

Document Overview

Advertising and Addiction

How have marketing of tobacco products and anti-drug campaigns changed over time?

Standards

Minnesota State Academic Science Standards

- 9.1.3.3.1 Describe how values and constraints affect science and engineering.
- 9.4.4.2.4 Explain how environmental factors and personal decisions, such as water quality, air quality and smoking affect personal and community health.

Minnesota Health and Physical Education Standards

- 1. Students will comprehend concepts related to health promotion and disease prevention. (CC): 1.The student will analyze how heredity, environment, and personal health are related.
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (IC):1. The student will analyze effective verbal and nonverbal communication skills to enhance health

Objective

How have advertising messages for tobacco products changed over time?
What evidence can be found to explain these changes?

Type of Activity

Group jigsaw activity on advertising messages with follow-up class discussion and optional class video.

Suggested Duration

Two class periods - one to watch videos and one to have a group discussion on the summaries prepared by each group. Optionally a third to watch and discuss a video.

Connection to Nobel Speakers

Dr Eric Kandel, 2000 Nobel laureate in physiology/medicine; University Professor, Kavli Professor of Brain Science, and professor of biochemistry and cellular biophysics at the College of Physicians and Surgeons, Columbia University, New York; Senior Investigator at the Howard Hughes Medical Institute; founding director of the Center for Neurobiology and Behavior at Columbia; director of the Kavli Institute for Brain Science and co-director of the Mind-Brain Behavior Initiative

Dr. Denise Kandel, Professor of sociomedical science in psychiatry at Columbia University's Mailman School of Public Health, New York; research scientist in the Department of Psychiatry and head of the Department of Epidemiology of Substance Abuse at the New York State Psychiatric Institute

<i>Concepts/Keywords/Appropriate Classes</i>
<p>Tobacco, Nicotine, Advertising, Psychology, Persuasion</p> <p>Marketing, Psychology, General Science, Anatomy, Communications</p>
<i>Description of Activity</i>
<p>Students open with a class discussion about images in advertising. Then students work in small groups to choose and watch a series of advertisements. They then summarize changes that have occurred over time and share their findings back out with the class. There is an optional follow up video that summarizes some of the historical tobacco advertising.</p>
<i>Materials</i>
<p>Internet Access</p>
<i>Teacher Tips</i>
<p>This is designed as a set of videos for students to watch and discuss. Each group needs a device and a place where they can watch a few videos together.</p>
<i>Activity</i>
<p>Essential Question: How has scientific evidence changed the advertising messages over time?</p> <p><u>Pre-Activity</u></p> <p>Preface with a brief story on the work of Denise and Eric Kandel. This NPR story (4.18.15) summarizes their work on the concept of nicotine as a gateway drug.</p> <p>Consider how product advertising has shaped the messages delivered to the public about drugs.</p> <ol style="list-style-type: none"> 1. Show the class an image of an early Marlboro print advertisement. Sample 1, sample 2, sample 3, sample 4, sample 5. 2. Brainstorm and discuss what the message might be in the ad and what is meant to be appealing to the viewer. <p><u>Activity</u></p> <ol style="list-style-type: none"> 1. Review the guiding questions together as a class first. 2. Form groups of about 3 students. 3. As a group, select a set of 5 ads from the included list - spanning at least 15 years. 4. Watch each ad as a group and then together discuss and complete the guiding questions for each ad. 5. After watching the set of advertisements, discuss the questions as a small group. 6. Using the questions as a guide, develop a presentation for the class about the group's summary of the progression of advertising messages over time. 7. As a class, share each groups presentation. Groups may choose to show one of their selected advertisements to the class as a part of their presentation.

Follow-up Activity

1. Consider having students make a timeline of the advertisements. This could be done on a whiteboard or bulletin board or digitally. Through a class discussion, identify where various changes occurred in the messages and style of the ads.
2. Watch the first segment (9 min) of “Death in the West” or the entire documentary (30 min) as a followup to the group discussion. Links are in the follow up section.

Guiding questions for each advertisement

1. What is the date of the ad?
2. What’s the setting?
3. What happens in the ad?
4. What is the intended message?
5. How does this advertisement persuade the viewer?
6. How effective is this advertisement at persuading the viewer?

Advertisement Index

Date	Description	Link
1967	Marlboro Cigarette television ad campaign - Phillip Morris Company	Collection of TV advertisements This is a 56 minute collection of tv advertisements ranging from 10 sec to 1 minute each.
1970	A know-it-all boy has an answer for everything a playground drug pusher peddles in this classic ad believed to be from 1970 and created by Compton.	Why Do You Think They Call it Dope?
1980s	How did this kid turn to drugs? "I learned it by watching you," he tells his dad in this circa 1980s spot.	Parents Who Use Drugs
1987	Perhaps the most iconic of all anti-drug ads, this 1987 spot attributed to Keye/Donna/Pearlstein is also perhaps the most parodied.	This is Your Brain on Drugs
1988	Margeottes/Fertitta updated the original "brain on drugs" with a more violent version starring Rachael Leigh Cook.	Brain on Drugs - Heroin
1989	Scare tactics are in full force in this commercial from FCB/Leber Katz Partners showing young people's dreams gone awry after they do drugs.	When I Grow Up
1990	In the 1990s, cartoon characters joined the war on drugs, including the Teenage Mutant Ninja Turtles, in this spot.	Teenage Mutant Ninja Turtles Anti-Drug PSA
1993	This 1993 commercial turns celebrity endorsements into a bad thing when it comes to drugs.	Celebrity Endorsement
1994	In this compelling 1994 spot an African American boy speeds home through some back lots and tells us that just saying "no" is sometimes not an option.	Long Way Home
1994	A kid turns away from drugs against his peers	Who Wants

1997	After his son Hugh died, actor Carroll O'Connor did a 1997 ad via Leap Partnership pleading for parents to "get between your kid and drugs any way you can."	Get Between Your Kids and Drugs
1998	Drugs can cause lapses in judgment as this 1998 shopping network takeoff from Team One shows.	Surfing Monkey
2006	Father in law predicting his future	Father in Law
2006	QuitPlan Services	Bad Day to Quit Smoking
2007	A smoker seeks his cigarettes.	Smoking Kills
2007	An interaction between a couple about smoking.	Girl and Guy
2008	QuitPlan Services	Time to Quit
2012	New York City Government	Quit Smoking Today
2014	QuitPlan Services	No Judgements
2014	QuitPlan Services	Wendall
2014	An experiment where a pig lung 'smokes' 60 cigarettes.	Lung Experiment
2015	ClearWay Minnesota's Smoking Campaign	Kids and the Tobacco Predator
2015	ClearWay Minnesota's Smoking Campaign	31 Flavors
2015	ClearWay Minnesota's Smoking Campaign	Roller Coaster
2015	ClearWay Minnesota's Smoking Campaign	School Bus Smokers

Extension and Follow-up Activity

Students could look at this documentary on the fate of the people involved in the Marlboro campaigns. This documentary describes the conflicting messages of the Phillip Morris Company and the medical community over a long period of time.

[Article summarizing the advertising strategies](#) of the Marlboro cigarette advertising campaign. This article includes the part 1 of the movie “[Death in the West](#)” (9 min) that was a counter-tobacco campaign.

Full length 1976 documentary, “[Death in the West](#)” (30 min), that was suppressed in 1979 by Phillip Morris company.

Students could integrate their presentations with this [Scholastic graphic summary](#) of tobacco public opinion changing over time, or create a similar graphic of the advertising.

[University of California San Francisco Tobacco Industry Video Collection](#). This is several thousand videos, search-able and organized by date related to the Tobacco Industry.

[World-o-meter](#) to see money spent on tobacco, number of cigarettes smoked, illegal drug use, and more.

[E-Cigarette Basics](#), a video from ClearWay Minnesota

Many more graphic videos exist. Teacher discretion is advised in using select videos from this four part set of forty videos. [Part 1](#), [Part 2](#), [Part 3](#), [Part 4](#).

Sources/Bibliography

This is the entire series of anti drug videos created by “[Partnership for a Drug Free America](#)”

[ClearWay Minnesota's](#) Strategic Plan helps support our work toward long-term goals to reduce smoking prevalence and secondhand smoke exposure and to increase access to tobacco dependence treatment for all Minnesotans.

Many of the video links in this article are from this article “[The Top 10 Anti-Drug TV Commercials of All Time](#)”

Advertising and Addiction • Video Question Guide

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What happens in the ad?	
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