

# UNDER THE INFLUENCE?



**Educator's Kit on Alcohol Advertising  
for Students in Grades 7 - 10**

# ASSOCIATION TO REDUCE ALCOHOL PROMOTION IN ONTARIO

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## ACKNOWLEDGEMENTS

Special thanks to the many people who piloted or provided feedback on the Under the Influence? Educator's Kit.

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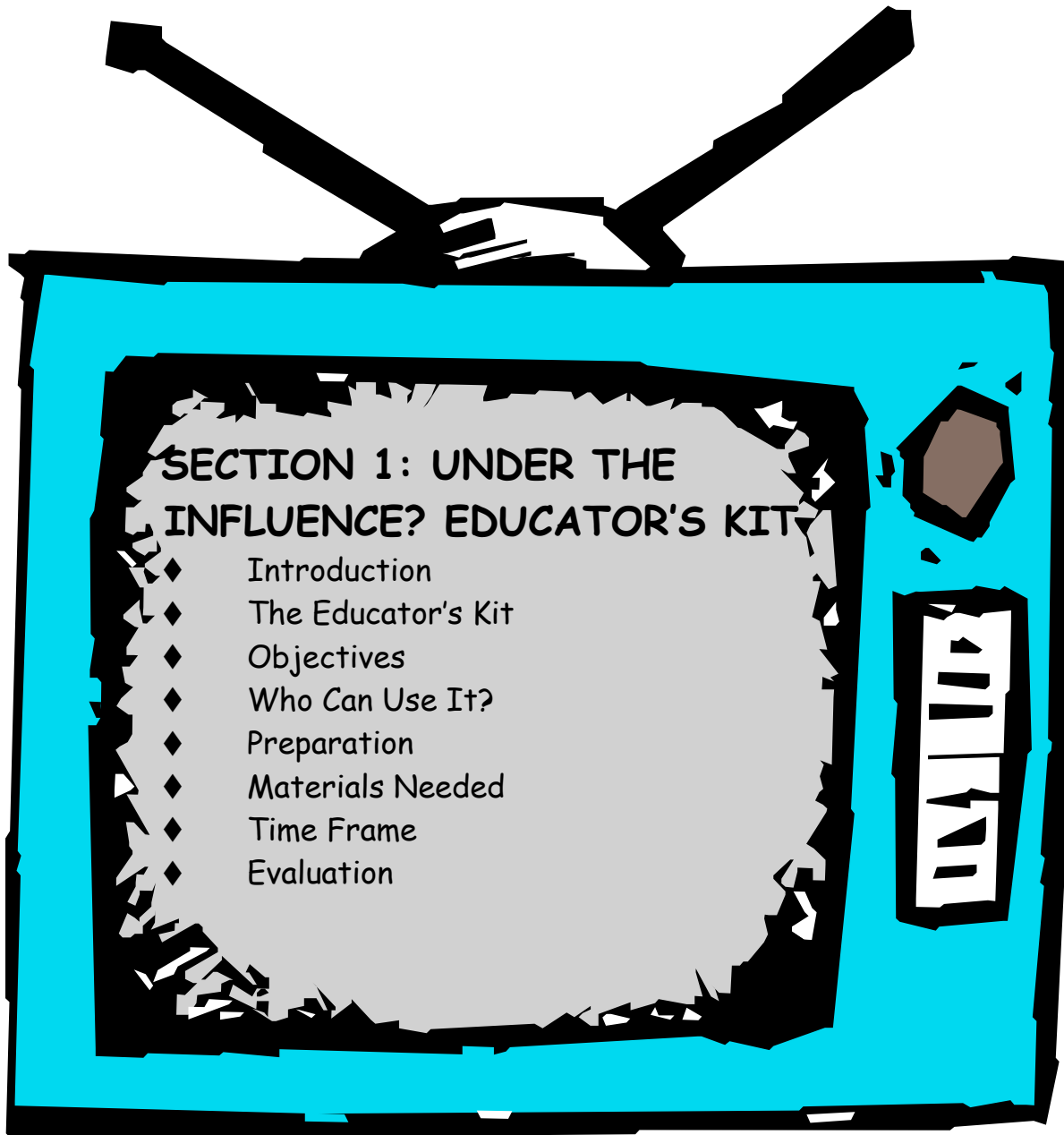
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# UNDER THE INFLUENCE? EDUCATOR'S KIT



# UNDER THE INFLUENCE? EDUCATOR'S KIT

## (On Alcohol Advertising for Students in Grades 7 - 10)

### Introduction

Advertising is a very powerful tool which comes in many different shapes and forms - radio, tv, posters, magazines, newspapers, billboards, sponsorship of music concerts, sporting events and much more. Alcohol advertising usually presents a fun, positive and problem-free image of drinking. This can influence attitudes and choices about alcohol, especially among youth. But, alcohol is a drug associated with many negative consequences including car and vehicle crashes (e.g. snowmobiles and boats), injuries, disease, violence and sexual assault. Since the media plays an influential role in contemporary society, it is of utmost importance to talk to youth about alcohol advertising, promotion and sponsorship.

### The Educator's Kit

- provides a basic and straightforward alcohol advertising presentation.
- provides fun activities and exercises (please feel free to photocopy).
- provides a video list which focuses on media literacy and alcohol advertising.
- provides a directory of contacts who have contributed to the field of media literacy and alcohol related issues.
- is congruent with the current Ministry of Education and Training, Health & Physical Education Curriculum 1998:

**Grades 7, 8, 10. Healthy Living; Substance Use and Abuse.** The issue of alcohol advertising and media literacy will compliment the components in the Substance Use and Abuse section.

**Grade 9. Healthy Living; Substance Use and Abuse.** Students will “*identify the major factors (e.g. environmental influences such as peer pressure, media influences, adolescent attitudes) that contribute to the use of alcohol, tobacco, and other drugs.*”

- **AND MOST OF ALL, IS USER FRIENDLY AND REQUIRES SHORT PREPARATION TIME!**

## **Objectives**

We hope that the Under the Influence? Educator's Kit will enable youth to:

- become media literate by deconstructing and demystifying the media in its different shapes and forms.
- become aware of the negative consequences associated with alcohol use.
- recognize the ways in which advertising can influence all of us.
- gain a basic understanding of the alcohol advertising laws and regulatory guidelines.
- provide ways to take action and make each voice count!

## **Who Can Use It?**

- community groups
- public health professionals
- teachers
- youth groups

## **Preparation**

- ask students to bring in examples of alcohol advertisements from newspapers and magazines.
- tape a series of alcohol advertisements to show during the presentation. This can provide great discussion.
- contact ARAPO at (416) 740-9592 or e-mail [arapo@web.net](mailto:arapo@web.net) for additional resources.

## **Materials Needed**

- tv, overhead projector.

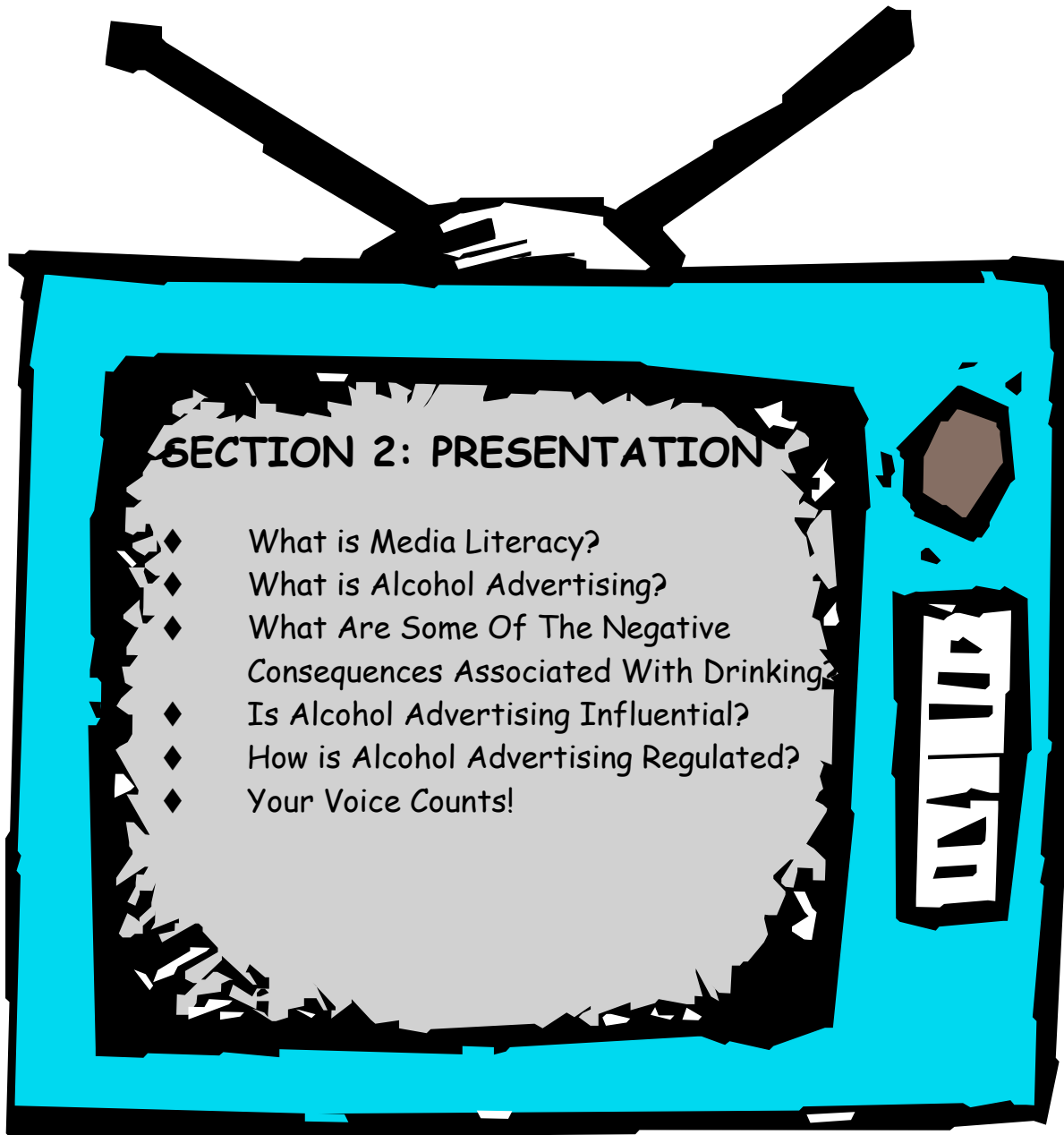
## **Time Frame**

- present the material over the time of one to two hours. However, the lesson can be presented in sections over a period of two or three classes.

## **Evaluation**

- please complete and submit the evaluation form located at the end of the Educator's Kit. This will assist us to make improvements to future editions.

# UNDER THE INFLUENCE? EDUCATOR'S KIT



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## (On Alcohol Advertising for Students in Grades 7 - 10)

The following information will provide an outline for discussion regarding alcohol advertising.

### 1) What is Media Literacy? (5 minutes)

- “Media literacy is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase students’ understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products” (Barry Duncan, et al., Media Literacy Resource Guide, Ontario Ministry of Education, Toronto, ON., Canada, 1989).
- helps us to demystify the media in order to understand how advertising is created.
- helps us to learn how to interpret images we see on television, in magazines, on billboards, etc.
- commercials try to sell more than a product. They also try to sell an image. These images can shape our attitudes and choices.

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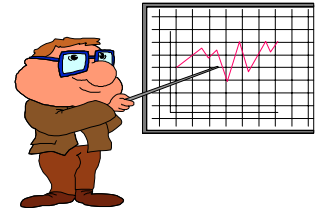
**TIPS:** Be aware of the power of the media. The goal of an advertiser is to creatively persuade a target market to buy a specific product. Ask your students/youth group to think about things that they own or would like to buy. **Questions for discussion: What factors influence your spending choices? What role does the media play?**

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### 2) What is Alcohol Advertising? (5 minutes)

- “*Advertising* is defined as any message with content controlled by an advertiser that is communicated to influence the choice, opinions or behaviours of Canadians. Advertising messages are used to promote the use of goods and services, to improve the public image of corporations, organizations, and governments, or to advance a point of view” (Advertising Standards Canada, 1999).
- alcohol advertising is not solely limited to tv commercials. In fact, alcohol advertising comes in many different shapes and forms:

- ⇒ radio commercials, sponsorship of sporting activities (e.g. Molson Indy), clothing (e.g. baseball caps, shirts, etc.), contests, banners and signs in restaurants and bars, posters, postcards, magazines, newspapers, alcohol industry responsible drinking ads, mugs, coasters, playing cards, billboards, wall murals, bus posters, internet web sites, music concerts, movie theatres, contests, fundraising events, sponsorship of entertainment venues (e.g. Molson Amphitheatre).




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**TIPS:** When discussing various forms of alcohol advertising, ask students to give you the answers. As a warm-up exercise, you may want to use the group exercise “Create an Alcohol Ad” (refer to “Exercises” section). **Questions for discussion: How is alcohol advertised and promoted in your community?; Do you recall the last alcohol advertisement you have seen or heard?**

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### 3) What Are Some Of The Negative Consequences Associated With Drinking? (5 minutes)

- car and other vehicle crashes (i.e. boats, snowmobiles), injuries, drownings, suicide, disease, violence, crime, birth defects, hangovers, sexual assault, falls, death.
- youth are particularly at risk of injuries and other problems associated with *binge drinking* (i.e. consuming 5 or more standard drinks per occasion) and getting drunk.



#### DID YOU KNOW?

(Source: Centre for Addiction and Mental Health, “Drug Use Among Students 1977 - 1999. Findings from the OSDUS”)

- in 1999, 67.5% of all students reported drinking during the previous 12 months and 72.7% reported drinking during their lifetime. Past year drinking was higher among males than females (70.7% vs. 64.2%), and varied by grade (increasing from 39.7% of 7th graders to 84.6% of 12th graders) and region (students from the North reported the highest rate, at 77.6%).
- the percentage of drinkers increased significantly from 1997 to 1999 among the total sample (59.6% to 65.7%), males (59.5% to 68.0%), Westerners (61.1% to 68.2%) and Northerners (62.5% to 74.7%). Increases in past year drinking were especially notable since 1993.

- in 1999, 19.7% of drinkers drank weekly, a significant increase from 17.1% in 1997 and 14.4% in 1993.
- more drinkers in 1999 report heavy drinking episodes: since 1993, the consumption of five or more drinks on a single occasion increased from 30.5% to 42.4%. Also, 7.1% of drinkers in 1999 report consuming five or more drinks on a single occasion five or more times during the four weeks before the survey, a percentage significantly higher than 5.0% in 1997 and 4.2% in 1993.
- in 1999, 11.0% of students (16.3% of drinkers) reported drinking at hazardous or harmful levels, a percentage representing some 101,500 students. Hazardous drinking varied significantly between males and females (14.4% vs. 7.7%), by grade (0.6% of 7th graders to 19.0% of 11th graders) and by region (Northern Ontario students reported the highest rate, at 20.6%).
- the percentage of licensed drivers (G7, 9, 11 & 13) reported driving within an hour of consuming two or more drinks remained stable between 1997 and 1999 (16.3% vs. 15.6%). However, drinking and driving has declined significantly since 1977 (58.1%).

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**TIPS:** Discussing the negative consequences associated with drinking is an opportunity to brainstorm with students. Ask them to give YOU the answers! **Questions for discussion: The impacts of alcohol use are many. What impact has alcohol had on you? Your friends? Your family? Your community?**

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#### 4) Is Alcohol Advertising Influential? (30 minutes)

- the issue of alcohol advertising being influential is controversial.
- studies have indicated that alcohol advertising can influence adolescent drinking; humour and music are especially appealing (Grube, et al.).
- we do know that the alcohol industry has a lot of money to spend on different forms of advertising. For instance, Labatt and Molson, the largest beer companies in the country, spend about \$200 million each year to promote their products (Financial Post, February 22, 1999; May 18, 1999). Corby Distillers will spend about \$5 million in 1999 to promote its rye, rum and vodka products (Financial Post, May 31, 1999).
- the alcohol industry argues that advertising encourages drinkers to choose new brands but does not make them drink more and that brand marketing is not targeted at teenagers.
- "Labatt Kelly" tv commercial is an example of a commercial where ad agency president, Ron Telpner, stated that this commercial was very effective as it lures the would-be drinker *"who's just come of age or not quite of age and looking to pick a brand. They can relate to that young spokesperson"* (The Globe and Mail, October 19, 1995).

## Common Techniques for Persuasion in Advertising:

- **Testimonial.** An important or famous person testifies that s/he uses the product. The implication is that because s/he uses it, it must be worthwhile.
- **Glamour/Sex Appeal.** A sophisticated, sexy person is shown using the product. The buyer imagines s/he will become that person by using the product.
- **Having Fun.** People in the ad are having a really good time. Parties, adventure, or romance are featured. The hidden message is that if the buyer uses the product, s/he will have fun too.
- **One Of The Gang.** The ad suggests that “everybody” is doing it or using it. The buyer does not want to be left out.
- **Manipulation.** The ad suggests manipulative, exaggerated or untruthful messages such as “smoking is healthy” or “if you drink beer, you will have a lot of friends.”
- **Humour.** The ad uses comic characters, dialogue, or pictures to engage viewers in what is being advertised. More attention is paid because the ad is surprising and pleasing.
- **Role Model/Opinion Leader.** The ad uses a “cool” person to promote the product. The underlying message is that “if you want to be like me, use this product.”
- **Contests/Special Promotions.** The ad features a contest/special promotion in relation to a product (e.g. holiday to Florida, back stage passes to a music concert, C.D.’s in beer cases). Viewers may feel compelled to buy this product in order to win the contest.
- **Graphics.** The ad uses graphics to engage viewers in what is being advertised, for instance cartoon characters.
- **Music.** The ad uses music (e.g. usually current music or popular songs from the past) to attract the viewer to the product.

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**TIPS:** Spend some time in this area. You may want to present a video on alcohol advertising or show the ARAPO video of alcohol TV commercials (refer to “Resources” section). Also, you can ask students to bring in a magazine or newspaper alcohol ad for class discussion, distribute the “How are You Influenced By Advertisers?” activity or distribute copies and discuss the “Labatt Kelly” article (refer to “Exercises” section). **Questions for discussion: Can you think of any alcohol ads that used the above techniques to influence consumers?; In your opinion, do these techniques work?; Have they influenced you? If so, how? If not, why not?**

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## 5) How Is Alcohol Advertising Regulated? (5 minutes)

Alcohol advertising laws and regulatory guidelines have been developed on a provincial and federal level in recognition of the negative consequences associated with irresponsible alcohol use.

- a) **CRTC (Canadian Radio-television and Telecommunications Commission):** Federal regulator; Code covers radio and tv.
- up until February 1997, the CRTC pre-approved alcohol advertisements before they were allowed to be broadcast. The CRTC made the decision to transfer their pre-clearance role to the Canadian Advertising Foundation (**now called Advertising Standards Canada**), a trade association of advertisers.
- b) **AGCO (Alcohol and Gaming Commission of Ontario):** Provincial regulator; Guidelines covers all kinds of advertising, for example, radio, tv, print and internet.

In general, alcohol advertising **MUST NOT:**

- promote drinking in general
- appeal to minors
- associate drinking with dangerous activities
- imply that alcohol contributes to personal or social success
- show irresponsible use or service



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**TIPS:** Many individuals are not aware that there are alcohol advertising laws and regulatory guidelines. After discussing the regulations, you may want to distribute the true/false activity to test their knowledge (refer to “Exercises” section). **Questions for discussion: In your opinion, do alcohol ads comply with alcohol advertising laws and guidelines?; Have you, or has someone you know, ever seen an alcohol ad that appears to target youth? Imply that alcohol will enhance your social life? Imply that alcohol will make you cooler or more popular?**

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## 6) Your Voice Counts!(10 minutes)

The following are projects/activities that can be completed with students before, during or after the lesson. If more information regarding any of these class activities is needed, please call the ARAPO office at (416) 740-9592 or e-mail [arapo@web.net](mailto:arapo@web.net).

**“PRE” WORK:**

- ask each student to bring a magazine or newspaper alcohol ad for class discussion [Questions for discussion: What makes the ad so compelling?; What do you not like about the ad?; What message is the advertiser trying to send you?].

- tape a series of tv alcohol advertisements for class discussion. This may also be a good activity for the students to do. After discussing the “Common Techniques for Persuasion in Advertising,” the videotaped ads could be deconstructed. MuchMusic and sporting channels like TSN will have “flashy” alcohol ads.
- find out if your school board has a policy on alcohol advertising and sponsorship and/or a substance abuse policy.

### **“POST” WORK:**

- have students keep track in a journal various alcohol advertisements they have seen or heard. As part of this exercise, ask students to pay close attention to the advertising techniques and who advertisers are targeting.
- ask students to write a short position paper. Examples of questions: In what ways do you think alcohol advertising, in its different shapes and forms, targets young people?; In what ways do you feel that alcohol advertising influences young people to drink?; How does the media play a role in the decisions I make?; How can alcohol public service announcements be effective in assisting young people to make responsible choices about drinking?
- ask students to watch for tv commercials, newspaper ads or billboards that may violate the alcohol advertising laws and guidelines. Write a letter of concern to the alcohol advertising governing bodies (refer to “Exercises” section) regarding an advertisement which is felt to be in the violation of the letter or spirit of the law. Ask ARAPO to help by writing a letter of concern to encourage alcohol manufacturers, advertisers and tv broadcasters to comply with the law.
- plan a school assembly which focuses on alcohol advertising, promotion and sponsorship.
- develop a poster challenge where students can create a “spoof” alcohol ad.
- create a video or song which focuses on the power of the media and how it can influence attitudes and choices.
- develop a media communications campaign. For example, ask the local community tv or radio station to do an educational piece on alcohol advertising.
- ask students to bring in old t-shirts from home, and with fabric markers create a “spoof” alcohol slogan.
- work with students to develop a school policy on alcohol advertising and sponsorship.
- create your very own alcohol education advertisement.

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**TIPS:** Discuss with the students that their voices do count; they can take action on alcohol advertising. This can be a very empowering experience for youth. You may want to have a “THINK GLOBALLY, ACT LOCALLY” theme. This is an opportunity for youth to educate their peers about alcohol advertising and the power of the media.

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# UNDER THE INFLUENCE? EDUCATOR'S KIT



## CREATE AN ALCOHOL AD!

A great way to get youth thinking about alcohol advertising is to outline the development of “typical” beer, wine or liquor advertisements or promotions. It may be helpful to create four subheadings to develop this ad and have youth brainstorm for each. It may end up looking something like this:

1) **PEOPLE**

- young, good looking, glamorous women, jocks or tough men, early 20's, in a large group...

2) **SETTING**

- house party, dance club, bar/restaurant, camping, sporting activities, fun, noisy, laughter, lots of movement...

3) **MUSIC**

- upbeat, loud, dance music, rock ‘n’ roll, bold, catchy or popular songs...

4) **TECHNIQUES**

a) **Audio:** laughter, music, sound of beer glass or bottle/can, sound of beer cap being opened, talking...

b) **Visual:** appealing pictures of a beer glass or a beer bottle/can, cold beer sweating, icy, foamy beer going over the side of a glass, contrasts of a cold beer on a hot day...

At the end of this exercise, discuss ways in which advertisers try to influence all consumers. Products are made to look very appealing so that consumers will buy a particular product. Alcohol advertising often presents fun (i.e. “If I drink, I will have a lot of friends.”) and problem-free images of drinking, when in fact there are many negative consequences associated with alcohol use. This may spark further discussion.

## HOW ARE YOU INFLUENCED BY ADVERTISERS?

Test your knowledge! Can you finish the slogan? What product is being advertised? What is the name of the company? What makes the slogan so compelling? Why do you remember the slogan?

1. “For all you do...”
2. “They’re GRRREAT!”
3. “Straight from the “Kootenays”
4. “There’s vodka and then there’s...”
5. “Just Do It”
6. “Strong enough for a man but made for a woman”
7. “Life is harsh. Your...shouldn’t be”
8. “I AM”
9. “Where the lowest price is the law”
10. “If I wanted water...”
11. “You’ve always got time for...”
12. “The Silver Bullet”
13. “A whole lot can happen. Out of the...”
14. “967-1111, call...”
15. “Out there. At night.”
16. “Fall into the...”
17. “This is our Beer.”
18. “It keeps on going and going and going...”

## CAN YOU THINK OF ANY OTHER “COOL” SLOGANS?

ANSWERS:

1. “...this Bud’s for you” Budweiser Beer 2. Kellogg’s Frosted Flakes 3. Kokanee Beer 4. Smirnoff’s 5. Nike 6. Secret Anti-Perspirant 7. Sauza Tequila 8. Molson Canadian 9. Zellers 10. “...I would have asked for water” Labatt Blue 11. Tim Horton’s 12. Coors Light 13. Blue (Labatt) 14. Pizza 15. Labatt Ice 16. Gap 17. Coors Light 18. Energizer

# TEST YOUR KNOWLEDGE ON ALCOHOL ADVERTISING!

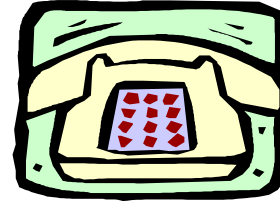
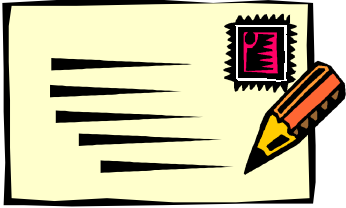
Circle True or False for the following:

1. The Molson Indy is a form of alcohol advertising. T/F
2. Alcohol advertisements must NOT promote drinking in general. T/F
3. Billboards promoting alcohol can be placed close to schools. T/F
4. Alcohol advertisements can imply that alcohol contributes to personal, athletic, business or social success. T/F
5. Alcohol advertisements may appear in “Seventeen” magazine. T/F
6. Labatt and Molson, the largest beer companies in the country, spend about \$200 million each year to promote their products. T/F
7. Alcohol advertisements must NOT associate drinking with dangerous activities. T/F
8. Michael Jordan cannot be used in an alcohol advertisement in Ontario. T/F
9. A beer company may NOT donate scholastic prizes to be awarded to university/college students. T/F
10. In a movie theatre, an alcohol advertisement can be shown before the movie *Beauty and the Beast* begins. T/F

ANSWERS:

1) TRUE 2) TRUE 3) FALSE- Billboards must be placed more than 200M away from a primary or secondary school. 4) FALSE- Alcohol ads CANNOT imply that alcohol contributes to personal, athletic, business or social success. 5) FALSE- Alcohol ads cannot appear in magazines targeted specifically at people under the legal drinking age. 6) TRUE 7) TRUE 8) TRUE- No well-known personality may be used in liquor advertising who may reasonably be expected to appeal, either directly or indirectly, to persons under the legal drinking age if the advertisement contains direct or indirect endorsement of liquor or the consumption of liquor. 9) FALSE- A manufacturer may donate corporate or brand identified scholarships, bursaries and scholastic prizes to be awarded to post secondary school students. 10) FALSE- Alcohol ads may not run in combination with movies that have a Family rating.

## TAKE ACTION ON ALCOHOL ADVERTISING: IMPORTANT NAMES & NUMBERS

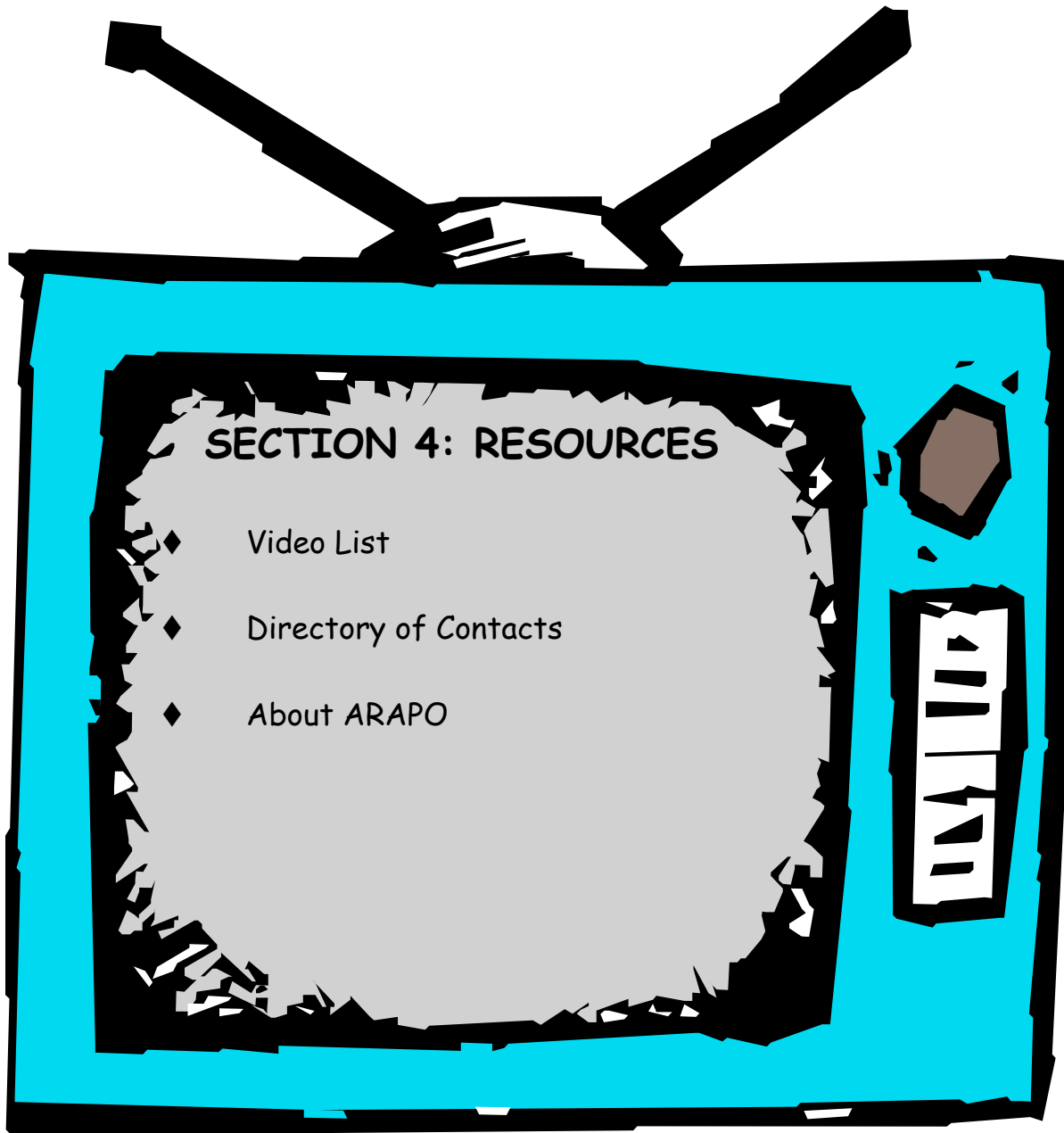


The following are two organizations to which letters of concern can be directed. Discovering how to write a letter as well as how to express one's concerns is an invaluable learning experience.

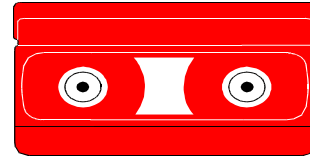
- 1) Alcohol and Gaming Commission of Ontario  
Advertising and Promotions  
20 Dundas Street West  
Toronto, ON M5G 2N6  
Phone: (416) 326-0404  
Fax: (416) 326-5555  
E-mail: [advertising@agco.on.ca](mailto:advertising@agco.on.ca)  
Web Site: [www.agco.on.ca](http://www.agco.on.ca)
  
- 2) Advertising Standards Canada  
Standards Division  
350 Bloor Street East, Suite 402  
Toronto, ON M4W 1H5  
Phone: (416) 961-6311  
Fax: (416) 961-7904  
E-mail: [comments@adstandards.com](mailto:comments@adstandards.com) or [www.adstandards.com/asc/complaintsform.html](http://www.adstandards.com/asc/complaintsform.html)  
Web Site: [www.adstandards.com](http://www.adstandards.com)

Please forward copies of letters or e-mails to ARAPO so we can support your efforts.

# UNDER THE INFLUENCE? EDUCATOR'S KIT



## VIDEO LIST



ARAPO has a videotape of various tv alcohol commercials which is available on a loan basis. This video shows a series of advertisements for alcohol. As a portion of the presentation, a small series of clips can be shown for discussion regarding the various techniques that advertisers use to persuade the consumer to buy a product.

The following videos are available on a loan basis from the Centre for Addiction and Mental Health, Addiction Research Foundation Site, Library Audio-Visual Lending Service.

We recommend that you preview the video(s) before showing to your audience.

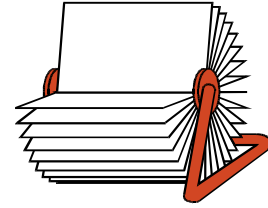
**For further assistance regarding video borrowing, please call the Centre for Addiction and Mental Health Library Audio-Visual Lending Service at (416) 535-8501 (ext. 6987); fax (416) 595-6601.**

- 1) **Advertising Alcohol: Calling The Shots** (1991); 26 mins.  
Audience: students; parents
  - Advertising helps to shape our attitudes about alcohol, but when a beer producer glamourizes a young man who drinks beer at 10:30 am on the beach, the company has gone too far. The narrator, Jean Kilbourne, argues that advertising is not intended to convey “honest information” about alcohol, but to link beer, wine and liquor with images of excitement, risk-taking and happiness. In doing so the alcohol industry creates a “climate of denial” about the problems associated with alcohol use.
  
- 2) **Ad-Libbing It: A Video About The Business of Selling Drugs** (1991); 18 mins.  
Audience: students 8 to 18 years; parents
  - Nicotine is the “king of drugs” and alcohol the “queen” according to the host of the video. Through a montage of billboard, print and television advertisements, this video demonstrates how tobacco and alcohol companies target “kids.” Tobacco advertisements designed for youth have less copy and larger illustrations than those targeted at adults. A large variety of promotional articles is produced for children: candy “cigarettes” and “chewing tobacco,” hats and t-shirts with company logos and paid placement of advertising materials in popular films. Other issues are the targeting of minority groups, provision of scholarships, sponsoring of sporting events and the use of sex as a promotional tool.

- 3) **Consumer Seduction: From Romance to Reality** (1992); 20 mins.  
Audience: students 15+; adults
- Produced in the U.S., *Consumer Seduction* was designed to make people more aware of how advertising builds associations between the use of alcohol and tobacco, and romance, sex, individuality and independence. Through interviews with experts and others, advertisements are analysed for how they work and who they are aimed at; often, the audience is children. A companion program is also available in kit format, including video segments and activity booklets.
- 4) **The Glitter: Sex, Drugs and the Media** (1994); 28 mins.  
Audience: students 12+; adults
- The video begins in a high school auditorium where John Davis, author of the book *Reschooling Society* teaches students the skills that will help them to identify the techniques the advertisers use to persuade young people to buy their products. Later, a small group of students who are shown advertisements are asked to comment on how the image made them feel. Various experts discuss the tools advertisers use to get the population to spend money, followed by a number of fast-paced commercials selling everything from video games to beer. Davis concludes by explaining to his audience that each of them has the power to change society, by speaking out against manipulative media and manufacturers that produce harmful products.
- 5) **Just For Me: I Don't Buy It** (1992); 14 mins.  
Audience: grades 2 and up
- In this video, Zach becomes concerned when he sees his friend Amy smoking cigarettes. Amy says she just wants to have the same kind of fun that advertising links to consumption of tobacco and alcohol. Zach consults his mother, who works in an ad agency, and she explains that the purpose of advertising is to promote a product, not to tell the truth. Amy, Zach and their friend Teeter then produce a series of satirical ads for their classmates. They spoof typical ads (Cowpoke cigarettes, etc.), then urge their friends to ask what products are really about, to get the facts from independent sources, such as libraries and teachers, and think about the consequences of use.
- 6) **Never Listen to a Bottle** (1985); 10 mins.  
Audience: 8-12 years
- Dr. Cooper and the gang in the lab find out about alcohol. Poor Ro the Robot finds out the hard way what really happens when you drink, and that it's not what they tell you on TV commercials. Children learn about lifestyle advertising, the dangers of drinking and driving, and the glamourization of alcohol. French version also available.

- 7) **Promotion and Price: How the Alcohol Industry Targets Youth (1989)**  
Audience: health promotion groups
- This kit is a scripted slide presentation designed to present ideas about promotion and price, two techniques used by alcohol manufacturers to make youth aware of products and encourage consumption. The script also deals with alcohol industry support to sport and music events as a promotional activity. The presentation draws comparisons between the appearances of advertisements and what they seem to say verbally. Sexual images are discussed as well as so called moderation campaigns that are also alcohol promotional tools.
- 8) **Selling Addiction: A Workshop Kit On Tobacco And Alcohol Advertising (1993)**  
Audience: educators; community groups
- This presenter's package contains segments from the video *Consumer Seduction: From Romance to Reality*, and two work books. One book is a special issue of *Media and Values*, an advocacy journal on tobacco and alcohol advertising. The second book is a guide to leading workshops on "media literacy," including handout masters and activity suggestions.
- 9) **Your Choice...The Big Break (1991); 15 mins.**  
Audience: not listed
- Recognizing the place of popular media in influencing drug use and abuse. Alex is upset when his friend Deborah is offered a modelling job in an advertising campaign for vodka coolers. Deborah is under pressure from the advertiser to sign a contract, "it's an opportunity...if you don't take it someone else will." Deborah begins to have second thoughts when she sees her father of her friend go drinking with his pals rather than taking his daughter to a movie.

# DIRECTORY OF CONTACTS



1) **ACTION (Alcohol, Cannabis and Tobacco Health Promotion Project for Youth) (Ontario)**

Ontario Physical and Health Education Association (OPHEA)  
1185 Eglinton Avenue E., Suite 501, North York, Ontario, M3C 3C6  
Phone: (416) 426-7120 OR 1-800-446-7432  
Fax: (416) 426-7373  
E-mail: [info@ophea.org](mailto:info@ophea.org)  
Web Site: [www.ophea.org](http://www.ophea.org)

- a kit which provides communities and schools with ideas for helping youth aged 12-14 make responsible decisions about drugs.

2) **Adbusters (British Columbia)**

1243 West 7th Avenue, Vancouver, British Columbia, V6H 1B7  
Phone: 1-800-663-1243 (Canada and U.S.A. only)  
Fax: (604) 737-6021  
E-mail: [adbusters@adbusters.org](mailto:adbusters@adbusters.org)  
Web Site: [www.adbusters.org/adbusters/main.html](http://www.adbusters.org/adbusters/main.html)

- a group which publishes a magazine entitled **Adbusters** four times a year in a language and style which appeals to youth.

3) **Alcohol Policy Network (Ontario)**

Ontario Public Health Association, 468 Queen Street East, Suite 202,  
Toronto, Ontario, M5A 1T7  
Phone: (416) 416-367-3313 OR 1-800-267-6817 ext. 23 or 27  
Fax: (416) 367-2844  
E-mail: [apn@web.ca](mailto:apn@web.ca)  
Web Site: [www.apolnet.org](http://www.apolnet.org)

- a network of people and organizations that facilitates the development of policies that:  
a) prevent problems associated with alcohol, and b) promote the health, safety and well-being of individuals and communities across Ontario.

- 4) **Alliance for Children and Television (Canada)**  
60 St. Clair Avenue East, Suite 1002, Toronto, Ontario, M4T 1N5  
Phone: (416) 515-0466  
Fax: (416) 515-0467  
E-mail: [acttv@interlog.com](mailto:acttv@interlog.com)  
Web Site: [www.media-awareness.ca/eng/med/home/advoc/act.htm](http://www.media-awareness.ca/eng/med/home/advoc/act.htm)
- a non-profit Canadian organization which promotes the interests of children with respect to television, video and other new media.
- 5) **Association for Media Literacy (Ontario)**  
2204-1 Aberfoyle Crescent, Etobicoke, Ontario, M8X 2X8  
Phone: (416) 696-7144  
E-mail: [aml@interlog.com](mailto:aml@interlog.com)  
Web Site: [www.media-awareness.ca/eng/med/class/support/aml.htm](http://www.media-awareness.ca/eng/med/class/support/aml.htm)
- an association of teachers, librarians, consultants, parents, cultural workers, and media professionals concerned about the impact of mass media in the creation of contemporary culture.
- 6) **Centre for Addiction and Mental Health (Ontario)**  
33 Russell Street, Toronto, Ontario, M5S 2S1  
Phone: The Drug and Alcohol Information Line, (416) 595-6111 (Toronto); 1-800-463-6273 OR Marianne Kobus-Matthews, Program Consultant, (416) 535-8501 ext.4552  
Fax: (416) 595-5019  
E-mail: [marianne\\_kobusmatthe@camh.net](mailto:marianne_kobusmatthe@camh.net)  
Web Site: [www.camh.net](http://www.camh.net)
- a government-funded organization that provides research, treatment and education related to alcohol and other drugs and mental health. Through its 12 regional offices, the Centre has a province-wide capacity to support community initiatives aimed at preventing substance abuse, promoting mental health and helping people who experience problems.
- 7) **Media Awareness Network (Canada)**  
1500 Merivale Road, 3rd Floor, Nepean, Ontario, K2E 6Z5  
Phone: 1-800-896-3342  
Fax: (613) 224-1958  
E-mail: [info@media-awareness.ca](mailto:info@media-awareness.ca)  
Web Site: [www.media-awareness.ca](http://www.media-awareness.ca)
- a clearinghouse for media literacy and to increase public awareness about the role the media plays in children's lives.

- 8) **Media Aware of Barrie (Barrie)**  
Unit 1-A #4 Alliance Blvd., Barrie, Ontario, L4M 5J1  
Phone: Kim Shadgett (705) 725-8352  
E-mail: [shadgett@web.net](mailto:shadgett@web.net)
- a group which helps young people to understand and better interpret media images.
- 9) **MediaWatch (Canada)**  
Suite 204-517 Wellington Street W., Toronto, Ontario, M5V 1G1  
Phone: (416) 408-2065  
Fax: (416) 408-2069  
E-mail: [mediawatch@myna.com](mailto:mediawatch@myna.com)  
Web Site: [www.mediawatch.ca](http://www.mediawatch.ca)
- a national, volunteer feminist organization working to eliminate sexism in the media.
- 10) **The Jesuit Communication Project (Canada)**  
60 St. Clair Avenue East, Suite 1002, Toronto, Ontario. M4T 1N5  
Phone: (416) 515-0466  
Fax: (416) 515-0467  
E-mail: [pungente@chass.utoronto.ca](mailto:pungente@chass.utoronto.ca)  
Web Site: [www.interact.uoregon.edu/MedLit/JCP/index.html](http://www.interact.uoregon.edu/MedLit/JCP/index.html)
- a Canadian resource center for media literacy.
- 11) **Local Public Health Department**  
[www.alphaweb.org/phunit/](http://www.alphaweb.org/phunit/)
- your local public health department may have information regarding alcohol use and the media. Many health departments across Ontario have been involved in ARAPO activities. If you would like more information regarding public health involvement, please contact Shaila Krishna, Health Promotion Officer, Toronto Public Health, (416) 396-7450.

## ABOUT ARAPO

ASSOCIATION TO REDUCE ALCOHOL PROMOTION IN ONTARIO

750 Oakdale Road, Unit 60

North York, ON M3N 2Z4

Phone: (416) 740-9592 Fax: (416) 740-3002

E-mail: [arapo@web.net](mailto:arapo@web.net)

Web: [www.apolnet.org/actpacks/ap\\_adv.html](http://www.apolnet.org/actpacks/ap_adv.html)

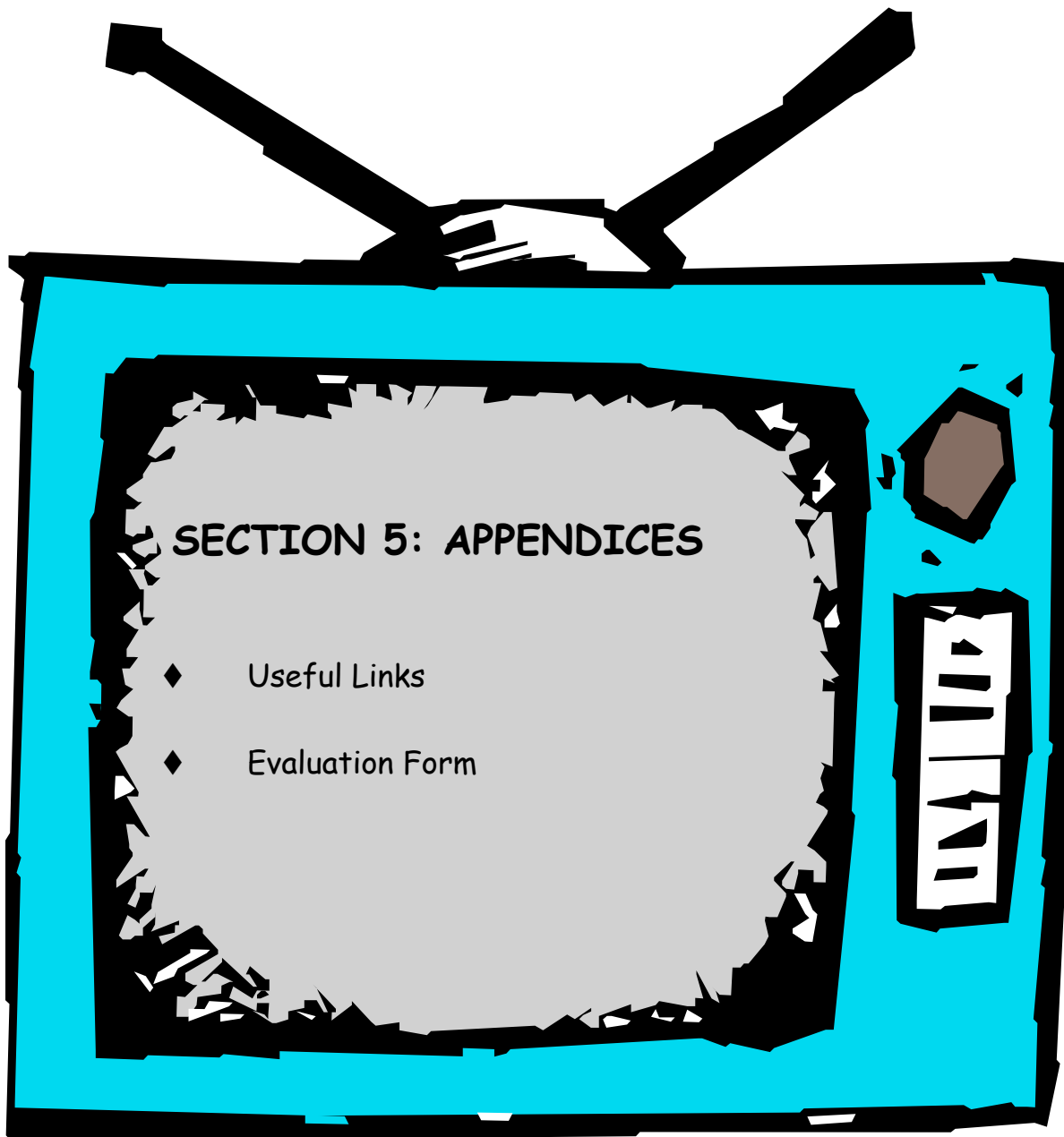
### WHAT IS ARAPO?

The Association to Reduce Alcohol Promotion in Ontario (ARAPO) is a provincial association of people concerned about the influence of alcohol advertising on society's attitudes and choices about alcohol use. ARAPO's goal is to promote public health and safety by reducing alcohol consumption through education and other health promotion strategies. ARAPO holds regular Committee meetings, organizes workshops and presentations, presents at public forums and responds to emerging issues. ARAPO also produces educational materials, including the *Under the Influence?* poster, the *Under the Influence?* bus posters, the document *Under the Influence?: The Impact of Alcohol Advertising on Youth*, the document *Alcohol Advertising: A Legal Primer* and the *ARAPO ADS UP!* newsletter. ARAPO hosts the *Alcohol Advertising Action Pack* located on the Alcohol Policy Network's web site: [www.apolnet.web.net/actpacks/ap\\_adv.html](http://www.apolnet.web.net/actpacks/ap_adv.html).

The following organizations are Committee members of ARAPO:

- Alcohol and Drug Concerns, Inc.
- Alcohol Policy Network
- Centre for Addiction and Mental Health- Peterborough, Hamilton and Toronto Offices
- Fetal Alcohol Syndrome Support Network, Mississauga
- Huron County Health Unit
- O'Connor Focus Community Against Substance Abuse
- Orillia Against Drunk Driving
- Parkdale Community Watch
- Parkdale Focus Community Project
- Peterborough County-City Health Unit
- Promoting Economic Action and Community Health
- Region of Ottawa-Carleton Health Department
- Sault Ste. Marie Anti-Drug Focus Community Coalition
- Sudbury Focus Community Project
- Toronto Public Health
- York Region Health Services Department

# UNDER THE INFLUENCE? EDUCATOR'S KIT



**The web version of the Educator's Kit has been modified slightly to enable readers to link directly to selected resources online.**

#### **Centre for Addiction & Mental Health**

- *Facts About Alcohol*, [www.arf.org/isd/pim/alcohol.html](http://www.arf.org/isd/pim/alcohol.html)
- *Curriculum Guide*, [sano.arf.org/curriculum.htm](http://sano.arf.org/curriculum.htm)
- *Info-package on Youth and Alcohol*, [www.arf.org/isd/infopak/youth.html](http://www.arf.org/isd/infopak/youth.html)
- *Best Advice Paper: Alcohol & Drug Prevention Programs for Youth*, [www.camh.net/prevention/best\\_prevention\\_youth.html](http://www.camh.net/prevention/best_prevention_youth.html)
- *Alcohol, Tobacco and Other Drugs: A Guide to Information on the Internet*, [www.arf.org/isd/links/subject-indx.html](http://www.arf.org/isd/links/subject-indx.html)

#### **Association to Reduce Alcohol Promotion in Ontario**

- *Alcohol Advertising Action Pack*, [www.apolnet.org/actpacks/ap\\_adv.html](http://www.apolnet.org/actpacks/ap_adv.html)

#### **Alcohol Policy Network**

- *Alcohol In the News: Media Search* [www.apolnet.org/actpacks/ap\\_new.html](http://www.apolnet.org/actpacks/ap_new.html)
- *APOLNET web site*, [www.apolnet.org](http://www.apolnet.org)

# TELL US WHAT YOU THINK!

1. How did you hear about/receive the Under the Influence? Educator's Kit?

- \_\_\_ at a workshop/presentation/forum  
\_\_\_ colleague  
\_\_\_ newsletter  
\_\_\_ other \_\_\_\_\_

2. How would you rate the Under the Influence? Educator's Kit on the following:

	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Requires short preparation time	1	2	3	4	5
User friendly	1	2	3	4	5
Presentation outline	1	2	3	4	5
Activities/Resources	1	2	3	4	5
Layout	1	2	3	4	5
Fits with my curriculum /program guidelines	1	2	3	4	5
Overall	1	2	3	4	5

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

3. Other comments/suggestions (i.e. additional features):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Please tell us a bit about yourself:

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

Affiliation: \_\_\_\_\_

Grade Level of Students: \_\_\_\_\_

**Thank you for taking the time to answer these questions.  
Please fax back to ARAPO at (416) 740-3002**