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CAC

WHAT DO YOU BET?
TEACHING UNIT 13 | GOOD PRACTICES

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WHAT IS THIS UNIT ABOUT?

Why do young and old alike enjoy playing games? People play games in all cultures around the world. It reflects the cornerstones of each people's interactions and is one of the main expressions of human beings since birth. When we play we have fun and we learn.

In our early years, play allows us to discover our bodies: children look at their hands, touch their feet, explore their sensations and experiment with their movements. As a child grows, play takes on a more socialising character and through symbolic play they relate to others and practice social skills that they will later use in their adult life. Because of all this, **the role of play in the socialisation process is crucial for children and young people**, as it helps them integrate into the society they are a part of by experiencing different roles and situations.

In the educational field, as the game expert Oriol Ripoll says in the study [Learn to live by playing](#), the world of pedagogy has recognised the role of play as a natural and fun way to learn. Based on this, since the beginning of the 21st century there has been a new current of **educational transformation** that has made **games and gamification** a very important tool in classrooms, which many educational centres value and have included in their practice as a way to **transform learning**. However, **playing can become risky behaviour** under certain circumstances.

In this educational unit we will talk about two of these types of games: **video games** and **gambling with money**. Although video games and sports betting cannot be included in the same category, neither from an educational perspective nor from a psychological one, we have considered it appropriate to address them together. We have followed the criteria of the health professionals of the **Pathological Gambling Unit of the Bellvitge University Hospital**, who have observed an increase in problematic behaviours related to gambling in adolescents, and for this reason we have included gambling pre-emptively.

VIDEO GAMES

The video game industry is one of the most important audiovisual leisure industries in Spain, and has a strong impact on economic and cultural development. According to the *Spanish Video Games Association*, **40% of the population plays video games** – 90% of which are **teenagers and young people**, especially boys – spending an **average of 6.5 hours a week** playing. The presence of video games in our society has increased to reach a privileged place of leisure, both for young people and adults.

Video game expert [Gina Tost](#) claims that video games are a **cultural product**, like movies or series. In this same sense, according to information from the [Nova pantalla](#) (New Screen) exhibition, a video game is a cultural and interactive entertainment product. It is a complex artefact, which requires a collaborative creative process and can have as many or more professional profiles involved as in a blockbuster film. In Catalonia there are 167 video game studios employing 3381 professionals, with an annual turnover of almost 500 million euros. The Catalan video game industry represents 51% of Spain's total, and has become one of Europe's leading territories in this field.

Playing video games in a healthy and responsible manner is not harmful nor does it make you an addicted person. There are even video games, the [serious games](#), which are designed especially for learning, that is to say, their purpose is not to entertain, but to educate. These games are used in medicine, science, education, politics, etc. and they can foster skills such as reflection, dynamism of

behaviour and thinking, deductive ability and mental agility, problem solving, memorisation, information processing or collaborative learning, among others.

Problems related to the use of video games

As the expert Susana Jiménez points out, "for most people, video games do not represent any problem, but **for 3.05% of the population**, this activity **can become a disorder**". Where is the tipping point?

Video games, online gambling or social networks are designed to encourage **continuous consumption** and to hold our **attention**. This type of consumption is based on the **positive reinforcement** of behaviour, that is, on obtaining a **pleasant reward** for certain behaviours. The reward, in this context, is intangible – it could simply be receiving a *like* or getting a *bonus* in a video game that gives you extra points.

According to the Pathological Gambling Unit of the Bellvitge Hospital, sometimes games can be used to avoid problems or stressful situations. In this case, the process is known as negative reinforcement, that is, video games are played to avoid a negative emotional state of discomfort. However, **the continuous search for reward** in video games can be associated with the development of **process (or behavioural) addictions**.

An example of this is the well-known loot boxes (*loot boxes*) that some video games have introduced. These are virtual boxes that the player can obtain in two ways: by buying them or by playing, that is, by investing money (*pay to win*) or time. They contain items, accessories, extra lives, skins, etc., that cannot be achieved directly, that always **depend on chance**. These boxes use **random reinforcement patterns**, the classic dopamine trigger, which can lead to process addictions. Loot boxes act like slot machines and **normalise a situation** among younger people that may become problematic in the future. In some cases they could be a gateway into gambling. But what is true is that these are products that **share many similarities with gambling** and are authorised for minors.

In order to raise awareness among young people and avoid or minimise the consequences of a future video game addiction, it is important to know how to identify possible warning signs. When can we say that there is an addiction? According to the information provided by the Pathological Gambling Unit of the Bellvitge Hospital, the warning signs that must be taken into account to prevent possible risk behaviour are:

- The child or young adult is so focused on the game that they do not respond to external stimuli.
- Their bodies are tense and they are excited.
- They never take their eyes off the screen.
- They argue with the family about their dedication to video games.
- They sleep fewer hours than they need to so they can continue playing.
- They lose interest in other leisure and social activities.
- They lose track of time and do not respect schedules.
- They become distant from their *offline* friends.
- They overspend on games and accessories.
- They escape the difficulties or problems of everyday life through the game.
- Their playing affects their studies and other obligations and responsibilities.
- They lose the initial enthusiasm for the game, which becomes an obsession.

As users, how can we manage our game time and make healthy use of it? There are more and more adults who play video games, but there are also those who do not know this world. The experts recommend that we approach this cultural product with curiosity, in order to be able to provide our support.

To support them adequately, it is important to:

- Be good role models regarding screen use.
- Establish good communication between family members.
- Take an interest in the video games they play, where and with whom.
- Help them become aware of the time they spend playing.
- Agree on playing time between family members.
- Prevent play from being a daily activity (for a maximum of 1–2 hours).
- Set priorities: homework and school first.
- Spend screen-free time with the family.
- It's important to spend screen-free time with the family.
- Respect meal and rest times.
- Use screens in common areas (whenever possible), not in individual rooms.
- Preferably choose social and family games.
- Propose other leisure activities.
- [Learn to identify signs that indicate inappropriate screen use.](#)

GAMBLING WITH REAL MONEY

In gambling, people wager money on the outcome of a future event. Poker, bingo, crosswords, lottery, scratch cards, betting, etc., which can also be played online, are examples of real money gambling. For most people who gamble, participating in games of chance is a purely recreational activity with the lure of winning a prize, seeking out situations of excitement or risk, or sharing moments of social interaction with friends. However, there is a small percentage of people for whom gambling ends up becoming a serious problem. In this case we talk about pathological gambling.

What does pathological gambling mean?

Pathological gambling is a behavioural addiction that is broadly characterised by:

- 1) an intense desire to perform a certain behaviour,
- 2) a lack of ability to control this behaviour,
- 3) discomfort in the absence of the behaviour, and
- 4) persistence over time in carrying out the behaviour.

As for the causes of gambling addiction, different factors can be involved, such as:

- individual factors: personality and biological traits, psychological characteristics, family and social relationships, etc.
- situational factors: accessibility and game offer, advertising and marketing, game environment, and so on.
- structural factors: the technical characteristics of the games, product design, etc.

According to the [EDADES](#) survey of 2019, which studied problematic real money gambling among people aged 15 to 64, 0.6% of this population has possible pathological gambling and 1.6% develops problem gambling (this is a slightly less serious category than pathological gambling).

The advertising of real money gambling

Real money gambling has become a social concern, in part, due to the **continued presence of gambling messages in the media**. In 2020 in Spain, the online gambling industry (sports betting and others) spent 202 million euros on advertising, more than 197 million euros on bonuses (promotions giving away free money to start or continue playing) and about 66 million more in sponsorships and affiliates (websites, such as sports content, which redirect readers to sports betting websites using banners).

This is why, in 2020, [Royal Decree 958/2020 of 3 November on commercial communications of gambling activities was approved, which tightens the regulation](#) and, among other measures, prohibits the display of gambling operator brands on sports equipment, the broadcasting of game advertising on radio and television within protected time slots, and the use of the image of characters of public relevance, whether real or fictitious, in game advertising.

The Audiovisual Council of Catalonia (CAC) participated in the initial draft of the royal decree, but beyond the law, which always lags behind reality, when it comes to gambling, the CAC [believes not only in protection, but also in education](#).

Sports betting

The sector of online gambling that has grown the most in recent years, especially among teenagers and young adults, is online sports betting. One of the reasons that could explain the addiction to online gambling is its social acceptance and the perception that the risk is very low. According to the specialist Susana Jiménez, "[Often children between 8 and 10 years old already imagine themselves playing and betting because it seems to them an activity linked to sport](#)". In this sense, a series of **cognitive biases** are **always** activated in the player that encourages them to continue betting despite possible financial losses. Factors such as being an athlete or knowing a sport in depth become **risk factors**, because the gambler mistakenly believes that their knowledge of the sport will help them win.

Apart from these aspects, in order to understand the relationship between young people and online sports betting it is necessary to refer to characters called **tipsters**. *Tipsters* take advantage of their popularity to invite bets on sporting events. They try to convince others that they are the best and that the outcome of a bet depends on the privileged information they have. They spread their message through social networks, especially through **Telegram**, but also through **Instagram**. These characters are especially attractive to teenagers, because they demonstrate their success by posting pictures of themselves next to high-end cars or showing off luxury watches on their wrists, and publish all their earnings with false data. These strategies serve to attract the attention not only of a vulnerable adolescent audience, but of many young people who mirror themselves or hide in this mirage.

How sports betting works

Sportsbooks offer **quotas to participate**, and consumers accept them. For example, a 1.25 odds on the match FC Barcelona-Granada means that if FC Barcelona won, a person who has bet €10 would pocket €12.50 (a profit of €2.50). Although it may seem that sports betting would rely heavily on the bettor's knowledge of the sport and their analytical skills, in reality the odds **are designed in such a**

way that the bookmaker always wins in the long run. This happens because the odds contain a "commission", they are inflated in favour of the house because, although it is possible to win from time to time, in the long run less than 5% of people who bet manage to win more than the house, and usually very little, while more people accumulate €3000 in annual losses or more.

The educational content of this unit is designed to get students to **reflect and become aware of the social and psychological functioning of video games and online gambling** based on their own reality, and to be able to identify the individual and common elements involved in order to **consume entertainment in a responsible and critical manner**.

All the activities in this unit include a shaded part at the beginning addressed to the teacher that describes the educational approach.

*The educational unit **What do you bet?** has been scientifically reviewed by the Pathological Gambling Unit of the Bellvitge University Hospital.*

We thank the Bellvitge Institute and the Virolai School in Barcelona for their participation in the empirical evaluation of the contents of this educational material.



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DESCRIPTION OF THE SEQUENCE OF ACTIVITIES

FIRST PART. VIDEO GAMES

Initial activity. My relationship with video games

The students should respond individually to some questions to reflect their previous knowledge related to the responsible and healthy use of video games. For students who do not play video games, the same questions can be used to conduct a kind of interview with a classmate who plays video games.

If you like to play video games, surely you could tell a lot about **Among us**, **Fornite**, **Assassin's Creed**, **Call of Duty** and many others. Playing is fun, motivating and allows you to interact with other people and learn things. If you close your eyes for a moment, surely you can think of long lists of good times shared, strategies you've learned playing, records you've broken, etc. But there are aspects that you may not have thought about that could help you to continue playing in a healthy way and to be in control. For this reason, we ask you to answer the questions in the box below, and we will look at them again at the end of this part.

(*) If you don't like playing video games, you can ask these questions to a friend who does. You can do it as an interview and record it.

Questions	Answers at the beginning of the <i>Video Games</i> section	Answers at the end of the <i>Video Games</i> section
Do you like to play video games? (Yes/No/I'm indifferent)		
Why?		
How do you feel when you play?		
What have you learned by playing?		
Do you play alone or with friends?		
How many hours do you play a day? (Less than 1 hour/Between 1 and 2 hours/More than 2 hours)		
When do you usually play? (When I get home from school/Both at home and at school/I don't play regularly/At weekends)		
Do you have restrictions at home? (Yes/No)		
How do you react when your playing time is restricted?		
Do you have an agreement with your parents or tutors on the use of video games?		

Questions	Answers at the beginning of the <i>Video Games</i> section	Answers at the end of the <i>Video Games</i> section
(Yes/No)		
If so, what is the agreement?		
Is there someone in the family who likes to play? (My father/My mother/My brothers/Nobody)		
Do you share video games with someone in your family? (Yes, with my father/Yes, with my mother/Yes, with my brothers/With nobody)		

At the end of the unit, answer these questions again and compare your answers.

Activity 1. Let’s share our video games and rate them

Propose that the students share the video games they play in groups, classifying them according to genre and analysing them following a model in which the types of video games are related to personal skills. We suggest carrying out Section 1.4 using *Kahoot!* or a similar app to make it more dynamic.

1.1 Pool the video games you know and/or play and make a list as a whole class.

I’m sure you could make a very long and varied list because everyone in the class has different tastes, but have you ever taken the time to rank video games?

1.2 See these pages to find out how video games are categorised by genre.

Authorship	Date viewed	Video
Wikipedia	October 2021	<u>Video game genres</u>
DeVuego	October 2021	<u>List of video games by genre</u>

1.3 Make a map of video games by genre and the skills needed to play them.

From this dual analysis, see what conclusions you come to about the most popular video games, the skills they help develop, and how you can use them in other aspects of your life.

Name of the game	
Genre (adventure, sport, strategy, role-playing, etc.)	
Plot	
Characters	
Why do I like it?	
Skills required or that I have learned by playing	
In what aspects of real life can I benefit from these skills?	

Say which of these are *indie* or *triple A* video games. *Indie* video games emphasise design and the storyline. They have modest budgets and very small teams (sometimes a single person). They are different from the so-called *triple A* video games, which are developed by multinational companies with large teams and more commercial objectives.

1.4 Before we finish, and since we have been working as a group, we propose to test you on your gamer vocabulary.

You can compete amongst yourselves to see who can best define the most of the following concepts. You can also asked the adults if they can define them.

<i>Hardcore gamer</i>	
E-sports	
<i>Unboxing</i>	
<i>Loot boxes</i>	
<i>Pay2win</i>	
<i>Review</i>	

- Those who know the most are the ones who play the most. Do you agree? Why?
- How many hours do you have to spend playing video games to be considered a *hardcore gamer*?
- Do you think *hardcore gamers* have more health problems than a casual *gamer*?

You will find these definitions and many others on the following websites:

- [Online dictionary of terms on video games and gamer culture \(Gamerdic\)](#)
- [Gamer jargon at Portal Geekno](#)

Activity 2. The things I learn when I play

Propose analysing the strengths and weaknesses of a character in a video game as a preliminary step to reflect on one's own, in the game and outside the game. It can be based on a character chosen by the students or based on Ellie, a teenage character from the video game *The Last of Us*. Here are two links so you can see what Ellie is like.

When you play, you can choose characters and avatars that allow you to play different roles. Through these characters you can develop your creativity and experiment freely in a world where almost anything is possible.

2.1. Now we propose that you meet Ellie from the video game *The Last of Us*. If you already know her, you can go directly to the questions. If not, you can consult these links and the information we provide.

YouTube channel	Video
Death Mule	The Last of Us Ellie's Funniest Moments
3Djuegos.com	Documentary about The Last of Us

We'll **briefly explain the plot** to contextualise the character in her world in case you don't know the video game.

The Last of Us revolves around Joel, the character controlled by the player. Joel is a smuggler living in post-apocalyptic times in the United States of America in the year 2033. A pest has ravaged the world: a parasite, specifically a fungus mutated from Cordyceps, affects humans and turns them into infected creatures. In this situation, the story begins when Joel and his partner Tess are tasked with taking a little girl, Ellie, to a group outside the quarantine **zone**.

With the information provided, try to get to know **Ellie** and answer these questions:

- What are the most relevant traits of her personality?
- What do you like most about her (or the character you've chosen). Why?
- Is it a believable character? Why?
- Do you think the person who created Ellie's character (or whoever you chose) knows what people your age are like? Explain why you think so.
- What qualities does Ellie have? Do you share any?

2.2 Reflect on yourself:

- Do you identify with the character? Why?
- If you were a character in a video game, what qualities or powers would you like to have? Why?
- What are your strengths? And when you play or show off on social media?
- Do you think that while playing (or posting on social media) you can learn things that may be useful for your life? Explain why.
- Give an example of something you learned while playing (or on social media) that you used at some point in your life for a different purpose.

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	www.youtube.pattydragona
Cristinini	www.youtube.Cristinini
Ibai Llanos	www.youtube.IbaiLlanos
El Rubius	www.youtube.ElRubius
iHasCupquake	www.youtube.iHasCupquake

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

	<i>Male gamer information</i>	<i>Female gamer information</i>
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 <i>male</i> and <i>female gamers</i> in the same way?		
What aspects do you value in a <i>professional gamer</i> ?		
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.

Activity 4. Do I play non-stop?

Suggest that each student make a record of what they do for a week, based on a model, to become aware of the hours they spend on video games, so they can reach their own conclusions. At the end of the unit, in activity 8, the students will have to answer the initial table again to help them reflect on their gaming habits.

You've seen that there are many aspects revolving around video games, some of which you may not have known: digital narrative, characters, female *gamers*, skills that can be developed by playing, professions related to video games, etc.

Playing games is fun and stimulating, but playing games for many hours prevents you from doing other activities that are healthy, interesting and can also be fun. Dedicating all our time to a single activity can be counterproductive. What do you think? Not even the [Barça players](#) play football all day,

because it is important to diversify and do other activities to have a healthy lifestyle. Exercising is healthy, but doing it all day non-stop can be harmful. Sports professionals experience a high level of stress when they compete and when they are under the pressure of having to win a match. That's why they need to have other aspects of their life that help them. Likewise, [eSports](#) professionals experience the same levels of stress as their counterparts in traditional sports when competing. And you?

Do you know how many hours a week you spend on video games or social networks? Make an initial estimate of the hours you spend and write it down.

Now keep track of your activities for a week so that you can check your estimate.

- Write down all the things you do besides going to school (sports, music, playing video games, e-sports, TikTok, Twitch, YouTube...)
- Organise them in a grid like this for each day of the week.

Day	Activity	Start time	End time

When you're done:

- Add up the time you spent on each activity during the week.
- Does it match the feeling you had?
- Are you surprised by how much time you spend on each activity? Why?
- Would you change anything? What would you change?

Activity 5. Loot boxes are no bargain

It is suggested that students keep track of what they spend on [loot boxes](#) in video games. It is also suggested that they imagine themselves in the place of an entrepreneur and decide what they would do based on the identification of ethical criteria.

Surely you must have paid money some time to get something in a video game. These are small amounts, usually 1 or 2 euros, which, in isolation, do not seem very important. But have you added up what you spend in a quarter or a year buying [loot boxes](#)? Usually, what's inside has very little value and less than the money you've invested in it. Have you noticed that you hardly ever get what you want from it? Why do you think this is so?

5.1 We suggest that for two weeks you write down on a sheet of paper the money you have spent buying loot boxes.

When you've done that, on a piece of paper:

- Write down the money you spent.
- List the things you have accomplished.
- Was it worth spending that money?
- Do you think video games should include in-game *skins* and other items you need to progress, without you having to pay for them?

5.2 Imagine you own a video game company. They offer to sell you two video games:

- Video game 1. Players will need to buy a lot of *loot boxes* in order to progress. The video game donates a portion of what it gets from the *loot boxes* to a charitable cause.
- Video game 2. An initial price is paid, but you don't have to invest any more money in order to progress. Initially, video game 2 is slightly more expensive than video game 1.
- Decide: Which video game would you market? Why?
- Design a cover for the video game.

Activity 6. Are video game platforms safe?

Propose describing and comparing platforms or websites in order to detect elements related to security and the credibility of the information provided. The objective is to become aware of the need to manage privacy and digital identity on the internet and to deepen the knowledge of the platforms and websites that host video games.

It should be borne in mind that in order to carry out this activity, the people responsible for the educational centre's IT system will have to be asked to unlock the *Epic Games* and *Steam* platforms from the firewall.

On the internet there are many video game websites and platforms. For example:

- [Epic Games](#)
- [Steam](#)
- [Gaming.cat](#)

6.1 Describe the structure of these platforms following these points and write a summary of a maximum of 150 words.

- How is the information organised.
- What does the navigation menu look like?
- What kind of information do they offer.
- What are the details they require for you to register?
- What do you have to do to enter one of the Telegram groups?
- Are there filters that prevent access to games that are not suitable for under 18s? Which?

Some of the points we ask you to analyse, such as the data they require for registration or the filters that make access difficult, refer to **security requirements**. The more security elements the platforms contain, the more credible and reliable they are. In this sense, video game platforms should include the **PEGI code**, which is the acronym for *Pan European Game Information*, a video game classification system agreed by thirty countries in Europe with the aim of establishing appropriate ages for each video game.

Activity 7. Who lies behind video games?

From the reading and summary of an article on the various professional profiles related to the world of video games, propose to identify the professional profiles involved in a video game chosen by the students. We recommend performing this activity in small groups. It can also be adjusted to different times of the schedule depending on the characteristics of the class group.

Video games are culture: they include scripts, artistic and animation work, and the creation of characters, settings, stories, animations, etc. Have you noticed the professional profiles that appear in the credits of a video game? All kinds of roles appear in English and it is sometimes hard to know what each person is in charge of.

According to data obtained from the ***Nova Pantalla*** exhibition (**2022**) that took place at the Palau Robert, *video games are cultural and interactive entertainment products that require a choral creation process, which can have as many or more professional profiles involved as a blockbuster film*. Programmers, artists, designers and many other professional profiles work as a team to create game worlds. All the professionals involved in the development of a video game must coordinate everything in order to make all the components of the video game fit together. Some of the professional profiles involved:

- **Visual artists:** define what the **graphic part** of the video game will look like. They can do everything from the first sketch to the final 3D design of a character. Their work includes designing the entire world in which the video game will take place: colours, landscapes, typography, textures and many other elements.
- **Animators:** these are the choreographers who **make the characters and objects** in the video game move. They are in charge of everything from the facial expressions of a character to the movement of a bird's wings. Their work is essential to give movement to the virtual world created by the visual artists.
- **Sound engineers and musicians:** they design the **sound part of the experience**. In a video game, each action has its particular sound and musical response and this involves a very detailed task to find the sound that best suits it.

- **Game experience designers:** responsible for **modulating the mechanics**, dynamics and challenges that will define the gaming experience. They also design the levels of the game and the path that the player will take. They create the rules of the game. This is one of the professional profiles that is most needed in Catalonia.
- **Screenwriters:** they are in charge of **writing the story**, which develops as the player overcomes each challenge. One of the narrative characteristics of a video game is that it allows the course of the story to be non-linear and can be modified based on the player's decisions.
- **Programmers:** responsible for **coding and configuring the software** that makes it possible for the computer or console to generate a playable virtual environment. If the designer is the architect of the game, the programmer is the builder. Features such as internal game physics rely on their work and on graphics engines such as *Unity* and *Unreal Engine*. It is the profession with the most demand.
- **Quality Control:** these are the people responsible for **playing the game meticulously to find any bugs**. *Testers* can detect technical problems (*bugs*), but also shortcomings in matters such as gameplay and narrative.

These are some of the professional profiles related to video games, but there are more.

- Read this article: [Professional profiles in the video game industry](#)
- List and briefly describe all career profiles related to video game development.
- Once you have drawn up your list, choose a video game that you like.
- Match the professions in your list with the names of the professionals who made the video game.

Activity 8. Let's go back to the beginning

Answer the initial table again after completing the previous activities. Have any of your answers changed? Why?

Questions	Answers at the beginning of the <i>Video games</i> section	Answers at the end of the <i>Video Games</i> section
Do you like to play video games? (Yes/No/I'm indifferent)		
Why?		
How do you feel when you play?		
What have you learned by playing?		
Do you play alone or with friends?		
How many hours do you play a day? (Less than 1 hour/Between 1 and 2 hours/More than 2 hours)		
When do you usually play? (When I get home from school/Both at		

Questions	Answers at the beginning of the <i>Video games</i> section	Answers at the end of the <i>Video Games</i> section
home and at school/I don't play regularly/At weekends)		
Do you have restrictions at home? (Yes/No)		
How do you react when your playing time is restricted?		
Do you have an agreement with your parents or tutors on the use of video games? (Yes/No)		
If so, what is the agreement?		
Is there someone in the family who likes to play? (My father/My mother/My brothers/Nobody)		
Do you share video games with someone in your family? (Yes, with my father/Yes, with my mother/Yes, with my brothers/With nobody)		

SECOND PART. CHANCE

Initial activity. My relationship with chance

Propose to the students that they answer some questions individually to find out their previous knowledge related to games of chance and online sports betting.

Before entering the world of online gambling and sports betting, answer these questions:

Questions	Answers at the beginning of the <i>Chance</i> section	Answers at the end of the <i>Chance</i> section
Have you ever placed a bet?		
Did you like it?		
Do you regularly bet on sports?		
How do you feel when you lose?		
How do you feel when you win?		
Do your friends bet?		
Do you think that playing a sport and knowing the rules helps you make better bets?		
When it comes to betting, in what aspects do you think someone who practices sports has an advantage over someone who doesn't?		

At the end of the unit, answer these questions again and compare your answers.

If you don't like to bet, you can ask a friend who does. You can do it as an interview and record it.

Activity 9. Chance and magic

Propose experimenting and reflecting on chance and magic from the concepts of deterministic experience and random experience when playing dice and seeing tricks by Pop the Magician. We recommend the videos on probability from the [PiworldChannel](#) YouTube channel by teacher Josep Mulet.

Are all the things that happen to us daily predictable? If you buy the same lottery number every week, are you more likely to win than if you keep changing numbers? When you flip a coin, can you predict the outcome?

When dealing with **deterministic experiences you can predict the outcome**. For example, you can calculate the time it will take a stone to fall from a tower based on a formula. In contrast, in **random experiences**, such as rolling a die, flipping a coin, or picking a card, you cannot predict the outcome because they depend on **chance**.

Chance is a set of unknown causes that result in an unpredictable effect, which is not governed by the laws of nature or by human will. The Spanish word for chance, “azar” comes from the Arabic *az-zahr*, and means *die, game of dice*. In a broad sense it is synonymous with *chance*. However, many people believe that it is more likely to win the lottery than to be hit by a meteorite or struck by lightning. And you, what do you think?

According to mathematicians, the **probability of winning the lottery is less than 1 in 15 million**. On the other hand, the chance of being struck by lightning is 1 in 3 million. Even the probability of dying in a traffic accident is much higher than the probability of winning the lottery. But despite the fact that the odds of winning at a game of chance are so low, a large part of the population gambles regularly and persistently.

Now, try it yourself! Play with chance

Take a die or a coin and play with a classmate. Each of you must bet 1 fictitious euro and choose whether you want evens or odd, or heads or tails. Whoever wins rolls again. Record the results on a sheet.

- What do the results depend on?
- Do you have to have a certain knowledge about dice to win?
- If you had bet real money on it, how much would you have won? How much would you have lost?
- Do you think that the more you play, the more likely you are to win? Why?

Now it's time for magic!

Watch this video of Pep Guardiola and answer the questions.

Authorship	Date	Video	Duration
Nothing is impossible	01/08/2019	The magic of cards with Pep Guardiola	3:21 min

- What do the results depend on?
- Do you need to have a certain knowledge about cards?
- What is the magician's secret?
- Nothing is impossible, if you prepare for it. Do you agree with this sentence? Justify your answer.

Activity 10. And me, when and how much will I win?

Propose to experiment with the gambling simulator **Quando me va a tocar** to show statistically the probabilities of getting a major prize in this type of game and to see the money invested, the losses and the final balance.

In the previous activity, you played with dice and saw magic tricks with cards. Now we want to present you an online simulator of the most popular gambling games: Primitiva Lottery, Euro Millions, Eurojackpot, Bonoloto and ONCE Coupons. Play with this simulator and see the probabilities of winning a big prize in this type of game.

Page	Resource
Web	Cuando me va a tocar

- In which games have you done the simulation?
- For how many years?
- How much have you invested?
- How much did you win?
- What balance did you get?
- Would it be worth spending real money on these games of chance?

Activity 11. Who plays poker?

A vision of the game is proposed from two different perspectives through two interviews: from the experience of a very young poker player and from the perspective of a person with a gambling disorder. The goal is, on the one hand, to learn to identify the skills needed to be a poker player with self-control, and on the other, to demonstrate the consequences of an addiction in a real person.

Can you play poker? If anyone knows, tell your classmates how it works. If no one in the class can explain it, find someone who knows how to play and can explain it to you. Pay close attention to all the details, the rules of the game, the skills you need to play.

Play a round to understand the mechanics. What did you think?

Now we suggest you listen to two interviews. One is from a professional poker player, Edu Garcia. The other is from a person who has a gaming disorder. Answer the questions after listening to them.

Edu Garcia is a professional poker player who started playing poker by organising games with his friends. Little by little, he began to study it and devote more time to it. He has now been a professional player for 4 years.

YouTube channel	Interview	Duration
New code	Interview with Edu García	04:32 min

- What does *having to control your ego* mean?
- How do you set limits in the game?
- What skills should a poker player have?
- Do you think you have to have a strong personality to stay out of trouble? Why?
- What caught your attention the most from his statements?

YouTube channel	Interview	Duration
eitv	<u>Gambler: 'I could have bought a flat and a car with the money I've lost'</u>	15:41 min

- Do you know what gambling addiction is? Explain it.
- What was he doing to prevent people from finding out that he had lost 9000 euros?
- How would you describe this person?
- How did he get away with it? Is he cured?
- What is your opinion about *online* games?
- Do you think anything would have changed if he had done these activities when he started playing at age 12?

Activity 12. Don't be fooled by *tipsters*!

Propose learning to identify the mechanisms used by *tipsters* based on the analysis of paragraphs taken from betting websites and magazines that collect statements from these professional bettors. The aim is for students to become aware of how *tipsters* take advantage of personal cognitive biases to get them to place bets. You can consult more information about this type of sports betting profile at [Ludomorfina](#).

The advertising of online gambling is also approached from the point of view of the new regulation and students are asked to put themselves in the shoes of a politician to think of creative actions and solutions for the benefit of society.

As we have seen, winning or losing in gambling does not depend on your knowledge. It depends on chance. Likewise, magic tricks, such as those performed by Pop the Magician, are just tricks, optical effects that depend on the effort, research, and constant work of the magician.

In video games, whether you win or lose depends on your skill and how much time you put into them, but in sports betting, what or who does it depend on? Answer the following questions with an approximate percentage.

- On the knowledge you have about a certain sport?
- On the studies related to the company and the economy?
- On your experience?
- On a study of probabilities?
- What do you call people who engage in betting? Is it a profession?

Introducing [Tipsters! In this link you can find out what they do, what types there are, etc.](#)

On social networks such as Instagram, Twitter, Telegram or WhatsApp, there are people called ***tipsters***, who make bets in a professional way. *Tipsters* try to convince others that they can make a lot of money by betting and claim that they always win and become rich because they have:

- privileged information,
- a lot of knowledge that makes them always win, and
- strategy.

- Do you know any tipsters?
- Do you think it's just another way to make a living? Why?
- Does this sound like a safe job?
- How do they prepare to become punters?

The places that punters like to visit the most are websites such as **Bwin, Codere, Sportium or Botemanía**. Do you know them? These are **bookmakers**, which means companies that are in the business of online betting: casinos, sports betting, etc. Until recently, bookmakers hired celebrities, influencers and sportspeople to **advertise** betting. A few months ago, however, a **law** was passed that prohibits such a practice. In the same way, the law also establishes that:

- Football teams will not be able to sign sponsorships with bookmakers that involve advertising on shirts and equipment.
- Betting can only be advertised on sports events at night (from 1 to 5 am).

12.1 Put yourself in the shoes of a person who holds a political position and has to make statements about the law we have just discussed. What would you answer if a journalist asked you these questions?

- Do you think this law is appropriate?
- Do you think the new law's prohibitions are being enforced? How can we verify this?
- Do you think bans are beneficial in preventing addiction? Why?
- What actions would you propose in your political programme to help teenagers have healthy habits?

12.2 Read this short excerpt from an interview with [Samuel Pueyo](#), and then answer the questions:

Question: *Being able to reserve information on the matches and win money anyway, what motivates you to share your bets?*

Answer: *It is very gratifying to see people earn money. We have a double satisfaction. The job of the tipster is not to say "this team will win because I say so", there is a previous study. Hours of watching summaries, matches and conversations.*

- Do you think **tipsters** do studies, research etc. beforehand to ensure their bets are the best? Why?
- Do you think he really means it when he says it's rewarding to see others make money from gambling? Justify your answer.
- Actually, his website has a free part and a **premium part**, meaning it's not free, it's **freemium**. Therefore, he earns money when people view his web page. Do you think this is consistent with what he says? Why?

12.3 On the [pensadordeapuestas.com](#) website, Samuel Pueyo presents himself as a very professionally prepared person. On the website [apuestasonline.net](#) they talk about the **knowledge tipsters must have in order to give advice and say that:**

"Specialisation and knowledge of the sport are key."

If our interest at the time of betting lies in the NBA, we will consult with an American, with a British person for golf or with a Latin American person if the competition is the Copa de América football cup, and so on."

- Do you think that sports betting websites really have international experts in all sports to advise on betting matters? Why?
- How do you think a *tipster* is formed and prepared?

12.4 Compare the job of a *tipster* with that of a person who works in the world of video games, for example: a visual artist, a programmer, etc.

Profession	Required training	Abilities	Example of some work

12.5 This message usually appears on betting websites.



- Do you think this message guarantees that only adults will access it? Explain why.
- What clauses should it include to ensure the safety of minors?

Activity 13. Let's go back to the beginning

Answer the questions at the beginning of this section again and compare your answers with the ones you gave before. Have there been any changes?

Questions	Answers at the beginning of the <i>Chance</i> section	Answers at the end of the <i>Chance</i> section
Have you ever placed a bet?		
Did you like it?		
Do you regularly bet on sports?		

Questions	Answers at the beginning of the <i>Chance</i> section	Answers at the end of the <i>Chance</i> section
How do you feel when you lose?		
How do you feel when you win?		
Do your friends bet?		
Do you think that playing a sport and knowing the rules helps you make better bets?		
When it comes to betting, in what aspects do you think someone who practices sports has an advantage over someone who doesn't?		

THIRD PART. NOW WE KNOW HOW TO PLAY RESPONSIBLY!

Activity 14. A chat with *Outconsumer*

Before making the final products, propose a final reflection on the causes of addictions and the signs to be able to detect situations of abuse. The starting point is a video by Roc Massaguer, journalist, YouTuber, gamer and video game expert, in which he talks about how video games work.

Do you know Roc Massaguer? He is a *YouTuber* who calls *himself Outconsumer*. In addition to being a journalist, he is a fan of video games and you will definitely enjoy listening to him.

Authorship	Date	Video	Duration
BTV	17/03/2019	<u>How gambling addiction mainly affects minors</u>	10:37 min

Now, answer the questions:

- Do you think video games can be addictive? Why?
- Does this happen in the same way as with gambling? Why?
- How can they be consumed responsibly?
- Make a list with 5 recommendations made by Roc Massagué to play in a healthy way.

Activity 15. Explain it in a *podcast*

Each student is asked to explain the facts they have found most relevant in a *podcast* of a maximum of one and a half minutes. Remind them of the importance of preparing and structuring the content of the oral speech in advance.

Now that you are an expert in video games and online gambling, we suggest you play the role of journalist and explain it in a *podcast*.

Remember that:

1. You need to **summarise** the facts you have found most relevant about video games, online sports betting and *e-sports*.
2. You have to make a **script** so that you can follow a sequence. You need to plan and structure your speech beforehand.
3. You should take into account **who** the *podcast* is aimed at. If your audience is your classmates, you will express yourself in a closer and colloquial way, while if you want an adult audience to listen, you will have to use a different vocabulary.
4. As for speaking, remember what the **radio** journalist **Adrià Santasusagna recommends**: to speak is to voice and explain everything we have been doing so far. The radio gives us a very powerful tool which is our voice. Therefore we must use voice and intonation to emphasise the things we want to emphasise and convey to the listener as most important. With our voice

we can capture the attention of those listening and make them receive the information in the way we want to transmit it.

5. You can put royalty-free **music** on it.

Activity 16. We are *gamers* and *casters*. Let's record a game.

Propose to record and edit a video of a group video game following some guidelines:

- You should take into account aspects of the prevention of addictive behaviours and the promotion of health. For this reason, before starting, the students are asked to incorporate into the video recommendations in the form of messages that promote good habits.
- You can leave the idea of prevention in the hands of the students to see which elements they have internalised, or you can give examples of messages such as: remember to take a break every x amount of time; play with friends and acquaintances; it is important to do other outdoor activities, practice some sport etc.

Distribution of tasks:

- some members of the group will act as *gamers*,
- one or two will act as commentators (*casters*), and
- one or two students will record it and edit it so it can be posted on YouTube.

It should be noted that the YouTube channel on which it should be published is aimed at girls and boys in upper primary school. Therefore, you should check the PEGI code, think about security and be careful with the vocabulary you use. Links to influencer TheGrefg's YouTube channel are provided so students can get ideas for making the video.

With everything you already know about video games and everything you've learned, you are ready to do this activity.

It's show time!

- **We are asking you to record a group multiplayer game!**
- Before you start, you should keep in mind that your target audience is **girls and boys in 5th and 6th grade**, and therefore the video game must be suitable for this audience.
- You must follow these instructions:
 - Choose a video game. You need to consider the PEGI code.
 - The goal is to post it on YouTube.
 - Choose the friends who will be *gamers*.
 - Choose one or two classmates who will act as commentators (*casters*).
 - Choose a person or two to record and edit it.
 - Make a script and rehearse a bit before recording.
 - Remember that the vocalisation must be appropriate.
 - When recording, you must ensure that there is no external noise, that there is adequate lighting and that you record horizontally.

GOOD PRACTICES | What do you bet?

Check out our links to see how people like TheGrefg or Ibai Llanos do it. You can also use other models you know.

Authorship	Date	Video	Duration	
The Grefg	April 2021	Grefg vs Grefg in Fornite-TheGrefg	10:06	These videos can give you ideas on how to broadcast your multiplayer game.
The Grefg	March 2021	Subscriber wears my Skin	14:04	
Ibai Llanos	January 2021	My big project Ibai X LALIGA	10:05	
Ibai Llanos	March 2021	Casting the marbles world cup	15:45	

EXTRA SESSIONS. TO FIND OUT MORE!

Activity OXO and PONG. Do you know who they are? A little history about video games

We suggest reading the summary on the history of video games that you will find below (or the entire article from [Petit Sapiens](#) magazine). With this information, students are asked to draw a timeline and include the video games they play at the end. This activity can be done at any time to complement another one, if appropriate.

Do you know the origin of video games? Do you know what the first video game in history was?

Below you will find information about the history of video games that you can complete, if you are interested, by reading the article [A journey to the past: The history of video games](#).

In 1952 Alexander Sandy Douglas, an English computer student, created the first video game in history. It was a very primitive electronic version of noughts and crosses that was called [OXO](#). It was the **first time that a human being played against a machine**. The computer was as big as a room!


In 1962 a group of students from the Massachusetts Institute of Technology (MIT) created the video game [Spacewar](#). In this game, **the machine played against two people**, and each had to **shoot at a spaceship** piloted by the other to destroy it. It seems they got it right: students were so keen on playing Spacewar that the teachers had to ban it and only allow it to be played after classes.

These same MIT students defined **the three laws of video games**: 1) the computer's capabilities must be used to the maximum; 2) each game must be different from the previous one, and 3) the player must have a good time.

In **the nineteen seventies**, the **first commercial arcade machines** were created that worked with coins and made it possible to start playing in bars and other establishments. The video game [Pong](#) was quite a success. It was a **table tennis simulation** where the player faced the machine or another human, bouncing the ball with their paddle until one of the two missed the shot. It was very easy to learn, but very difficult to master. Everyone wanted to play it! It is said that the video game industry was born with this game.

In **1980**, the **video game Pac-Man** arrived from Japan, in which a character who moves through a maze eats everything in his path and must avoid being caught by four ghosts.

The nineteen eighties represented [the golden age of video games](#). Most of the major genres that exist today emerged in that decade: driving, fighting, platforming, strategy, and adventure. The **first pocket consoles** also hit the market, which at first only had one game each. **In 1985 Super Mario Bros was born**. In this game, the player progresses from left to right through the different spaces of the Mushroom Kingdom and still continues with new adventures to this day. Around **1989**, **Pokemons** appeared and **the Game Boy**, which was the first portable console with changeable game cartridges.



1994	A new console, the Playstation , is launched, with much better graphics than those of previous consoles.
2000	The Playstation 2 is released, which was the best-selling console in history. Graphics are getting better and better.
2011	The definitive version of Minecraft , an <u>open-world</u> construction video game, appears. In this game, since there is no specific objective to be completed, players have complete freedom to choose how they want to play it.

Now that you have some facts about the history of video games:

- Were you surprised by the evolution? Why?
- Research the most important facts about the history of video games from 2011 to the present.
- Draw a timeline and place these milestones up to the present day, especially including the video games you've played. You can use Timetoast, for example (<https://www.timetoast.com/>).
- Compare the quality of the graphics and gameplay of the first video games with those of today: Do you think that if today's video games were like the old ones, they would attract your attention? Why?
- Imagine and explain how you think video games will evolve in the next 10 years. If you need inspiration you can consult the link [10 curiosities you don't know about Pac-Man](#) and the video [The gamer of the century meets the creator of Pac-Man](#).
- Do you think you'll be interested in video games in ten years' time? Why?

Activity The narrative of video games

Learn to identify the elements of the narrative in an audiovisual story. It is advisable to do an exercise beforehand to generate your own narrative from *story cubes* <https://www.storycubes.com/es/>

Digital narrative is a new genre that has its own languages, mechanics and tools that differentiate it from the literary genre and cinema. Video games tell stories and we all love stories, especially when we can be a part of them through **immersive video game experiences**.

In general, when we talk about the classic narrative of a story, we mean a three-part structure: **introduction**, **development** and **outcome**. This structure is known as the Aristotelian or classical narrative model.

When we talk about video games, we distinguish two types of narratives: the **embedded narrative** and the **emergent narrative**. The **embedded narrative** is the narrative **specific to cinema and theatre**. The **emergent narrative** is **the one the player creates while playing**, the story they create based on their decisions. The main distinguishing feature and the biggest claim of **narrative in video games** is **the inclusion of the player in the equation**. It departs from the linear, closed model of books and films, and makes way for a story susceptible to the viewer's decisions and the pace that the latter impresses on them.

Read a Junior Report article and/or watch a YouTube video to learn about these two types of narratives:

Authorship	Date	Blog
Junior Report	18/05/2020	<u>How the narrative of video games has evolved</u>

YouTube channel	Date	Video	Duration
Written by UPF	15/05/2018	<u>Narrative in video games</u>	1:11 min
SirHaorus	08/12/2016	<u>The narrative of video games: Embedded and emergent narratives</u>	5:11 min

Now write a definition of embedded narrative and emergent narrative. If you want, you can record it in a video or an audio that lasts a maximum of 1 and a half minutes.

Remember! Before you record it, you need to practice intonation, diction and rhythm, etc.

Finally, identify both types of narrative in your favourite video game. Was it difficult?

Activity Let's prepare an e-sports championship at school

Propose to do a group project: write the rules for a video game competition that will take place at the Imagina school and present them in infographic format. The idea is for the students to **become experts in harm prevention and in the promotion of health and good habits**. For this reason, this activity must serve to highlight everything that the students have internalised. It is important to remember all the recommendations and messages you have worked on in the various activities and keep them in mind.

Based on what you already knew about video games and what you have learned, you can consider yourself an expert on this subject. But now you can become a specialist in promoting healthy play. How?

- We suggest that you work out in a group **the bases of a video game contest that will be aimed at the 6th grade students of the Imagina school**.
- Context: at the Imagina school, the teachers are very concerned because there are many 6th grade boys and girls who spend more than 4 hours a day playing video games.
- That's why they've decided to organise a competition whose aim is for 6th grade students to learn to limit the time they spend playing and to play video games in a healthy way.

Information you need to prepare the rules:

- The **rules** must contain at least the following sections:

Aim of the competition	Explain what you want to achieve with the competition
Participants	Explain who can participate, who it is aimed at
Mechanics	Describe the video game you have chosen with the PEGI code in mind. Explain how the contest will work and what students will have to do to register
Awards	Describe how many prizes there will be, what they will consist of and when and where they will be awarded
Jury	Explain who will be part of the jury
Recommendations	Establish guidelines to guarantee the health of the participants

- Examples:
 - [Rules of an ONCE school competition](#)
 - [Rules of the Els Optimistes de Catalunya radio contest](#)

- In addition, you must take into account that:

- The video game must have **content suitable** for 6th graders (PEGI code).
- The **recommendations** to guarantee the health of the participants must be related to break times between matches, appropriate nutrition during breaks: fruit, sandwiches, etc., body postures, respect for other participants, etc.
- It must be **shared through social networks**, the school website, etc., and publications should be prepared to be shared, which must always respect the rights of children.
- A suggestion! To protect minors' right to privacy, you can make it so that people who sign up must do so through an alias or avatar, and only you can know everyone's real identity.

▪ **Format:** the rules can be presented in infographic format (or similar).

COMPLEMENTARY AND EXPANSION MATERIALS

Recommended for:

- Whoever wants to know more and go deeper
- Baccalaureate research papers
- Research papers on media education, audiovisual language, etc.

Publications (articles, interviews, research, web pages)

- **Article:** [Without borders: the close relationship between gambling and video games](#)
Description: Susana Jiménez Murcia, PhD in Psychology, coordinator of the Pathological Gambling unit in the Bellvitge Hospital's Psychiatry service, professor at the University of Barcelona and researcher at Idibell. explains the link between video game loot boxes and gambling.
Application: eduCAC resource for teachers and families.
- **Article:** [START](#)
Description: Oscar García Pañella, academic director of the School of New Interactive Technologies (ENTI) of the University of Barcelona, coordinator of the Master's degree in Ludification at IEBS and consultant partner at Cookie Box. Why do we congratulate our children when they finish a puzzle but not when they progress in a video game? The expert reflects on the role of video games in today's society.
Application: eduCAC resource for teachers and families.
- **Article:** [10 theses about video games](#)
Description: Gregorio Luri. He presents ten arguments to defend the need for games and invites us to reflect on video games. "Children have never played less violent games than now."
Application: resource for teachers.
- **Article:** [Women are making inroads in the world of video games: more female programmers and more protagonists](#)
Description: The representation and current role of women in video games shows the transformation of a sector in which female figures are increasingly real and relevant. Fighters, empowered, brave women, with an appearance and a personality in accordance with the stories they will star in summarise the profile of the new protagonists, increasingly distant from the usual stereotypes in the video game industry.
Application: resource for teachers related to the role of women in all aspects related to video games.

- **Article:** [45% of video game users are women and only 17 are programmers](#)
Description: interview with Gisela Vaquero, video game programmer who promotes gender equality in the world of video games both in terms of content and in the professional field.
Application: resource for teachers related to gender equality and video games.
- **Article:** [How the narrative of video games has evolved](#)
Description: Article from the publication Junior Report that talks about the narrative capacity of video games and how it has been growing and developing since the beginnings of the *gaming* industry, with the publication of the first video games in the 1970s.
Application: recommended resource for students to do activities related to the history and narrative of video games.
- **Article:** [E-sports professionals suffer the same levels of stress in competition as their counterparts in traditional sports](#)
Description: Data on a study by the Universidad Internacional de La Rioja (UNIR) and the Sports Chair of the Universidad de Málaga (UMA) UNIR related to stress in e-sports players.
Application: in-depth resource for teachers.
- **Website:** [PEGI CODE](#)
Description: website of the Spanish Video Games Association where the PEGI code can be consulted.
Application: reference resource needed to do some of the activities in the teaching unit.
- **Website:** [Ludica.cat](#)
Description: media specialised in reference video games in Catalan. Its area of coverage of events and news is Catalonia and, above all, Barcelona.
Application: resource for students and teachers not familiar with video games.
- **Website:** [Play Matters](#)
Description: Website created by Oriol Ripoll with resources for anyone who wants to use games as a learning tool.
Application: resource for teachers interested in incorporating games as a learning tool.
- **Website:** [The good gamer](#)
Description: initiative of *the Spanish Video Games Association* to claim the positive values of video games and encourage responsible use. Its goal is to become a guide to learn about the entire universe of video games, and to help create safe and healthy environments. This platform wants to promote responsible video game consumption and highlight the sector's contribution to society
Application: resource for families and educators.

- **Website:** [FAROS Video games](#)
Description: video game recommendation section of the **FAROS** digital platform of the Hospital Sant Joan de Déu in Barcelona, which promotes **children's health and well-being**. It is aimed mainly at mothers and fathers who are interested in having access to quality information about their children's health. FAROS is also aimed at other caregivers and professionals, especially in the field of health and education.
Application: aimed at teachers, families and education professionals.
- **Website:** [FAROS Social networks](#)
Description: Section of articles related to the use of social networks of the FAROS digital platform of the Hospital Sant Joan de Déu <http://www.hsjdbcn.org/>. It is aimed mainly at mothers and fathers who are interested in obtaining quality information about their children's health. FAROS is also aimed at other caregivers and professionals, especially in the field of health and education.
Application: aimed at teachers, families and education professionals.
- **Website:** [Game developers choice awards](#)
Description: these are one of the main awards given by the video game industry ("the Oscars"), rewarding creativity, art and technological ingenuity. They are based on peer recognition. Industry professionals from around the world nominate awardees while ensuring that the views of the community are reflected.
Application: aimed at teachers and students.
- **Publication:** [Ludomorphine](#)
Description: Social psychologist David Pere Martínez Oró is carrying out research to analyse the phenomenon of sports betting in Spanish society. The purpose is to know the psychosocial implications of betting in order to propose preventive strategies and recommendations. The link allows you to download the PDF with the entire book.
Application: aimed at teachers who are interested in deepening their knowledge of the world of *tipsters* and sports betting.

Exhibitions

- **Publication:** [CCCB video game culture](#)
Description: The "Gameplay" exhibition that took place in 2020 takes a journey to the origins of video games, analyses their language and highlights the impact they have had on both digital popular culture and art and society.
Application: resource for teachers.
- **Exhibition:** [Nova pantalla](#)
Description: organised by the *Directorate General of Broadcasting*, this 2022 exhibition highlights all the satellites that revolve around the video game universe: entertainment, artistic creation, economics and finance, university studies and training cycles, industry, technology and many other socio-cultural aspects. **Application:** aimed at teachers.

Audiovisuals (YouTube videos, films, reports, documentaries, conferences...)

- **Conference:** [Video games teach better than school](#)
Description: Gonzalo Frasca, PhD, is a designer, entrepreneur and academic. He has created games for Disney, Pixar, Cartoon Network, WB and Lucasfilm. He is professor of video games at Universidad ORT and a researcher. His research interest focuses on the use of games for communication and education. His conference focuses on the need to change the paradigm in schools in order to value mistakes as a necessary premise for learning. All this in the context of games and simulations. TEDxMontevideo 2012.
Application: resource aimed at teachers interested in games and learning.
- **Video:** [They don't fool me.Women and video games](#)
Description: *InfoK* video produced in the context of the campaign led by the Audiovisual Council of Catalonia "A mi no m'enganyen", which talks about the evolution of girls in video games. Boys and girls talk about the characteristics that female characters in video games must have in order to break stereotypes.
Application: resource aimed at students related to stereotypes in video games.
- **Report:** [Everyone likes video games](#)
Description: Expert **Gina Tost** explains that everyone likes to play even if there are people who don't know it. According to her there is a video game for every person and everyone should know how to find it. She defends that video games are a cultural product and that in the future they will gain even more ground.
Application: resource aimed at students and teachers. Recommended for reflecting in the classroom on the role of video games.
- **YouTube video:** [Narrative in video games](#)
Description: Video that explains the narrative and language of video games in a very comprehensible way in 14:21 minutes.
Application: recommended resource for students in activities related to the narrative of video games.
- **TV show:** [The video game boom](#)
Description: in the TV3 program *Tot es mou*, journalist Jordi Gil contextualises the environment of video game players very well and Dr. Susana Jiménez highlights two fundamental aspects when talking about video games: time and signs for detecting problematic use by parents, teachers, paediatricians.
Application: resource for teachers and families.
- **Videos:** [BTV, interview with Susana Jiménez Murcia](#)
Description: interview with Dr. Susana Jiménez, where she explains how the profile of addicted players has changed. The expert explains that the Behavioural Addictions Unit of the Bellvitge University Hospital is treating young people aged between 16 and 25 with gambling disorder.
Application: resource aimed at families and teachers.

- **TV program:** [Video game addiction: a growing problem among 12- to 14-year-old boys](#)
Description: Núria Aragay Vicente, PhD in psychology and assistant psychologist of the Pathological Gambling Unit of the Consorci Sanitari de Terrassa highlights the role of family when it comes to preventing risks with screens. It describes in a synthetic and comprehensible way the warning signs you need to know to identify problematic use.
Application: resource for families and teachers to detect warning signs related to video games.
- **Video:** Sports [betting A dangerous game?](#)
Description: EITB program that investigates the danger of gambling among minors and the impact of the sector among young people in the Basque Country. The journalist tries to enter online betting houses as a minor and notes that it is very easy to bypass the filters.
Application: resource for families and teachers interested in addictions.
- **Television show:** [Addiction to online betting grows](#)
Description: chat in the TV3 program *Els matins*, between Samuel Pueyo (*tipster*), Cristina Martínez, psychologist of the Pathological Gambling Unit of Mataró Hospital, and Francesc Perendreu, president of the Catalan Association of Social Addictions.
Application: this resource can be useful to provide teachers with more tools when preparing the development of activities.
- **TV3 Program With Philosophy.** [Chance.](#)
Description: philosophers Gregorio Luri, Xavier Rubert de Ventós and Julia Manzano; mathematician Pelegrí Viader and poet and essayist Antoni Marí talk about chance in episode 17 of the TV3 program With Philosophy.
Application: for teachers and high school students who want to delve into randomness from a more philosophical point of view

Specifically addressed to students

- **Video game review:** [September 12th](#)
Description: review of the video game that was designed after the preventive war of the United States against Baghdad with the intention of offering a critical discourse about it and to show that "*the use of violence only generates more violence*".
Application: for teachers and students, to highlight video games as a tool for transformation.
- **Gambling Simulator:** [When am I going to win?](#)
Description: online simulator of the most popular games of chance, the Primitiva Lottery, Euro Millions, Eurojackpot, Bonoloto and ONCE Coupons. It randomly generates "winning" combinations.
The aim is to show with statistics the probabilities of winning a major prize in this type of game.
Application: aimed at students to become aware of how gambling works in a practical way.

- **Video Game Information: [Gris](#)**

Description: conversation and game session between *Outconsumer*, a specialist in video games and **Conrad Roset**, creator of the video game **Gris**. Roset explains the process of creating *Gris* while a player plays live. Many interesting questions are raised which can then help lead a classroom discussion. *Gris* has won numerous awards and has amazed audiences with the beauty of its visuals and its leisurely pace. Duration: 1h 27.

Application: aimed at teachers and students. Recommended for talking about *indie* video games, professions related to video games, emotions related to video games, the creation process and more.

- **Instagram profile [eldado.trucado](#)**

Description: Instagram profile for debunking gaming myths.

Application: aimed at students to reflect on the cognitive biases and myths of games. These aspects are worked on in the second part of the educational unit.

- **Youtube Channel: [Vegetta777](#)**

Description: Youtube channel that comments games of the video game *The last of us*

Application: for students when working on the activity *What I learn when I play*.

- **Youtube channel [PiworldChannel](#)**

Description: Youtube channel of teacher Josep Mulet who explains mathematical concepts in a very understandable way.

Application: ESO and Baccalaureate students

- **Website: [Amicdirectes](#), from the Association of Media and Communication**

Description: on this website you will find content from creators in Catalan, streamers of *simracing* video games, *gaming*, also podcast creators, etc.

Application: resource to get closer to the world of *streamers* in Catalan.

- **Podcast: [What are the new e-sports professions?](#)**

Description: fragment of the Popap program of Catalunya Ràdio in which Max Dalmau, project manager of the e-sports team Wizard, and associate professor at the universities of Valencia and Barcelona, discusses the new professions linked to video games (duration, 10 minutes)

Application: resource for teachers and students to complement activity 7.

edu
CAC

The image features a stylized logo on a white background. The word "edu" is written in a bold, black, sans-serif font. Below it, the letters "CAC" are written in a larger, bold, black, sans-serif font. Two orange L-shaped brackets are positioned around the text: one at the bottom left, extending from the left side of "edu" and the bottom of "CAC", and another at the top right, extending from the top of "edu" and the right side of "CAC".