

# *Too Cool for JUUL: Deconstructing Pod-Based Ads Activity*

<b>Purpose &amp; Preparation</b>	<b>Procedure</b>
<p><b>Purpose:</b></p> <p>For students to understand how the pod-based system manufactures target younger audiences with deceptive and inaccurate messages in their product advertisements.</p> <p>Through this lesson they will be able to create new ads that send more accurate messages related to their concerns around this product.</p> <p><b>Preparation:</b></p> <p>Download/Upload the "<a href="#">Teacher Version: Deconstructing Pod-Based Ads</a>" PowerPoint Presentation from the Toolkit.</p> <p>Print some of the ads from the "<a href="#">Printable Version: Deconstructing Pod-Based Ads</a>" PowerPoint.</p> <p><b>Materials Needed (please see below):</b></p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Present the <b>Deconstructing Pod-Based Systems' Advertisements PowerPoint</b><ol style="list-style-type: none"><li>a. This PowerPoint does not contain teacher talking points. Instead, under each slide there are a few <i>Discussion Points and Hints</i> to help identify the issues with the specific ad</li><li>b. <i>Optional: You can also hand out to students a "Deconstructing Advertisements Worksheet" to help guide them as they break down the ads. They can choose to focus on one ad or write down take-away points that overlap with all the ads. This will be helpful to look back as they create their own ads)</i></li></ol></li><li>2. Questions to think about:<ol style="list-style-type: none"><li>a. Who is the targeted audience for these ads?</li><li>b. Point out how discreet warning messages are, if included.</li><li>c. How does the industry use marketing to deceive young people about Pod-Based Systems? How do you feel about that?</li><li>d. Discuss some of the examples at the end of the PowerPoint</li></ol></li><li>3. Activity:<ol style="list-style-type: none"><li>a. Pass out the printed Ad templates from the <b>Reconstructing Pod-Based Systems' Advertisements PowerPoint</b></li><li>b. Individually or with a partner, students can create a new ad from the templates of the print-out ads provided</li><li>c. <i>Optional: Students can cut out images or words from magazine and newspapers to create their new ads.)</i></li></ol></li><li>4. Wrap-Up:<ol style="list-style-type: none"><li>a. Discuss some of the new ads the class has created.</li></ol></li><li>5. Questions:<ol style="list-style-type: none"><li>a. How did people convey their concerns for this product in their new ads?</li><li>b. How did you choose to emphasize warning messages for this product?</li></ol></li></ol>



Web link: [http://med.stanford.edu/tobaccopreventiontoolkit/activity-pages/Too\\_Cool\\_for\\_Juul\\_Deconstructing\\_Ads.html](http://med.stanford.edu/tobaccopreventiontoolkit/activity-pages/Too_Cool_for_Juul_Deconstructing_Ads.html)

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- Teacher Version:  
[Deconstructing Pod-Based Ads](#)
- Printable Version:  
[Deconstructing Pod-Based Ads](#)
- Deconstructing  
Advertisements  
*Worksheet (optional)*
- Other: Markers or Pens
- Magazines or  
*Newspaper (optional)*



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