



## Workshop G9T6 – Being shaped by your surroundings

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### WORKSHOP OBJECTIVES

1. To raise awareness about the power of language and the media in shaping personal relationships and society.
2. To generate a critical view of the manipulative power of advertising.
3. To become aware of how our surroundings influence the way we see ourselves.

### KEY CONCEPTS

**Social control and group pressure:** we all live in a social setting (family, school, friends...) that offers us guidance and helps us to grow while also making certain demands. Social control is applied through a series of mechanisms (roles, attitudes and values) that society establishes to guarantee things work a certain way. As a result, the groups and institutions that make the rules are the ones that dominate. Some of the mechanisms used to guarantee respect for these rules are coercive in nature (punishment, prison, fines...), but the social control applied most often is invisible: it involves prejudice and systems of values and beliefs. These are the tools used by groups (families, the state, the church, schools, political parties, the media...) to pressure its members, whether they're individuals or groups (any "non-normative" groups may face this pressure). This pressure leads to self-control; some of us regulate our own behaviour, adapting to the rules even if we don't agree with them, so that we're accepted by the group. In a patriarchal society girls are subject to more pressure than boys, and this generates unequal relationships that hurt both sexes.

**Perfect bodies:** social pressure pushes many people (men and women) to hide, emphasize or modify certain parts of their bodies. In some cases, people do so to attract the admiration of those around them (seeking "perfect" bodies), to have the sort of body society associates with a role they want to be recognized for, or because they don't quite fit the bodies they were born with because of social control and changing trends. Advertising is an extremely powerful means of transmitting these ideas and promoting the idea that our own personal image is a reflection of social success. We need to realize that our body is unique, and that it's up to us to decide on the image we want to present to the world, without being influenced by the models imposed on us. Letting ourselves be influenced by advertising that promises us that we can have a "perfect" body if we really want it can lead to dissatisfaction, and even to psychological and eating disorders. Self-esteem and acceptance of our own bodies are fundamental to self-confidence.

**Treatment of gender in advertising and the media:** the media exercises a kind of informal social control. This can lead to the manipulation of public opinion, affecting things like moral norms. In some cases, these implicit rules for social control aren't entirely ethical,

especially with some of the messages found in advertising that promote gender inequality or the treatment of women as objects. Even though there are laws that forbid discriminatory advertising, the use of stereotypes is often so subtle that it's accepted by most of society. Some examples of these messages are: "men are powerful and protect and care for women; women are vulnerable and need men's help to be happy"; "women are in charge of caring for their homes and families", "to be perfect, women's bodies need to be modified", "women's bodies are an object of desire", "men conquer women"...

One concerning reality is the absence of women in the media: stories about men or featuring men predominate, even when they deal with events that also involve women. When women are the protagonists of a story, they're often presented as victims, or their only role is to discuss the males around them (they appear as the wife, daughter or student of a man). One unfortunate effect of the way women appear in the media is secondary victimization, which makes the situations they face as victims widely known and makes their personal situations worse as a result (like in cases of gender violence, job discrimination...).

**Hypersexualization:** this is a consequence of consumer society, which encourages us to judge a person's success based on their personal image. "Hypersexualization" is when sexual content is used in a disproportionate or gratuitous way. Although it affects society in general, women, boys and girls are especially subject to it. One example of this is advertising that uses sex as a sales tool, even if it has nothing to do with the product being advertised (cologne, furniture, cars, clothing...). Women (and children) are presented as sexual objects, damaging their self-esteem and dignity. When children come into contact with things like toys, series, music videos, video games, cinema, social networks or advertising with sexist and sexualized content, they imitate the clothing, attitudes and gender roles they see in adults. Children see seduction as an objective, and girls accept being seen as sexual objects subject to someone else's desires. This all cuts short their childhood and adolescence, and it's a significant step back in the struggle for equality.

## TIMING

### SESSION 1

20'	20'	Activity 1 – No need to be dolls
30'	50'	Activity 2 – Being me
10'	60'	Activity 3 – What can I take away from this?
5'	65'	Activity 4 – Publishing our impressions

### SESSION 2

85'	85'	Activity 1 – The tree of life
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This timing is for cases where students aren't very participative. Any of these activities can take up an entire workshop, especially when working with students who've participated in other *fem tec!* activities. There's no need to rush to complete the whole workshop; see how your group


reacts, and let each activity go on for as long as it needs to. We also suggest that you take a look at our complimentary activities; you might find one you prefer.

**PRESENTATION**

(to show during the workshop - document [3\\_Presentació\\_G9T6\\_FEM\\_TEC\\_un\\_entorn\\_impresionant](#))





**DESCRIPTION OF ACTIVITIES**

<p><b>Before starting this workshop</b></p> <p><b>Presentation</b> slides 1 and 2</p>	<p>We'll tell our students that the sixth workshop in the “<b>For real!!!</b>” guide for the promotion of gender equality is called “Being shaped by your surroundings”. It deals with our bodies and the criteria we usually use to decide whether we like them or not. We'll reflect on whether the opinions of others, our surroundings and the media influence us and shape our ideas of beauty and, finally, we'll discuss gender inequality in the media.</p>
<p><b>Activity 1</b> No need to be dolls (20')</p> <p><b>Presentation</b> slide 3</p> 	<p><b>Activity summary</b> Video and reflection.</p> <p><b>What we want to work on</b> We shouldn't let our surroundings influence us. True beauty lies within.</p> <p><b>Development and aspects to consider</b></p> <div data-bbox="450 1749 831 1962" data-label="Image"> </div> <p>We can watch the video <b>Colbie Caillat - Try (3:51)</b> on the ColbieCaillatVEVO channel <a href="https://youtu.be/GXoZLPSw8U8">https://youtu.be/GXoZLPSw8U8</a></p> <p>This song criticizes the aesthetic pressure society puts on us. It encourages women to get rid of their makeup.</p>

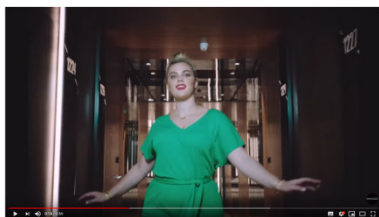
<p><b>Material</b> yellow stickers and green stickers, 4_G9T6_FEM_ TEC_annex2</p>	<p>We can start a short group reflection: why do all these women take their makeup off? Don't they like wearing makeup? What are they criticizing?</p> <p>We will ask the boys and girls to be distributed in teams of six (in any case, the number of components of the team should be even).</p> <p>We suggest reflecting on how we try to modify the way others see us, and whether we succeed in doing so. To this end, we can create a group avatar (by printing out document <a href="#">4_G9T6_FEM_TEC_annex2</a> on <u>A3-size paper</u>). Then,</p> <ul style="list-style-type: none"> <li>▪ Each group can form a circle, so that each person is sitting across from someone else.</li> <li>▪ We'll give each student 2 yellow stickers and 2 green stickers.</li> <li>▪ We'll give the avatar to one student from each group. <ul style="list-style-type: none"> <li>• Each person should put a yellow sticker on the part of the avatar's body they like the best (their eyes, belly button, ankles, hands...).</li> <li>• They should put a green sticker on the avatar showing a body part they think the person sitting across from them modified today to improve their image (for example, if they think the person across from them painted their nails today, they can put a green sticker on the avatar's hands).</li> </ul> </li> <li>▪ Once they're done, they can pass the avatar to the person on their left, who can do the same thing.</li> <li>▪ The avatar should go around the circle twice, with each person putting two stickers on it.</li> </ul> <p>Once the sheet has gone around the circle twice, we can look at where the stickers are. We'll share all our avatars (we can hang them on a wall where everyone can see them, or we can put them on the floor or a table and stand around them). Are the different-coloured stickers organized in different ways, or are they all grouped together? Do all our avatars have stickers in the same places?</p> <p><b>Elements for reflection</b></p> <p>Most likely, our stickers will be scattered across our avatars. This might have to do with the fact that we "fix up" whatever we like best about ourselves (giving ourselves a mohawk, putting on perfume, painting our nails, wearing bracelets...). However, some people "fix up" what they don't like about themselves (in an effort to keep up with fashion, to please others...), or to try to stand out.</p> <p>If we wear makeup, work on our bodies, spruce ourselves up or get dressed up, do we do it to feel better about ourselves, or to try and please others? With all these changes, are we trying to show others who we really are, or just who we want to be? Do we succeed in doing so? Do you think that each team's avatar would feel better about themselves if they</p>
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<div style="text-align: center; margin-bottom: 20px;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: center; margin-top: 20px;">  </div>	<p>tried all our “improvements” (green stickers)? Do you think social pressure and advertising influence our self-image and the way we act? Why do you think that is?</p> <p>Most students will probably think that girls are hit especially hard by social pressure, and they’re right. It might also be hard for the boys to admit to the pressure they face. We suggest watching the following video</p> <p><b>is it ok for guys...</b> on the AXE channel (0:51) <a href="https://youtu.be/0WYsfa7x5q0">https://youtu.be/0WYsfa7x5q0</a>. It criticizes some of the aesthetic pressures and stereotypes that shape the way boys act.</p> <p>Or this one:</p> <p><b>GENDERED MARKETING (7:24)</b> <a href="https://youtu.be/3JDmb_f3E2c">https://youtu.be/3JDmb_f3E2c</a> on the Checkout channel. It denounces marketing strategies that seek to increase profits using the concepts “feminine” and “masculine”.</p>
<p><b>Activity 2</b> Being me (30')</p> <p><b>Presentation</b> slide 4</p> <p><b>Material</b> Pens, scissors, tape and 4_G9T6_FEM_ TEC_annex3</p>	<p><b>Activity summary</b> Shaping our bodies. Reflection opportunity.</p> <p><b>What we want to work on</b> The need to distinguish between who we are and who we want to be. The importance of self-esteem when dealing with group pressure.</p> <p><b>Development and aspects to consider</b> Each student will make their own avatar. Since we can change whatever we want about them, this game will give us a chance to show what we like best about ourselves and what we like least:</p> <ul style="list-style-type: none"> <li>• Each student will get a copy of the document <a href="#">4_G9T6_FEM_TEC_annex3</a> (printed double-side on a piece of A4 paper). On each of the five sections of the avatar, they’ll write one positive trait they think they have (in terms of physique, personality, abilities...).</li> <li>• Once everyone has written five positive traits on their avatar, they should flip it over and write something they’d like to change about their bodies on each section.</li> <li>• Next, they should cut out the five separate parts of the avatar (the head, the upper and lower torso, an arm and a leg).</li> <li>• Each student can choose whether to exchange one of the parts of their avatar with someone else in their group. They should keep in mind that when they give away a piece of the avatar, they lose both the positive and negative aspects (written on the front and back sides).</li> </ul>

	<ul style="list-style-type: none"> <li>• We'll give students 5-10 minutes to swap pieces of their avatar with other students who have something they want, and who also agree with the exchange. Students can swap as many pieces as they want to try and make their ideal avatar.</li> <li>• Once they're finished trading, each student will put together their final avatar using tape (so that we can see both sides: what they like, and what they'd like to change).</li> </ul> <p><b>Elements for reflection</b></p> <p>Did we have a hard time deciding what we wanted to change about our avatar, since it also meant giving up positive traits?</p> <p>Did anyone choose to stay as they were? Is there anyone who didn't swap anything? Why didn't they want to, or why weren't they able to?</p> <p>Did anyone exchange more than three parts of their avatar?</p> <p>Are we satisfied with our bodies? How much are we willing to change to be accepted by others? Do we change our behaviour to fit in? Do we feel satisfied when we change to please others? Is there a reason we want to change certain parts of our bodies (because of what we see in advertising or films, because we compare ourselves to others...)? Do we think the way other people present themselves really reflects the way they think and act? Have we ever forced someone else to change the way they think or act if they want to keep being our friend? If someone made us change in order to keep being friends, would we do it?</p> <p>To complete the workshop, we can watch the following video (students can feel free to sing and dance along):</p> <div data-bbox="288 1391 360 1447" style="text-align: center;">  </div> <div data-bbox="448 1301 831 1514" style="text-align: center;">  </div> <p><b>Soy yo</b> (Official Video)          BombaEstereoVEVO channel (2:55)  <a href="https://youtu.be/bxWxXncI53U">https://youtu.be/bxWxXncI53U</a></p> <p>Before moving on to our next activity, "What can I take away from this?", we can go back to our initial guesses about the title of today's workshop. Does it match what we initially imagined? Does it match what we did? If we also decide to spend a second session on this, we'll let students know that next class we'll come back to the comments from "What can I take away from this?" for a craft project on self-image.</p>
<p><b>Activity 3</b>          What can I take away from this?          (10')*</p>	<p><b>Activity summary</b>          Collection of participants' opinions.</p> <p><b>What we'll work on</b>          Reflecting on today's workshop..</p>

<p><b>Presentation</b> slide 5</p> <p><i>* this section is common to all workshops</i></p>	<p><b>Development and aspects to consider</b></p> <p>We'll offer students an opportunity to express their feelings about the workshop.</p> <p>Finally, if we're feeling all right and we're satisfied with the results of today's session, we can give ourselves a round of applause.</p> <p><b>Assessment</b></p> <p>We should listen to all responses without commenting on them: all answers are valid.</p>
<p><b>Activity 4</b> Publishing our impressions (5')*</p> <p><b>Presentation</b> slides 6 and 7</p> <p><i>* this section is common to all workshops</i></p>	<p><b>Activity summary</b></p> <p>Spread knowledge of what we worked on in the workshop.</p> <p><b>What we'll work on</b></p> <p>Promoting the group's ability to share their activities.</p> <p><b>Development and aspects to consider</b></p> <p>We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag <b>#fem_tec</b></p>
<p><b>SESSION 2</b> The tree of life (85')</p> <p><b>Material</b> wrapping paper, markers and coloured pencils (green, yellow, ochre, blue and brown)</p>	<p><b>What we want to work on</b></p> <p>Becoming aware of what we like best about ourselves.</p> <p><b>Session summary</b></p> <ul style="list-style-type: none"> <li>▪ 10' - Video – activation</li> <li>▪ 35' - The self-image tree</li> <li>▪ 20' - Elements for reflection</li> <li>▪ 5' - Final video</li> <li>▪ 10' - What can I take away from this?</li> <li>▪ 5' - Publishing our impressions</li> </ul> <p><b>Before starting this workshop</b></p> <p>Once we've made sure that the group is feeling fine and we've chosen listeners (as long as someone is willing to take on this role; if not, they aren't essential), and mentioning that today we'll reflect on how we see ourselves.</p> <p><b>Development and aspects to consider</b></p> <p>We now propose two connected activities, so we won't be preparing a reflection after each activity. Somebody might be surprised by their own reactions, and they might want to share them with the group. If possible, we should do our group work first, and then come back to this at the end of the workshop, during our final reflection.</p>

- **Video – activation (10')**



We'll watch the following video:

**I AM WHAT I AM Campaign (0:55)**

on the Mango channel

[https://youtu.be/VGCRptw5\\_KE](https://youtu.be/VGCRptw5_KE)

Once we've seen the video, we can ask students what they thought of it. They'll probably say that the ad tells "plus-size" girls not to be ashamed. Do we think these girls are fat? Why aren't there any boys in the ad? Are there no fat boys, or are they just not as important? Did this ad make anyone rethink their weight? Did this message make you feel better? Did it make you think "I'm a bit chubby", or did you think of any part of your body in particular? That's one of the effects of advertising: it generates conditions and expectations many of us feel we have to fulfil.

- **The self-image tree (35')**

We can give students a few minutes in case there's anything else they want to say about the video. We'll ask students what they think about the way the women in the video see themselves. Are they pressured by their surroundings? We can come back to the topic of our first session and remind students that we were discussing self-image, and how external factors can shape our image and our way of acting if we let them.

We'll tell students that today, we'll make a mural on the topic of self-image. It'll show a forest, with each group drawing one tree.

We'll ask students to get into groups of 4 or 5, and we'll give them about 15 minutes to draw a large tree on a piece of wrapping paper. On each of the branches, in big, visible letters, they should write elements they think influence the way they see themselves and the way they act. Each student will draw or write what they like about their body in green, and whatever they'd like to change in yellow or ochre (it doesn't matter if different members of the same team write down the same body part). To do so, they can think about what they think identifies them in the eyes of others: their hair, skin, eyes, nose, lips, mouth, ears, neck, chest, arms, hands, belly, waist, butt, hips, thighs, legs, feet, height, voice...

Once they're done, students can draw watering cans that water their trees with things that shape the way they see themselves: they can write positive aspects in blue (getting exercise, having a healthy diet, spending time with others, playing...), and in brown they can write whatever pushes them to change their image, even if this stresses them out or bothers them (the opinions of others, their TV idols, looking like the members of a certain group...).



- **Elements for reflection (20')**

Once we've finished our trees, we can "plant" them next to one another and take a look at how healthy our forest is. Each group can explain how they prepared their tree, and what's in their watering can that helps it to grow. Once we've seen all of them, are we satisfied with our trees? Do the concepts in our watering cans help to make our forest healthier? As a group, can we come up with other elements we could "water" our forest with to make it healthier?

Does this forest show how satisfied we are with ourselves? After stopping to think about it, we might find we like ourselves better than we thought at first.

- **Final video (5')**

To complete the session, we can watch the following video (students can feel free to dance along):



**Redimi2 + Funky "Yo Soy Asi" (That's the way I am)** from the Proyecto MAS (Music Video) canal 123UnoDsTres (3:59)  
<https://youtu.be/vhVlbPNFGKQ>

- **What can I take away from this? (10')**

We can encourage students to imagine what these boys' trees would look like. Would they change anything about the image they present? What about the girls in the first video, or the girl from last session's video? Once the activity is over, we can invite students to share their sensations and the impressions/knowledge they'll take away from today's class. If this doesn't come up on its own, we can ask students how they felt, if they enjoyed themselves.

Have students' self-images changed in any way? Do they have a clearer picture of what they value about themselves? Have they changed their perception of how much they should focus on the way their surroundings influence their self-image?

Hopefully, students will let us know that they've become more aware of how they sometimes let their surroundings influence the way they see themselves, and that they've decided to put more stock in who they think they are.

Finally, if we're feeling all right and we're satisfied with the results of today's session, we can give ourselves a round of applause.

	<p><b>NOTE:</b></p> <p>With older students, if you want to take a closer look at the matter or you think it might be particularly interesting to your students, you can watch the following documentary, where multiple trans youths reflect on social control and accepting our bodies:</p> <div data-bbox="450 450 831 663" data-label="Image"> </div> <p><b>Real life test - Test de la Vida Real (50:02)</b> on the florenciapmarano channel (screenwriter and filmmaker) <a href="https://youtu.be/yrgrZOR_-3U">https://youtu.be/yrgrZOR_-3U</a></p> <ul style="list-style-type: none"> <li>▪ <b>Publishing our impressions (5')</b></li> </ul> <p>We can suggest that, individually or in groups, students share their impressions on today's workshop on the social networks (for example, what they took away from the workshop, what they liked most, what it brought to mind, related photos, videos or websites...) using the hashtag <b>#fem_tec</b></p>
<p><b>Alternative activity 1</b> Hyper-sexualization? (60')</p> <p><b>Material</b> Coloured paper, markers and 4_G9T6_FEM_TEC_annex4a, 4_G9T6_FEM_TEC_annex4b and 4_G9T6_FEM_TEC_annex4c</p>	<p><b>Activity summary</b> Craft activity. Preparation of a giant mental map.</p> <p><b>What we want to work on</b> Reflect on the concept of hypersexualization, its causes and consequences.</p> <p><b>Development and aspects to consider</b> To introduce this activity, we'll ask students if they've ever heard of hypersexualization. We'll use <a href="#">4_G9T6_FEM_TEC_annex4b</a>, which shows pictures of hypersexualized boys and girls and a cloud of words with concepts associated with hypersexualization. Based on this material, what do they think "hypersexualization" means?.</p> <p>Once we've introduced the subject, we'll need a large open space for our activity. The floor of a large room (around 15 m2 at least) is the perfect spot for our mental map.</p> <p>We'll spread the sheets from the annex around the room. We'll tell students that as a group, we'll be putting together a mental map to discuss and understand the elements that push children towards hypersexualization (we might emphasize the fact that this primarily affects women and girls).</p> <p>We aren't trying to create an academic definition of hypersexualization; we're trying to see what our group thinks about the meaning of this concept right now. This activity is meant to generate debate and an</p>

exchange of opinions among those present, sharing each person’s thoughts as they put together the mental map.

Students can get ideas from the sheets containing words and phrases associated with talent (document [4\\_G9T6\\_FEM\\_TEC\\_annex4a](#)), others contain images that can be associated with talent in one or more ways (document [4\\_G9T6\\_FEM\\_TEC\\_annex4b](#)). We also propose a series of connectors (happy or sad faces, arrows...) in document [4\\_G9T6\\_FEM\\_TEC\\_annex4c](#). All together, these three documents contain around a hundred sheets. We also suggest using coloured paper and markers to add whatever else we feel is necessary.

This activity can be completed with groups of 20-25 students, aged 13-14 or older. However, depending on the age or particular characteristics of your students, you might want smaller groups to create a series of mental maps simultaneously. Some groups might need closer supervision when putting together their mental map. Ideally, each group should put together the map on their own, and each group can decide on how much detail they get into depending on their level of preparation.

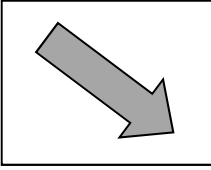
#### Elements for reflection

There’s a good chance that your students will express their satisfaction at having worked together on the map. Results might vary widely; in fact, if you put together mental maps with more than one group, you might be surprised at the different results. That’s a good thing: it shows each group’s personal contribution.



Whatever maps we come up with will be correct. They help students come into contact with the concept of hypersexualization and everything it

	<p>involves. It'll also help them to reflect on where they stand in on this issue. The activity in itself is an opportunity for reflection; still, it's a good idea to ask groups how they feel about their creations. What have they learned about hypersexualization? Students might question the way some of the girls in their group or in their community dress. If they don't, we might use this opportunity to bring up the issue. Reflections should focus on whether we feel good about the way we dress. Do we dress in the clothes we feel fit us best, or do we dress in a way that makes us feel like part of a group, in a way that imitates somebody else, to please others, to meet someone's demands...? Each student's answer will probably be a combination of these options; here, the important thing is that we make a decision that makes us feel good about ourselves (and not one that generates frustration when we see that we aren't who we want to be). Another possible reflection is that we all want to present an image that, in one way or another, we hope will have an effect on our surroundings (acceptance, seduction, shock...). Hypersexualization takes into account what others see, adding a sexual component that might not be what we were after.</p> <p>We might also want to ask students how working as a group went: how do you feel? How did you choose what to put on the map? Where did you put the different pieces?</p> <p>Did you have any issues? How did you resolve them? Is there anything you'd do differently? Do you think this type of activity is worthwhile? Do you want to take a closer look at any of the subjects we discussed?</p>
<p><b>Alternative activity 2</b> Does sex sell? (45')</p> <p><b>Material</b> A3 sheet of paper, scissors, tape, thick markers, printed advertisements or ads cut out of magazines</p>	<p><b>Activity summary</b> Selection and analysis of advertising. Preparing alternative proposals.</p> <p><b>What we want to work on</b> Being aware of the use of sex and gender stereotypes in advertising. Objectivization of men and women.</p> <p><b>Development and aspects to consider</b> We'll ask students to get into groups of 6-8. Each group will put together a collage using cut-outs from advertisements. We'll organize them by subject: cologne, cars, entertainment, real estate... Each group:</p> <ul style="list-style-type: none"> <li>• Will choose a subject (it doesn't matter if a topic is repeated or left out, or if another topic is chosen).</li> <li>• Will cut out at least 30 images (we can find these on the internet and print them out, ask students to bring them from home, or hand them out ourselves), and we'll make them into a collage. The purpose of this activity is to organize the images depending on their direct relationship to the product being advertised. In the upper left-hand corner, we'll put the images that are most directly related to the product; in the lower right-hand corner, we'll put the ones that are least related. For example,</li> </ul>

	<p>if in an ad for cologne one image shows someone taking a shower and another shows someone putting on cologne, the second is most closely related to the product than the first.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> <p><b>Less related</b> (someone taking a shower)</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 0 20px;">  </div> <div style="text-align: center; margin-left: 20px;"> <p><b>More related</b> (someone putting on cologne)</p> </div> </div> <ul style="list-style-type: none"> <li>• Once we're finished with our collage, we'll use a thick marker to draw a line separating the images that are related to the product being advertised and the ones that aren't.</li> <li>• Next, we'll analyse the sexual content of the images. Are the pictures in the upper left-hand corner the most sexual ones? They probably are.</li> <li>• We can also look at how pictures of boys, girls and objects are distributed. The objects will probably be grouped in the lower right-hand corner, and the images of girls will be grouped in the upper left-hand corner.</li> </ul> <p><b>Elements for reflection</b></p> <p>We'll hang all our collages up on one wall, and we'll compare them. Was it hard for us to organize the images? Do all our collages have the line drawn more or less in the same place? Do some have more images of the objects being advertised? What sort of objects are they? How can we describe the images in the upper left-hand corner? What do they show: power and domination, or luxury, abundance and ostentation? Which of the advertisements you've used are more convincing, the ones in the upper left-hand corner, or the ones in the lower right-hand corner? Which give you a better idea of what the product is like? Do the images of boys and girls in these ads fit with the way you see yourself?</p> <p>Finally, we'll suggest that students work as a group to come up with an alternative advertising campaign for one of the products in our collages. This campaign should be based on the appropriate use of images: what's it like?</p>
<p><b>Alternative activity 3</b> Advertising and stereotypes (20')</p>	<p><b>Activity summary</b> Analysis of video advertisements and reflection.</p> <p><b>What we want to work on</b> Becoming aware of how advertisements use gender bias to transmit certain messages.</p> <p><b>Development and aspects to consider</b> Out of the hundreds of advertisements you can find on the internet, we suggest using the following ads and commentaries:</p>



**Deliciosa calma**, by Pavofrío  
on the Campofrío España channel (2:13)  
<https://youtu.be/1wX5tq-EStk>



**Coca-Cola – Familias**  
on the Mccann España channel (1:02)  
[https://youtu.be/8tk3rbUvi\\_Q](https://youtu.be/8tk3rbUvi_Q)



**Ellos también pueden** (0:30)  
on the Puntomatic, Flota y San channel  
<https://youtu.be/w3B1zBbc-Oo>

**Elements for reflection**

We'll ask students if they've seen these ads before, and if they think they're aimed at a particular audience. We'll also ask them if they think these ads are sexist. With these three questions, we should be able to generate a debate on whether ads use gender stereotypes to get certain messages across. If it's hard to get the ball rolling, we can ask further questions: do these ads show a gender bias? What message do you think each ad wants to transmit? Does the gender bias reinforce the message of the advertisement?

Sometimes, it's hard to tell when a stereotype shows a harmful image of a certain group. Do you think anyone might be offended by any of these three videos? Do all three use the same stereotypes? If you had to organize them in terms of their level of social control, how would you rank them, and why?

Can you imagine the same ads but with the gender reversed? Would they be surprising to you?

Students will probably get the ball rolling on their own. If they don't, here are some ideas to discuss:

Advertisement	Stereotypes	Idea
<i>Deliciosa calma</i> , by Pavofrío (food products)	The ad shows a new kind of woman, free from stereotypes: women are saddled with all the housework, they're subjected to aesthetic	Women often lead stressful lives, and a balanced diet can help reduce stress. Campofrío products can help us achieve a balanced diet.

		pressures, they worry about their partners, their marriages and their children...	
	Coca-Cola (refreshments)	The ad refers to “the perfect heterosexual couple” using the particular characteristics of the different families it presents.	Many different types of families can make us happy, and Coca-Cola is one thing that can help bring happiness.
	Puntomatic (clothing detergent)	Even though it shows men, the ad refers to aesthetic pressure in sports, the obligation to stay in shape (it mostly seems to be scolding women) and the unfair distribution of household responsibilities.	With Puntomatic detergent, doing the laundry is very easy.