

LEARNING CARD

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	<ul style="list-style-type: none">• 10-13• 14-16• 17-18
Materials	<ul style="list-style-type: none">• 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>

Author

Ruth Contreras. Universitat de Vic (Spain), ruth.contreras@uvic.cat
Óliver Pérez. Universitat Pompeu Fabra-Barcelona (Spain), oliver.perez@upf.edu