

# Appendix

## Internet Resources

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### I. TOBACCO

#### **CDC Tobacco Information and Prevention Source Page**

<http://www.cdc.gov/tobacco>

Home page for Office of Smoking and Health at the Centers for Disease Control and Prevention.

Provides statistics, research, and educational materials, including updated activities and information related to *MediaSharp*.

#### **CSAP (Center for Substance Abuse and Prevention)**

<http://www.health.org>

Information on substance abuse issues.

#### **Tobacco BBS**

<http://www.tobacco.org>

Tobacco news, resources for smokers trying to quit, government sites, and reviews of films and movies about tobacco use.

#### **The Master Anti-Smoking Page**

<http://www.autonomy.com/smoke.htm>

Links to a wide variety of pro-health organizations as well as smoking cessation information.

#### **Tobacco Marketing to Young People**

<http://www.infact.org>

Information on youth-oriented tobacco promotion, such as product giveaways, event sponsorship, and merchandise.

#### **Washington DOC**

<http://www.kickbutt.org>

Information on promoting a healthy tobacco-free lifestyle for youth.

### II. ALCOHOL

#### **Adolescent Directory On-Line (ADOL) Alcohol and Other Drugs**

<http://www.educ.indiana.edu/cas/adol/atod.html>

Collection of electronic resources and fact sheets.

#### **CSAP (Center for Substance Abuse and Prevention)**

<http://www.health.org>

Information on substance abuse issues.

#### **National Clearinghouse for Alcohol and Drug Information**

<http://www.health.org>

Public information and resources on alcohol and drug prevention, including a site for kids.

#### **Substance Abuse and Mental Health Services Administration**

<http://www.samhsa.gov>

Resources and information on alcohol and drug prevention.

### III. MEDIA LITERACY

#### **American Academy of Pediatrics**

<http://www.aap.org>

For materials on media education and substance abuse prevention and for the names of pediatricians who can speak at events on these subjects, call 1-800-433-9016, ext. 7870 or 7873.

#### **Center for Media Literacy**

<http://www.medialit.org>

The Center is the leading organization for media literacy in the United States. Check this site for basic information on the media literacy education movement, current news, and access to its comprehensive catalog of recommended books, videos, and curriculum resources.

#### **Media Literacy On-Line Project**

<http://Interact.uoregon.edu/medialit/homepage>

A hyperlink-friendly site from the University of Oregon which links to almost every other media literacy shop on-line.

#### **National Media Education Conference**

<http://www.ConferenceOffice.com/NMEC>

The Web site for this annual conference provides information about the upcoming conference, such as the theme, breakout sessions, presenters, and registration materials. Also provides links to other media literacy Web sites.

#### **New Mexico Media Literacy Project**

<http://www.aa.edu>

Sponsored by the Albuquerque Academy, this site offers a wealth of practical information and strategies for teaching youth media literacy skills.

## Suggested Readings and Resources

### MEDIA LITERACY EDUCATION MATERIALS FROM CENTER FOR MEDIA LITERACY

Following is a list of recommended resources for media literacy education. For a complete, free catalog of media literacy materials, contact Media Literacy Resource Service, Center for Media Literacy, at 1-800-226-9494 or by fax at 213-931-4474, via the Internet at <http://www.medialit.org>, or by mail, 4727 Wilshire Blvd., #403, Los Angeles, California 90010. (Prices subject to change.)

#### SUPPLEMENTAL CURRICULUM RESOURCES

##### AdSmarts (\$495)

A video-based curriculum on tobacco and alcohol advertising for use in middle schools. Includes teacher instructions, print and television ads, and reproducible workshops for twenty-five, 40-minute lessons. Five videotapes provide over 3 hours of engaging video segments plus a ready-to-use library of classic and contemporary ads for tobacco and alcohol as well as for pizza, blue jeans, cars, ice cream, and more.

##### Living in the Image Culture (\$32.95)

An introductory media literacy program with 15 teaching modules exploring basic concepts in analyzing ads, music, film, and TV. Packed with practical activities and useful worksheets. Adaptable for grades 6 and up.

##### News for the '90s: How to Analyze the News (\$22.95)

A popular media literacy curriculum with a wealth of activities to explore how news is changing and how to evaluate what's missing from news coverage. Grades 6 and up.

##### Selling Addiction (\$59.95)

An introductory media literacy program exposing the myths and deceptions of tobacco and alcohol advertising. Contains video with five short segments plus Leader's Guide and a copy of the booklet, *Fatal Attraction: The Selling of Addiction*, for teacher preparation. Grades 5 and up.

#### HELPFUL BOOKS AND VIDEOS

##### Fatal Attraction: The Selling of Addiction (\$5)

A 40-page booklet of cornerstone articles, reports, and analysis of

tobacco alcohol advertising. A major reference. (1992) Quantity prices also available.

##### How to Watch TV News (\$11.95)

A classic introduction by Neil Postman and Steve Powers. (1992, book)

##### Production Notes (\$79.95)

Exposes marketing strategies by showing six TV commercials in slow motion while a narrator reads the production memos sent by the ad agency to the production company before filming. Eye-opening! Grades 5 and up. (28-minute video)

##### Screening Images: Ideas for Media Education (\$15.95)

Veteran Canadian media literacy teacher Chris Worsnop provides a basic introduction to teaching media as well as hundreds of practical tips and activities. (1994, book)

##### Teaching the Media (\$19.95)

The "bible" of media literacy by England's leading media literacy scholar, Len Masterman. A basic reference. (1985)

##### TV: What You Don't See (\$59.95)

A fast-paced, magazine-style, 30-minute video illustrating basic media production techniques (editing, sound, special effects) plus the making of a music video. Grades 7 and up. (1997)

##### Visual Messages (\$29.95)

A comprehensive guide to critical thinking and critical viewing skills across the curriculum, with special section on health and prevention. David Considine and Gail Haley. (1992)

#### RECOMMENDED READINGS FROM OTHER SOURCES

**Amusing Ourselves to Death: Public Discourse in the Age of Show Business** (1985), by Neil Postman. New York: Penguin Books.

**Ashes to Ashes: America's Hundred-Year Cigarette War, the Public Health, and the Unabashed Triumph of Philip Morris** (1996), by Richard Kluger. New York: Alfred Knopf.

**Growing Up Tobacco-Free: Preventing Nicotine Addiction in Children and Youth** (1994), by B.S. Lynch and R.J. Bonnie (Eds.). Institute of Medicine, Washington, DC: National Academy Press.

**Mass Media Images and Impact on Health: A Sourcebook** (1993), by Nancy Signorielli. Westport, Connecticut: Greenwood Press.

**Smokescreen: The Truth Behind the Tobacco Industry Cover-up** (1996), by Philip J. Hilts. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc.

**The Global Tobacco Epidemic** *Scientific American* (May 1995), by C.E. Bartecchi, T.D. MacKenzie, and R.W. Schrier.

**Trends in the Well-Being of America's Children and Youth: 1996** Washington, DC: U.S. Department of Health and Human Services.

**Wise Up to Teens: Insights Into Marketing and Advertising to Teens** (1995), by Peter Zollo. Ithaca, New York: New Strategist Publications, Inc.

# Glossary

**Advertising:** Any paid, non-personal presentation of information about a product, brand, company, or store.

**Agenda Setting:** Establishing the importance and priority of issues based on the amount and placement of news stories. Issues that receive the most coverage, and which are given primary placement in news broadcasts, newspapers, and magazines, are more likely to be seen as important by the general public.

**Background:** Peripheral action that occurs in the background to provide a realistic context for the foreground action (e.g., people drinking at the bar of a restaurant).

**Bias:** Personal opinions or beliefs that may influence how a news story is presented rather than simply presenting the facts and letting people make their own conclusions.

**Brand:** The personality or identity of a product, range of products, or a company, developed by consumer perceptions of product and lifestyle benefits.

**Brand Identification:** The extent to which consumers feel a brand is an extension of who they are (particularly common in more expensive or luxury items).

**Branding:** The actions taken to develop a brand.

**Brand Image:** The perceived lifestyle image or values attributed to a particular brand.

**Brand Loyalty:** Insistence on always purchasing/using the same brand rather than a substitute.

**Characters - Background:** Characters who typically have no speaking roles, serving only to “populate” the programming so that it looks real. For example, people sitting at the back of a restaurant who are never identified, have few or no lines, and are never seen again.

**Character Development:** Use of tobacco and alcohol as props to convey specific character attributes, such as being attractive, aggressive, hip, cool, savvy, independent, etc. These often rely on stereotypes, such as the Socialite, the Partyer, the Rebel, the Depressed, the Alcoholic.

**Character Identification:** The extent to which one feels a strong similarity with or attachment to a character, leading to a desire to be and act like that character.

**Characters - Main:** The central characters who are the primary focus of an entertainment program. Usually have key roles in the story and provide most of the dialogue.

**Characters - Supporting:** Characters who are not the focus of an entertainment program, but who are used to provide additional interest, action, and excitement through interaction with main characters.

**Editorial Cartoons:** Cartoons that make fun of people and events in the news.

**Editorials:** Opinions written by news staff which take a positive or negative stance on news events.

**Entertainment Media:** Media that give people a pleasing diversion. The main entertainment media are television, radio, movies, music, magazines, books, games, and computers.

**Features:** Regular sections in news media that help to organize the news for readers and viewers. For example, the national, local, entertainment, sports, and business sections of newspapers. Also, the local news, national/international news, weather, sports, traffic, and human interest segments of TV news programs.

**Footage:** Film that has been shot to illustrate a news story. Typically, there is much more footage available than can be used; so news teams must select only those images which best illustrate the story they want to tell.

**Foreground:** Focal point which centers viewers’ attention on the central action and primary characters in scenes for television/movies/video.

**Frequency:** The number of times people are exposed to a given media message.

**Glamorization:** Presentation of tobacco and alcohol use as glamorous, sexy, romantic, popular.

**Immediacy:** How recent or current a news story is. The more quickly news can relate a story to the public—ideally as it is unfolding—the more interesting it is for viewers or readers.

**Marketing:** The use of advertising, promotional activities (contests, “freebies”), and event sponsorship to make people aware of, attracted to, and, ultimately, willing to buy a product or service.

**Media Literacy:** The ability to “read” and produce messages in a variety of print and electronic media.

**Media Mapping:** Identifying the amount and type of media messages present in a certain area.

**Media Saturation:** The constant presence of media in every situation in our lives.

**Message Appeals:** Desirable qualities in media messages to make products appear more attractive and appealing. Examples include success, happiness, humor, popularity, and romance.

**Message Reach:** The number of people exposed to a given media message.

**Message Saturation:** The frequent presentation of specific messages across a wide variety of media so that we are repeatedly exposed to the message.

**Multi-Source Rule:** Comparing how the same story is presented in several different media (such as two different television stations or between television, radio, newspaper and magazine coverage of the same story).

**News Media:** Media programs that tell us about events in our community and our world. The main news media are television, radio, newspapers, magazines, and computers.

**Normalization:** Presentation of tobacco and alcohol as a typical and acceptable part of social gatherings.

**Product Depictions:** Showing tobacco and alcohol products as background props or being used by main, supporting, and/or peripheral characters.

**Product Placement:** Visible use of a brand name product in an entertainment program (essentially a built-in ad).

**Promotions:** Targeted strategies aimed at increasing consumer interest in, and use of, specific products. Important examples include coupons, sales, “freebies,” and contests.

**Proximity:** How close a news event is to people. Local events are closer to home than national and international events and are often of more interest because they may directly affect the lives of viewers and readers.

**Relevance:** How important a story is to people’s lives and its impact on their lives. The more impact a news event is likely to have on the lives of viewers and readers, the more likely it is to be presented.

**Role Model:** A person who youth look up to and who influences their attitudes and behaviors.

**Script:** The text that describes a TV show, film, or message, including the lines to be spoken by actors, a description of the action, and the setting in which the story takes place.

**Sponsorship:** Sponsorship of community, cultural, educational, musical, and sporting events is a special and fast-growing form of marketing. The aim is to provide consumers with a pleasant experience that can be associated with a sponsor’s name and product.

**Spoof/Parody:** To reverse the original meaning of a message through sarcasm and exaggeration. For example, showing a company mascot as the Grim Reaper.

**Stereotype:** An oversimplified portrayal of how a person or group of people look, act, and think.

**Storyboard:** A series of rough sketches that show the plot, action, characters, and setting. Used in electronic media (television, films, animation) before actually filming the media message.

**Storyline/Feature:** Focus of a program (e.g., teen alcoholism, drunk driving, nicotine addiction).

**Target Audience:** A specific, narrowly defined group of individuals a company targets for purposes of promoting and selling its product or service. For example, urban teens or 18- to 20-year-old males.

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# Endnotes

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