



Hello There!

You hold in your hands the first issue of a new newsletter on DWI for the teachers of New Mexico. The Traffic Safety Bureau, a division of the New Mexico Department of Transportation, is sponsoring this effort to bring information and activities to teachers and students, so that even the youngest New Mexicans understand the dangers of drinking and driving. The goal of the Bureau is to have this quarterly newsletter become a useful tool for teachers to raise awareness of all aspects of alcohol – the science, law, environment, and in this issue, how alcohol is marketed.

With expertise in education, civics, and criminal justice, the AlcoEdu editorial team are staff members of the UNM School of Law Institute of Public Law. We have worked closely with the Traffic Safety Bureau for many years, providing training and materials to adult New Mexicans. We have also worked on a number of youth oriented and intergenerational programs with the Traffic Safety Bureau, Social Security Administration, the National Highway Traffic Safety Administration and NM's Children Youth and Families Department.

We are excited to be working with you but the best way for us to know if we are providing information that you can use is for you to tell us. Please email your comments and suggestions to: AlcoEdu@unm.edu.

Media Literacy: What Are They Really Selling?



Students may have seen this clever Thanksgiving ad.

At this time of the year, we cannot help but notice the increase in advertisements encouraging us to dress, act, eat, decorate or drink in a certain way. The ads are sometimes subtle, sometimes insistent, but they are never haphazard. The methods advertisers use to gain our attention are very carefully crafted and designed to impress the need for the product they are selling. Consumers — that's us — may find it difficult to resist a clever marketing strategy, and no wonder. The firms who make commercials spend millions of dollars on research and development to produce a highly effective selling tool. Everything in a commercial is meticulously planned and tested. Nothing is left to chance. Advertisers hope that the viewer will see the ad as persuasive information or entertainment. Some of the most effective, charming, and funny advertising campaigns have been produced by the alcohol industry.

Alcohol ads appeal to a wide range of ages. Many, especially the ones that use animals or humor, are fun to watch. It is,

Continued on page 2

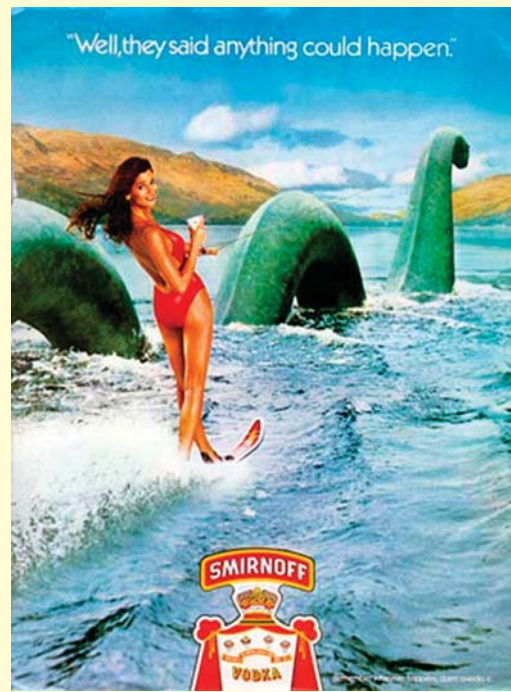
Media Literacy

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however, important to remember - they are trying to sell us something.

If you believe that by buying their product you will become smarter, better looking, more fun or exciting, or will be rewarded with a fabulous partner, then the ad has done its job. You will buy that product. The ad wants to become part of the way you want to think about yourself or have you see yourself as part of the world portrayed. When that ad is selling alcohol and the viewer is underage and inexperienced in advertising's wily ways, it is difficult for them to see the ad for what it is and is not. It is an attempt to sell a product; it is not an invitation to party.

The message for media literate consumers is that the ad may be entertaining but it presents a false reality. With a little guidance, students can begin to see the ads for what they are. Encourage students to study how the characters are dressed, how they interact and how they use the product they are selling. Suggest that they watch TV ads without the sound to get a sense of how they are constructed. Help them to break through the magic world presented in the advertisement and see the manipulation that is occurring. This is called *deconstructing* an ad. It helps young people understand the significant social and psychological effects of messages in alcohol advertising that influence their attitudes about drinking.



Deconstruction Guide



1. **SOURCE** - Who is communicating? Where does this ad come from? Who created it? Who profits?
2. **AUDIENCE AND PURPOSE** - To whom is it communicated? What is the purpose of this ad - entertainment, information, persuasion? Who is the target audience? How and why might this ad appeal to its audience? How does this ad appeal to you? What things do you like and dislike?
3. **MESSAGE** - What is being communicated? What does this ad say on a surface level? What are the values and ideas behind this ad? Does the ad present the beliefs of one particular group? What stereotypes, if any, are present? To what effect? Do you share these beliefs?
4. **FORMS AND CONVENTIONS** - What medium is used? What are its conventions? TV? Print? What techniques are used to reach and hold the audience?
5. **OVERALL ASSESSMENT**- How effective is the communication? Does it make you want to buy the product? Why?
6. **PRODUCTION** - How was this ad produced? How would you produce a similar ad? What would you change?

Media Analysis Assessment Form

Student's Name: _____ Date: _____

Assignment: _____

Medium or Event:

_____ Television
 _____ Film
 _____ Video
 _____ CD
 _____ Other

Advertisement
 _____ Print
 _____ Radio
 _____ Television
 _____ Other

Criteria:

Yes No

1. Analysis is clear and includes:
 - Background information (title, source, medium and artist)
 - Thesis statement
 - Analysis of the key elements or aspects
 - Special qualities noted
 - A summary and conclusion
2. Analysis is supported with specific examples or details
3. Analysis is clearly organized.
4. Language conventions are appropriate and correct.
5. Graphics are clear and appropriately used.

Additional Comments:

Answers to Quiz on Page 4

1. c. Kids are exposed to alcohol ads in everything from TV commercials to branded clothing, signage, sponsorship at sporting events, and games on the web.

2. c. \$2 billion with over half that amount going to beer advertising alone - \$972 million in television ads, \$18 million in radio ads, and \$55 million in magazine ads.

3. c. Underage drinkers consume 3.6 billion drinks each year, about \$22.5 billion. Beer is the alcoholic beverage of choice.

4. c. The kids most at risk for problems with alcohol are those who start drinking between ages 11-14.

5. d. Alcohol appears in 2/3 of the most popular programming for teens and is usually depicted in a positive light. Anti-alcohol group, the Marin Institute, stopped Coors product placement in *Scary Movie 4* because so many of the movie's viewers are underage.

6. True. Essentially, we consider the question, "What will happen if I imitate the people in this ad?" If you decide to accept the message then you considered the positive consequences. If you reject the message then you considered the negative consequences.

7. True. With the result that most young people think more teens drink than they actually do.

Alcohol's Costs

In a survey of 18 to 24 year old current drinkers who failed to complete high school, nearly 60% had begun to drink before age 16.

While only seven percent of licensed drivers in 2000 were aged 15 to 20, they represented approximately 13 percent of drivers involved in fatal crashes who had been drinking:

Alcohol has been reported to be involved in 36 percent of homicides, 12 percent of male suicides, and eight percent of female suicides involving people under 21 - a total of about 1,500 homicides and 300 suicides in 2000. Homicide is the second leading cause of death for 15 to 24-year-olds.

It's Quiz Time!

1. How many alcohol ads will the average student see by the time s/he is 18? a. 10,000 b. 25,000 c. 100,000
2. How much money did alcohol companies spent on advertising in the US in 2004? a. \$200,000 b. \$2 million c. \$2 billion
3. In the US, alcohol consumption by underage drinkers represents what percentage of the alcohol market? a. 5% b. 10% c. 20%
4. Teens who start drinking before age 21 are how many times more likely to become addicted to alcohol than those who wait until they are 21 or older to drink? a. Twice as likely. b. Three times as likely. c. Four times as likely.
5. Marketers work hard to build positive associations around their brands. How do alcohol marketers develop brand loyalty? a. Advertisements b. Product placement in music videos, TV shows and movies. c. Sponsorship of sports and arts events. d. all of the above.
6. True or false? Whether or not we allow ourselves to be influenced by a media message depends on our thoughts, feelings, and our expectations about the behavior being promoted.
7. True or false? Advertising messages that try to make you believe 1) that drinking alcohol is a rite of passage for teens into adulthood and 2) everyone is doing it - are called normalization.

This quiz helps students understand how marketing messages can influence their attitudes towards drinking. See page three for answers.

Web Resources

NM Media Literacy Project
<http://www.nmmlp.org/>

Media Literacy For Prevention,
Critical Thinking, Self-Esteem
<http://medialiteracy.net/>

National Institute on
Alcohol Abuse
and Alcoholism
web site for kids



www.thecoolspot.gov

Visual Argument Sex Appeal and
Bacardi

[www.utdallas.edu/~jtc044000/
rhet1302/visual_arguments/
index.html](http://www.utdallas.edu/~jtc044000/rhet1302/visual_arguments/index.html)

NIAAA Inquiry Based Lessons
[pubs.niaaa.nih.gov/publications/
Science/Broch2005v2.pdf](http://pubs.niaaa.nih.gov/publications/Science/Broch2005v2.pdf)

Center on Alcohol Marketing and
Youth

<http://camy.org/>

Media Awareness Network
Lesson Plans

[www.media-awareness.ca/
english/resources/educational/
lessons/elementary/alcohol/
messages_about_drinking.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/alcohol/messages_about_drinking.cfm)

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