Product Placement
A study of how Swedish children are exposed to product placement in Walt Disney movies

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PREFACE

The spring semester of 2010 has been an eventful time of our lives. As we sit here on a rainy day in June we almost can not believe that our education is going to end with this bachelor dissertation.

We feel that product placement is a very interesting part of marketing and we hope to be able to enlighten other people with our work and that whoever reads this finds it useful in some way.

We would like to thank our advisor Venilton Reinert, your help and support has been valuable to us during our time in Halmstad and Brazil. We would also like to say thank you to our families and friends for your love and support.

June, 2010

University of Halmstad

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ABSTRACT

Title: Product Placement - A study of how Swedish children are exposed to product placement in Walt Disney Movies.

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Advisor: Venilton Reinert

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Purpose: We will investigate whether or not there are product placements in the movies selected for our research. The selected movies must have children under the age of twelve as one of its target audiences. We will do a content analysis of the selected movies to see what kind of product placements there is in those movies. We feel that this research can help to bring the concept of product placement towards children more into the light and hopefully we can make people more aware of the fact that companies use movies to reach out and affect children with their products and messages.

Research question: In what way are Swedish children exposed to product placements in movies produced by Walt Disney Pictures?

Method & material: Literature about Product Placement and observing movies if they contain placements.

Main result: Children will be exposed by product placement in Walt Disney movies, this can happen through visual, verbal or plot placements, but the age and development is a crucial factor when it comes to receptiveness.

Key words: Product placement, visual placement, verbal placement, plot placement, marketing.
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1. INTRODUCTION

In this chapter we are going to give a short introduction to the concept of product placement which will lead to a problem discussion and our research question.

1.1 PROBLEM BACKGROUND/DISCUSSION

Based on consumer behavior and strive to provide more consumer satisfaction than the competitors, companies develop a marketing mix which should give a good competitive advantage. A marketing mix, according to Kotler, Wong, Saunders and Armstrong (2005), consists of the four P’s: product, promotion, price and place. The product is considered to be the centre of the marketing mix because in the end it is up to the product to satisfy consumers’ needs. It is of importance for a company to position its brand and products in such a way that the brand and products may achieve a significant position in the consumers’ mind. (Kotler et al., 2005)

Shannon and Weaver (1949) have constructed a communication model to illustrate how a message gets from the sender to the receiver. According to Shannon and Weaver (1949) the sender comes up with an idea how the message is going to be constructed. Then the sender chooses a desired communication channel through which the receiver decodes the message and then provides the company with feedback and response by for instance purchasing the product. All the way from the sender to the receiver there can be elements which make it harder for the message to be interpreted correctly by the consumer. Examples of such noise might be messages from other companies or other forms of distractions while the message is being delivered to the consumer. (Kotler et al., 2005; McCarthy & Perreault, 1990)

As a consumer today you are exposed to thousands of different brands and products on any given day of the week by just walking around in your home or out on the town. Of course not all of these exposures are advertsises but ordinary products that you either use or see, however Kotler et al. (2005) mentions that an average person might be exposed to more than 1500 ads per day. It is hard to believe that one man can pay attention to so many ads each and every day and that most of the ads passes by unnoticed. It is easy to turn your attention away from some of commercials that you face. One can for instance simply turn the page of the magazine or switch channel, to avoid a commercial, by pressing a remote control.

It’s a challenge to reach the costumer and also to get through the irritation over commercials. In order for the company to get through with their message, they have to be constructive and come up with new ideas to make their message available. A subtle way to do this is by using product placement in movies (Galician, 2004). Product placement, according to Lehu (2007), is when a company pays to be allowed to place a product or a brand into one or more scenes of a movie and according to Fill (2002) it is an approved advertising method.

Product placement is a planned, discreet way to promote products for the audience. It is also a cost-effective method with a big impact and a global reach. When the product is placed in a movie it will always be there, it will be able to be seen over and over again and promoted to the viewer each time it plays (Marshall & Ayers, 1998). The most successful product placement is when the product blends with the storyline in of the movie, and shows up unsuspected but still natural (Balasubramanian, 1994). According to the entertainment marketing agency Vista group [1] products in movies gets higher trustworthiness than a TV-commercial or advertising which the consumer knows that companies have paid for to
increase their profit by selling more products. Product placement on the other hand, according to Marshall and Ayers (1998), is used to increase the awareness about a brand, show how the product should be used or to project a lifestyle. There are different ways to do a product placement in movies: the product can be a part of the environment, be placed in the background or the brand or product can be a part of a conversation. The product or the brand can show up at any time during the movie, or be exposed in specific scenes (Russell, 1998).

As mentioned above, product placement is a well used form of advertising. It is an aware tool for companies to reach out with their products or brands to its potential consumers, young and adults (Lehu, 2007). But according to Swedish law it is forbidden to use advertising to draw the attention of children under the age of twelve; which is what companies are doing if they work with product placements in movies that has people under the age of twelve as a target audience.

As we write this thesis there is not any outspoken prohibition against product placement aimed towards a young audience. But the fact of the matter is that product placement is a very aware type of promotion which should be recognized by Statens Biografbyrå, because they are in charge of establishing age limits in movies released for the Swedish market. A closer look at the age-categories shows that product placement is not something that is investigated when setting age-limits. The following quote is translated from SBB’s website: “The assessment shall take particular account of the existence of intimate or prolonged depictions of serious violence, depictions of sexual violence or coercion or children in pornographic contexts” [2]. The focus clearly lies on violence, which is good, but we feel that they tend to forget about other things that might affect children in different ways; such as product placement. Since they do not take this under consideration it creates a possibility for the companies to do placements undisturbed.

It is interesting to find out that advertising activity such as product or brand placement in movies can pass by unnoticed and reach its target audience without interference from Swedish laws and regulations. This makes us want to study product placement in movies that targets children and young teenagers.

1.3 PRIOR RESEARCH

Product placement is an area of marketing which is fairly uninvestigated by Swedish authors and academic persons.

The prior research that has been done in this field is for instance scientific articles concerning product placement and how it is done. There has also been research done regarding what the movie industry think of the phenomenon and how people have reacted to product placements. Neither of these researches has been done in Sweden.
1.4 PURPOSE
We will investigate whether or not there are product placements in the movies selected for our research. The selected movies must have children under the age of twelve as one of its target audiences. We will do a content analysis of the selected movies to see what kind of product placements there is in those movies.

We feel that this research can help to bring the concept of product placement towards children more into the light and hopefully we can make people more aware of the fact that companies use movies to reach out and affect children with their products and messages.

Based on our purpose we formed the following research question:

1.5 RESEARCH QUESTION
_In what way are Swedish children exposed to product placements in movies produced by Walt Disney Pictures?_

1.6 BOUNDARIES
In this thesis we have decided to focus on product placements in movies aimed towards children and young teenagers.

The intentions are not to give a wide perspective about product placements. Our intentions are to enlighten the reader about the concept of product placement and if it is present in the chosen movies.

Therefore we want to study three movies that target a young audience to see if they contain product placements.

We have examples of placements in other movies, this is only to give examples of the different types of placements and we will not look further into those movies.

1.7 ABBREVIATIONS
SBB – Statens Biografbyrå – National Board of Film Classification
2. THEORETICAL FRAMEWORK

The following chapters intend to present relevant theories about the different variations of product placement as well as theories about children’s receptiveness during their childhood.

2.1 THEORETICAL ASSAULT APPROACH

The theories used in this thesis are relevant for the purpose of this study. Theories concerning product placement is crucial and the theories concerning children and their development is important to be able to show how children might be affected by product placements.

The sources used in this thesis are modern and reflect the subject in a way that is relevant for the study. Shannon and Weaver’s model from 1949 is the oldest source that we use; it is a classic communication model within marketing.

2.2 PRODUCT PLACEMENT

In the following chapters theories concerning product placement will be presented. An explanation to the concept of product placement will be given, followed by pros and cons that come with product placing and then different types of product placements with examples taken from movies.

2.2.1 Product placement – the basics

Lehu and Bressoud (2008) defines product placement as: “a brand and/or a product that is intentionally placed in a cultural medium” (Lehu & Bressoud, 2008. p. 1083). Product placement often uses a combination of communication techniques which can involve making the brand both visible and audible or a combination of the two in a cultural environment; which in this case is a feature film (Lehu & Bressoud, 2008; Lehu 2007).

Russell (1998) also mentions three types of placements, which she calls dimensions: visual, verbal and plot placement. These dimensions will be clarified in chapter 2.3.

Product placement does not necessarily have to be paid for; it can be free as well. This occurs when a director simply adds brands or products into the movie, like Wilson the volleyball in Cast Away (Robert Zemeckis, 2001), which the sports brand Wilson had not paid for.

2.2.2 The birth of product placement

Traditional commercials have lost their trustworthiness. Marketing and commercial that have been used before in TV have now completely changed. Marketers have to come up with different ways to reach the viewers other than regular 30 seconds commercials. (Lehu, 2007)

The first big hit against the TV-commercial was in the 1950s when the remote control was invented and it was easy to change channel when a commercial break came up. After this the range of channel increased and now there are many more alternative programs to watch when it is commercial. This means that companies have to have commercials in many more channels to reach out to as many customers as before. This will also lead to higher costs to do TV commercials. (Lehu, 2007)
Product placement has not always been used to increase the sales or the awareness about the brand instead it was to shape a meaning for some activities, like smoking. The tobacco industry was one of the first business that saw the opportunities to place products. Against payment the actor were told to smoke several times during the movie, even if no brands had been placed. It was often clear rules about how the person should use the cigarette, for example the actor was denied to take a cigarette to “calm the nerves”, and overweight people and persons who were not considered representative were not allowed to smoke. The military have also been a sponsor to many movies to try to prove the heroic effort to take enrollment. (Galician, 2004)

Product placement in movies and on TV has been with us longer than some might believe. Companies have always been willing to contribute with property and in the same get to expose their brands. In the 30s the car companies took these opportunities and lend out cars to the movie productions. Even products that have ethical problems with marketing like liquor and the tobacco industries saw a chance to market their products. (Galician, 2004)

2.2.3 Why product placement?

There are four occasions when companies can use product placements; when companies want to change their position on the market, when they want to enhance their image, when they want to keep or enhance knowledge about the brand and also when launching a new product (Roos, 1996). Some companies have done a placement before the products have been released on the market. This kind of placements is hard to succeed because of the perfect timing needed between the movie premier and launch of the product all over the world. Companies need to be flexible when setting a release date on products, so they can adjust to the movie enterprise, movies are many times delayed. If companies are ready to be this flexible these kinds of placements have many times shown to be successful (Lehu, 2007)

2.2.4 General strengths and weaknesses

According to Fill (2002) it is possible that product placement can help increase awareness and also improve product or brand credibility as well as strengthen the company’s brand image. The reason for this is that product placement help the audience identify themselves with the movie or the celebrity and how the product is shown or used (Fill, 2002). Galician (2004) also believes that when a celebrity in a movie uses a product it acts as an endorsement. As a part of the design of a brand many companies want to be associated to an attitude or different values. This is a process that, with conventional commercials, can take a long time to accomplish before the message is stuck in the consumers’ mind. (Kotler, et al., 2005)

Another benefit is that the exposure rate of product placement is high, and often worldwide; because movies nowadays are released on rental DVD’s and television shortly after it has been released in movie theatres and therefore has a long shelf life (Fill, 2002; Karrh, 2003; Galician, 2004).

An advantage with placing products in movies is that it will be easy to target a specific audience. If it is going to be a placement of a new candy a company can find a movie for a younger audience. If one on the other hand is going to make a placement for a car it is wiser to choose a movie for an older segment. (Lehu, 2007)
The association "Motion Picture Association of America" has calculated that the average cost of producing and making a movie is 98 million dollars. To be able to finance these high-cost projects money from companies that want their products in movies will be necessary. These types of placements can be worth millions for the movie enterprises and at the same time be an attractive exposure of a brand. (Lehu, 2007)

Fill (2002) finds product placement to be an approved advertising method and means that the audience see the placement as a part of the movie, and not as a commercial. Galician (2004) means that a product placement in a movie is unexpected; combined with an audience open to messages it can provide benefits for the company. In addition to this, Galician (2004) also implies that when a placement is in a movie there is no urge for the viewer to mute or change the channel like when there is a commercial break in regular TV broadcasts. The commercial breaks are also in danger thanks to electronic equipment (TiVo) that cuts the commercial out (Karrh, 2003).

Fill (2002) also mentions some downsides to product placement. There is an overhanging risk the placement may pass by unnoticed by the audience, especially if there are many distractions in the scene. Another downside is that companies have little control in how their brand or product is going to be presented in the movie; which means that they can not be certain that the placement gets as much attention as they want. The major downside, according to Fill (2002), is that a placement can not be explained or contain detailed information like any regular form of advertising. (Fill, 2002)

2.2.5 Russell’s dimensions

2.2.5.1 Visual
According to Russell (1998) a visual placement can be done in two different ways. The first option of these two is to be creative and place the brand on for example signs in outdoor scenes of the movie. The second option concerns products and is called on-set placement. This means that the product is placed in a suiting environment; for instance hygiene brands in bathroom scenes. Russell (2002) present a theory that shows which effect a visualized product can get according to how big part it is given in the story. A product that has a big part will be remembered better than a product that are shown less. But a product that is shown less can sometimes be more convinced and will change the audience attitude in wider range.

2.2.5.2 Verbal
This kind of placement is when the brand is mentioned in the dialogue. Russell (1998) explains that this can be done in several different ways based on what kind of dialogue it is mentioned in and which character is speaking etc. This method will affect more than the visual, the audience will easier notice when an actor is mentioning a brand more than just show it in the movie. (Russell, 2005)

2.2.5.3 Plot placement
A plot placement is when the product is a part of the plot. It can for instance play an important role in the movie, like formerly mentioned mobile phones that James Bond uses. In Casino Royale (Michael Campbell, 2006) James Bond has a couple of brands acting as supporting
roles other than Sony Ericson, for instance his car (an Aston Martin DBS) and his watch (an Omega Planet Ocean). These are plot placements which can be identified with the character and therefore it is a placement with high intensity according to Russell (1998). If the product is only mentioned and shown once or twice it is to be considered a low intensity placement (Russell, 1998). The connection plot seems to be the best method, when the audience can identify the product with the actor. (Russell, 2005)

2.2.6 Lehu’s types of appearance
Lehu (2007) has distinguished four types of placement appearances which affect the impact that a placement might have. Lehu (2007) only take the visual placements under consideration but we choose to present them to create a basic understanding on what a visual product or brand placement might look like.

2.2.6.1 Classic placement
This first form of appearance has been around since the beginning of the phenomenon product placement. To perform a classic placement the company simply has to make sure that its product or brand can appear in the camera’s view during one or more scenes of the movie. This form of placement can take many shapes; almost anything is possible. It can be a simple glance of a brand to a product that plays a supporting role in a movie like the character Bumblebee in Transformers (Michael Bay, 2008) played by a Chevrolet Camaro; or Daniel Craig’s mobile phones in Casino Royale (Martin Campbell, 2006). The movie was produced by Sony Pictures which created a perfect opportunity for Sony Ericsson to equip 007 with their mobile phones K800i and K790.

2.2.6.2 Corporate placement
A corporate placement is when a company inserts its brand into the movie, instead of a product. According to Lehu (2007) it is a bold move since it requires that the audience recognize the brand; otherwise it can easily pass by unnoticed. There is a positive side to using corporate placement; it is easier to find opportunities for a logo to be shown than to find opportunities for a product to be presented. Another good thing is that a logo is often recognizable for many years, but a product might disappear from the market. (Lehu, 2007)

An example of a corporate placement is the Coca-Cola logo that is shown on a billboard in the futuristic hit movie Blade Runner (Ridley Scott, 1982)

2.2.6.3 Evocative placement
As opposed to other types of placements, this kind is a discreet way of making the audience aware of the company’s brand or product. The placement is not mentioned by name, nor is it in the centre of attention. It is simply present in the movie. To do this a company must have a brand or a product that is easily recognized by the audience. A disadvantage is that it will pass by unnoticed if the audience does not know the brand or product. (Lehu, 2007)

For instance the robot “Eve”, in Walt Disney Picture’s animated movie Wall-E (Andrew Stanton, 2008), has both design and sounds that resembles Apple’s product designs.
2.2.6.4 Stealth placement
The most discreet way of making a placement in a movie is called stealth placement. To do this the product must be placed in such way that it appears very natural and nearly undetectable in the movie. It can for instance be a clothing label that an actor or actress is wearing throughout the movie. Lehu (2007) believes that once the audience takes notice of this kind of placement it may result in a stronger impact than other types of placements. (Lehu, 2007)

2.3 CHILDREN AND PRODUCT PLACEMENT
In order to understand how children will be affected by commercial messages one must look at the cognitive- and brain development. In different ages and stages of brain development, messages will be interpreted in several different ways.

2.3.1 Physiological development.
There are some critical phases where the brain goes through big changes when it comes to consumption decisions. The first phase is between the ages of four to seven, this is when the brain reaches 90% of its full volume. The connection between the two cerebral hemispheres in the brain is getting more developed and the communication between them is starting to calibrate the brain.

In the ages between seven and eleven the brain continues to grow and by the time the child is 12-13 years old the brain is fully developed. It is much easier to organize information then before and the concentration and memory is improved. (Olsen, 2006)

The emotional development of the brain is important when children see a commercial message. Even before the age of two children learn how to connect certain acts, symbols and tone of voices to an emotion. The most destructive emotion to children in a commercial message is fear. Monsters, ghosts and other fantasy beings are the most common ones. This fear will disappear and be replaced by a more realistic fear of illness or death. (Olsen, 2006)

2.3.2 Socialization in society
The term of socialization points to the fact that children grows in and becomes a part of the society and culture that have determined traditions, symbols, roles, norms, values and behavior patterns. This process is happening through “imitation” or “identification” by looking at socialization agents. These socialization agents is often parents, siblings, friends, teachers or in mass media (Olsen, 2006). Olsen (2006) mean that besides being spoken to directly the most powerful way to get children’s attention in a commercial message is to use children as actors or children’s voices.

2.3.3 Socialization into the consumer market.
Children will be exposed to commercials through many kinds of media. They will see it on TV, radio, magazines, billboards, outdoor etc. There are differences between different age groups when it comes to how to interpret the messages. Differences can be; the ability to separate the program from the commercial, understand the objective, understand the partiality and usage of cognitive defense and argumentation.
According to Solomon, Bamossy, Askegaard and Hogg (2006) children can be categorized by their cognitive development, or their capability to understand messages. Studies presented by Solomon et al. (2006) have shown that children, regardless of age, can interpret consumption-related messages if the message is presented on a number of occasions.

Olsen (2006) explains that when a child is about five years old he/she can tell the difference between a TV-program and a commercial message, but they can not always explain what the difference is. By the age of eight most children understand that everything in the commercial is not true. When children reach the age of seven to eight years old they understand the objective of the commercials and when they are eleven years old 99% understood the persuading part of the message.

Solomon et al. (2006) presents this categorization about children’s ability to understand messages:

- Limited – under age six, children are not able to store and retrieve messages.
- Cued – children between the ages six and twelve are able to store and retrieve when they are encouraged to do so
- Strategic – children who are twelve and older are able to store and retrieve messages by themselves

By the time the children understand the objective and persuading part of the messages they will start to use their cognitive defense, but even if they have a defense this doesn’t mean that they are not going to buy the product (Olsen, 2006).

Solomon et al. (2006) discusses the fact that children start to behave as a consumer within their first two years when they desire different objects. Then when they learn to walk they are more involved in the shopping procedure as they can make their own choices by fetching products they want. When children turn five it is common for them to buy product with help from their parents and when they turn eight, most children buy products by themselves and by doing that they have become a consumer. (Solomon et al., 2006)

Auty and Lewis (2004) have conducted a study that points to the fact that age, and former mentioned brain development, is not that important when it comes to how a child remembers product placement. Auty and Lewis (2004) findings suggests that multiple exposures to a certain product placement can trigger remembrance through implicit memory, which is an unconscious form of memory, regardless of cognitive development. Auty and Lewis’ (2004) findings are supported by what Solomon et al. (2006) mentions about children’s ability to interpret messages.

Auty and Lewis (2004) results indicates that if a child watches his or her favorite movie over and over again without knowing that products have been placed intentionally in the movie; he or she is training the brain to recognize that brand or product. Sooner or later when a child is exposed to the brand or product in real life his or her unconscious mind will let them know that the product is something that they want because it seems familiar in some way. (Auty & Lewis, 2004)
2.3.4 Children consumption habits

When talking about consumption connected with commercial messages that they have been exposed with we must discuss brand recognition and money management. Even small children can mention and recognize several of brands in different categories aimed towards children. In early childhood the appearance of the brand is very important specially to differ it from the competitors but also to inform about the quality and performance of the product.

The understanding of a brand as a symbol and the social value it is connected to is gradually growing when the child gets older and is fully evolved when they are eleven to twelve years old. In terms of money management many children understand that you will have to pay to get the product, where to find the price, and that there is different prices with similar products. All though they know about the price it is mostly the brand that they demand. It is first in the early teens they understand the correlation between price and value (Olsen, 2006).

2.3.5 The influence on parents

Product placement can not only be done as an objective to make children buy a specific product or brand. Even if the requests from children about what kind of snack or soda they want to drink many times get obeyed by the parents, they have a big influence when it comes to other purchases.

To which extent the children can influence their parents depends on three factors according to Olsen (2006).

Children’s age – Older children have a bigger influence on what type of product or brand that should be in the household.

Product – The biggest influence is on products that are related to the child (toys, candy, etc.). Activities for the family are also something the children can affect (trips, vacations etc.). The lowest influence is on products that are durable consumer goods (washing powder, toilet paper).

Family income – Families with a higher income tend to give their children a higher influence in decisions of brands or products.

An important element when it comes to influence the parents is that the children remember the brand. Olsen (2006) argues that a child in the age of five to seven can recognize and remember approximately 300 brands.
2.4 THEORETICAL SUMMARY

The theories presented above have led to an opinion that there is an inactive and active way to place products in movies. The placements found in movies will therefore be categorized as Visual, Verbal and Inactive or Active. A plot placement can according to us not be inactive and therefore this category is not divided. Lehu’s (2007) types of appearances will not fit in to this model since it does not take verbal placement under consideration; but it will be investigated with the research template to provide statistics covering the most common type of placement.

![Diagram of Placement Activity Model]

**Figure 1: Placement Activity Model**

2.4.1 Figure 1 explanations

Active visual: A brand is exposed when a prominent character uses its product/service. For instance if a character where to mention the name of a restaurant or what car he/she drives.

Inactive visual: A brand/product/service is shown in the background of a scene. For instance a logo or sign in the background.

Active verbal: A prominent character mentions a brand/product/service. A prominent character is either the male/female leading role or the male/female supporting role or another role that has a lot of focus during the movie.

Inactive verbal: A sound connected to a brand appears but do not have any part of the story. This category consists of soundtracks to the movies which are advertising for the artists. It can also be sounds from a computer starting up or an ice cream van passing by.

Plot (Always active): A product/brand/service is used to bring the story forward. For example a car involved in a car chase with the main character.
3. METHOD

According to Jacobsen (2002) the first methodologic al problem you have to consider is what kind of assault approach you want to use for your research, an inductive or deductive approach. Jacobsen (2002) explains that an inductive approach is when the empiric research is made without expectations or prior knowledge about possible results. Afterwards you organize and analyze the data in order to form relevant hypotheses. A deductive approach is when the scientist first form hypotheses based on existing theories and then compare them with the empiric results (Jacobsen, 2002). This thesis has a deductive approach and it is written from a consumer point of view.

3.1 SAMPLING PROCESS

In this study we chose to observe three movies that have a target audience of children and young teenagers. This study is supposed to investigate if these movies contain product placements. The movies were selected by searching the website imdb.com and hemmakvall.se to find movies that were categorized as approved for children. The movies have been categorized “suitable for children” by the National Board of Film Classification (SBB), which is an authority that among other things mainly sets age-limits for movies in Sweden.

The following movies were selected: Hannah Montana: The Movie, High School Musical 3: Senior Year and Old Dogs.

Hannah Montana and High School Musical 3 were chosen because those movies have got a wide fan base of children and young teenagers. Both movies are produced by Walt Disney Pictures and therefore the choice was made to select a third movie that also was produced by Walt Disney Pictures. It is a convenient choice but it might lead to an insight as to how one of the world’s largest production companies works with product placements in movies that target a young audience. We are aware of the fact that the research focuses on one movie producing company. But the fact that Disney is such a big actor on the markets of toys and other product related to children made this a simple choice. This choice also limits the country of origin of the movies, since all these movies are produced in the USA. We justify this choice by pointing out that most of the movies seen on television in Sweden are movies produced in the USA.

As we see it this area is unexplored in Sweden and this research will contribute with basic information as to how product placement is used in movies produced by Walt Disney Pictures for a young audience (Merriam, 1994).

In order to increase the validity on this study the movies were observed on two separate occasions. This choice was made to avoid missing placements and to make sure that the interpretation of the type of placement is correct according to the theories presented earlier in this thesis. According to Merriam (1994) the validity increases when observations are made on more than one occasion.
3.2 METHOD OF RESEARCH
The research performed in this thesis is a qualitative research (Jacobsen, 2002). The reason for a qualitative approach is that the authors wanted to get a deep insight in placements in movies from the same production company.

The empirical research method used in this study was observations. Since the goal of the study is to look for product placements in movies the choice of doing observations came naturally. We chose to only do observations and not do any interviews with involved companies because that would not have served our purpose of providing basic information about placements in movies that target a young audience.

By observing movies there is no risk of observatory effect, which means that the people being observed may show tendencies of a change in behaviour (Jacobsen, 2002). Observing movies has the advantage of the ability to pause and replay a sequence over and over again which creates a small risk of missing a placement. Another advantage with observing movies is that the content of the movie can not change over time or be twisted in some way as the content of an interview might do. We wanted to transmit an opinion instead of retelling an interview with someone whose opinion might be coloured by the person’s or the company’s opinion.

This study is applying a deductive approach to provide an answer to the research question. According to Jacobsen (2002) this means to go from theory to empirics, first find out what the theories say about the subject in mind and then see what the reality shows. Jacobsen (2002) declares that this type of strategy has the problem that the authors automatically look for things that are similar to the theories found related to the subject. In this case this is not seen as a problem because product placement can not be denied; if it exists in the movie it exists. The fact that theories have been studied prior to the research only mean that the authors know more about what to look and listen for. One problem that might occur is that the movies contain products that we do not recognize, for example products that only are available in the USA.

The reliability of this research can be considered as high because the movies can not change as time goes by. This means that the research can be done several times and show a very similar result as this research (Jacobsen, 2002).

During the observations we will use a research template (See Appendix). It will be filled in by the authors while watching the movie. To find out the exposure time of each placement we will use the timeline provided in the computer program for watching movies.

3.3 EMPIRICAL METHOD
The observations were conducted with the help of our research template (see appendix). The research template is a result of the presented theories and it is supposed to help us note the placements in an efficient way. The observations will look into placements of the visual, verbal and plot kind; it will also take Lehu’s types of appearance (2007) under consideration when it comes to placements of the visual or plot kind. The following chapters explain why and how different fields have been looked in to.
3.3.1 Russell’s dimensions

3.3.1.1 Visual
This category will be measured by counting exposure time and how many times it is exposed. A visual placement can be a product, service or a brand that is visible in some way in the movie. The placement is registered when it is visible by itself or together with one or two other brands. If the movie for instance shows a large parking lot, not every brand will be noted.

3.3.1.2 Verbal
A verbal placement is when someone mentions a brand, product or service in dialogue or if it is hearable on a radio, TV or computer in the movie. We will not measure exposure time when it comes to verbal placements. If it is mentioned several times it will be noted in the same way as the visual placement.

3.3.1.3 Plot placement
A plot placement is a brand, product or service that is connected to the plot in some way. If a character drives a car it will count as a plot placement if the brand of the car is visible. This category will contain exposure time since a plot placement is likely to be more exposed than a visual placement.

3.3.2 Lehu’s types of appearance

3.3.2.1 Classic placement
This type of placement is visual and will be categorized as a visual placement of the classic kind. This might also be a plot placement of the classic kind if the product, brand or service is highly involved in the story.

3.3.2.2 Corporate placement
A corporate placement is a visual placement of a logo and will be categorized as a visual corporate placement.

3.3.2.3 Evocative placement
An evocative placement is of the visual kind. A placement that is a product of some kind shown in a discreet way in the background will be categorized as evocative.

3.3.2.4 Stealth placement
A stealth placement will be categorized as a visual stealth. This might be some kind of furniture or product that someone of the authors is able to recognize. This category is hard to find and depends on the author’s ability to recognize brands and products. Therefore it is possible that some stealth placements will pass by unnoticed.
3.3.3 CHILDREN AND PRODUCT PLACEMENT
The chapters in the theory that concerns children and product placement will not be investigated. These theories are presented to give an insight to research that have been done when it comes to children and their ability to interpret advertising. If we as authors can not present theories that shows how children are affected by what they see and hear; this thesis would not be useful. The theories about children and their development will be used in the analysis chapter.

3.4 ANALYTICAL METHOD
The purpose of the analysis is to see how the different movies contain placements. Since all the movies are produced by Walt Disney Pictures we will look for similarities and differences in the placements that have been made. We will come to our own conclusions and compare the findings with the theories presented earlier.
4. EMPIRICAL DATA

The empirical data for this thesis have been collected by the authors by studying three Walt Disney Pictures-produced movies: Hannah Montana: The Movie, High School Musical 3: Senior Year and Old Dogs. Before presenting the collected data, concerning product placement in these movies, we are going to give a brief summary of the plot of each movie.

We have found the plots for the movies on the International Movie Database [3].

4.1 HANNAH MONTANA: THE MOVIE

Hannah Montana is a teenage pop star in U.S.A., but nobody knows that her real name is Miley Stewart and that she is trying to live a normal life and keep her celebrity alter-ego a secret.

4.1.1 Top characters:

Hannah Montana/Miley Stewart – The lead female role of the movie. She is presented as an icon for girls from the age of 5 to 19.

Robby Ray Stewart – Miley’s father. He is trying to get Miley to realize that family is more important than fame. He is presented as a typical Country & Western type of guy.

Oswald Granger – The paparazzi reporter. He is trying to dig up dirt on Hannah Montana for the tabloid magazine that he works for. He is the “bad guy” although he is presented as a kind of nice family father. In the end he quits his job because family is more important than money.

Vita – She is Hannah’s manager. She is presented as a sharp and successful business woman who puts her career in first place.

4.1.2 Summary

In this movie Miley’s stardom is beginning to create problems in her social life. After recording the music video for a song called “Best of Both Worlds” she lets a paparazzi overhear that she is keeping a secret. On the way to her best friends “sweet sixteen” birthday party she gets in a shoe-fight with Tyra Banks which makes her miss saying good-bye to her brother who is going to college. It also makes her late for the party and with the paparazzi close behind she can not take off her Hannah Montana wig before entering the party at Santa Monica Pier. All the attention that should have been focused on her best friend turns to Hannah Montana and the party is ruined. Her father decides that she needs to take some time away from Hannah Montana and takes her to her hometown, a sleepy small farmer town called Crowley Corners. To save Crowley Corners from being commercialized, Miley says that she knows Hannah Montana and that she can arrange a benefit concert starring Hannah Montana. Miley, or Hannah, is trying to keep her secret from the entire town as well as from her newfound boyfriend. All this ends up with a concert where Hannah takes off her wig and confesses that she is Miley Stewart. The paparazzi-guy sees all this but they talk him out of publishing the story by offering backstage-passes to his daughters, who are huge fans of...
Hannah Montana. The town of Crowley Corners now knows that Miley Stewart is Hannah Montana but they promise to keep it a secret.

4.1.3 Product placements

*Time: 0:03:06 – Visual classic placement, Sharp.*
Hannah Montana is late for her show; a clock from Sharp is zoomed in to show that her time is running out. The brand is visible during 2 seconds and the logo is fully visible.

*Time: 0:05:50 – Visual classic placement, Hawaii.*
Hannah is recording a music video and gets a coconut in the head which makes her pass out and dream that she is in a postcard from Hawaii. There are several things visible that one can relate to Hawaii, for instance surfing boards, hula skirts and typical Hawaiian music.

*Time: 0:06:12 – Visual classic placement, Panavision.*
At the end of the music video recording the brand Panavision is somewhat visible two times. Equipment from Panavision is used to film Hannah Montana: The Movie.

*Time: 0:06:37 – Plot classic placement, Nikon.*
The paparazzo wants to take a picture of Hannah with his Nikon Coolpix camera. The camera is clearly visible 8 times for a total of 15 seconds. In the last frame the camera is the only thing in the picture. Both Nikon and Coolpix are fully visible. The paparazzo uses both the photo and video function of the camera. The video footage gives him a clue about Hannah’s secret which makes it a plot placement.

*Time: 0:09:02-03 – Verbal placement concerning Beyoncé and New York Music Awards.*
The female pop star Beyoncé is mentioned twice in a dialogue between Hannah and Vita. Beyoncé is sick and can not perform at the New York Music Awards and Hannah gets her place.

Hannah is crossing a street and a Honda stops to let her pass by. The brand is visible for a short moment.

*Time: 0:09:36 – Visual corporate placement, Cartier.*
The Cartier logo is visible two times for a total of 7 seconds when Hannah and Vita is walking down the street.

*Time: 0:09:58 – Verbal placement by Tennessee University.*
Hannah’s brother screams out that he is going to college at Tennessee University and he is extremely happy about this.

*Time: 0:10:25 – Visual and verbal classic placement concerning Tyra Banks.*
Hanna’s gets in a fight with former super model Tyra Banks over a pair of shoes that they both want.

*Time: 0:11:02 – Visual corporate placement, Marc by Marc Jacob and Juicy Couture.*
In the exclusive store where Hannah and Tyra fight, these brands are visible on the wall.
A shopping bag with the Gucci logo is visible for 2 seconds when the camera zooms in on Hannah’s phone.

Time: 0:11:36 – Visual classic placement, LG.
The logo on Hannah’s phone is clearly visible for 2 seconds.

Time: 0:11:55 – Plot classic placement, Volvo and Cadillac.
Hannah is escaping in a Cadillac limousine; they are followed by the paparazzo that drives a Volvo. During this car chase the red Volvo C70 convertible is in focus for 30 seconds and both the Volvo and C70 logo is clearly visible. The Volvo is also shown in action when they drive alongside the Pacific Ocean. The backseat of the limousine is shown frequently but the exterior is not shown as much.

Time: 0:13:46 – Plot classic placement, Santa Monica Pier.
Hannah’s best friend Lilly is throwing her “sweet sixteen”-party at Santa Monica Pier. The sign is visible and the story builds on what happens on that pier. The scene is 2 minutes long.

Time: 0:17:08 – Visual classic placement, LG.
Vita’s phone is ringing. The LG logo is visible for a second.

Time: 0:17:10 – Visual classic placement, USA Today.
Hannah’s father shows that USA Today has written about Hannah’s shoe-fight.

Time: 0:19:00 – Visual classic placement, Teen Vogue.
Hannah is reading a Teen Vogue magazine on her private jet.

Time: 0:19:30 – Plot classic placement, Ford.
Hannah is picked up by her brother in her grandma’s old Ford pickup truck. The car takes her to her grandma’s house. Ford is spelled out on both ends of the car.

Hannah’s grandma gets a plate with Elvis’ face on. Elvis is also mentioned in dialogue.

Hannah’s releases the loading platform of a Chevrolet pickup truck. It is spelled out and clearly visible for 2 seconds.

A drum-kit by Ludwig is used during a show. The brand is visible in the background two times.

American teenage country music star Taylor Swift performs a song during 3 minutes of a show. She is not Taylor Swift in the movie; she is just a local girl.

Vita arrives with Hannah’s best friend to Crowley Corners in a Cadillac limousine. It is visible for twenty seconds.
The paparazzo now drives a Mini Cooper convertible when he is looking for Hannah. The car has a special design which makes it recognizable even if the brand is not shown.

Time: 0:57:53 – Visual classic placement, iPod.
Hannah’s iPod is clearly visible for 2 seconds as it plays music in her bedroom.

An old Volvo is visible for 3 seconds as it is parked on Main Street in Crowley Corners.

In this chart we can see that in Hannah Montana: The Movie, we found 25 visual placements, 10 Verbal placements and 19 plot placements. With these placements we found 26 different brands that appeared 48 times during the movie. The brands that get the most attention in the movie are: Volvo, LG and Cadillac. LG is presented as Hannah Montana’s phone, Volvo is the paparazzo’s car and Cadillac is presented as Hannah Montana’s limousine.

4.2 HIGH SCHOOL MUSICAL 3: SENIOR YEAR
Troy is the star of the basketball team at East High and together with his classmates he is now facing hard choices when graduation day is approaching.

4.2.1 Top characters
Troy Bolton – The lead male character. He is a successful young man who is the star of the basketball team as well as a very talented singer and dancer. He is presented as a guy who has it all.

Gabriella – The lead female character. She is a very devoted student and a talented singer who is ready to put her studying in front of her boyfriend. But when Troy moves closer to Stanford it all works out. She is presented as a Hispanic girl who has worked hard to come to where she is.
Chad Danforth – Troy’s best friend. They are supposed to play college basketball together at University of Albuquerque but that does not happen. He is presented as a jock.

Sharpay Evans – She is a rich, spoiled and shallow girl who wants to have the leading role of the play because she thinks she is the best. She settles for second place at last and that erases some of her bad features.

Ryan Evans – He is Sharpay’s twin brother. He is presented as a flamboyant guy who likes to sing and dance as well as arrange the choreography in plays.

4.2.2 Summary
His girlfriend Gabriella is going away to Stanford University and Troy is supposed to go to University of Albuquerque to play basketball, but he gets an unsuspected offer from the Julliard School where dance, music and drama is in focus. The seniors are very talented when it comes to singing and dancing and as a final project they are going to perform a musical entitled Senior Year. Troy and Gabriella are the stars of the show but a shallow girl named Sharpay in conspiring to take over Gabriella’s leading role. Gabriella has to go away to Stanford and misses the show but Troy goes to Stanford and they get home in time to perform the final song. When the show is over Troy has made the decision to go to Berkeley, University of California, where he can combine basketball with his passion for singing and dancing. It is also close to Stanford where Gabriella is going to study. Troy’s best friend Chad Danforth gets a basketball scholarship to University of Albuquerque and his girlfriend gets a scholarship to Yale University. Sharpay and her twin brother Ryan gets scholarships to University of Albuquerque and Julliard.

4.2.3 Product placements in High School Musical 3: Senior Year

*Time: 0:00:51 – Visual corporate placement, Champion.*
Troy is wearing a basketball jersey from Champion. The brand is clearly visible seven times for over a minute.

*Time: 0:01:12 – Visual classic placement, Nike.*
The basketball team is wearing Nike shoes with a visible logo several times during one minute.

*Time: 0:09:27 – Verbal placement, Stanford University.*
Gabriella and Troy talks about how proud Gabriella’s mother is that she got in to Stanford.

Sharpay arrives in a pink Honda S2000. The car with both the Honda logo and S2000 logo is clearly visible for a total of ten seconds.

*Time: 0:14:01 – Visual classic placement, Nike.*
Unknown character is wearing a Nike t-shirt.

*Time: 0:14:04 – Visual classic placement, Adidas*
Chad is wearing an Adidas sweatshirt
Time: 0:14:21 – Visual classic placement, Adidas  
Chad is wearing an Adidas sweatshirt

Time: 0:18:49 – Visual classic placement, Adidas  
Chad is wearing an Adidas sweatshirt

The teacher announces that Julliard is coming to watch their show and possibly hand out scholarships. Julliard is mentioned as the best school for music and theatre. This scene lasts fifteen seconds and Julliard is either visible or mentioned a total of six times.

Time: 0:21:05 – Verbal placement, University of Albuquerque (U of A).  
Chad is talking about his future as a basketball player at U of A.

Sharpay is reading from Teen Magazine during a performance.

Sharpay mentions it in a dialogue with Ryan.

Ryan mentions it in a performance.

Gabriella mentions it in dialogue. Oprah is calling to ask them to perform on her show, they decline.

Time: 0:26:00 – Visual corporate placement, Ritz.  
Ritz is shown on a neon sign in the background.

Savoy is shown on a neon sign in the background.

Time: 0:30:00 – Visual stealth placement, Converse.  
Troy is wearing Converse shoes during a two minute dancing scene with Gabriella. From this moment on he wears Converse on every occasion that you can see his shoes.

Chad is holding a Spalding basketball. The brand is clearly visible for ten seconds.

Time: 0:38:20 – Verbal placement, U of A.  
Troy is speaking to Gabriella about going to U of A.

Time: 0:45:51 – Verbal/plot placement, Stanford University.  
Gabriella tells Taylor that she got an invitation to Stanford.

Several Apple computers are visible for two seconds in the yearbook-editors office.
Sharpay and her assistant looks up Gabriella’s invitation on Stanford’s homepage. Stanford can be read on the computer screen and it is also mentioned in dialogue. Total exposure time is 30 seconds.

The computers at the school library come from Dell. These computers are visible for 35 seconds.

Kelsi plays on a Yamaha piano. The logo is visible four times for a total of 30 seconds.

Troy and Chad takes a ride in Troy’s old pickup truck. Ford is visible for three seconds.

Time: 0:56:30 – Verbal placement, Stanford University.
Gabriella talks about Stanford with her friend Taylor.

Time: 0:57:15 – Verbal placement, U of A.
Gabriella talks about U of A with Taylor.

Time: 01:02:00 – Verbal placement, Stanford University.
Sharpay tells Troy that Gabriella got in to Stanford. She mentions Stanford four times during eight seconds.

Time: 01:03:50 – Verbal placement, Stanford University.
Troy tells Gabriella that he knows about Stanford. Stanford is mentioned three times.

Time: 01:09:57 – Verbal placement, Julliard School.
Troy’s father asks him about Julliard.

Time: 01:10:08 – Verbal placement, U of A.
Troy and his father mentions U of A two times in a dialogue.

Troy performs a song wearing his Champion jersey. The logo is shown more than ten times during the performance that lasts for more than one minute.

A big banner from Julliard is hanging in the halls of East High when Troy performs.

Time: 01:16:02 – Verbal placement, Julliard School.
Troy’s teacher tells him that she is the one who recommended him to the people of Julliard.

Chad mentions Stanford in a dialogue with Troy.

Time: 01:20:02 – Verbal placement, Yale University.
Chad mentions Yale in a dialogue with Troy.
Time: 01:20:03 – Verbal placement, U of A.
Chad mentions U of A in a dialogue with Troy.

Two seats are reserved for people from Julliard. The signs are visible for two seconds.

Time: 01:36:02 – Verbal placement, Julliard School.
The teacher is handing out scholarships. She mentions Julliard three times when students receive scholarships for music and choreography.

Time: 01:37:02 – Verbal placement, Yale University.
Taylor gets a scholarship in politic science to Yale.

Time: 01:37:34 – Verbal placement, U of A.
Chad gets a basketball scholarship to U of A.

Time: 01:38:13 – Verbal placement, University of California, Berkeley.
Troy says that they can offer him both basketball and theatre and that is why he chooses Berkeley.

Troy mentions that he is going to live close to Stanford where Gabriella is going to study.

![High School Musical 3 Placement Chart]

In this chart we can see that in High School Musical 3, we found 51 visual placements, 34 verbal placements and 8 plot placements. In these placements we found 21 different brands that in combined appeared 82 times during the movie. The brands that get the most attention in the movie are: Juilliard School in New York, Stanford University, University of Albuquerque and Converse. Juilliard School in New York is presented as USA’s best music/theatre school, Stanford University is the brand that is mentioned most times during the movie, University of Albuquerque is presented as a good school if you want to play basketball and Troy wears a pair of Converse shoes during the whole movie.
4.3 OLD DOGS
Dan and Charlie have a company that does sports marketing, they are about to make their largest business deal ever when Dan gets unexpected news.

4.3.1 Top characters
Charlie – is a successful business man that lives a bachelor life. He is presented as a man who has a luxurious lifestyle and a big sense of humour.

Dan – is best friend and business partner with Charlie. Dan is a lovesick man that has since his divorce been looking for the love of his life.

Vicki – is the woman that Dan married after a drunken night in Miami. Vicki is the mother of Dan’s two children and is presented as a love caring mother that do anything for her kids.

Zach – is Dan and Vicki’s son. He is a boy that has growing up with women and is looking for a father figure that will give him the opportunity to do guy stuff.

Emily – is Dan and Vicki’s daughter. She is an unsecure girl who is looking for a superhero to protect her.

Craig – is Dan and Charlie’s workmate. Craig is presented as a mythomaniac person who is addicted to karaoke.

Yoshiro Nishimura – is the Japanese future business partner. Mr. Nishimura is presented as typical Japanese with hard working values.

4.3.2 Summary
Two best friends, Charlie and Dan has been best friend and business partners for thirty years. They are just about to seal the greatest deal of their entire career with a Japanese company when an old girlfriend to Dan, Vicki, that he in a drunken impulse married eight years earlier, shows up to tell him that he is the father of her twins. Vicki has earlier been arrested for a political protest and is going to jail for 14 days. After an accident with Vicki’s friend that was suppose to take care of the children while Vicki was in jail, Dan take the mission to look after his children, although he is all tied up with work and clueless how to handle children.

Dan and the kids, Zach and Emily, move in to Charlie’s apartment were Dan and Charlie do their best to be there for the kids and at the same time try to seal the deal with the Japanese company. After a time with some small trips and accidents with the children they manage to get business partners with the Japanese company and sends their workmate Craig to work for them at the company in Japan. But something happens and Craig don’t show up at the Japanese company, so to continue their partnership the Japanese company demands that Dan and Charlie move to Japan instead. But by doing this Dan has to leave his new found children and after a while in Japan he realize that the children is more important to him than the work so he move back to the USA.
4.3.3 Product placements in Old Dogs

**Time: 0:03:43 – Visual corporate placement, Radio City Music Hall.**
Radio City Music Hall is visible two times for a total of 4 seconds during a conversation between Dan and Charlie.

**Time: 0:04:05 – Plot corporate placement, Fremont.**
Charlie tells a story about Dan and how he ended up with a tattoo that says Fremont on his chest. The city of Fremont is mentioned and shown as a tattoo for a total of 45 seconds.

**Time: 0:08:50 – Visual corporate placement, New York Jets and FedEx.**
The logo of American football team New York Jets is shown in the background for 1 second. At the same time FedEx’ logo is visible on a golf bag.

**Time: 0:08:58 – Visual corporate placement, Wilson.**
A rack of basketballs has a Wilson logo on it. It is visible for 1 second in the background.

**Time: 0:10:23 – Verbal placement, Grand Central Station.**
Dan is talking about meeting Vicki at Grand Central Station.

**Time: 0:10:32 – Product classic placement, Beausoleil.**
Charlie brings Dan to a Beausoleil tanning salon. They are at the salon for one minute.

**Time: 0:11:04 – Visual classic placement, Fremont.**
Dan’s Fremont tattoo is visible for 5 seconds when he takes of his clothes.

**Time: 0:11:54 – Verbal placement, Shaquille O’Neal.**
Charlie tells a receptionist that he knows Shaq and they call him.

**Time: 0:12:53 – Plot classic placement, Grand Central Station.**
Dan meets Vicki in a restaurant at Grand Central Station, they eat dinner and he meets his kids. The scene is one minute long.

**Time: 0:13:08 – Verbal placement, Old Navy.**
The clothing store Old Navy is mentioned in a dialogue between an unknown man and Dan.

**Time: 0:16:38 – Verbal placement, TGI Fridays.**
Vicki talks about a dinner with the kids at TGI Fridays.

**Time: 0:18:50 – Plot classic placement, Volvo.**
Dan drives a Volvo. When he unpacks the car with Vicki’s friend Amanda he squashes her fingers with the boot.

**Time: 0:20:10 – Visual classic placement, Sony PSP.**
Zach plays with his PSP while he is waiting at the hospital. The PSP is visible two times.

**Time: 0:20:59 – Visual classic placement, Times Square.**
Charlie and Dan are having dinner at a restaurant at Times Square.
An Element store is visible on Times Square.

Time: 0:20:59 – Visual corporate placement, MTV.
An MTV logo is visible at Times Square.

Vicki is going to prison and she is travelling from Grand Central Station. The exterior is visible for two seconds.

Time: 0:22:11 – Visual evocative placement, Yellow Cab.
A yellow cab is parked outside Grand Central Station.

Time: 0:22:35 – Verbal placement, Casino.
Charlie talks about Casino which he thinks is a very good movie.

Time: 0:22:49 – Verbal placement, Friday the 13th.
Charlie talks about the movie Friday the 13th and he is surprised that the kids have not seen it.

Dan insures Vicki that they are only going to watch the Wizard of Oz.

A FedEx truck is visible in the background.

Dan drives his Volvo with the kids in the backseat, he drives very slowly and the scene is fifteen seconds long.

Time: 0:26:01 – Visual corporate placement, Pittsburgh Penguins.
A cut-out figure of a Pittsburgh Penguins hockey player is shown in the background at Dan and Charlie’s office.

Charlie has an alarm clock and other units from the brand Tivoli Audio in his apartment.

Time: 0:33:32 – Plot classic placement, Volvo.
Dan and Charlie take the kids to a pioneer weekend at a camping for scouts.

Time: 0:42:53 – Visual classic placement, Sony PSP.
Zach needs to charge his PSP.

Time: 0:44:04 – Visual classic placement, Mercedes.
Charlie has got a Mercedes. It is visible for six seconds.

Dan’s car is visible for four seconds.

There is an Apple computer in Charlie’s apartment.
A character named Jimmie Lunchbox is using his Apple MacBook Pro to control Dan as a human puppet.

Zach is playing a game on an Apple computer and a chat window appears from Mr Nishimura.

Mr Nishimura both mentions and writes Nissan during a chat with Zach.

Dan, Charlie and the kids are at New York Mets baseball stadium. A Sharp logo is visible in the background.

The home team’s bench has New Era logos on it as well as a website address: neweracap.com

Time: 0:58:54 – Visual/logo placement, Nikon and Citi.
These two logos are shown in the background at the stadium.

The logo is shown briefly in the background at the stadium.

The whole gang is visible at a giant screen with a Sharp logo on it. It takes up the entire picture and also explains that Sharp is the official sponsor of the Major Baseball League.

Dan and Charlie have a video conference-call with Mr Nishimura on a Sharp flat screen.

Time: 01:00:07 – Visual/product placement, Volvo.
Dan’s car is visible for four seconds.

Time: 01:00:12 – Plot/service/logo placement, John F. Kennedy Airport.
Dan and Charlie drop Craig off at JFK. A sign with the logo is visible. They spend one minute at the airport.

Time: 01:01:12 – Verbal placement, New York Mets.
The baseball team is mentioned in a dialogue between Emily and Vicki.

Time: 01:02:30 – Verbal placement, Blackberry.
Dan mentions that he has got a Blackberry.

Time: 01:09:21 – Verbal placement, Batman.
Charlie says that he looked like the Joker in Batman.

Charlie’s car is visible for four seconds when he picks up his dog.
Dan’s tattoo is visible for three seconds.

Dan, Charlie and Craig are going to see Dan’s children and Vicki.

Time: 01:15:15 – Plot/service/logo placement, Burlington Zoo.
Dan, Charlie and Craig arrive at Burlington Zoo where Vicki has a birthday party for Zach and Emily. They are at Burlington Zoo for a total of eight minutes. They meet animals and caretakers as well as different parts of the Zoo, for instance Adventure Island.

Time: 01:24:01 – Verbal placement, Sizzler
The American steakhouse chain Sizzler is mentioned in a dialogue.

Craig takes a picture of everyone with an Olympus camera. The brand is clearly visible for four seconds.

![Old dogs Placement Chart](image)

This chart shows that in the movie Old Dogs, we found 33 visual placements, 44 Verbal placements and 10 plot placements. With these placements we found 41 different brands that in combined appeared 56 times during the movie. The brands that get the most attention in the movie are Burlington Zoo, Volvo, Sharp and Grand central station. Volvo is Dan’s car and appears six times in different scenes during the movie, Sharp is presented both as a product and as a logo and appears three times in different scenes and Grand Central Station is a place where Dan and Vicki meet and have dinner. A summary of all placements in all movies can be seen in this chart below.
4.2 EMPIRICAL SUMMARY
The empirical study showed that there are a lot of placements in these movies produced by Walt Disney Pictures. All together we found 234 different placements, which we have divided into different categories and adapted in to our model. The numbers shows that it is more common to make an active than an inactive placement in these movies.
5. ANALYSIS
In this chapter we will compare our findings with the theories used earlier in the thesis.

5.1 HANNAH MONTANA: THE MOVIE

5.1.1 Visual placements
In Hannah Montana: The Movie, we found 25 visual placements. For an example you can in one scene in the movie see Hannah’s phone ringing and that it is a phone from LG. LG only gets two seconds and the brand is not in focus but you can still see by the design that it is an LG logo on the phone. According to Russell (2002) can the effect that a visual product gets in a movie depend on how big part it has in the story. A product that has a big part will be remembered better than a product that are shown less. Even if LG only gets a few seconds in the movie we still think that it will be remembered because it is used by the top character Hannah Montana. Russell (2002) also says that in some cases a product that is shown less can be more convincing and change the attitude of the viewers in a wider range.

A visual placement according to Russell (1998) can be placed in two different ways. You can choose to place the visual product to make the scene more realistic or place the brand for example outdoor to make it a part of the environment. In one scene in the movie there is a Honda stopping for Hannah at a crossing, we think this is a good product placement when the car don’t take such a big part and that it is not so obvious that Honda has made a visual placement in the movie.

A visual placement that gets a bigger part in the movie is Taylor Swift when she performs a song during a country party. She is not mentioned by name and you must recognize her to see that it is Taylor Swift. Taylor is a big artist so we don’t think that she will go by unnoticed, we think that this is a good way for an artist to reach a larger group of people, and the way Taylor is doing it when she just performs a song and nothing else it makes the scene more neutral according to us.

5.1.2 Verbal placements
The verbal placement is according to Russell (1998) when an actor in a dialog mentions a brand or a product. Because of someone mentioning the brand it is much easier to notice this type of placement. In Hannah Montana we can find a number of verbal placements. One of the clearest verbal placements we found was when Hannah’s assistant is mentioning that Beyoncé is sick and will miss the New York Music Award. This placement uses two strong brands in order to describe how good Hannah Montana is. She can easily replace a sick Beyoncé on this award. This is a co-branding that provides strength for Beyoncé and New York Music Awards as well as Hannah Montana. We believe that this placement will not get by any children unnoticed. Even if many placements with this one not are intended to directly sell anything it will create an “in mind” that will generate in sales later.

In a scene Hannah’s brother shouts out that he is very happy that he got in to Tennessee University. This placement uses the fact that the brother is very happy to get in, he creates a feeling of success and pride over the university. We think that this placement is very obvious,
because it does not really lead or mean anything to the story. According to Olsen (2006) one of the easiest way to get the attention from children is to use other children when you want to send a commercial message. We believe that when the brother is happy gives a stronger impression then if the dad would be happy about the university.

5.1.3 Plot placements
Sometimes a product is highly involved in the movie in such a way that a character uses it a lot and it almost becomes a supporting role in the movie (Russell, 1998). In Hannah Montana it is the “bad guy”, a paparazzo, who is mostly linked with placements. In the beginning of the movie he has a Nikon Coolpix camera and tries to get a story to publish. The camera is used in different ways and shows that it is a versatile product that is quick and easy to use. The paparazzo also drives a red Volvo C70 convertible in this movie, and during a car chase it gets a lot of attention and the camera zooms in on it a lot. This is a placement directed primarily towards the parents who take their children to see this movie.

Santa Monica Pier is a place that gets much attention in the movie. It is an entertainment centre in Los Angeles which has an amusement park among other things. Hannah’s friend Lilly has a birthday party there which shows that this is possible and we believe that children who see this movie is going to want to go to Santa Monica Pier or have their birthday party there. It seems common to place a venue like a zoo or an amusement park in movies aimed towards a young audience. This placement will most likely lead to an increase of visitors to Santa Monica Pier.

5.2 HIGH SCHOOL MUSICAL 3: SENIOR YEAR

5.2.1 Visual placements
In High School Musical there are 51 visual placements, from 15 different brands. Out of the 51 visual we found 32 were active and have a part of a scene or the story.

In the beginning of the movie there is a scene where Troy and his basketball team are playing a match. They are all wearing sportswear from Champion and the logo is visible a number of times and gets more than one minute of exposure time. This is a classic placement according to Lehu (2007) where you can see both the product and the brand. We think that this placement is easy to notice because it is used by the main character in the movie and it is in the center of attention.

One of the most peculiar placements in the movies we have seen is one from Julliard. It is a visual placement inside East High were Troy go to school. During one of the songs in the movie Troy walks in the hall and there is a big banner hanging with the Julliard logo. When we noticed it in school and he has mentioned earlier in the movie that he have never heard about Julliard before the placement felt very wrong and out of context. This shows a downside to product placement in general, it must feel as a natural part of the environment otherwise people might think of it as a commercial message.

Troy is wearing a pair of Converse more than half of the movie. Lehu (2007) would describe this placement as a stealth placement because of it is done in a discreet way and is a neutral
part of his clothes and appearance. We think that it is a good placement and Converse style works well with Troy’s character but they might take it a bit too far when he is wearing the shoes combined with a tuxedo when all the other students have proper shoes.

Yamaha have a good visual placement in this move, the piano gives a natural feeling to the environment in the same time as they get good exposure. We think that a musical movie like High School Musical is perfect for a placement with a Yamaha piano; it suits the environment much more then if for example all the cars in the parking lot would be Volvos. This shows the benefits of product placement were you can segment your target audience in a good way according to type of movie the will see.

### 5.3.2 Verbal placements

In the movie High School Musical 3 there are 34 verbal placements that we have noticed. A big part of the movie is about which university the students are going to after high school. This makes it a good opportunity for universities to placements in this movie. The schools that are mentioned several times during the whole movie are: Stanford University, Julliard School of New York and U of A, (University of Albuquerque). An example when Stanford University is mentioned is when Gabriella’s mother tells everyone that she is so proud that Gabriella has made it in to the Stanford University. We think that this verbal placement gives Stanford University the feeling of being a good school that only the best students can get in to. But the school is mentioned nine times in different contexts which according to us are a little bit too many times. Julliard School of New York is presented by the student’s teacher as the best musical and theatre school in USA. We thin k that this verbal placement has got a high trustworthiness when it comes from the student’s teacher who has been in the business for many years. Chad has been thinking about playing college basketball at U of A for his whole life. He is discussing this with his friends throughout the entire movie and we think that this verbal placement that U of A have done gives the feeling that U of A is a school that you need to go if you want make it and be a professional basket player. Yale University is also mentioned in the movie when Taylor says that she wants to be the president of USA and therefore is going to study on Yale University. We thinks that this like the other schools that are presented in the movie gets the feeling that if you want to be a president, you need to go to Yale University.

### 5.2.3 Plot placements

The plot placements in this movie are verbal and come from Stanford University and Julliard School in New York. Stanford University gets the most attention and the storyline of the movie is based on Stanford in many scenes and dialogues. Julliard also gets attention; it is presented as the best school in the USA for music and theatre. The story focuses on students’ dreams of getting a Julliard Scholarship. These placements are clearly placements which draws much attention to these schools. If you are a child growing up in the USA and like to sing and dance, Julliard is where you want to apply; and if you want to study law you are told to apply to Stanford. These placements are not directly affecting Swedish children but the placements send the message that if you want to be popular you should go to a top ranked school. There is no doubt that these are active placements made by the schools in question.
5.3 OLD DOGS

5.3.1 Visual Placements

In Old dogs we found 33 visual placements, 16 of them are active, and are used by a character or are part of a scene. The other 17 is inactive and is in the background and do not have any part of the story more than creating the right environment.

In order to create an environment that represents New York, Dan and Charlie stand in front of Radio City Music Hall. The logo is in the background and there is not really any focus on it. In our model we created we chose to call these kinds of placements Inactive, a brand, product or logo is shown in background without any connection with the characters or story. Lehu (2007) calls this specific type of placement, when there is logo in the background, a “Corporate placement”. When doing a corporate placement it is important that you know that your audience will recognize the logo. We think that if this is a paid placement it was not very successful. None of us recognized the logo, but on the other hand we can not say that people in the U.S. will have the same brand recognition as us.

When Dan and Charlie are at work there are more corporate placements. On a golf bag, a basketball stand and in pictures around the office we found more logos. This creates a feeling that what we see in the office is true and it gives credibility to the environment.

Dan’s son, Zach uses a PSP (PlayStation Portable). He uses it two times during the movie and it gets a total time in the frames of three seconds. The console is used as at times where the children must wait for Dan or Charlie. We believe that this placement shows the benefits of having a PSP; it is a perfect way of spending time when you are bored. The placement is done in such way that it does not take away any attention from the movie but still is present and shows benefits, Lehu (2007) calls this type of placement Evocative placement. This can be done because of PSP's high brand recognition. We also believe that this placement is both for children and adults in a way that it shows an alternative for the kids to do when they need to wait and are bored. It gives a solution to a common problem.

Charlie drives a Mercedes; this car gets a total exposure time of 10 seconds and is visible two times during the movie. Charlie who is a very successful businessman is connected to this status symbol, and we think that the combination of them both will make the car feel more exclusive and desirable for businessmen. The car is always clean and in very good condition. After this movie we don't think that anyone will miss that Charlie is driving a Mercedes which makes the placement successful.

In Charlie’s apartment we found a placement from Tivoli Audio. It is in the background and you can not see any brands or logo. According to Lehu's (2007) types of appearances a placement like this is a stealth placement. It is a discreet way of making a placement but can be very affective if you recognize the product. Even if this product only got two seconds in the movie it got a big impact on us because of the environment where it is placed. Charlie’s apartment is like everything else he owns very exclusive and modern. And we think that if a costumer recalls a brand without having the logo in their face it gives the placement a higher trustworthiness.
5.3.2 Verbal placements

In the movie Old Dogs we found 12 active verbal placements. We found one verbal placement of Nissan that according to us is a bad placement. The character Zach is having a dialog with a Japanese company there he mentions that Nissan is shit and that they should invest in another business instead. It is in a funny part of the movie but we still think that this could be bad for Nissan in the way that the children will when they get older still think that Nissan stands for something bad.

A good verbal placement in the movie according to us is when the top character Charlie thinks that it is strange that the children haven’t seen the movie Friday 13th, the way that he says it, like everyone must have seen that good movie. Fact that they also watch the movie Friday 13th later on in the movie makes the placement of the movie good according to us. We think that this will make people that haven’t seen the movie think that it is time to see it, and maybe buy the movie.

Another Verbal placement in the movie that we thought was good is when Vicki tells Dan that she and the children have been on TGI Friday’s. Even if this placement only gets one second in the movie we still think that it will be recognized by the parents, that TGI Friday’s is a place where you can go and have a meal and take the kids with you.

5.3.3 Plot placements

A plot placement is when a product can be identified with a character in a way that makes it a part of the plot (Russell, 1998). This type of placement existed in all three movies in various ways. Old Dogs contained ten plot placements that helped the story move forward. The most significant plot placement was Burlington Zoo where the last ten minutes of the movie were situated. This makes an excellent commercial for Burlington Zoo; the viewer is presented to some of the animals of the zoo and even different parts of the zoo. If this would have been a Swedish zoo like for instance Kolmården or Ölands Djurpark it would in our opinion act as a great commercial for the zoo. Since zoos are a place where children often want to go we find this placement to be a remarkable and smart move by Burlington Zoo. The movie displays the zoo as a fun venue where kids can have their birthday party and since it is displayed in the end of the movie, the children will have it in mind when the movie ends. Volvo also plays a big part in this movie; Dan often drives the Volvo S80 and he does it in a way that presents Volvo as a safe car for the successful businessman as well as a family car. Sharp is a brand that gets much attention when Dan and Charlie talks business with the Japanese company and also when they visit a baseball stadium. Sharp is perhaps not a product that children will crave but more a product that the parents recognize when they take their children to see this movie.
5.2 ANALYSIS SUMMARY

In order to give our thesis higher credibility we analyze the theories concerning the development of children and in what age or state of development product placement will affect them. If we would leave out this part we believe that our thesis would only describe how adults would be exposed to the brands and products in the movies. By this we prove that children will see the placement and in some way be affected.

Olsen (2006) mentions the fact that a part of growing up is the socialization into the society. This process is happening through either “imitation” or “identification”. By looking at socialization agents children can imitate or identify themselves with these people. When we understand that this process is happening we realize the big potential of being in a movie that children like. If the main characters in the movie represent certain behaviors, values or traditions it is a golden opportunity for companies to make a product placement in the right moment where the values or feelings correlate with what they want to be recognized as. One example of this is in the movie Hannah Montana where the lead female role wants to go shopping. She decides to go to a store where the most luxurious brands are represented (Hannah Montana: The Movie). Because of the values that this socialization agent has built up during the movie the children can either try to “imitate” or “identify” themselves in this behavior of going shopping.

Because of all the advertising in the environment that we live in we create a cognitive defense or a selective attention towards commercial messages. Olsen (2006) explains that most children at the age of five can tell the difference between a commercial message and a TV-program and at the age of eight they understand that everything in the commercials is not true. However, we believe that if the commercial message is in a TV-program or movie and is connected to a character that they like they will not use this cognitive defense, to the same extent, and the message will be interpreted as true.

Auty and Lewis (2004) presented a study where they explained that children will be affected by commercial messages in movies regardless of age. They mean that it is not the age that correlates with how early children will be affected by advertising in movies; it is the number of times the product or brand is shown or mentioned. We believe this statement and support that if a child watches his/her favorite movie over and over again certain brand or products will feel familiar because of all the times they have seen it. When we grow up we will get familiar with the brands and products that our parents or family picks out for the household and in the same way a movie can guide us in what brands we should buy when we become consumers. An example of this from all three of the movies we have looked for product placement is Macintosh computers. We believe that if a child repeatedly gets exposed to this brand it will create a picture of how a computer looks like and what to buy when they want a computer.

Olsen (2006) mentions that a child in the age of five to seven years old can remember up to 300 brands. We think that this is true and at the same time we understand that an easy way to get in mind of children is through product placement. In the movie High School Musical a number of universities are mentioned and at the same time all universities are described with different values. If you believe what they say is true in the movie you should go to Julliard if you want to become a dancer or an actor, if you on the other hand want to become the president you should go to Yale. All these commercial messages with values connected to the brands will eventually stick in your mind. And even if a child not is about to apply for a
university it could be important to connect these values in their mind at an early age. We think that many of the values and thoughts we get as children will in some way follow us through our whole life.

Solomon et al. (2006) explains that a child starts to behave as a consumer at two years of age. Even if they do not have a great amount of money in their early years they can and will affect their parents in the choice of what brand or products the family should buy. We agree on this note and we can all remember when we have seen young children shouting in the supermarket that they want some kind of candy, ice cream or soda. Even if it was mostly brands for an older audience in the movies we investigated we still believe that product placement can be a very effective tool when doing marketing towards children.
6. CONCLUSIONS

After watching the three movies, Hannah Montana, High School Musical and Old Dogs all from Walt Disney Pictures we have come to some conclusions regarding product placements that can affect children. These movies have targeted children below the age of twelve, and according to Swedish law it is forbidden to draw the attention of children with commercial messages in any form of media. However, we could find many commercial messages in these family movies and some scenes were bombarded with brands. There were 234 times a brand, product or service had exposure in either a visual or verbal matter and out of these 234 there were 37 placement which had a plot connection and with that a part of the story.

When reading more about child development and cognitive defense we understood that all product placement can affect children, it is only a matter of how many times the brand will be exposed and the development of the child. If a child watches his/hers favorite movie over and over again then some brands or products will feel familiar and when in the consumption moment there is a bigger chance that they will buy this specific brand or product.

Even if all placements will have an affect we believe that the strength will vary depending on different facts. One important factor is be the child's age. In general, different ages will have a higher development of the brain and the cognitive defense blocking the commercial messages coming from product placements. Scientists claim that as early as two years of age children will interpret symbols, values and acts to an emotion. This means that in theory they will connect a happy child drinking a Coca-Cola with the feeling of happiness. In the age between two and five the children will be even more sensitive to commercial messages in that way that they can not tell a lie from the truth, they will register all messages as true and will not use any cognitive defense against it. However, many of the placements will pass by unnoticed because of the lack of experience and brand recognition. In Lehu's types of appearances the categories Stealth and Evocative need a prior knowledge about the product, brand or service which is placed in the movie otherwise the children will not even know that it is more then a specific product such as a car etc.

When starting to get socialized in to the society children will start to imitate or identify themselves with socialization agents. Many of these agents can be the characters in their favorite movie, therefore it is a big chance that they will start to imitate what the character is wearing, doing or which products it's using. We also believe the fact that children will be more receptive to what other children says in the movies then what an adult actor says. In the movies we have seen we think that Hannah Montana is a strong socialization agent that many young girls will try to identify or imitate when it comes to what kind of clothes she wears or which products she uses in her life. We believe that she is a personification of many dreams that young girls have; she is successful, pretty and funny and she lives a good life with lots of friends and a handsome boyfriend. All these factors will make them start to imitate her if they, as we believe, like the character.

The most powerful placement according to us would be a plot placement where the brand will be mentioned and get a visual placement at the same time. If two senses instead of one will be exposed to the product or brand it is a higher chance of the child to register the commercial message. In High School Musical there is a plot connection to the Julliard School in New York and even if small children is years from choosing what university they are going to attend we think that it will create a brand recognition and awareness about top theatre schools.
in the US. There is also a big possibility that part of the audience is very interested in this kind of information so the placement will have more than one purpose.

These university placements will not result in Swedish children starting to migrate to study at Julliard, Yale or Stanford. But it shows children that if you want to make it in life you have to go to a famous school which puts pressure on the children to perform academically.

If we agree with the scientists about that children will be consumer at the age of eight, product placement must be considered as a very powerful tool to get the child's attention about a product or brand. Even if product placement can and probably will affect all children in some way we are not sure that it would be a good idea to ban them from movies with a young audience. Instead it could be an idea for the SBB to consider how strong the commercial messages are in each movie and give a recommendation for parents. We also think that a movie without any brands would not represent the real world even if it could protect the younger audience. There is a fine line between a family movie which is good for the whole family and a child movie which is good for the children.

6.1 SUGGESTIONS FOR FURTHER RESEARCH

Our study has shown that product placements exist in movies produced by Walt Disney Pictures. A more thorough study can be done concerning children and their cognitive development, for instance by showing movies in a school and then interview the children one by one to find out what placements they remember.

Further research can also be done when it comes to the involved companies and how much money they have invested and if they have contracts with Walt Disney Pictures that guarantees a place in a certain amount of movies.
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**MOVIES**
## APPENDIX 1 OLD DOGS

### OLD DOGS

<table>
<thead>
<tr>
<th>Company</th>
<th>Type of placement</th>
<th>Product/Service/Logo</th>
<th>Type of appearance</th>
<th>Exposure time</th>
<th>Time</th>
<th>Context</th>
<th>Active/Inactive</th>
<th>Apperences</th>
</tr>
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<tbody>
<tr>
<td>radio city music hall</td>
<td>visual logo</td>
<td>Corporate</td>
<td>4 sec</td>
<td>00:03:43</td>
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<td>shown in background</td>
<td>Inactive</td>
<td>2 times</td>
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<td>plot logo</td>
<td>Corporate</td>
<td>45 sec</td>
<td>00:04:05</td>
<td></td>
<td>dan makes a tattoo</td>
<td>active</td>
<td></td>
</tr>
<tr>
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<td>visual logo</td>
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<td>1 sec</td>
<td>00:08:50</td>
<td></td>
<td>shown in background</td>
<td>Inactive</td>
<td></td>
</tr>
<tr>
<td>FedEx</td>
<td>visual logo</td>
<td>Corporate</td>
<td>1 sec</td>
<td>00:08:50</td>
<td></td>
<td>Golfbag shown in background</td>
<td>Inactive</td>
<td></td>
</tr>
<tr>
<td>Wilson</td>
<td>visual logo</td>
<td>Corporate</td>
<td>1 sec</td>
<td>00:08:58</td>
<td></td>
<td>basketball stand, shown in</td>
<td>Inactive</td>
<td></td>
</tr>
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<td>Grand central station</td>
<td>verbal product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:10:32</td>
<td></td>
<td>Dan is going to meet vicki</td>
<td>active</td>
<td>2 times</td>
</tr>
<tr>
<td>Beau Soleil</td>
<td>plot product</td>
<td>Classic</td>
<td>1 min</td>
<td>00:10:32</td>
<td></td>
<td>Dan shall improve his tan</td>
<td>active</td>
<td>2 times</td>
</tr>
<tr>
<td>Fremont</td>
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<td>Classic</td>
<td>5 sec</td>
<td>00:11:04</td>
<td></td>
<td>chest</td>
<td>active</td>
<td></td>
</tr>
<tr>
<td>shaquille O'neal</td>
<td>verbal Product</td>
<td>Classic</td>
<td>4 sec</td>
<td>00:11:54</td>
<td></td>
<td>Hal is talking about him</td>
<td>active</td>
<td></td>
</tr>
<tr>
<td>Grand central station</td>
<td>visual Product</td>
<td>Classic</td>
<td>1 min</td>
<td>00:12:53</td>
<td></td>
<td>Dan is going to meet vicky,</td>
<td>active</td>
<td></td>
</tr>
<tr>
<td>Old navy</td>
<td>verbal Product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:13:08</td>
<td></td>
<td>A guy from India speaks</td>
<td>active</td>
<td></td>
</tr>
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<td>TGI Fridays</td>
<td>verbal Service</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:16:38</td>
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<td>Vicky talks about dinner at</td>
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<td>Zach plays on a PSP</td>
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<td>visual product</td>
<td>Evocative</td>
<td>1 sec</td>
<td>00:20:10</td>
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<td>hal and dan having a dinner</td>
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<td>2 times</td>
</tr>
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<td>visual product</td>
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<td>00:20:59</td>
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<td>Corporate</td>
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<td>shown in background</td>
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<td>00:20:59</td>
<td></td>
<td>shown in background</td>
<td>Inactive</td>
<td></td>
</tr>
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<td>verbal product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:22:35</td>
<td></td>
<td>Hal is talking about the movie</td>
<td>active</td>
<td></td>
</tr>
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<td>Friday the 13th</td>
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<td>00:22:49</td>
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<td>15 sec</td>
<td>00:23:32</td>
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<td>4 sec</td>
<td>00:33:32</td>
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<td>they are using the computer to</td>
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<td>00:58:52</td>
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<td>NY mets</td>
<td>visual product</td>
<td>Classic</td>
<td>1 min</td>
<td>00:58:52</td>
<td></td>
<td>shown in background</td>
<td>active</td>
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<td>visual logo</td>
<td>Corporate</td>
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<td>00:58:54</td>
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<td>Duration</td>
<td>Description</td>
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<td>Citi</td>
<td>visual</td>
<td>logo</td>
<td>1 sec</td>
<td>Corporate, shown in background</td>
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<td>Casio</td>
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<td>Sharp</td>
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<td>logo</td>
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<td>Corporate, Sharp is the official sponsor</td>
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<td>10 sec</td>
<td>Classic, Flat screen at office</td>
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<td>visual</td>
<td>product</td>
<td>4 sec</td>
<td>Classic, Dans car</td>
<td>Active</td>
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<td>JFK airport</td>
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<td>Service</td>
<td>1 min</td>
<td>Classic, Travelling from JFK</td>
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<td>product</td>
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<td>Classic, Talking about Mets</td>
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<td>product</td>
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<td>Classic, Talking about phone, talking about the batman movie</td>
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<td>Mercedes</td>
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<td>product</td>
<td>4 sec</td>
<td>Corporate, tattoo showing</td>
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<td>Fremont</td>
<td>visual</td>
<td>logo</td>
<td>3 sec</td>
<td>Corporate, car showing</td>
<td>Active</td>
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<tr>
<td>Volvo s80</td>
<td>visual</td>
<td>product</td>
<td>20 sec</td>
<td>Classic, Birthday party at zoo</td>
<td>Active</td>
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<tr>
<td>Burlington Zoo</td>
<td>plot</td>
<td>Service</td>
<td>8 min</td>
<td>Classic, Mentions the restaurant</td>
<td>Active</td>
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<tr>
<td>Sizzler</td>
<td>verbal</td>
<td>Service</td>
<td>1 sec</td>
<td>Classic, Take a picture with camera</td>
<td>Active</td>
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## APPENDIX 2 HANNAH MONTANA: THE MOVIE

### Hannah Montana: The Movie

<table>
<thead>
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<th>Product/Service/Logo</th>
<th>Type of appearance</th>
<th>Exposure time</th>
<th>Time</th>
<th>Context</th>
<th>Active/Inactive</th>
<th>Number of appearances</th>
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<tbody>
<tr>
<td>Sharp</td>
<td>Visual Product</td>
<td>Classic</td>
<td>2 sec</td>
<td>00:03:06</td>
<td>Time is running out, concert is starting soon</td>
<td>Active</td>
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<td></td>
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<tr>
<td>Hawaii</td>
<td>Visual Product/Service/Logo</td>
<td>Classic</td>
<td>4 sec</td>
<td>00:05:50</td>
<td>Dreaming of Hawaii</td>
<td>Active</td>
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<tr>
<td>Panavision</td>
<td>Visual Product</td>
<td>Classic</td>
<td>4 sec</td>
<td>00:06:12</td>
<td>Shooting music video Papazz records</td>
<td>Inactive</td>
<td>2 times</td>
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<tr>
<td>Nikon</td>
<td>Plot Product</td>
<td>Classic</td>
<td>15 sec</td>
<td>00:06:37</td>
<td>Hannah with hidden camera</td>
<td>Active</td>
<td>8 times</td>
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<tr>
<td>Beyonce</td>
<td>Verbal Product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:09:02</td>
<td>Beyonce is mentioned as sick</td>
<td>Active</td>
<td>2 times</td>
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<tr>
<td>New York Music Award</td>
<td>Verbal Product</td>
<td>&gt; 1 sec</td>
<td>00:09:03</td>
<td>Car stops at crossing Logo shown in background</td>
<td>Active</td>
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<tr>
<td>Honda</td>
<td>Visual Product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:09:27</td>
<td>Beyonce will miss this award and Hannah will perform instead of her</td>
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<td>2 times</td>
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<tr>
<td>Cartier</td>
<td>Visual Logo</td>
<td>Corporate</td>
<td>7 sec</td>
<td>00:09:36</td>
<td>Brother mentions the university</td>
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<td>2 times</td>
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<tr>
<td>Tennessee University</td>
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<td>Classic</td>
<td>2 sec</td>
<td>00:09:58</td>
<td>Tyra fight with Hannah over a pair of shoes</td>
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<tr>
<td>Tyra Banks Marc by Marc Jacob</td>
<td>Visual/Verbal</td>
<td>Product</td>
<td>Classic</td>
<td>30 sec</td>
<td>Time is running out, concert is starting soon, A brand new Red Volvo C70 involved in car chase</td>
<td>Active</td>
<td>2 times</td>
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<tr>
<td>Juicy Couture</td>
<td>Visual Logo</td>
<td>Corporate</td>
<td>2 sec</td>
<td>00:11:02</td>
<td>Shown in background</td>
<td>Inactive</td>
<td>2 times</td>
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<td>Gucci</td>
<td>Visual Logo</td>
<td>Corporate</td>
<td>2 sec</td>
<td>00:11:02</td>
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<tr>
<td>LG</td>
<td>Visual Product</td>
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<td>2 sec</td>
<td>00:11:36</td>
<td>A brand new Red Volvo C70 involved in car chase</td>
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<tr>
<td>Volvo</td>
<td>Plot Product</td>
<td>Classic</td>
<td>30 sec</td>
<td>00:11:55</td>
<td>Sweet 16 party at pier Managers phone appears</td>
<td>Active</td>
<td>5 times</td>
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<tr>
<td>Cadillac</td>
<td>Plot Product</td>
<td>Classic</td>
<td>40 sec</td>
<td>00:11:55</td>
<td>Hannah's limo</td>
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<td>Santa Monica pier</td>
<td>Plot Product</td>
<td>Classic</td>
<td>&lt; 1 min</td>
<td>00:13:46</td>
<td>Hannah's limo</td>
<td>Active</td>
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<tr>
<td>USA today</td>
<td>Visual Product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:17:10</td>
<td>Sweet 16 party at pier Managers phone appears</td>
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<tr>
<td>Teen Vogue</td>
<td>Visual Product</td>
<td>Classic</td>
<td>1 sec</td>
<td>00:19:00</td>
<td>Grandma's truck</td>
<td>Active</td>
<td>2 times</td>
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<tr>
<td>Ford</td>
<td>Plot Product</td>
<td>Classic</td>
<td>1 min</td>
<td>00:19:30</td>
<td>Hannah's grandma is a big fan of Elvis and gets a plate with his face on it</td>
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<tr>
<td>Elvis</td>
<td>Visual/Verbal</td>
<td>Product</td>
<td>Classic</td>
<td>3 sec</td>
<td>Hannah releases nuts from pickup</td>
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<tr>
<td>Chevrolet</td>
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<td>2 sec</td>
<td>00:39:57</td>
<td>Drums played in fathers band</td>
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<td>Ludwig</td>
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<td>00:47:47</td>
<td>Taylor performs a song</td>
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<td>Taylor Swift</td>
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<td>00:49:38</td>
<td>Hannah's manager arrives in limo</td>
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<tr>
<td>Cadillac</td>
<td>Visual Product</td>
<td>Classic</td>
<td>20 sec</td>
<td>00:55:50</td>
<td>Paparazzi car</td>
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<td>Mini Cooper</td>
<td>Plot Product</td>
<td>Classic</td>
<td>5 sec</td>
<td>00:55:56</td>
<td>Using ipod when Hannah relax in bed</td>
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<td>iPod</td>
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<td>Classic</td>
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<td>00:57:53</td>
<td>A volvo appears in background</td>
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<td>Volvo</td>
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<td>01:05:24</td>
<td>A volvo appears in background</td>
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### APPENDIX 3: HIGH SCHOOL MUSICAL 3: SENIOR YEAR

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<th>Time</th>
<th>Context</th>
<th>Active/Inactive</th>
<th>Number of Appearances</th>
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<td>Champion</td>
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<td>Corporate</td>
<td>&lt;1 min</td>
<td>00:00:51</td>
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<td>Troy is wearing a shirt with the brand Basketball shoes Gabriella speaks about the university etc</td>
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<tr>
<td>Nike</td>
<td>Visual Product</td>
<td>Classic</td>
<td>&lt;1 min</td>
<td>00:01:12</td>
<td>Inactive</td>
<td>Nike is wearing a shirt with the brand Basketball shoes Gabriella speaks about the university etc</td>
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<tr>
<td>Stanford University</td>
<td>Verbal Product</td>
<td>Classic</td>
<td>10 sec</td>
<td>00:09:27</td>
<td>Active</td>
<td>Stanford University gives a presentation about the university etc</td>
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<tr>
<td>Honda s2000</td>
<td>Visual Product</td>
<td>Classic</td>
<td>10 sec</td>
<td>00:13.27</td>
<td>Active</td>
<td>Honda s2000 arrives to school in the car</td>
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<td>Nike</td>
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<td>Classic</td>
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<td>00:14.01</td>
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<td>Nike is wearing a shirt with the brand Basketball shoes Gabriella speaks about the university etc</td>
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<td>Adidas is wearing a shirt with the brand Basketball shoes Gabriella speaks about the university etc</td>
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<td>Juilliard school in New York</td>
<td>Visual/Verbal/Plot</td>
<td>Classic</td>
<td>15 sec</td>
<td>00:19.45</td>
<td>Active</td>
<td>Juilliard school in New York is presented as the best music/theater school in the USA</td>
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<td>Univeristy of Albuquerque</td>
<td>Verbal Product</td>
<td>Corporate</td>
<td>1 sec</td>
<td>00:21:05</td>
<td>Active</td>
<td>Univeristy of Albuquerque is speaking about his future Sharpay reading the magazine</td>
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<td>00:24.45</td>
<td>Active</td>
<td>Teen Magazine is speaking about his future Sharpay reading the magazine</td>
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<td>Classic</td>
<td>2 sec</td>
<td>00:25.27</td>
<td>Active</td>
<td>Radio City Music Hall Madison Square Garden is speaking about his future Sharpay reading the magazine</td>
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<td>Verbal Product</td>
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<td>2 sec</td>
<td>00:25.56</td>
<td>Active</td>
<td>Oprah is speaking about his future Sharpay reading the magazine</td>
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<td>Ritz</td>
<td>Visual Logo</td>
<td>Corporate</td>
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<td>00:26.00</td>
<td>Inactive</td>
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<td>Savoy</td>
<td>Visual Logo</td>
<td>Corporate</td>
<td>2 sec</td>
<td>00:27.14</td>
<td>Inactive</td>
<td>Savoy is speaking about his future Sharpay reading the magazine</td>
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<td>Converse</td>
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<td>00:30.00</td>
<td>Inactive</td>
<td>Converse is speaking about his future Sharpay reading the magazine</td>
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<td>Classic</td>
<td>10 sec</td>
<td>00:37.18</td>
<td>Active</td>
<td>Spalding Univeristy of Albuquerque is speaking about his future Sharpay reading the magazine</td>
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<tr>
<td>Stanford University</td>
<td>Verbal/Plot</td>
<td>Classic</td>
<td>1 sec</td>
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## APPENDIX 4: SUMMARY

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