed through language, print and electronic technologies.

**Methadone:** A synthetic opiate used to treat cancer pain and heroin addiction.

**Methamphetamine:** Methamphetamine is a stimulant that affects the central nervous system in a powerful and addictive way and it typically made in secret laboratories with expensive, over-the-counter ingredients. It is a white, odorless, bitter-tasting crystalline powder that easily dissolves in water or alcohol. In its smoked form, it is often referred to as Ice, Crystal, Crank and Glass.

**Morphine:** The most potent natural opiate compound produced by the opium poppy. Morphine is a very effective medicine for treating pain, but is very addictive and is classified as a Schedule II drug.

**Narcotic:** A substance that dulls sense and relieves pain. Narcotic refers to opium, opium derivatives, and their semi-synthetic substitutes. These substances can be taken orally, transdermally (skin Patches) or injected.

**Network:** A national or regional group affiliates broadcast stations contractually bound to distribute the same radio or television programs for simultaneous transmission

**Nicotine:** The addictive drug in tobacco. Nicotine activates a specific type of acetylcholine receptor.

**Nielson Rating:** A measurement of the percentage of U.S. television households tuned to a network program for a minute of its telecast.

**Noncommercial Advertising:** Radio and television advertising that is designed to educate and promote ideas or institutions, e.g., public service announcements.

**Opiates:** Any of the psychoactive drugs that originate from the opium poppy or that have a chemical structure like the drugs derived from opium, such as heroin.

**Outtakes:** Unused film or news footage.

**PCP (Phencyclidine):** Originally developed as an anesthetic by the Parke-Davis Company in 1957, PCP may act as a hallucinogen, stimulant or sedative. It is a white crystalline powder in its pure form that is readily soluble in water or alcohol. This drug is commonly known as Angel Dust, Dead on Arrival and Jet Fuel.

**Persuasive Techniques:** These are methods used by advertisers to promote their products. For example: image advertising is a technique that doesn't say a lot about the product, but it is selling a lifestyle or image that they are hoping the viewer will buy into.

**Plain Folks:** This technique reinforces anti-intellectualism, implying that to be "common" is unquestionably good.

**Point-of-Purchase (POP) Display:** Advertising display material located at the retail store, usually placed in an area where payment is made, such as a checkout counter.

**Prescription Drug Abuse:** The use of medications prescribed by a licensed medical practitioner by someone other than the person for whom they were prescribed or for purposes other than those for which they were prescribed or manufactured.

**Prime Time:** The time period between 8 p.m. to 11 p.m., Eastern Standard Time, when there is the largest number of viewers.

**Promotional Spot:** A commercial advertising a television program, station or network.

**Propaganda:** A persuasive communication tool that is designed to influence a target audience's beliefs, opinions, choices, or behaviors.

**Psychedelic Drug:** A drug that distorts perception, thought and feeling. This term is typically used to refer to drugs with actions like those of LSD.

**Psychoactive Drug:** A drug that has a significant effect on mood and the way the brain works.

**Public Service Announcement (PSA):** A commercial that promotes programs, activities or services regarded as servicing community interests. PSAs are mostly carried by television and radio stations free of charge.

**Puffery:** A legal exaggeration of praise about a product.

**Rating:** 1) The percentage of a given population group consuming a medium at a particular moment. Used for broadcast media, but can be used for any medium; or 2) Refers to the label a TV show or film receives based on its content. The rating helps consumers decide which productions to either view or avoid for themselves or their children.

**Rave:** A large, all-night dance party held in a club or bar that features music described as electronic and where Ecstasy and other club drugs found their popularity.

**Reality Programming:** Television programming phenomenon that is created showing non-actors in artificially created situations, such as Big Brother.

**Representation:** The process by which a constructed media text stands for, symbolizes, describes, or represents people, places, events or ideas that are real and have an existence outside the text.

**Responsibility Advertising:** Refers to any ads that warn against inappropriate use of products such as driving after drinking or encourage use of a designated driver, that advise viewers to drink responsibly, or that inform about the legal drinking age of 21 often produced by manufacturers of liquor, wine, or beer.

**Rolling:** Under the influence of MDMA.

**Rush:** The intense feelings of euphoria that a drug produces when it is first consumed.

**Serotonin:** A neurotransmitter that regulates many functions, including mood, appetite, and sensory perception.

**Signature:** A musical theme associated with a television program, radio show, or a particular product or service. Also referred to as a Theme song.

**Social Marketing:** It is the application of commercial marketing and advertising principles to the design and implementation of mass media campaigns to advance social norms.

**Social Norms:** Are people's beliefs about the behavior that is expected of them in a particular social context.

**Sound Bite:** Is small fragment of a quotation from a source captures a single idea in a vivid or memorable way. Sound bites are used in radio and TV production to communicate ideas in a very brief period of time.

**Speedball:** It most often refers to a mixture of heroin and cocaine.

**Spin:** A story that shows a person's bias. It sometimes refers to a protracted news story that is drawn out.

**Storyboard:** A large board on which a series of illustrations, sketches, or layouts of scenes for outlining a proposed TV commercial or other work are used as a guide prior to production. They are often accompanied with captions containing dialogue or narrations.

**Steroids:** A group of synthetic hormones that increase constructive metabolism and are sometimes taken by athletes to increase muscle mass and strength.

**Stimulant:** A class of drugs that elevates mood, increases feelings of well being, and increases energy and alertness. These drugs produce euphoria and are powerfully rewarding. Stimulants include cocaine, methamphetamine, and methylphenidate (Ritalin.)

**Superimposition (super):** A process in TV production where an image, words or phrases are imposed over another image.

**Synthetic Drugs:** Drugs that are made with precursors and other chemicals in a laboratory. These drugs do not contain any natural substances.

**Tagline:** A slogan or phrase that visually conveys the most important product attribute or benefit that the advertiser wishes to convey. Generally, it is the theme of the campaign.

**Talking Head:** A person on television who is shown merely speaking from the shoulders and up with their name or organization placed at the bottom of the screen.

**Target Audience:** Is a group of people to whom a media message is directed.

**Teaser Ad/Commercial:** An advertising message, often brief, used to tease the audience by containing only bits of information about the product and which might not contain the product name. It could also be a bit of news preceding the newscast, which is intended to hook the audience.

**Testimonial:** A statement by a respected person or institution as to the merits of some products, service, or idea.

**Tetrahydrocannabinol (THC):** The active ingredient in marijuana that is primarily responsible for producing the drug's psychoactive effects.

**Tolerance:** A physiological change resulting from repeated drug use that requires the user to take larger amounts of the drug to get the same effect initially felt from the smaller dose.

**Trade Name:** The name under which a company operates or by which a product is commonly known in the industry.

**Trademark:** A symbol, design, word, letter, or brand name used to identify a specific manufacturer, product or service from competitors; usually registered and protected by law.

**Voice-Over:** The voice of an unseen narrator or a reporter in TV while a tape is being shown.

**Warm & Fuzzy:** This is a technique used to convey a sentimental image, especially families, kids and animals, to sell products.

**Weasels:** Are sneaky part of commercials. These can take the form of unseen props such as changing counter heights to make things look taller or shorter, using boxes for actors to stand taller, showing the close-ups of a small object to make it appear larger on the screen than it really is.

**Withdrawal:** The discomfort experiences both physically and/or psychologically when a person who is addicted to a drug discontinues its use.

**Word Painting:** A technique used in the radio broadcast industry that uses highly descriptive words to evoke images in reading material as an attempt to place the listener into the scene.

**Yaba:** Literally translated, it means crazy medicine. It is caffeine and methamphetamine combined in a tablet, mostly embossed with a WY. Authorities believe its use will increase.



Evaluation and  
**FEEDBACK**



**The Media Straight Up!**  
Critical Thinking Skills for Pennsylvania's Youth



Evaluation and  
**FEEDBACK FORM**

**INSTRUCTIONS:** Please complete the following form to provide us with valuable feedback on the strengths and limitations of this curriculum guide. Circle the best answer that matches your opinion.

1. My students will find these activities meaningful and engaging.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

2. Media literacy can be effectively integrated with substance abuse prevention goals.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

3. These activities can strengthen students' reading, writing, speaking and listening skills.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

4. Media literacy is an important life skill for the 21st century.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

5. These activities can be connected to my existing subject area and curriculum objectives.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

6. Students will benefit from having the opportunity to create media messages like writing letters to the editor and making an anti-drug radio public service announcement.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

7. I have the skills needed to implement the activities described in this curriculum guide.

Strongly      Agree      No opinion      Disagree      Strongly Agree      Disagree

**Mail or fax completed form to:**

Drug Free Pennsylvania, 300 N. Second Street, Suite 1215, Harrisburg, PA 17101 • Fax (717) 232-5400