

## STRUCTURE:

Overview

Outcomes

Preparation

Procedure



# LESSON PLAN

**LESSON NAME:** Alcohol advertising

**DURATION:** 3 x 60 min

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## OVERVIEW

Alcohol advertising is an important factor related to alcohol consumption especially among young people as it helps form positive associations with alcohol. Presenting drinking as a positive, glamorous and sexy activity and avoiding any references to its negative consequences encourages higher levels of consumption and even underage drinking.

This lesson strives to provide students with the tools they need to deal critically with alcohol advertising. First they go through some activities meant to boost their knowledge of alcohol-related issues and problems, then they analyse alcohol ads and decode/deconstruct their message, after they compare ads to their counter-ads to infer the differences, and finally they create their own counter-ad.

## LEARNING OUTCOMES

Students will be able to:

- deepen their general knowledge of alcohol consumption, including side effects and risks;
- develop an understanding of how advertising may reflect and/or influence their behaviour.
- analyse alcohol ads and identify the marketing techniques and strategies used.

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- compare and contrast ads.
- identify and debunk misleading, erroneous messages in advertising.
- create a counter-ad.

### PREPARATION AND MATERIALS

- Pictures of famous people known for their addictions (alcohol, drugs, gambling, shopping, working, etc.)
- Copies of the worksheet on addictions
- Alcohol ads from different media
- 2/3 alcohol ads and their counter-ads
- Copies of the worksheet on how to create a counter-ad
- Computer room with a wall projector and several computers
- Internet access
- Appropriate software to create a counter-ad (Photoshop, GIMP, etc.)

### PROCEDURE

- Show students some pictures of famous people that are widely known for their addiction(s). Avoid choosing celebrities that have/had the same addiction(s). Ask students to identify those celebrities and say what they have in common. First they are likely to say fame and money, but in end they'll recognise that they all have/had at least an addiction.
- Elicit from students the definition of addiction, as well as the most common addictions, especially among youth. Ask them to solve worksheet nº 1 ("Addictions") so as to consolidate their knowledge. Correction follows.
- Ask students which is the most common addiction among people

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and if it's the same among youth (studies show that it's alcohol in both cases).

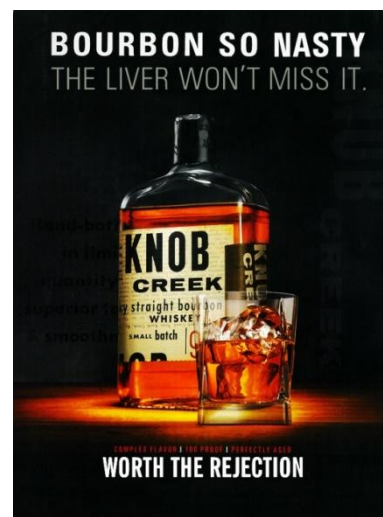
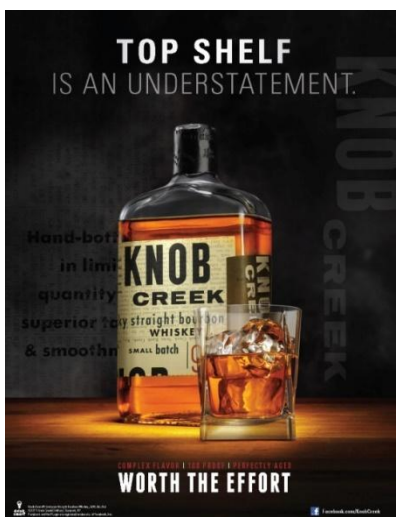
- Discuss as a class alcohol-related issues, such as side effects, risks, myths, signs and symptoms, as well as the reasons that might lead young people to drink. This is important as later it will help students identify inappropriate messages about alcohol. (The PPT attached to this lesson plan can provide you with some useful information)
- Ask students to think about the alcohol ads/commercials they have come across lately (in magazines, on TV, on the radio, billboards, etc.) and whether drinking is presented as positive or negative activity. Elicit from them the kind of associations made and whether or not those associations might influence their opinion about drinking and encourage it.
- Show them a few alcohol ads from different media. Analyse them as a class (target audience/ the message conveyed /values promoted/ promise made / persuasion techniques used / what is not told) so that students can confirm the answers given in the previous activity.
- Show them 2/3 alcohol ads and their counter-ads. Ask students to compare and contrast them. They infer the differences/similarities and the method(s) used in the counter-ads to "talk back" to the original ads.
- Divide the class into small groups of 3/4 students each. Have each group create a print counter-ad based on an actual ad chosen by them on the Net. Of course, you could also choose the ads yourself and have each group work on one of them. Students are free to choose the software they want to create their counter-ad.
- Make an exhibition with students' counter-ads at school or any other public place.

## CREATING A COUNTER-AD

All advertising has 3 main purposes: *to recruit new customers, to increase use of goods and services among existing customers, and to help potentially customers choose competing brands* (Jean Kilbourne, 1999). Therefore, it often presents a one-side view. Although alcohol industry claims that alcohol advertising only aims to increase market share, the truth is that by presenting drinking as a positive activity and avoiding any reference to its negative consequences, it promotes alcohol consumption, especially among young people, advertisers' most vulnerable target.

Counter-advertising, which can be created for any medium, is an effective means to expose deceptive and harmful messages in advertising and to express one's point of view about a specific issue by using the same persuasion techniques as real ads. It takes a position that is contrary to the advertising message that preceded it or counters the impression an ad may have on consumers.

**Create your own print counter-ad about alcohol** to convey the truth about alcohol consumption. The easiest and simplest way for you to do it is to alter a real ad by changing the text or adding graphic elements.





Click on each ad to get a larger image.

The following tips may help you create an effective counter-ad:

### **1. Research**

Surf the Net and choose an alcohol ad. Analyse it carefully and find out why it's effective as the best counter-ads use the same techniques to convey a different message. Figure out how it constructs its story, what idea(s) it promotes and what part of the story is being omitted.

It might also be a good idea for you to have a look at other counter-ads even if they are not all about alcohol. You can find some at <https://medialiteracyproject.org/counter-ads/>.

### **2. Brainstorming**

Brainstorm ideas as a group.

### **3. Target audience**

Consider the target audience for the original ad to find your counter-ad response.

### **4. Persuasion techniques and subtext**

“Talk back” to the original persuasion techniques and subtext included in the original ad.

### **5. Alteration methods**

You can change the image, add your own text, change the words in the original ad or create your own brand.

### **6. Message**

Stick to a single, clear, concise message.

### **7. Untold story**

Think about what is not told in the original ad and expose it.

### **8. Sketch or draft**

Make a sketch or a rough draft of your counter-ad before using the appropriate software to create it.



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## 9. Software

Choose the appropriate software to create your ad. Photoshop is a possibility, but you can use any other similar programme.

## 10. Revision

Be sure there are no sentence structure, spelling, punctuation or grammar mistakes in your counter-ad.

Show your ad to the other groups for feedback. Use their feedback to revise your work for maximum impact.

**GOOD WORK!**