

ADVERTISING AIMED AT MINORS

ON INTERNET VIDEO PLATFORMS

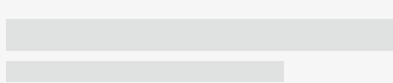




Video platforms are very popular, including among minors.

It is common for them to use video platforms from an **early age** to watch videos of children's songs or cartoons, and when **they are older** to watch videos about video games, toys, music videos, jokes, crafts, or to follow characters that are attractive to them as children and teenagers YouTubers.

In online videos aimed at children we find many advertisement formats. Even if they are lawful, they have an influence on the development of minors, their consumption habits, their use of the Internet, and even on their health and safety. Therefore, **it is advisable to work on their critical capacity so that they are able to recognise and analyse the advertising in the content they consume.**



1,000,000 visits



The purpose of this pedagogical resource is to support teaching teams to work with their students to analyse the advertising in Internet video content aimed at children.



This didactic activity is inspired by and based on the previous work "Abre los ojos ante los youtubers: publicidad y derechos" (Open your eyes to the YouTubers: advertising and rights), by Esther Martínez Pastor (Rey Juan Carlos University), Ricardo Vizcaíno-Laorga (Rey Juan Carlos University) and M^a Isabel Serrano Maíllo (Complutense University of Madrid).



WHAT PRIOR KNOWLEDGE DO I NEED?



No technical knowledge is needed to follow this resource, although **it is preferable to be familiar with online video platforms**.

It may make it easier to reflect more deeply if you are also aware of the type of videos that children usually consume, such as video game recordings, unboxing (opening a new product in front of the camera and reviewing it), how they use a series of devices, how they perform daily activities, etc.

If you have queries, or need more information about the online video platforms that your students use the most, or the advertising they consume on them, check the website www.is4k.es or contact the free and confidential **INCIBE Cybersecurity Help Line**.



1,000,000 visits



WHAT SHOULD THE ADVERTISING BE LIKE?

- Respectful to minors.
- Differentiated from other content.
- Clearly identifiable.
- Truthful in description and benefits.
- Fair to competitors.



WHAT CAN ADVERTISING NOT DO?

- It cannot imitate news or entertainment content (covert advertising).
- It cannot lead to error or confusion (false advertising).
- It cannot collect personal data regarding minors without the consent of their parents or guardians.
- It cannot promote unhealthy habits.

WHAT SPACES AND MATERIALS DO I NEED?

Some means of connecting to the Internet is needed to play the video in the practical case associated with this activity.

Each participant must also have a copy of the student form, and a pencil or pen.



MORE INFORMATION IN THE FOLLOWING GUIDE:

bit.ly/Guia_Padres

"Los niños ante la publicidad" (Children when faced with advertising), by the Extraordinary Chair of Child and Adolescent Marketing and Communication of the Complutense University of Madrid.



1. Introduction

We will start the activity based on a **series of questions and reflections** in a large group:

What kind of videos do you like to watch on the Internet?

Is there a channel that you especially like? Are you subscribed to see their news?

Are you aware of the advertising that appears in those videos? What do you notice?

When you finish a video, sometimes some other thumbnails are shown: do you like to follow those links?

Have you ever followed the link of a video to another page, social network profile or online store?



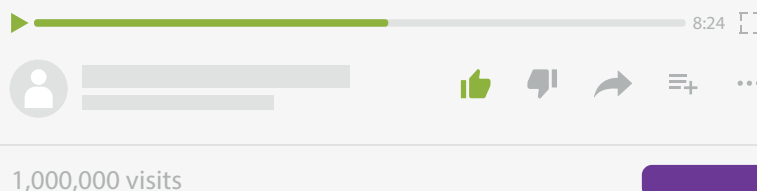
2. Individual analysis of a video



Next, we are going to analyse the advertising elements that appear in the video associated with this activity (is4k.es/mi-mundo-digital#publicidad). **It is not a real video, but it does represent situations that can be found in the videos that they normally watch.**

To help us do this analysis, **they will each have a copy of the student form**. It is important that we read it together to identify the different elements in which they are to be defined, and to answer any possible query about the terms that appear on that sheet.

We watch the video 3 times, taking a moment to take notes after each viewing.



3. Work in small groups

We will put the students into small groups (2-5 people). Their objective will be to share the analysis done individually on the video shown.

4. Sharing

In a large group we comment on each point of analysis. If necessary, we will complement it by identifying the elements that may have been missed.

Then **we will ask them to share the description of a real video in which some of those advertising elements appear.**

We foster a final reflection on a **series of questions**:

Are these advertising elements usually found in the videos you watch?

Is advertising always identified as such?

When do you think advertising is or is not appropriate?

Why is it important to be aware of the advertising we see?



5. Work with real videos

This analysis process can also be applied to real videos.

You might propose that, individually or in small groups, they analyse one or several videos at home, to discuss it later in class.



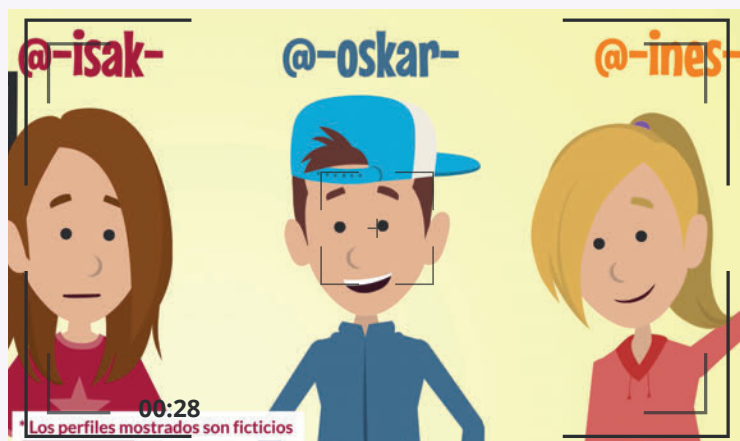
Solution to the practical case:

To help teachers in the analysis of the example video, the advertising elements in it are indicated below:



00:19

Channel subscription link.



00:28

InterYouTubers (throughout the entire video).
Link to other video channels.



00:34

Advertisement identification (Gift from the company
Tus Gafas VR).

Unboxing.

Channel subscription link.



00:39

Advertisement identification (Gift from the company
Tus Gafas VR).



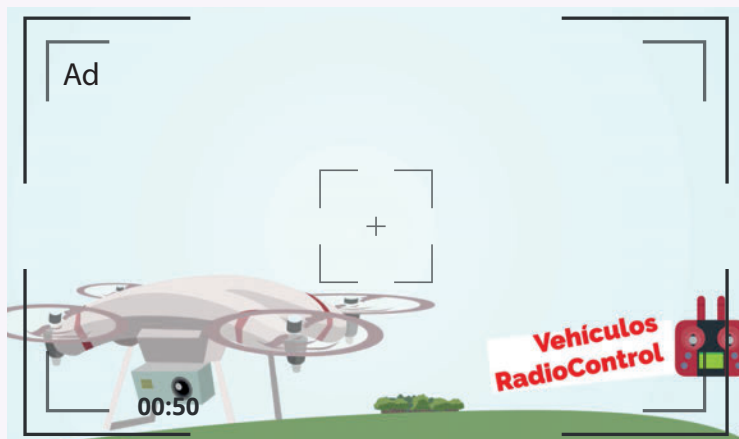
Solution to the practical case:

To help teachers in the analysis of the example video, the advertising elements in it are indicated below:



00:46

Advertising banner with advertisement identification (Ad).
Link to brands.



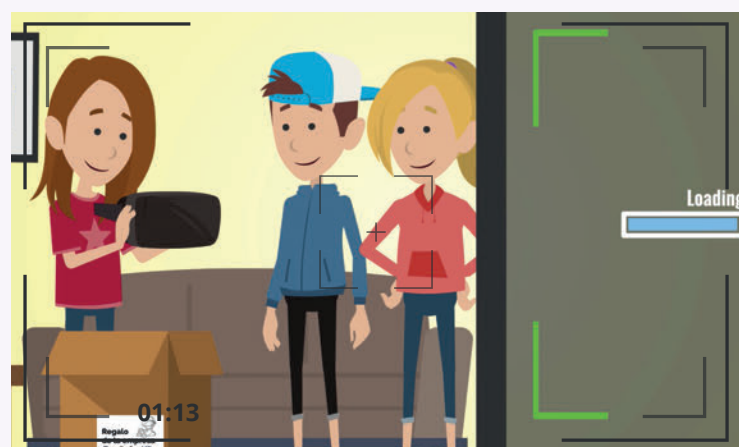
00:50

Interspersed advertisement with advertising identification (Ad).



01:04

Advertising Identification (exclusive sale at Hiper Tecnologías).
Link to the online store.
Link to brands.



01:13

Product testing.



Solution to the practical case:

To help teachers in the analysis of the example video, the advertising elements in it are indicated below:



01:26

Game.

Affiliate marketing link.



01:38

Challenge (verbally "next week we'll raffle one of these").

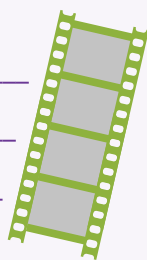


01:49

Link to other video channels.

Notes:





Notes:

[illegible]

Experiential (YouTubers describe a day in their life, for example, visiting a shopping centre, going to the park, etc.)



3. Which of these marketing resources are used in the video? At approximately what time? (min:sec)

☐ --:--

Advertising banner (box with an advertising message covering a part of the video).

☐ --:--

Interspersed ad (advertising message of the same video size, which is shown by pausing it).

☐ --:--

Affiliate Marketing Link (sale of a specific product in another online store).

☐ --:--

Link to own online store (direct sale of products)

☐ --:--

Link to brands (channels, social networks, website of a brand or a product).

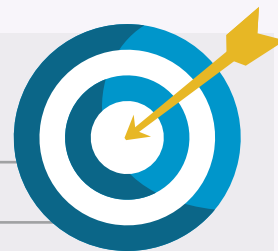
☐ --:--

Link to other video channels (own channels, family members, collaborators).

☐ --:--

Links for subscribing to channel (receive notifications with the channel's new publications).

Conclusions:





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