

iTHINK

A Critical Thinking & Media Literacy Manual



CENTRAL EAST
TOBACCO
CONTROL AREA
NETWORK

Peterborough County-City
HEALTH UNIT
...because health matters!

**What is the media feeding you?
Never stop questioning.**

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Welcome

I am very excited to welcome you to the iTHINK Critical Thinking and Media Literacy Manual, and I hope that you will find it as inspiring and engaging as I have. iTHINK began as a small idea, brainstormed on some chart paper by a group of six youth, and since then it has blossomed into something much larger that has reached past boundaries that we never thought possible. But that's the beauty of iTHINK – as a critical thinking, media literacy and youth engagement campaign, it can become anything you want it to be, as it is reshaped and repackaged by its participants. I believe this speaks to the beauty of youth engagement as a continual and evolving process.



Youth engagement also provides new opportunities which can equally benefit the community and the individual(s) involved. The community benefits from what engaged youth have to offer – this could mean listening to great music or having environmentally-friendly policies put in place because of the work youth do. But the benefits don't just stop there! Engaged youth are more resilient, more confident, and are generally more well-rounded individuals versus youth that aren't engaged.

The iTHINK campaign helps support the creation of these youth engagement opportunities by fostering creativity, discussions, and critical thinking amongst youth and their caring adult allies. I hope that you are able to take the principles of iTHINK, make them your own, and apply them with the youth you work and interact with, helping enrich both your lives along the way!

Sincerely,

Rachelia Giardino
Peer Leader, Peterborough County-City Health Unit

After spending a wonderful semester doing a nursing student placement working with the youth development worker and hired youth Peer Leaders at the Peterborough County-City Health Unit, I realized how effective youth engagement really is in the life of youth! From my observations and from research I have done, I learned that youth engagement can help prevent youth from becoming involved in risky behaviours (such as violence, substance misuse, and many other behaviours). I believe youth engagement can also give youth more meaning in their lives. Being engaged can range from activities such as sports, music, and youth organizations. Finding out what interests youth is especially important in order to continue to keep them engaged. iTHINK can encourage youth to ask questions to critically analyze what the media is feeding them, which can promote healthy decisions and behaviours. iTHINK is a fun, yet smart way to get youth involved in discussing the media that surrounds them on a daily basis!



Robyn Bowers
Trent University BScN Student

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- Simcoe Muskoka District Health Unit
- Durham Region Health Department
- Haliburton, Kawartha, Pine Ridge District Health Unit
- Peterborough County-City Health Unit
- Region of Peel Public Health
- The Regional Municipality of York

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- Kara Thomson-Ryczko, Former Central East TCAN Youth Development Specialist
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The iTHINK Critical Thinking Media Literacy Manual

Welcome to the iTHINK Critical Thinking and Media Literacy Manual. This is a comprehensive manual that will help you engage youth in a fun, exciting, and interactive way while developing their critical thinking skills.

Every day youth are targeted by the media with advertising. In fact, the average North American is exposed to 3,000 ads a day ([Children, Adolescents, and Advertising](#), 2006)! This onslaught of media advertising puts pressure on youth to buy products, even if the products are harmful. Products are associated with images that make youth believe they will be cool, succeed in life, or have more fun if they purchase them. Media influences may make youth begin to feel that they have little control over their life (Center for a New American Dream poll, 2002). This advertising pressure is why it is important to introduce critical thinking skills at a young age, and to provide ongoing opportunities for youth to develop media literacy skills.

Literature shows that engaged youth are resilient youth, and subsequently experience more positive health outcomes than un-engaged youth ([The Centre of Excellence for Youth Engagement](#)). Research also shows that the development of critical thinking skills allows youth to become media literate and provides them with tools to analyze the media influences they are surrounded by every day (“Assessing the Effectiveness of Critical Thinking Instruction”, 1993). Becoming media literate and developing a critical eye positively affects youth by encouraging them to be aware of the choices they make, and the impact of those choices on their health.

As such, the iTHINK critical thinking and media literacy initiative has two goals:

- Short-term: To increase youth’s capacity and ability to critically think about the world around them.
- Long-term: To have youth make informed, healthy choices for themselves (i.e. mitigating the influence of media and marketing).

Albert Einstein once said, “The world we have created is a product of our thinking – it cannot be changed without first changing our thinking.” The iTHINK manual encourages teachers, youth group leaders, organizations, parents, and other role models to help positively influence the youth that they interact with to critically think about the world around them. Using a variety of methods, this manual will assist caring adult allies in helping youth develop the skills they need to successfully interpret the media messages they are bombarded with every day.

How the Manual Works

This manual was designed for educators, peer leaders, parents, youth group organizers, adult allies, and other role models. Several sections contain discussion questions and activities by age range (six to eighteen). Please determine if the activity or discussion questions are suitable for your participants.

Resources for each activity follow this format:

- **Objective** – what participants are intended to learn.
- **Grade Level/Age** – suggested age level for the activity.
- **Materials Needed** – what is required to do the activity.
- **Instructions** – how to prepare for the activity.
- **Activity** – step by step instructions to implement the activity.
- **Discussion Questions** – questions related to the activity’s topic that will help reinforce learning.

The [blue](#) hyperlinks found throughout the manual are included to ease access to suggested resources and references.

Manual Sections and Brief Content Overview

Handout – A handout for educators and other adult allies to print to promote the manual among colleagues or to provide to youth and parents.

Background – Introduces key concepts regarding the media, critical thinking, youth engagement, and their connections with health.

The iTHINK Campaign – Outlines and explains the goals of the iTHINK campaign.

How to Interact with iTHINK – A guide to using the iTHINK Facebook page and YouTube channel.

Discussion Guides – Suggested discussion starters for youth. The questions are divided by age range.

Case Study – Provides an example of how the iTHINK principles (critical thinking and youth engagement) are used in an effective health promotion campaign.

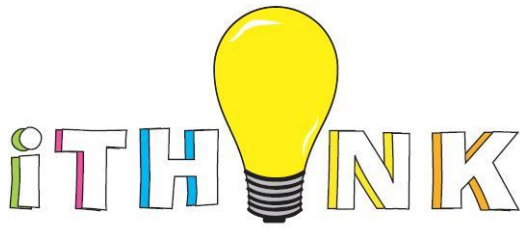
Curriculum – Outlines ways in which critical thinking and media literacy are embedded in the Ontario public school curriculum.

Resources – Websites and online films related to critical thinking, media literacy and youth engagement.

Further Activities – Activities for each age group that have been designed and selected to engage youth in the topics of critical thinking and media literacy.

Glossary – Definitions of commonly used terms in the manual.

Enjoy, and remember – never stop questioning!



A Media Literacy Campaign

The iTHINK campaign envisions increasing youth's *capacity* and ability to *critically think* about *the world* around them. The hope is that in the future *youth* will make more *informed, healthy choices* for themselves, and in turn, reduce the influence of the media and its marketing strategies.

What's the media feeding YOU? Never stop questioning.

What is iTHINK?

iTHINK is a social marketing and media literacy campaign that is designed to denormalize (to make not normal) big industries by showing youth the other side of using their products. For example, tobacco product placement in movies portrays smoking as a good time and sexy, but hardly ever shows the potential negative impacts, such as addiction, cancer and the toll it can take on one's family. The campaign encourages youth to be more aware of the world around them and to understand the link between the popular messages they receive and the health choices they make.

It is important to understand that the iTHINK campaign is not about saying "*no*", as much as it is about asking "*why*". Why are name brands mentioned in song lyrics? Why are certain products featured in television shows? Why are some lifestyles glamorized over others?

The Importance of Media Literacy

Research shows that engaged youth are resilient youth ([The Centre of Excellence for Youth Engagement](#)), and the iTHINK campaign empowers youth to take charge of their health and well-being. (Asking questions about the products they consume allows youth to think about making their own choices which may be healthier than what the media is trying to tell them.). By using critical thinking skills, youth may become more engaged or do better in their studies, as they are delving deeper into topics that interest, affect and matter to them.

How to Use iTHINK

The iTHINK Facebook page is the central hub for communicating and interacting on topics related to critical thinking and media literacy. Everyone is encouraged to interact, contribute, and be involved with making the page's content. Users can also watch a series of videos on media literacy and critical thinking on the iTHINK YouTube channel.

While iTHINK is a social media campaign, and the Facebook and YouTube page may appear to be the central focus, the campaign is really about what is happening on these social media platforms – critical thinking. This can be done with or without the Facebook page, as the Facebook page is just a tool to guide users on their way to becoming more media literate!



To "Like" iTHINK on Facebook, go to www.facebook.com/ithinkcampaign



The iTHINK YouTube channel: www.youtube.com/SpeakUpSpeakOutPTBO

For more information on the iTHINK campaign or on how to get involved, please contact your local health unit and ask to speak with their Youth Engagement Coordinator.

Background

Introduction of Key Concepts

Health defined: “Health includes physical, mental, social, emotional, environmental, and spiritual aspects of well-being.” ([Peterborough County-City Health Unit](#))

Media defined: “The means of communication such as radio and television, newspapers, and magazines that reach or influence people widely.” ([Dictionary.com](#))

Critical Thinking defined: “The mental process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion.” ([Dictionary.com](#)). Critical thinking concepts applied to the media specifically as a set of skills are referred to as media literacy.

Media Literacy defined: “The ability to sift through and analyze the messages that inform, entertain, and sell to us every day. It’s the ability to bring critical thinking skills to bear on all media- from music videos and web environments to product placement in films and virtual displays in NHL hockey boards. It’s about asking pertinent questions about what’s there and noticing what’s not there. And it’s the instinct to question what lays behind media productions – the motives, the money, the values, and the ownership – and to be aware of how these factors influence content.” (Jane Tallim from the [Media Awareness Network](#)).

What is the Effect of Media on our Health?

Companies portray their products as part of a normal lifestyle, when in reality much of what is conveyed is not always healthy. This can have an effect on all aspects of our health, especially for youth as they are impressionable, and the media often normalizes these unhealthy behaviours. Examples include:

- Commercial tobacco use is portrayed as normal and cool.
 - Commercial tobacco use is three times more common in movies than in real life. The media doesn’t show a change in tobacco use over the years, even though statistics indicate that fewer and fewer people are smoking. ([Tobacco in Movies](#))
 - Depictions of commercial tobacco use usually don’t show the adverse health effects that come from using cigarettes and chew. Instead, characters who smoke are portrayed as cool, rebellious, wealthy, and sexy.
 - Examples: the animated children’s film [Rango](#), [Me, Myself and I](#), [Suga Mama](#), [Why Don't You Love Me](#) (Beyoncé), [Find Your Love](#) (Drake), and almost every one of Lady Gaga’s videos ([Alejandro](#), [Bad Romance](#), [Beautiful Dirty Rich](#), [Just Dance](#), [Telephone](#)) in addition to many Hollywood movies.
- Alcohol and/or drug-use are heavily associated with having a ‘good time’.
 - Substance-misuse is so common in entertainment media that it appears that there is no other way to party or have a good time. In addition, they don’t show the side-effects or downfalls of using products such as alcohol and marijuana or promote restraint.
 - The younger people are when they start drinking, the greater their chance of becoming addicted to alcohol at some point. ([NIAAA; Underage Drinking: A Major Public Health Challenge, 2003](#))
 - People who use both alcohol and drugs are also at risk for dangerous interactions between these substances. ([NIAAA Alcohol Alert: Alcohol and Other Drugs, 2008](#))
 - The short-term effects of marijuana can include problems with memory and learning. ([NIDA. Marijuana: Facts for Teens, 2011](#))
 - Examples: music videos that glamorize substance misuse including [Uncontrollable](#) (Stereos), [This Afternoon](#) (Nickelback), [Who Dat Girl](#) (Flo Rida ft. Akon), [Like a G6](#) (Far East Movement ft. The Cataracs, DEV), and many, many others!
- Poor coping mechanisms are celebrated.
 - Media commonly uses alcohol, and violence as a character’s way of ‘coping’ with a fight, breakup, etc.

- Example: the music video for [Before He Cheats](#) (Carrie Underwood).
- Violence is glorified.
 - Eight out of ten of the most popular or 'best' video games of 2010 had war, fighting, or shooting-based storylines. ([Digital Trends, 2010](#))
 - Popular TV shows regularly show violent or gory scenes. Examples: *Dexter*, *The Sopranos*, *Criminal Minds*, *Law and Order*, *CSI* (Las Vegas, New York, & Miami).
 - Songs and music videos glorify violence and violent situations. Example: [Monster](#) (warning: disturbing – Kanye West).
- The media presents the message that if you aren't buying the new "it" item, you aren't cool.
 - This could lead to low self-esteem. Youth may feel pressured to purchase these items so that they "fit in".
 - "Advertising at its best is making people feel that without their product, you're a loser. Kids are very sensitive to that." Nancy Shalek (former president Grey Advertising)
 - Examples: The ["If You Don't Have An iPhone..."](#) ads.
- Unhealthy eating habits are promoted.
 - Fast-food commercials often feature only healthy, fit people. They do not show the consequences of consuming food with a high fat content or sodium levels.
 - Examples: [Wendy's](#), [McDonald's](#).
- Unhealthy relationships are normalized.
 - Domestic violence is common in the media. While some music videos, TV shows, and movies include domestic violence or unhealthy relationships in their storylines to shed light on a very serious issue, others do not identify domestic violence or abusive relationships for what they are or downplay the seriousness of emotional abuse.
 - Example: [Right Thru Me](#) (Nicki Minaj).
- Sexual relationships are not talked about in a healthy manner.
 - Young people are shown regularly 'hooking up' without considering the possible physical and emotional consequences.
 - According to a 2005 study, across a sample of nearly 1,000 programs, seven out of every 10 shows include at least some messages involving sex. In addition, only 4% of all scenes that included sexual content incorporate any message about the risks or responsibilities of sexual activity. (Kaiser Family Foundation, [Sex on TV](#))
 - Examples: [What's My Name?](#) (Rihanna ft. Drake), [Let's Play](#) (Kristina Maria), [Last Friday Night](#) (Katy Perry).
- Unrealistic expectations regarding men and women's bodies are celebrated.
 - The media puts an immense amount of pressure on women at a very young age to look thin, and have large breasts in order to be considered beautiful. Young men also face pressure to look a certain way. They are told that to be desirable they have to bulk up, have a 'six pack' and bulging muscles. This can lead to poor self-esteem and body image, as well as more serious illnesses such as eating disorders.
 - By grade six, 1 in 4 girls and 1 in 10 boys have been on a diet. ([Children Speaking Up!](#))
 - "Barbie is almost impossibly thin – if she was the height of an actual woman, she'd have only a 16-inch waist. If G.I. Joe Extreme were the size of a man, he'd have a 55-inch chest and a 27-inch bicep muscle – in other words, his arm would be nearly as big as his waist!" (Phillips, K. A., 1986)
 - "Four percent of boys in grades nine and ten reported anabolic steroid use in a 2002 study, showing that body preoccupation and attempts to alter one's body are issues affecting both men and women." (Boyce, 2004)
 - Examples: models and fashion shows (such as Victoria Secret), magazines that stress dieting ([Men's Health](#), [Cosmopolitan](#), even [gossip magazines](#)).

Strength of the Media's Influence

Dr. Dave Walsh, one of the leading experts on families, adolescents and the impact of technology, asserts that "media isn't inherently good or bad, [but] it is powerful." Just how powerful? Well consider this...

- Youth aged 8-18, on average, spend 7 hours and 38 minutes per day on a screen (*Media Violence: Understanding Media Literacy – A Guide for Parents, 2010*).
- On average, a student spends 7.5 hours using media per day, when they are only spending about 1.5 hours exercising, 1 hour on homework, and 30 minutes doing chores (*Media Violence: Understanding Media Literacy – A Guide for Parents, 2010*).
- On average, youth spend about 4:29 hours watching TV, 2:31 hours listening to music, 1:29 hours using the computer, 1:13 hours playing video games, and 38 minutes reading (*Media Violence: Understanding Media Literacy – A Guide for Parents, 2010*).
- The average North American is exposed to approximately 3,000 ad messages per day ([Children, Adolescents, and Advertising](#), 2006).
- Almost all (94 per cent) of students' top 50 sites include marketing material ([Young Canadians in a Wired World – Phase II \(YCWW II\), 2003-2005](#)).
- Smoking in movies is the most powerful pro-tobacco influence on kids today, as it lures more young customers in than even traditional cigarette advertising. ([Smoke Free Movies UCSF](#))
- In a 2005 survey of 5,000 Canadian students in grades 4 to 11, 94% had regular access to the internet from their homes ([Kids' Take on Media](#), 2003).
- A large number of children claim to have experienced no parental guidance on what they can watch, what they can play, or for how long ([Kids' Take on Media](#), 2003).
- Need to be convinced of the power of social media? Watch this YouTube video: [Social Media Revolution 2: Is Social Media a Fad?](#)

Each day, almost everywhere you go, you are exposed to branding and marketing. Brands, ads and signs are on television, the internet, labels on food packaging, billboards along the road, and the clothes you wear. They are also in magazines, video games, music and music videos, and the restaurants and cafeterias at which you eat. These forms of media try to influence us to purchase their products or may influence us to engage in high-risk behaviours which are often glamorized and portrayed as normal. The marketing tactics that these big industries use often promote tobacco use, substance misuse, unhealthy eating, and other high risk behaviours as normal and part of our everyday life.

Don't believe us? Well ask yourself this:

- When was the last time you saw an obese person in a fast food commercial?
- How often is alcohol misuse shown as dangerous in a music video or movie? How often is it shown as fun, virtually harmless, and a stress reliever?
- According to popular media, what does it take to be part of the "in" crowd or cool? Are these healthy behaviours or activities?
- Name three campaigns designed to "empower" its viewers that aren't connected to a product, or company. Can you even name one?

With youth and children consuming a large amount of media, it is important for this population to critically think about the media they are surrounded by in their everyday lives and ask "how will this affect my health?"

How Do You Counteract the Media's Influence?

The most important thing is to critically think about the media by asking questions. You can also help make youth aware of advertising in the media and the effect it can have on their health. Engaging youth in their health encourages them to think critically about how the media is affecting them personally. Becoming media savvy can mean taking a moment to intentionally analyze media and pick out the unhealthy behaviours. By focusing on these parts of the media, youth can become more media literate. This may positively affect the health of youth, and help engage youth in something meaningful that is constant in their lives.

How is critical thinking done? ([Roger Darlington](#))

- “The essence of critical thinking centers not on answering questions but on questioning answers.”
- “Remember that prominence does not equate to importance.”
- “Look out for exceptions. There is a popular saying that: *“It's the exception that proves the rule.”* In fact, in scientific terms, it is the exception that disproves the rule.”
- “Always look for evidence.”
- “Always consider alternative explanations.”
- “Just because the facts can be explained by one particular scenario doesn't mean that another scenario isn't possible and maybe even more likely.”
- “For one to critically think, one must always question a certain scenario or piece of information. What are the sources? Are the sources biased, or reliable? Is there an alternative explanation?”

In order to help you facilitate this process there are discussion questions provided in this manual which can help introduce media literacy to youth and children ages six to eighteen. These questions introduce the topic and allow youth to critically think about media, with questions on a variety of topics, from how much media they are exposed to, to the brands they wear, to healthy relationships and food choices. Another option is using the [Facebook page](#) and participating in discussions by browsing the content, or posting your own content about media and health.

Youth Engagement

Research shows that engagement in itself is an effective harm prevention and reduction strategy. Young people who are meaningfully involved in activities, and are connected to caring adults and role models that support their engagement are less likely to engage in negative risky behaviours such as abuse of drugs and alcohol, dropping out of school, and breaking the law. ([The Centre of Excellence for Youth Engagement](#))

What is it?

Youth engagement is when youth are involved in activities and participating meaningfully. They can be engaged in community and youth organizations, music, sports, work, school, politics, or at faith based centres. An engaged youth thinks their activity/organization is important, has knowledge about it, and sees a sense of purpose in the organization or activity. ([The Centre of Excellence for Youth Engagement](#))

When youth are engaged, they may experience many positive outcomes as a result, including:

- Decreased alcohol use
- Decreased marijuana and hard drug use
- Lower rates of school failure and drop-out
- Lower rates of sexual activity and pregnancy
- Lower rates of anti-social and criminal behaviours
- Lower rates of depression
- Increased self esteem
- Increased self-efficacy (the belief in one self's power to change)

([The Centre of Excellence for Youth Engagement](#))

If youth are kept engaged and are encouraged to think about the media they are consuming, they may also experience these positive outcomes which will hopefully contribute to healthy habits and lifestyles.

When engaging youth...

It is important to understand that the process includes youth-adult partnerships, which includes sharing power and learning from and with each other. Also, another key part of youth engagement is being flexible and allowing youth to work at their own pace to avoid taking control of the project.

The [Ministry of Health Promotion and Sport](#) established [11 Youth Engagement Principles](#) to use when engaging youth. These principles are:

1. Inclusiveness
2. Positive youth development
3. Accountability
4. Operational practices
5. Strengths-based approach
6. Flexibility and innovation
7. Space for youth
8. Transparency
9. Sustainability of resources
10. Cross-sector alignment
11. Collaboration



Why is it Important for Youth to Take Control of their Health?

John W. Gardner, a previous Secretary of Health, Education and Welfare in the United States, once exclaimed, *“Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants”*. Gardner was onto something! Research has shown that it is more effective to engage youth in their own health than to lecture them about the evils of alcohol, tobacco, etc. (“The Peer Educator Model for Health Promotion: Literature Review”, 2009). Asking questions about the products they encounter allows youth to think about making their own choices which may be healthier than what the media is trying to tell them. They can decide whether a food company or product is actually healthy, whether they truly want to consume alcohol or to smoke, or whether they really need to wear the brand name clothing that is being advertised as the best. This may positively affect the health of youth, and help engage youth in something meaningful that is a constant in their lives. By using critical thinking skills, youth may become more engaged or do better in their studies, as they are delving deeper into topics that interest, affect and matter to them.

The iTHINK Campaign

"All media – especially entertainment media – is selling us something. If it's not a product, it's a belief; if it's not a belief, it's a value; if it's not a value, it's a lifestyle. This is why it's imperative that we start to seize popular culture as another strategy for making change."

- Sofia Quintero

On January 27, 2011, a group of youth from Peterborough, Ontario named Speak Up! Speak Out! launched iTHINK, a media literacy and critical thinking campaign. The iTHINK campaign is designed to engage youth in the process of making connections between branded advertising and their health. iTHINK makes use of popular social media sites, hosting a Facebook page and a YouTube channel. Both the Facebook page and YouTube channel help build media literacy skills so that youth are able to sift through and analyze the messages that inform, entertain, and sell to them every day. It is not about saying 'no', as much as it is about asking 'why?'. The campaign highlights the deceptive tactics used by 'big industries' to sell their products, and makes an effort to denormalize the glamorous lifestyles that are portrayed, which often promote tobacco use and substance misuse.

Overall, the iTHINK campaign has two goals. In the short-term, the iTHINK campaign aims to help youth increase their ability to critically think about the world on a daily basis. In addition, the iTHINK campaign wants to empower youth to make informed decisions in all aspects of their life, which will hopefully contribute to a healthy lifestyle and foster resilient youth in communities across Ontario.

To learn more about the campaign from the youth who created it, or to view the short PSA that started it all (and that you can use to introduce youth to the idea of critical thinking, media literacy, and the iTHINK campaign), visit the [SpeakUp! SpeakOut! YouTube Channel](#).



To access iTHINK on Facebook, click on the logo or go to www.facebook.com/ithinkcampaign




The iTHINK YouTube channel is available by clicking on the logo or can be found at: www.youtube.com/SpeakUpSpeakOutPTBO

How to Interact with iTHINK

The iTHINK social marketing campaign consists of a Facebook page and a YouTube Channel which assists youth in making connections between branded advertising and their health.

iTHINK Facebook Page

Facebook is the most popular social networking site in the world. By going to where youth already are, the iTHINK campaign makes it easy for youth to be engaged while analyzing media and developing their critical thinking skills. The iTHINK Facebook page provides youth with a comfortable space that allows them to connect and collaborate with each other. To access the Facebook page, search “iTHINK” in the Facebook search bar at the top of the screen or go to www.facebook.com/ithinkcampaign. Make sure to  the page to receive updates about new content and to see new posts in your newsfeed!

The Facebook page has numerous sections that include information designed to inform youth about various health topics and the media in addition to activities and discussions that will aid them in the development of their critical thinking skills. These sections include:



Wall

The wall is where the majority of interactions take place. Participants can post links and start discussions, and the page is continually being updated with links to other interesting videos, analyses of new music videos, and discussion prompts. Have a thought that's been bothering you about your health, or some form of media you saw recently? This is where you'd likely post your comment. If you 'like' the iTHINK page, the official iTHINK content is what will show up in your newsfeed when iTHINK posts.

Info

The info page introduces participants to the concepts of media literacy and critical thinking while providing a brief overview of our campaign and its goals. Every attempt has been made to make the content youth-friendly so that it can be easily understood.

Photos

The numerous photo galleries are intended to both inform and engage participants in discussions with prompts. In looking to both pop culture and big industries, the photos analyze the often deceitful and harmful messages that are being promoted. Each caption has a youth-friendly message that either plays on their knowledge of pop culture, or conveys a harm-reduction message without lecturing them. The topics include product placement, the advertising tactics of the food and alcohol industries, and the relationship between Hollywood and the tobacco companies.

Video

This section is very similar to the YouTube channel (see below for more details), as it is a collection of all of the videos that have been made by the youth of SpeakUp! SpeakOut! The vlogs (video blogs) include the youth talking about various topics including: Frequently Asked Questions, How to Interact with the Facebook Page, Product Placement 101, and Critical Thinking 101. You can also find the 60 second iTHINK campaign PSA video here as well.


Notes

The notes section is used to discuss topics that are too long to post about on the Wall. However, a staple of the notes is the “Healthy Resources” note. The iTHINK campaign talks about various health topics and because of this it is important to also provide reliable resources for youth to refer to should they have a question or concern related to their health. Googling a health issue can usually result in some scary information, and sometimes it is inaccurate. This note provides a long list of various health resources (e.g., tobacco-free living, food security and nutrition, sexual health and relationships, body image, etc.) with a mix of local (to Peterborough, Ontario) and national organizations. Most of the links are youth-friendly in that they are not too academic, or are designed directly for youth. Know of one such site? Make sure you leave a comment, and it will be added to the list!

Discussions

This is exactly what it sounds like – a place for both the creators and participants to post discussions and interact with each other. This is used when a discussion becomes too large to follow on the wall, or many opinions are being sought on one topic.

How to Interact and Use the Facebook Page

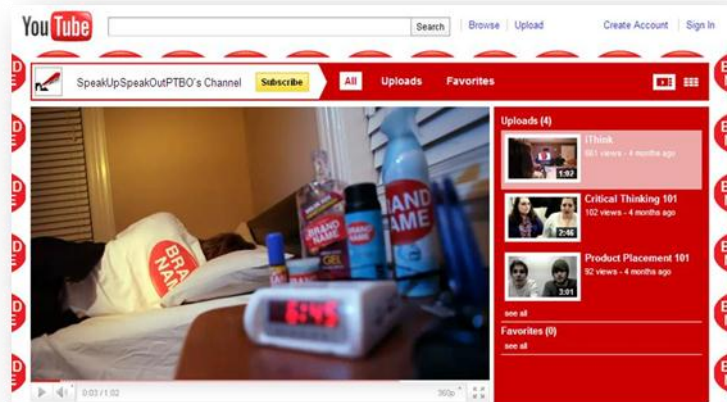
-  the page to receive updates (remember, part of youth engagement is *sustainable involvement*!)
- Comment on ... everything: videos, notes, links, wall posts, photos!
- Write a message on the wall.
- Use critical thinking while watching videos and browsing ads on the page.
- Check out other resources via our links and notes.
- Participate in previously started discussions on our videos, photos, or wall.
- Share the page or anything on the page with other Facebook friends.
- Watch the videos to learn more about various topics like media literacy.
- Offer any advice to improve the iTHINK Facebook page.
- Participate in polls.
- Upload your own photos, videos, and links to share and start a discussion with the community.

iTHINK YouTube Channel

SpeakUp! SpeakOut!'s iTHINK YouTube channel offers a collection of the videos made by the youth group designed to engage and speak to their peers. These videos can also be found on the Facebook page and include: Critical Thinking 101, a discussion on product placement, and the iTHINK campaign PSA.

How to Interact and Use the YouTube Page

- Comment on the videos with your own thoughts, questions, or link to your own videos on media literacy or critical thinking.
- Subscribe to SpeakUp! SpeakOut!'s YouTube channel to receive a notification every time a new video is uploaded by iTHINK.
- Using the share button, spread the word by sending the link and a message to your friends through email, Facebook, Twitter, etc.
- Suggest a topic that you'd like to see covered on the iTHINK Facebook account or YouTube channel page.



Case Study: Smoke-Free Movies

This case study on smoke-free movies is an example of how to use critical thinking and media literacy skills to bring about change and empower youth.



Background

Can you name an actor or actress that has smoked in a film? I'm sure you can! How about Johnny Depp, Natalie Portman, Will Farrell and Anne Hathaway?

Hollywood and the tobacco companies have had a close-knit relationship since the early 1940s, when films began glamorizing cigarettes and smoking. It isn't just a one-sided relationship either; film companies would receive kickbacks and payouts to feature commercial tobacco products in their films, making them appealing by branding them as 'cool'. In turn, the tobacco industry gains new customers – youth – from this new and incredibly effective method of advertising.

The problem with smoking in movies is that children look up to the on-screen characters and actors as role models, and thus emulate their behaviours. Today's youth feel a lot of pressure to "fit in", which can affect their mental health. (Center for a New American Dream poll, 2002). When they see characters who smoke act 'cool' in movies, they see smoking as normal, and one way that they too can fit in. This puts pressure on youth to use products like tobacco in order to 'be cool'. The effect of smoking on-screen is that young children are developing favourable opinions of smoking and tobacco use, making them more likely to try cigarettes as a result.

[Stanton A. Glantz](#), a professor of medicine at the University of California, San Francisco and anti-tobacco activist: "If Hollywood just got the smoking out of youth-related films, it would have a huge effect, and it would cost nothing. It would be the most cost-effective health intervention ever done."

Cigarette advertising has been banned from airwaves and many magazines. Why not in movies as well?

"The media like the money they make from our advertisements and they are an ally that we can and should exploit."

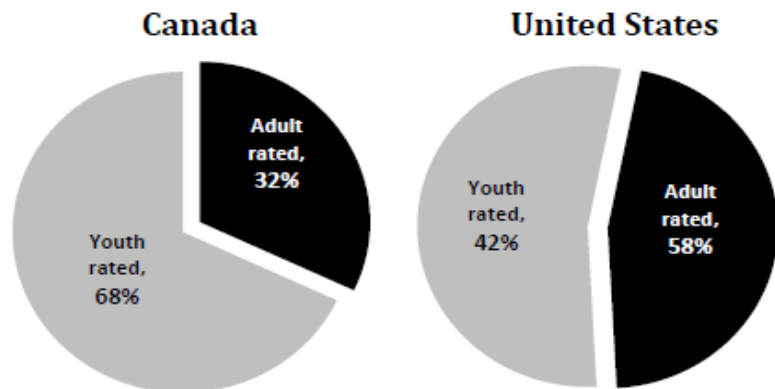
- A 1985 Philip Morris memo (producers of the tobacco brands Marlboro, Virginia Slims, Players, and many others).

The Facts

- The film industry claims that it is usually only “bad guys” that smoke, yet “heroes” are more often the ones that smoke on screen ([Smoke-Free Movies UCSF](#)).
- Nonsmoking teens whose favourite stars frequently smoke on screen are sixteen times more likely to have positive attitudes about smoking in the future ([Smoke-Free Movies UCSF](#)).
- On the big screen, Hollywood glamorizes smoking (the actors/actresses almost always appear healthy, young, and cool). In the real world tobacco accounts for more suffering and death than homicide, suicide, illegal drugs, and AIDS combined ([Scene Smoking](#)).
- Major movie characters are three times more likely to smoke than people in real life ([Tobacco in Movies](#)).
- From 2004 to 2009, an estimated \$600 million in provincial and federal film production incentives have gone to fund US studio films shot in Canada, mostly in British Columbia, Ontario, and Québec. An estimated \$240 million of these public incentives funded US studio films with smoking that were classified as appropriate for children and adolescents – G, PG, or 14A – by Canadian provincial film rating authorities ([Tobacco Vector Report](#)).

FIGURE 5 | TOBACCO IMPRESSIONS DELIVERED BY YOUTH-RATED AND ADULT-RATED FILMS, CANADA AND THE UNITED STATES, 2009

Because Canadian authorities make more films accessible to children and youth than the US film industry does, more than two-thirds of tobacco impressions are delivered to Canadian moviegoers by youth-rated films.



Source: Physicians for Smoke-Free Canada (2010). *Tobacco Vector Report*. Ottawa, ON: Author.

Smoke-Free Movies Campaign

The research clearly shows that smoking in movies lures in new young smokers, yet little has been done about it. Wanting to turn ideas into action, and to get youth involved in this very serious issue, the [Ontario Coalition for Smoke-Free Movies](#) was formed in May of 2010 to take collective action to counter the harmful impact of smoking in movies.

In response to these findings, the Ontario Coalition for Smoke-Free Movies is supporting five actions to reduce exposure to on-screen smoking:

1. Rate new movies that show or imply tobacco use or products with an adult rating, unless it is in a historical portrayal or shows negative consequences.
2. Require strong anti-smoking ads prior to movies depicting tobacco use in all distribution channels.
3. Certify no payoffs for displaying tobacco.
4. Stop identifying tobacco brands.
5. Require films with tobacco imagery assigned a youth rating to be ineligible for government film subsidies.

Use of Critical Thinking Skills and Promotion of Media Literacy

The Smoke-Free Movies campaign does more than just advocate for movie rating reforms; they also attempt to engage youth by encouraging them to critically think and become aware about smoking in movies. The Smoke-Free Movies campaign follows similar principles to iTHINK. They host a Facebook page called [Hooked by Hollywood](#), which is “a place to share your thoughts and opinions about the effects of smoking in the movies.”



In addition, youth in Ontario were invited to take part in [Youth Action Week](#), an annual event that invites youth to take action on a selected issue. In November 2010, youth were invited to help spread the message to Hollywood that smoking does not belong in movies for children and youth.

While Action Week was about engaging youth with the media they consume, and targeting the media back, the [Smoke-Free Movies website](#) also hosts a youth advocacy section. Youth are encouraged to put their critical thinking skills to use as they learn how to advocate, write an advocacy email or start a postcard or petition campaign. Overall, the Smoke-Free Movies campaign is an excellent illustration of how an organization or group can use the same principles as iTHINK (critical thinking, media literacy, and youth engagement) to make an effective health promotion campaign, event, or activity.

Putting it into Practice

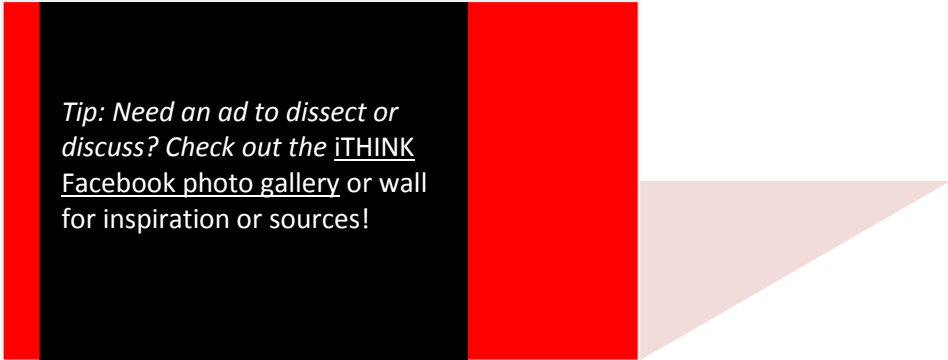
Now it's time to put what you've learned about the iTHINK campaign into practice. Below is a planning guide to get the thoughts flowing and to inspire you to take up your cause, and use critical thinking, media literacy and youth engagement to help you succeed!

Question	Brainstorm
What appeals to you about critical thinking, media literacy and/or youth engagement?	
What inspires you or what are you passionate about? Not sure? Think of what makes you angry, and how you would change it.	
How can you tackle this issue using critical thinking, media literacy and/or youth engagement?	

Discussion Guides

On the next few pages are discussion guides that have been divided by age and grade level. When teaching critical thinking, discussions are a key part of the process, as they allow participants to formulate thoughts and opinions and express their analyses of various topics. The questions in the discussion guide are meant to serve as inspiration for conversations. Each question can be used to open up the airwaves for discussion, but once the question has been asked and answered, the facilitator should not move on. Instead, spend some time guiding youth through a thoughtful exploration of the question or topic at hand. Ask open-ended questions that invite follow up questions and answers. You may find quickly that you only need to ask one carefully picked question and that the youth carry the conversation along, delving into other topics as they go.

While it is encouraged to make use of the activities included in this manual to spark excitement and create conversations around media-related topics, it should be stressed that the activities are acting as vehicles for the conversation and learning. As a result, discussions should not only be occurring during an activity – there should be pre-activity discussions and, perhaps more importantly, post-activity discussions. While the candid conversations during an activity are great, often the most interesting conversations happen outside the activity! Without having a comprehensive strategy for discussion, facilitators will be doing themselves and their youth a disservice.



Tip: Need an ad to dissect or discuss? Check out the [iTHINK Facebook photo gallery](#) or wall for inspiration or sources!

Note: The discussion questions were drawn from the [Action Coalition for Media Education](#), the [Media Awareness Network](#), and Ontario school curriculum material on media studies.

Ages 6-9 (Grades 1-4)

Learning Outcomes:

- Beginning awareness of why they respond to certain images, characters, etc.
- Beginning understanding of how others influence how they feel about themselves and the choices they make.
- Development of a positive body image and self-esteem.
- Ability to begin to distinguish reality from fantasy.
- An awareness of the types of media they are consuming and a beginning understanding of the techniques used.

Can you think of a time when violence was used in a cartoon? Was it funny? Is violence a good or OK way to solve your problems? *(No, it is hurtful)*. How else can they be solved? *(Talking a problem through, walking away for a minute if you are mad, ask an adult for help, etc.)*.

What kinds of pictures would you use in a commercial for cereal if you wanted your parents to buy it? *(Something related to fun and health)* Why? *(Parents are more likely to buy it than if it is sugary)*.

Do you know people who feel good about their bodies and the way they look? Have you ever felt really good about the way you look? When do you feel the strongest or the healthiest?

What choices do people make (good and bad) based on how they feel about themselves and their bodies? *(Good – play a sport, show off a talent, dress comfortably, etc. Bad – maybe smoke, diet, be peer pressured into things)*.

What is your favourite TV show? Are TV shows real or pretend? *(Most are pretend. Things may SEEM real, but the people are actors, there is a script, they have special equipment, etc.)*. In this show, what are some things that could happen in real life? Does anything happen that could never happen in real life?

(Using the website [Fast Food: Ads vs. Reality](#) or a food ad). What does the food look like on the package or in the ad (describe it)? *(Big, yummy, colourful, etc.)*. If you've ever eaten the food before, what did it look like in real life? *(Soggy, greasy, smaller, not as colourful)*.

How many times do you see ads each day? *(According to experts, the average North American sees over 3,000 ads daily)*. Where do you see/hear them? *(TV, magazines, radio, cars, billboards, labels, stores, T-shirts, newspaper, etc.)*. How many ads can you see in the room we are in right now?

What is the goal of advertising? *(The goal of advertising is to influence consumers to buy a particular product or service)*. What is a brand? *(A brand is a trademark or label that is associated with a particular product.)* What brands do you know of? What brands do you own? Do you need words to know the brands? *(No, you can usually just recognize the logo/picture)*.

Ages 10-12 (Grades 5-7)

Learning Outcomes:

- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.
- Use overt and implied messages to draw inferences and construct meaning in media texts.
- Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience.
- Understand the influences of the media in defining society's standards.

What makes a person “cool” or “beautiful”? Is it external, the way they look or the way they dress, or is it internal, the way they act? Brainstorm how the media portrays cool and beautiful. Do these match up with your personal idea of cool and beautiful?

Who do you think would be the most likely audience for a car magazine? (*Usually men*) A video game? (*Usually younger boys*) A fashion magazine? (*Usually girls*) How do you think commercial makers decide who the audience is? (*Study what youth like, test their commercials, etc.*)

What visual clues are used to identify ‘good’ and ‘bad’ characters in movies and video games you have seen recently? (*Good – colourful, strong muscles, usually a boy, usually attractive; Bad – dark colors, weapon, usually ugly, etc.*)

Have you ever tried to change the way you look? If yes, did this have anything to do with images you see in the media? What did you change?

Looking at an ad (specifically a beauty ad):

- Can you tell if the photo has been retouched? How?
- What company and product is the ad trying to sell? How are they trying to sell the product?
 - What are they trying to get people to think about the product?
 - What is it supposed to do?
- How does the ad make you think/feel about yourself? Do you relate to it?

(Using a photograph and an ad) Is this image an ad or a photograph? Why do you think so? What appeals or does not appeal to you in these images? Are there differences between ads and non-ads – what are they? (*Ads try to sell you something; photographs try to show you something*).

Think about male and female comic book characters. Are there any similarities shared by female characters? (*e.g., many of them are ‘victims’ who need saving, many of them are described or drawn as ‘sexy’*). Are there any similarities shared by male characters? (*e.g., many of them are involved in ‘heroic’ activities, described as ‘tough’ or ‘strong’*). What is missing in the portrayal of men and women in these comic books? (*Strong, heroic women. Peaceful, sensitive men*).

Why are animals used to promote a product? (*e.g., Charmin bears, puppies for toilet paper, FIDO, etc.*). (*They are cute, tug our heart strings/appeal to our emotions. May indicate friendliness, loyalty.*).

What assumptions might visitors from Mars make about humans based on a viewing of North American prime-time TV shows? What would they think humans ate, bought, lived in, did for fun, etc.?

Ages 13-15 (Grades 8-10)

Learning Outcomes:

- Identify the purpose and audience for a variety of media texts.
- Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- Explain why different audiences might have different responses to a variety of media texts.
- Understanding of the ways in which advertising presents images of appearance, personality traits, and societal roles of men and women that are sometimes neither appropriate nor desirable.

Why would companies pay to have their products used in films and television shows? *(More people see their products; we don't always know it is an ad to influence us to buy their products if we like the character that is using it).*

Why do soft-drink ads on television often feature young people engaged in energetic activities? *(They are saying there is a connection with being energetic and drinking pop because of the sugar, to make soda seem fun).*

How might readers of different ages respond to images in magazines of perfect bodies and fancy lifestyles? What is considered a fancy lifestyle?

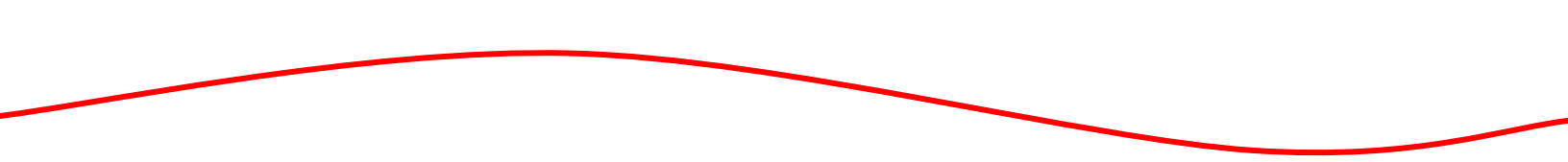
What elements in a teen magazine advertisement for a skin care product appeal to the target audience? *(Model is shown as pretty, other teens around making you look popular, make you seem like if you have clear skin your life will be perfect).* How does the ad affect the way members of the target audience see themselves? *(May think they have 'bad' skin, feel ashamed, think that they are not cool if they have acne, etc.).*

How is alcohol advertised? *(As part of having a fun time, as part of an adventure, something you can use to relax).* What makes the ads appealing to you/youth? *(It seems fun, part of new experiences, doesn't look harmful, etc.).* Why do you think kids and teens might be a vulnerable group when it comes to alcohol and alcohol advertising? *(Young kids lack the experience to question the positive depictions of drinking that are promoted in popular culture. Many youth want to appear more "grown up"; are curious and want to try out new situations; are at a time in their lives when they are exploring and pushing boundaries; and are actively seeking the approval of their peers).*

Young males are the main target group of video game manufacturers. How are these games designed to appeal to young men? *(They link violence with masculinity, promote competition between friends, often sexualize women).* What messages do violent video games send players about how problems are solved? *(Violence is an easy solution, and usually is shown without repercussions or consequences like being arrested and going to jail).*

Do you think that body image is an important issue for men? *(Yes, they can worry just like women do about their body and how they look).* When men worry about their bodies, what are they most likely to worry about? *(Being muscular enough, how attractive they are, their weight).* It's no secret that advertisers promote standards of attractiveness and thinness that are almost impossible for the average woman to attain. Would you say that this is true for men as well? Where is pressure for men to look a certain way most likely to come from? *(Movies, magazines, TV, gyms).*

Are ads more likely to make people feel satisfied or dissatisfied with themselves? *(Dissatisfied).* Why would it be to an advertiser's advantage to make people feel satisfied or dissatisfied with themselves? *(If they are unhappy, the advertiser can then promote their product as making them happy/fixing their 'problem').*



How do you feel when advertisers use popular music to sell products? (Especially music that has symbolic meaning to a particular generation). What do advertisers hope to achieve when they use music in this manner? *(Linking it to a specific identity, support because it is 'cool' or relatable, etc.).*

How would you define diversity? What kinds of diversity are there? *(Sexual orientation, religious, cultural, economic, and racial diversity as examples that exist in society.)* Do you feel that the diversity that exists in society is accurately represented in the media?

Ages 16-18 (Grades 11-12)

Learning Outcomes:

- Analyze and critique media representations of people, issues, values, and behaviours.
- Analyze and evaluate the impact of media on society.
- Evaluate how effectively increasingly complex or difficult media texts communicate information, ideas, and opinions, and/or present issues and themes and decide whether the texts achieve their intended purpose.
- Identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power.

Can you give some examples of the use of 'product placement' in television shows? (*Coca-Cola on American Idol, Dell and iMacs on House, etc.*). What is the purpose of product placement? (*To subtly influence you so that you buy their product. They use the characters on the show to make the product seem cool, and that you will be too if you buy their product. To increase brand recognition*).

What does the image of a smiling family group on a movie poster tell you about the movie? According to your favourite TV shows, what makes a person truly happy? (*Money, having a lot of stuff, being pretty and cool, etc.*).

How is photography used to enhance the presentation of food in magazines and advertisements? (*It can make it seem more colourful and appetizing, light and perspective can make it seem larger than it is, doesn't appear greasy, etc.*).

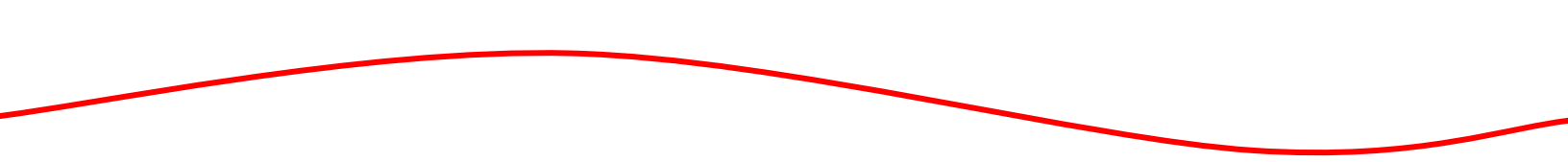
Why do advertisements feature endorsements from 'professionals' or celebrities? (*Youth look up to celebrities or athletes as role models. Advertisers know this and see how celebrities influence youth, so they use the celebrities' 'star status' to promote their product*).

What elements in a teen magazine advertisement for a skin care product appeal to the target audience? (*Model is shown as pretty, other teens around making him/her look popular, make you think that if you have clear skin your life will be perfect*) How does the ad affect the way members of the target audience see themselves? (*May think they have 'bad' skin, feel ashamed, think that they are not cool if they have acne, etc.*)

Ads that try to teach us about responsible behaviour or try to get us to think about issues are called advocacy ads. Some corporations use advocacy ads and affirmative messages to try to influence how you perceive them or their products (i.e. Cigarette companies that create 'don't smoke' campaigns for kids). How does advertising that makes us think about issues help sell products? (*It keeps the product at the forefront of our minds, and can tell youth, even while saying don't do it, that they could look cool or be more popular if they did*). Are the companies that create these ads truly trying to help make the world a better place? (*Usually no*). What do you consider to be the traits of a responsible advocacy advertising campaign? (*A message presented to people with a truthful, accountable meaning*).

Ask youth to select and compare magazines that are aimed at the teen market.

- Do the magazines you selected use photos of people who realistically represent the general public?
- What is the main message of the magazine?
- Does the magazine promote independence, or does it reinforce the idea that young people should be more concerned with looks, relationships, and the approval of others?
- Do the physical ideals represented in this magazine reflect reality? Who is not represented here?



If people in the media's eye are considered important, what is the implied message about those who are absent? *(Invisibility can feed the impression that these groups are unimportant or non-existent).* How might a group's invisibility in the media affect attitudes among the general public? *(May help foster stereotypes or incorrect assumptions because the correct information isn't being shared, lack of concern with the group's issues that are affecting them, etc.).*

Curriculum

Introduction

Ontario has been a forerunner in the push for and implementation of media literacy and education in the province's classrooms since 1987. This means that there are numerous opportunities for teachers to use the iTHINK campaign, its principles and activities in your classroom lessons! Many children enjoy learning and thinking critically about the media, as it is a constant in their lives that is shared by all of their peers. This common ground can lead to thoughtful, engaging conversations with students. In addition, those experienced in educating students and youth about media literacy have noted that the topic is suited very well to alternative learners or those who are disengaged in their studies. According to the [Media Education: Make It Happen! Program](#), students:

- who have traditionally remained silent in class often become engaged and animated during discussions around media;
- who are visual learners can excel in the visually enriched environment of media studies;
- who benefit from a “hands on” approach to learning... “will enjoy their work” ... as they have the opportunity to create their own media.

Not convinced? Check out the [Centre for Media Literacy's 10 Benefits of Media Literacy Education](#).

How to Use this Section

Below are three charts that summarize the learning outcomes in the Ontario curriculum by grade level for the Arts, Language, and Health and Physical Education. After the brief summary of the learning outcome associated with each grade level, there is an example of a critical thinking question in *italics*. These examples are intended to be inspiration for your own lesson plans, and discussion questions.

These curriculum charts focus solely on elementary education because the [Media Awareness Network](#) has very detailed learning outcome charts, resources and activities related to secondary education.

Finally, although we have focused on the explicit media literacy and critical thinking mandates in the subjects of the Arts, Language, and Healthy and Physical Education, there are ways to incorporate media literacy and critical thinking skills and activities into other areas of learning. Below are some topics of inspiration:

- History: bias in representations of people and events, the ‘art’ of propaganda.
- Geography: the reality of places portrayed in travel books and shows, who decides which places are shown.
- Family Studies: gender and sexual stereotypes, how family is portrayed, violence in the media.
- Math: how statistics are used in the media (reality vs. what is portrayed).
- Science: how science is used and presented in the media.

Grade	Critical Thinking Skills Identified in Elementary English Curriculum
1	(p. 45-47) Begin to understand different media texts, their purposes and the elements used to create meaning. <i>Think of an ad made for girls, boys, mothers, or teenagers. How do we know that the advertisement is for that audience?</i>
2	(p. 59-61) Reflect on media, and the techniques such as the message and image used to convey meaning and begin to evaluate its effectiveness. <i>What is this advertisement telling us? Do you believe its messages?</i>
3	(p. 73-75) Begin to understand the production of media, and its purposes and uses. <i>Where do we find logos? What do they tell us? What are their purposes?</i>
4	(p. 89-91) Begin to interpret overt and implied messages and understand how meaning is constructed in media texts. <i>What messages on a video game package make you think that you would like to play the game? Which do you think influence you more – the overt messages or the implied messages?</i>
5	(p. 103-105) Evaluate biases, point of views and how these have an effect on the audience of a media text. <i>Whose point of view is missing in this media text? How could the text be changed to include that point of view?</i>
6	(p. 117-119) Evaluate the effectiveness of media texts, making reference to different audiences, presentation, and elements and techniques used. <i>Compare two advertisements. Which one do you think is stronger and more effective? Why? What makes the other one not as successful?</i>
7	(p. 133-135) Develop and back up opinions on the presentation of ideas, information, themes, opinions, issues, and/or experiences in media texts. <i>Debate whether violence in televised professional sporting events adds to or detracts from their appeal.</i>
8	(p. 147-149) Interpret and evaluate increasingly complex media text's messages and presentation. <i>Did the newspaper and the TV news program use the same lead story? Why or why not? Did the different news sources provide different information on the same topic?</i>

Grade	Critical Thinking Skills Identified in Elementary Health and Physical Education Curriculum
1	<p><u>Personal Skills</u> (p. 72) (Expectations for all grade levels) Use of self-awareness and self-monitoring skills to help them understand their strengths and needs. Use adaptive, management, and coping skills to help them respond to the challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. <i>Are you doing the best you can do? What are you doing? How can you improve?</i></p> <p><u>Interpersonal Skills</u> (p. 73) (Expectations for all grade levels) Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately. Apply relationship and social skills and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members. <i>How does it feel when someone helps you, or shares with you? How does it feel when someone is mean, or hurts you? What can you do if someone hurts you?</i></p> <p><u>Critical and Creative Thinking</u> (p. 73) (Expectations for all grade levels) Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. <i>If you were going to the beach, what would you bring to protect you from the sun? Why would you bring _____?</i></p>
2	<p><u>Personal Skills</u> (p. 86) <i>If it was winter, and you were getting dressed, how would you know what to wear? What would you choose to wear if it was cold, or if it was hot?</i></p> <p><u>Interpersonal Skills</u> (p. 87) <i>If someone was doing something that you didn't like, how would you tell them with your voice? How would you tell them without using your voice?</i></p> <p><u>Critical and Creative Thinking</u> (p. 87) <i>What are your favourite foods? Where do they fit into the food rainbow? What are you missing? How can you fill in the gaps?</i></p>
3	<p><u>Personal Skills</u> (p. 100) <i>What makes you unique? Have you ever said something nice (or mean) about what made someone else unique? How do you think it made them feel?</i></p> <p><u>Interpersonal Skills</u> (p. 101) <i>What is peer pressure? When would someone try to pressure you into doing something? What can you do to avoid peer pressure?</i></p> <p><u>Critical and Creative Thinking</u> (p. 101) <i>What kind of exercises or activities can you do to stay healthy in the space you have in your family's home?</i></p>

4	<p><u>Personal Skills</u> (p. 118) <i>What do you do the best? What do you need to improve on?</i></p> <p><u>Interpersonal Skills</u> (p. 119) <i>How can you best support your team members when you are winning? How about when you are losing?</i></p> <p><u>Critical and Creative Thinking</u> (p. 119) <i>What unhealthy behaviours or situations make you feel uncomfortable? Why do they make you feel uncomfortable? What can you do instead that is healthy?</i></p>
5	<p><u>Personal Skills</u> (p. 134) <i>What makes you feel stressed? How can a positive attitude and a willingness to seek support help you?</i></p> <p><u>Interpersonal Skills</u> (p. 135) <i>If someone offered you a cigarette or alcohol, how could you say no? Brainstorm and practice with your peers.</i></p> <p><u>Critical and Creative Thinking</u> (p. 135) <i>How do commercials and ads affect your eating habits?</i></p>
6	<p><u>Personal Skills</u> (p. 150) <i>Who and what influences how you feel about yourself and your body?</i></p> <p><u>Interpersonal Skills</u> (p. 151) <i>How can you play fair as a group? How can you show respect for your team members?</i></p> <p><u>Critical and Creative Thinking</u> (p. 151) <i>What can you do to challenge stereotypes? How do you make an effort to respect and accept people's differences?</i></p>
7	<p><u>Personal Skills</u> (p. 170) <i>Who are your healthy role models? How do your role models, family, and your culture influence your opinion of physical activity?</i></p> <p><u>Interpersonal Skills</u> (p. 171) <i>What would be an effective response to someone who directs a homophobic or racial slur to you or to another student?</i></p> <p><u>Critical and Creative Thinking</u> (p. 171) <i>How can you make an action plan for your personal fitness? What would it include? Where would you find the health-related fitness information from?</i></p>
8	<p><u>Personal Skills</u> (p. 186) <i>Identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health.</i></p> <p><u>Interpersonal Skills</u> (p. 187) <i>How would you talk about healthy eating with your parents, peers, younger students, community members? What would you do differently to suit each audience?</i></p> <p><u>Critical and Creative Thinking</u> (p. 187) <i>Brainstorm some potentially dangerous situations and devise solutions for making them safer.</i></p>

Grade	Critical Thinking Skills Identified in Elementary Art Curriculum
1	<p><u>Dance</u> (p. 66) Describe differences in movements. <i>How are actions used to communicate in daily life different than ones used to communicate in dance?</i></p> <p><u>Drama</u> (p. 68) Understand characters, themes and point of views in drama. <i>How do you role play in your everyday life?</i></p> <p><u>Music</u> (p. 70) Describe the music they listen to. <i>How is music part of your everyday life?</i></p> <p><u>Visual Arts</u> (p. 72) Describe the art work they observe, or create. <i>How does this picture make you feel?</i></p>
2	<p><u>Dance</u> (p. 76) Use dance as a language to represent main ideas. <i>How could you use dance to represent the main ideas in the story we just read?</i></p> <p><u>Drama</u> (p. 78) Compare drama to their own experiences, and use it to problem solve in character. <i>Have you ever experienced a similar problem to the one in the play you just watched? What did it feel like?</i></p> <p><u>Music</u> (p. 80) Understand and describe their reactions to a variety of music. <i>Do you like this song – why or why not?</i></p> <p><u>Visual Arts</u> (p. 82) Describe artistic elements and how they relate to an art work. <i>What would you use to illustrate summer – why?</i></p>
3	<p><u>Dance</u> (p.86) Identify the purpose of dance movements. <i>How did the dancers’ actions help us know how he or she was feeling?</i></p> <p><u>Drama</u> (p. 88) Identify what does and doesn’t work in drama and how they can fix what isn’t effective. <i>Imagine you are in the jungle – what would be the best way to act or dance to show us where you are?</i></p> <p><u>Music</u> (p. 90) Communicate their responses and preferences for music they hear. <i>How does this song make you feel? What causes that feeling in the song?</i></p> <p><u>Visual Arts</u> (p. 92) Begin to describe in detail comparisons of art, artistic effects and their preferences. <i>Which painting do you like best – what did the artist do that you liked?</i></p>

4	<p><u>Dance</u> (p. 100) Identify the different roles of dance in their lives. <i>Why is dance important to our community? Does the purpose of dance change by the location (school, theatre, Aboriginal community)?</i></p> <p><u>Drama</u> (p. 102) Identify how elements of drama create an intended effect, or portrayal. <i>If you wanted to create a play about a scientist, what would you have to research or do to make it realistic?</i></p> <p><u>Music</u> (p. 104) Describe how music is made, and the reasons for choosing different musical effects. <i>If you wanted to make a soundtrack for a movie about someone who is happy, what sounds would you choose and why?</i></p> <p><u>Visual Arts</u> (p. 106) Explain the different techniques and effects of artists and how they use these to make meaning, and evoke feelings. <i>If you were to design a cereal for kids, what would the box look like, and why?</i></p>
5	<p><u>Dance</u> (p. 110) Identify and describe ways in which dance influences popular culture. <i>How has dance influenced the music in your favourite videos?</i></p> <p><u>Drama</u> (p. 112) Understand how different elements work together to create a successful drama piece. <i>Explain how lighting, staging, use of music, etc. could be used to convey different meanings to an audience – how would you set up a scene to convey happiness versus sadness?</i></p> <p><u>Music</u> (p. 114) Identify characteristics of time periods and moods in music, and communicate these. <i>If you were to make a song about the world today, what characteristics would it have? What would the mood be and why?</i></p> <p><u>Visual Arts</u> (p. 117) Describe how time and place impact artists' techniques and the final product. <i>Imagine you are looking 100 years into the future – what do you think art would look like? Paint/draw a scene. Do the same for 100 years in the past.</i></p>
6	<p><u>Dance</u> (p. 122) Construct personal interpretations of dance pieces that depict stories, issues, and themes. <i>How do we know this dance is about ____ (topic)?</i></p> <p><u>Drama</u> (p. 124) Create and backup opinions about an interpretation of a scene. <i>How did you like the performance – what did you like and didn't like about how they performed? What would you change?</i></p> <p><u>Music</u> (p. 126) Understand musical elements and the characteristics of different types of music and instruments. <i>Compare two songs that are from the same time period – which is able to evoke the mood of ____ better, and why?</i></p> <p><u>Visual Arts</u> (p. 128) Describe the way in which an artist creates meaning through artistic elements. <i>Examine a piece of art, or visual media. How has the artist chosen to showcase the subject?</i></p>

7	<p><u>Dance</u> (p. 136) Use the elements of dance to communicate a variety of themes or moods. <i>What message could be conveyed by a repeated pattern? How does the message change when you interrupt a repeated pattern?</i></p> <p><u>Drama</u> (p. 138) Identify and describe the role of drama in our everyday life. <i>Where do we see drama or performances in our daily lives?</i></p> <p><u>Music</u> (p. 141) Describe and give responses to music, identifying how changes in texture alter the mood in a piece of music. <i>Imagine you are writing the soundtracks to different films – what textures and instruments would you use in a movie about a happy family versus a scary movie? How do the textures and instruments you chose add to the storyline?</i></p> <p><u>Visual Arts</u> (p. 143) Use a variety of mediums to describe their thoughts, feelings, and responses to the music they hear, and musical performances they observe. <i>Identify the role of visual arts in society and its effects. In what ways does visual art enrich our lives? Are there ways in which it can detract or hinder our lives?</i></p>
8	<p><u>Dance</u> (p. 148) Use dance to communicate messages about themes of social justice. <i>What formations could you use to show racism (or acceptance)?</i></p> <p><u>Drama</u> (p. 150) Reflect on the story, production and artistic elements evident in drama. <i>Identify stereotypes used in performances – for example, how would you represent an 8-year old boy, a 70-year old woman, a blind person? Discuss how stereotypes help or hinder a performance, and possible solutions.</i></p> <p><u>Music</u> (p. 152) Understand the historical context of music, and communicate their thoughts and feelings in a variety of forums of the music they hear. <i>Choose a song that discusses a political event or social or philosophical movements. What does the song say about it? How does the music lend meaning to the words (if there are any)? Write or present a critique of the song with a focus on the music's historical context.</i></p> <p><u>Visual Arts</u> (p. 154) Understand how modern artists and designers are influenced by designs from other periods and cultures. <i>Look at pictures from a few of the last season's fashion shows. Discuss the possible influences the artist may have had. Critique the artist's ability to represent a certain period, style or culture.</i></p>

Activities

The “Resource” section has a variety of websites that provide numerous activities that compliment and go beyond the iTHINK campaign. Below are a few more ideas and resources specifically designed and selected to further your youth group or student’s ability to think critically about the world.

The components of the activities are located in the Appendix, and are available for your use.

Target the Industry

Objective: To reveal how embedded brands are in our lives by illustrating how brand recognition works and how companies use ‘target audiences’.

Grade and Age Level: Grades 4-12, ages 9-18.

Materials Needed:

- Cardboard or Bristol board.
- Glue, tape and scissors.
- Darts or something that will adhere to the crafted dart board (kid’s sticky toys work if you laminate your dart board).
- Paper.
- Various checklists of brands.



Instructions:

- Print out or photocopy the dart board (see Appendix A) in Landscape under printer options.
- Glue the image of the dart board to cardboard or Bristol board.
- Laminate the dart board using a laminator, or using clear packing tape.
- Print out the quote page (see Appendix B) to display by the activity.
- Print the provided brand checklists (see Appendix C).
- Cut up the checklists.
- Use the internet to get an image of each of the logos listed on the brand checklists. Print the logos. Write the name that is underneath each logo **on the back** of each image. Cut out, making sure to cut off the printed brand name on the front of the logos.
- Hang up your dart board, spread out the brand names, and have your darts ready.

Activity:

1. Have participants randomly choose a brand name checklist.
2. Their goal is to find the logo associated with each brand name listed on their sheet. This gets harder as they progress through the list (the list is colour-coded according to difficulty). If they complete the logo search in less than 90 seconds, they receive 10 points.
3. Have the participants count up how many logos they found. Ask them which one they know the most and have them stick the logo to the middle of the dart board with tape.
4. The participant then takes aim at the industries that have been targeting them by aiming for the bullseye, which will give them the most points. The participant who gets the most points, wins.

Discussion Questions:

- What is the purpose of logos and branding?
- How do companies advertise to us? Use the [Advertising Strategies](#) handout to go over how a few of the brands the participants chose advertise to youth.
- What makes a brand or specific product popular?
- Do you relate certain brands to particular lifestyles and personalities? Which brands and what personalities? Why? *(This is the result of social branding, which commercial brands use to form deep, human relationships with their customers. Social branding creates feelings and emotions, which encourages people to try their product whether they need it or not. Starbucks is very good at this. It is associated with not only coffee, but warmth, relaxation and intelligence. This is how it gets its customers to pay \$4 for a coffee that would cost \$1-2 anywhere else).*
- Where do you see advertising? What effect do you think all this advertising has on your health?
- How do you determine what products you buy?

You may also want to incorporate the following activities and discussions from the [Media Awareness Network](#):

- [Marketing to Teens: Gotta Have It! Designer & Brand Names](#) – “In this lesson students identify how we associate social status with designer and brand name products, and how we believe others perceive us by what we wear.”
- [Marketing to Teens: Marketing Tactics](#) – “This activity helps teenagers develop an awareness of marketing tactics aimed at teens through the creation of their own mock advertising campaigns.”
- [Hype!](#) – “This unit helps students become more aware of the media’s use of hype and its influence on them.”

Notes:

- You could make this a bean-bag activity if you already have the supplies.
- Want to include more information? Incorporate trivia questions into the second part of the activity. Check out “Resources” for websites that will be helpful in gathering information.
- It might be interesting to do this activity with adults afterwards. Compare the results, and discuss ‘target audiences’ and what this means.

Reveal the Message

Objective: To reveal interesting facts/statistics about the media that participants did not know.

Grade and Age Level: Grades 1-4, ages 6-10.

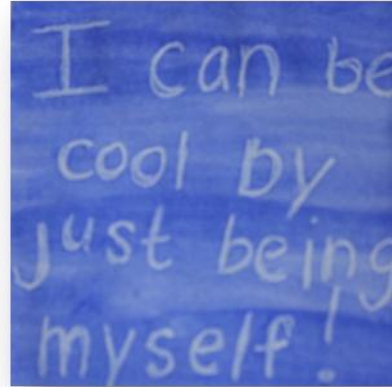
Materials Needed:

1. Paper
2. White crayons
3. Paint of any colour, other than white (watered down)
4. Paintbrushes
5. Pens/pencils

Counter-Media Messages:

Young Children

- What is on the TV is not always real.
- Ads target kids to get them (or their parents) to buy stuff.
- It may look real, but that does not mean it is!
- Bright colours, cute animals, and toys are tricks used to sell to us.
- I can be cool by just being myself.
- Hurting someone or being mean isn't nice, even on TV.
- Boys and girls can be whatever they want to be.
- I AM beautiful!



Older Youth

- More than \$2 billion a year goes to alcohol advertising, but you can't put a price on what it costs alcoholics and their families ([Center for Media Literacy](#), *7 Myths Alcohol Advertisers Want You To Believe*).
- The tobacco industry lied about knowing how deadly cigarettes are. Now, everyone knows, yet they still continue to sell their products and target children with advertising.
- Most of the ads for things like alcohol and tobacco are geared towards teenagers, even though they cannot legally purchase these products!
- 68% of TV shows have explicit sexual content, but only 15% of that 68% discuss risk and responsibility ([Common Sense Media](#) referencing a Harris Interactive poll, 2007).
- "Barbie is almost impossibly thin – if she was the height of an actual woman, she'd have only a 16-inch waist. If G.I Joe Extreme were the size of a man, he'd have a 55-inch chest and a 27-inch bicep muscle – in other words, his arm would be nearly as big as his waist!" (Phillips, K. A., 1986).
- Within 3 minutes of looking at fashion magazines, 70% of women feel guilty, ashamed, and depressed. (*Body Image and Televised Images of Thinness and Attractiveness*, 1995).
- Smoking on screen is the #1 recruiter of new adolescent smokers.
- The more alcohol ads kids see, the more they drink.
- TV shows in 2001 averaged 40 acts of violence per hour ([Media Awareness Network](#), referencing Laval University study).

Activity:

1. Discuss some facts or statistics regarding the media, adapting the information to the comprehension level of the participants (see “Counter-Media Messages” on the previous page for a variety of information you can use).
2. Ask each participant to choose a fact/statistic that they would like other people to know and remember about the media. Or older youth can adapt the information presented into a “secret message”.
3. Ask them to write this fact/statistic on a piece of paper in white crayon, and in pen or pencil write their name on the back (young children may need an adult to have pre-written the messages on the paper).
4. Once every participant has done this, collect all the pieces of paper with the “hidden messages” to mix them up.
5. Give each participant a hidden message, attempting to ensure that no one gets their original piece of paper.
6. Using the watered down paint, ask the participants to “reveal” the fact/statistic that is on the piece of paper they have been given.
7. The “message” may be easier to read once paint has dried, so lay out the papers to dry.
8. More discussion can occur once each participant has revealed the hidden message that one of their peers wrote down.

Discussion Questions:

- What message did you reveal?
- Were you surprised by the revealed fact/message? How did it make you feel?
- What hidden message(s) do you think people need to know about, and why?
- What do these messages tell us about advertising, the media, and their influence on us/you as youth?
- The alcohol and tobacco industry tried to hide the fact that their products can have harmful effects. Why do you think they do this? *(They hide so much because they want people to continue to buy and use their products. They don’t want us to realize how bad their products are for our health or that by using their products we can hurt the people around us).*

Notes:

- For youth that fit into the older age range of this activity, it may better suit their interests if you come up with a “theme” to incorporate into the activity. For example, a “spy/espionage” theme could mean that youth pretend that they are spying on big industries, and exposing their lies.
- In addition, some older youth might enjoy using the lemon juice and iron “invisible ink” trick instead of crayon and paint to write and reveal their messages.

Create Your Own Commercial (Grades 6-11)

Objective: To have youth realize the marketing tactics of various industries (tobacco, alcohol, and food) and how these advertising tricks influence them, and the choices they make, and the consequences on their health.

Grade and Age Level: Grades 6-11, ages 11-17.

Materials Needed:

1. Print-outs of industry fact sheets on alcohol, nutrition, and tobacco (see Appendix E).
2. Print-outs of marketing strategies from the Media Awareness Network:
 - [Tricks of the Trade: Strategies for Tobacco Advertising](http://media-awareness.net/english/resources/educational/handouts/tobacco_advertising/tricks_of_the_trade.cfm)
http://media-awareness.net/english/resources/educational/handouts/tobacco_advertising/tricks_of_the_trade.cfm
 - [Marketing to Teens – Advertising Strategies](http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm)
http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm
 - [Food Advertising Strategies](http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm)
http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm
 - [Common Advertising Strategies](http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/common_ad_strats.cfm) (in general, would work for younger participants)
http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/common_ad_strats.cfm
3. Props related to tobacco, alcohol, and food.

Activity:

1. Divide the participants up into groups. You can focus on only one of the industries (tobacco, alcohol, or food) or assign each group an industry to work on.
 - Note: In Canada, there are restrictions for tobacco advertising, such as a ban on TV commercials. However, participants can still use the basic principles, as they apply to both print and TV ads. Or, have participants create an example of tobacco product placement in a film – they're pretty much commercials anyways!
2. Hand out the marketing strategies and industry fact sheets (adapt according to age group – use your discretion) to the groups according to their industry.
3. Each group will be responsible for creating a commercial that is either 30 seconds, or 1 minute in length.
4. Give the participants a set amount of time to complete the activity in, for example, 15 minutes.
5. When everyone is ready to present, have the groups decide how they will judge the best commercial – it would be ideal if the youth/students were actively involved in determining the winners(s). Below are some suggested criteria for judging:
 - Content (what's included in the message)
 - Accuracy of information
 - Creativity
6. Each group then performs their commercial back to the group.
7. Decide on a winner, and use the discussion questions to foster reflection on the activity and enhance participants' critical thinking skills.

To take this activity even further, and to ensure that participants are not *promoting* these products, and adopting potentially harmful messages, do the same activity again but creating parody ads that allow participants to identify the harmful messages that are being promoted in the tobacco, alcohol, and food industries' advertising.

Discussion Questions:

- What new information did you learn?
- What strategies/facts bothered you the most? What ones do you think are the most effective? Can you think of a time when you have bought something because of one of the strategies was discussed?
- How can advertising and the strategies they use affect our health? (*Refer to the "Background" section of this manual*).
- What is responsible advertising? (*A message presented to people with a truthful, accountable meaning*). Could the alcohol/tobacco/food companies use responsible advertising – how so? (*Yes, they could tell us the consequences of using their products, not try to put us down for not using their products, etc.*). What might happen if they did? (*Tobacco industry might not gain 'replacement' smokers and not make as much money. Alcohol industry might lose sales. Food advertising could just switch to marketing fruits and vegetables as 'cool'*).
- If you find an ad or commercial offensive, what can you do about it? (*Complain to the company, write a letter, boycott, discuss with parents or friends – but you should also applaud a company if they produce responsible advertising*).

Notes:

- It is recommended that you have a lesson (or for non-school contexts, a discussion) or two on tobacco, alcohol, and/or food advertising tactics. Below are some suggestions of lesson plans available on the Media Awareness Network's website.
- Tobacco-related lesson plans: [Selling Tobacco](#), [Do You Believe this Camel?](#)
- Alcohol-related lesson plans: [Advertising and Alcohol](#), [Alcohol Myths](#)
- Food-related lesson plans: [Selling Obesity](#), [Looks Good Enough to Eat](#)

This activity could easily be used in a drama class, or after changing some of the instructions, a visual arts class. Students could examine print ads, and after identifying strategies and using the provided handouts, create their own ads (or even a parody ad).

Advertising Strategies Word Search

Objective: To have younger youth begin to understand the tactics advertisers use to sell products to them, and have them begin to think about how this influences the choices they make.

Grade and Age Level: Grades 1-3, ages 6-9.

Materials Needed:

- Print-outs or photocopies of the Advertising Strategies Word Search (see Appendix E).
- Pens, pencils, or highlighters.

Activity:

1. Walk the participants through an explanation of the various ways advertisers try to sell us products. The Media Awareness Network provides various resources explaining advertising tactics.
 - [Tricks of the Trade: Strategies for Tobacco Advertising](http://media-awareness.net/english/resources/educational/handouts/tobacco_advertising/tricks_of_the_trade.cfm)
http://media-awareness.net/english/resources/educational/handouts/tobacco_advertising/tricks_of_the_trade.cfm
 - [Marketing to Teens – Advertising Strategies](http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm)
http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm
 - [Food Advertising Strategies](http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm)
http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm
 - [Common Advertising Strategies](http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/common_ad_strats.cfm) (in general, would work for younger participants)
http://media-awareness.net/english/resources/educational/handouts/advertising_marketing/common_ad_strats.cfm
2. After you have explained the advertising tactics you can have the participants complete the Advertising Strategies Word Search or you may choose to guide a discussion on advertising.

Discussion Questions:

Refer to the “Discussion Guides” section for appropriate media literacy and critical thinking questions broken down by age group.

Some additional suggested questions include:

- Let’s try to think of an advertisement made for a specific audience – for example, for girls or boys, for mothers, or for teenagers. How do we know that the advertisement is for that audience?
- How do colour and size help you notice a sign? (*Bright colours draw our eyes, if it is a big sign we notice it easier, etc.*).
- What do you notice about the colours, images, and print on the cereal boxes? How might the message be different if the colours or images were changed? (*Usually use bright colours for kid’s cereals. If it was dull colors, it may be for adults*).
- Do you think a T-shirt sends a message about the person wearing it?

Drawing Activity

Objective: To have young youth begin to understand the realities behind the ads that they see on TV or in magazines which promote potentially harmful products or lifestyles.

Grade and Age Level: Grades 1-3, ages 6-9.

Materials Needed:

- TV or magazine drawing sheet (see Appendix F).
- Pencil crayons or markers.

Activity:

1. Print out the TV drawing sheet and/or the magazine drawing sheet.
2. Discuss the purpose of advertising, and tricks (you could use the advertising strategies word search activity as a lead-in).
3. Choose a product or industry to focus on, such as tobacco, food, or alcohol.
4. Have the youth choose a TV or magazine ad to recreate, showing the potential consequences of using the products as advertised. (Utilize the Alcohol, Nutrition, and Tobacco Fact Sheets in the Appendix for a list of health effects of using/over consuming these products).

Discussion Questions:

The discussion questions from the “Target the Industry” and “Advertising Strategies Word Search” activities will be helpful in leading discussions after the youth complete their drawings.

Some additional suggestions include:

- How does advertising use peer pressure? (*It tells us that if we don't look a certain way, buy a certain product or do something a certain way that we aren't 'cool' and that people won't like us or think that we are boring, etc.*). How can we use the same strategies we use to deal with peer pressure to deal with pressure from advertisers? (*Discuss why it might be a bad idea, just say no, think of a healthier activity/alternative, ignore it, make a pact with your friends, etc.*).
- Have you ever felt that people might like you more if you owned a certain item? What item was it? Why do you think you felt this way?
- Why do you think advertisers don't show the consequences of using their products/why don't their ads look like the ones we made? (*They would lose money, not as appealing, fewer people would buy*).

Notes:

- The purpose of this activity is not to scare children away from these products, but to inform them of the consequences of over consumption of alcohol, or fatty foods, and the use of cigarettes. Young children often have a hard time distinguishing between fantasy and reality, or understanding that an ad is trying to sell them something.
- It may be helpful to show youth the site [Fast Food: Ads vs. Reality](http://thewvsr.com/adsvsreality.htm) (<http://thewvsr.com/adsvsreality.htm>) to show how fast food doesn't look like it does on TV, in magazines, etc. In real life, it looks greasy and usually unappealing.

Sticker Activity

Objective: To allow youth to take back their space by rebranding products that advertise to them every day through the use of logos.

Grade and Age Level: All ages

Materials Needed:

- A keen eye to spot brands in your everyday life!
- Print-outs of the sticker sheet (see Appendix G).
- A camera or a cell phone that can take pictures and upload to [Facebook](#) or a computer.

Activity:

1. Print the brand name image onto sticker paper, and cut out.
2. Using your new stickers, find somewhere to put them. Try to look around your room and house. You're sure to find lots of brands there!
3. Once you've found a brand that you'd like to rebrand, stick the BRAND NAME sticker over it.
4. Using your camera or cell phone, take a picture of the product you have rebranded.
5. Upload your great photo to the [iTHINK Facebook page](#) (www.facebook.com/ithinkcampaign). Make sure to tag iTHINK in your photo!
6. Keep the sticker on, and show your friends!



Discussion Questions:

The "Discussion Questions" from the Word Search activity (and many of the others) can also be used in this activity.

- Do you think the descriptions of products in ads are completely honest, or do advertisers exaggerate to make the product seem better?
- Why do companies and organizations consider it important to have a logo that gives them an 'identity' or 'brand'?
- Is there a connection between the articles and the advertisements used in a magazine?

Note:

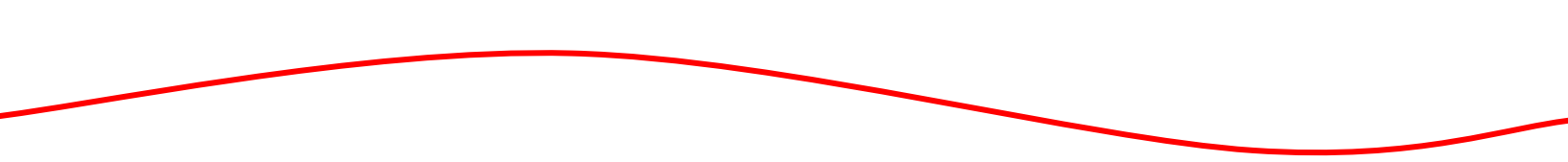
- Please don't put a sticker on property or products that are not your own, unless you have permission!

Tobacco Quiz

Objective: To test youth's knowledge of the dangers of commercial tobacco use while challenging common misperceptions about cigarettes.

Grade and Age Level: Ages 9 and up, but may be useful for youth who are participating in the D.A.R.E (Drug Abuse Resistance Education) program in grades 5 to 7.

1. Where are people allowed to smoke?
 - a) In the mall
 - b) Outside
 - c) At school
2. What is "secondhand smoke"?
 - a) Smoke from a burning cigarette
 - b) A used cigarette
 - c) A shared cigarette
3. Is chewing tobacco as dangerous as smoking tobacco?
 - a) No
 - b) Yes
 - c) Maybe
4. How many chemicals are found in a cigarette?
 - a) 500
 - b) 50
 - c) 4,000
5. Which is not a drug?
 - a) Sugar
 - b) Alcohol
 - c) Tobacco
 - d) Caffeine
6. True or False: Smoking helps you control or lose weight.
 - a) True
 - b) False
7. Major movie characters are how many times more likely to smoke than people in real life?
 - a) 1
 - b) 2
 - c) 3
8. If you asked 10 teenagers who smoke, how many would say they wish they had never started smoking?
 - a) 2
 - b) 5
 - c) 7

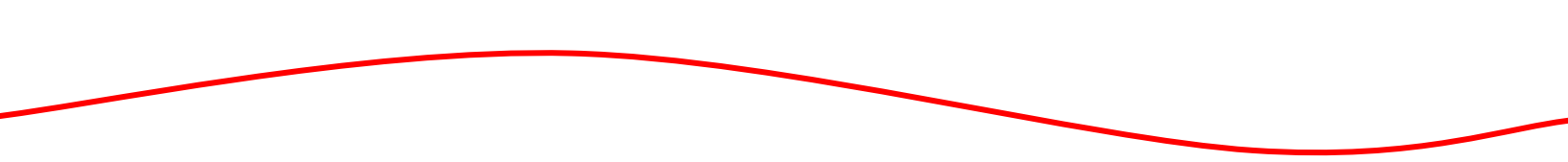
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9. Sometimes it seems like **everyone** is doing it, but how many Canadian youth, aged 15-19 years, were smoking in 2010?
- a) Only 12%
 - b) A whopping 71%
 - c) A huge 53%
10. What is the single biggest cause of preventable death in Canada?
- a) Tobacco
 - b) Alcohol
 - c) Car accidents

Food Industry and Nutrition Quiz

Objective: To test youth's knowledge of how the food industry targets them as potential consumers, while challenging misperceptions about food and being healthy.

Grade and Age Level: Grades 4-6 (ages 10-12)

1. To convince kids and their parents to buy a product, food companies offer _____ to make their products seem more fun.
 - a) Contests
 - b) Games
 - c) Free toys
 - d) All of the above
2. Only 4% of food commercials are for:
 - a) Junk or fast food
 - b) Healthy food
 - c) Soft drinks/soda pop
3. True or False: Your weight determines how healthy or unhealthy you are.
 - a) True
 - b) False
4. Food advertisers target our...
 - a) Stomachs
 - b) Brains
 - c) Emotions
5. How much does the food industry spend every hour of every day marketing their products to kids?
 - a) \$1 million
 - b) \$50,000
 - c) \$500,000
6. Which Canadian province has banned all advertising that targets kids (including food ads)?
 - a) Manitoba
 - b) Ontario
 - c) Québec
7. True or False: Cartoon images and brand names do not influence children's perception of the taste of a food product.
 - a) True
 - b) False
8. Food advertising is faked! They dress the food up for the photos using...
 - a) Motor Oil
 - b) Paint
 - c) Glue
 - d) All of the above

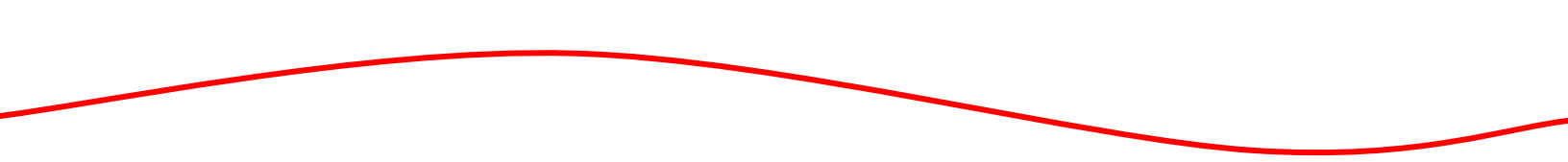
- 
9. True or False: Food labels on products marketed for kids are based on what adults need to eat (2,000 calories a day), not on what kids need to eat.
- a) True
 - b) False
10. Words that mean a product is good for you are...
- a) "All natural"
 - b) "Healthy"
 - c) "Sugar-free"
 - d) None of the above

Alcohol Quiz

Objective: To test youth's knowledge of the dangers of alcohol misuse while challenging some common misperceptions about cigarettes.

Grade and Age Level: Ages 9 and up, but the quiz may be useful for youth who are participating in the D.A.R.E (Drug Abuse Resistance Education) program in grades 5 to 7.

1. Alcohol can slow your reaction time by about how much?
 - a) 5-10%
 - b) 10-15%
 - c) 10-30%
2. True or False: 1 in 10 Canadians said they were harmed in the past year due to someone else's drinking.
 - a) True
 - b) False
3. How much money do alcohol companies spend on advertising every year in Canada?
 - a) 45 million
 - b) 110 million
 - c) 160 million
4. Drinking increases your risk of being injured or killed in what way?
 - a) Drowning or near-drowning
 - b) Car or motor vehicle accident
 - c) Unintentional fall
 - d) All of the above
5. True or False: Alcohol companies are allowed to openly sponsor sports and arts events.
 - a) True
 - b) False
6. Women and men's bodies treat alcohol differently. Women...
 - a) Absorb and metabolize the alcohol slower, so they feel the effects of drinking more than men.
 - b) Absorb and metabolize the alcohol faster, so it takes longer for them to feel the effects of drinking than it does men.
 - c) Can't get drunk.
7. The signs of alcohol poisoning are:
 - a) Slurring speech and confusion
 - b) Difficulty awakening the person or unconsciousness (passing out)
 - c) Feeling very ill including long, drawn-out vomiting
 - d) All of the above
8. Drinking too much alcohol can damage your liver. Your liver is important because it...
 - a) Does many things like filter harmful substances from your blood (such as alcohol)
 - b) Separates waste products from blood and conserves water
 - c) Helps digest food

- 
9. True or False: Teenage brains are the same as adult brains, and alcohol affects both the same way.
- a) True
 - b) False
9. What can help you “sober up”?
- a) Coffee
 - b) Cold shower
 - c) Time

Quiz Answer Guide

Tobacco Quiz Answers

1. **B**, there are rules in place to protect people from second-hand smoking in enclosed spaces.
2. **A**, it is the smoke off of someone's cigarette that you could be breathing in, which is just as dangerous.
3. **B**, chew is not any healthier than cigarettes. In fact it delivers twice the amount of nicotine that cigarettes do and can cause various cancers of the mouth and throat.
4. **C**, there are 4,000 chemicals in cigarettes and at least 50 of them can give you cancer.
5. **A**, alcohol, tobacco, and caffeine are all drugs. Sugar may make you excited (a "sugar rush") but it is not a drug.
6. **False**. Research conducted on 4,000 young people ages 18-30 years old showed smokers gained just as much weight as non-smokers.
7. **C**, movie characters are three times more likely to smoke than people in real life! In addition, two-thirds of all major children's animated films include the use of tobacco!
8. **B**, many wish they had never started because of the short and long-term health effects and the fact that it is hard to quit smoking because it is an addiction.
9. **A**, in 2010, current smoking was only 12% among Canadian youth aged 15-19 years – obviously we want the number to be lower, but not **everyone** is doing it, the tobacco industry just wants you to think you are the odd one out!
10. **A**, tobacco. 47,000 Canadians die each year prematurely due to smoking-related illness which is more than HIV/AIDS, motor vehicle collisions, murder, suicide, and illicit drug use *combined*!

Food and Nutrition Quiz Answers

1. **D**, all of the above. These are gimmicks that companies use to try and make their products more appealing.
2. **B**, healthy food. The other 96% are for junk/fast food and soft drinks. These are foods that are high in fat, sugar, and sodium and can cause health problems when eaten too often.
3. **False**. Accept and recognize that healthy bodies come in a range of weights, shapes, and sizes. Body types are to a large extent genetically determined and resist change. You can be healthy at any size if you care for yourself properly!
4. **C**, emotions. Marketers want us to bypass cognition (our mental processes) and want to target our emotions instead! Children's brains aren't fully developed and so they are more easily susceptible to marketing.
5. **A**, \$1 million is spent by the food industry every hour of every day marketing to kids!
6. **C**, Québec. Since 1980 it has had a ban on *all* advertising directed at children under the age of 13. While there are loopholes – it covers only advertising developed in Québec – it's a good start!
7. **False**. One study showed that when children aged 3 to 5 were offered two identical meals, one wrapped in plain paper and one in MacDonald's packaging; children preferred the latter, insisting that it tasted better.
8. **D**, all of the above. Food stylists use vegetable oil on apples to make them shine, scooped shortening for vanilla ice cream, paint foods so colours look more vibrant, use glue to stick seeds on a burger, and much more!
9. **True**. Food labels aren't ideal for kids because they're calculated based on what adults need to eat. A kid's diet might be more or less than 2,000 calories, based on their age, whether they are a boy or girl, and how active they are.
10. **D**, none of the above. You can't really know without looking at the food label, and reading and understanding the list of ingredients!

Alcohol Quiz Answers

1. **C**, your reaction time can be slowed to 10-30% which is a big deal if you're trying to drive! It can also impair your vision by about 25%!
2. **False**. In fact, 1 in 3 did! The most mentioned harms were damage to friendships, social life, and physical health.
3. **C**, \$160 million is spent every year by the alcohol industry in Canada in attempts to get new customers, which are usually youth.
4. **D**, Alcohol was associated with 39% of water related deaths in Ontario. Alcohol and other drugs were involved in 23% of vehicle collisions, and 7% of unintentional falls.
5. **True**. Alcohol companies may openly sponsor sports and arts events, while tobacco companies may not promote their brands or products through the sponsoring of sports and arts events.
6. **A**, they absorb and metabolize alcohol slower, so the result is that the concentration of alcohol in a woman's bloodstream is higher than for a man (even after the same number of drinks) so women feel the effects of drinking (or become impaired or drunk) quicker than men.
7. **D**, all of the above. Additional symptoms include slow, shallow, or irregular breathing, blue-tinged skin or pale skin, erratic behaviour and seizures. If you notice someone has these symptoms call 911 and ask for medical help right away – you could save their life!
8. **A**, your liver is a multi-tasker! It also produces substances that break down fats, converts glucose to glycogen, produces urea (the main substance of urine), makes certain amino acids (the building blocks of proteins), stores vitamins and minerals (vitamins A, D, K and B12), and maintains a proper level of glucose in the blood. The liver is also responsible for producing cholesterol. See why it would be a bad idea to drink excessively and harm your liver?
9. **B**, false. Teenager's brains are still growing, and alcohol can damage their development. Teenager's brains are oversensitive to damage and under sensitive to warning signs – a very dangerous combination! It takes 2-3 beers more to tell their brain to stop versus an adult's brain!
10. **C**, time. The only way you can "sober up", or reduce the effect of the alcohol, is to wait it out. It takes approximately 1 hour for each standard beer you drink to go through your system.






Additional Media Literacy and Critical Thinking Activities

- [Association for Media Literacy Resources](http://www.aml.ca/resources) (<http://www.aml.ca/resources>)
The Association for Media Literacy has some interesting and unique resources, such as [an activity guide based on the show *Ugly Betty*](#) which allows youth to negotiate meaning “through several lenses – ideologies of class, gender, power, authority, ethnicity, and sexual orientation”, and a [discussion guide on deconstructing media using Canadian Teen Magazines FUEL and VERVEGIRL](#) which are usually available free to schools.
- [Co-Co's AdverSmarts: An Interactive Unit on Food Marketing on the Web](#)
“Co-Co AdverSmarts is a game designed to help kids between the ages of 5 and 8 recognize the marketing techniques used on commercial websites that target children.”
- [Film Education](http://www.filmeducation.org) (<http://www.filmeducation.org>)
Film Education is a charity that promotes the use of film within UK curriculum. Although it is a UK website, and supported by the UK film industry, their resources are extensive for both primary and secondary curriculum, and the website boasts many interactive features. Not only are there guides and activities to an array of popular movies and documentaries, but they also host guides on [Teaching Trailers](#) (dissecting film trailers), and [Math +Movies](#).
- [Media Ed Handouts](http://www.mediaed.org/wp/handouts-articles) (<http://www.mediaed.org/wp/handouts-articles>)
Media Ed provides free handouts with further activities and discussion questions related to various aspects of critical thinking, media, and health. The handouts are generally geared for the classroom, but because they are comprehensive and provide links to videos, or full page ads, these would be useful in an organization or youth-group setting as well. Some interesting topics include: [Thinking Critically About Direct-to-Consumer \(DTC\) Pharmaceutical Advertising](#), [Using Media Education to Raise Awareness About Domestic Violence](#), [War Games: Thinking Critically About Video Games That Play at War](#), and [Substances As Stress Relievers: Deconstructing Advertisements](#).
- [The Target is You!: Alcohol Advertising Quiz](#)
This interactive quiz, for Grades 6 to 8, is designed to increase students’ knowledge and understanding of alcohol marketing aimed at youth.
- [Thinking Critically about Equity and Media Literacy](#)
This guide is from Curriculum Services Canada and can be used for teaching critical thinking to children in grades 1-4. There are excellent activities, such as “Stereotypes in Stories” which break down complex concepts such as stereotypes, bias and prejudice in appropriate terms for lower grade levels.

Resources



To find local resources regarding health, contact your local health unit or browse their website.

Youth Engagement

- [Apathy is Boring](http://www.apathyisboring.com) (<http://www.apathyisboring.com>) 
Apathy is Boring's mission is to use art and technology to educate and engage youth in topics related to democracy and voting. Apathy is Boring envisions a Canada where youth are active decision makers at all levels of the democratic process, and where apathy doesn't exist.
- [The Centre of Excellence for Youth Engagement](http://www.engagementcentre.ca) (<http://www.engagementcentre.ca>) 
The Centre of Excellence for Youth Engagement (CEYE) brings together the expertise of youth, youth service providers, academic researchers and policy makers to identify, build, and implement models of effective practice for meaningfully engaging youth and to document the results. They have many useful and easy to understand resources, such as [Hart's Ladder of Youth Engagement](#).
- [The Freechild Project](http://www.freechild.org) (<http://www.freechild.org>)
The mission of The Freechild Project is to advocate, inform, and celebrate social change led by and with young people around the world, especially those who have been historically denied the right to participate. They do this by facilitating training and workshops, and through their website. They provide great tools and resources on youth engagement, outline youth issues, and suggest ways in which youth can take on new roles in society (i.e. as community leaders, international decision makers, researchers, classroom teachers, etc.).
- [Youth Advocacy Training Institute](http://www.youthadvocacy.ca/) (<http://www.youthadvocacy.ca/>) 
The Youth Advocacy Training Institute (YATI) is a program of the Ontario Lung Association. YATI supports youth and youth-serving organizations in Ontario. They do so by providing exciting and interactive learning experiences for youth and adults alike on a variety of topics. YATI's goal is to help adults and youth work together to improve the health of their communities through advocacy, education, and positive youth development. They hold conferences, trainings, and workshops and their website hosts numerous do-it-yourself guides and resources for engaging youth.
- [Youth Engagement Principles](http://lin.ca/resource-details/18264) (<http://lin.ca/resource-details/18264>) 
The Ontario Ministry of Health Promotion and Sport developed eleven principles that are evidence based best practices for engaging youth. These principles can be used as a foundation or model for any program, or activity that involves or affects Ontario's youth.
- [Motivate Canada](#) 
Motivate Canada is a Canadian charitable organization that specializes in improving the lives of young people by fostering civic engagement, social entrepreneurship, social inclusion, and leadership among youth. They use techniques from sport, physical education, and community driven development in their programming.

Critical Thinking and Media Literacy

- [Adbusters](http://adbusters.org) (<http://adbusters.org>)
Adbusters is a global network of culture jammers and creatives working to change the way information flows, the way corporations wield power, and the way meaning is produced in our society. This may prove as a good resource for youth who are analyzing ads, or searching for articles to discuss. Youth will likely find the [Spoof Ads](#) entertaining and food for thought.
- [Center for Media Literacy](http://www.medialit.org) (<http://www.medialit.org>)
The Center for Media Literacy (CML) is an educational organization that provides leadership, public education, professional development, and educational resources nationally and internationally. Dedicated to promoting and supporting media literacy education as a framework for accessing, analyzing, evaluating, creating, and participating with media content, CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the 21st century media culture. There are many articles for educators and those teaching media literacy.
- [Concerned Children's Advertisers](http://www.cca-kids.ca) (<http://www.cca-kids.ca>) 🇨🇦
Since 1990, Concerned Children's Advertisers has been producing and delivering social messaging campaigns on issues of challenge in children's lives, including: drug abuse prevention, child abuse prevention, child safety, self-esteem, media literacy, bullying prevention, and healthy active living. Their campaigns include nationally televised [Public Service Announcements](#) and [curricula](#) for children in kindergarten to grade eight, as well as [tips and tools](#) for parents and community workers.
- [Common Sense Media](http://www.common sense media.org) (<http://www.common sense media.org>)
As a non-partisan, not-for-profit organization, Common Sense Media provides trustworthy information and tools, as well as an independent forum, so that families can have a choice and a voice about the media they consume. Their clean, easy to navigate website has handouts, advice, videos, discussion guides, and further ideas on how to interact with your child on these topics. One of the most interesting and unique parts of their site is their media ratings – you can find newly released (or old favourites) movies, video games, TV shows, websites, music, and books. Common Sense Media provides a breakdown on the types of messages presented, and specific discussion questions catered to the content!
- [How to Think Critically](http://www.rogerdarlington.me.uk/thinking.html) (www.rogerdarlington.me.uk/thinking.html)
This webpage provides detailed instructions for how to think critically. It can be very scientific at points, but it explains each point very well and provides examples. This could be useful for teachers when trying to get students to think critically about an assignment.
- [Media Awareness Network](http://www.media-awareness.ca) (<http://www.media-awareness.ca>) 🇨🇦
A Canadian non-profit that provides a wealth of information (in French and English) related to media and digital literacy. This website should be your first stop when looking for news, research, lesson plans, or educational games related to youth and media literacy.
- [Media Literacy Clearinghouse](http://www.frankwbaker.com/default1.htm) (<http://www.frankwbaker.com/default1.htm>)
MLC's mission is to assist K-12 educators who want to learn and teach about media literacy and critical thinking. Educators can browse by the lessons and topics by concept, medium, or teaching standards. MLC provides very good explanations, examples, and links to a multitude of other resources.

- [Media Literacy Project](http://medialiteracyproject.org) (<http://medialiteracyproject.org>)
An excellent website that provides a “[Deconstruct This!](#)” ad gallery with examples of ads (print and commercial) to deconstruct, guided questions, and sample deconstructions. They also host a blog with relevant posts on media literacy, critical thinking, and popular culture.
- [Media Literacy Week](http://www.medialiteracyweek.ca/en/default.htm) (<http://www.medialiteracyweek.ca/en/default.htm>) 
Media Literacy Week was conceived in 2006 under the name National Media Education Week to promote media literacy as a key component in the education of young people, and to encourage the integration and the practice of media education in Canadian homes, schools, and communities.
- [Parent Further](http://www.parentfurther.com/technology-media) (<http://www.parentfurther.com/technology-media>)
Provides parenting advice for parents on a wide array of issues, including technology and the media. Learn about what children are doing and experiencing online, in video games, and while watching TV and movies, and how to work through these issues.
- [PBS Kids – Don’t Buy It! Get Media Smart](http://pbskids.org/dontbuyit/) (<http://pbskids.org/dontbuyit/>)
An interactive site for youth and parents alike, PBS walks you through advertising strategies and media literacy concepts with games and activities that have youth taking control of their purchasing habits and thinking about advertising.
- [Pew Internet and American Life Project](http://pewinternet.org) (<http://pewinternet.org>)
The Pew Internet and American Life Project studies the social impact of the internet, focusing on topics including health, teens, and broadband.
- [Smoke-Free Movies](http://www.smokefreemovies.ca) (<http://www.smokefreemovies.ca>) 
A collaborative project between many of Canada’s leading health and anti-tobacco organizations, Smoke-Free Movies is at the forefront in trying to protect Canada’s youth from the harmful effects of tobacco products and placement in movies. Smoking in movies is just one example of why media literacy is important. This website breaks down the issue and provides ways to advocate for smoke-free movies. Also be sure to check out their Facebook page [Hooked by Hollywood](#). For research on smoking in movies visit the [University of California, San Francisco’s Smoke-Free Movies](#) website (<http://www.smokefreemovies.ucsf.edu>).
- [Action Coalition for Media Education](http://www.acmecoalition.org) (<http://www.acmecoalition.org>)
A.C.M.E has a three part mission: 1) teaching media education and skills, 2) supporting media reform, and 3) democratizing the media system through education and activism. Under their “Classroom” section they provide free teacher and partner’s resources. Some interesting resources to note are: a lesson plan on the Super Bowl ([Tackling the Beer Barons](#)), [Food for Thought](#) which tackles the food industry, and the documentary and study guide [Wet Dreams and False Images](#).
- [UNICEF’S MAGIC](http://www.unicef.org/magic) (<http://www.unicef.org/magic>)
The MAGIC (Media Activities and Good Ideas by, with, and for Children) website is UNICEF’s (United Nations Children’s Fund) response to the [Oslo Challenge](#) of 1999, which called on media professionals, educators, governments, organizations, parents, children, and young people themselves to recognize the enormous potential of media to make the world a better place for children.

- [Beyond the Screen](http://www.beyondthescreen.com) (<http://www.beyondthescreen.com>)

Using footage, and interviews with casts and crews, *Beyond the Screen* examines featured movies and their themes, filmmaking techniques, and relevance in the world at large. Instead of reviewing and rating movies with a simple thumbs-up/thumbs-down verdict, Pungente and his team analyze and look at the ways in which movies entertain, enlighten, and affect audiences. It's about discovery, appreciation, and critical understanding of movies. By using a range of popular movies such as *Sherlock Holmes*, *Harry Potter*, *The Sisterhood of the Traveling Pants*, and *The Dark Knight*, youth of all ages can relate and engage with the material and messages.

Alternative Media

- [Listen Up!](http://www.listenup.org) (<http://www.listenup.org>)

Listen Up! is a youth media network that connects young video producers and their allies to resources, support, and projects in order to develop the field and achieve an authentic youth voice in the mass media.

- [New Moon Girls](http://www.newmoon.com) (<http://www.newmoon.com>)

You won't find diet advice or popularity contests here! *New Moon Girls* magazine is 100% advertising-free and dedicated to helping girls discover and honour their true selves. Created by girls, for girls.

- [Teen Voices](http://www.teenvoices.com) (<http://www.teenvoices.com>)

Teen Voices supports and educates teen girls to amplify their voices and create social change through media.

- [YO! Youth Outlook](http://www.youthoutlook.org) (<http://www.youthoutlook.org>)

YO! Youth Outlook is an award-winning literary journal of youth life in the Bay Area. Featuring in-depth reporting pieces, first-person essays, comic strips, and poetry pages, *YO!* is the communication outlet for youth who feel their voice and visions need to be seen and heard. *YO!* is a bridge to the world of youth expression.

Films Related to the Media and Critical Thinking

- [Killing Us Softly part 1](#) (and *Still Killing Us Softly*, [part 3](#), [part 4](#))

In *Killing Us Softly* Jean Kilbourne analyzes images in the media of women, and discusses the distortions of femininity that occur and how this is destructive to women's well-being. *Killing Us Softly* part 4 will be the most relevant to youth today, as it is the most recent and provides current examples. However, in watching the series, one can understand the evolution of the marketing tactics used over 30 years to sell women's products, and their bodies in advertising. Each trailer is about 5 minutes and is sufficient as an introduction to an activity or a discussion. *Killing Us Softly* part 1 and 3 can be found in their entirety on YouTube.

- [Tough Guise](#)

Tough Guise is much like its comparable counterpart, *Killing Us Softly*, as it applies the same sort of analysis to the examination of masculinity in pop-culture. Jackson Katz analyzes and discusses portrayals of masculine aggression and violence, and links these to real-life examples to illustrate the harmfulness of these types of messages. *Tough Guise* can be found in its entirety on YouTube.

- [The Insider \(1999\)](#)
Loosely based on Jeffrey Wigand's exposing [60 Minutes interview](#) where he unleashed the lies he knew about tobacco after working as an executive in this deadly industry. The film provides a good look inside corporations or Big Industries like the tobacco industries and the issue of censorship. Rent at any video store!
- [The Truman Show \(1998\)](#)
A comedy based on a man's (actor Jim Carrey) life which is being broadcast as a reality TV show, without him realizing it. Watch as discussions arise both on screen and in the classroom about perceptions of reality, ethics, and advertising. Rent at any video store!
- [On Orientalism](#)
Cultural academic Edward Said examines the Western world's distorted portrayals and understandings of the Middle East. The film discusses how Hollywood and the media have helped generate widespread fear of terrorism and Islam, and the consequences this has had for Arab people. An excellent resource for social studies classrooms such as history and geography. *On Orientalism* can be found in its entirety on YouTube.
- [POM Wonderful Presents: The Greatest Movie Ever Sold](#)
The Greatest Movie Ever Sold is a documentary film by Morgan Spurlock (*Super Size Me*) that provides an inside look at the world of branding, advertising, and product placement. This film leads by example as it was entirely financed by advertising and product placement! Rent at any video store!
- [Super Size Me](#)
Super Size Me is a documentary film about Morgan Spurlock's journey on a 30-day all-McDonalds food diet. This funny and disturbing film documents the scary, drastic physical, and psychological effects and examines the fast food industry. Rent at any video store! Be sure to check out the discussion guide created by Ontario Public Health nurses at <http://www.osnpvh.on.ca/pdfs/SupersizeMe.pdf>
- [Thank You for Smoking!](#)
Thank You for Smoking is a satire of Big Tobacco. The film follows chief advertiser Nick Naylor, whose job it is to deal with the media by putting a positive spin on commercial tobacco and smoking. Yet, he's having a hard time being a good parent and role model for his young son. Follow this funny journey to learn about how tobacco companies sell us lies and best of all – no smoking (yes, even in a film explicitly *about* smoking!) Rent at any video store!

Glossary

Critical thinking: The mental process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. ([Dictionary.com](https://www.dictionary.com))

Denormalize: To make not normal.

Health: Includes physical, mental, social, emotional, environmental, and spiritual aspects of well-being. ([Peterborough County-City Health Unit](https://www.peterborough.ca/health))

Media: The means of communication, as radio and television, newspapers, and magazines that reach or influence people widely. ([Dictionary.com](https://www.dictionary.com))

Media literacy: “The ability to sift through and analyze the messages that inform, entertain, and sell to us every day. It’s the ability to bring critical thinking skills to bear on all media – from music videos and web environments to product placement in films and virtual displays in NHL hockey boards. It’s about asking pertinent questions about what’s there and noticing what’s not there. And it’s the instinct to question what lays behind media productions – the motives, the money, the values, and the ownership – and to be aware of how these factors influence content.” (Jane Tallim from [Media Awareness Network](https://www.mediaawarenessnetwork.org))

Normalize: To make normal. ([Dictionary.com](https://www.dictionary.com))

Product placement: The practice of a company paying for its product to be placed in a prominent position in a film or television programme as a form of advertising. ([Dictionary.com](https://www.dictionary.com))

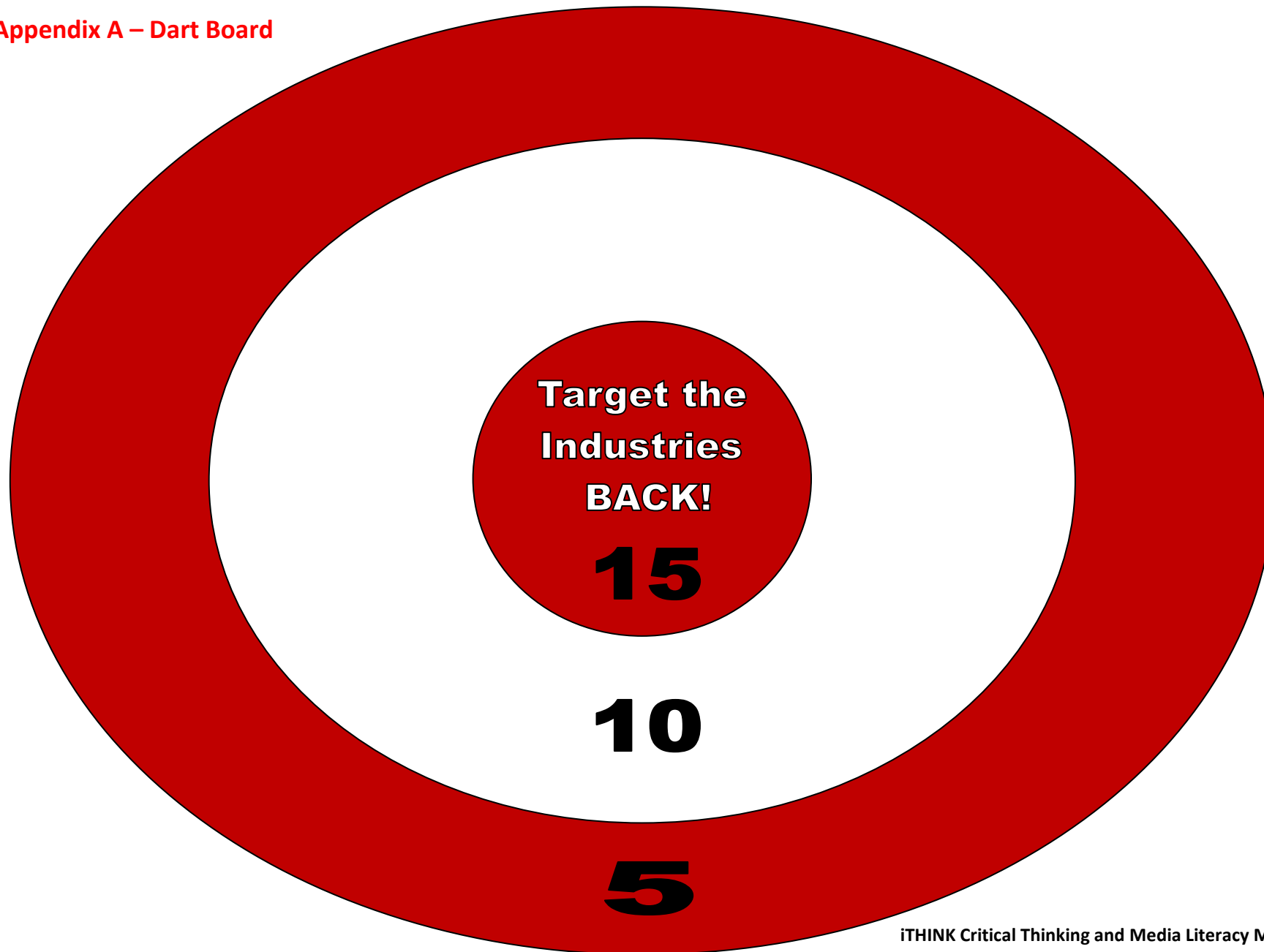
Subliminal messaging: "... a conscious effort on the part of the sender to deceive viewers by adding something to a message that is not consciously perceivable by the audience – but the person's unconscious mind sees that 'extra message'." There are scientific disputes over whether this is effective or not. (*Media Literacy* by W. James Potter)

Tactic: A plan, procedure, or expedient for promoting a desired end or result. ([Dictionary.com](https://www.dictionary.com))

Youth engagement: “Youth engagement is the meaningful participation and consistent involvement of a young person in an activity with a focus outside of him or herself. The activity in which the youth is engaged can be almost anything – sports, the arts, music, volunteer work, politics, social activism – and it can occur in almost any kind of setting.” ([What is Youth Engagement?](https://www.youthengagement.ca/what-is-youth-engagement) from [The Centre of Excellence for Youth Engagement](https://www.youthengagement.ca/))

Appendices

Appendix A – Dart Board



“Youth may not realize that every time they purchase a specific product it is in turn like voting for that product to continuously be produced. Increasing youth awareness of what each product stands for, what some marketing companies that target youth stand for, and generally getting youth to question those companies will increase critical thinking skills amongst youth and encourage them to think differently.”

**Target the industries that continuously
target you!**

Never Stop Questioning.



*The world we have
created is a
product of our
thinking. It cannot
be changed
without first
changing our
thinking.*

– Albert Einstein

Appendix C – Brand Checklist

List 1 <ul style="list-style-type: none"> • Volcom • Apple • Billabong • Blackberry • Quaker • Yahoo! • Fox Racing • Buick • Ferrari 	List 4 <ul style="list-style-type: none"> • KFC • Goldfish • Honda • Kool-Aid • Mazda • Pizza Hut • Addidas • Goodyear • Infinity
List 2 <ul style="list-style-type: none"> • Nike • Pepsi • Wendys • Rockstar Energy • EA Games • Etnies • Dove • Life's Good (LG) • NBC 	List 5 <ul style="list-style-type: none"> • Facebook • Lulu Lemon • Monster Energy • Gatorade • Bacardi • Calvin Klein • Abercrombie & Fitch • Xerox • Zoo York
List 3 <ul style="list-style-type: none"> • McDonalds • Nestea • Roxy • Starbucks • Hewlett Packard (HP) • Jack Daniels • Channel • Unilever • Warheads 	List 6 <ul style="list-style-type: none"> • Energizer • Chevrolet • DC Shoes • Dodge • Holister • Jaguar • Kellogs • Reebok • Wal-Mart

Instructions:

- Print and cut-out the six lists to be used in the “Target the Industry” activity. The brands are colour-coded according to difficulty to identify for youth: **easy**, **harder**, and **most difficult**. These lists don’t necessarily need to be printed in colour; the game will be the same with or without coloured lists. However, it may be useful to familiarize yourself with the brands that are classified as medium to most difficult.
- Use the internet to get an image of each of the logos listed on the brand checklists. Print the logos. Write the name that is underneath each logo **on the back** of each image. Cut out, making sure to cut off the printed brand name on the front of the logos.

Appendix D – Industry Fact Sheets

Alcohol Industry Fact Sheet

Advertising Strategies

- The alcohol industry in Canada spends more than **\$160 million** a year on advertising and promotion to make sure drinkers keep spending money on alcohol. ([Media Awareness Network](#))
- Alcohol producers spent \$991 million on television advertising in 2002 – 60% of it on sports programming. ([Common Sense Media](#) referencing Center on Alcohol Marketing and Youth)
- Several studies point to the power of product placements for alcohol in TV and movies – for example, characters drinking a specific type of beer – to influence when kids start drinking as well as what and how much they drink. ([Common Sense Media](#) referencing the Marin Institute)
- Young people ages 12-20 saw more television advertising for beer and ale in 2001 than for fruit juices and fruit-flavoured drinks; gum; skin care products; cookies and crackers; chips, nuts, popcorn and pretzels; sneakers; non-carbonated soft drinks; or sportswear jeans. ([Center on Alcohol Marketing and Youth, Television: Alcohol's Vast Adland](#))
- Kids who own a hat, poster or T-shirt promoting alcohol are nearly twice as likely to drink as kids who don't. (*Early Adolescent Exposure to Alcohol Advertising and Its Relationship to Underage Drinking*, 2007)
- Alcohol companies use words like 'all natural' and promote products that have less calories and carbs for the weight-conscious. These keywords make it seem like alcohol is part of a healthy diet. When in reality, alcohol is "empty calories" and can contribute to serious problems such as liver disease. ([Marin Institute, Questionable Health Claims by Alcohol Companies](#))
- The more alcohol ads young people see, the more they drink. According to one 2006 study, each additional dollar the alcohol industry spends on advertising raises the number of drinks youth consume by 3 per cent. ([Common Sense Media](#))

General Facts

- More than 4 in 10 people who begin drinking before age 15 eventually become alcoholics. ([NIAAA; Underage Drinking: A Major Public Health Challenge, 2003](#))
- Youth are 96 times more likely to see an ad promoting alcohol than an industry ad discouraging underage drinking. (Center on Alcohol Marketing and Youth. [Alcohol Industry "Responsibility" Advertising on Television](#), 2005)

Health Effects of Overconsumption of Alcohol ([Centre for Addiction and Mental Health](#))

- Addiction
- Affects judgment, behaviour and reflexes, which can contribute to accidental injuries, impaired driving and drowning
- Alcohol poisoning, which can be deadly
- Drinking alcohol during pregnancy can be harmful to the baby
- Liver disease
- Increase risk of cancers of the breast, colon, rectum, liver, esophagus, head and neck (for example, mouth, larynx, and pharynx)
- Cardiovascular diseases such as heart disease and strokes
- Inflammation of the pancreas
- Mental health problems
- Can harm the brain

Nutrition Industry Fact Sheet

Advertising Tactics

- Tighter regulation since 2005 has led to a decrease in junk food ads overall, but ads for fast food restaurants have increased. ([Common Sense Media](#) referencing a Nielsen poll, 2010)
- Commercials for healthy food make up only 4% of the food advertisements shown during children's viewing time. ([Impact of media use on children and youth](#), 2011)
- Children aged two to 11 years are exposed to an average of approximately 5,500 food ads per year! ([Advertising of Food and Beverages to Children](#), 2010)
- One thirty-second commercial can influence the brand preferences of child. (*The 30-Second Effect: An Experiment Revealing the Impact of Television Commercials on Food Preferences of Preschoolers*, 2001)
- There has been much research on the perception of food as a result of advertising. One study showed that when children aged 3 to 5 were offered two identical meals, one wrapped in plain paper and one in MacDonald's packaging, children preferred the latter, insisting that it tasted better. (Media Awareness Network, [Food Facts](#), 2010)
- Advertising is honed by psychologists and supported with billions of dollars. Marketers want us to bypass cognition (our mental processes) and want to target our emotions instead! Children's brains aren't fully developed and so they are more easily susceptible to marketing. ([Ontario Public Health Association's Children's Advertising Workgroup](#))
- Advertisers use a variety of strategies for targeting their food products to children. These include, but are not limited to, the use of action sequences, advergames, use of words that indicate their product is fun and tasty or nutritious; animation celebrities, characters, colours, competitions, promotions and giveaways, sound effects and fun voices, spokespersons, sports figures, and references to popular movies and television shows. ([Advertising of Food and Beverages to Children](#), 2010)
- The beautiful, delicious looking foods in ads are a fantasy! Just like how images of models are digitally altered, food photography uses similar techniques to make foods look better than in real life so that you buy the products. Food stylists use vegetable oil on apples to make them shine, scooped shortening for vanilla ice cream, paint foods so colours look more vibrant, and much more! (PBS Kids, [Don't Buy It](#), 2004)
- Products that display cartoon images engaged in activity on the front of the package create an association between activity and that particular food. However, this is a problem because 2 in 10 products with 'active' images on the front aren't considered nutritious by health experts. ([Assessing 'fun' foods nutritional content and analysis of supermarket foods targeted at children](#), 2007)
- Coca-Cola paid \$20 million for product placement in American Idol, which is frequently among the top rated TV shows for children 2-11. (*Coke: Wooing the TiVo Generation*, 2004)

Canada

- Less than 1% of the foods specifically targeted at children in a Canadian supermarket are fruits and vegetables. ([Assessing 'fun' foods nutritional content and analysis of supermarket foods targeted at children](#), 2007)
- Canada's food marketing industry is self-regulated, meaning that the industry makes its own rules, many of which aren't mandatory. An example of how this can be harmful or misleading is that health experts aren't involved in the development of nutrition criteria for "healthier choices". This means there isn't a standard definition of "healthy" in the food industry! ([Advertising of Food and Beverages to Children](#), 2010)
- Québec is the one exception to Canadian industry's self-regulating advertising to children. Since 1980 it has had a ban on *all* advertising directed at children under the age of 13. While there are loopholes – it

covers only advertising developed in Québec – it’s a good start! ([*Advertising of Food and Beverages to Children*](#), 2010)

The Reality of Food and Nutrition

- As was shown above, 96% of ads geared towards children are for “junk food” or food that isn’t nutritious, and less than 1% of the foods at supermarkets for children are fruits and vegetables! Contrast this to the Canadian Food Guide, which says that vegetables should fill more than half your plate! It is obvious that the food industry is giving us a conflicting message.
- What the food industry ISN’T telling you, or not stressing enough:
 - Fruits and Vegetables: Eat at least one dark green and one orange vegetable each day to get foliate and vitamin A. Have vegetables and fruit more often than juice. Don’t be fooled if a product has the word “vegetable” or “fruit” in it, such as fruit candies or jams, and vegetable chips – they may be high in fat, sugar, or salt. Check the label!
 - Grain Products: Make at least half of your grain products whole grain each day (brown rice, whole grain cereal, or whole wheat bread). Whole grain foods have the words “whole” followed by the name of the grain as one of the first ingredients. Don’t be tricked – check the label!
 - Milk and Alternatives: Drink skim, 1%, or 2% milk each day. Have 2 cups every day to get your fill of vitamin D. Choose lower fat cheese and yogurt. Can’t drink milk? Choose a milk alternative product such as soy with the word “fortified” on the label. Remember, chocolate milk is sugary – mix it with low fat white milk to make it a bit healthier.
 - Meat and Alternatives: Have meat alternatives such as beans, lentils, and tofu often. Eat at least two servings of fish each week. Prepare with little or no added fat or salt.
 - Oils and Fats: Include a small amount of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine, and mayonnaise. Choose sautéed or stir-fried foods rather than deep-fried.
- Both boys and girls (aged 9 to 14 years old) who were making an effort to look like the images of people in the media, were more likely than their peers to develop weight concerns and become constant dieters. ([*The impact of the media on eating disorders in children and adolescents*](#), 2003)

Tobacco Industry Fact Sheet

About the Tobacco Industry

For more than 50 years, the tobacco industry has lied about the risks of its products, lied about addiction, lied about its manipulation of nicotine, and lied that its marketing has not targeted kids. ([Non-Smokers' Rights Association](#), 2004).

Advertising Tactics

- In 1972, a tobacco company considered adding honey to cigarettes because teenagers like sweet products. ([thetruth.com](#))
- As late as 1999, tobacco companies placed in-store advertising signage at a child's eye level. ([thetruth.com](#))
- Packages of commercial tobacco products (especially flavoured tobacco) are designed to be colourful, vibrant, and enticing which make them look more like candy and can thus be more appealing towards youth.
- Cigarette companies advertised "light" cigarettes to imply they are less harmful to the smoker, although they can deliver the same levels of tar and nicotine.
- The tobacco industry has systematically exploited the uniquely powerful promotional power of films in almost every decade since the advent of "talking pictures" in 1927.
- Tobacco companies "voluntarily" agreed to stop product placement in movies in 1989. As with most voluntary agreements with the tobacco industry, it did not work. So in 1998, the Master Settlement Agreement outlawed tobacco companies in the U.S. from paying to have their products placed in films. ([www.smokefreemovies.ca](#))
- However, smoking in movies has been increasing ever since the 1990s! ([Smoke Free Movies UCSF](#))
- The industry often markets their products using false imagery. Pick any cigarette ad and look at the image. Chances are you'll see healthy young people with white teeth and glowing skin, athletes at peak performance, masculine heroes or individuals extolling independence. These images do not reflect the ultimate reality of smoking. ([Tobacco Free CA](#), 2008)
- Chewing tobacco is marketed as "smoke-less" yet is just as deadly as smoking a cigarette. While there is no smoke, the 3,000 chemicals that are in chew can cause numerous cancers of the mouth, and throat along with other nasty side effects
- Packages of commercial tobacco products (especially flavoured tobacco) are designed to be colourful, vibrant, and enticing which make them look more like candy and can thus be more appealing towards youth.

Canada

- While tobacco marketing in Canada is becoming more controlled, youth can still be exposed to advertising material that is sold to adults or through imported advertising sources (e.g. magazines) and online sources.
- The tobacco industry adapts quickly. The most recent federal bill, [Bill C-32: Cracking Down on Tobacco Marketing Aimed at Youth Act](#), banned flavouring in blunt wraps, the ban of singles and kiddie packs, proper warning labels on cigarillo's and the ban of flavouring agents in cigarillos. However, the industry is a pro at finding and exploiting loopholes in legislation and is still selling tobacco using flavours and bright colours targeted at youth! ([Flavour Gone](#), 2011)

- The tobacco industry and unregulated tobacco continue to supply products to Ontario’s men, women and children; as a result, 13,000 Ontarians die each year [one person almost every 40 minutes] – more than the population of either Elliot Lake, Gravenhurst, or Ingersoll. ([TSAG Report](#), 2010)
- Tobacco is the only legal product that, when used as intended, kills half of its users prematurely. It can also kill others through involuntary exposure to secondhand smoke. ([TSAG Report](#), 2010)
- “The tobacco industry tries to create the myth that tobacco use is a lifestyle choice. It isn’t. It’s an addiction. “We make a legal product for adult consumers who have made a choice to continue smoking in spite of the known risks.” John Clayton, vice president, Corporate Affairs, Imperial Tobacco in a news release, July 6, 2010 ([TSAG Report](#), 2010)

Health Effects of Using Tobacco Products

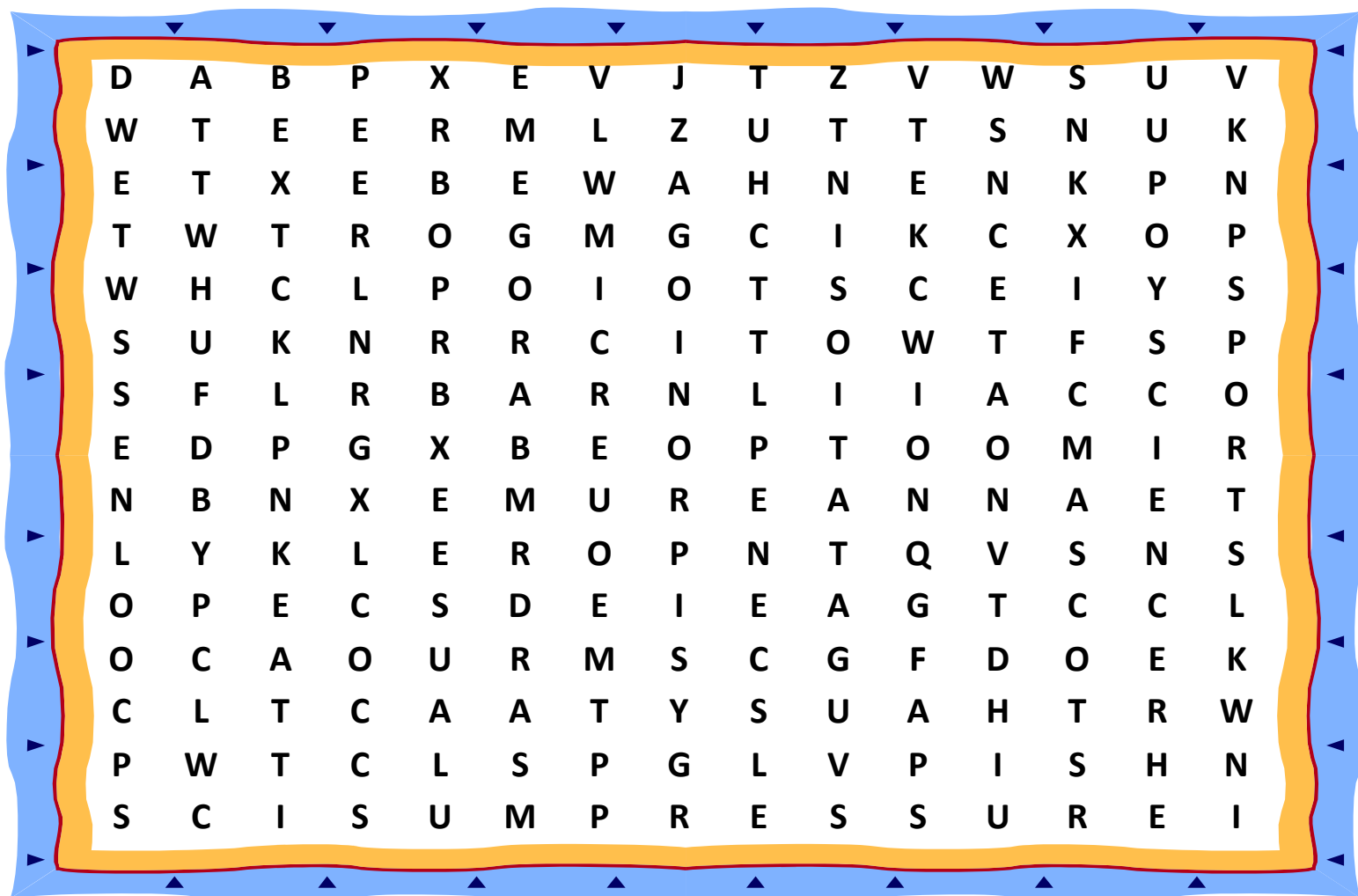
Cigarettes ([Health Canada](#))

- Addiction
- Lung cancer and increased risk of having many other cancers
- Smoker’s cough
- Heart disease and stroke
- Increases the risk of medical problems for a woman during pregnancy and increases the risk that her baby will be underweight or will die in infancy
- Affects the immune system, making people who smoke more prone to colds, flu, and pneumonia
- Many other serious illnesses!

Smoke-less Tobacco or Spit (“chew” or snuff) ([Health Canada](#))

- Addiction
- Cancer of the mouth (lip, tongue, and cheek, floor and roof of the mouth) and throat
- Leukoplakia (white, leathery sores)
- Increased heart rate, higher blood pressure, and irregular heartbeats
- Slowed reaction time and dizziness
- Tooth and gum disease including cavities, lost teeth, bad breath and painful sores

Appendix E – Advertising Strategies Word Search



Word Bank

ANIMALS
BRIGHT COLOURS (2)
CELEBRITIES
CONTESTS
COOLNESS
EMOTIONS
JUNK SCIENCE (2)

MASCOTS
MUSIC
PEER PRESSURE (2)
PRODUCT PLACEMENT (2)
REPETITION
SPORTS
SCALE

Hint:

Words can go forwards and backwards, diagonal and up and down!

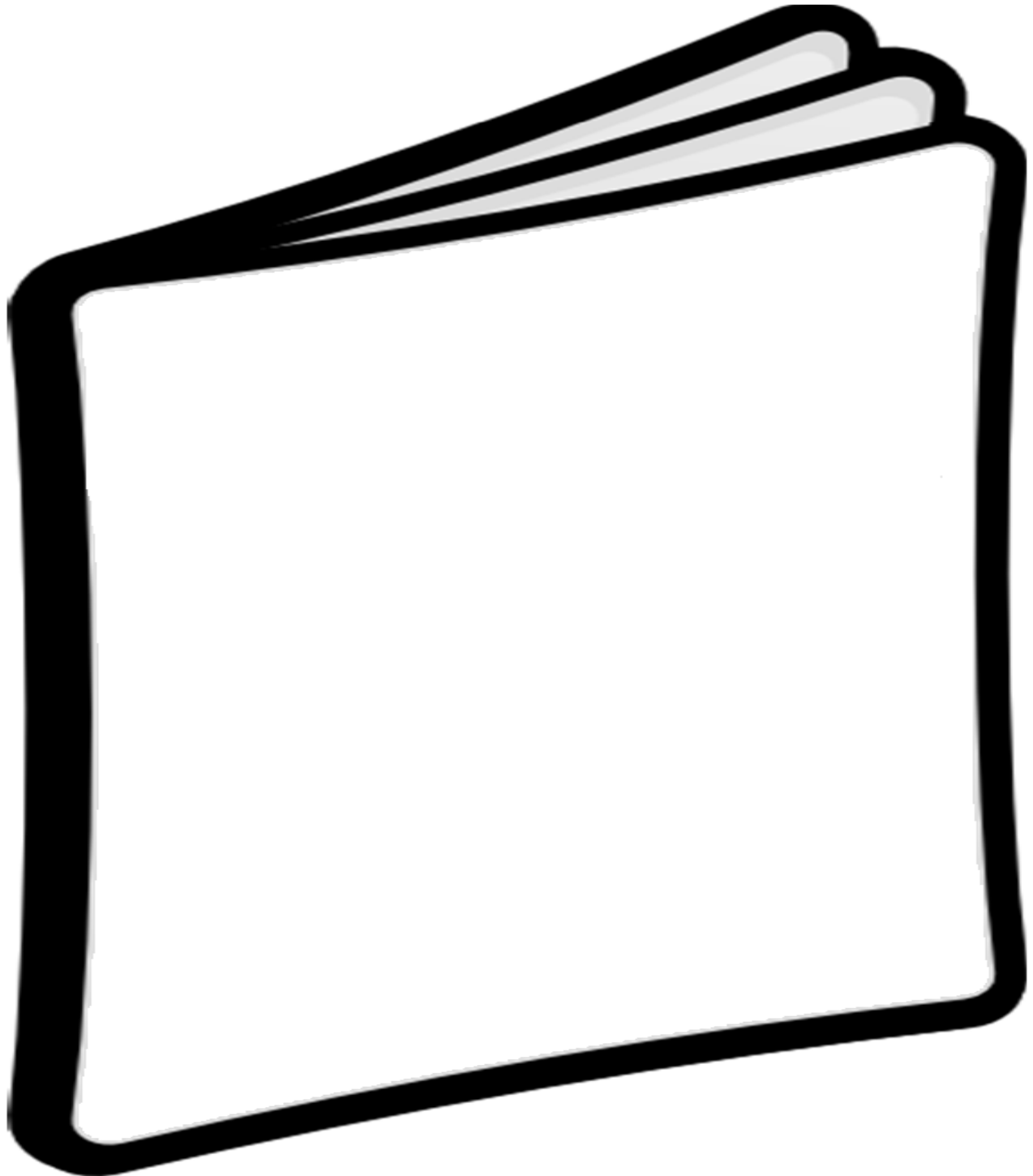
Words with a (2) behind them mean you need to find 2 words, and they won't be together!

Appendix F – TV or Magazine Drawing Sheet

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

**Instructions: On this magazine draw a picture of an advertisement (ad).
Show what really happens when you use the product.**

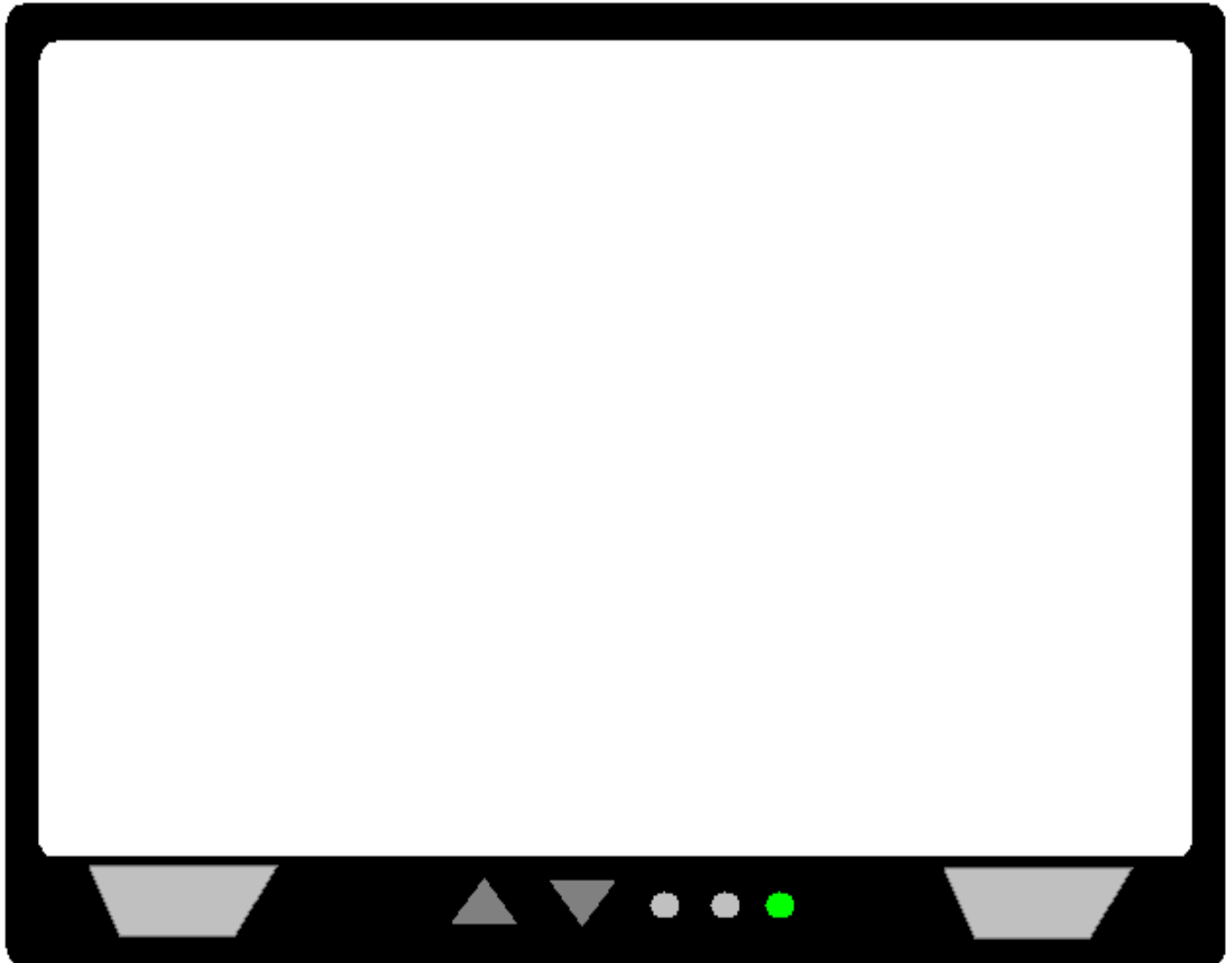
★ ★ ★ ★ ★ ★ ★ ★ ★ ★



★ ★ ★ ★ ★ ★ ★ ★ ★ ★

On this TV draw a picture of an advertisement (ad).
Show what really happens when you use the product.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★



Appendix G – Sticker Sheet

Refuse
to be branded

Do you make your own choices, or does the media make them for you?

tell us what
YOU
think!

**BRAND
NAME**

 facebook.com/ithinkcampaign

Refuse
to be branded

Do you make your own choices, or does the media make them for you?

tell us what
YOU
think!

**BRAND
NAME**

 facebook.com/ithinkcampaign

Refuse
to be branded

Do you make your own choices, or does the media make them for you?

tell us what
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tell us what
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 facebook.com/ithinkcampaign

Refuse
to be branded

Do you make your own choices, or does the media make them for you?

tell us what
YOU
think!

**BRAND
NAME**

 facebook.com/ithinkcampaign

References

(Hyperlinks are in order of appearance)

The iTHINK Critical Thinking and Media Literacy Manual

- Children, Adolescents, and Advertising – <http://www.pediatrics.aappublications.org/content/118/6/2563.full>
- The Centre of Excellence for Youth Engagement – <http://www.engagementcentre.ca>

How the Manual Works

- iTHINK Facebook page – <http://www.facebook.com/ithinkcampaign>
- The iTHINK YouTube channel – <http://www.youtube.com/SpeakUpSpeakOutPTBO>

Background

- Peterborough County-City Health Unit – <http://www.pcchu.ca/>
- Media Awareness Network – <http://www.media-awareness.ca>
- Tobacco in Movies – <http://www.smoke-free.ca/movies>
- The Wrangle over Ringo: Is a smoking cartoon a health risk? - <http://www.theglobeandmail.com/life/parenting/young-children/children-trends/the-wrangle-over-rango-is-a-smoking-cartoon-a-health-risk/article1946397>
- Beyoncé – Me, Myself and I music video – <http://www.youtube.com/watch?v=4S37SGxZSMc>
- Beyoncé – Suga Mama music video – <http://www.youtube.com/watch?v=gxqZ5M651WQ>
- Beyoncé – Why Don't You Love Me music video – <http://www.youtube.com/watch?v=QczgvUDskk0>
- Drake – Find Your Love music video – <http://www.youtube.com/watch?v=Xyv4Bjja8yc>
- Lady Gaga – Alejandro music video – <http://www.youtube.com/watch?v=niqrrmev4mA>
- Lady Gaga – Bad Romance music video – <http://www.youtube.com/watch?v=qrO4YZeyl0I>
- Lady Gaga – Beautiful, Dirty, Rich music video – <http://www.youtube.com/watch?v=7Nr33m1zXVE>
- Lady Gaga – Just Dance ft. Colby O'Donis music video – <http://www.youtube.com/watch?v=2Abk1jAONjw>
- Lady Gaga – Telephone music video – <http://www.youtube.com/watch?v=EVBsypHzF3U>
- National Institute on Alcohol Abuse and Alcoholism (NIAAA) – <http://www.niaaa.nih.gov/Pages/default.aspx>
- NIAAA – Underage Drinking: A Major Public Health Challenge – <http://pubs.niaaa.nih.gov/publications/aa59.htm>
- NIAAA – Alcohol and Other Drugs – <http://pubs.niaaa.nih.gov/publications/AA76/AA76.htm>
- National Institute on Drug Abuse (NIDA) – <http://www.drugabuse.gov/nidahome.html>
- NIDA – Marijuana: Facts for Teens – <http://www.drugabuse.gov/marijbroch/teens>
- Stereos – Uncontrollable music video – <http://www.youtube.com/watch?v=VVxGJLLGde8&ob=av2e>
- Nickelback – This Afternoon music video – <http://www.youtube.com/watch?v=wQabssOO09g&feature=fvsr>
- Flo Rida – Who Dat Girl ft. Akon music video – <http://www.youtube.com/watch?v=tZW8X2OziU>
- Far East Movement – Like a G6, ft. The Cataracs, Dev music video – <http://www.youtube.com/watch?v=w4s6H4ku6ZY>

- Carrie Underwood – Before He Cheats music video – <http://www.youtube.com/watch?v=WaSy8yy-mr8>
- Best Video Games of 2010 – Digital Trends – <http://www.digitaltrends.com/gaming/best-video-games-of-2010>
- Kanye West courts controversy with dead models hanging from nooses in leaked Monster video – <http://www.dailymail.co.uk/tvshowbiz/article-1342891/Kanye-Wests-leaked-Monster-video-features-dead-models-hanging-nooses.html>
- “If You Don’t Have an iPhone” Ads – http://www.youtube.com/watch?v=zO0cMFLBL6k&feature=channel_video_title
- Wendy’s Salad Commercial – <http://www.youtube.com/watch?v=P-iToo45w60>
- McDonalds Olympics Commercial – <http://www.youtube.com/watch?v=rdhWIs76K80>
- Nicki Minaj – Right Thru Me music video – <http://www.youtube.com/watch?v=5FJO6b8GL3M>
- Kaiser Family Foundation – Sex on TV Report Findings – <http://www.kff.org/entmedia/upload/Sex-on-TV-4-Report-Findings.pdf>
- Rihanna – What’s My Name? ft. Drake music video – <http://www.youtube.com/watch?v=U0CGsw6h60k>
- Kristina Maria – Let’s Play music video – http://www.youtube.com/watch?v=kC7J3KQd1lk&feature=channel_video_title
- Katy Perry – Last Friday music video – <http://www.youtube.com/watch?v=KlyXNRsk4A>
- Children Speaking Up! – http://www.hpclearinghouse.ca/downloads/Children_Speaking_up.pdf
- Men’s Health Magazine – <http://www.menshealth.com>
- Cosmopolitan Magazine – <http://www.cosmopolitan.com>
- And the Award for Most Deceptive Magazine Cover Goes To... – <http://www.theillusionists.org/?p=1037>
- Media Awareness Network: Young Canadians in a Wired World Study – http://www.media-awareness.ca/english/research/YCWW/phase1/key_findings.cfm
- Smoke-Free Movies – University of San Francisco, California (Influence of smoking in movies) – http://www.smokefreemovies.ucsf.edu/godeeper/Landmark_Study.html
- Kids Take on Media Study – <http://www.ctf-fce.ca/documents/Resources/en/MERP/kidsenglish.pdf>
- Social Media Revolution 2: Is Social Media a Fad? – <http://vimeo.com/11551721>
- How to Think Critically – Roger Darlington – <http://www.rogerdarlington.co.uk/thinking.html>
- Ministry of Health Promotion and Sport – <http://www.mhp.gov.on.ca/en>
- Ministry of Health Promotion and Sport Youth Engagement Principles – http://lin.ca/Files/18264/Youth_Engagement_Principles_Final_Jan_14_11%5B1%5D.pdf

Case Study

- Smoke-Free Movies – The Problem – University of San Francisco, California (Influence of smoking in movies) – http://www.smokefreemovies.ucsf.edu/problem/fact_fiction.html
- Scene Smoking – <http://www.scenesmoking.org/>
- Tobacco Vector – How American Movies, Canadian Film Subsidies and Provincial Rating Practices Will Kill 43,000 Canadian Teens Alive Today – And What Canadian Governments Can Do About It – http://www.smoke-free.ca/pdf_1/2010/Tobaccovector.pdf
- Ontario Coalition for Smoke-Free Movies – <http://www.smokefreemovies.ca>
- Hooked by Hollywood – <http://www.facebook.com/hookedbyhollywood?sk=info>
- Youth Action Week – <http://www.smokefreemovies.ca/content/youth-action-week>

Discussion Guides

- iTHINK Facebook Photo Gallery – <http://www.facebook.com/ithinkcampaign?sk=photos>
- Action Coalition for Media Education – <http://www.acmecoalition.org/home>
- Fast Food: Ads vs. Reality – <http://www.thewvsr.com/adsvsreality.htm>

Curriculum

- Media Education – Make it Happen! Program – http://www.medialiteracyweek.ca/en/101_download.htm
- Centre for Media Literacy's 10 Benefits of Media Literacy Education – <http://www.medialit.org/reading-room/10-benefits-media-literacy-education>
- Media Awareness Network: Media Education in Ontario – http://www.media-awareness.net/english/teachers/media_education/ont_curricular_overview.cfm
- Elementary English Curriculum – <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>
- Elementary Health and Physical Education Curriculum – <http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf>
- Elementary Art Curriculum – <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

Activities

- Media Awareness Network – Marketing to Teens: Advertising Strategies – http://www.media-awareness.net/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm
- Media Awareness Network – Marketing to Teens: Gotta Have It! Designer & Brand Names – http://www.media-awareness.net/english/resources/educational/lessons/secondary/advertising_marketing/mtt_gotta_have_it.cfm
- Media Awareness Network – Marketing to Teens: Marketing Tactics – http://www.media-awareness.net/english/resources/educational/lessons/secondary/advertising_marketing/mtt_marketing_tactics.cfm
- Media Awareness Network – Hype! – http://www.media-awareness.net/english/resources/educational/lessons/secondary/advertising_marketing/hype.cfm
- Deadly Persuasion: 7 Myths Alcohol Advertisers Want You to Believe – <http://www.medialit.org/reading-room/deadly-persuasion-7-myths-alcohol-advertisers-want-you-believe>
- Common Sense Media: Sex and Media Tips – <http://www.common sensemedia.org/advice-for-parents/sex-and-media-tips>
- Media Awareness Network – Violence in Media Entertainment – http://www.media-awareness.ca/english/issues/violence/violence_entertainment.cfm
- Media Awareness Network – Selling Tobacco – http://www.media-awareness.net/english/resources/educational/lessons/elementary/tobacco/selling_tobacco.cfm
- Media Awareness Network – Do You Believe In This Camel? – <http://www.media-awareness.net/english/resources/educational/lessons/elementary/tobacco/camel.cfm>
- Media Awareness Network – Advertising and Alcohol – http://www.media-awareness.net/english/resources/educational/handouts/alcohol/advertising_and_alcohol.cfm
- Media Awareness Network – Alcohol Myths – http://www.media-awareness.net/english/resources/educational/lessons/elementary/alcohol/alcohol_myths.cfm

- Media Awareness Network – Selling Obesity – http://www.media-awareness.net/english/resources/educational/lessons/elementary/advertising_marketing/selling_obesity.cfm
- Media Awareness Network – Looks Good Enough to Eat – http://www.media-awareness.net/english/resources/educational/lessons/elementary/advertising_marketing/good_enough_to_eat.cfm

Additional Media Literacy and Critical Thinking Activities

- Association for Media Literacy Resources – <http://www.aml.ca/resources>
- On Ugly Betty: Can She be a Success and Still be Our Betty? – <http://www.aml.ca/resources/item.php?articleID=335>
- Canadian Teen Magazines FUEL and VERVEGIRL: An Exercise in Representation – <http://www.aml.ca/resources/item.php?articleID=250>
- Co-Co's AdverSmarts: An Interactive Unit on Food Marketing on the Web – <http://www.media-awareness.ca/english/games/coco/index.cfm>
- Film Education – <http://www.filmeducation.org>
- Teaching Trailers – <http://www.filmeducation.org/teachingtrailers/>
- Maths + Movies – <http://www.filmeducation.org/mathsandmovies/>
- Media Education Foundation (MEF) – Handouts – <http://www.mediaed.org/wp/handouts-articles>
- MEF – Thinking Critically About Direct-To-Consumer Pharmaceutical Advertising – <http://www.mediaed.org/Handouts/DTCAdvertising.pdf>
- MEF – Using Media Education to Raise Awareness About Domestic Violence – http://www.mediaed.org/Handouts/Domestic_Violence.pdf
- MEF – War Games: Thinking Critically About Video Games That Play At War - <http://www.mediaed.org/Handouts/WarGames.pdf>
- MEF – Substances as Stress Relievers: Deconstructing Advertisements – <http://www.mediaed.org/Handouts/SubstancesAsStressRelievers.pdf>
- Media Awareness Network: The Target Is You!: Alcohol Advertising Quiz – http://www.media-awareness.ca/english/games/alcohol_quiz/index.cfm
- Thinking Critically About Equity and Media Literacy – <http://www.resources.curriculum.org/tcf/teachers/projects/repository/MediaLiteracy.pdf>

Sub-links in Resources

- Hart's Ladder of Youth Engagement – http://www.engagementcentre.ca/detail_e.php?recordid=26
- Adbuster's Spoof Ads – <http://www.adbusters.org/spoofads>
- Concerned Children's Advertisers – Public Service Announcements – <http://www.cca-kids.ca/english/psas/index.html>
- Concerned Children's Advertisers – Educational Programs – <http://www.cca-kids.ca/english/programs/index.html>
- Concerned Children's Advertisers – Tips and Tools – http://www.cca-kids.ca/english/parents/tips_tools.html
- Media Literacy Project – Deconstruction Gallery – <http://www.medialiteracyproject.org/deconstructions>

- Action Coalition for Media Education (ACME) – Tackling the Beer Barons – http://www.acmecoalition.org/tackling_beer_barons_0
- ACME – Food for Thought – http://www.acmecoalition.org/food_thought
- ACME – “Wet Dreams and False Images” Study Guide – http://www.acmecoalition.org/wet_dreams_and_false_images_study_guide
- MAGIC – The Oslo Challenge – <http://www.unicef.org/magic/briefing/oslo.html>

Glossary

- Centre of Excellence for Youth Engagement – What is Youth Engagement? – http://www.engagementcentre.ca/files/Whatis_WEB_e.pdf

Appendix D – Alcohol, Nutrition, and Tobacco Industry Fact Sheets

- Media Awareness Network – Kids, Alcohol and Advertising Young Drinkers – http://www.media-awareness.ca/english/resources/educational/lessons/elementary/alcohol/young_drinkers.cfm
- Common Sense Media: Alcohol in the Media Tips – <http://www.commonsensemedia.org/advice-for-parents/alcohol-media-tips>
- Center on Alcohol Marketing and Youth – *Television: Alcohol's Vast Adland* – http://www.camy.org/research/Television_Alcohol's_Vast_Adland/
- Marin Institute – Questionable Health Claims by Alcohol Companies: From Protein Vodka to Weight-loss Beer – http://www.marininstitute.org/site/images/stories/FInal_healthclaims_report_1.pdf
- Center on Alcohol Marketing and Youth – Alcohol Industry “Responsibility” Advertising on Television – <http://www.camy.org/bin/a/f/responsibility.pdf>
- Centre for Addiction and Mental Health (CAMH) – Info on Alcohol – http://www.camh.net/About_Addiction_Mental_Health/AMH101/top_searched_alcohol.html
- Common Sense Media – Junk Food Ads Tips – <http://www.commonsensemedia.org/advice-for-parents/junk-food-ads-tips>
- Canadian Paediatrics Society – Position Statement on the Impact of Media Use on Children and Youth – <http://www.cps.ca/english/statements/CP/pp03-01.htm>
- Dietitians of Canada – Advertising of Food and Beverages to Children – <http://www.dietitians.ca/Downloadable-Content/Public/Advertising-to-Children-position-paper.aspx>
- Media Awareness Network – Food Facts Handout – http://www.media-awareness.net/english/resources/educational/handouts/advertising_marketing/food_facts.cfm
- Ontario Public Health Association – Marketing to Children Working Group – http://www.opha.on.ca/our_voice/workgroups/market_children.shtml
- PBS Kids! Don’t Buy It – <http://www.pbskids.org/dontbuyit/advertisingtricks/foodadtricks.html>
- Obesity Reviews: Assessing ‘Fun Foods’ – Nutritional Content and Analysis of Supermarket Foods Targeted at Children – <http://www.cbc.ca/thenational/includes/pdf/elliott2.pdf>
- Coke: Wooing the TiVo Generation – http://www.businessweek.com/magazine/content/04_09/b3872088.htm
- The Impact of the Media on Eating Disorders in Children and Adolescents – http://www.media-awareness.ca/english/special_initiatives/media_pulse/pdfs/media_impact_eat_disorders.pdf
- Non-Smokers Rights Association – <http://www.nsra-adnf.ca/cms/index.cfm>

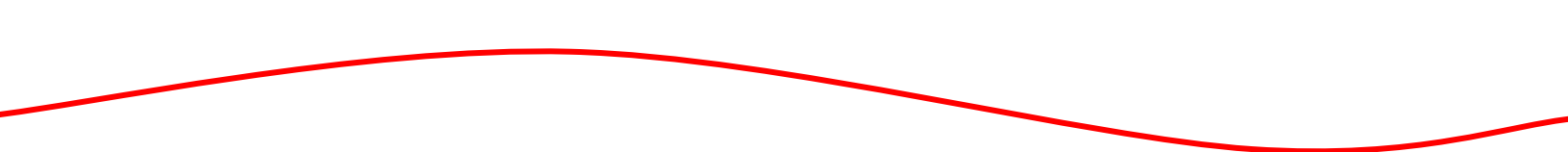
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- The Truth Campaign – <http://www.thetruth.com/facts/>
 - TobaccoFreeCA – <http://www.tobaccofreeca.com/>
 - Bill C-32: An Act to Amend the Tobacco Act – <http://www.flavourgone.ca/images/c32.pdf>
 - Flavour Gone – <http://www.flavourgone.ca/>
 - Tobacco Strategy Advisory Group (TSAG) Report 2010 – <http://www.mhp.gov.on.ca/en/smoke-free/TSAG%20Report.pdf>
 - Health Canada – Health Concerns – Tobacco – <http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/index-eng.php>
 - Health Canada – Health Concerns – Smokeless Tobacco – <http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/smokeless-sansfume/index-eng.php>

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