

MEDIA EDUCATION FOUNDATION STUDY GUIDE



DEADLY PERSUASION

THE ADVERTISING OF ALCOHOL & TOBACCO
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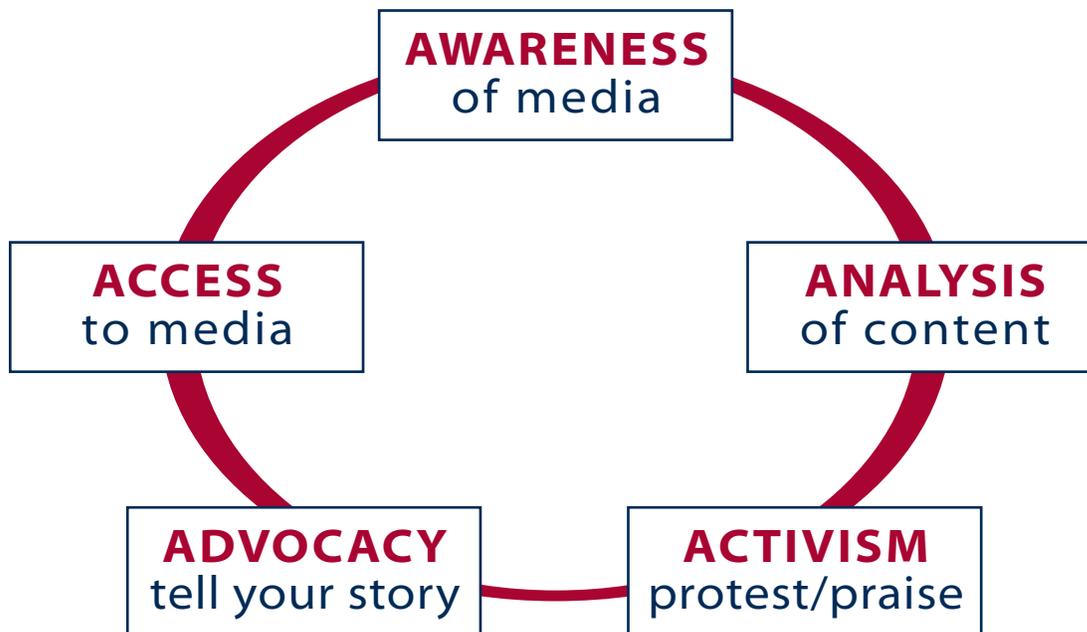
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USING THIS VIDEO IN THE CLASSROOM

- » View the video prior to showing it to your students.
- » Review the study guide and choose which exercises you will use with your students.
- » Use the previewing activities to help your students prepare for the ideas presented by the video.
- » Encourage *active listening*. Because the content of this video is likely to elicit emotional responses from the students, it is important that the students engage with each other in ways that ensure everybody has the opportunity both to speak and to be listened to. It is advised that you set guidelines or norms to ways to “actively listen” in advance of classroom discussions. Check out MEF’s handout, *Techniques for Active Listening*. (www.mediaed.org/handouts/pdf/ActiveListening.pdf)
- » Have the students keep a journal. It will be an effective place for them to explore their own attitudes and opinions and to record their observations about the media.
- » Review and discuss the handout *How to be a Critical Media Viewer*. (www.mediaed.org/handouts/pdf/CriticalViewing.pdf)
- » Incorporate activism and advocacy into your media literacy study. They are an important part of empowering students.

THE MEDIA LITERACY CIRCLE OF EMPOWERMENT



THE MEDIA LITERACY CIRCLE OF EMPOWERMENT EXPLAINED

AWARENESS

Students learn about the pervasiveness of the media in their lives.

ANALYSIS

Students discuss the forms and contents of the media's various messages as well as the intent of most media to persuade an audience.

ACTIVISM

Students develop their own opinions about the negative and positive effects of the media and decide to do something about it – this can be in the form of praise for healthy media, protest of unhealthy media, or development of campaigns to educate others with regard to the media, to change media messages, etc.

ADVOCACY

Students learn how to work with media and use their own media to develop and publicize messages that are healthy, constructive, and all too often ignored by our society.

ACCESS

Students gain access to the media – radio, newspaper, internet, television, etc. – to spread their own message. This in turn leads to further awareness of the media and how it works, which leads to a deeper analysis and so forth.

OVERVIEW

DEADLY PERSUASION: THE ADVERTISING OF ALCOHOL & TOBACCO

In *Deadly Persuasion: The Advertising of Alcohol & Tobacco* **Jean Kilbourne**, award-winning lecturer and creator of the groundbreaking *Killing Us Softly* video series, examines the manipulative marketing strategies and tactics used by the tobacco and alcohol industries. She notes that while many people acknowledge that America has a drug problem, few people realize that the most widely used and damaging drugs in the US are alcohol and tobacco. Given the amount of time, energy, and money the tobacco and alcohol industries spend on marketing their products, this “climate of denial” should come as no surprise.

And while many people feel that advertising has no effect on them personally, almost ninety percent of teenage smokers are addicted to one of three brands: *Camel, Marlboro and Newport*. These are also the three most heavily advertised tobacco brands—coincidence? Jean Kilbourne certainly doesn't think so. She argues that the advertising of tobacco and alcohol does affect us—enticing us to use these products, keeping us hooked, and perhaps most importantly, shaping our attitudes toward drinking and smoking. Furthermore, the alcohol and tobacco industries are aware of the power of advertising. These industries spend billions of dollars annually on advertising and they are spending their money wisely. While many people suffer at the hands of alcohol and tobacco addiction, these industries profit.

Illustrating her analysis with advertising examples from mainstream and trade sources, Kilbourne argues that the tobacco and alcohol industries have a clear and deep understanding of the psychology of addiction—an understanding they exploit to create and feed a life-threatening dependency on their products. By juxtaposing these ad images with facts and figures depicting the realities of tobacco and alcohol consumption—such as the fact that in America alone 1000 people die everyday as a result of smoking related illnesses and 50% of all violent crime is linked to alcohol—Kilbourne exposes the worlds created by tobacco and alcohol ads for the deceptive fantasies that they are. While these industries might want us to believe they are selling us sex appeal, good times, personal autonomy, and freedom what they are really selling is addiction and danger. Kilbourne insists that we each have a role to play in combating what she calls our “toxic cultural environment.” She urges viewers to engage with alcohol and tobacco advertising to critique it, expose it, to fight back, and to recognize what real freedom and autonomy is.

The video is divided into four sections, as is this study guide:

- » *Introduction*
- » *Part One: The Advertising of Tobacco*
- » *Part Two: The Advertising of Alcohol*
- » *Fighting Back*

PRE-VIEWING QUESTIONS

1. "If people become addicted to tobacco or alcohol it is their own, individual fault." Do you agree or disagree with this statement? Discuss.
2. Make a list of what comes to mind when you think of alcohol consumption.
3. Make a list of what comes to mind when you think of cigarette smoking.
4. What role does advertising play in our society?
5. Does advertising have any effect on you?
6. Try to recall the last time you saw a logo associated with a brand of tobacco or alcohol – where was it?
7. What was the last billboard you've seen advertising tobacco and/or alcohol?
8. What is the legal drinking age in your state or province? What is the legal age for purchasing tobacco?
9. Brainstorm a list of North America's top public health issues.
10. Define freedom.
11. In a group of four, list and write short descriptions of as many alcohol and/or tobacco ads each person in the group can recall.

INTRODUCTION

KEY POINTS

- » Many people acknowledge that America has a drug problem. Few people realize that the most widely used and damaging drugs are alcohol and nicotine.
- » Alcohol and nicotine are two of the most heavily advertised products in the US.
- » Discussion of alcohol or tobacco related problems often make people very defensive; some argue that such discussions are 'prohibitionist' or a threat to individual rights and freedoms.
- » The gravest threat to our freedom today is corporations whose top priority is increasing profit regardless of the cost to public health and private lives. Promoters of addiction can be seen as the real threat to our freedom.

QUESTIONS FOR DISCUSSION & WRITING

1. According to Jean Kilbourne what are the most damaging and widely used drugs in America? Do you consider these products drugs? Why or why not? Compare these products to other products that readily come to mind when you think of drugs (*for example cocaine*)—what similarities do alcohol and tobacco have with these products, what differences?
2. Why do some people become very defensive regarding the discussion of alcohol and tobacco related problems? How would Jean Kilbourne respond to these arguments? How would you?
3. What is a 'prohibitionist'? Is Jean Kilbourne a 'prohibitionist'? Explain.
4. What is the relationship between addiction and freedom?

THE ADVERTISING OF TOBACCO

KEY POINTS

ADVERTISING & NICOTINE: How the tobacco industry uses advertising to recruit new users and encourage dependence on their deadly products.

- » Nicotine kills more people than all other drugs combined. It kills more Americans (*over 440,000*) each year than alcohol, cocaine, heroin, car crashes, homicides, suicides, and AIDS combined (*202,000*). In the 20th century tobacco killed more people than war.
- » The economic costs of smoking are substantial: smoking related healthcare costs in the US are over \$75 billion per year; loss of productivity costs are over \$82 billion per year. These losses amount to over \$7 per pack sold in the US.
- » Cigarette smoke is harmful to non-smokers, particularly children. Many childhood health problems are related to secondhand smoke including: respiratory diseases, asthma, bronchitis, attention deficit disorder, leukemia and sudden infant death syndrome (*SIDS*).
- » Nicotine is as addictive as heroin and cocaine and for many people it is the hardest drug to quit.
- » Advertising often lies. These lies are particularly obvious in tobacco ads. For example a Newport cigarette ad that shows young, healthy people under the heading "Alive with pleasure," whereas a more truthful slogan might read "Dead with cancer." Marlboro cigarette ads link men's smoking to masculinity yet cigarette smoking is linked to lower testosterone count, sterility, and impotence.
- » Marlboros were first marketed as a 'woman's cigarette'; Philip Morris the company that makes Marlboros changed strategies when they realized women will almost always use a product designed for men but men will rarely use a product designed for women.
- » Marlboro was repositioned as the ultimate man's cigarette with the image of the cowboy. This marketing strategy has been phenomenally successful. Marlboro is the leading cigarette brand in the world. Smoked by women, men, girls, and boys. Over half of all teenage smokers in America smoke Marlboros.
- » Marlboro is also the most heavily advertised cigarette.
- » The tobacco industry in the US spends over \$9 billion per year on advertising and promotion. That's over \$26 million every day.
- » The tobacco industry argues that this advertising has no effect and doesn't influence anyone. They argue the point of all that advertising is to get adult smokers to switch brands.
- » Only about 10% of smokers switch brands each year. This includes smokers who switch within brands, for example going to lighter versions of the same brand.
- » The tobacco industry in America needs 3000 new smokers a day to replace those who quit or die. 2000 smokers quit every day and 1000 smokers die.

VULNERABILITY & SMOKING: How tobacco advertisers deliberately target vulnerable populations and portray smoking as a vehicle to obtain autonomy and freedom.

- » Almost 90% of smokers start before they're 18, 60% start before high school. If you don't start smoking young, you're not likely to start. The peak years for beginning to smoke are in grades 6 and 7.
- » It is clear that the tobacco industry targets children:
 - » *"Today's teenager is tomorrow's potential regular customer and the overwhelming majority of smokers first begin to smoke while still in their teens."* (Philip Morris)
 - » *"Evidence is now available to indicate that the 14-18 year old group is an increasing segment of the*

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smoking population. R.J. Reynolds must soon establish a successful new brand in this market if our position in the industry is to be maintained.” (R.J. Reynolds)

» *“The base of our business is the high school student.”* (Lorillard Tobacco)

- » Billions of dollars is also spent on psychological research to find out what makes people start smoking and what makes it difficult for them to quit.
- » Most people don't actually like smoking when they begin, the tobacco industry is aware of this: *“To account for the fact that the beginning smoker will not tolerate the unpleasantness, we must invoke a psycho-social motive. Smoking a cigarette for the beginner is a symbolic act. As the force from the psychological symbolism subsides, the pharmacological effect takes over to sustain,”* (Philip Morris)
- » It takes only a few weeks for most people to become addicted to nicotine.
- » The theme of excitement and adventure is often used to sell cigarettes to young people.
- » Cigarette advertising is aimed at convincing young people that smoking is cool.
- » Research has shown that teens are more likely to be influenced by cigarette advertising than adults, and are more likely to be influenced to smoke by cigarette advertising than by peer pressure.
- » While most teens would say there are not influenced by advertising, 88% of teenage smokers smoke one of 3 brands: Camel, Marlboro and Newport. These are also the 3 most heavily advertised brands of cigarette.
- » 14% of high school boys use spit tobacco. The development of starter products with features such as pouches and cherry flavoring has seen spit tobacco move from a product used primarily by older men to one now used primarily by young men and boys.
- » The tobacco industry refers to the 80% of smokers who want to quit as 'pre-quitters.' Most smokers want to quit almost as soon as they become addicted. To counter this desire tobacco advertising must minimize the health dangers of smoking. Ads often depict young, healthy people engaged in physical activity and/or scenes of wide-open spaces, nature as pure and invigorating—scenes in which the whiff of a little cigarette smoke couldn't possibly do any harm.
- » Though the ads show smokers having a lot of fun, a heavy smoker is about 4 times more likely to have a history of major depression than non-smokers—if you're depressed you're more likely to smoke.
- » Vulnerable people are most at risk when it comes to tobacco; the mentally ill have extremely high smoking rates. Vulnerable children—those with low self-esteem, physically abused children, and kids who drop out of school are more likely to smoke.
- » In general today the lower one's status, income, and educational achievements—the less powerful one is in our society's terms—the more likely one is to smoke.
- » African-American and Hispanic teens have long had lower rates of smoking than Caucasian teens, but their rates are increasing as they are increasingly targeted by the tobacco industry through advertising.
- » Most African-American smokers prefer menthol cigarettes, and so the tobacco industry exploits this fact in its advertising of mentholated brands to African-Americans, particularly teens—about 40% of Black adult smokers smoke Newports; 80% of Black young smokers smoke Newports.
- » Asian-American and Pacific Islanders have the lowest smoking rate of all major American racial and ethnic groups but they too are increasingly targeted in advertisements.
- » Tobacco advertising often portrays the smoker as someone who is heroically resisting the conformist pressure of society. Given that smokers feel increasingly marginalized these days and are often people

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who already feel powerless in our society this is an effective tactic. The ads make it seem as if smoking is a statement of autonomy, freedom, and independence.

» Research has shown that the tobacco industry's anti-smoking ads, such as "Tobacco is Whacko," are actually cleverly designed to increase smoking by young people.

FEATURE FILMS & HOLLYWOOD ACTORS: How Hollywood glamorizes smoking and serves as a marketing vehicle for the tobacco industry.

» Feature films have become marketing opportunities for tobacco companies. A recent study found that smoking occurred in feature films much more frequently than in real life. Studies have also shown a link between smoking in films and increased smoking by kids.

» Screenwriter Joe Eszterhaus (*Basic Instinct*, 1994), diagnosed with throat cancer as a result of a lifetime of smoking, wrote a letter to the Hollywood community in which he said, "What we are doing by showing larger than life movie stars smoking on screen is glamorizing smoking. A cigarette in the hands of a Hollywood star on screen is a gun aimed at a 12 or 14 year old."

GIRLS, WOMEN & SMOKING: Brands like Virginia Slims have targeted women and young girls by exploiting liberation and freedom, sexualizing smoking, and linking smoking with weight loss.

» Today smoking rates for girls are reaching smoking rates for boys.

» Within six years of the Virginia Slims launch in 1968 the percentage of teenage girls who smoke nearly doubled.

» Correspondingly, in the past 20 years lung cancer rates among women in the US has increased almost 400%, surpassing breast cancer as the leading cancer killer of women.

» Other health risks for women linked to smoking include: cervical cancer, osteoporosis, and pregnancy and birth problems such as infertility, stillbirth, and long-term damage to babies.

» Smoking has long been linked by advertisers to liberation and freedom for women. Virginia Slims' first slogan was the infamous "You've come a long way baby." The more recent "Find your voice" campaign also promises empowerment for women via addiction.

» Tobacco advertisers continue to use the theme of liberation and freedom in ads targeting women. They also imply that smoking is sexy. Girls are told that smoking will not only keep them thin but also that cigarettes are a kind of beauty accessory.

» Some modeling agencies specialize in the genre of 'sexy smoking.' And there are Internet sites devoted to the sexual fetish known as 'smoking glamour.'

» Smoking and fashion have been closely connected for many years with fashion layouts, in addition to ads, featuring models smoking.

» One reason women and girls smoke is their terror of gaining weight. Most cigarette ads aimed at women and girls use the words 'slim' or 'slender.'

HOW INTENTIONAL IS IT? Explanation of ads placed in advertising industry publications, which expose the motives of the advertisers.

» When advertisers advertise to each other and to corporate executives in the ad industry's major publication *Advertising Age* we see that behind the scenes we, the audience, become the product. The media—

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including magazines, network television stations like MTV, even Internet sites—promise that they can deliver a captive audience of consumers to anyone who places an ad with them.

» Research has shown that about 20% of young people are leaders and about 80% are followers. If advertisers target the leaders the followers will be part of the deal. As MTV said in an ad aimed at advertisers, “Buy this 24 year old and get his friends absolutely free.” This message is in stark contrast to MTV’s public image in which it tells young people they’re independent free thinkers.

CENSORSHIP: The affect advertising has on honest journalism about smoking and other public health issues.

» Many people rely on the media for health information but there’s a tremendous amount of distortion and censorship on behalf of advertisers. When *LIFE* magazine devoted a whole issue to the question—How can we keep our children safe?—one of the topics was drugs. They did not mention alcohol or tobacco, two of the most dangerous drugs to children. The ad on the back cover of that issue was for cigarettes—they couldn’t mention tobacco without losing that ad, so they didn’t.

» Today censorship of the press is happening on behalf of huge, powerful, multi-national conglomerates, the sellers of alcohol, tobacco, junk food, diet products, and more.

» Just as it is difficult to be healthy in a toxic physical environment—if we’re drinking polluted water, or breathing polluted air—it is difficult to be healthy in a toxic cultural environment in which we’re surrounded by unhealthy messages that sacrifice our health for the sake of corporate profit.

QUESTIONS FOR DISCUSSION & WRITING

1. Jean Kilbourne clearly sees tobacco as a major health threat. What evidence does she give to support her argument? Given the evidence, do you agree or disagree that tobacco is a major public health issue?
2. Jean Kilbourne says that advertising often lies. What examples does Kilbourne use to illustrate how tobacco advertising lies? Can you think of any other examples of advertising for tobacco or other products that lie and/or hide the truth?
3. Marlboros were originally marketed as a women’s cigarette. Why did the company switch marketing strategies? What do you think of this tactic?
4. Marlboro is the most successful cigarette brand in the world. It is also the most heavily advertised. Most people say that advertising does not have any effect on them personally. Discuss.
5. For most people, smoking the first few cigarettes is very unpleasant. Why then do so many people continue to smoke? What role does tobacco advertising play in the experience of smoking those first few cigarettes?
6. In the US, a person has to be 18 to buy cigarettes, 19 in Canada. Jean Kilbourne quotes internal documents indicating that the tobacco industry clearly targets people younger than 18 in their efforts to recruit new customers. Why does the tobacco industry target young people? How do they target young people?
7. According to Kilbourne, how does the tobacco industry minimize the health risks associated with smoking? Can you think of any other examples of how the tobacco industry minimizes these risks?
8. According to Kilbourne and screenwriter Joe Eszterhaus, what is the effect of placing cigarettes in feature films? Do you agree or disagree with their assessments? Discuss.
9. What is the link between the launch of the cigarette brand Virginia Slims and smoking rates for girls?
10. According to Jean Kilbourne what tactics do tobacco ads use to target women and girls? Do you think these tactics are effective? Discuss.

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11. Jean Kilbourne says that when it comes to advertising and the media “we are the product... we’ve always been told that the program is brought to us by the sponsor but the truth is exactly the opposite, we are brought to the sponsor by the program.” Would you agree or disagree? Discuss.

12. According to Jean Kilbourne is the media a reliable source for health information? Do you agree or disagree with her assessment? Discuss.

13. According to Jean Kilbourne what kind of censorship must we be most weary of today? Do you agree or disagree? Discuss.

14. What is meant by a “toxic cultural environment”? Do you think we live in one? Discuss.

ASSIGNMENTS & ACTIVISM ACTIVITIES

1. In the video Jean Kilbourne looks at specific ads to analyze how tobacco ads work. For example she notes how a slogan like “I get enough bull at work. I don’t need to smoke it,” or a photo of a maid tipping the ashes of her cigarette into the food she’s about to serve to her rich bosses, appeals to people who feel powerless in today’s society and kids who resent authority figures.

For this assignment collect a sampling of tobacco ads (5-10). Analyze each ad. In your analysis consider the following:

- » Think of five adjectives to describe the ad.
- » How does the ad work to make cigarette smoking attractive?
- » Who is the target audience for the ad? In other words, who do you think it will appeal to?
- » What feelings or emotions is the ad trying to associate with the product? To what effect?
- » How do gender, race and class feature in this ad?
- » Do any of the ads you’re analyzing work in similar ways to those cited by Jean Kilbourne?
- » In this video Jean Kilbourne says that tobacco advertising often lies. In your opinion is this ad lying or in anyway hiding the truth?
- » Is this ad socially responsible? What does it mean for an ad or company to be socially responsible?

Present your ads and analyses to the class.

2. According to Jean Kilbourne, tobacco advertisers deliberately target vulnerable populations. The *Campaign for Tobacco Free Kids* has stated, “While tobacco use has attracted a great deal of attention in the United States, fewer than five percent of the world’s smokers live in the US. Worldwide, more than four million people die each year from tobacco use. If current trends continue, tobacco will kill 10 million people a year by 2020; 70 percent of those deaths will occur in developing countries. Every day the tobacco companies increase their marketing efforts to addict more smokers around the globe, focusing especially on the ‘untapped markets’ of women and children in the developing world” (tobaccofreekids.org/campaign/global/).

a. Research and write a report on some of the tactics used by tobacco companies to recruit new customers around the globe, particularly those in the developing world. The report “How do you sell death?” published by the *Campaign for Tobacco Free Kids* and available online may be a useful place to start. (tobaccofreekids.org/campaign/global/FCTCreport2.pdf)

b. Compare and contrast tobacco ads you see in your country with ads found in other countries. If you

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have access to the Internet you can do this by visiting the *Campaign for Tobacco Free Kids* online ad gallery, which has examples of various types of tobacco ads (*i.e. billboards, magazine ads*) from all over the world (www.tobaccofreekids.org/adgallery). Additionally your library may carry magazines and newspapers from around the world where you can find tobacco ads. Analyze each ad. In your analysis consider the following:

- » What type of ad is it? Why would this format be effective in the country in which the ad was found? For example if the ad is in a developing country is it more effective to place the ad in a magazine or on a billboard?
- » Who is the target audience for the ad? In other words, who do you think it will appeal to?
- » What feelings or emotions is the ad trying to associate with the product? To what effect?
- » How does the ad work to make cigarette smoking attractive?
- » Is the ad selling anything besides cigarettes?
- » How do gender, race and class feature in this ad?
- » Why do you think this particular ad might be effective in the country in which it was found?
- » In the video Jean Kilbourne says that tobacco advertising often lies. In your opinion is this ad lying or in any way hiding the truth?
- » Is this ad socially responsible? What does it mean for an ad or company to be socially responsible?
- » Finally, don't forget to compare and contrast! In what ways are the ads from different countries different? How are they similar?

Present your ads, analyses and ad comparisons to the class.

c. Using the information you've researched and the evidence you've compiled through ad analysis start a campaign to ask tobacco companies to stop targeting vulnerable populations, like the third world. This project may be best accomplished as a group; different groups may want to take on different aspects of the campaign. The campaign can take any form; it's your campaign so be creative!

3. In 1964 the US Surgeon General released its first report linking smoking and health risks, *Smoking and Health: Report of the Advisory Committee to the Surgeon General of the Public Health Service* (the report is available online at www.cdc.gov/tobacco/sgr/sgr_1964/sgr64.htm).

Research and write a paper on the effects of that report. How was it received by the public? By the tobacco industry (remember the *Virginia Slims* campaign was launched in 1968)? What effect has that report had on cigarette smoking today? Present your findings to the class.

4. Jean Kilbourne cites many cigarette ads to illustrate how the tobacco industry often frames smoking as a rebellious act, which often appeals to young people. Matthew L. Myers, President of the *Campaign for Tobacco-Free Kids*, said in a press release, "We urge Lorillard and all the tobacco companies to stop their current youth prevention programs, which do more harm than good. There is no evidence that any of these tobacco industry programs are effective and some evidence, presented in an American Legacy Foundation study released in May, that these programs may even be counterproductive. Lorillard's "Tobacco is whacko if you're a teen" program, for example, frames smoking as an adult activity, which, as any parent knows and internal tobacco industry documents recognize, is one of the most effective ways to tempt rebellious teens to try something" (August 5, 2002). You

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can read the press release at tobaccofreekids.org/Script/DisplayPressRelease.php3?Display=529.

- a.** Do your own analysis of tobacco-company sponsored anti-smoking campaigns like “Tobacco is Whacko.” Do you think these campaigns are effective? Why or why not? In what ways might they actually work to encourage teens to smoke? What is the purpose of sponsoring an anti-smoking campaign if your ultimate goal is that the campaign fail?
- b.** Now come up with your own anti-smoking campaign. Working independently or with a group design an anti-smoking campaign that will work! Start with a plan. Who is your target audience? How will you grab their attention? What information will you need to back up your campaign (*for instance statistics on deaths related to smoking*)? Be creative! Put your plan into action.

Remember blaming the smoker may not be the best tactic here, smokers, after all, are addicted to smoking and laying the blame on the addict may only serve to frame smokers as a marginalized group forced to rebel against a restrictive society—just something to keep in mind! It may be useful to find some campaigns that seem to be working in their efforts to prevent smoking, the websites www.gosmokefree.ca and www.thetruth.com provide some good examples.

5. In the video, Jean Kilbourne reveals that she was once addicted to smoking herself. She began to smoke when she was just 13 and says she began smoking for all the same reasons many young people begin to smoke: she wanted to seem sexier, wilder, more glamorous, more grown up. Instead she ended up with an addiction that it took many years to kick.

In this assignment you are asked to interview at least three smokers or ex-smokers to find out why they started smoking and what they think of tobacco advertising. It will be helpful if you can tape-record your interviews, but if that’s not possible taking notes also works well.

Let your interviewees know that they will remain anonymous, that is you won’t use their real names in your report. Remember to always treat your interviewees with respect. Your objective is not to make your interviewees feel bad about smoking; this is not an interrogation! Your objective is to ask smokers/ex-smokers to respond to questions that you can then analyze in light of what you’ve seen in the video.

Possible questions might include (*if interviewing ex-smokers adapt suggested questions as necessary; you’re also encouraged to create your own questions*):

- » When did you start smoking?
- » How long have you been smoking?
- » Did you enjoy smoking your first cigarette?
- » Why did you start smoking?
- » Why do you continue to smoke?
- » Have you ever tried to quit?
- » Do you want to quit?
- » What do you think of tobacco advertising?
- » Do you think tobacco advertising has any effect on you?

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- » What brand of cigarette do you smoke? Why?
- » What is it like being a smoker in society today?

Keeping the video in mind, analyze your interviewees' responses. Compile these analyses in a report.

As you analyze the responses keep the following in mind: Do you notice any similarities in your interviewees' responses and information presented in the video? For instance did they begin smoking for any of the same reasons Jean Kilbourne began smoking? Do your interviewees smoke one of the three most heavily advertised brands? Do you notice any differences in your interviewees' responses and the information presented in the video? In talking with your interviewees did you discover any information relevant to Jean Kilbourne's discussion of tobacco but not presented in the video?

Discuss your findings with the class and share your report with your interviewees.

Organize a screening of *Deadly Persuasion: The Advertising of Alcohol & Tobacco* and invite people who participated in the interviews to attend. Have a facilitator lead the audience in a discussion following the screening.

6. (Adapted from the Killing Us Softly 3 Study Guide)

- a. Jean Kilbourne says tobacco advertising targets women and girls in very specific ways. One of its most powerful tools is to link smoking to thinness.

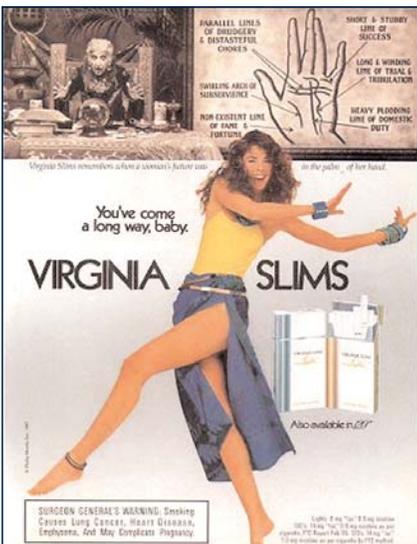
Mary Pipher, author of *Reviving Ophelia* notes, "...the omnipresent media consistently portrays desirable women as thin... In the last two decades we have developed a national cult of thinness. What is considered beautiful has become slimmer and slimmer. For example, in 1950 the White Rock mineral water girl was 5 feet 4 inches tall and weighed 140 pounds. Today she is 5 feet 10 inches and weighs 110 pounds. Girls compare their own bodies to our cultural ideals and find them wanting. Dieting and dissatisfaction with bodies have become normal reactions to puberty. Girls developed eating disorders when our culture developed a standard of beauty that they couldn't obtain by being healthy. When unnatural thinness became attractive, girls did unnatural things to be thin."

- » Look through 2-4 mainstream women's magazines. Tear out all the ads, and fashion and photo shoots featuring thin models or actresses. Next tear out all the articles that have to do with thinness or dieting (for instance articles on "How to get a bikini-body"). How much of the magazine is left? What effect might these magazines have on the body image of the women and girls who read them?
 - » Watch an hour of primetime television and record what commercials, music videos, or shows come on. As you watch, count and record how many thin and non-thin women you see. In addition, make a chart of the clothes worn and roles played by the thin women versus the non-thin women. How do the thin and non-thin women compare? Are their roles and/or clothing similar or different? Which characters are more likeable? What effect might this have on the way people in the audience feel about women's bodies?
 - » Do you agree or disagree that our society has "developed a national cult of thinness"? What might some of the consequences of this "cult of thinness" be?
- b. Collect at least ten cigarette ads for brands marketed to women (you may use the same ones you tore out of magazines in **exercise 6a** if any of those ads were for tobacco). Analyze the ads.

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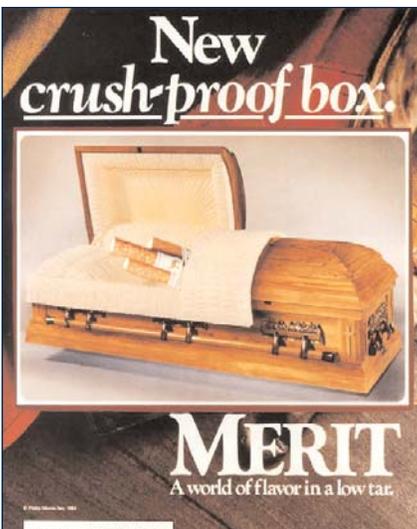
- » Do the ads contribute in any way to what Mary Pipher calls our “national cult of thinness”? How? What might some of the consequences be?
- » Do any of the ads you’ve found NOT use the words slim, slender, or thin (or similar words)? Why are words like ‘slim, slender, and thin’ used in tobacco advertising?
- » Jean Kilbourne says that in addition to linking cigarettes to thinness, tobacco ads often link smoking to freedom and autonomy for women, do any of your ads do this?
- » Is this ad socially responsible? What does it mean for an ad or company to be socially responsible?

c. Reflecting on the work you’ve done in **6a** and **6b**, create a response piece. In your piece express your thoughts and feelings about the way advertisers link smoking and thinness, and more generally what you think and feel about our society’s national ‘cult of thinness.’ Do you feel angry, sad, frustrated? Your response piece can take any form—maybe it will be a poem or a song, maybe visual art or a performance piece—it’s your response piece so it’s up to you. Share your response piece with the class.



7a. This ad for Virginia Slims is from 1987. The text reads: “Virginia Slims remembers when a woman’s future was in the palm of her hand.” (For more examples of older Virginia Slims ads see: www.wclynx.com/burntofferings/adsvirginiastlims.html).

- » How does this ad compare to the tobacco ads aimed at women in magazines today?
- » How have the tactics employed by tobacco advertisers changed? How have they stayed the same?
- » “You’ve come a long way baby” is a famous campaign slogan. Why do you think this slogan was so effective? In *No Logo* Naomi Klein says that advertisers have become quite adept at co-opting dissent and exploiting political and social movements to sell products. With Klein’s analysis in mind what are the links between the “You’ve come a long way baby” campaign slogan and the emergence of feminism? What effect does an ad like this have on the meaning of feminism?



7b. Using the ads you’ve collected for exercise **6b**, BADvertize! The artists at The BADvertising Institute (www.badvertising.org) use art as a creative form of resistance. They take real cigarette ads and doctor them to be more truthful in their depictions of smoking. For example the following ad created by Bonnie Vierthaler. For some suggestions on how to BADvertize visit the website www.badvertising.org/how.html. The online lesson plan at lessons.ctaponline.org/~bchavanu/ also provides some useful tips and links.

8. Many young women begin to smoke because they believe it will keep them slim (many anti-smoking advocates note that if this were true you would never see an overweight smoker). Though many young women know there are health risks associated with smoking, pressures to be thin are so pervasive they are willing to do anything to be thin, even if the end result is illness and death. With this in mind, create an anti-smoking campaign targeting young women who

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smoke because of their terror of gaining weight. Put your campaign into action!

Keep in mind thinness does not necessarily equal being healthy or fit. Many of the activities people do to maintain a healthy weight, like playing sports, are hampered by smoking.

9. In this section of the video, *The Advertising of Tobacco*, Jean Kilbourne focuses on issues related to the advertising of tobacco and the health risks associated with smoking cigarettes. In this assignment you are asked to shift your focus a little.

a. Research and write a paper that examines tobacco production. Some questions to consider are: Who produces tobacco? Where? What are some of the effects? Are there any health risks associated with growing tobacco (*i.e. tobacco farmers are exposed to pesticides*)? What impact does tobacco production have on the physical environment?

b. Compile a collection of tobacco ads (*at least 10*). Write an analysis, which compares and contrasts the information you uncover regarding tobacco production, to the ads you have collected. Do you notice any differences between the cigarette-smoking world portrayed in the ads and the tobacco-producing world you've researched? Any similarities? Present your analysis to the class.

c. Using the information you researched in **9a**, BADvertise the ads you collected for **9b**. Alter your ads to reflect the working conditions faced by tobacco farmers or the impact of tobacco production on the environment. The artists at The BADvertising Institute (www.badvertising.org) use art as a creative form of resistance. They take real cigarette ads and doctor them to be more truthful in their depictions of smoking (*see exercise 7b above*). For some suggestions on how to BADvertize visit the website www.badvertising.org/how.html. The online lesson plan at lessons.ctaponline.org/~bchavanu/ also provides some useful tips and links.

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KEY POINTS

- » The alcohol industry spends \$3 billion per year on advertising.
- » Alcohol advertising is our main form of alcohol education. Our attitudes about alcohol have been shaped primarily by the alcohol industry.
- » Alcohol ads normalize heavy drinking and link sex and happiness to drinking.
- » Alcohol advertising is designed not only to get us to drink but to get us to develop certain attitudes about drinking.
- » Alcohol is related to parties, good times, and fun but it is also related to depression, suicide, murder, and violence. These connections are not made in the ads and in general they are not made throughout the media.

ALCOHOL & SEX: The glamorized version of sex that is sold by the alcohol industry versus the reality of the relationship between alcohol and sex.

- » Young men in particular are told that alcohol will make them great lovers despite the fact that in many cases the opposite is true. As Shakespeare said, "Drink provokes the desire, but it takes away the performance."
- » One of the main promises of alcohol is that it will improve our sex lives. However, the relationship between alcohol and sex is often negative. Alcohol is related to: sexually transmitted diseases, especially AIDS; rape, especially date and gang rape; unwanted pregnancy; and sexual dysfunction for both men and women.

OBJECTIFICATION & THE TRIVIALIZATION OF ALCOHOL-RELATED VIOLENCE: How women's bodies are used to sell alcohol, and advertising trivializes and minimizes the very real epidemic of alcohol-related violence against women.

- » Women's bodies feature frequently in alcohol advertising. Sometimes the product is framed as female—a sexualized object of desire; alternately a woman's body may become the product, or she may be inside the bottle. Brands and logos are sometimes imprinted on women's bodies.
- » Men are generally assumed to be sexist jerks in alcohol advertising, interested only in sex and terrified of real relationships.
- » Women have long been objectified and stereotyped in alcohol advertising, particularly in beer commercials. While these ads do not directly cause the increasing and widespread violence against women we see in our society today, they play a role in creating a culture that treats women as things.
- » Often violence against women is related to alcohol. 50% of sexual assaults and domestic violence are related to alcohol.
- » Alcohol is especially related to date rape on college campuses. 1 in 5 college women are sexually assaulted, 90% know their assailant.
- » Many ads imply that alcohol will lead to unexpected consequences—in the ads these consequences are always positive. In reality, the consequences are often negative.
- » Over 50% of all violent crime is linked to alcohol. Alcohol often makes people aggressive, belligerent, and violent—but sometimes alcohol advertising even makes light of this.

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OPENING UP NEW MARKETS: Targeting young women & children. Techniques used by advertisers to encourage young women and children to drink.

- » Adult Americans are drinking less these days, over 1/3 of adult Americans don't drink at all. So the alcohol industry has to try to open up new markets—to get groups that don't drink much to drink more.
- » Alcohol advertising heavily targets young women. Girls today are 4 times more likely to begin drinking before age 14 than their mother's were. 12% of 8th grade girls reported binge drinking in the past 2 weeks.
- » Women, because of their physiology, get drunk more quickly than men and the disease of alcoholism progresses more quickly.
- » Alcohol increases women's risks of: pregnancy complications; fertility problems; breast cancer; depression; and sexual assault.
- » Alcohol advertising offers women alcohol as a means to be sexy, confident, independent, and break the rules.
- » Like the tobacco industry, the alcohol industry denies that it targets children in its advertising. However the industry uses many techniques designed to attract children including the use of cartoon characters and talking animals.
- » The alcohol industry has to attract children because the younger people are when they start drinking the greater the risk of addiction. People who start drinking before the age of 15 are four times more likely to become addicted than those who wait until they are older.
- » In 2001 the alcohol industry introduced 130 new spirits, 46 new beers and 103 new wines. A lot of these products were aimed at a young audience with sweet tasting drinks bearing the brands of hard liquor such as Bacardi's Bacardi Silver or Jack Daniel's Hard Cola.
- » Young people are important to the alcohol industry not only because they might become addicted in the future but because they spend a lot of money on alcohol in the present. The most widely used illegal drug in America is beer, specifically Budweiser.
- » Underage drinkers account for 12% of all alcohol sales. Recent evidence suggests that alcohol damages the brains of young people and that the damage may be irreversible.
- » The leading causes of death for young people in America are: car crashes, homicides and suicides—many of which are alcohol-related.
- » The beer industry targets young people by putting their ads in youth-orientated publications, television, and radio shows. Young people see more ads for beer than for jeans, sneakers, or gum.
- » Over 80% of beer web sites and over 70% of distilled spirits websites use techniques particularly attractive to underage audiences such as cartoon characters and trendy rock bands.
- » Through sponsorship the alcohol industry has infiltrated the worlds of music and sport—worlds particularly important to young people.

THE COLLEGE MARKET: Techniques advertisers use to deliberately target people in their college years.

- » The college market is especially important to the alcohol industry because college students drink more than their non-college peers.
- » The college alcohol market is over \$5 billion a year; college students in America spend more money on alcohol than on books.
- » Additionally, the alcohol industry targets college students with a view to establishing a lifetime of brand loyalty.

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- » Drinking is the number one problem on every college campus in the US. On an average day, 4 college students die in alcohol-related accidents while 1,370 are injured; 192 college women are raped or sexually assaulted after drinking.
- » Of students in college in America today, the same percentage will eventually die of alcohol related causes as get advanced degrees.
- » Of course not all college students have drinking problems or even drink. In any environment a few people are doing most of the drinking. 10% of the drinking population consumes over 60% of all the alcohol sold. For the alcohol industry, addiction means profit.

SOCIAL (IR)RESPONSIBILITY: The alcohol industry's interest in normalizing & encouraging heavy drinking despite the negative impact on individuals & society.

- » The alcohol industry says they want people to drink responsibly but they do not define what 'drinking responsibly' means. 'Responsible drinking' would actually destroy the alcohol industry. If every adult in America drank according to the American Federal guidelines for low-risk drinking—no more than 1 drink per day for a woman, no more than 2 drinks per day for a man—alcohol industry sales would be cut by 80%.
- » Heavy users are the alcohol industry's best customers; they are also often addicts, or if not addicts individuals in desperate trouble.
- » Every time an addict recovers someone loses money whether it's the pusher on the corner or the pusher in the boardroom.
- » The alcohol industry must assure the high-risk drinker and everyone around that person that his/her drinking is normal and perfectly okay. Alcohol advertising creates a climate of denial.
- » Alcohol ads often glorify and normalize symptoms of alcoholism and problem drinking, further creating a climate of denial. For example, text for an alcohol ad that reads, "How a night out with the guys became a long weekend," makes light of and encourages binge drinking and drinking more than you intended.

CENSORSHIP: The affect the alcohol industry has on honest journalism and objective education about alcohol.

- » The climate of denial is encouraged in other ways as well. For example an article in *Cosmopolitan* magazine titled "Morning After Remorse" talks about several solutions to the problem of morning after remorse following drunken sex, none of these solutions includes drinking less the night before. The article is opposite an alcohol ad.
- » In the US, efforts to have alcohol included in the Federal Drug Campaign have been defeated twice in Congress. The alcohol industry gives substantial amounts of money to politicians.
- » In the US, the alcohol industry is the primary provider of educational messages about alcohol abuse on TV.
- » When the alcohol industry runs prevention messages, its focus is almost exclusively on the issue of drunk driving. The 'designated driver' simply gives other people permission to get drunk and such ads ignore the other damage and destruction linked to alcohol.

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QUESTIONS FOR DISCUSSION & WRITING

1. The goal of alcohol ads is to get us to buy and drink the product advertised. What, according to Jean Kilbourne, are some of the other functions of alcohol ads?
2. Alcohol advertising often links alcohol to promises of a great sex—how true is this promise? What are some of the links between alcohol and sex?
3. Given the examples of ads used in this video, what stories do alcohol ads tell about gender? What might some consequences of these types of stories be?
4. The legal drinking age in the US is 21 and 19 in most Canadian provinces, yet Jean Kilbourne presents evidence that suggests the alcohol industry targets teenagers in its marketing. If young people are expected to follow the rules and not drink before they reach the legal drinking age, should the alcohol industry be expected to follow any rules regarding the legal drinking age in its marketing tactics? How might the marketing behavior of the alcohol industry be monitored?
5. Why is the college market so important to the alcohol industry?
6. What types of problems are linked to alcohol consumption on college campuses?
7. How is 'drinking responsibly' defined according to federal guidelines? According to the alcohol industry? According to you?
8. Recalling Kilbourne's ad analyses, how do alcohol ads address some of the problems associated with drinking such as drunk driving or drinking more than you intended? What are some possible consequences of this technique?
9. In the video Jean Kilbourne quotes Anheuser-Busch as saying, "We are not a social services agency that happens to make beer. We are a beer company whose primary goal is to maximize profits for our shareholders and that means selling as much beer as we can." Discuss this quote. Should the alcohol industry be held accountable for our society's alcohol-related problems? Anheuser-Busch may not be a 'social services agency' but what does it mean for a company to be socially responsible?
10. In this section of the video Jean Kilbourne says, "Every time an addict recovers someone loses money whether it's the pusher on the corner or the pusher in the boardroom." Discuss.

ASSIGNMENTS & ACTIVISM ACTIVITIES

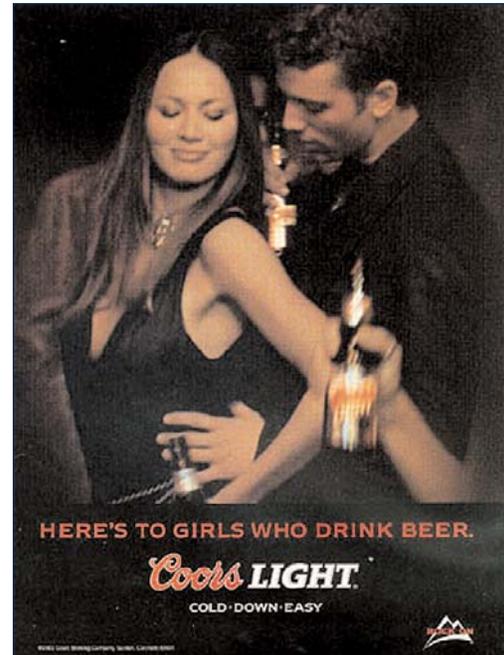
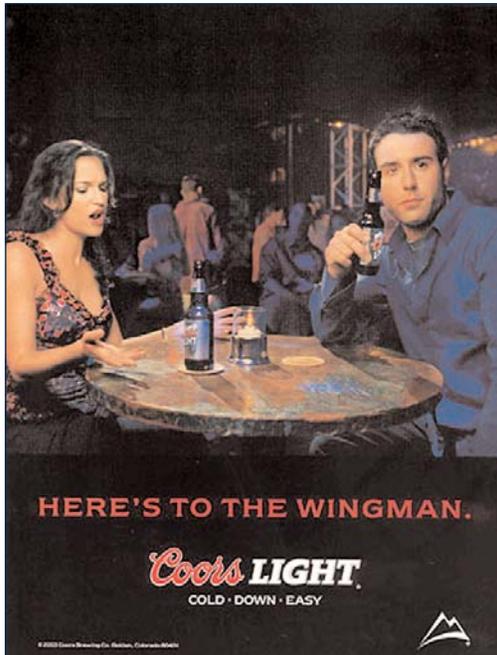
The handout *Deconstructing an Alcohol Advertisement*, available online, may be useful in this section. (www.mediaed.org/handouts/pdfs/DeconstructingAnAlcoholAd.pdf)

1. Consider the following ads for Coors Light beer. Both appeared in *Maxim* magazine in 2003. The first reads, "Here's to the wingman." *Wingman* is a slang term. If two men go to a bar and one meets a beautiful woman, the other man, because he's such a great friend, will act as the 'wingman' meaning he will entertain the beautiful woman's friend (*she is, of course, assumed to be less attractive*) so his friend can seduce the beautiful woman. The second ad reads, "Here's to girls who drink beer."

But the woman in the first ad also seems to be drinking beer, or she at least has a beer in front of her. Why is she not also toasted for being a girl who drinks beer? What is the difference between the woman in the first ad and the woman in the second ad? Jean Kilbourne says that alcohol ads often objectify and stereotype women—do these two ads objectify and stereotype women? Do they stereotype men? What effect might these two ads and others like them have on the way men view women, on the way men view themselves? On the way women view themselves, on the way women view men? What effect might they have on the way men

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and women view sex and sexuality and alcohol? Write a discussion piece considering these questions.



Write a letter to the Coors Brewing Company to let them know what you think of the way they depict women in their ad campaigns.

2. Given that 10% of the drinking population consumes over 60% of all the alcohol sold we know that heavy users, people in trouble with alcohol, are the alcohol industry's best customers. Talking about her own experiences with alcohol addiction in the book *Can't Buy My Love: How Advertising Changes The Way We Think And Feel* Jean Kilbourne writes, "It frightens me still to realize how deeply alcohol advertisers understand the precise nature of addiction and how deliberately and destructively they use their knowledge" (238).

Research some information on alcohol addiction—what is it like for someone to be addicted to alcohol? What role does alcohol play in the life of an addict?

Once you have compiled this information collect samples of alcohol ads (5-10). In light of the information you've compiled, analyze these ads. Do you see any evidence that would suggest the ads work by appealing to or taking advantage of people's addictions? For instance in the video Kilbourne says that for many addicts alcohol becomes an obsession—does the ad normalize or glamorize obsession? What effect might these ads have on alcoholics? On society in general? Do you think the alcohol industry has a responsibility to consider alcoholism when they advertise their products?

Present your ads and analyses to the class.

3. Collect a selection of alcohol ads (you can reuse the ads you collected in exercise 2 above if you like). Keeping in mind the information presented in the video about the realities of drinking (for instance the link between alcohol consumption and violence), BADvertise.

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The artists at The BADvertising Institute (www.badvertising.org) use art as a creative form of resistance. They take real cigarette ads and doctor them to be more truthful in their depictions of smoking (see **exercise 7b** in *The Advertising of Tobacco* section above). Your job is to do the same with alcohol ads, doctor your ads to be more truthful in their depictions of drinking. For some suggestions on how to BADvertize visit the website www.badvertising.org/how.html. The online lesson plan at lessons.ctaponline.org/~bchavanu/ also provides some useful tips and links.

Share your BADvertisements with the class.

Host a BADvertisement gallery showing of the classes 'new and improved' alcohol ads. Invite other classes and the public to view your work.

4. Jean Kilbourne says that college students are some of the alcohol industries best customers. In the US the college alcohol market is over \$5 billion a year; drinking is also the number one problem on every college campus in the US.

a. Research the role drinking plays on your college or university campus (or if you're not in college or university at a campus nearby). If possible, find out how much money students on your campus spend on alcohol. Can you find any evidence to suggest that drinking is a problem on your campus? For instance, has it been publicly linked to any on-campus accidents or sexual assaults? Do you, personally, observe it to be a problem with friends and peers?

b. When drinking is a problem on campus, what can be done to remedy it? Given the information you've found in **3a**, brainstorm a list of possible actions. Working as an individual or in a group, choose an action and put it in place.

5. Part of the reason drinking seems to be a problem on campuses is the mythology that surrounds drinking, it is as if drinking is obligatory for the college student and is "all part of the experience." In the October 2002 edition of *Alcohol Alert*, the National Institute on Alcohol Abuse and Alcoholism wrote, "Alcohol consumption on many campuses has evolved into a rite of passage. Traditions and beliefs handed down through generations of college drinkers serve to reinforce students' expectations that alcohol is a necessary component of social success. The role of alcohol in college life is evident in the advertising and sale of alcoholic beverages on or near campuses. This combination of social and environmental influences creates a culture of drinking that passively or actively promotes the use of alcohol" (www.niaaa.nih.gov/publications/aa58.htm).

a. Do you think the mythology surrounding college drinking is a problem? Where might students learn the beliefs and assumptions they have about drinking? Discuss.

b. Create a survey designed to determine the alcohol consumption beliefs held by students at your place of study. Do your colleagues see drinking alcohol as a kind of 'rite of passage'? Your survey should include at least 15 questions and you should survey at least 30 people (*preferably more*). Include some questions that ask participants where they think they've acquired their beliefs about alcohol.

c. Analyze your findings. Do you notice any trends in the responses? How do gender, race, and age factor into your results? Present your findings to the class.

d. Working as a group, discuss how we might change the mythology surrounding college drinking. Brainstorm a list of possibilities. Choose one and put it into action.

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6. Alcohol ads often associate drinking with good times and fun, but what else can be associated with good times and fun? Can good times and fun be alcohol-free? What would an ad for that look like?

This assignment asks you to create an ad that is not actually selling anything but is instead offering alternatives to what constitutes good times and fun. Be creative.

» To begin, think of all the ways you could complete this sentence:

“Good times and fun equal _____.”

» Make a list of your top five answers.

» Choose one answer on your list to base your ad on. Or if you can't decide which one to choose consider using your top 5 to create a montage (*this might work best for a video ad*).

The following website might help you get started: www.adbusters.org/creativeresistance/spoofads/printad

Present your non-ad to the class.

Hold a gallery showing of the classes “good times and fun equal _____” non-ads.

FIGHTING BACK

KEY POINTS

- » It is important to get individuals treatment—to help alcoholics and their families, to help smokers quit.
- » It is also important to work on prevention—to stop these problems before they start. To that end we must address these issues as public health issues.
- » Public health issues include:
 - » Our obsession with thinness
 - » Violence against women
 - » High-risk drinking
 - » Smoking
- » Public health issues can be solved only by changing the environment. Shifting the focus from the individual to the world in which the individual lives.
- » Some states, such as California, Massachusetts, and Arizona, have raised taxes on tobacco and used the money for aggressive counter-advertising, prevention and education programs, and they have seen smoking rates decline as a result.
- » Counter-advertising, advertising that gives us honest information and deglamorizes the product, is an important part of an environmental strategy. As is media literacy which educates people to be critical viewers.
- » It is also important for us to be conscious of our attitudes toward tobacco and alcohol and to investigate where these attitudes come from. The billions of dollars spent on advertising sells more than products; it sells attitudes.
- » The alcohol and tobacco industries want us to define freedom as our right to drink and our right to smoke. This trivializes freedom; addiction is the opposite of freedom.
- » We have a right to be healthy and safe, a right to be free from addiction and we have a right to be free from manipulation and censorship—this is real freedom.

QUESTIONS FOR DISCUSSION & WRITING

1. What would it mean to address smoking and high-risk drinking as public health issues? How would this look different from the way we address these issues at present?
2. Jean Kilbourne considers the following to be public health issues: our obsession with thinness; violence against women; high-risk drinking; and smoking. How does each of these issues impact the individuals who are dealing with them? How does each of these issues affect society as a whole?
3. What is counter-advertising?
4. What is media literacy?
5. How does tobacco and alcohol advertising define freedom? How do you define freedom?
6. Citing two alcohol ads offering a cool drink as the solution to the problem of global warming Jean Kilbourne says, “No wonder so many people feel powerless and helpless and would rather be drunk, would rather be numb. But that very numbing makes it difficult to solve these problems. We lose a lot of our best people, we lose a lot of our best energy, in particular these days we all too often lose the passion and idealism of our young people and this is a loss we cannot afford.” Discuss.

POST-VIEWING DISCUSSION QUESTIONS

1. *The Alcohol and Tobacco Track.* For one week, keep track of everything you see or hear that relates to alcohol and tobacco. This would include ads, the mention of alcohol or tobacco in television programs and movies, things you hear people say and anything else you see or hear relating to these two products.

a. Keep a log of the following:

- » What? What did you see or hear? An ad? A logo? Reference to alcohol or tobacco in a conversation? Product placement?
- » Who? Who was involved? Attractive models or actors? Your friends or colleagues?
- » Where?
- » When?
- » How? How is alcohol or tobacco talked about in this instance? In other words what was the overall message? Buy Budweiser? Everyone gets drunk when they party? Smoking is sexy?
- » Note anything else of interest.

b. Keeping the video in mind, analyze your log. How often did you see or hear alcohol and tobacco related information? More or less often than you anticipated? Do you notice any trends in the messages about tobacco and/or alcohol? Any trends in where and when you came across these messages? Any parallels to what is said in the video?

c. Present your tracking findings and analysis in a report or presentation.

2. The tobacco industry spends \$9 billion a year on advertising; the alcohol industry spends \$3 billion a year on advertising. That's a total of \$12 billion a year. Imagine your class had a budget of \$12 billion a year. How would you spend it? Your mandate is this: you have \$12 billion in your account, working in a group of 3-4 people come up with a plan that would allow you to spend some of that money to help tackle one of the world's most pressing public health issues (*you might need to research some of these issues before you decide which one to tackle*). But you don't want to bankrupt your account—next year you might need money to continue battling the issue you've chosen or to help tackle another public health issue. What will you do with your money? Present your group's plan to the class.

3. In the closing comments of the video *Killing Us Softly 3*, Jean Kilbourne states that change will depend upon "an aware, active, educated public that thinks for itself primarily as citizens rather than primarily as consumers."

In her book *Can't Buy My Love: How Advertising Changes The Way We Think And Feel* Jean Kilbourne writes, "We live in a toxic cultural environment. Our children are being grossly exploited for commercial gain, buried alive in what David Denby so accurately calls 'an avalanche of crud.' Millions of people are suffering in the prison of addiction, while others profit from their misery" (292).

Reflect on these two quotes. What does it mean to think of oneself primarily as a citizen rather than primarily a consumer? What is a 'toxic cultural environment'? What is this 'avalanche of crud'? What are your thoughts on the fact that some people suffer terribly and some people make a lot of money as the result of addictive products?

This assignment asks you to create a response piece to the above-mentioned quotes. To begin, journal some of your thoughts; how do you feel about what Jean Kilbourne is saying?

POST-VIEWING DISCUSSION QUESTIONS

Next decide what form your response piece will take. Your options are endless! Write a short story or poem, or a letter to the tobacco and/or alcohol industries expressing your thoughts. Express your thoughts in visual art form—a drawing, a collage, a video montage, or a performance piece.

Create and then share your response piece with the class.

OTHER RESOURCES

TOBACCO

The Office on Smoking and Health CDC (Centers for Disease Control) | www.cdc.gov/tobacco

Tobacco and medical information, educational materials, anti-smoking campaign information, and a “celebrities against smoking” section. Note: by going to the General Materials Order Form (www.cdc.gov/tobacco/pubs1.htm) you can get a list of materials available free of charge, including posters and videos.

Tobacco.org | www.tobacco.org

Tobacco-related news and information from around the world, includes large ad database

Campaign for Tobacco-free Kids | www.tobaccofreekids.org

Includes large tobacco ad database.

The Foundation for a Smokefree America | www.tobaccofree.org

Educational resources, including excerpts from and information about lectures by anti-smoking advocate Patrick Reynolds, grandson of tobacco company founder R.J. Reynolds.

Action on Smoking and Health | www.ash.org

Focus on tobacco control movement and legislation, and related information.

Americans for Nonsmokers’ Rights | www.no-smoke.org

Focus on the effects of smoking on non-smokers.

The BADvertising Institute | www.badvertising.org

Creative anti-smoking activism. Reworks tobacco ads to be more truthful. Excellent resource for counter-advertising activities, students can send in their own BADvertisements.

Alberta Alcohol and Drug Abuse Commission (AADAC)

Online video: *A life cut short by tobacco* | tobacco.aadac.com/media_campaigns/barb_tarbox/video/

Barb Tarbox began smoking in Grade 7. Diagnosed with terminal lung cancer in September 2002 at the age of 41 she died nine months later. Before her death Barb embarked on a campaign to share her story with young people. The video includes interviews with Barb and excerpts from her presentations. Barb describes the destruction cancer and radiation therapy is having on her body and the terrible sadness she feels as she prepares to die, leaving her husband and nine-year old daughter.

ALCOHOL

Center on Alcohol Marketing and Youth | www.camy.org

Includes large alcohol ad database.

US Department of Health & Human Services and SAMHSA’s National Clearinghouse for Drug & Alcohol Information | www.health.org

Includes information on both alcohol and tobacco and resources targeting families, schools, communities, the workplace, and youth.

OTHER RESOURCES

Canadian Centre on Substance Abuse | www.ccsa.ca

Canadian substance abuse site, information on various substances including alcohol.

Alcohol Concern | www.alcoholconcern.org.uk

A site that looks issues relevant to alcohol misuse in the UK.

The Marin Institute | www.marininstitute.org

Alcohol problem prevention site. Includes campaign information.

The Higher Education Center for Alcohol and Other Drug Prevention | www.edc.org/hec

Includes information on steps colleges and communities are taking to reduce student problems related to alcohol.

OTHER

Jean Kilbourne's website | www.jeankilbourne.com

Infact | www.infact.org

Campaigns for corporate accountability.

MediaWatch | www.mediawatch.ca

Focus on sexism in the media.

Adbusters | www.adbusters.org

Counter-culture magazine; includes many examples of tobacco and alcohol spoof-ads.

Media Education Foundation | www.mediaed.org