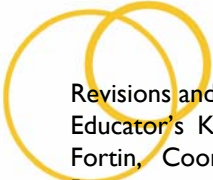


UNDER THE INFLUENCE?

Educator's Kit on Alcohol Advertising



For Students in Grades 7-10
3rd Edition (2006)



Revisions and updates for *Under the Influence? Educator's Kit*, 3rd Edition were provided by Rebecca Fortin, Coordinator, Association to Reduce Alcohol Promotion in Ontario, Ontario Public Health Association.

ARAPO would like to recognize Beverley MacLean-Lindsay for her extensive contributions and edits to this resource.

Graphic Design elements and typesetting was provided by Cynthia de Wit, Independent Consultant.

For more information or to order additional copies of the *Under the Influence? Educator's Kit*, 3rd Edition please contact:

Association to Reduce Alcohol Promotion in Ontario
Ontario Public Health Association
700 Lawrence Ave. West Suite 310
Toronto, ON M6A 3B4
Phone: (416) 367-3313
Fax: (416) 367-2844

E-mail: arapo@opha.on.ca
Web site: www.apolnet.ca/arapo

Copyright © 2000
Updated 2001, 2006
Association to Reduce Alcohol Promotion in Ontario,

Ontario Public Health Association

This document is also available in French

Reproduction: This document is the property of the OPHA. It may be freely referenced with full acknowledgement of the OPHA, and may not be used for commercial purposes.

Suggested Citation: Association to Reduce Alcohol Promotion in Ontario. (2006). *Under the Influence? Educator's Kit on Alcohol Advertising for Student's in Grades 7-10. 3rd Edition.* Toronto, ON: Ontario Public Health Association.



Funding generously provided by the Ontario
Ministry of Health Promotion

ASSOCIATION TO REDUCE ALCOHOL PROMOTION IN ONTARIO

Educator's Kit Acknowledgements

Anne Gallant, Peterborough County-City Health Unit

Benjamin Rempel, Alcohol Policy Network

Bob Walsh, Alcohol and Drug Concerns, Inc.

Bob Westland, Black Creek Anti-Drug Focus Community Group

Denise DePape, Toronto Public Health

Fariba Zahrai, Toronto Public Health

Helen Hutton, Toronto Public Health

Kari Sutoski, Association to Reduce Alcohol Promotion in Ontario

Kathi Quinn, Toronto Public Health

Ken Castledine, Georgetown District High School

Marianne Kobus-Matthews, Centre for Addiction and Mental Health

Mary Tabak, Halton Regional Health Department

Matthew Pagano, St. Michael's College School

Pat Sanagan, Toronto Public Health

Paula Neves, Alcohol Policy Network

Shaila Krishna, Toronto Public Health

Ulla Wise, Toronto Public Health



WHAT'S IN THE EDUCATOR'S KIT?

SECTION 1: UNDER THE INFLUENCE? EDUCATOR'S KIT

Introduction.....	1
The Educator's Kit	1
Objectives	1
Who Can Use It?.....	1
Preparation	1
Materials Needed	1
Time Frame.....	1
Evaluation	1

SECTION 2: PRESENTATION

What is Media Literacy?	3
What is Alcohol Advertising?.....	3
What are some of the Negative Consequences Associated with Drinking?	4
Is Alcohol Advertising Influential?	5
How is Alcohol Advertising Regulated?.....	6
What are some Problems with the Regulatory System?	7
Your Voice Counts!.....	7

SECTION 3: EXERCISES

Create an Alcohol Ad or Anti-Alcohol Ad!.....	9
How are you Influenced by Advertisers?.....	11
Test your Knowledge on Alcohol Advertising Issues.....	12
Take Action on Alcohol Advertising: Important Names & Numbers.....	13

SECTION 4: RESOURCES

Video List	17
Directory of Contacts	19
About ARAPO	21

SECTION 5: APPENDICES

References	
Useful Links	
Evaluation Form	
News Article – Branding children begins earlier than ever by David Suzuki (July 2005)	



SECTION 1:

UNDER THE INFLUENCE? EDUCATOR'S KIT DETAILS

Introduction

The Educator's Kit

Objectives

Who Can Use It?

Preparation

Materials Needed

Time Frame

Evaluation

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, Internet, sponsorship of music concerts, sporting events, and much more. Alcohol advertising usually presents a fun, positive and problem-free image of drinking. Youth especially are bombarded with alcohol brand images in the music they listen to, the movies and television shows they watch, the websites they visit, and the magazines they read. This influences attitudes and choices about alcohol. But, alcohol is a drug associated with many negative consequences including car and vehicle crashes (e.g. snowmobiles and boats), injuries, alcohol poisoning, violence, sexual assault and chronic disease. 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!**

Who Can Use It?

- Community groups
- Public health professionals
- Teachers
- Youth groups

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, and
- provide ways to take action and make each voice count!

Preparation

Ask students to bring in examples of alcohol advertisements from newspapers, magazines, the Internet, etc.

Find a series of alcohol advertisements to show during the presentation (this can provide great discussion) Contact ARAPO at (416) 367-3313 or e-mail arapo@opha.on.ca for additional resources.

Materials Needed

- TV and VCR/DVD, overhead projector, laptop

Time Frame

- Present the material over the time of 45 minutes 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.



SECTION 2:

PRESENTATION

What is Media Literacy?

What is Alcohol Advertising?

What Are Some Of The Negative
Consequences Associated
With Drinking?

Is Alcohol Advertising Influential?

How is Alcohol Advertising Regulated?

What Are Some Problems With The
Regulatory System?

Your Voice Counts!

.....

What Are Some of the Negative Consequences Associated With Drinking? (5 minutes)

A) Car and other vehicle crashes (i.e. boats, snowmobiles), injuries, drowning, suicide, alcohol poisoning, violence, crime, birth defects, hangovers, sexual assault, falls, chronic disease, death.

B) 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.

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:

- 1) The impacts of alcohol use are many. What impact has alcohol had on you? Your friends? Your family? Your community?

Did you know?

(Source: Centre for Addiction and Mental Health, "Drug Use Among Ontario Students 1977 – 2005. Drug Report Highlights" Authors: Edward Adlaf and Angela Paglia-Boak)

- Alcohol is the most common drug used among Ontario students.
- The percentage of drinkers had been significantly increasing from 1997 to 1999 among the total sample (60% to 66%). From 1999 to 2005 this has decreased slightly to 62%. This represents over 600 000 students from grade 7 to 12 who consume alcohol.
- There is no difference in the prevalence of drinking between male and female students.
- In 2005, 10 % of drinkers drank weekly, a significant decrease from 20% in 1999, 17% in 1997 and 15% in 1993.
- In 2005, 23% of students reported binge drinking (representing 220 100 students), a large increase from the 11% recorded in 1999.
- Males are more likely to engage in hazardous drinking than females.
- Binge drinking increases significantly with grade level.
- Northern students are more likely to engage in risky drinking practices (33%) as compared to Toronto area students (15%).
- Males are more likely than females to drink and drive (18% vs. 8%). Females are more likely than males to be passengers of a drinking driver (31% vs. 27%).
- The percentage of licensed drivers reporting driving within an hour of consuming two or more drinks remained stable between 1997 and 1999 and 2005 (16% vs. 15% vs. 14%). However, drinking and driving rates have declined significantly since 1977 when rates were at 58.1%.



4

Is Alcohol Advertising Influential? (30 minutes)

A) 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. However, mounting evidence has indicated that alcohol advertising can influence adolescent drinking (Snyder et al., 2006; Hastings et al., 2005). This research challenges claims that alcohol advertising causes brand switching or that alcohol advertising only influences the choices of those of legal drinking age.

B) In 1999, there were approximately 356,000 alcohol advertisements aired on radio and television in Canada. By 2003, the number of alcohol advertisements increased dramatically to nearly 700,000 across Canada. This high level of alcohol advertising exposure promotes and reinforces the myth that drinking is glamorous, relatively risk-free, and increases the likelihood of heavier drinking (Babor et al., 2003).

C) 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 over \$200 million each year to promote their products in Canada (Financial Post, 1999).

D) “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).

Tips

Spend some time in this area. You may want to present a video on alcohol advertising or show the ARAPO collection 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 (refer to “Exercises” section).

Questions for discussion:

- 1) Can you think of any alcohol ads that used the above techniques to influence consumers?
- 2) In your opinion, do these techniques work?
- 3) Have they influenced you? If so, how? If not, why not?

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 like 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. vacation giveaways, passes to music concerts, CD’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.

Alcohol Advertisements that Appeal to Youth:

A) Youth are most attracted to advertisements that are **humorous**, include **role models** influential to youth, have **animal characters**, and use **popular music**. These types of alcohol ads have been shown to be the most influential among youth – making youth want to buy the alcoholic beverage (Krank et al., 2005).

B) Advertisements that describe the quality of the alcohol product are less appealing to youth; and as a result, less influential (Chen et al., 2005).



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 only

Before June 1995, the Canadian federal government, through the CRTC, held mandatory pre-clearance of all alcohol advertisements. All advertisements were required to meet the CRTC's Code for Broadcast Advertising of Alcoholic Beverages before public distribution. In 1997, the CRTC disbanded the mandatory pre-clearance process of alcohol advertisements. Since then, efforts to control alcohol advertisements have been left to the provinces, broadcasters, and the industry themselves on a voluntary basis.

B) AGCO

(Alcohol and Gaming Commission of Ontario):

- Provincial regulator
- Guidelines covers radio, TV, and print only

In Ontario under the Liquor License Act any broadcaster wishing to advertise a liquor advertisement must adhere to the AGCO guidelines. Under this regulatory framework, anyone wishing to broadcast or promote an alcohol advertisement must comply with the AGCO Advertising Guidelines. For example, broadcasters cannot air an advertisement that does not comply with the AGCO code and will not approve an advertisement for airing unless it has been pre-cleared.

The industry usually uses the services of Advertising Standards Canada (ASC) to assist in complying with the Ontario guidelines set out by the AGCO.



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).

In general, alcohol advertising MUST NOT:

- Promote heavy drinking
- Make direct or implied claims that drinking is healthy (e.g. weight loss benefits)
- Imply that drinking is required to be good at sports
- Imply that drinking will increase your sexual appeal or attract sexual attention
- Imply that drinking will make you popular or more successful
- Appeal either directly or indirectly to persons under the legal drinking age
- Associate consumption of liquor with any activity that requires care and skill or has elements of physical danger
- Show drinking in a motorized, moving vehicle
- Suggest any illegal sale, purchase, handling, or drinking of liquor

C) Alcohol Advertising Complaints

- CRTC, AGCO and ASC all have complaint services established for broadcast and print alcohol advertising. The complaint system helps to enforce Canadian advertisers to comply with the regulations.
- Each organization has their own mandates and does not use identical sets of codes, which ultimately causes confusion and difficulty when trying to complain about an inappropriate advertisement. If the public has concerns about an advertisement under the CRTC code, they can submit it to the CRTC for its review. Complaints relating to the AGCO guidelines can be submitted for review by the AGCO. ASC clears advertisements using the CRTC and the AGCO code, but uses a different code, the Canadian Code of Advertising Standards, a self-regulatory code, when re-evaluating an advertisement from a complaint.



Questions for discussion:

- 1) In your opinion, do alcohol ads comply with alcohol advertising laws and guidelines?
- 2) 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?



What Are Some Problems With The Regulatory System? (5 minutes)

A) Can't Regulate all Sources of Alcohol Advertisements

- It is currently difficult to control advertising due to its many sources. In most of the world, alcohol marketing enjoys free rein, flooding traditional media such as broadcast (T.V., radio), print (magazines, newspapers, flyers), and outdoor advertising (billboards).
- International broadcast stations, many of which Canadians have access to through cable and satellite services, do not have to meet CRTC's code, and more specifically AGCO's code and regulations, specific to alcohol advertising. In almost all of the countries in the world alcohol advertisements have no limitations (WHO, 2004). As a result, thousands of uncontrolled alcohol advertisements are aired or displayed with a large proportion of them being exposed to Canadian adolescents.

B) Alcohol Advertisement Guidelines are Insufficient

Youth are attracted to alcohol products as a result of cleverly marketed alcohol advertising products and advertising techniques/tactics. Some examples include:

- Sweet, fruity, high alcohol products, called "alco-pops".
- Alcoholic energy drinks, filled with ingredients like caffeine. These appeal to younger audiences by appealing to young drinkers' preference for all night party scenes.
- Party scenes in alcohol advertisements, regardless of the model's age used in such advertisements.
- Product names that imply over consumption (e.g., Xtreme Breezer, Voodoo Zombie).
- Alcohol advertising or placement in:
 - Movies - e.g. How to Lose a Guy in 10 Days starring Kate Hudson & Matthew McConaughey
 - Music - e.g. 50 Cent (In Da Club), Gretchen Wilson (In All Jacked Up)
 - TV shows - e.g. South Park, Friends, That 70's Show

In the CRTC Code for Broadcast Advertising of Alcoholic Beverages and in the AGCO Liquor Advertising Guidelines, no reference is made to controlling advertisements that contain these specific items that attract and influence young viewers.



Your Voice Counts! (10 minutes)

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. "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has" – Margaret Mead.



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) 367-3313 or email arapo@opha.on.ca

“PRE” Workshop Ideas:

- 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?].
- Find out if your school board has a policy or policies on alcohol advertising and sponsorship and/or a substance abuse policy.
- 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.



“POST” Workshop Ideas:

- 1) Create Alcohol and Anti- Alcohol Advertisements
 - 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.
 - Create your very own alcohol education advertisement.
 - See Exercise 1 Part A and B for advertisement outlines.
- 2) Test Knowledge on Alcohol Advertising Issues
 - 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?
 - See Exercise 2: How Are You Influenced By Advertisers?
 - See Exercise 3: Test Your Knowledge On Alcohol Advertising Issues.
- 3) Taking Action On Alcohol Advertising
 - 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 and/or submit complaint forms to the alcohol advertising governing bodies, or alcohol manufacturers, or advertisers regarding an advertisement which is felt to be in the violation of the letter or spirit of the law. Refer to “Exercises” section of this kit or check out the ARAPO website for easy steps on how to complain.
 - Plan a school assembly which focuses on alcohol advertising, promotion and sponsorship.
 - Work with students to develop a school policy on alcohol advertising and sponsorship.
 - See Exercise 4: Important Names and Numbers.



SECTION 3:

EXERCISES

Create An Alcohol or
Anti-Alcohol Ad!

How Are You Influenced
By Advertisers?

Test Your Knowledge On Alcohol
Advertising Issues

Take Action On Alcohol Advertising:
Important Names & Numbers



Exercise 1 - Part A:

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...



Tips

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.



Exercise 1 - Part B:

CREATE AN ANTI-ALCOHOL AD!

One way to counter the effects of alcohol advertising – is to create an anti-alcohol ad. This is a great exercise for students to think about the negative consequences of risky alcohol use and to reveal the ‘truth’ about techniques used by alcohol advertisers. The anti-alcohol ad may end up looking similar to this:

- 1) PEOPLE
 - Scene A) older, unattractive, overweight women, beer bellied men, people by themselves...
 - Scene B) young people, everyday teenagers, hanging out in groups...
- 2) SETTING
 - Scene A) boring, dumpy house, hospital...
 - Scene B) house parties, bush parties, beach parties...
- 3) CONSEQUENCES
 - Scene A) loneliness, disease, broken families, violence, abuse...
 - Scene B) alcohol poisoning, car accidents, drowning, violence, abuse...
- 4) TECHNIQUES
 - a) Audio: vomit, groans, sound of broken beer glass or bottle/can, sound cars crashing, talking about consequences...
 - b) Visual: UN-appealing pictures of a beer glass or a beer bottle/can, spilled beer, broken furniture or windows...



Tips

Scare tactics are generally ineffective when preparing anti-alcohol ads for a youth audience. Youth are more likely to listen to educational messages that have serious components, but may include humour, sarcasm, etc.



Exercise 2:

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. “Drivers wanted”
2. “Life Takes ...”
3. “I’m Lovin’ it”
4. “Good Call”
5. “Betcha can’t eat just one!” “
6. “Miles away from ordinary”
7. “Everyone deserves a break ...”
8. “I AM”
9. “The Easy Button”
10. “King of Beers”
11. “What’s in your wallet?”
12. “The Silver Bullet”
13. “A whole lot can happen. Out of the...”
14. “Pay a little. Fly a lot”
15. “Obey your Thirst”
16. “Think outside the bun”
17. “Zoom ... Zoom ... Zoom”
18. “Is it in you?”

CAN YOU THINK OF ANY OTHER “COOL” SLOGANS?

ANSWERS:

1. Volkswagen 2. Visa 3. McDonalds 4. Miller Light 5. Lay’s Potato Chips 6. Corona
7. Kit Kat 8. Molson Canadian 9. Staples 10. Budweiser 11. Capital One 12. Coors Light
13. Blue (Labatt) 14. West Jet 15. Sprite 16. Taco Bell 17. Mazda 18. Gatorade



Exercise 3:

TEST YOUR KNOWLEDGE ON ALCOHOL ADVERTISING!

Circle True or False for the following:

1. The Molson Grand Prix (formally 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 over \$200 million each year to promote their products. T / F
7. Alcohol advertisements must NOT associate drinking with dangerous activities. T / F
8. Tiger Woods 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 Finding Nemo 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.



Exercise 4:

TAKE ACTION ON ALCOHOL ADVERTISING: IMPORTANT NAMES & NUMBERS

The following is information on three organizations to which letters of concern can be directed about alcohol advertisements. Discovering how to write a letter as well as how to express one's concerns is an invaluable learning experience. Please forward copies of letters or e-mails to ARAPO so we can support your efforts.

Also check out the ARAPO website for more information on how to complain.

1) Advertising Standards Canada (www.adstandards.com)

The ASC sets national advertising guidelines and is the advertising industry's self-regulating body, created to increase community confidence in advertising.

GUIDELINES:

- ASC will review alcohol broadcast and print advertisements against the CRTC Code (national advertisements) if requested by the advertiser.
- ASC will review alcohol broadcast and print advertisements against the AGCO Code (Ontario advertisements) if requested by the advertiser. <www.agco.on.ca/pdf/Non-Forms/3099B.e.pdf>
- ASC will use the Canadian Code of Advertising Standards as the basis for reviewing complaints about an advertisement. <www.adstandards.com/en/Standards/canCodeOfAdStandards.asp>

HOW TO COMPLAIN:

ASC will consider complaints for broadcast (television and radio), print and outdoor advertisements.

A) Online Submission <www.adstandards.com/en/Standards/submission.asp>

B) Letter or Email Submission:

- For complaints about print ads, if possible, please enclose or attach a copy of the ad
- Include your name, return mail address, phone number, and (if applicable) fax number
- Identify the product or service, including the advertiser or brand name, and briefly describe the advertisement
- Identify where you saw or heard the ad - e.g., TV/radio station call letters and location, publication name, billboard location, Internet address, theatre name and location, etc.
- Identify when you saw or heard the ad - e.g., broadcast date, publication date, billboard sighting date, etc.
- State your concern about the advertisement
- Send to:
Advertising Standards Canada
175 Bloor Street East
South Tower, Suite 1801
Toronto, Ontario M4W 3R8
Fax: (416) 961-7904
E-mail: complaints@adstandards.com

RESPONSES TO COMPLAINTS:

Upon receipt of any written consumer's complaint, ASC Standards Division staff evaluate the advertisement against the criteria contained in the Canadian Code of Advertising Standards and, as appropriate, the Gender Portrayal Guidelines.

When a complaint does not raise a Code issue, ASC sends a written explanation to the complainant. To ensure that advertisers are provided with feedback, ASC makes the involved advertiser aware of the nature of the concerns. This provides advertisers with valuable insights about advertising issues that concern Canadian consumers.

ASC reports on consumer and Special Interest Group Complaints are available online in its Ad Complaints Reports at: <<http://www.adstandards.com/en/Standards/report.asp>>

2) Alcohol and Gaming Commission of Ontario (www.agco.on.ca)

The AGCO sets provincial advertising guidelines and is mandated to ensure the Liquor Licensing Act regulations and Guidelines are respected. The AGCO has maintained its staffing levels in order to investigate and pursue complaints although pre-clearance of liquor advertising are no longer required.

GUIDELINES:

AGCO will consider complaints for broadcast (television and radio), print and outdoor advertisements. The AGCO continues to proactively deal with advertising matters as they arise or come to their attention.

AGCO Liquor Advertising Guidelines: Liquor Sales Licensees and Manufacturers are available online at
<<http://www.agco.on.ca/pdf/Non-Forms/3099B.e.pdf>>

HOW TO COMPLAIN:

The complaint form is available online at: <<http://www.agco.on.ca/pdf/forms/1201B.pdf>>

A letter and/or the form can be mailed to:

Alcohol and Gaming Commission of Ontario
Manufacturer and Special Licensing, Advertising, and Promotions
20 Dundas St. W. 7th Floor
Toronto, ON M5G 2N6
Fax: (416) 326-8700

RESPONSES TO COMPLAINTS:

The Liquor Licence Act states that no person shall advertise liquor except in accordance with the regulations. It is the responsibility of the licensee to ensure that advertising carrying its business or brand name, or endorsed by it, falls within the parameters set out in the regulation and in the Liquor Advertising Guidelines. Under the law, AGCO can initiate disciplinary proceedings (revoke, suspend, conditions) or issue an order of cessation for impermissible/ inappropriate advertising. Individuals may be imprisoned for up to one year and fined up to \$100,000. Corporations may be fined up to \$250,000.

3) Canadian Radio-Television and Telecommunications Commission (www.crtc.gc.ca)

The CRTC sets federal advertising guidelines. Prior to 1997, the CRTC pre-cleared alcohol advertising, however, it no longer plays any direct role in clearance.

GUIDELINES:

CRTC Code for Broadcast Advertising of Alcoholic Beverages is available online at:
<<http://www.crtc.gc.ca/eng/GENERAL/CODES/ALCOHOL.HTM>>

HOW TO COMPLAIN:

CRTC will consider complaints for television and radio advertisements only.

Submit complaints online following the directions available at:
<<http://www.crtc.gc.ca/RapidsCCM/Register.asp?lang=E>>

RESPONSE TO COMPLAINTS:

CRTC's complaints process is one in which the parties involved are entitled to see what others have said about it. CRTC sends the complaint to the radio, television or distribution service so that it can address specific concerns in writing. The company's response will be sent directly to the complainant with a copy to the CRTC within 30 days. The CRTC staff will review the complaint and the company's response. The complainant will be contacted again if CRTC needs to intervene.

Alternatively, the CRTC refers the complaint to a self-regulatory council, such as the Canadian Broadcast Standards Council or the Cable Television Standards Council for resolution.

CRTC staff will respond to the complaint within 10 working days.



SECTION 4:

RESOURCES

[Video List](#)

[Directory of Contacts](#)

[About ARAPO](#)

4

RESOURCES

VIDEO LIST

ARAPO has a variety of videotapes and CDs of various TV alcohol commercials which is available on a loan basis. Videos show 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. Contact the ARAPO coordinator to access these commercials at (416) 367-3313 or email arapo@opha.on.ca

The following videos are available on a loan basis from the Centre for Addiction and Mental Health, 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; fax (416) 595-6601; email gary_bell@camh.net.

- 1) **Advertising Alcohol: Calling The Shots** (1991); 26 minutes.
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) **Smokes and Booze** (1998); 50 minutes.
Audience: secondary students; general adult
 - What’s wrong, if anything, with taking money from tobacco and alcohol manufacturers to fund the arts? That’s a key issue debated in this video, put together by the creators of television’s popular MuchMusic. The video transports viewers to the world of Amosh pits, sound checks and backstage interviews as it explores the ethics of corporate sponsorships involving distillers, breweries, and tobacco giants. Rappers and rockers discuss the dilemma of being tempted by such corporate cash. Also interviewed are authors, studio executives, concert-goers and industry representatives, including a tobacco lobbyist who defends her association’s efforts to merely promote certain brands to those who already smoke. Corporate sponsorship are the ‘industry of the day,’ notes one trend watcher. The video claims to look at where to draw the ethical line in corporate sponsorships, but the many artists interviewed seem to draw their ethical ‘lines’ in different places.

- 3) **Ad-Libbing It: A Video About The Business of Selling Drugs** (1991); 18 minutes.
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.

- 4) **Consumer Seduction: From Romance to Reality** (1992); 20 minutes.
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. Also contact CAMH for, Selling Addiction: A Workshop Kit on Alcohol and Tobacco Advertising.
- 5) **The Glitter: Sex, Drugs and the Media** (1994); 28 minutes.
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.
- 6) **Just For Me: I Don't Buy It** (1992); 14 minutes.
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.
- 7) **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.
- 8) **Your Choice...The Big Break** (1991); 15 minutes.
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.
- 9) **Marketing Booze to Blacks** (1990); 15 minutes.
Audience: women; senior students; general adult
- This video examines the impact of alcoholism and alcohol-related problems in the Black community. It focuses on special advertising messages and marketing campaigns targeted at Blacks. It also examines advertising's influence in magazines aimed at the Black community. A group called the 'Holy Rollers' is shown painting over billboards it considers offensive, as well installing an alternate advertising of its own.



DIRECTORY OF CONTACTS

- 1) **Take Action Project** (Alcohol, Cannabis and Tobacco Health Promotion Project for Youth) (Ontario)
Ontario Physical and Health Education Association (OPHEA)
1185 Eglinton Avenue E., Suite 501, Toronto, Ontario, M3C 3C6
Phone: (416) 426-7120 OR 1-888-446-7432
Fax: (416) 426-7373
E-mail: info@ophea.org
Web Site: www.ophea.net
 - OPHEA and the Centre for Addiction and Mental Health (CAMH) has partnered to create a resource kit that 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 (worldwide)
Fax: (604) 737-6021
E-mail: adbusters@adbusters.org (general inquiries)
Web Site: www.adbusters.org
 - Publishes a magazine entitled Adbusters four times a year in a language and style that appeals to youth.
- 3) **Alcohol Policy Network** (Ontario)
Ontario Public Health Association, 700 Lawrence Ave West, Suite 310,
Toronto, Ontario, M3A 3B4
Phone: (416) 416-367-3313 OR 1-800-267-6817
Fax: (416) 367-2844
E-mail: apn@opha.on.ca
Web Site: www.apolnet.ca
 - 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)
1400 René-Lévesque East blvd Office 713, Montréal, Québec, H2L 2M2
Phone: (514) 597-6809
Fax: (416) 515-0467
E-mail: info@act-aet.tv
Web Site: www.act-aet.tv/intro_en.htm
 - 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)
15 Yorkview Drive, Etobicoke, Ontario, M8Z 2G1
Phone: 905-508-9236 (membership info) 416-201-6967 (courses and events)
E-mail: info@aml.ca
Web Site: www.aml.ca
 - 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: (416) 535-8501 (main switchboard) OR call Marianne Kobus-Matthews, Program Consultant, (416) 535-8501 ext. 4552
Fax: (416) 595-5019
E-mail: marianne_kobusmatthe@camh.net
Web Site: www.camh.net
- Government-funded organization that provides research, treatment and education related to alcohol and other drugs and mental health. Through its 30 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, Ottawa, Ontario, K2E 6Z5
Phone: (613) 224-7721
Fax: (613) 224-1958
E-mail: info@media-awareness.ca
Web Site: www.media-awareness.ca
- Clearinghouse for media literacy and to increase public awareness about the role the media plays in children's lives.
- 8) **The Jesuit Communication Project** (Canada)
1804-77 St. Clair Avenue, Toronto, Ontario, M4T 1M5
Phone: (416) 920-3286
Fax: (416) 920-8254
E-mail: pungente@sympatico.ca
Web Site: <http://interact.uoregon.edu/MediaLit/JCP/index.html>
- Canadian resource center for media literacy.
- 9) **Local Public Health Department**
Website: www.alphaweb.org/health_units.asp
- Your local public health department may have information regarding alcohol use and the media. Many health departments across Ontario have been involved in delivering ARAPO activities.



ABOUT ARAPO

ASSOCIATION TO REDUCE ALCOHOL PROMOTION IN ONTARIO

700 Lawrence Ave West, Suite 310

Toronto, ON M6A 3B4

Phone: (416) 367-3313 Fax: (416) 367-2844

E-mail: arapo@opha.on.ca

Web: www.apolnet.ca/arapo

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 is committed to raising awareness about the impact of alcohol advertising, while encouraging alcohol manufacturers, advertisers, and broadcasters to comply with advertising guidelines. ARAPO adopts a health promotion approach to uphold public health and safety by reducing the impact of alcohol promotion through education, policy, community action, and other strategies. ARAPO holds regular Committee meetings, organizes workshops and presentations, presents at public forums and responds to emerging issues.

ARAPO offers FREE resource materials to assist you to raise awareness in your community about alcohol advertising issues. Some of these resources include:

- Are You Under the Influence of the Illusion? Interactive Display – an interactive game on alcohol advertising
- Youth Presentations at Elementary and Secondary Schools, Alcohol Awareness Conferences, etc.
- Facilitating the 'Alcohol Advertising 101' workshop for educators and health professionals
- Monthly on-line updates of current events and issues
- Hosting the Alcohol Advertising Action Pack and the Alcohol in the News Listserve
- Published research papers related to Alcohol Advertising and Youth
- Bilingual postcards, brochures, posters, and other promotional materials.

The following organizations are Committee members of ARAPO:

- Alcohol Policy Network
- Centre for Addiction and Mental Health- Sault Ste. Marie
- FOCUS Community Program – Port Colborne/Wainfleet Healthy Lifestyles
- FOCUS Community Program – Northwestern Health Unit
- FOCUS Community Program – Windsor
- Region of Peel Health
- Toronto Public Health
- York Region Health Services Department



SECTION 5:

APPENDICES

References

Useful Links

Evaluation Form

News article

5 APPENDICES

REFERENCES

Adlaf, E. M., & Paglia-Boak, A. (2005). *Drug use among Ontario students 1977-2005*. Toronto, ON: Centre for Addiction and Mental Health.

Babor, T., Caetano, R., Casswell, S., Edwards, G., Giesbrecht, N., Graham, K., Grube, J., Gruenewald, P., Hill, L., Holder, H., Homel, R., Osterberg, E., Rehm, J., Room, R. & Rossow, I. (2003). *Alcohol: No Ordinary Commodity - Research and Public Policy*. Oxford, UK: World Health Organization.

Brent, P. (May 1999). *Molson Pulls Plug on 30-Year Advertising Relationship*. USA: Financial Post.

Chen, M., Grube, J.W., Bersamin, M., Waiters, E. And Keefe, D.B. (2005). Alcohol advertising: What makes it attractive to youth? *Journal of Health Communication*, 10, 553-565.

Hastings, G., Anderson, S., Cooke, E. & Gordon, R. (2005). Alcohol marketing and young people's drinking: A review of the research. *Journal of Public Health Policy*, 26, 296-311.

Krank, M.D., Wall, A.M., Lai, D., Wekerle, C. & Johnson T. (2003). *Implicit and explicit cognitions predict alcohol use, abuse and intentions in young adolescents* (abstract). Fort Lauderdale, FL, United States: Research Society on Alcoholism.

Potter, J.W. (2004). *Theory of media literacy: A cognitive approach*. USA: Sage Publications, Inc.

Snyder, L.B., Fleming Milici, F., Slater; M., Sun, H., and Strizhakova, Y. (2006). Effects of alcohol advertising exposure on drinking among youth. *Archives of Pediatric and Adolescent Medicine*, 160, 18-24.

World Health Organization (WHO). (2004). *Global Status Report: Alcohol Policy*. Geneva, Switzerland: World Health Organization. Retrieved from August, 2005, from www.who.int/substance_abuse/publications/en/Alcohol%20Policy%20Report.pdf



Youth and Alcohol Messages and Media Campaign

Campaign Information and Educational Resources in English, www.keepcontrol.ca

Campaign Information and Educational Resources in French, www.gardecontrole.ca

Centre for Addiction & Mental Health

*Facts About Alcohol,
www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/index.html*

*Curriculum Guide,
www.camh.net/education/resources_teachers_schools/drug_Curriculum/curriculum_main.html*

Virtual Party, www.virtual-party.org

*Alcohol & Drug Prevention Programs for Youth: What works?
Andrea Stevens Lavigne, 416-535-8501 ext. 6479, Andrea_Stevenslavigne@camh.net*

Association to Reduce Alcohol Promotion in Ontario

ARAPO, www.apolnet.ca/arapo

Alcohol Advertising Action Pack, www.apolnet.ca/infopacks/AdvertisingHome.html

Alcohol Policy Network

Alcohol In the News: Media Search, www.apolnet.ca/news/listserv/AINewsDigestHome.html

APOLNET web site, www.apolnet.ca



EVALUATION

Evaluation Form: 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

3. Which sections of this resource did you find most useful?

4. What changes would you like to see in future editions?

5. Other comments/suggestions:

6. Please tell us a bit about yourself:

Employer: School Health Unit Addictions Agency Other: _____
 Grade Level of Students: _____

Thank you for taking the time to answer these questions.
 Please fax back to ARAPO at (416) 367-2844



Branding kids starts earlier than ever

July 29, 2005

Would you let your kids play in a swamp? Odds are, most parents would balk at such a notion today. After all, a swamp seems so dirty and teeming with who knows what. But if not a swamp, what about a forest, or a creek - even a backyard? What worlds are children exploring today and what are they learning from them?

When I was a boy, my playground was a swamp near my home in southern Ontario. I spent countless hours there, catching tadpoles and wading through cattails, delighting at each new discovery. As a result, I could easily name dozens of species of birds, fish and insects. This was my world and it shaped who I am today.

But while my world was full of nature's delights, today's children face a world dominated by consumer delights. Instead of a real swamp, their world is often "virtual," consisting more of television, video games and the internet. Each of these technologies wields tremendous power and children can learn a great deal with them. What they learn, however, is not necessarily what we intend.

Advertising certainly existed when I was growing up, but it was nothing close to the saturation levels faced by children today. In my swamp, there were no billboards. Frogs did not croak "coke." Birds did not pull banner ads. The swamp was not sponsored by an oil company. And I was blissfully free of the consumer messages that bombard children in the 21st century.

So while I learned the names of other living creatures, kids today are far more likely to learn the names of various products and popular brands. And according to new research, this constant assault of brand imagery is reaching our children at earlier and earlier ages.

A recent study, published in the *Journal of Applied Developmental Psychology*, has found that children as young as two are now able to recognize common brand names. Researchers tested some 200 Dutch children, presenting them with common logos, such as McDonalds, Nike, Mercedes and Cheetos. Most two- to three-year-olds recognized eight out of 12 logos and the majority of eight-year-olds recognized 100 per cent of them - including Camel cigarettes and Heineken beer.

Researchers found that one of the strongest correlations with higher brand recognition scores was a child's exposure to television. Generally, the more television a child watched, the more readily he or she was able to recognize brands. This makes sense, given television's power as a visual medium.

But the researchers also point out that their results should be a warning about the potential for advertising to influence the most impressionable minds. Advertising to infants and toddlers is a rapidly growing trend. Just 10 years ago, most marketers only targeted children over age six. Today, with the success of toddler-based television shows like *Teletubbies*, researchers say infants and toddlers have been identified as a "vital and undeniable target group."

In fact, the authors argue that marketers have already done their own research about the cognitive and behavioral effects of advertising on young children. In most cases, however, the results have not been made available to academics or policy makers. In other words, marketers aren't just incidentally targeting some of the most vulnerable members of society - they are actively targeting them, and then keeping quiet about it.

Children of the 21st century are growing up in a world much different than the one I faced. In some ways, they have more opportunities than my generation ever did. But they also face new problems and threats that we never would have imagined. Given the insidious nature of some of those threats, maybe a swamp isn't such a bad place to play after all.

