



Blowing Smoke

Project Evaluation Final Report

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Blowing Smoke students made a presentation to their peers at Naylor Middle School, Tucson, AZ

Preface

This evaluation report is limited to the findings from the *Blowing Smoke* pre/post-test, administered in project intervention and comparison schools. This report documents outcome results related to youth knowledge, awareness, and attitudes about tobacco use in contemporary movies and youth development of media literacy skills for critical thinking as a result of implementation of the *Blowing Smoke* curriculum. The grade 6-8 curriculum was developed, field-tested, revised, and evaluated during the calendar years of 1999 and 2000. This report presents the results of the final evaluation.

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Many of the schools participating in the *Blowing Smoke* Project are identified as CHAMPS schools. The Arizona CHAMPS Peer Project for Tobacco Use Prevention (Statewide Education Project) is funded by the Arizona Department of Health Services, Tobacco Education and Prevention Program, through funding from the Tobacco Tax and Health Care Act. The Arizona CHAMPS Peer Project for Tobacco Use Prevention is a partnership between Arizona State University, Northern Arizona University, The University of Arizona, and CHAMPS Peer Leadership.

Executive Summary

Hollywood's increasingly common depictions of characters smoking on screen sends kids an entirely dangerous message that it's cool to smoke.

**John Burton
State Senator, CA**

Over a period of two years (1999-2000), the *Blowing Smoke* Project resulted in the creation and evaluation of a grade 6-8 curriculum for analyzing messages about tobacco use in movies. *Blowing Smoke* is a media literacy based curriculum for tobacco use prevention that addresses the influence of tobacco use in movies popular with youth.

The final evaluation research phase of the *Blowing Smoke* Project took place from August through December 2000. Eight Arizona middle schools from urban and rural settings in the vicinities of Tucson and Phoenix took part in the evaluation—five implementation schools and three comparison schools. Subject areas of the teachers implementing the curriculum included social studies, language arts, life skills, and health.

Fifteen-question pre/post-tests were administered four weeks apart to 295 7th grade students in the implementation schools and 294 7th grade students in the comparison schools, for a total of 589 students. In implementation schools the tests were administered three weeks prior to curriculum implementation and immediately following completion of the curriculum. The pre/post-test sought to establish the effectiveness of the curriculum on three measures:

1. Increased knowledge of tobacco product placement in film.
2. Increased awareness of the portrayal of tobacco use in film.
3. Increased negative attitudes toward the use of tobacco in film.

Findings and Recommendations

This evaluation demonstrated that the *Blowing Smoke* curriculum is effective in changing youth knowledge, awareness, and attitudes regarding tobacco use in the movies. Small but significant increases on all three measures were demonstrated by the implementation group, while there was no change in the comparison group. Based upon five-point scales for each measure, the level of change was .5 in both knowledge and awareness ($p < .001$) and .1 in attitudes ($p < .05$).

The results documented through this research establish the efficacy of *Blowing Smoke* as a media literacy and tobacco prevention curriculum, and media literacy education as a prevention strategy. They also clarify a number of strategies that will intensify the benefits of this curriculum, including the need to provide training and technical assistance in media literacy and curriculum use in order to enhance the ability of teachers to deliver the curriculum effectively.

Analysis of the students' baseline levels regarding the three evaluation measures reveals a demonstrated need for more extensive media literacy education. Media literacy is a critical thinking life skill that requires significant learning and practice time in order to achieve mastery. The *Blowing Smoke* core curriculum is five lessons (maximum five hours) in length with an optional videotaping lesson and numerous suggested learning and practice activities that can be done throughout the school year. The post-test measures used in this evaluation do not reflect the increased skills that would result from these additional learning and practice opportunities. An additional measurement six months after the completion of the core curriculum would be helpful to determine any increase in media literacy skills attributable to practice over time. Ongoing qualitative and quantitative evaluation of the curriculum and its delivery is recommended to elucidate and expand upon the current findings.

***Blowing Smoke* Highlights**

- A step-by-step teacher's guide
- A dynamic video with five segments, one to support each lesson
- A folder of student handouts, color coded for each lesson
- A Bingo/Scavenger Hunt game for review
- An optional lesson 4A video production activity
- References and resources

Background

Recent tobacco prevention efforts have begun to focus on the use of tobacco in film and its influence on youth. Multiple studies have revealed that tobacco use in movies increased in the 1990s and is prevalent today in movies popular with youth. An Office of National Drug Control Policy (1999) study of the 200 most popular video movie rentals in 1996 and 1997 revealed that 89% contained smoking. A study at Dartmouth Medical School (Sargent, et al., 2001) showed this percentage varied between 88% and 92% in the top 25 box-office films since 1995. More disturbing is the fact that 74% of the lead characters in the top 50 movies from 1997-1998 used tobacco (American Lung Association of Sacramento-Emigrant Trails, 1999).

Oostveen and others (1996) found that perceived social norms and behavior modeling by admired others are important predictors of alcohol and drug use. To help youth recognize and analyze the media messages that normalize and glamorize tobacco use, prevention efforts have begun to incorporate media literacy in the armamentarium of prevention strategies. In the introduction to a special supplement of the *Weekly Reader* (1998), on “Media Literacy as a Substance Abuse Prevention Strategy,” Donna Shalala, Secretary of Health and Human Services, stated, “Media literacy...can help your students interpret confusing messages about tobacco, alcohol, and drugs.”

Media literacy education involves youth in a critical examination of media messages that influence their perceptions as well as their practices, and gives them skills to resist the influence of these messages. The same *Weekly Reader* special supplement also stated that,

It is no secret that young people are exposed to a barrage of pro-use messages for both alcohol and tobacco. However, teaching your students to be critical thinkers about media messages can help them understand the risks associated with these substances and resist the temptation to become users.
(*Weekly Reader* 1998)

In a study of the effects of general and alcohol-specific media literacy training on children’s decision making about alcohol, Austin and Johnson found that

...children's decisions about media messages appear to have important implications for their decisions about risky behaviors, such as underage drinking of alcoholic beverages. (Austin & Johnson 1997)

Media literacy is defined by the Alliance for a Media Literate America as follows:

Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century. (AMLA, 2000)

Blowing Smoke is a media literacy based program for tobacco use prevention that addresses the influence of tobacco use in movies popular with youth. Over a period of two years, the *Blowing Smoke* Project resulted in the creation and evaluation of a grade 6-8 curriculum for analyzing messages about tobacco use in movies. The project was conceptualized as an extension of the Arizona CHAMPS Peer Project for Tobacco Use Prevention. The CHAMPS Project includes an introduction to media literacy and tobacco use prevention education training for teachers provided by the Media Wise Initiative at the University of Arizona Health Sciences Center. The CHAMPS Project trains selected school personnel in a variety of peer-based prevention strategies. For purposes of controlling variables, only schools that initiated some of these activities and participated in a CHAMPS evaluation survey were invited to participate in the various phases of the *Blowing Smoke* project.

Project Goals

The goals of the *Blowing Smoke* curriculum are to:

1. Expose and oppose the gratuitous use of tobacco in movies popular with youth.
2. Give students media literacy skills that will help them resist the influence of tobacco use messages in film and to advocate for a more realistic portrayal of smoking in movies.

The Blowing Smoke Curriculum

Development

The techniques of media literacy were applied throughout the *Blowing Smoke* Project including in the development of the curriculum itself. Over the course of a year, *Blowing Smoke* staff facilitated the work of thirty youth who explored media literacy concepts related to tobacco use in film and developed various activities for inclusion in the final curriculum. During the 1999-2000 spring semester, four 7th grade teachers from four CHAMPS middle schools were recruited to field test the curriculum, which consists of five lessons (45 to 60 minutes, or one class period in length) and an accompanying video with five segments designed to communicate concepts and content in support of each lesson. Although the curriculum is designed for grades 6 through 8, it was both field tested and evaluated in 7th grade. This grade level was targeted as a midpoint between 6th and 8th grades and because Dinh and others (1995) found that more 7th graders perceive smokers positively than 5th graders, suggesting susceptibility to misperceptions and resulting tobacco use increases with age.

Field Testing & Revision

In lieu of a written comprehensive introduction and instructions on how to use the curriculum, the field test teachers received a verbal orientation to the curriculum from *Blowing Smoke* staff as well as on-site support with implementation of the curriculum as needed. The integrity level to which teachers were able to implement the curriculum, as conceptualized, was documented through observation by *Blowing Smoke* staff in 50% of the classes. Teachers provided feedback on their experience and the response of their students by filling out evaluation forms following each class and participating in interviews following completion of the curriculum.

Based on field test feedback, the *Blowing Smoke* curriculum and video were revised significantly during the summer months prior to the 2000-2001 school year. The final curriculum consists of the following five lessons:

1. ***Solve the Product Placement Mystery*** – Focuses on tobacco advertising through product placement in popular movies.
2. ***Trace the Tobacco Truth*** – Identifies facts about tobacco use in movies and explores the influence of movies on youth tobacco use.
3. ***Watch What You're Watching!*** – Raises awareness by training students how to count tobacco use incidents in movies.
4. ***Rewrite the Script*** – Focuses students' creative efforts on rewriting and producing movie scenes without tobacco.
5. ***Speak Out!*** – Provides directions for many activities that students can do to advocate for changes in tobacco portrayal in movies, including a letter writing activity.

The final curriculum also contained extensive introductory materials for the teacher, including: 1) some facts about tobacco use in the movies; 2) basic information on media literacy as a prevention strategy; 3) a listing of national and Arizona State curricular areas and standards that are met by the *Blowing Smoke* curriculum; 4) an overview of curriculum content; and 5) information on how to get started including materials review, scheduling, and grading.

Of particular importance was the information on scheduling. Because the curriculum is designed to build skills, some time is required for the practice of these skills. One skill–noting and actually counting tobacco use incidents in movies–requires that students view a movie (either in a theater or on video) for homework, utilizing critical thinking skills learned in the lessons. The suggested best implementation schedule takes the time needed for this into account by completing the lesson leading into this homework (lesson 3) on a Friday. As a result, the recommended implementation schedule begins with lesson 1 on a Wednesday and runs the lessons on consecutive school days ending the following Tuesday.

Methods

The evaluation research phase of *Blowing Smoke* was carried out in 7th grade classes in eight CHAMPS middle schools, five of which served as implementation schools and three as comparison schools. At the time of this evaluation and for at least two years previously, there were a variety of tobacco use prevention efforts being conducted in schools throughout Arizona, including the CHAMPS Peer Project for Tobacco Use Prevention. In order to ensure that the implementation and comparison schools were as alike as possible, only those schools that had initiated the CHAMPS program were invited to participate. Implementation schools were chosen based upon logistical needs of both the project and the teachers, and comparison schools were provided with curriculum materials following completion of the study. The implementation and comparison schools were located in urban and rural areas in the vicinities of Phoenix and Tucson. Subject areas of the teachers implementing the curriculum included social studies, language arts, life skills, and health.


Blowing Smoke staff did not provide an orientation for the teachers, on-site support or any other technical assistance other than as follows: 1) teachers were strongly advised to read all curricular introductory materials and each lesson thoroughly, as well as view each video segment, before beginning the curriculum; 2) the teachers' attention was specifically drawn to the introductory material regarding the most effective schedule for implementing the curriculum; 3) teachers were allowed to determine the implementation schedule based on their schedules and teaching needs.

Pre/post-tests were administered to the students four weeks apart in both implementation and comparison schools. In implementation schools the tests were administered three weeks prior to curriculum implementation and immediately following completion of the curriculum. The pre/post-test sought to establish the effectiveness of the curriculum on three measures:

1. Increased knowledge of tobacco product placement in film.
2. Increased awareness of the portrayal of tobacco use in film.
3. Increased negative attitudes toward the use of tobacco in film.

The test consisted of fifteen questions, five for each of the three measures (Figure 1). The pre/post-test was piloted during the field test phase of the project, and the questions were revised for the research evaluation. Test/retest reliability for the three movies measures was established using data collected from the comparison schools.

Figure 1: The *Blowing Smoke* Pre/Post-Test





Pre-test

Please answer True or False for each of the statements below

Name: _____



1. If an actor offers a pack of Camel cigarettes to another actor in a movie this is called brand identification.
 - a. True
 - b. False
2. Movie makers will use smoking to show that a character is rebellious.
 - a. True
 - b. False
3. Movies show smoking the way it is in real life.
 - a. True
 - b. False
4. An actor might decide to smoke cigars in a movie so that the cigar company will give him free cigars.
 - a. True
 - b. False
5. Tobacco companies have agreed to stop paying to have their products displayed in movies.
 - a. True
 - b. False
6. The message you get from most movies about smoking is that it is bad for your health.
 - a. True
 - b. False
7. Movies show that smoking is not a daily activity for most people.
 - a. True
 - b. False
8. It's easy to prove that tobacco companies pay to have their products shown in movies.
 - a. True
 - b. False

9. If you rent a movie made in the 1990's, you are more likely to see people smoking in it than you would in a movie from the 1980's.
 - a. True
 - b. False
10. Compared to television advertising, product placement in movies is an inexpensive form of advertising.
 - a. True
 - b. False

** Please Circle how much you agree with each of the following statements. **

11. There is a lot of smoking in movies.
 - a. I strongly agree
 - b. I agree
 - c. I neither agree nor disagree
 - d. I disagree
 - e. I strongly disagree
12. Seeing a "cool" actor or actress smoke in a movie influences young people to smoke.
 - a. I strongly agree
 - b. I agree
 - c. I neither agree nor disagree
 - d. I disagree
 - e. I strongly disagree
13. The way movies show smoking is both positive and negative.
 - a. I strongly agree
 - b. I agree
 - c. I neither agree nor disagree
 - d. I disagree
 - e. I strongly disagree
14. When I go to a movie, I notice the amount of tobacco use.
 - a. I strongly agree
 - b. I agree
 - c. I neither agree nor disagree
 - d. I disagree
 - e. I strongly disagree
15. Young people can make a difference by speaking out about tobacco use.
 - a. I strongly agree
 - b. I agree
 - c. I neither agree nor disagree
 - d. I disagree
 - e. I strongly disagree

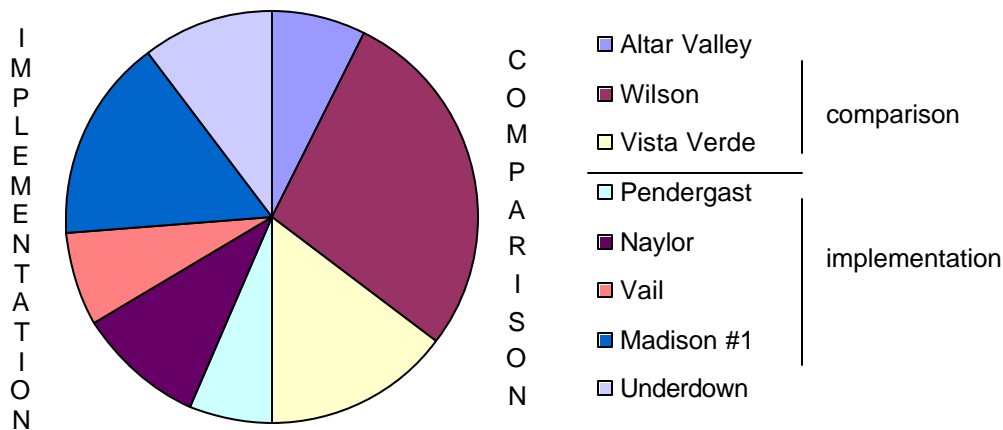
THANK YOU FOR FILLING OUT THIS SURVEY!

Results

School and Student Demographics/Characteristics

The total number of students completing both pre and post-tests was 589 students, 295 in the five implementation schools and 294 in the three comparison schools. Fifty-three percent of students were female and 47% were male. Figure 2 below illustrates the representation of each school.

**Figure 2: Participating Schools
N-589**



Knowledge of Tobacco Product Placement in the Movies

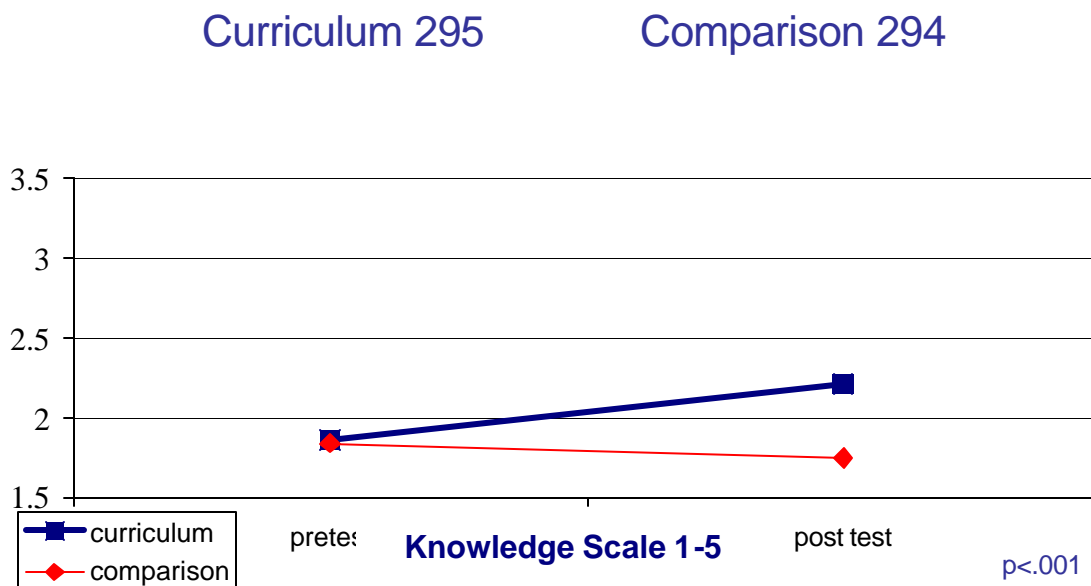
Knowledge of product placement allows students to recognize that they are watching an advertisement within a movie and begin to apply their media literacy skills to analyze the meaning and impact of the media message. Five true/false questions on the pre/post-test were related to knowledge regarding product placement of tobacco in movies. The questions used to measure this construct are listed below.

1. Compared to television advertising, product placement in movies is an inexpensive form of advertising. (T)

2. It's easy to prove that tobacco companies pay to have their products shown in movies. (F)
3. If an actor offers a pack of Camel cigarettes to another actor in a movie this is called brand identification. (F)
4. An actor might decide to smoke cigars in a movie so that the cigar company will give him free cigars. (T)
5. Tobacco companies have agreed to stop paying to have their products displayed in movies. (T)

Questions that were answered correctly were given a score of one, and questions answered incorrectly were given a score of zero. Data from the five questions were then aggregated to create a five-point knowledge scale. Changes in knowledge between implementation and comparison groups were measured using the general linear model repeated measures analysis. Results show a small (.5) but significant increase ($p < .001$) in knowledge among the students who received the curriculum compared to the comparison students for whom knowledge remained constant (Figure 3). This level of significance establishes that there is a 1 in 1000 chance that the change in knowledge was due to factors other than the curriculum.

Figure 3: Knowledge of Tobacco Product Placement in Movies



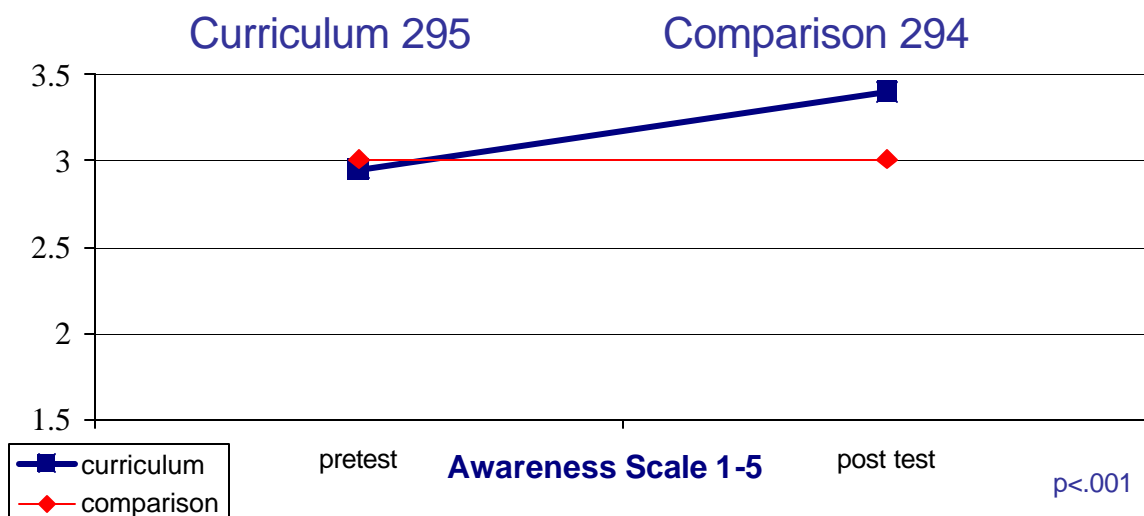
Awareness of Tobacco Portrayal in Movies

The second measure of curriculum effectiveness was to determine any increase in student awareness of the prevalence of, and manner in which, tobacco is currently portrayed in movies. The purpose of raising awareness is to demonstrate to students that smoking is over represented in movies compared to real life, and that the way smoking is portrayed is not necessarily realistic. This allows students to critically assess the accuracy of the images of tobacco use portrayed in movies. Once again, five T/F questions were used to measure awareness, each correct answer was given a score of one, and the five questions were aggregated for each student to create a five-point scale. The questions are listed below:

1. The message you get from most movies about smoking is that it is bad for your health. (F)
2. If you rent a movie made in the 1990s, you are more likely to see people smoking in it than you would in a movie from the 1980s. (T)
3. Moviemakers will use smoking to show that a character is rebellious. (T)
4. Movies show that smoking is not a daily activity for most people. (F)
5. Movies show smoking the way it is in real life. (F)

On the five-point scale, students who received the curriculum increased their awareness of how tobacco is portrayed in movies by one-half point (Figure 4). Again this change was significant compared to no change in the comparison group ($p < .001$).

Figure 4: Student Awareness of Tobacco Portrayal in the Movies



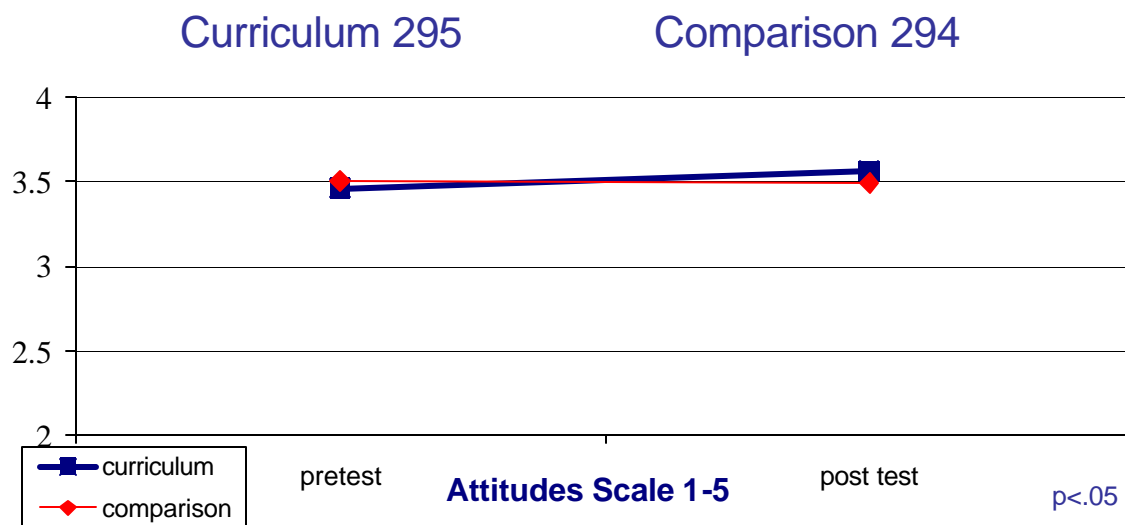
Attitudes Toward the Use of Tobacco in the Movies

The final measure of curriculum effectiveness was to determine any increase in negative attitudes toward the prevalence and portrayal of tobacco in the movies. Research indicates that attitudes toward smoking can influence the decision of youth to take up the habit (Dinh, et al., 1995 and Oostveen, et al., 1996). Attitudes were measured on the basis of five statements for which students were asked to respond on a five-point Likert scale from strongly disagree to strongly agree. The statements are listed below.

1. There is a lot of smoking in movies.
2. Seeing a “cool” actor or actress smoke in a movie influences young people to smoke.
3. The way movies show smoking is both positive and negative.
4. When I go to a movie, I notice the amount of tobacco use.
5. Young people can make a difference by speaking out about tobacco use.

For analysis, the data from the five questions were then aggregated and divided by five to create a five-point scale, with five indicating greater negative attitudes toward tobacco use in movies. The increase in negative attitudes was very small among students receiving the curriculum (.1), although significant when compared to no change among the comparison students ($p < .05$).

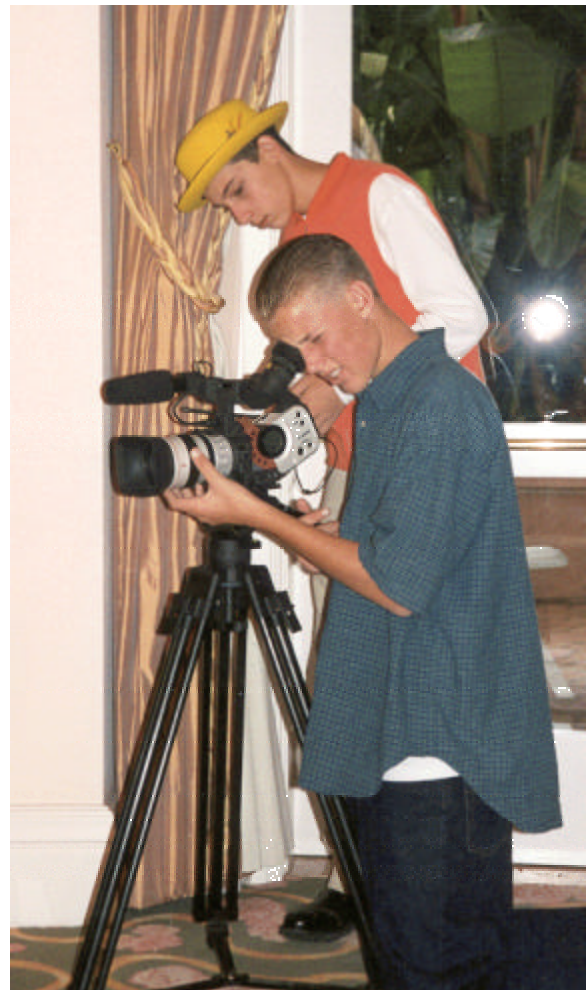
Figure 5: Student Attitudes Toward Tobacco Use in the Movies



When measuring attitudes, the evaluation experienced difficulties with respect to research methodology. Because the post-test was implemented immediately following curriculum completion, the students had not had sufficient opportunity to apply their skills in viewing movies. The process of analyzing media messages helps youth increase their awareness of the filmmakers' and the tobacco industry's constructed messages regarding tobacco use in contemporary film. It is expected that this growing awareness, engendered by the *Blowing Smoke* curriculum, will correspond with an increase in negative attitudes toward the use of tobacco in movies. This measure, however, needs to be taken over an extended period of time.



Blowing Smoke video production team members set up for a shot during videotaping for the *Blowing Smoke* video.



Discussion

Blowing Smoke is a tobacco prevention curriculum aimed at increasing youth knowledge, awareness, and attitudes related to the prevalence and portrayal of tobacco in the movies. When students have acquired the media literacy skills taught in the curriculum, it is expected that they will view movies containing tobacco through a critical lens, questioning its portrayal as a normal habit for the majority of people and its validity as a glamorous activity.

This evaluation demonstrated that the *Blowing Smoke* curriculum is effective in changing youth knowledge, attitudes, and awareness. Based upon five-point scales for each measure, the level of change is relatively small, one-half a point in both knowledge and awareness and one-tenth of a point in attitudes. Several factors should be taken into consideration when considering the level of change.

- Media literacy is a critical thinking life skill that requires significant learning and practice time in order to achieve mastery. The *Blowing Smoke* core curriculum is five lessons (maximum five hours) in length with an optional lesson incorporating videotaping and numerous suggested learning and practice activities that can be ongoing throughout the school year after the core curriculum has been completed. During this evaluation study, none of the implementing teachers chose to do the optional videotaping lesson that provides the students with additional time to practice their newly acquired media literacy skills. In addition, only two of the five implementation schools chose to use the suggested best schedule for the curriculum, which allowed for a weekend between the third and fourth lessons during which the students were to practice actually viewing at least one movie and counting tobacco use incidents. Finally, although some of the teachers and students may have instituted some of the suggested activities for ongoing skills development and practice after the completion of the core curriculum, the post-test measures do not reflect the increased skills that would result from those additional learning and practice opportunities. Again, an additional measurement six months after the completion of the core curriculum would be helpful to determine any increase in media literacy skills attributable to practice

over time. Post-testing at six months after implementation could also test for skills transference to subjects other than tobacco use in film

- The teachers were not trained in use of the curriculum prior to implementation and only one teacher had previous exposure to the concepts of media literacy and how to teach them to youth. While the teachers appreciated the components of the curriculum that corresponded to the Arizona Education Content Standards for their educational subjects, comments made following implementation seemed to reveal they had not thoroughly digested the curriculum introductory material which was designed to familiarize them with the concepts of media literacy as a prevention strategy. The evaluation process made it clear, however, that effective implementation depends upon familiarity with and appreciation of the concepts underlying media literacy as a prevention strategy.



Blowing Smoke video production team members in the soundbooth recording the soundtrack for the curriculum video.

- A related issue involves the teachers' fidelity to curriculum implementation. Because of the realities of teaching and the demands upon teacher time, the *Blowing Smoke* curriculum was designed so that a teacher could implement it with no prior training. The project did not monitor fidelity in order to measure the efficacy of the

final version of *Blowing Smoke* as a stand-alone curriculum. Uneven or incomplete adherence to the curriculum may have undermined student outcomes. In one school for example, the teacher did not do the lessons one through three review bingo game exercise (shown to be very effective during the field test phase) because she considered it unnecessarily duplicative. Discussions with teachers after using the curriculum reveal that some training in the use of the curriculum would have been helpful in assuring greater teacher fidelity.

- There is some question as to which subject matter is most appropriate for this curriculum. When evaluated by school, the language arts class demonstrated the greatest change, while the life skills class demonstrated no change. It is unclear if this outcome is due to

differences in subject matter, however, or teacher orientation toward the curriculum. The life skills teacher was assigned to implement *Blowing Smoke* by her school and following implementation, expressed that she was not sure hers was the right class for the material. On the other hand, the language arts teacher was the CHAMPS contact for her school and chose to do the curriculum of her own volition. This may account for the higher level of success that she achieved in student outcomes.

- The level of documented change measured by the evaluation was affected by real world exigencies that occur in classroom-based research. On one occasion, implementation of the post-test was interrupted by a bomb scare. Students completed their post-tests in a field behind the school while waiting for the bomb scare to be resolved. A fire drill was initiated during the post-test at another school. Perhaps more important, it was made clear to the students that the test would not affect their grades. As a result, significant student disengagement while answering the questions was evident.
- As well as noting the amounts of change effected by the curriculum in each of the three categories of pre/post-test questions, it is interesting to note also the baseline levels at which the students began. Thirty percent of the students were aware of tobacco portrayal in the movies and 35% of the students began with negative attitudes toward tobacco use in the movies. But less than 20% had any knowledge of tobacco product placement in movies. Understanding the concept of product placement – that it is a kind of hidden advertising and that it has economic purposes – is the primary media literacy message of the *Blowing Smoke* curriculum, and one that the evaluation results reveal is needed by this student cohort.



Two students on the *Blowing Smoke* video production team interviewed Dr. Jeffrey Wigand (subject of the movie “The Insider”) for the video that is part of the curriculum.

Conclusions & Recommendations

The results documented through this research establish the efficacy of *Blowing Smoke* as a media literacy and tobacco prevention curriculum and media literacy education as a prevention strategy. Students receiving the curriculum experienced significant increases in knowledge, awareness, and attitudes compared to the students who did not receive the curriculum. While change in these measures was small, the process of evaluation has clarified a number of strategies as follows that will certainly intensify the benefits of this curriculum.

1. Training and technical assistance in media literacy and curriculum use will enhance the ability of teachers to deliver the curriculum effectively.
2. Teachers need to be invested in the material they teach. Teachers utilizing the curriculum should believe that tobacco use prevention is part of their teaching responsibility and should consider media literacy to be an essential skill for youth and an effective prevention strategy.
3. To understand how the curriculum furthers the goals of each subject area, teachers should identify how the activities within the curriculum pertain to their subject areas, as established through the Arizona Education Content Standards.
4. The media literacy skills in the core curriculum do not depend upon CHAMPS involvement, and should be available to teachers throughout Arizona. Where the CHAMPS program can play an important part, however, is by providing a venue for conducting ongoing *Blowing Smoke* activities after the completion of the core curriculum.

In the field of public health and prevention, there is growing interest in the use of media literacy as a prevention strategy. Some prevention specialists advocate that media literacy skills are critically important, particularly for youth immersed in today's media culture. Yet there is a paucity of research regarding the efficacy of media literacy as a prevention strategy. The *Blowing Smoke* project has completed development, field testing, and short-term evaluation of a media literacy and tobacco use prevention education curriculum, with small but significant positive results. In particular, analysis of students' baseline levels regarding the three evaluation measures reveals a demonstrated need for more extensive media literacy education. Ongoing qualitative and quantitative evaluation of the curriculum and its delivery is necessary to elucidate and expand upon the current findings.

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The stars of the *Blowing Smoke* curriculum video – in costume – pose with “Mr. Butts” during the videotaping.