Hunting for media stereotypes

Description	This activity is based on analysing stereotypes (for example, of genders or classes) present in the media.

Tag
- Animation
- Instagram
- Media
- Movies
- Photo
- Social Media
- Video
- Videogames
- Youtube

Skills

PRODUCTION
- To create and modify written productions
- To use writing software and apps
- To create and modify drawings and designs
- To use drawing and design tools

CONTENT MANAGEMENT
- To search, select, and download

NARRATIVE AND AESTHETICS
- To understand the story, storytelling, etc.

IDEOLOGY AND ETHICS
- To recognize and describe
- To take action and to apply

Learning areas
- Social Sciences

Card language
- English
- Spanish
- Italian

Structure

Sessions	2 (Variable)
Duration	55' (Variable)
Number of participants	10-30
Age	• 10-13 • 14-16 • 17-18
Materials	• Computers • Internet

Process

Key questions	• What social stereotypes do media spread? • Do social stereotypes spread over different media? • How can these social stereotypes be countered?
Development	The teacher selects and presents a social stereotype transmitted by the media (for example, stereotypes of women in videogames, commented on YouTube videos such as Anita Sarkeesian's videos) that serves as a context for the teaching activity (**30'**). The students, in small groups of between two and three students, work on the stereotype that the teacher tells them about or they select a stereotype on which to work freely. They look for examples in the media (**30'**). *Point out to the students the importance of enriching the story with different sources.* Each group analyses the stereotype and its possible variants. The groups gather more information about the analysed topic (**30'**). Each group produces a poster about the analysed stereotype, including images, key concepts, texts, etc. An exhibition can be set up with all the works on the representation of stereotypes in the media (**30'**).
Evaluation	The teacher should evaluate: • The ability to understand the development and sequence of the activity; • Planning and organization of the work team; • The ability to identify a social stereotype present in the media; • The wealth of sources used to expand the information; • The capacity for synthesis and verbal and graphic expression for the final piece; We suggest using a rubric to evaluate the activity.
References for professors	• Anita Sarkeesian: "Tropes vs Women in videogames" https://www.youtube.com/watch?v=DeDPicJxpHg
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