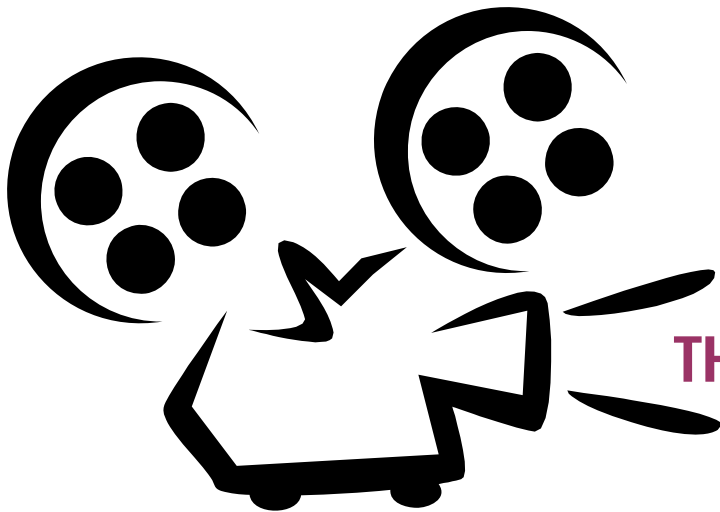


# MEDIA REVEALED



**THIS IS PRODUCT PLACEMENT**

**Classroom & Community Activity Guide**  
**OVX Butts of Hollywood 2007**

# Table of Contents

## Getting Started

Introduction for Educators .....	1
Definitions .....	2

## OVXSTUDIOS Presentation

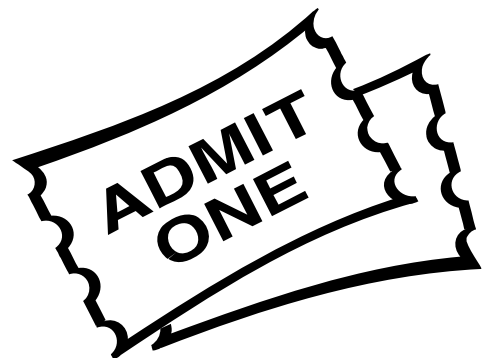
Overview .....	3
OVX Studios Presentation Instructions.....	4-5
Fact Sheet (handout) .....	6

## Take it to the Next Step

Overview .....	7
Question Media! (handout) .....	8
Product Placement Log (handout) .....	9

## Resources

DVD.....	10
Web Sites.....	10



## Introduction for Educators



**Welcome to Product Placement** is a presentation guide from The Vermont Department of Health, to support the statewide youth smoking prevention and empowerment campaign called “Butts of Hollywood.” This guide, and the campaign as a whole, aims to counter the powerful pro-tobacco influences that are regularly seen on the big screen by educating teens about the issue of smoking in the movies, and more specifically tobacco product placement.

**Why focus on product placement? Everyone is doing it.** True, advertising strategies in the 21<sup>st</sup> century are smart and subtle, and the result is increasingly complicated messages for youth to interpret. The use of non-traditional advertising methods like product placement often masks the actual promotion by cleverly embedding it in a movie or television story or scene, and blurring the line between reality and advertising. And, seeing a shoe or a watch brand in a movie won’t kill you, but more than a thousand young people try smoking every day because of seeing smoking in the movies.

According to the *Campaign for Tobacco Free Kids* the tobacco industry spends an estimated \$36.7 million each year in Vermont to market their tobacco products, compared to \$1 million that the Vermont Tobacco Control Program has to counter their work. One creative response to compete with tobacco marketing practices is to engage students in media literacy to help empower them to be active and informed consumers of media. The following lesson about product placement emphasizes ways to look critically at the influences of movies and TV.

“**Be in control of what goes into your head,**” is the call to action for this year’s new animated TV ads that will be shown during March and April. This guide provides basic critical thinking skills that youth need to question the impacts that products, like cigarettes, have in their lives.

Our campaign builds on the substantial work done by Stanton Glantz and colleagues at The University of California, San Francisco. Through his “Smoke Free Movies” project, Dr. Glantz has been actively engaged for many years in trying to sensitize Hollywood to this issue, and to the influence movie makers to reduce the portrayals of tobacco use or tobacco brand product placement on screen. Dr. Glantz runs a website where supplemental information and resources can be found – <http://smokefreemovies.ucsf.edu>.

## Definitions

The following definitions are provided to give you and your students a starting point and a consistent language to speak about product placement and smoking in the movies.

**Product Placement** is when a company **pays** to have its products (automobiles, computers, soda, fast food, clothing, etc.) shown in movies, television, games and books. It is:

- Planned and arranged – everything you see is there for a reason because someone or a group made that decision.
- A form of advertising – it is created to persuade people to buy something.
- Subtle- because the product becomes part of the story or environment.

Some product placement examples:

### Movies

- Men in Black II – Marlboro, Ray-Ban sunglasses, Sprint, Burger King
- Dog town and Z boys – Vans
- The Ring – Camel
- Terminator 3 – Camel, Winston, Marlboro
- Austin Powers – Pepsi and Starbucks
- Cast Away – FedEx and Wilson

### Television

- Survivor – Doritos, Pontiac Aztek, Folgers Instant Coffee, Oreo's
- American Idol – Coke

The **Master Settlement Agreement** is the 1998 legal agreement that settled the lawsuit that was filed by 46 states against the tobacco industry. The agreement prohibits certain tobacco marketing, including paid product placement.

**Advertising** is to announce or praise (a product, service, etc.) in some public medium of communication in order to encourage people to buy or use it. For example, *to advertise a new brand of toothpaste.*

## Overview

### Subject

Product Placement

### Age

Teens 14-17 year olds

### Focus

- Introduce basic media literacy concepts and questions.
- Explore the use of entertainment media (like the movies) in promoting positive images of tobacco.

### Rationale

Media literacy offers youth critical thinking skills that can help them make more informed decisions about health behaviors like not smoking and drinking.

### Learning Objectives:

1. Students will learn core media concepts.
2. Students will be able to define product placement and give examples.
3. Students will learn ways to practice media literacy in their everyday lives.

### Time

40-60 minutes, plus take-home options

### Fun Giveaways

- *This is Product Placement* Lip Balm\*
- *This is Product Placement* Buttons\*
- *Juicy Lies* Playing cards\*
- *Juicy Lies* T-shirts\*

\* DOE Tobacco Designees may order these supplies by e-mailing [tobaccovt@vdh.state.vt.us](mailto:tobaccovt@vdh.state.vt.us)

### Handouts

- Just the Facts
- Question Media! (take-home)
- Take Home Product Placement Log (take-home)

### Equipment

- Computer / LCD (optional)

### Note to Presenters

Read the *Just the Facts* handout, included on page 6 of this guide, and check out [www.OVX.org](http://www.OVX.org) before starting. You (and your students) can also get a quick lesson on the issues about smoking in the movies by watching the 9-minute documentary *120,000 Lives* at <http://smokefreemovies.ucsf.edu> under the "Go Deeper" section.



## OVX/STUDIOS Presentation & Activity

Students will be **introduced to product placement**, which is a component of media literacy, by exploring their skills as a director at OVX/STUDIOS. There they can **create their own fun animated movies** using an easy interactive tool that can be found by going to [www.OVX.org](http://www.OVX.org). Students get to decide which characters fit the story lines best, which scenes work to tell the story, as well as which products (if any) will make it into their movie. OVX/STUDIOS will give an audience rating and a humorous movie critique.

When they're finished creating their movie masterpieces, you have an opportunity to **engage students in a discussion** ranging from product placement in media to how smoking makes it into most movies. Students can also share their movie with friends or with the class, or even try making another movie with different characters, scenes and products.

### STEP 1 – Group Discussion

Open with a discussion that will challenge students to start questioning the impact of media in their lives, to increase awareness and make a connection between what they see and how they think, feel and behave. There are talking points included to help you facilitate the discussion.

1. *When you watch movies or TV shows, do you notice branded products like soda, computers, clothing, or snack foods? Did you notice them when you were watching or only now that you are thinking back?*  
(Note for instructors: paid product placement is a routine practice. Movies and TV shows need props and smart marketers have realized that by supplying or paying for products to be shown they can get their brand name in front of people in a way that gets noticed, and doesn't seem like an ad.)
2. *Have you ever bought something because you saw it in a movie or on TV? What did you buy?*
3. *Do you notice when a character smokes in a movie or on TV when it's happening? Or, when you think back do you remember that you've seen smoking in movies?*

(Note for instructors: Tobacco companies are well aware of the fact that smoking is noticed, and that movies and TV are a way to market.

Documentation showing this was found and is public now. For example,

- *"Movies are "better than any commercial...because the audience is totally unaware of any sponsor involvement." Productions, Inc.*
- *"We believe that most of the strong, positive images for cigarettes and smoking are created by cinema and television." Philip Morris marketing plan, 1989*
- *"Film placement of RJR brands will create favorable imagery...as advertising restrictions intensify." Agreement between RJR (maker of Camels) and its PR firm.*

4. *How is smoking shown in the movies? Positively or negatively?*

(Note to instructors: when characters smoke in the movies and on TV they are rarely shown suffering from the consequences of smoking. Most are healthy and active. In real life 1 out of every 3 smokers dies from their habit, and many more become sick.)

## STEP 2 – OVX/STUDIOS Activity

This activity can be done as a group using a computer projector, or individually or in pairs in a computer lab or classroom with multiple computer stations.

- Log on to [www.OVX.org](http://www.OVX.org)
- OVX/STUDIOS will walk students through the directions

## STEP 3 – Going Deeper Discussion after OVX/STUDIOS Activity

- Review definitions from page 2 (if needed)
- Distribute the *Just the Facts* handout

Use some or all of the following questions, as time permits. Then move on to the take-home activities if students want to find out more.

1. *As an OVX/STUDIOS director how did you make your decisions about which product to place (or not place) into the scenes?*
2. *Thinking of your OVX/STUDIOS movie, do you think you would notice if there were no smoking in real movies?*  
(Note to instructors: Some production companies, like Castle Rock Entertainment, don't include smoking or only show it when it's historical. Some examples of current smoke-free movies include; Breach, The Devil Wears Prada, Music and Lyrics, Night at the Museum, The Guardian, The Messengers and Because I said So.)
3. *If the tobacco industry is no longer allowed to pay for product placement, why do you think movies show so much smoking and so many cigarette brands on screen?*  
(Note to instructors: many students will answer that it's a prop and that directors and writers choose to include it without payment. You may want to then ask why there are so many brand names if they aren't being paid.)
4. *Do movie makers (producers, directors, writers, studio executives, etc.) have a responsibility to protect their audience from seeing tobacco smoking or products in the movies? Why? Why not?*
5. *Are all products equal in their impact on our lives when we see them in TV or the Movies? What are some examples?*  
(Note to instructors: the line from the OVX TV ads is that a watch or a shoe won't kill you, but one product will...cigarettes.)
6. *What purpose(s) does smoking in the movies serve?*
7. *Looking through the handout Just the Facts, are there any that facts surprised you or that you didn't know?*  
(Note to instructors: if students want to know where the facts came from, all information can be found on or linked to from either [www.OVX.org](http://www.OVX.org) or <http://smokefreemovies.ucsf.edu>.)
8. *Are there any facts that you find unbelievable? Discuss why.*

# Smoking in the Movies Facts

## Just the Facts – Smoking in the Movies



Tobacco appears in nearly 4 out of 5 movies made today.

Every day 1,070 teens will try their first cigarette because of seeing smoking in the movies.

Smoking in the movies is more powerful than cigarette advertising. And, tobacco companies know it...

*"We believe that most of the strong, positive images for cigarettes and smoking are created by cinema and television."*

Philip Morris marketing plan, 1989

*"Film placement of RJR brands will create favorable imagery...as advertising restrictions intensify."*

Agreement between RJR (maker of Camels) and its PR firm.

There is more smoking and smoking products shown in movies now than before the 1998 Master Settlement Agreement that banned tobacco product placement in the movies.

84% of High school students in Vermont report that when they watch TV or go to the movies they see actors smoking most or some of the time.

Nonsmoking teens whose favorite stars smoke frequently on screen are sixteen times more likely to have positive attitudes about smoking in the future.

Seeing smoking in the movies is responsible for recruiting 52% of the youth who start smoking every year.

Movies make smoking normal and glamorous by showing mostly healthy, attractive, athletic, successful and wealthy characters smoking.

*In the real world smoking kills smokers.*

*In the real world second-hand smoke kills non-smokers.*

Source: Smoke Free Movies <http://smokefreemovies.ucsf.edu> and [www.ovx.org](http://www.ovx.org).

## What's Next?

The following activities are provided to offer students a way to continue to build everyday awareness about the influences of media in their lives, and particularly about product placement. Media literacy is a skill and once practiced, they will continue to view their media using these tools.

### **Some of the Benefits of Media literacy**

- Be in control of what goes into your head.
- Be more informed about reality versus advertising.
- Understand that there is more than one side of a story or point of view.
- Get activated – tell others and maybe even get involved in a solution to counter tobacco's influence in media.

The next time your students watch their favorite TV show or movie, ask them to take a critical look at their media by answering 6 basic media literacy questions or filling out a product placement log. They might be surprised by what they discover.

### **Distribute Question Media! Information**

### **Distribute Product Placement Log**

# Question Media!

## Be In Control Of What Goes Into Your Head!

### Media is constructed

A team of people creates media. Some of the positions include – directors, producers, writers, set designers, prop masters, publicists, photographers and art directors as well as many assistants.

### Each media form is constructed using specific creative language

Movies, TV and magazines (and other media) use unique ways to create a message for a specific audience. Some techniques include, sound effects, music, camera angles, colors, words, lighting, editing, dramatic graphics, etc.

### Media messages affect our thoughts and actions

Media is created to bring out an emotional response like fear, anger, love, longing, excitement, etc.

### People experience messages differently

People translate messages based on their own culture, family and personal beliefs and values, lifestyles, interests and experiences.

### Media messages have their own values and points of view

Messages are created to influence the audience to accept or understand a particular viewpoint. Usually, the “whole story” is not reflected. People can choose to accept or reject the values promoted in a message.

## Question Media!

The following questions are based on the ideas listed above. They are the basic tools for exploring and understanding the impact that media plays in our lives.

Who created this message? Why? \_\_\_\_\_  
\_\_\_\_\_

Who is the target audience? \_\_\_\_\_  
\_\_\_\_\_

What creative language is used to attract my attention? \_\_\_\_\_  
\_\_\_\_\_

How does this message make me feel? \_\_\_\_\_  
\_\_\_\_\_

How might different people understand this message differently from me? \_\_\_\_\_  
\_\_\_\_\_

What values, lifestyles and points of view are represented in, or left out, of the message? \_\_\_\_\_  
\_\_\_\_\_

Source: The Center for Media Literacy [www.medialit.org](http://www.medialit.org).

# Product Placement Log

## Product Placement Log

How many brand named products show up in your favorite movies or TV shows? Do you remember when you see someone smoking or if tobacco brands are displayed? You might be surprised at how many products *seem* to slip by us in a scene, and that's exactly what makes product placement so successful – it is subtle and fits naturally into TV and movie scenes.

Choose a favorite movie or TV program and see if you can list all the products you see either in the background, or that a character uses. Don't forget to note if you see smoking or a tobacco brand.

Name of TV Show or Movie \_\_\_\_\_

Date \_\_\_\_\_

Product (Brand) Names (list all)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Characters Shown Smoking (circle number of characters)

1 2 3 4 5 6 7 8 9 10

Total Number of Times Smoking is Shown \_\_\_\_\_

Tobacco Brands Shown (list)

\_\_\_\_\_

## DVD

### 120,000 Lives

This video provides an introduction to the problem of smoking in the movies. In only 9 minutes you get the history and issues around smoking in the movies. Done in an edgy style with plenty of facts as well as ways for youth to get involved, it is sure to get the discussion started. The video can be downloaded from [http://smokefreemovies.ucsf.edu/actnow/organizing\\_tools.html](http://smokefreemovies.ucsf.edu/actnow/organizing_tools.html).

## Websites



### OVX – Our Voices Xposed

[www.ovx.org](http://www.ovx.org)

OVX is the web site for Vermont's youth group Our Voices Exposed. It is also home to their "Butts of Hollywood" campaign, which was started as a way to speak up about the issue of smoking in the movies. The interactive tool OVX/STUDIOS is a fun element of this website, along with background on this issue, links to others sites and tools to get involved.

### Reality Check

[www.realitycheckny.org](http://www.realitycheckny.org)

An edgy website created with teens in mind. It focuses on revealing the manipulative tactics of Big Tobacco.

### Smoke Free Movies

[www.smokefreemovies.com](http://www.smokefreemovies.com)

A reputable and current site from the lead researcher in the field, which provides a clear picture of smoking in the movies. It includes numerous resources including fact sheets, posters, videos and more.

### Center for Media Literacy

[www.medialit.org](http://www.medialit.org)

The core media literacy concepts and questions in this guide come from this organization, which offers an academic approach to media literacy. You will find a more thorough explanation of the concepts and resources for media literacy in the classroom.

### New Mexico Media Literacy Project

[www.nmmlp.org](http://www.nmmlp.org)

An established organization that works to empower individuals to be more active consumers of their media. You will find an in-depth explanation of media literacy principles.

### Scene Smoking

[www.scenesmoking.org](http://www.scenesmoking.org)

An up-to-date resource that lists whether movies (and DVD releases) include smoking, and if so how the smoking is portrayed.