

Materials	Handout, paper, markers, art materials
Learning Outcome	Design an image that encourages viewers to question and challenge popular culture and dominant forms of power and its influence on substance use

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, provide students with the *What is Culture Jamming?* content at the end of this activity. Ask students to read the content and choose a commercial or image that promotes a product and consider what message is being shared and how this may impact their perceptions of the product.



Activity Description

Note: Culture jams sometimes include sensitive content or language that may not be appropriate for the school setting. You may consider selecting culture jams for students to view in advance of the activity from a site like Adbusters and ensure appropriate images are selected.

Part I

If utilizing a flipped classroom approach, review what students read about in the *What is Culture Jamming?* content and discuss the images they chose and what message they felt they shared. If not utilizing a flipped classroom approach, provide students with *What is Culture Jamming?* content and ask them to read and discuss it.

Part II

Share different culture jams with students and ask them to list different characteristics of the culture jams and the issue or product they are trying to get viewers to question. This can be done as a whole class or in small groups with each group considering a different culture jam.

Part III

Ask students to create their own culture jam with a focus on the marketing and advertisement of different substances (e.g., tobacco, vapes, alcohol). Students are encouraged to refer back to the characteristics culture jams and to provide an image as well as some text with their design.

Part IV

Following the design process, ask students to share their designs with the class or in small groups and describe the following:

- Who is your target audience?
- What is the intended message?
- Where did your main influence for design come from?
- How is the message positioned?

Healthy Living Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy habits, health risk situations, and the short-term and long-term effects of their health choices.



FEEL

Develop affective skills and strategies that facilitate healthy living for themselves, others, and their community.



ACT

Practice behavioural skills and strategies that facilitate choices, actions, and habits for healthy living.



Reflection Questions

Reflection is important to support learning. Consider asking students the following questions and discuss the answers together.

- *How has learning about culture jamming influenced how you interpret information, news, advertising, etc?*
- *Why is it important to be critical about the information we read or see in the news, advertisements, magazines etc?*

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student's culture jam incorporate some characteristics of culture jamming?
- Do the image and text of the student's culture jam align and challenge substance use influencers?
- Is the student able to successfully describe their culture jam to their peers and listen to the ideas and input of others?

Learning Extension (Optional)

Encourage students to develop a culture jam campaign about smoking or vaping and post their designs around the school. This can also include an advertisement component during morning announcements and other similar elements.



What is Culture Jamming?

Culture jamming is the creation of images or practices that force viewers to question and challenge popular culture and dominant forms of power (e.g., media, decision makers, etc.). The term became popular in the 1980s and 1990s when groups “jammed” the radio airways by interrupting broadcasts with their messages. It’s described as the first “meme warfare” long before memes were popular and use media pranks and advertising/billboard parodies to spread their message. It was best known in the 1990s for its anti-tobacco activism.

Here are some of the characteristics of culture jamming:

- Artistic - use of art to share a message (e.g., picture, dance)
- Anonymous - calls into question authority
- Playful – uses humour and pranks
- Participatory - involves collaboration and engages the public
- Political – reveals injustices and challenges structures of power
- Serial – takes one issue and produces different "jams" on that issue
- Transgressive – critiques or questions norms and beliefs



An ad by Adbusters using the Marlborough cowboys to criticize the tobacco industry's marketing and illustrate the negative health outcomes of smoking.



An artist depiction of the realities of reducing tobacco use by restricting areas in which people can smoke. Illustrating the need for enhancement in policies and laws.

Content from [Culture Jamming: Activism and the Art of Cultural Resistance](#)