

Too Cool for JUUL: Deconstructing Pod-Based Ads Activity

<u>Purpose & Preparation</u>	<u>Procedure</u>
<p>Purpose:</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>Preparation:</p> <p>Download/Upload the "Teacher Version: Deconstructing Pod-Based Ads" PowerPoint Presentation from the Toolkit.</p> <p>Print some of the ads from the "Printable Version: Deconstructing Pod-Based Ads" PowerPoint.</p> <p>Materials Needed (<i>please see below</i>):</p>	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Present the Deconstructing Pod-Based Systems' Advertisements PowerPoint <ol style="list-style-type: none"> 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 b. Optional: <i>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> 2. Questions to think about: <ol style="list-style-type: none"> a. Who is the targeted audience for these ads? b. Point out how discreet warning messages are, if included. c. How does the industry use marketing to deceive young people about Pod-Based Systems? How do you feel about that? d. Discuss some of the examples at the end of the PowerPoint 3. Activity: <ol style="list-style-type: none"> a. Pass out the printed Ad templates from the Reconstructing Pod-Based Systems' Advertisements PowerPoint b. Individually or with a partner, students can create a new ad from the templates of the print-out ads provided c. Optional: <i>Students can cut out images or words from magazine and newspapers to create their new ads.)</i> 4. Wrap-Up: <ol style="list-style-type: none"> a. Discuss some of the new ads the class has created. 5. Questions: <ol style="list-style-type: none"> a. How did people convey their concerns for this product in their new ads? b. How did you choose to emphasize warning messages for this product?



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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)*



Web link: http://med.stanford.edu/tobaccopreventiontoolkit/activity-pages/Too_Cool_for_Juul_Deconstructing_Ads.html