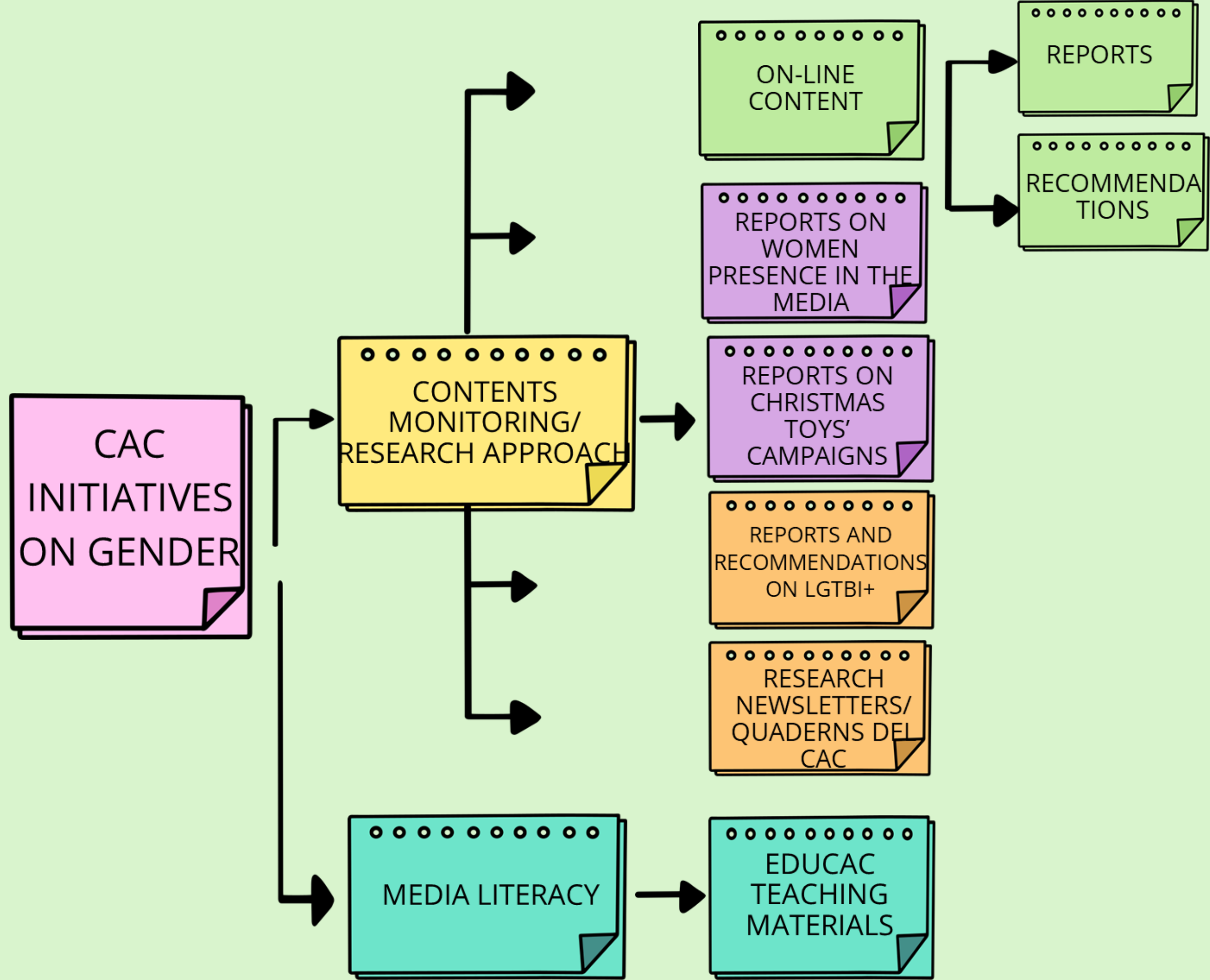


# **Catalan Audiovisual Council Initiatives on Gender and Representation: deconstructing stereotypes and disinformation in the media**



# Fake news on the internet. The gender discourse



**Creation of a falsehood from scratch, with no relation to a real fact**

**Modification of the meaning of a totally or partially real fact has been detected, through the system of distorting it, hiding part of reality or elevating a singular fact to a general category**

**Dissemination as news of content originating from a satirical website.**

**Viralization**

**social networks  
search engines**

**results to a certain discourse that implies, on the one hand, the consideration of women as inferior to men, and on the other, the questioning of the gender policies that are made**







Islandia PAGA Por Casarse Con Una Islandesa Islandia Ofrece 37 Mil Pesos Mensuales Por Casarte

59,514 visualizacions



Karim Khan Cho

Data de publicació: 3 de març 2017

SUSCRIBIRME 18M

Islandia ofrece 1.800 euros mensuales a los que se casen con una islandesa. El gobierno de Islandia quiere estimular el crecimiento de la población, así que deciden ofrecer 1800 euros al mes a cualquier extranjero que se case con un ciudadano islandés.

MOSTRAR MÉS



Islandia ofrece 1800 euros mensuales si te casas con una de sus mujeres. Solo tienes que...

233,032 visualizacions



Badabun TV

Data de publicació: 28 de març 2017

SUSCRIBIRME 8,3M

Desde hace algunos años el gobierno federal de Islandia está ofreciendo un ingreso mensual de 1.800 euros a todas aquellas personas que decidan contraer matrimonio con un ciudadano islandés.

THE ICELANDIC GOV.  
WILL PAY  
1.800€/MONTH TO  
THE MEN MARRYING  
ICELANDIC WOMEN

Innlent | mbl | 14.7.2016 | 16:56 | Uppfærir 15.7.2016 11:29

## Fá ekkert fyrir að kvænast íslenskum konum



Utanríkisráðuneytinu hefur borist 30-40 fyrirspurnir um málið mbl.is/Kristinn Ingvarsson



Utanríkisráðuneytinu hafa borist nokkrir tugir fyrirspurna varðandi fregnir þess efnis að íslensk stjórnvöld greiði erlendum mönnum fyrir að kvænast íslenskum konum vegna skorts á karlmönnum á landinu.

[https://www.mbl.is/frettir/innlent/2016/07/14/ekkert\\_fyrir\\_ad\\_kvaenast\\_islenskum\\_konum/](https://www.mbl.is/frettir/innlent/2016/07/14/ekkert_fyrir_ad_kvaenast_islenskum_konum/)



**Julio César León Luque** @jcleonl · 5 de febr.  
Estudio sugiere que las mujeres sienten **más** ansiedad que los hombres al tomar evaluaciones tipo examen, y que mitigar dicho efecto ayudaría a disminuir el gap de género en las ciencias ([journals.plos.org/plosone/article/](https://journals.plos.org/plosone/article/)). En **Oxford**, por ejemplo, ellas tienen **15 minutos más**.



**World Economic Forum** @wef  
Want to keep more women in science? There's a simple solution [wef.ch/2n8WQM7](https://wef.ch/2n8WQM7) #equality

**Adrián López Galera** @Adriopgal · 4 de febr.  
En respuesta a @F\_Alejandro\_  
Si el sexo no debe supeditar al individuo, tampoco puede tomarse como excusa para privilegiar a unos frente a otros. Pj: En **Oxford** les dan **15 minutos más** a las chicas en los exámenes para "compensar" el número de estudiantes en ingeniería, eso es una discriminación sexista igual.

**Jaime Ballesteros** @JaimeBN1987 · 29 de gen.  
En respuesta a @Sabmaib  
**Oxford** es quien llama retrasadas a las mujeres por necesitar **15 minutos más**, producto del retraso mental que es el feminismo actual.

OXFORD  
UNIVERSITY TO  
GIVE WOMEN 15  
MINUTES MORE  
TIME TO TAKE  
EXAMS



Te gustaría comprender el mundo, mira esta pagina

10 / Julio / 2016 ·

Mira como ayuda el feminismo a las mujeres, ¿a cambio de que?

<http://www.alertadigital.com/20.../.../02/la-junta-de-andalucia-regalara-la-matricula-universitaria-a-las-mujeres-que-denuncien-a-un-hombre-por-violencia-de-genero/>



La Junta de Andalucía regalará la matrícula universitaria a las mujeres que denuncien a un...

El Consejo Andaluz de Universidades (CAU), reunido ayer martes y presidido por el consejero de...

ALERTADIGITAL.COM

Comparteix



80% OF REPORTS  
OF GENDER-BASED  
VIOLENCE ARE  
FALSE

THE ANDALUCÍA GOV.  
WILL COVER  
UNIVERSITY TUITIONS  
TO WOMEN WHO  
DENOUNCE A MAN FOR  
"GENDER VIOLENCE"



Inicio

## El Ayuntamiento de Oviedo prohibirá mirar y dirigirse a las mujeres por la calle.

miércoles 21 febrero 117078 Compartes

Compartir en Facebook



El Tripartito que gobierna en el Ayuntamiento de Oviedo aprobó ayer en Pleno prohibir al sexo masculino dirigirse a las mujeres por la calle, salvo en tres excepciones: que sea para preguntar sobre la ciudad; si a ambos o ambas les une hasta el 5º grado de parentesco o finalmente si tener una relación de vecindad, considerando la misma el habitar en la misma calle; y ello porque

OVIEDO CITY  
COUNCIL WILL BAN  
LOOKING AT AND  
ADDRESSING  
WOMEN ON THE  
STREET

# INCITEMENT TO HATRED OF WOMEN

2 REPORTS ON HATE SPEECH & 1 ON FAKE NEWS

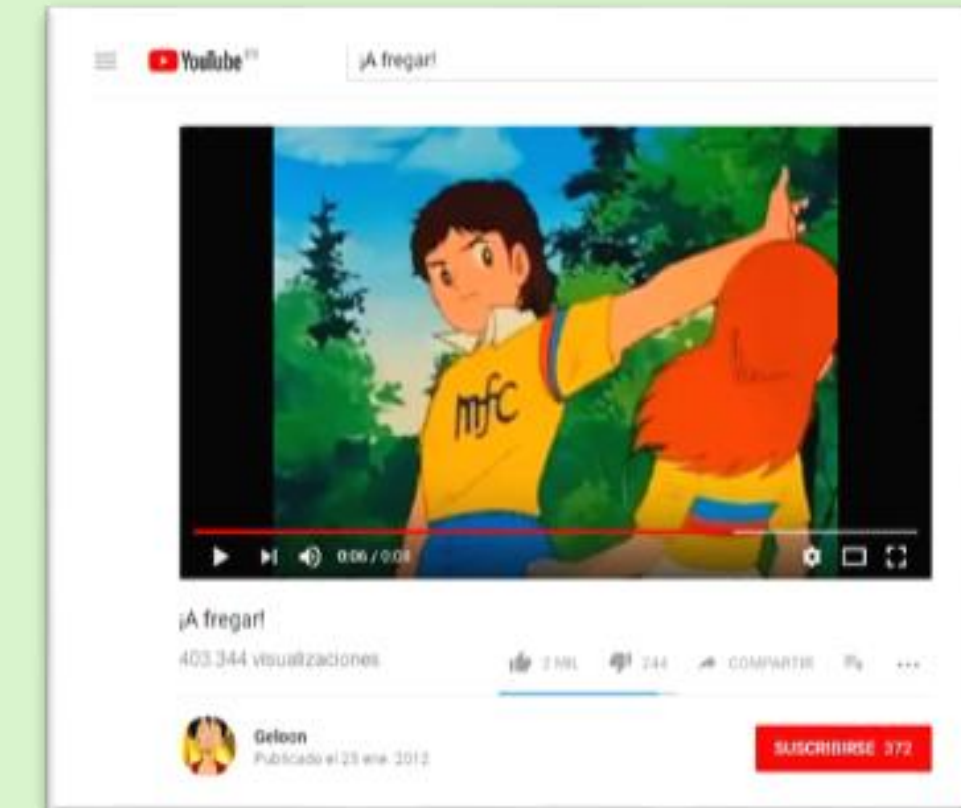
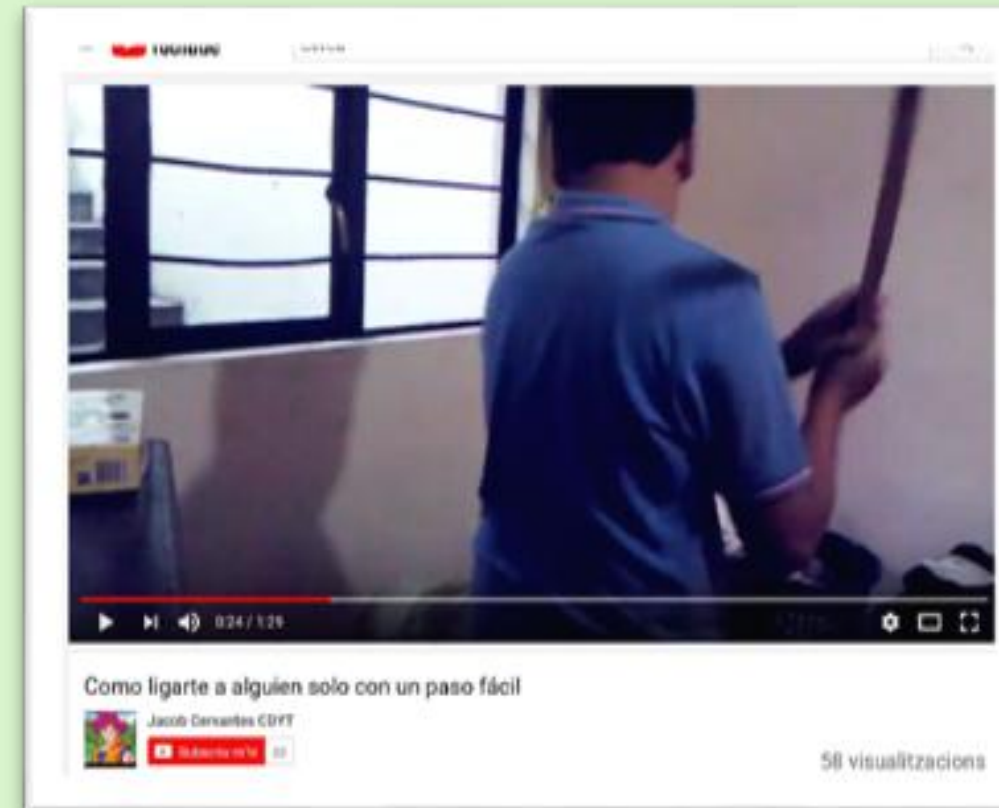
46 CONTENTS

## PARTNERS:

- ✓ THE CATALAN WOMEN'S INSTITUTE

## ACTIONS:

- ✓ REPORT TO PLATFORMS
- ✓ COMPLAIN TO THE PUBLIC PROSECUTOR'S OFFICE
- ✓ PUBLIC PRESENTATION WITH PARTNERS



*“Always hit her with an open hand and moderate force. The aim is not to injure but to humiliate, reminding her of her place.”*



# INCITEMENT TO HATRED OF WOMEN

- Titles include: '**How to hit a woman**', 'How to hit your girlfriend if she cheats on you', 'Macho domination', and 'Macho Corner'.
- They incite or **justify gender-based violence**, normalise it, and use **derogatory language** about women.
- They give detailed tips on how to **punish** women **without leaving marks** and show children playing at committing gender-based violence for alleged infidelity.



En tu sitio: un feludo



# CONTENT THAT ENCOURAGES CYBERSTALKING

## 1 REPORTS

12 CONTENTS WITH 22.9 MILLION VIEWS

### ACTIONS:

- ✓ REPORT TO PLATFORMS
- ✓ PUBLIC PRESENTATION WITH PARTNERS



Within 48 hours, Google removed 11 out of 12 videos



*'How to track your girlfriend using your Android'*

*'How to access your girlfriend's WhatsApp. 100% real'*



# CONTENT THAT SEXUALISE VIDEOS OF MINORS

## 1 REPORT

### CONTENTS:

8 PLAYLISTS:

415 VIDEOS OF WHICH 275  
FEATURE MINORS

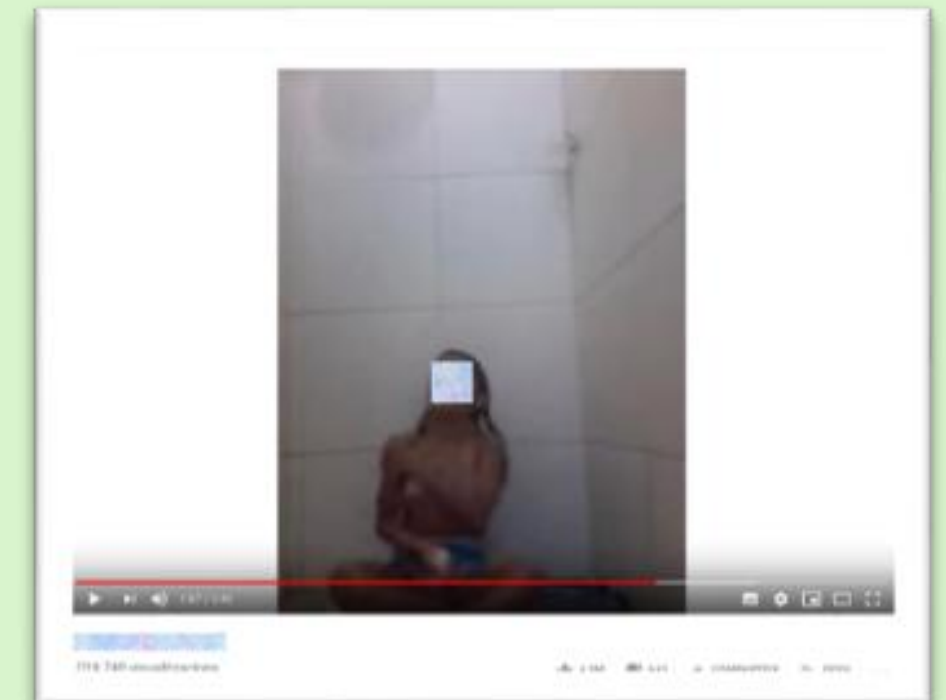
### ACTION:

- ✓ REPORT TO PLATFORMS  
TO REMOVE PLAYLISTS



Screenshot of a video of two girls swimming costumes at a water park, included in 10 playlists with titles such as: ***Panty & bikini, Pool Sluts and Putillas*** has **10 million views**

Screenshot of a video of a girl taking a shower, included in 6 playlists with titles such as: ***All size tits, Hot teens, Videosxxx, Películas de lesbianas*** has **more than 1 million views**





# **Women on linear television and radio: how much, how, and what they talk about (2024)**

**Show how the presence of women is specified in the contents broadcasted on television and on the radio and what image is conveyed.**

**What weight does gender equality carry in programming?**

**What presence do women have?**

**How has the presence and profile of women evolved in the news ?**

**What image of women is transmitted?**

# What weight does gender equality carry in programming?



**Daily news programmes** (35.5% of programming time)

5.3%



**Rest of programming**

4.2%



**Total programming** (no daily news programmes are broadcasted)

3.0%



**Total programming** (no daily news programmes are broadcasted)

0.6%



**Total programming** (no daily news programmes are broadcasted)

12.6%



**Daily news programmes** (12.5% of programming time)

8.0%



**Rest of programming**

0.5%



**Daily news programmes** (7.4% of programming time)

7.5%



**Rest of programming**

3.4%



**Daily news programmes** (11.8% of programming time)

7.0%



**Rest of programming**

6.9%



**Daily news programmes** (9.7% of programming time)

7.3%



**Rest of programming**

3.0%



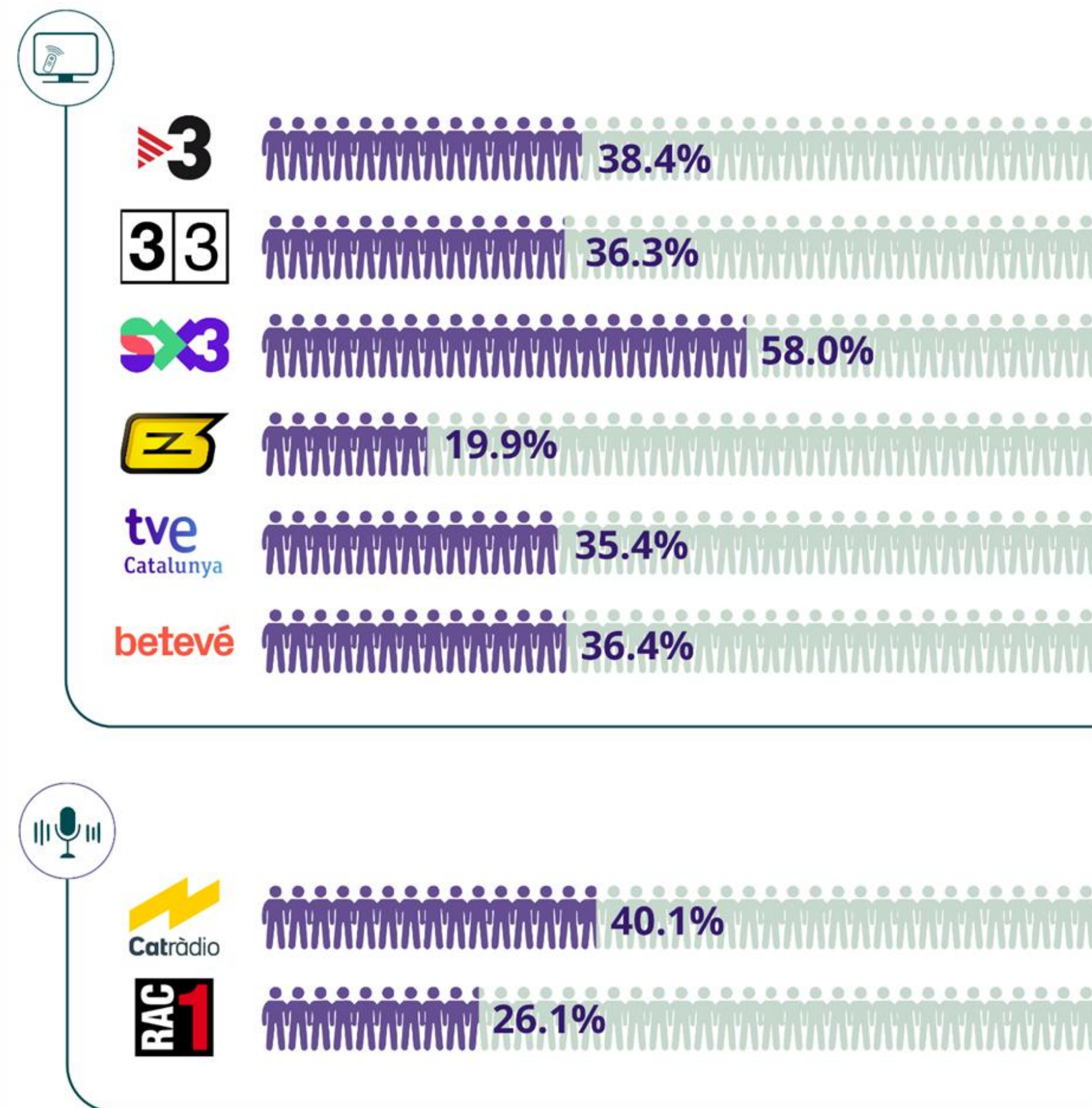
## What presence do women have (programming)?

In most of the analysed media, the overall presence of women in the programming does not reach 40%, which is the minimum reference for parity.

The children's and youth channel SX3 is the only one among the analysed media where the line of 50% is surpassed.

## Global presence of women in programming

2024  
Frequency of appearances



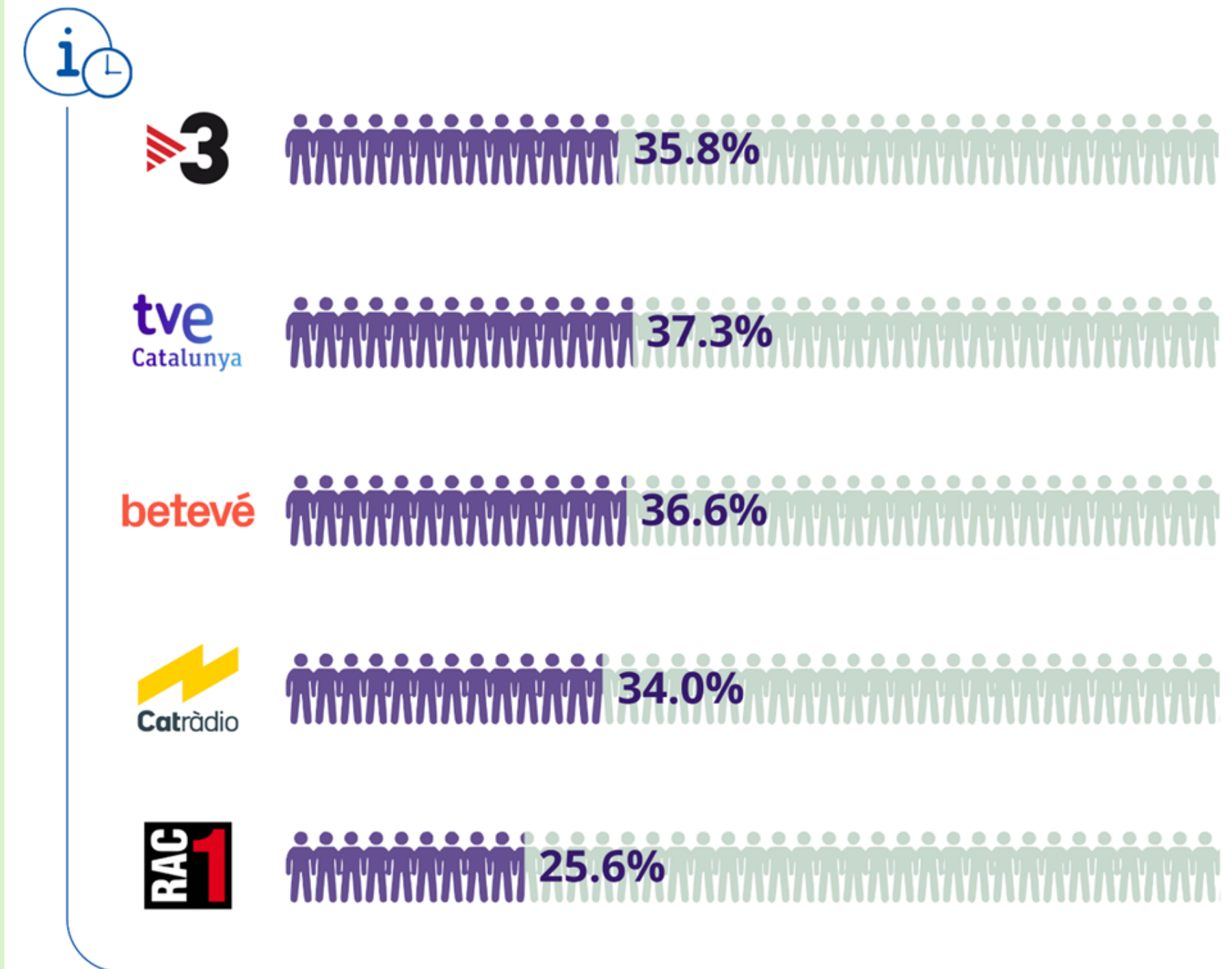


## What presence do women have (daily news)?

In daily news programmes, a format intended to be a reference point for the audience, the presence of women is reduced to one third of the appearances or is even lower.

## Global presence of women in daily news programmes

2024  
Frequency of appearances





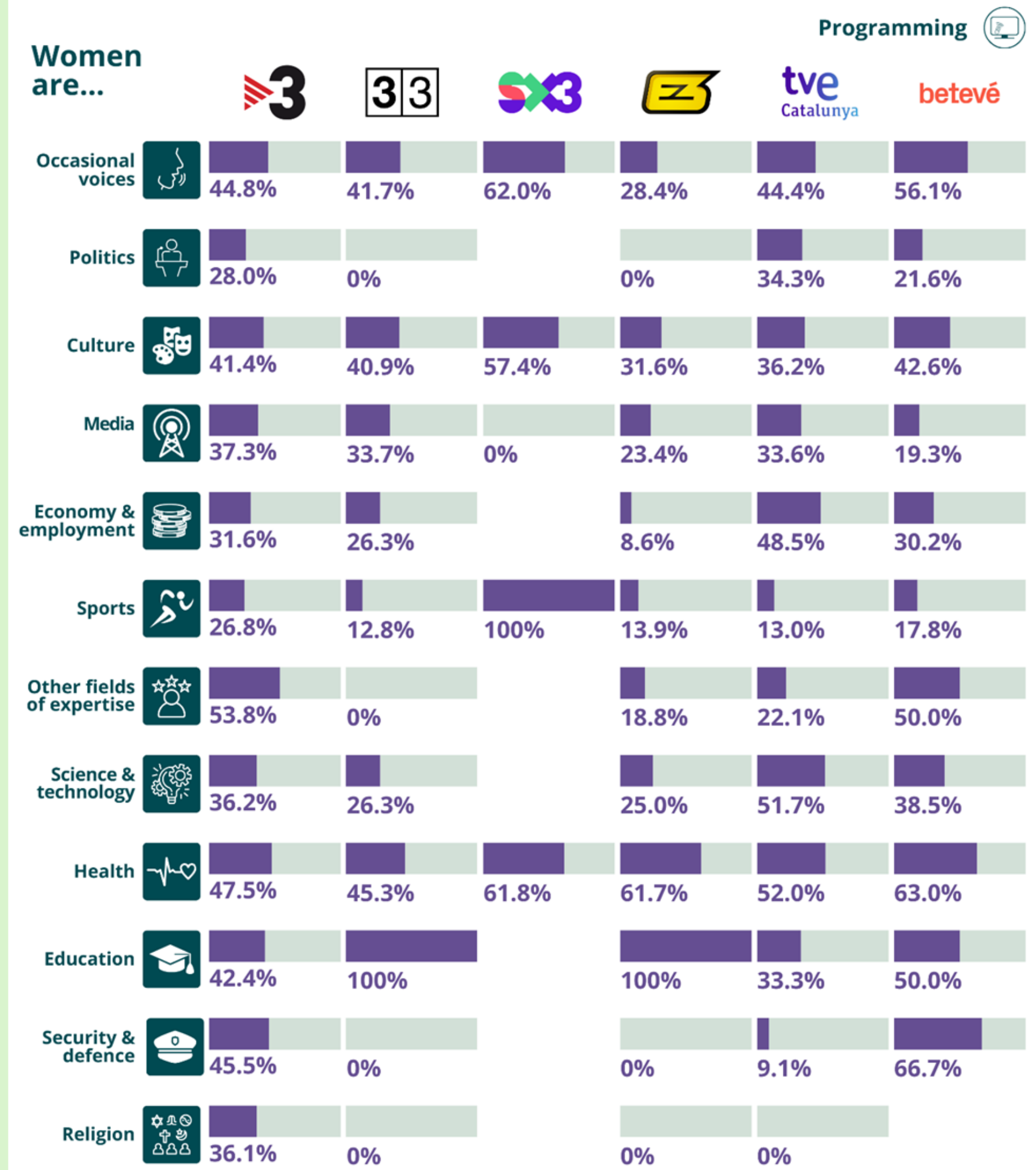
## What social spheres do women represent (programming)?

✓ Some aspects help to reverse stereotypes:

- increasing in science and technology, security and defense, and other areas of expertise where they have historically been made invisible.

✗ However, “clichés” and gender gap remains:

- equal values or majority of women in education and health, traditionally feminized.
- still very few women in sports, despite the progress made in recent years.

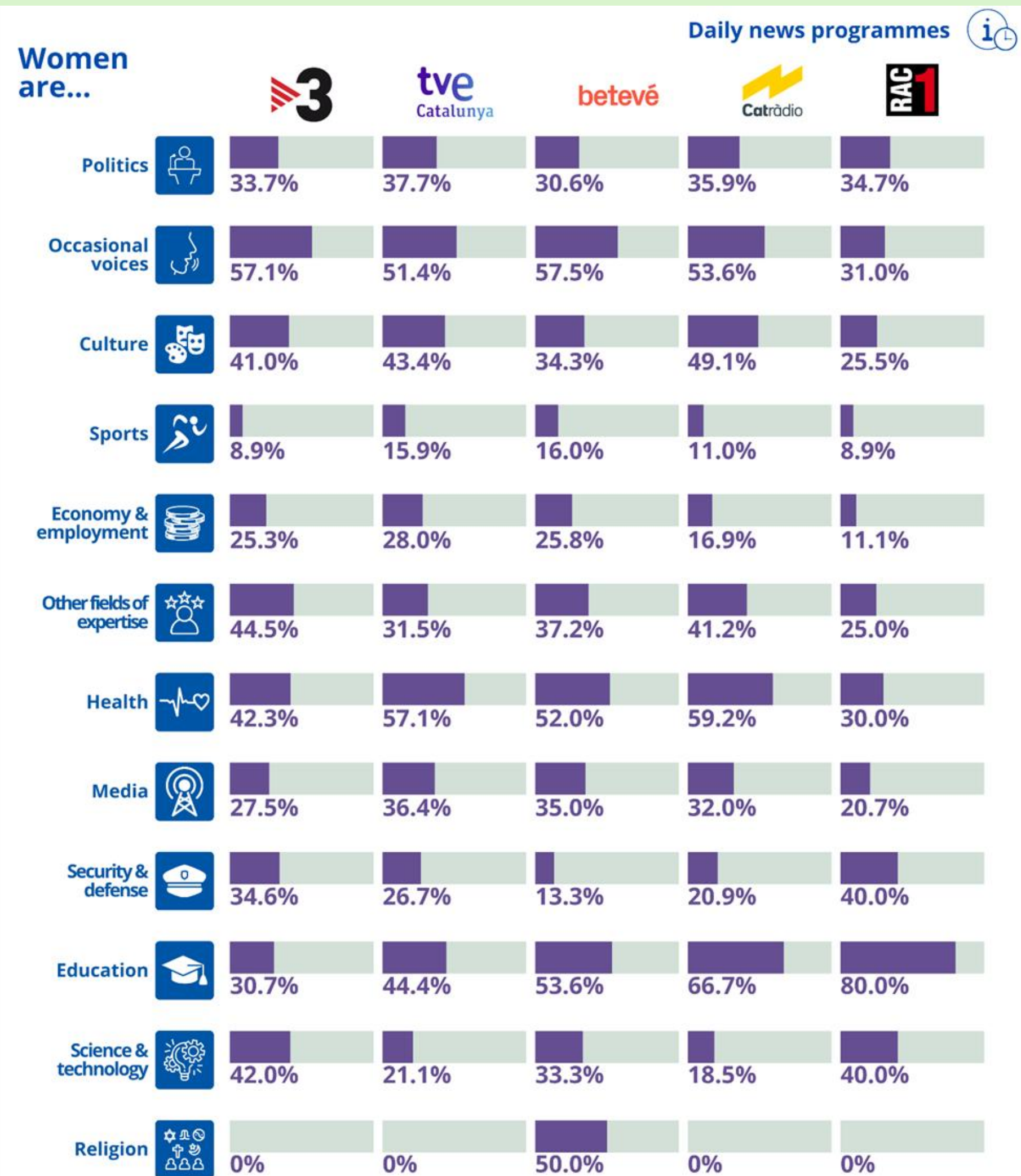


## What social spheres do women represent (daily news)?

Inequality is widespread in various areas such as:

- politics
- the media
- economics and employment
- sports

Nevertheless, both women and men appear mainly, and in a similar proportion, as political representatives.





# What image of woman is transmitted (age)?

On television **age acts as a gender filter**: youth is primarily portrayed through female figures, while older women tend to be more invisible than men.

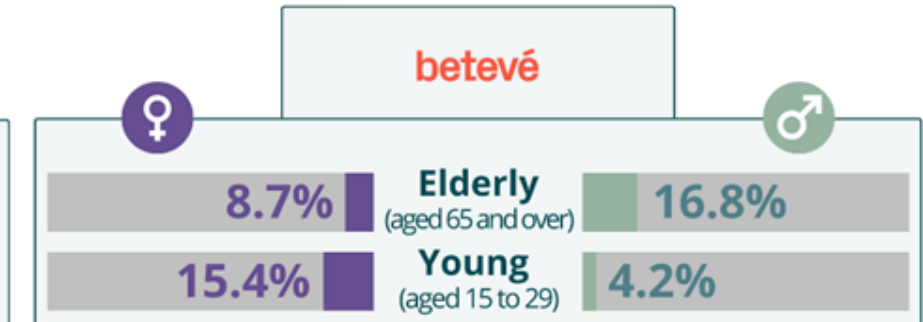
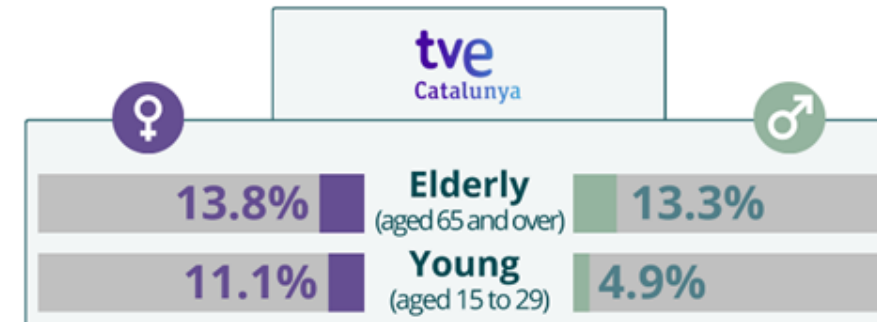
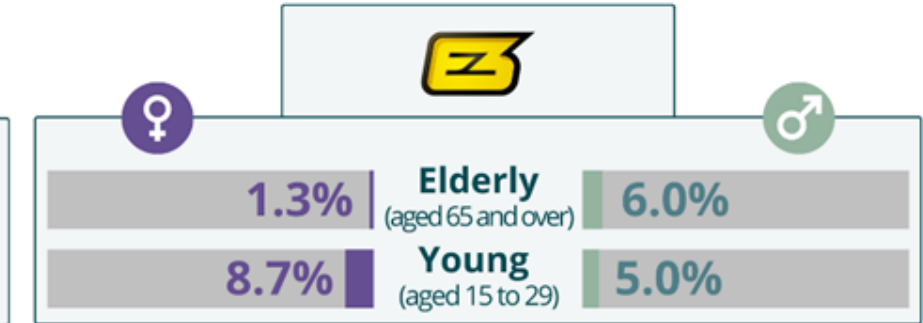
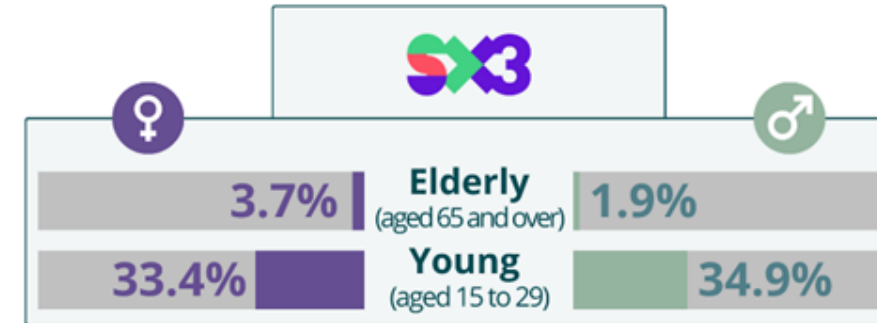
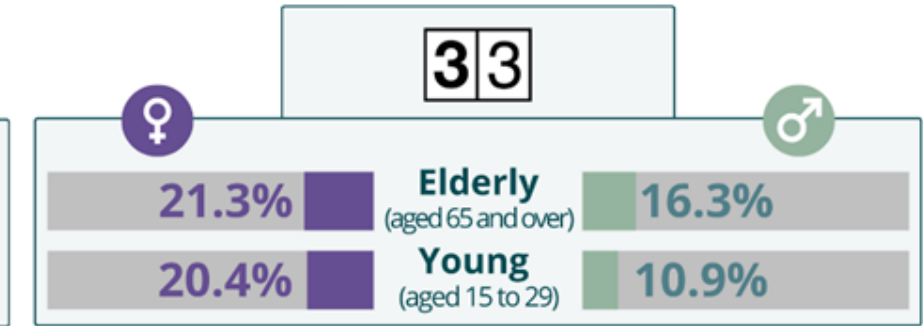
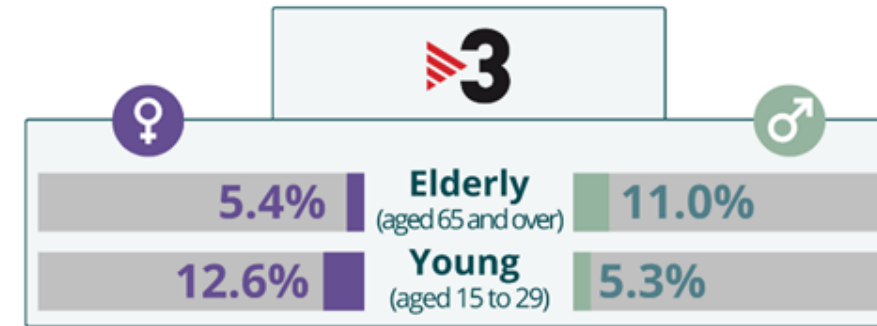
Apparent age



Total programming



Frequency of appearances



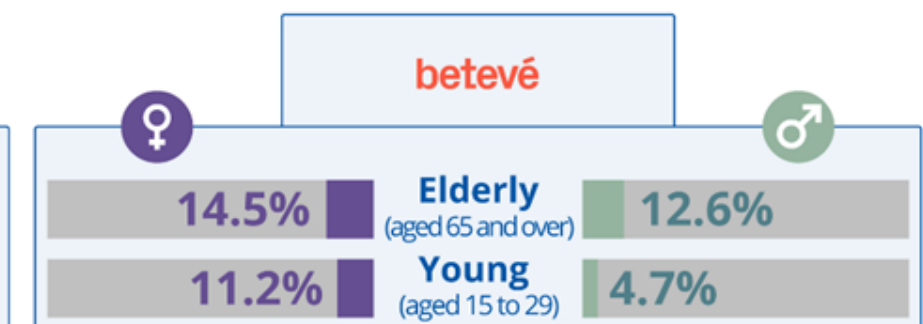
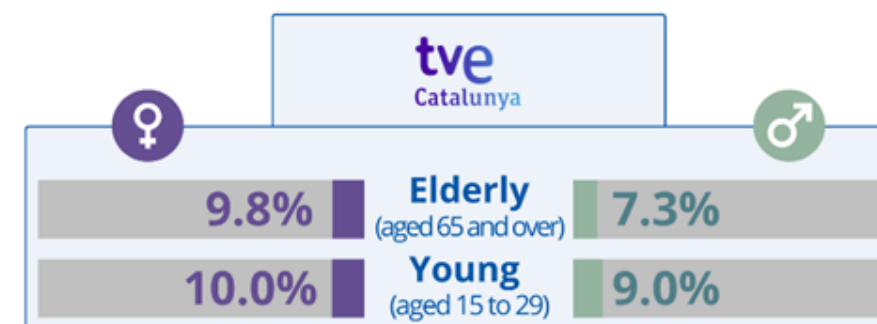
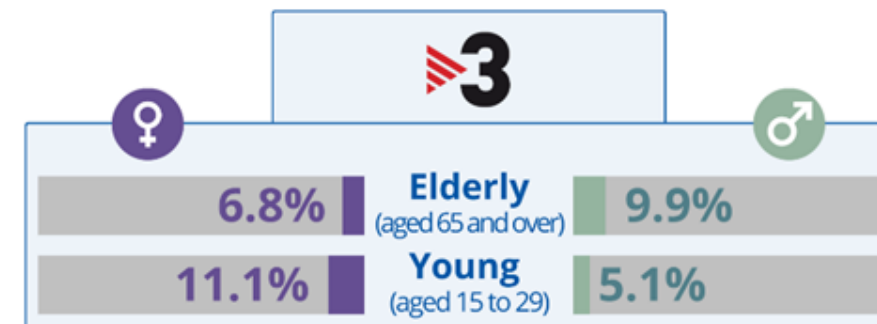
Apparent age



Daily news programmes



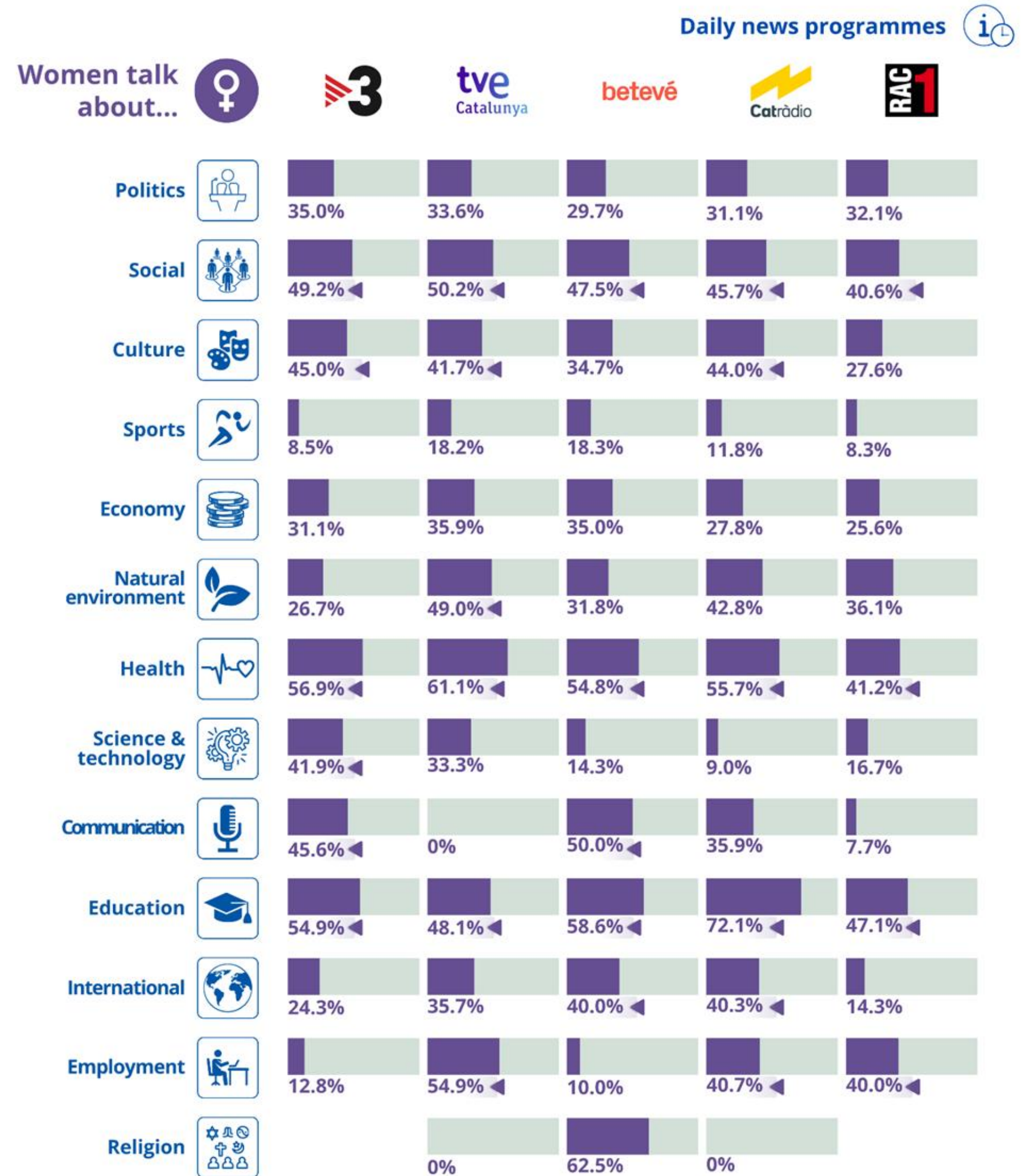
Frequency of appearances



## What do women talk about (I)?

With regard to daily news, women and men speak in proportions that approach parity :

- In half of the thematic areas analysed on TV3 and Catalunya Ràdio (6 out of 12).
- In 5 out of 12 on TVE Catalunya and betevé.
- In just one third on RAC1 (4 out of 12).





## What do women talk about (II)?

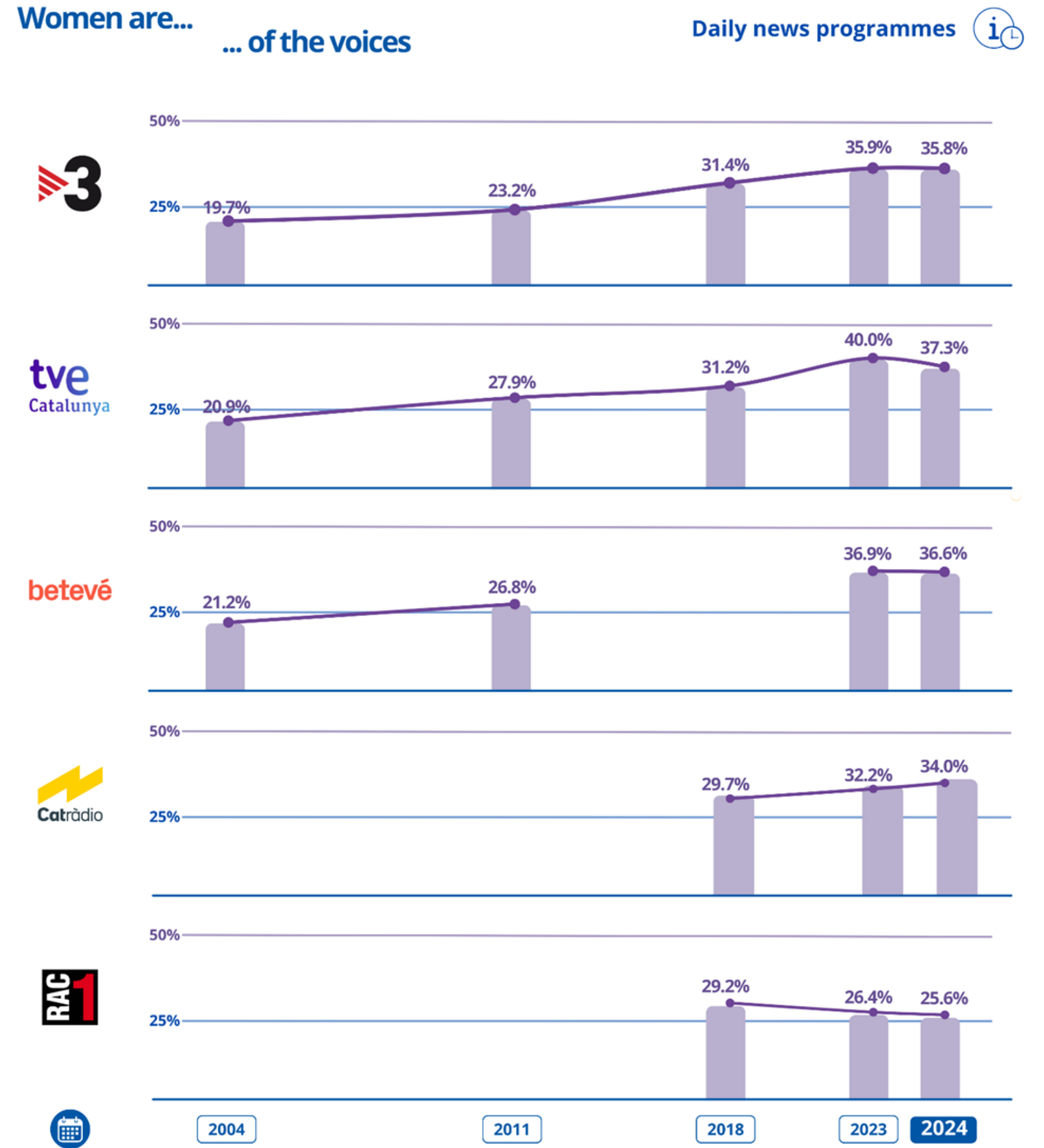
- When it comes to health and education news, the presence of women ranges **from 40% to 60%** in most analysed media.
- Women are starting to talk about science and economics. They reach **significant figures in some media**, but they continue to have a **very low presence in others**.
- With regard to specific topics of discussion, gender-based violence: it is the 1st or 2nd most common topic for women, yet it has very little prominence among men.

## The portrayal of women in the news: past and present

Between 2004 and 2024, the **presence of women** in the news broadcasts of the three analysed **televisions increases by around 15 points**.

Nevertheless, **in no case has parity been reached yet**.

In the **radios**, the presence of women is **also far from being equal**.





## The portrayal of women in debate spaces: past and present

The political and social current affairs debates are **the format with the highest presence of women**.

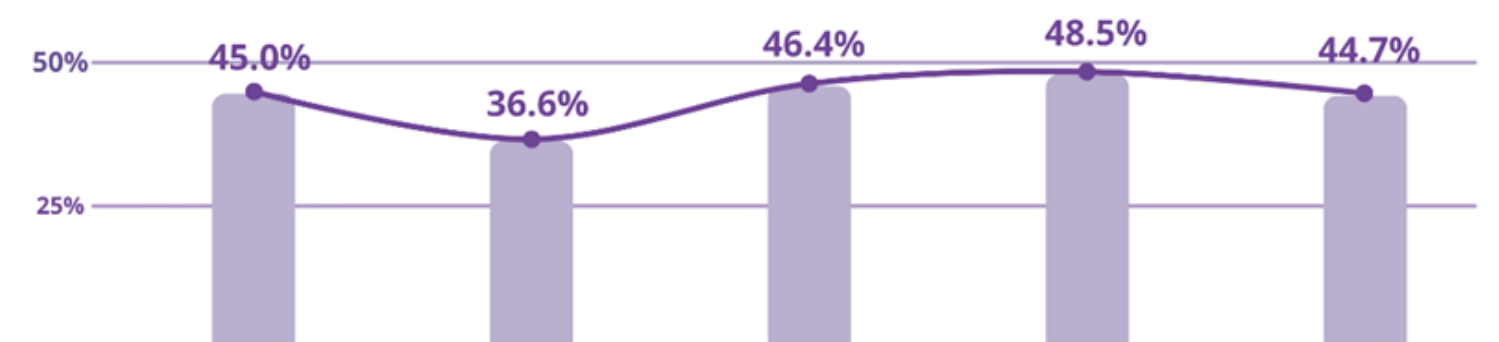
The vast majority of media place it **in the lower range of 40%-60%**, according to data provided by the media themselves.

Women are...

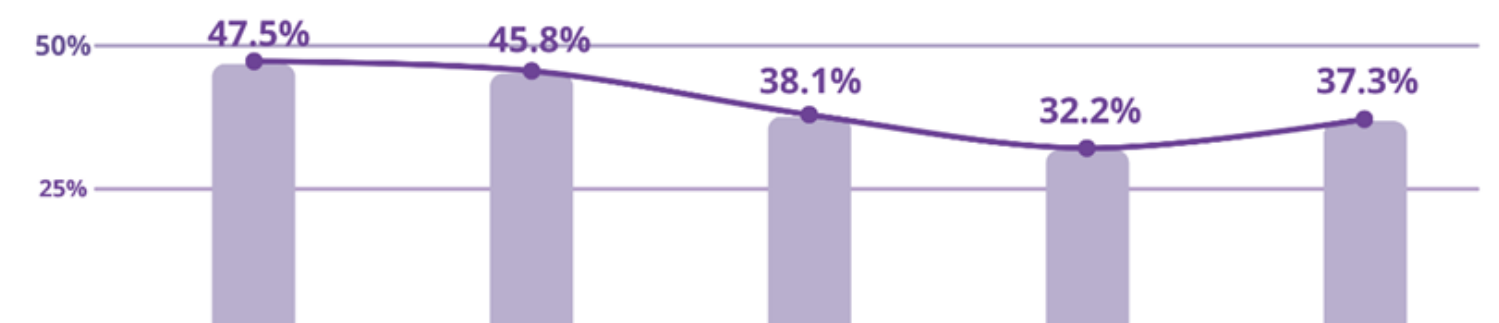
... of the voices

Debate spaces 

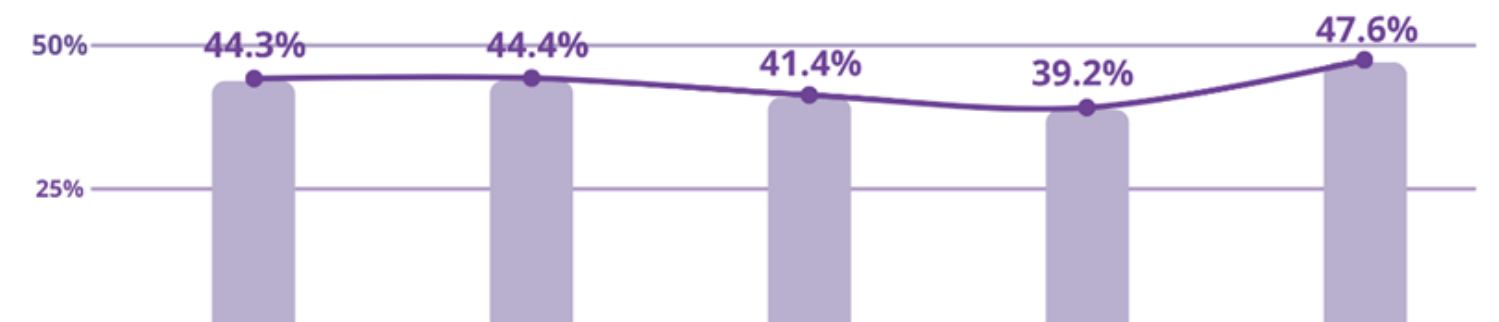
 3



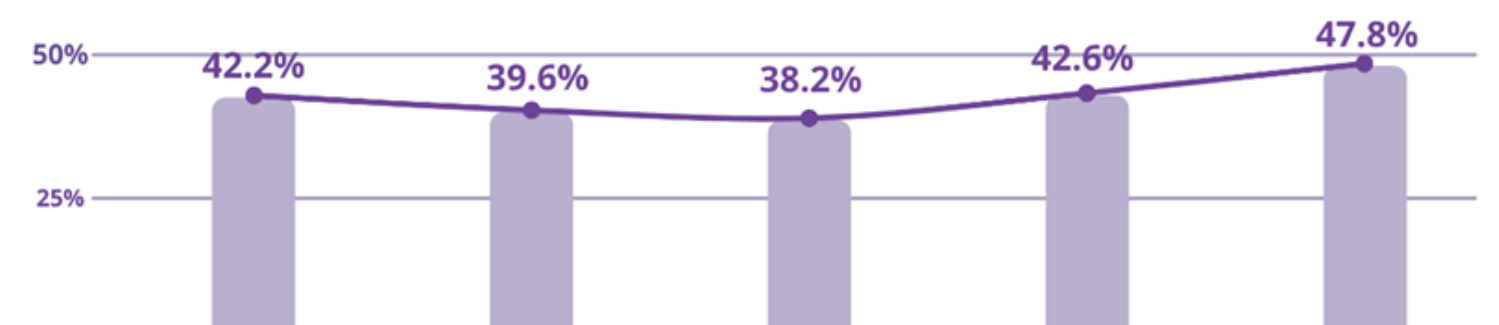
 tve  
Catalunya



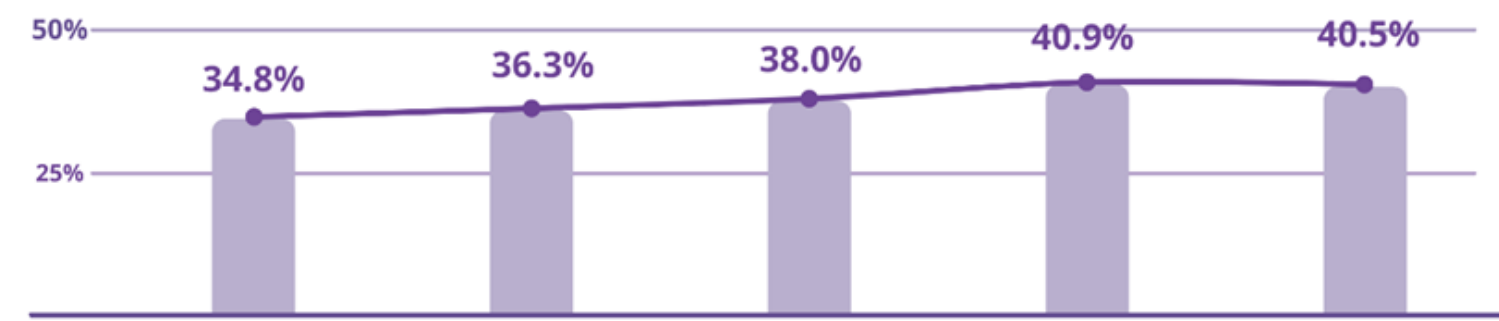
 betevé



 Catràdio



 RAC1



## Main conclusions:



First of all, in quantitative terms, there is **widespread gender gap** that affects most social spheres and news topics.



Secondly, **the representation of women and men in the media is still quite stereotypical** in some aspects although there have been significant improvements in some areas.







Moreover, **age plays a key role** in shaping how often women and men appear in media programming.














































# Children and screens.

## The advertising narratives about toys (2024)

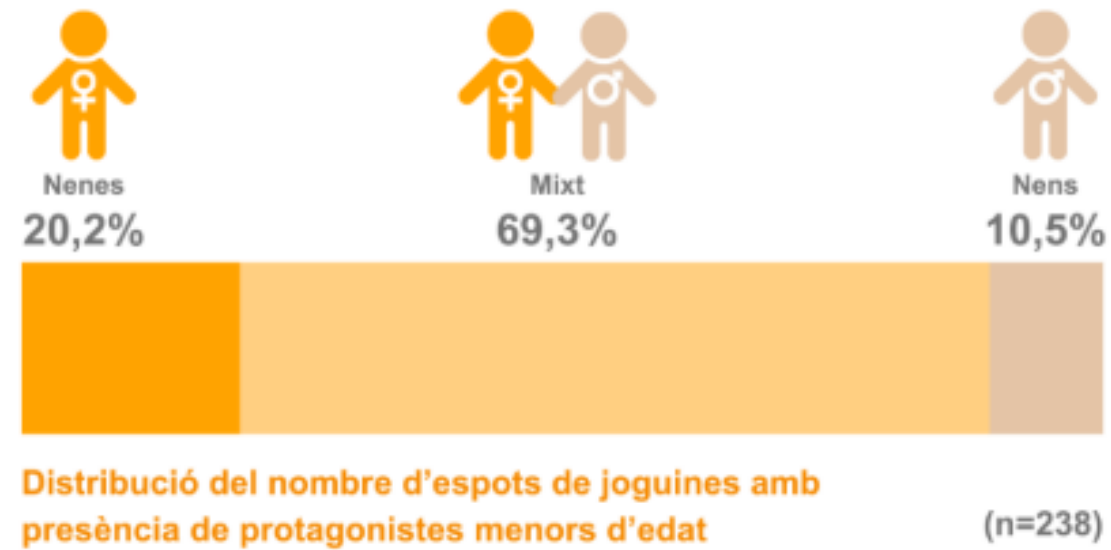
Canal	Nre. espots analitzats
	274
	265
	12
	--
Total	551

[https://www.cac.cat/sites/default/files/2024-02/Acord\\_3\\_2024\\_ca.pdf](https://www.cac.cat/sites/default/files/2024-02/Acord_3_2024_ca.pdf)

	Protagonisme de l'espot	Veu en off	Escenografia	
 Nines i accessoris	53,3%  46,7% 	93,2% Femenina	81,1% Roses i pastels	
 Jocs de taula	100% 	92,5% Masculina	95,0% No definit	
 Representació d'animals i mascotes	67,9%  32,1% 	68,8% Femenina	53,1% No definit	31,3% Roses i pastels
 Vehicles en miniatura, circuits i accessoris	50,0%  50,0% 	100% Masculina	62,5% No definit	
 Ninots, figures i accessoris (cura i maternitat)	60,0%  40,0% 	96,0% Femenina	57,7% Roses i pastels	38,5% No definit
 Construccions i acoblaments	73,3%  20,0% 	68,2% Masculina	50,0% No definit	40,9% Blaus i foscos
 Ninots, figures i accessoris (acció)	63,6%  36,4% 	100% Masculina	54,5% Blaus i foscos	45,5% No definit
 Jocs de manualitats	76,5%  23,5% 	88,2% Femenina	52,9% Roses i pastels	35,3% No definit

	Protagonisme de l'espot	Veu en off	Escenografia	
 Jocs electrònics	78,6%  14,3% 	64,3% Femenina	50,0% No definit	28,6% Blaus i foscos
 Jocs d'habilitat i punteria	91,7%  8,3% 	92,3% Masculina	76,9% No definit	
 Consoles i videojocs	70,0%  30,0% 	75,0% Masculina	75,0% No definit	
 Jocs d'imitació de la realitat (àmbit privat-llar)	71,4%  28,6% 	100% Femenina	71,4% Roses i pastels	
 Ofertes conjuntes i catàlegs de joguines	100% 	100% Masculina	40,0% Blaus i foscos	40,0% No definit
 Jocs d'imitació de la realitat (àmbit públic-professional)	66,7%  33,3% 	100% Femenina	100% No definit	
 Cromos	Sense protagonistes	100% Masculina	100% Blaus i foscos	
 Altres	75,0% 	100% Femenina	50,0% No definit	

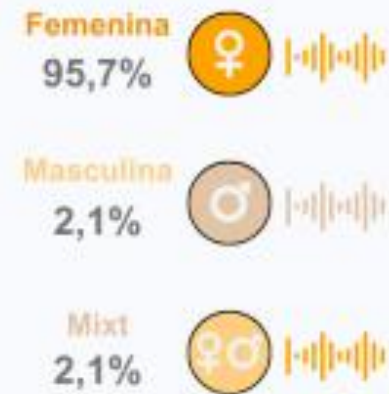
# Linear TV



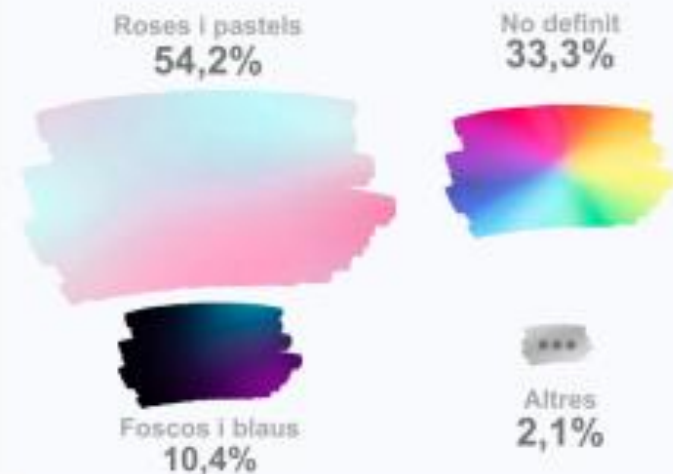
Quines joguines  
anuncien les nenes?  
(n=48)



Veu en off



Color de l'escenografia



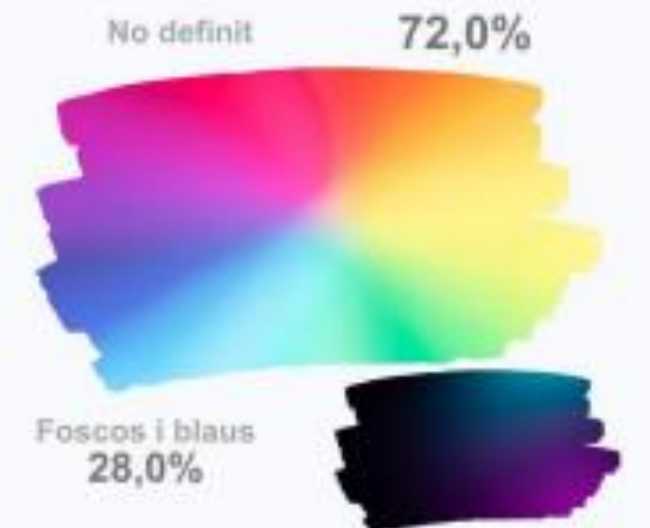
Quines joguines  
anuncien les nens?  
(n=25)



Veu en off

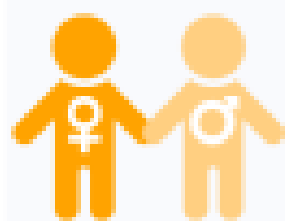


Color de l'escenografia









## Quines joguines anuncien les nenes i els nens?

(n=165)



(n=39)

Jocs de taula

23,6%



(n=19)

Representació d'animals i mascotes

11,5%



(n=16)

Nines i accessoris

9,7%



(n=13)

Jocs de manualitats

7,9%



(n=12)

Ninots, figures i accessoris (cura i maternitat)

7,3%



(n=12)

Vehicles en miniatura, circuits i accessoris

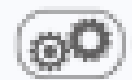
7,3%



(n=11)

Jocs d'habilitat i punteria

6,7%



(n=11)

Construccions i acoblaments

6,7%



(n=11)

Jocs electrònics

6,7%



(n=7)

Consoles i videojocs

4,2%



(n=4)

Ninots, figures i accessoris (acció)

2,4%



(n=4)

Ofertes conjuntes i catàlegs de joguines

2,4%



(n=2)

Jocs d'imitació de la realitat (àmbit privat-llar)

1,2%



(n=1)

Jocs d'imitació de la realitat (àmbit públic-professional)

0,6%



(n=3)

Altres

1,8%

## Veu en off

Masculina

57,1%



Femenina

41,7%



Mixt

1,2%



## Color de l'escenografia

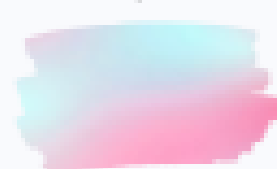
No definit

59,4%



Roses i pastels

23,0%



Fosc i blaus

13,9%



Altres

3,6%





## Paraules més utilitzades als espots amb protagonisme compartit

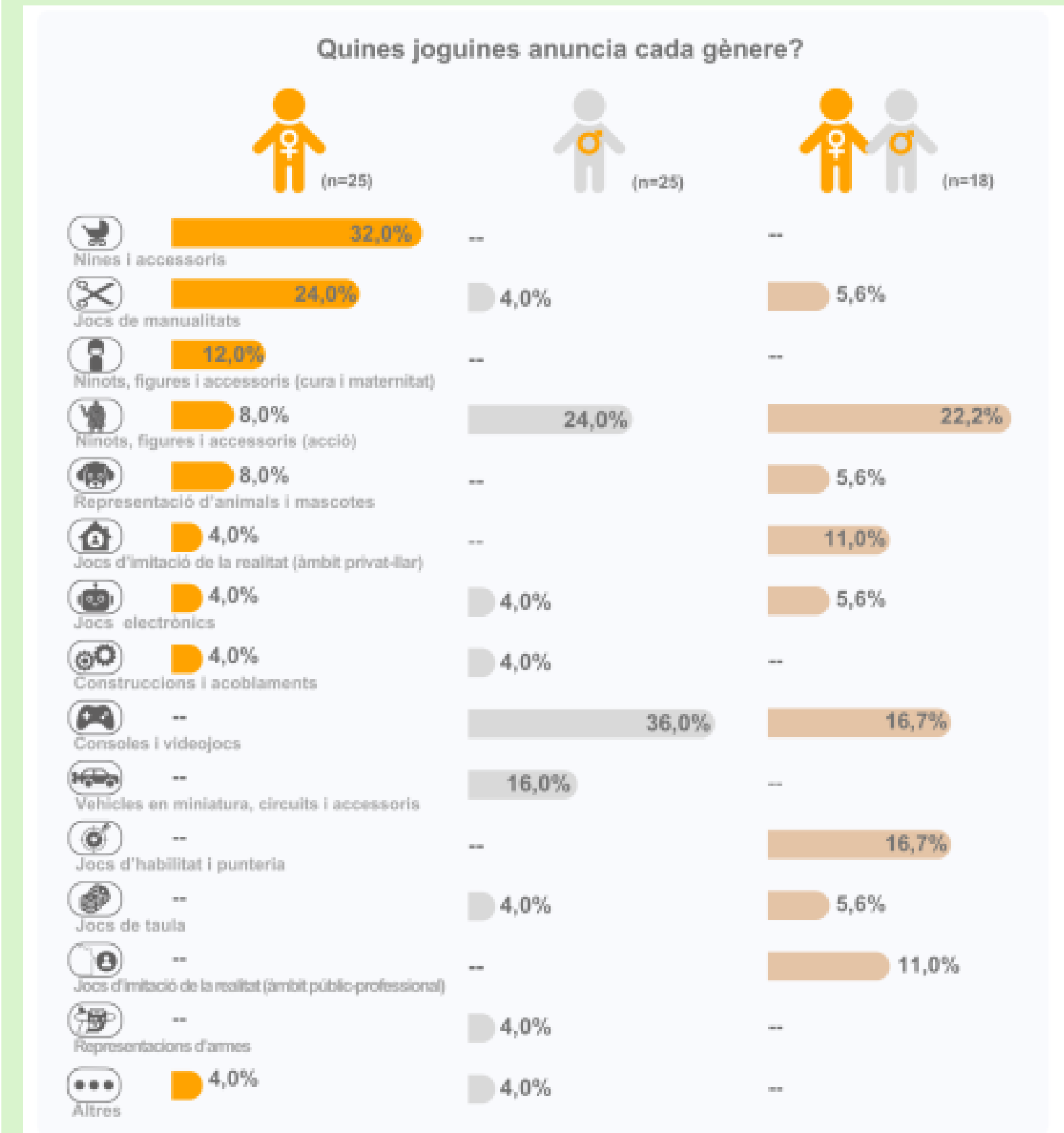


(n=165)



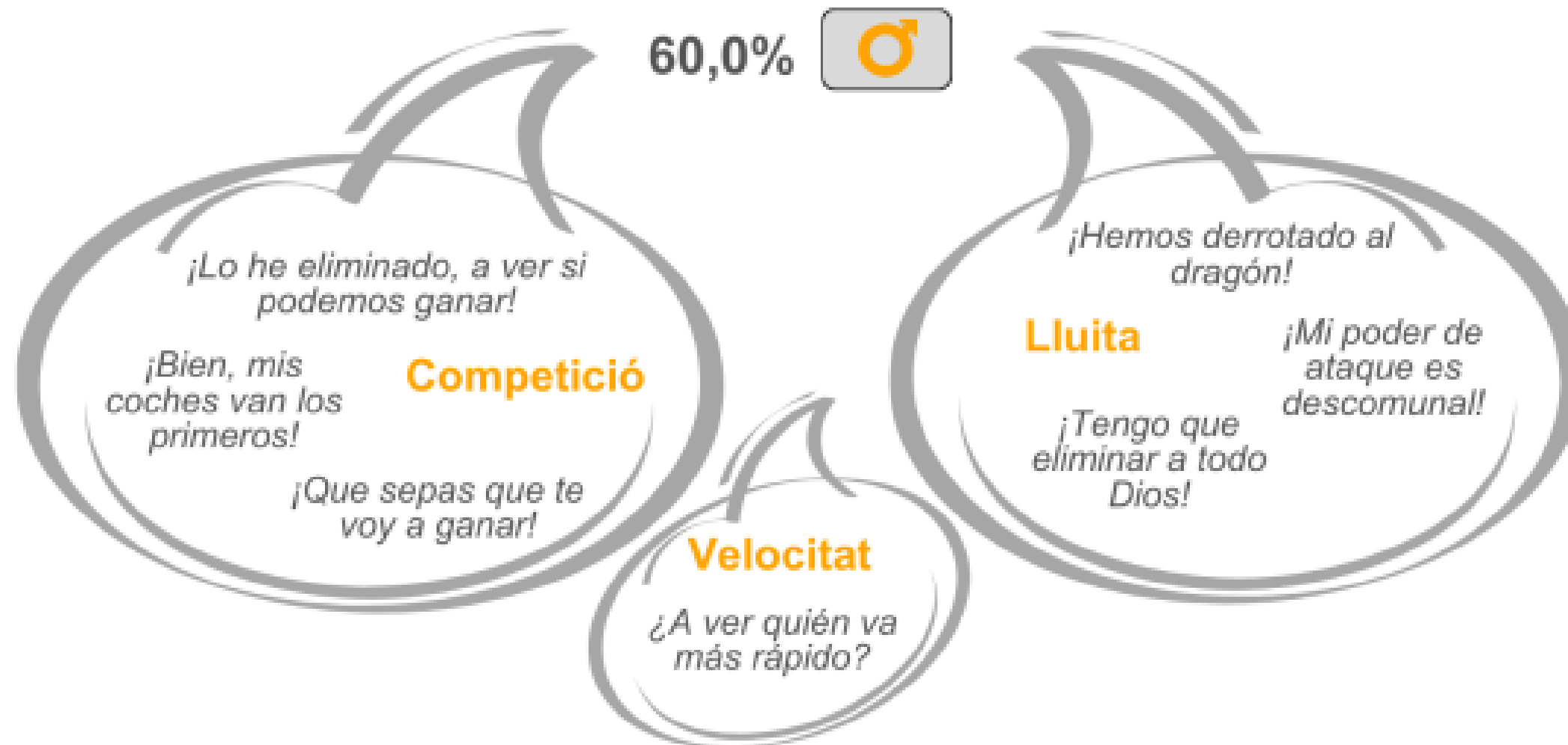
# Platforms

Plataforma	Perfil / Canal	Subscripcions	Videos analitzats	
			Nombre	Visualitzacions
 YouTube	Canal 1	9.210.000	5	2.183.119
	Canal 2	8.150.000	3	1.085.287
	Canal 3	6.270.000	5	450.401
	Canal 4	4.340.000	4	2.022.957
	Canal 5	4.150.000	4	2.573.467
	Canal 6	4.080.000	5	466.005
	Canal 7	2.800.000	2	438.999
	Canal 8	456.000	2	2.540.166
 TikTok	Perfil 9	2.900.000	5	370.000
	Perfil 10	1.400.000	5	1.216.600
	Perfil 11	995.800	5	560.595
	Perfil 12	985.700	3	2.091.900
	Perfil 13	806.700	5	580.400
	Perfil 14	544.900	5	1.861.100
	Perfil 15	214.500	4	71.732
TOTAL			62	18.512.728

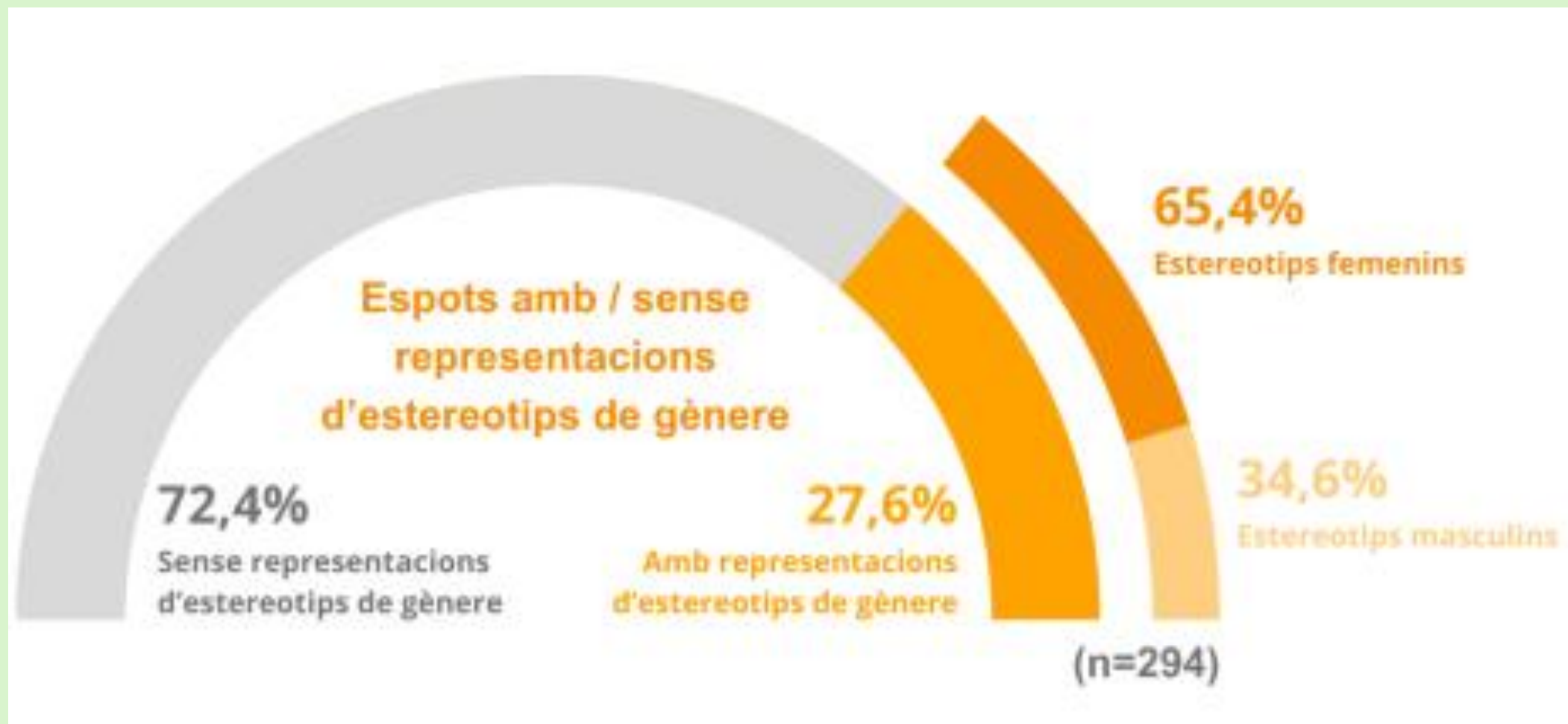




♀ 72,0%





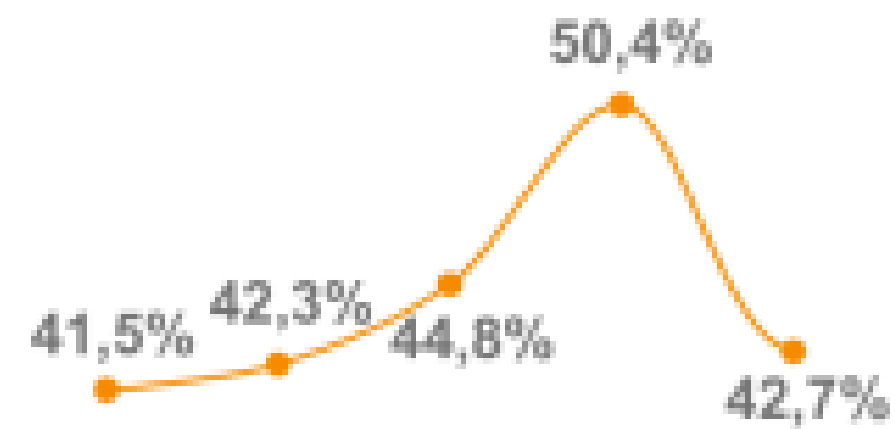


# Linear TV analyzed

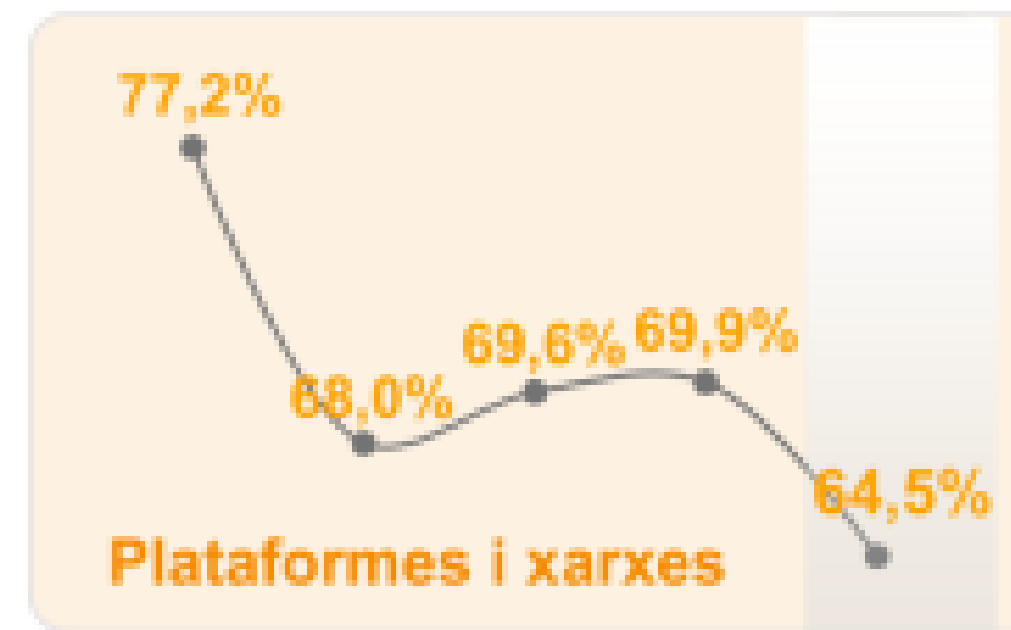
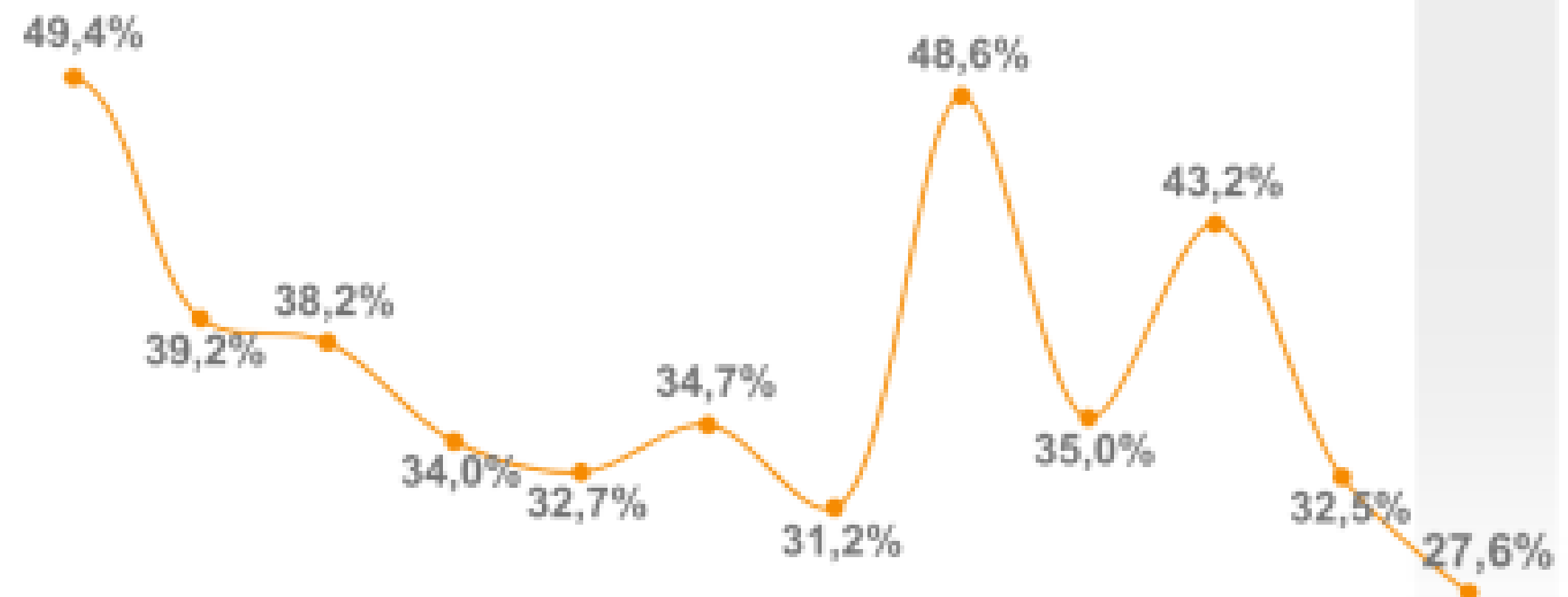
## Platforms analyzed



## Evolució estereotips de gènere en la publicitat de joguines als espots televisius i a les plataformes i xarxes



Espots televisius



Plataformes i xarxes

2001-02 2002-03 2003-04 2004-05 2005-06

2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24



# Main conclusions:

There is progress in the equal representation of girls and boys in games, with a decrease in the presence of gender stereotypes, especially on television. On internet platforms, however, the prevalence of these representations almost triples that of television.


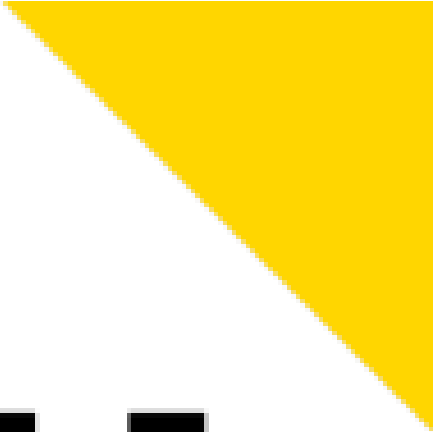
On television, the majority of advertisements (69.3%) exhibit a shared role between girls and boys, a representation that contrasts with platforms, where only 26.5% of videos show joint play.

The representation of gender stereotypes in toy advertising is much higher on platforms: 64.5% of videos have them, while on television they appear in 27.6% of spots.

It is worth noting that the presence of stereotypical gender roles is almost 8 points higher in the case of child and adolescent influencers (72.2%) than in the videos on the platforms as a whole.

Both on television and on platforms, the language used in advertising has different connotations depending on whether the focus is on girls or boys: girls create and shine, boys launch and discover.





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Un programa de:



Consell  
de l'Audiovisual  
de Catalunya

## Perspectiva de gènere

- [Situacions d'aprenentatge](#)
- [Unitats didàctiques](#)
- ▼ [Itineraris](#)
  - 01. Perspectiva de gènere**
  - 02. Identitat digital
  - 02. Identitat digital (Primària)
  - 03. Diversitat cultural
- [Projectes d'aula](#)
- [Mòduls instrumentals](#)
- [Contingut i recursos per al professorat](#)
- [Webs d'interès](#)
- [Formació](#)
- [Ràdio escolar](#)



### Presentació

Qui ens parla?

El sistema sexe-gènere a les pantalles

Anuncis no sexistes



**Què és la perspectiva de gènere?** És un terme que fa referència a la consideració de les diferències entre homes i dones en un àmbit o una activitat determinats. Treballar des d'aquesta perspectiva no implica, per tant, analitzar només l'experiència de les dones, sinó observar on i com s'ubiquen ambdós sexes.

### Com funciona l'itinerari?

Amb aquest itinerari us proposem treballar les **unitats didàctiques d'eduCAC** amb un fil conductor: la perspectiva de gènere. Hi trobareu propostes específiques per complementar el treball de les unitats, tot posant el focus en l'anàlisi dels mitjans de comunicació des de la **perspectiva de gènere**. Per fer-ho, us proposem que observeu la infrarepresentació de les dones als mitjans de comunicació, que constateu la manca de referents femenins en el nostre imaginari cultural i que reflexioneu sobre la influència dels estereotips sexistes en les nostres vides, molts dels quals reproduïts a través de la publicitat.



# Trenquem estereotips

eduCAC | Gènere

[Primer cicle d'ESO]



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<b>Title</b>	Breaking Stereotypes
<b>Duration</b>	10 sessions.
<b>Educational stage</b>	ESO 1st cycle
<b>eduCAC Thematic axis</b>	All audiovisual content that students consume throughout their lives contributes to perpetuating or distorting gender narratives and inequality between men and women, attributing roles and reproducing stereotypes that can affect their way of relating. In this context, it is necessary to develop a critical perspective that allows them to identify and question sexist or limiting narratives. It is essential to promote positive transformation in the personal and social fields and build a more balanced, inclusive society that guarantees human rights. The materials we propose will allow students to activate critical thinking when consuming fictional audiovisual content and develop skills to detect stereotypes that have traditionally been associated with gender or sexual orientation.



<b>Challenge</b>	How do we identify stereotypical representations of gender roles in fiction?
<b>Activities</b>	<p><b>INITIAL ACTIVITIES.</b> We begin by reflecting through a guided debate and with the support of an audiovisual on stereotypes, gender roles, and how they are represented. We analyze examples and reflect on how they <u>impact</u> us.</p> <p><b>DEVELOPMENT ACTIVITIES.</b> We carry out a semiotic analysis of different formats (advertisement, series, animation) both in terms of audiovisual and text elements. We propose new representations that reflect a more inclusive and fair vision.</p> <p><b>STRUCTURING ACTIVITIES.</b> Based on the previous analyses, we develop a conceptual map that collects everything we have learned about stereotypes and the influence of the media, and introduce proposals for change.</p> <p><b>APPLICATION ACTIVITY.</b> We design and produce an audiovisual campaign, which offers alternative roles to the gender stereotypes that we have analyzed.</p> <p><b>METACOGNITION ACTIVITY.</b> We reflect on what we have learned and how.</p>
<b>Final product</b>	Audiovisual campaign in the format of their choice to promote an equal representation of men and women in the media
<b>Resources</b>	<p>Each learning situation has:</p> <ul style="list-style-type: none"> <li>• A contextualization video of the thematic axis.</li> <li>• An infographic with the route of the learning situation.</li> <li>• Didactic sequence with support resources for the development of the activities (downloadable documents, readings and/or videos linked in each activity and guidelines for evaluation).</li> </ul>

# Narratives estereotipades sobre el gènere

eduCAC | Gènere

[Segon cicle d'ESO]

The background of the slide features a faint, stylized illustration of a human head in profile, facing right. The interior of the head is composed of several interlocking puzzle pieces in various colors, including pink, green, purple, and brown. The entire background has a light wood-grain texture.

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cac**



# Narratives estereotipades sobre el gènere

<b>Title</b>	Stereotypical narratives about gender
<b>Duration</b>	9 sessions.
<b>Educational stage</b>	ESO 2nd cycle
<b>eduCAC Thematic axis</b>	All audiovisual content that students consume throughout their lives contributes to perpetuating or distorting gender narratives and inequality between men and women, attributing roles and reproducing stereotypes that can affect their way of relating. In this context, it is necessary to develop a critical perspective that allows them to identify and question sexist or limiting narratives. It is essential to promote positive transformation in the personal and social fields and build a more balanced, inclusive society that guarantees human rights. The materials we propose will allow students to activate critical thinking when consuming fictional audiovisual content and develop skills to detect stereotypes that have traditionally been associated with gender or sexual orientation.



<b>Challenge</b>	How can we detect and combat misinforming narratives about gender that circulate on the internet?
<b>Activities</b>	<p><b>INITIAL ACTIVITIES.</b> We introduce the concept of narrative through a creative activity and analyze real examples of misinforming narratives about gender taken from social networks to analyze whether they transmit misconceptions or stereotypes.</p> <p><b>DEVELOPMENT ACTIVITIES.</b> We view and reflect on various contents of social networks that transmit stereotypical ideas about women or mock feminism. We discuss the impact of sexist discourse and learn about examples of <u>counternarratives</u>.</p> <p><b>STRUCTURING ACTIVITIES.</b> We analyze misinforming narratives by identifying their key elements, such as stereotypes, false statements, strategies used, etc., and formulate a <u>counternarrative</u>.</p> <p><b>APPLICATION ACTIVITY.</b> We design digital content that presents the counter-narrative worked on with the aim of publishing it and sharing it with the educational community.</p> <p><b>METACOGNITION ACTIVITY.</b> We reflect on what we have learned and how.</p>
<b>Final product</b>	Creation of a counter-narrative in digital format to refute a stereotypical narrative about gender. It must include data contrasted with images or graphics that reinforce the message. It can be a short vertical video, an infographic, an alternative meme, a short comic, a short podcast, etc.
<b>Resources</b>	<p>Each learning situation has:</p> <ul style="list-style-type: none"> <li>• A contextualization video of the thematic axis.</li> <li>• An infographic with the route of the learning situation.</li> <li>• Didactic sequence with support resources for the development of the activities (downloadable documents, readings and/or videos linked in each activity and guidelines for evaluation).</li> </ul>



edu

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WHAT DO YOU BET?

TEACHING UNIT 13 | GOOD PRACTICES



### Activity 3. Gamers also exist

According to a study on video game use and habits prepared by consultancy firm GfK Emer (2020), of the **15 million video game users** in Spain, 8.8 million are male and 6.3 are female. So where are the gamers?

Propose to identify and analyse gender stereotypes relating to video games. While discussing stereotypes, we invite you to reflect on the figure of professional gamers, who dedicate many hours to video games and earn large sums of money. For many boys and girls gamers are real idols and they want to imitate them, which can put the rest of their life goals at risk. But are the risks the same for boys as for girls?

The activity asks specific questions to reflect on all these aspects.

According to a study on video game use and habits, of the **15 million** video game users in Spain, **8.8 million are male and 6.3 female**. These data show that more and more women are interested in the world of video games. Female gamers, however, are still not as well known as male gamers. Everyone knows The Grefg, Rubius, Ibai Llanos or PewDiePie.

#### 3.1 But what about female gamers?

- Do you know any female gamers?
- Do you follow any?
- Can you name two or three?
- What are the games they play the most?
- Why do you think women are still not as well-known as men?
- Do you know what gender stereotypes are?
- Do male and female gamers earn the same amount of money? Give an example.
- Imagine a gamer who starts playing too much, to the point that they lose control. Do you think the impact on health might be different for boys and girls? Justify your answer.
- Can you name a gamer who has had a health problem? What happened to them? How did they overcome it?
- Do you think it's easy to make money playing video games? How?
- Do you think certain video games pose more of a risk than others? Justify your answer.

3.2 Below you have links to the YouTube channels of several gamers: Patty Dragona, Cristinini, el Rubius, Ibai Llanos and iHasCupquake.

Gamers and YouTube links	
Patty Dragona	<a href="http://www.youtube.pattydragona">www.youtube.pattydragona</a>
Cristinini	<a href="http://www.youtube.Cristinini">www.youtube.Cristinini</a>
Ibai Llanos	<a href="http://www.youtube.IbaiLlanos">www.youtube.IbaiLlanos</a>
El Rubius	<a href="http://www.youtube.ElRubius">www.youtube.ElRubius</a>
iHasCupquake	<a href="http://www.youtube.iHasCupquake">www.youtube.iHasCupquake</a>

- Choose two: a male gamer and a female gamer.
- Compare your channels using these points:

	Male gamer information	Female gamer information
How many followers do they have?		
What games do they play?		
Write 5 words that they use a lot when they communicate		
Explain in 5 lines what they are like based on the information you find		
Do they have a brand? Do they sell products?		
Do you think the community treats male and female gamers in the same way?		
What aspects do you value in a professional gamer?		
Did they do anything to gain attention? If so, what?		

- Write a tweet, or make a story or a reel drawing a relationship between gamers, health and gender.



# Many thanks for your attention!

