Lobby

For which substance are you seeing the greatest number of ads in your community?

- Tobacco
- Marijuana
- Alcohol
- Juul/Vaping
- Other

Pacific Southwest (HHS Region 9)

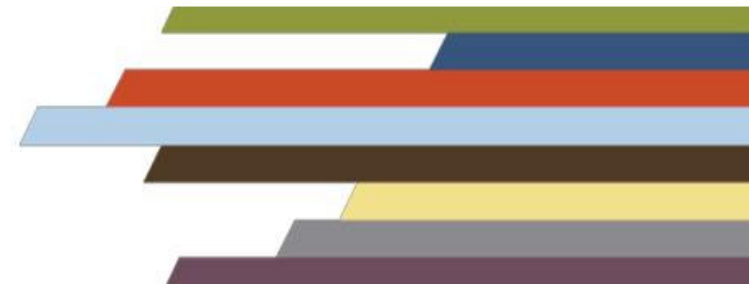**PTTC** Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Media Literacy Basics

for Prevention Professionals

Kris Gabrielsen, MPH, CPS

Disclaimer

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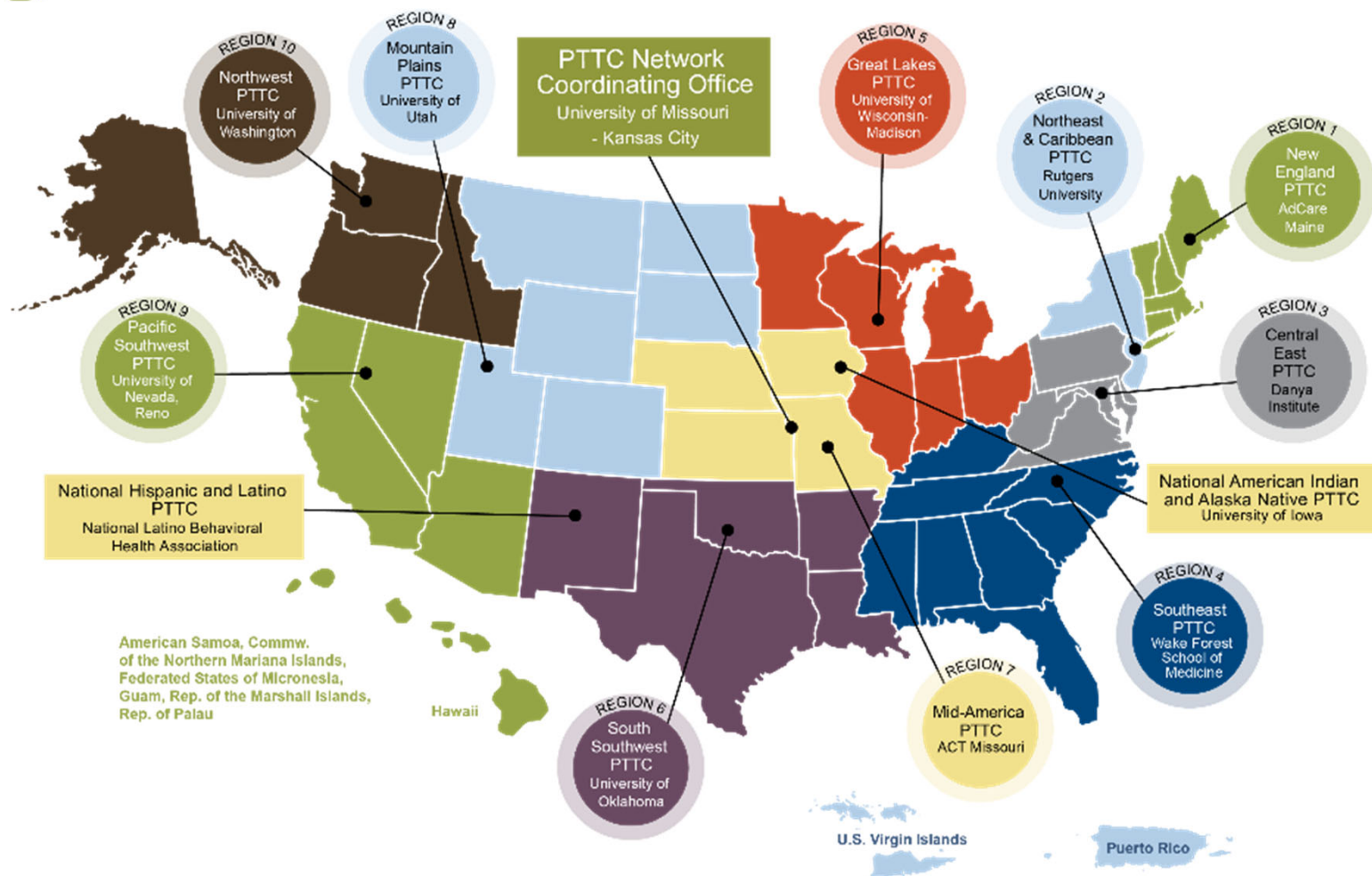
Purpose of the PTTC

- Develop and disseminate tools and strategies needed to improve the quality of substance abuse prevention efforts

- Provide training and learning resources to prevention professionals

- Develop tools and resources to engage the next generation of prevention professionals
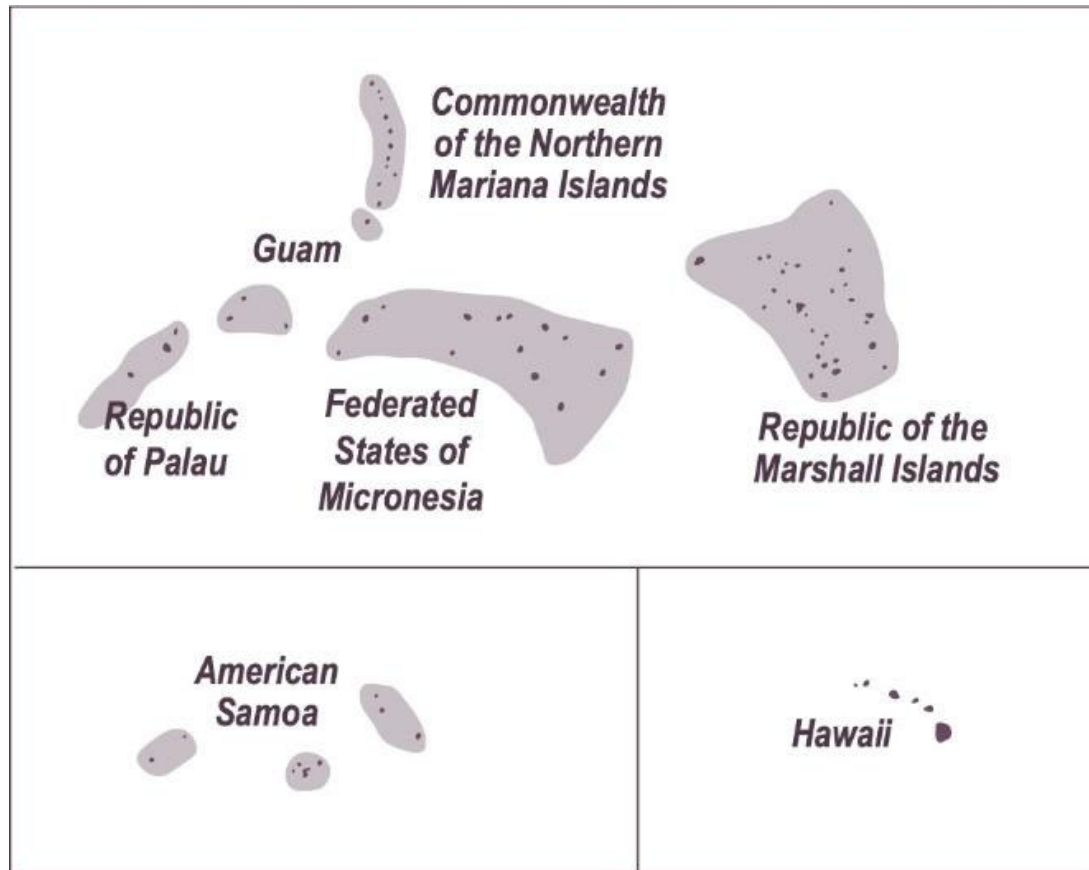
PTTC
Prevention Technology Transfer Center Network
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PTTC Network

REGION 10
Northwest PTTC
University of Washington

REGION 8
Mountain Plains PTTC
University of Utah

PTTC Network Coordinating Office
University of Missouri - Kansas City

REGION 5
Great Lakes PTTC
University of Wisconsin-Madison

REGION 2
Northeast & Caribbean PTTC
Rutgers University

REGION 1
New England PTTC
AdCare Maine

REGION 9
Pacific Southwest PTTC
University of Nevada, Reno

REGION 3
Central East PTTC
Danya Institute

National Hispanic and Latino PTTC
National Latino Behavioral Health Association

National American Indian and Alaska Native PTTC
University of Iowa

American Samoa, Commw. of the Northern Mariana Islands, Federated States of Micronesia, Guam, Rep. of the Marshall Islands, Rep. of Palau

Hawaii

REGION 4
Southeast PTTC
Wake Forest School of Medicine

REGION 6
South Southwest PTTC
University of Oklahoma

REGION 7
Mid-America PTTC
ACT Missouri

U.S. Virgin Islands

Puerto Rico

Pacific Southwest

Commonwealth of the Northern Mariana Islands

Guam

Republic of Palau

Federated States of Micronesia

Republic of the Marshall Islands

American Samoa

Hawaii

NV

CA

AZ

CASAT
Center for the Application of Substance Abuse Technologies
University of Nevada, Reno

Mark Your Calendars!

The Growing Brian: A Multi-media Presentation for Prevention Professionals

July 30, 2020*

Adverse Childhood Experiences and Chronic Stress: Building Resilience During and After COVID-19

August 4, 2020*

Substance Use Prevention in Native Communities: Initiating and Sustaining Meaningful Connections Across Cultures

August 20, 2020*

*all times 3:00 PM Pacific

Roadmap

- What is media literacy?
- Why is media literacy important?
- Five key concepts and questions
- Practice applying key concepts and questions
- Incorporating media literacy into prevention strategies

Media Literacy Primer

The Prevention Professionals' Primer on Media Literacy

Pacific Southwest (HHS Region 9)
PTTC Prevention Technology Transfer Center Network
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What is media literacy?

Media literacy is…

The ability to critically analyze messages shared through the media

What do we mean by "media"?

Goal of media literacy is…

To develop the skills to critically analyze messages shared through the media

What media literacy is NOT

- Media 'bashing'

- Simply looking for political agendas, stereotypes, or misrepresentations

- Looking at a media message or experience from just one perspective

- Telling youth "don't watch"

Why is media literacy important?
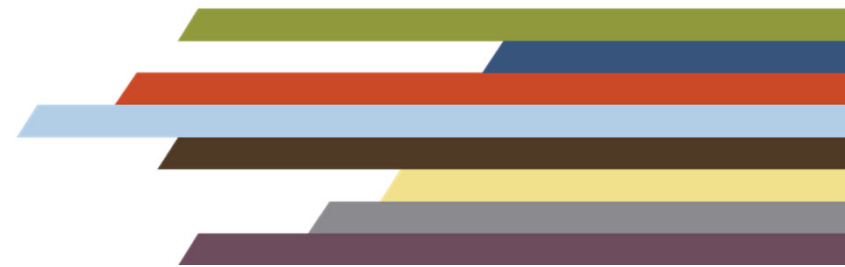
Amount of Exposure to Ads[1]

Youth ages 11-14 were exposed to an average of 3 alcohol ads per day

- African American youth = 4.1 ads per day
- Hispanic youth = 3.4 ads per day
- Non-Hispanic white youth = 2 ads per day
- Girls were exposed to 30% more ads than boys
- 66% of ads were for beer; 23% for distilled spirits; 17% for wine
- 38% were outdoor displays; 26% were television ads

Impact of Ads on Youth[2,3]

- Causal link found between alcohol advertising and:
  - The initiation of drinking among non-drinking youth
  - Increased consumption among those youth that already drink
- Same impact found through research on tobacco ads and food marketing

Mechanisms of Impact[4]

- Youth registered an immediate shift in more favorable attitudes of drinking when they encountered an alcohol ad

- Ads that youths perceived negatively had a smaller, though still positive, impact on youths' views of alcohol's desirability

- The effect of a single exposure was substantial and lasted up to two days

Is Media Literacy Education Effective?

- Media literacy education can be effective in reducing the impact of alcohol and tobacco marketing

- *However*, some are tested and effective, others are not!

- Media literacy programs may be more effective than some other prevention strategies due to a higher level of youth engagement

Core Concepts and Key Questions for Media Literacy

Center for Media Literacy's Five Core Concepts

1. All media messages are constructed
2. Media messages are constructed using a creative language with its own rules
3. Different people experience the same media message differently
4. Media have embedded values and points of view
5. Most media messages are organized to gain profit and/or power

Core Concept #1:
All media messages are constructed

Key Question:	Who created this message?
Key Word:	Authorship
Guiding Questions:	• What kind of "text" is it? • What are the building blocks that make up the whole? • How similar or different is it to others of the same genre? • Which technologies are used in its creation? • How would it be different in a different medium? • What choices were made that might have been made differently? • How many people did it take to create this message? What are their jobs?

Core Concept #2: Media messages are constructed using a creative language with its own rules

Key Question:	What creative techniques are used to attract my attention?
Key Word:	Format

Guiding Questions:	• What do you notice about the:
	    ○ Colors and shapes?
	    ○ Sound effects? Music? Silence? Dialogue or narration?
	    ○ Props, sets, clothing?
	    ○ Movement? Composition?
	    ○ Lighting?
	• Where is the camera? What is the viewpoint?
	• How is the story told? What are people doing?
	• Are there any visual symbols or metaphors?
	• What's the emotional appeal?

Core Concept #3: Different people experience the same media message differently

Key Question:	How might different people understand this message differently?
Key Word:	Audience
Guiding Questions:	• Have you ever experienced anything like this? • How close does it come to what you experienced in real life? • What did you learn from this media text? What did you learn about yourself from experiencing the media text? • What did you learn from other people's responses—and their experiences? • How many other interpretations could there be? How could we hear about them? • How can you explain the different responses? • Are other viewpoints just as valid as mine?

Core Concept #4: Media have embedded values and points of view

Key Question:	What values, lifestyles and points of view are represented in, or omitted from, this message?
Key Word:	Content
Guiding Questions:	• How is the human person characterized? What kinds of behaviors / consequences are depicted? • What type of person is the reader / watcher / listener invited to identify with? • What questions come to mind as you watch / read / listen? • What ideas or values are being "sold" in this message? • What political or economic ideas are communicated in the message? • What judgments or statements are made about how we treat other people? • What is the overall worldview? • Are any ideas or perspectives left out? How would you find what's missing?

Core Concept #5: Most media messages are organized to gain profit and/or power

Key Question:	Why is this message being sent?
Key Word:	Purpose
Guiding Questions:	• Who's in control of the creation and transmission of this message? • Why are they sending it? How do you know? • Who are they sending it to? How do you know? • Who is served by, profits or benefits from the message? The public? Private interests? Individuals? Institutions? • Who wins? Who loses? Who decides? • What economic decisions may have influenced the construction or transmission of the message?

Application of the Core Concepts and Key Questions

Billboard ad

Key Questions

1. Who created this message?

2. What creative techniques are used to attract my attention?

3. How might different people understand this message differently?

4. What values, lifestyles, and points of view are represented in, or omitted from, this message?
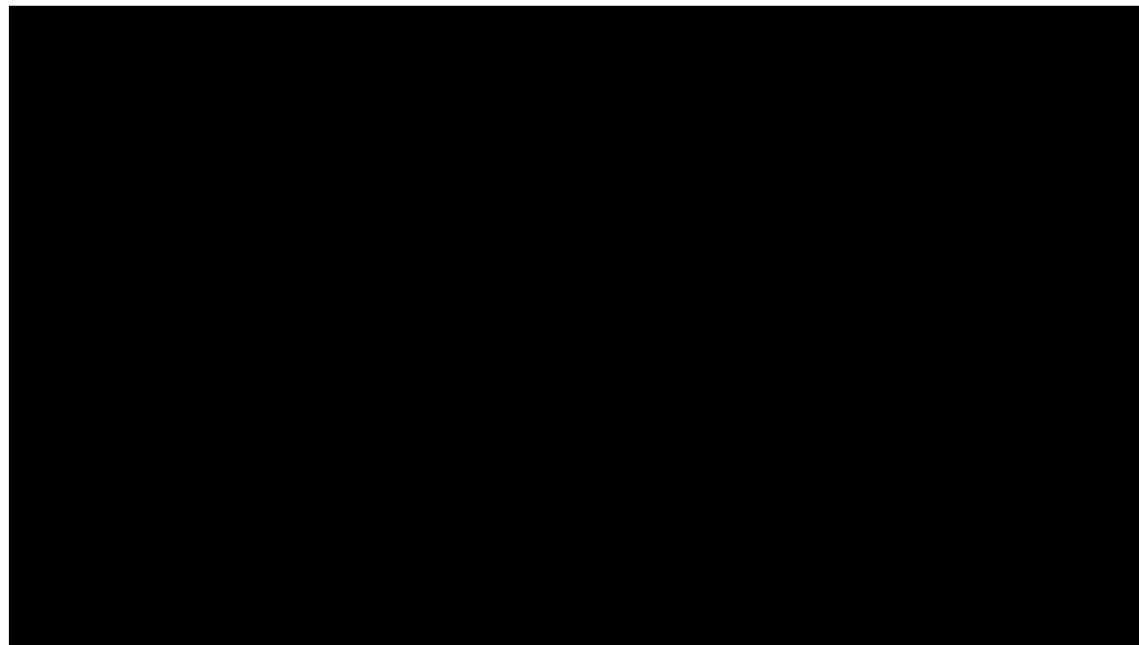
5. Why is this message being sent?

Social Media Influencers

WARNING:

There is profanity in this video. If you prefer, you can turn off your audio until the video is done.

Vaping Influencer on [YouTube](#)

I FINALLY FOUND A VAPE BETTER THAN JUUL

94,354 views • Jul 25, 2019

2.4K   177   SHARE   SAVE   ...

Key Questions, II

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently?
4. What values, lifestyles, and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

Incorporating Media Literacy into Prevention Strategies

Let's hear from you!

How are you incorporating media literacy education into your prevention strategies?

# Examples of How to Incorporate Media Literacy into Prevention Strategies

- Enlist parents and other adults
- Share media analysis tips through social media
- Build support for media literacy strategies across sectors
- Look for "teachable moments"
- Nurture the implementation of media literacy strategies
- Write an op-ed article for your local newspaper
- Enlist the help of your local librarians
- Leverage higher education resources
- Contact your local television station

Topics Covered Today

- What is media literacy?
- Why is media literacy important?
- Five key concepts and questions
- Practice applying key concepts and questions
- Incorporating media literacy into prevention strategies

What action will you take?

Media Literacy
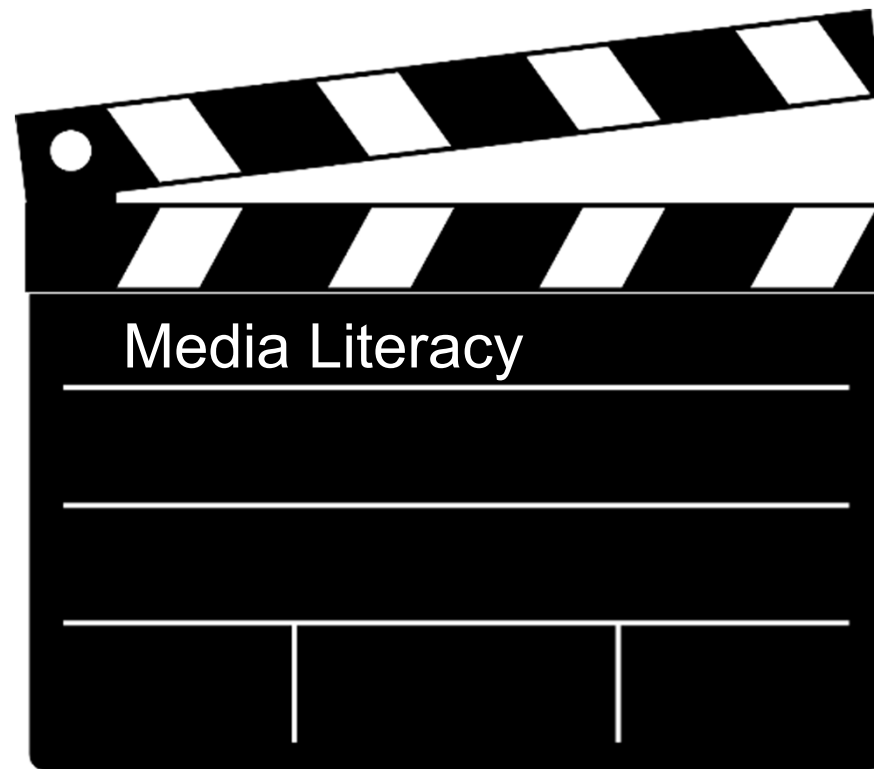
Final thought

"It is the learning, practicing and mastering of the Five Key Questions—over time—that leads to a deep understanding of how media are created and what their purposes are along with an informed ability to accept or reject both explicit and implicit messages. If democracy is to flourish in a global media culture, future citizens must have these fundamental skills of participation and self-representation."
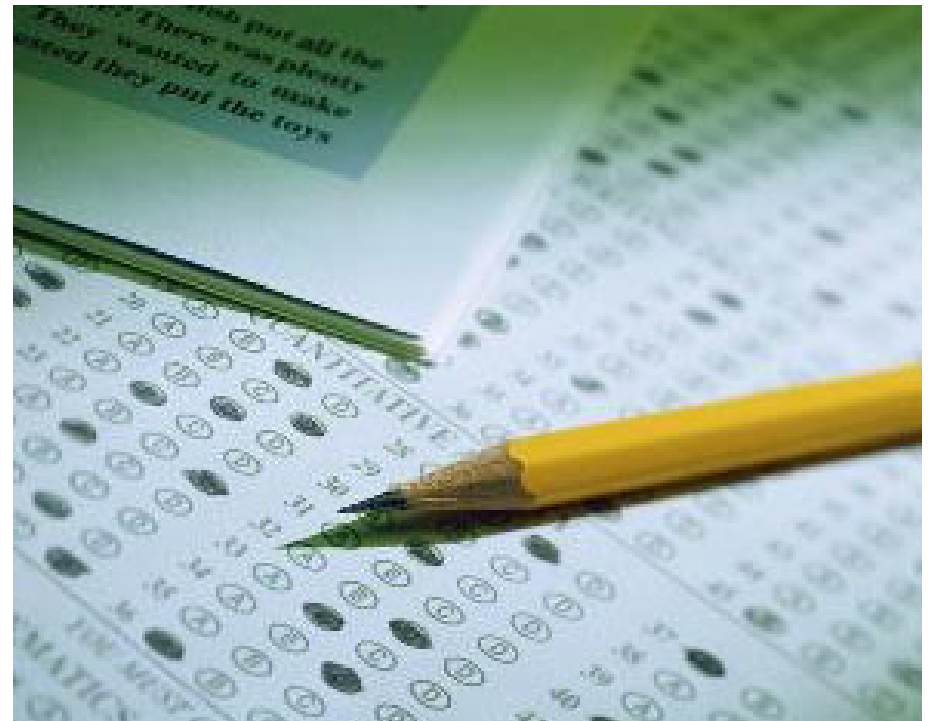
Tessa Jolls, Center for Media Literacy
President and CEO

Webinar Feedback Form

Please complete the online feedback form. Thank you for your feedback!

Feedback Survey Link:

https://ttc-gpra.org/P?s=346669

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Thank You!
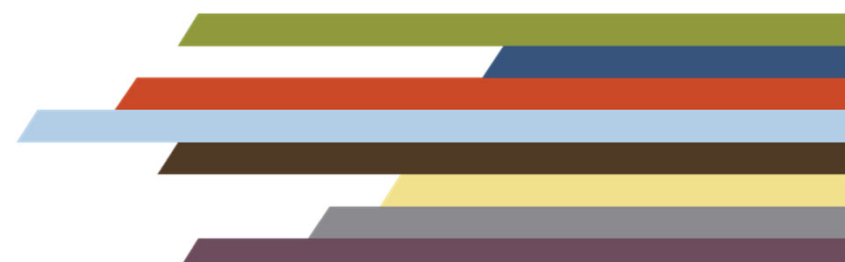
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2. Anderson, P., de Bruijn, A., Angus, K., Gordon, R., & Hastings, G. (2009). Impact of alcohol advertising and media exposure on adolescent alcohol use: a systematic review of longitudinal studies. *Alcohol and alcoholism (Oxford, Oxfordshire)*, *44*(3), 229–243. doi.org/10.1093/alcalc/agn115

3. Sargent, J. D., & Babor, T. F. (2020). The Relationship Between Exposure to Alcohol Marketing and Underage Drinking Is Causal. *Journal of studies on alcohol and drugs. Supplement*, *Sup 19*(Suppl 19), 113–124. doi.org/10.15288/jsads.2020.s19.113

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