

## MANITOBA ADDICTIONS AWARENESS WEEK

<b>TOPIC:</b>	Media Literacy Activities – Alcohol Awareness
<b>AUDIENCE:</b>	Grades 7 - 9
<b>OUTCOME:</b>	Identify the positive and negative social factors that may influence avoidance and/or use of substances.

### Healthy Choices! Healthy Futures! Alcohol Awareness - Media Literacy Activities

#### INTRODUCTORY ACTIVITY:

- ★ Raise student awareness of “subliminal” media promises by having them identify ads they really like. Brainstorm with them why these ads are appealing and what are the underlying messages these ads are sending.
- ★ Have students gather 5 to 10 ads for various products from magazines. (They should try to find ones where the product has little obvious relationship to the hidden promises, share some examples.)
- ★ For each ad, have them cover all the print text and glue the ad into a notebook.
- ★ Using their notebooks they must then survey 10 students/staff, asking them if they can identify the product being sold and what they think the ad is promising.
- ★ The survey results can then be presented, discussed, charted and published.

HAVE INDIVIDUAL STUDENTS OR GROUPS COLLECT EXAMPLES OR CREATE FACSIMILES OF ALCOHOL-RELATED MEDIA MESSAGES. HAVE THEM LOOK FOR ADVERTISEMENTS IN MAGAZINES OR ON TELEVISION.

## GRADES 7 – 9 Alcohol - Activity

### Step 1

Have students/groups create and present message montages out of the ads they have collected.

### Step 2

As part of their presentation have students:

- ★ Describe to; or question their audience about, the "promises" implied in the ads, e.g.: beauty, health, wealth, fun, and popularity....
- ★ Explain or discuss if/how the purchase or use of the product might create the "promised" benefits.
- ★ Rate each promise described on a scale of 1 to 10, the lowest being fancy to the highest being fact.

### Step 3

- ★ Have students to work in groups to design an effective counter-advertising campaign that would allow them to share their knowledge of the negative aspects of alcohol use/abuse.
- ★ Their "TRUTH IN ADVERTISING" campaign could be presented via satirical skits, posters, videotaped ads, school home page ads and shared school and/or community-wide venues.

PLEASE NOTE: If students are uncomfortable with the topic of alcohol and are unable to stay focussed on the task, it might be more useful to move the focus of attention to the feelings that underlie the distraction. You could point out to students that their reactions are normal and are part of a larger sense of discomfort felt by adults. Ask the students to speculate on why talking about alcohol causes people to feel uncomfortable. Introduce the word "ambivalence" and define it as being attracted and repelled by something at the same time. Part of sorting out our ambivalent feelings has to do with recognizing what it is we feel are the good things and the bad things about alcohol use and then looking at how that information can guide us through some of the uncomfortable situations that may arise later (e.g. experiencing the discomfort of peer pressure/influence). Remind students to consider how people are affected by someone else's use of alcohol as part of their "good things - bad things" brainstorming exercise.