



## **ADVERTISING, CHILDREN, FAMILY AND EDUCATION**

Advertising as a  
cultural homologator

## **PUBLICIDAD, INFANCIA, FAMILIA Y EDUCACIÓN**

La publicidad como  
homologador cultural



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## RESUMEN

El presente trabajo trata de establecer la relación existente entre Publicidad e Infancia, considerando la publicidad como un elemento configurador de la realidad social y una herramienta para mostrar los cambios sociales, prestando una especial atención a los cambios que ha experimentado la familia "tradicional" y su conversión en nuevas formas y estilos de familias.

Se estudiaron cómo todos los nuevos tipos de familias siguen cumpliendo las mismas funciones de cuidado de la infancia, como la satisfacción de las necesidades más básicas, como alimentación, vestido y protección hasta las superiores, que hacen referencia a las relaciones interpersonales, la seguridad emocional, la pertenencia, reconocimiento del grupo de referencia y la autorrealización como meta del proceso de vida.

Por último se presenta una experiencia educativa, que utiliza la publicidad como recurso didáctico, la experiencia se llevó a cabo en un centro público de Educación Primaria, con el objetivo fundamental de conseguir mejorar el clima de aula y conseguir la adaptación y aceptación de alumnos que viven en hogares diferentes, a la estructura clásica de lo que se ha venido denominando "Familia nuclear, o tradicional".

### Palabras clave

*Familia; infancia; publicidad; educación; necesidades; competencias.*

## ABSTRACT

This paper tries to establish the relationship between Advertising and Children, considering advertising as a structuring element of social reality and a tool to show social change, paying particular attention to those experienced by the "traditional" family and conversion into new forms and styles of families.

The study explores how new types of families still fulfill the same functions of childcare, from basic needs such as food, clothing and protection, to upper faculties like interpersonal relationships, emotional security, sense of belonging, recognition of a reference group and self-realisation as the goal of life process.

Finally, an educational experience, using advertising as a teaching resource, took place in a public Primary Education School, with the aim of achieving a better teaching environment and acceptance of students coming from homes different to what is considered a "traditional" or "nuclear family".

### Keywords

*Family; children; advertising; education; needs; skills.*

## 1. Introduction

### 1. Advertising as a cultural validator

It is impossible to understand modern advertising without taking culture and social changes into account. Advertising influences the construction of reality and also is a true reflection of the society in which it is produced and consumed, since it presents the attitudes, values and norms that regulate and govern social dynamics.

*Advertising is, on the one hand, identifier of the culture and context that produces it and the other, constitutes a new society from which emerge forms, values, techniques and elements that in turn generate different patterns of consumption and different consumers. (Alvarado Lopez and Martin Requero, 2006: 9)*

Following this reasoning we should pay attention to advertising as a specific cultural product that, on one hand, first appears as the image of the capitalist production process – that is, as a form of communication that constitutes a necessary tool for economic development; and on the other, as a symbolic form of communication, social mediation and cultural representation (Sierra, 2005: 1). The economic purpose of advertising has expanded its scope of power to spread "... the values and archetypes of capitalist society thus creating a complicated web of dependence between economics, technology and culture" (Rey, 2006: 198). For this reason, advertising communication has an important social impact that far surpasses the commercial intentions that determine its origin and becomes an effective way to understand the reality of the time in which it is produced and utilised.

*Advertising incessantly produces messages about the everyday, their social and cultural impact far outstripping their dominant persuasive-commercial purposes. Purpose which, on the other hand, it would not fulfil without stemming from concrete references, without studying the main sociocultural parameters in each context (...).*

*...advertising, by commencing this insatiable communication and consumption process, apart from being the disseminator of culture also acts as one of its validating elements, its most ethereal and subtle one. (Alvarado Lopez and Martin Requero 2006: 10)*

It seems indisputable at this point that advertising communication acts directly upon society as it influences the formation of habits, interpersonal relationships and acquisition of social values.

*(...) influences the conception of the world, social relations, tastes, etc. Therefore when advertising spreads values (those of the consumer society), these happen to be the embryo of a new society, because from them, as we have seen, all others are gradually transformed and modified (...) ( Rey, 2006: 197).*

To understand this complicated process, we must take into account that the socialization of the individual goes through different phases in which the agents have a changing influence and role. When we are born, the main role of the individual's socialisation is adopted by the family caring for and answering the needs of childhood. Later it will be education that takes this main role, and finally the greatest degree of influence will lie with the media, and advertising in particular.

From increasingly younger ages, children consume mainstream media and advertising becomes a social agent of growing weight (Brée, 1995: 134). Advertising transmits social values and rules of behaviour that are acquired by children, so fulfilling, aside from its other specific functions, the unintended but significant role of education. Rey (2006: 199) calls this phenomenon "tertiary socialisation or media education". Although the purpose of the media in general and advertising in particular is not educational, "they are the only institutions that guarantee that certain experiences are still shared by all citizens" (Rey, 2006: 199).

This is why advertising, as an important part of the messages sent via the media, has a fundamental responsibility in the education of the public. Advertising communication has become a support that the viewer uses to validate their lifestyle and behaviour.

We say that advertising is a reflection of society because it works as an accurate transmitter of the needs, desires, aspirations and lifestyles of citizens/consumers. Additionally, advertorial creations are presented to citizens showing their most intimate side, representing the daily life of society: a day-to-day that over the years has changed dramatically, and has and always be a form of representing reality and, ultimately, our history. For this reason, advertising is of great aid to understanding and analysing the representation of the family in the media discourse, and to identify its evolution, functions and the different family models that coexist in today's society.

*There is no doubt that advertising can contribute to the development of individuals by allowing them cognitive access to social realities, lifestyles, foreign contexts that otherwise would not be within reach. In addition to the way in which this communication is achieved, in an absolutely dynamic style*

*and open to new languages, its narrative concreteness and communicational clarity are aspects that synthesise, stereotype and archetype the whole social structure. (Gonzalez Martin, J.A. 1999: 335)*

In short, we can conclude that the influence of advertising on society turns its messages not only into a socializing phenomenon, but also into a social and culturally validating element.

## **2. Goals**

The goals marking the principal outlines of this study were formulated as follows:

- Identifying the needs of children and how they are utilised by advertising communication.
- Verifying the importance of the family as a social agent in charge of the education of children.
- Evaluating advertising as a tool to explain and accept social change.
- Introducing the different types of family structures that exist in today's society.
- Encourage debate on the role of advertising and family in the current context.
- Highlighting the importance of accepting diversity as a source of richness.

### 3. Methodology

Our work includes six sequential phases that provide theoretical knowledge about the phenomena studied: Advertising, Family, Children and Education.

**Table 1**

Phase	Study	Goal
<b>1<sup>st</sup> Phase</b>	Theoretic/Conceptual	Outlining subjects of study
<b>2<sup>nd</sup> Phase</b>	Theoretic/Descriptive	Establishing relationships between variables of study
<b>3<sup>rd</sup> Phase</b>	Descriptive/Categorisation	Defining of the needs and skillset of Childhood
<b>4<sup>th</sup> Phase</b>	Analytic	Analysis of advertising that employs familiar scenes to promote products and services
<b>5<sup>th</sup> Phase</b>	Experimental	The use of advertising as a didactic tool
<b>6<sup>th</sup> Phase</b>	Conclusion	Verification of completeness of study

It is part of a conceptual theoretical study of the subject matter, it follows with a descriptive, without limitation, explanatory and analytical treatment in which the relationships and influences of the phenomena studied are established, to end with an experimental phase where it is aimed an educational experience which allows to discover the role of each of the variables and the interrelationships between them.

## 4. Content

### 4.1. Transformations of the "Family"

All transformations experienced by the family in the western world are one of the most important and significant manifestations of contemporary social change. In recent decades the model of family established referred to as "nuclear family" has been giving way to a growing variety of forms, types and styles of family life. As a result of these changes in the formation and dissolution of traditional families and the employment of women, the basic model of family established was seriously questioned, ceasing to exist a single model of family. Beside the "traditional" nuclear family, they began to become relevant, both numerically and socially, single parents and families "reconstructed or assembled." In parallel, the growing institutionalization of the family implied that family ties "de facto union" were gaining ground on the legal ties. These changes began in Europe and the US in the mid-sixties and early seventies, extending the vast majority of western countries in recent years of the twentieth century.

Undoubtedly, historians, anthropologists, sociologists and generally scholars of the family will see the last decades of the twentieth century as an era of transformations in which a radical change in the shape and function of the western family. In the last third of the twentieth century, the nuclear family formed around the conjugal ties and a strict division of labor based on gender, with well marked male and female roles, has ceded ground to a multiplicity of types of blood relations. This new or renewed diversity of family types has raised trials and theories about the consequences of these changes in the production of ethical, civic and basic values to achieve social order and the role they play in the care and training of children.



Changes in the family in recent decades have been truly remarkable, whatever the criteria to be considered for trial (historical, anthropological, social, economic, etc.). It can be said with some justification that no other time in history is comparable with this period with the obvious exception of times of war and its immediate and forced changes in the forms of organization of households and behavior of households.

These changes stand undoubtedly due to the fact that some decades ago, as in any other time, a certain type of family dominated: the vast majority of citizens lived or aspired to live in nuclear families, a structure of family that now ironically, is considered the "traditional" family and in many cases with negative connotations. In a sense this characterization is not closed as families have always adopted a nuclear structure; however, it sounds somewhat empty to the ears of those who remember that when this familiar structure was at its best, many analysts bemoaned the disappearance of extended and complex familiar structures and feared that the nuclear family was isolating the kinship network and wider community, thus losing living with other relatives and harming the transmission of values, attitudes and rules.

In the 1950s and early 1960s, before the revolution in gender roles occurred, it was frequent the criticism of the precipitation of young people to marry at an early age, excessive dependence of children on his parents, overprotective treatment towards young people, and the existence of many marriages lacking affection (Bell and Vogel 1968; Coser 1964; Winch 1963). It was argued that these features of the nuclear family contributed to the growing problem of crime, premarital sex and school dropout among young people. When the revolution in gender roles finally broke it was argued that this new situation brought results in an overly affectionate and protective nature of the nuclear family that was not well accepted by young people in the late 1960s and seventies (Flacks 1971).

The way we think about marriage, family and kinship has been reconfigured, perhaps even destroyed, by a set of economic and social changes that dismantled a rigid pattern of prescribed kinship (Goode 1963; Parsons 1951; Schneider 1980). In just thirty years, we have moved from a time when almost everyone married, usually at the end of adolescence or early adulthood, to one in which there is a growing minority who will never marry, and in which a most delays marriage until after 28 years or even later. Marriage is no longer the event that set the axis on which the onset of sexual relations is articulated, procreation, leaving home, or even the formation of a home. All these events are increasingly interdependent, each case being delimited events in the course of life (Modell 1989, Modell, Furstenberg and Hershberg 1976; Furstenberg 1982).

Many scholars of family have pointed out that what we are witnessing is not so much the creation of a new model of lifestyle but rather an earlier recovery. A model that prevailed until the twentieth century. It is true that in the past the family life followed a disorganised course; events such as severe economic depression that disrupted the availabilities of eligible couples, migration patterns that produced imbalances in the proportion of men and women, diseases with disabling effects and deaths of spouses and parents, they caused instability in the family. Marked regional, social and ethnic differences identified distinct patterns in family formation (Coale and Watkins 1985; Hareven 1981). Until well into the twentieth century there was a standard model of 'family', although citizens have always preferred to live in separate households and have been linked by strong marital ties. However, until well into the twentieth century, the boundaries of the family were extremely permeable and often include relatives, domestic staff and guests. Home life was often more chaotic than we usually think. Children, except the members of the small band of wealthy families,

had to justify their existence by economic production or seek work outside the home. It was common that parents left their children in orphanages, foster homes or jobs as a way to cope with difficult economic circumstances (Bellingham 1988).

In an interesting book, John Gillis (1996) argues that family, as sacred and protected institution, is a relatively recent cultural invention; notions of privacy, intimacy and family elaborate rituals arose as a result of decline in local religious institutions and local communities, ceding a greater symbolic power to the family.

Between 1965 and 1995, marriage became less accessible to an increasing number of citizens. The working class, which by mid-century had been often forced to marry against pregnancy, began to consider other options before a forced marriage. The young middle class that previously entered the marriage and began to form their families while still in college or shortly after completing their studies, extended their educational careers. Women stayed longer in the education system and entered the labor market, with the expectation of working for a while before having children. People did no longer have as much certainty to maintain the standard of living of the middle classes with a single income.

The increase in divorce cases ended with the ideal of monogamy for life. The value of marital satisfaction increased, raising the demands in terms of privacy, sexual gratification and equitable sharing of housework. Individuals began to look at marriage as a frightening institution, unmarried cohabitation became for many an alternative to early marriage, and for a small minority, an alternative to marriage itself (Bumpass 1990; Cherlin 1992).

Family can be considered as "one of the pillars of society" and can be read on the website of the UN in its Global Issues section. For its part, the Royal Spanish Academy defines it as: "a group of people related to each other living together" or "set of ancestors, descendants, collaterals and relatives of a lineage".

Sociologist Anthony Giddens (1991: 190) defines the family as "*a group of people directly linked by ties of kinship, whose adult members take responsibility and the care and education of children*".

There are many definitions that can be found on the family but what is clear, as say Musitu and Cava (2001), is that family varies, transforms, adapts, reinvents and, above all, endures. Data from recent studies suggest that this institution not only survives, but seems to be a central element of the organization of our lives and our well-being.

Regardless of what family means to each of us, for society and for the time in which we live, various family types are distinguished. The following classification corresponds to the different types of family organizations that exist today.

**Table 2**

<b>TYPES OF FAMILY</b>	
<b>Nuclear Family</b>	Comprised by mother, father and children, this is the classic family model.
<b>Extended Family</b>	Comprised by people beyond parent-and-child relationships. An extended family can include grandparents, uncles, cousins and other blood relatives.

<b>Single-parent Family</b>	Comprised of only a single parent (usually the mother) and their children. They may occur in several different ways: separation or divorce where the children live with one of the parents, single mothers, or when one of the spouses is deceased.
<b>Homoparental Family</b>	Comprised by a homosexual (male or female) couple and their biological or adopted children.
<b>Blended Family</b>	Comprised by aggregates from two or more families (e.g. single mother joins widowed father). This category also includes families comprised by siblings or friends - where the word "family" is used in its broader definition and not only restricted to blood relatives.
<b>Common-law Relationship</b>	This family type includes couples that live together in civil union.
<b>Foster Family</b>	These are part of a government protection scheme where underage citizens under the care of the state are assigned to a family. They provide children in need with a home and fulfil their emotional and education needs.
<b>Adoptive Family</b>	Families whereby non related persons are made related by law.

**Source: Own elaboration**

## **4.2. Importance of family background in child development**

The responsibility of raising children has fallen for many years upon the family and, progressively, schools and other educational agents have taken on part of the task and the responsibility to meet the needs posed by the development of children / as well as in developing their skills so that they can integrate into society and act on it to transform it.

Family for the child is their first nucleus of living and acting. At their heart they will go modeling the building of their personality through established relationships and how their basic needs are met (Brazelton and Greenspan, 2005). This process of building their identity will be given within a network of relationships, experiences, expectations and desires that match the style of each family and the characteristics of the social context in which they occur.

Parents, as primary caregivers, establish the necessary links to respond to all the demands and needs of their children. They are primarily responsible for the creation of guidelines that favor the construction of the child's personality. López (1995: 9), from his research on the needs of children and the care they need, states that:

*... For childhood it is not suitable any society, any family, any relationship, any type of school, etc. but those that allow them to find answers to their most basic needs. The speech of needs is especially necessary today because not all the social changes that are occurring in the family structure and the parent-child relationship are risk free for minors. (López, F., 1995:9)*

Educational practices of parents are not only the first influence for the child but also the most significant one as they show how children are educated and treated by their parents according to some research by Ainsworth and Bell (1970); Rodrigo and Triana (1985); Oliva and Palacios (1991); Rodrigo and Palacios (1998); Alonso García (2002); Barudy (2005).

According to Barudy (2005) a good treatment of children ensures the proper development and child welfare and it is the basis of mental balance of future adults

and therefore of the whole society. The starting point of good treatment to children is the ability of parents to respond appropriately to child needs such as care, protection, education, respect, empathy and attachment. Parental competition in these vital aspects allows children to develop as individuals able to have good self-esteem and treat them well and respect others, taking responsibility, at both individual and social levels.

It is evident that family plays a key role as the context in which children establish their first emotional ties, where they acquire the first knowledge and the world begins to make sense. It is also true that the social support network which provided for the family (grandparents, neighbors, ...) that somehow exercised a function of co-parenting, their presence has been declining due to sociocultural transformations of various kinds such as loss of primacy in the family model, the incorporation of women into the workplace, the delay in childbearing age, change in family types and the increase in life expectancy (Aparici, 2005). *"It is through these first social relations how humans meet the needs of biological and social nature: food, safety, security, stimulation and the possibility of establishing more relationships and sharing spaces, objects and games"* (Martin Requero, MI 2008: 117)

At the present time we can say that it is growing social awareness that the early care of childhood should be done differently to how was done traditionally, taking into account the needs of children and giving appropriate answers so that they can be satisfied, thus forming a safe, happy and competent citizens to face an increasingly complex social context.

### 4.3. Basic needs and core competencies

Human beings, throughout their life cycle, need certain conditions to develop properly. These needs match their triple bio-psycho-social roots and should be considered as characteristic of the human species, although some of them are shared with other species and not unique to humans.

Family must respond to the needs of children because they do not have the same capacity for self-protection: they are most vulnerable, cannot decide about your life, do not know to protect themselves from the dangers and they understand with difficulty the consequences of some of their behaviors that sometimes have irreversible effects. These facts, among others, make the protective function of the adults who usually coincides with parental care within the family institution necessary.

It should not be considered the child as a passive recipient in meeting their needs. He is an active agent in decisions that affect them in all activities and interaction with others. Since childhood, the extent of their possibilities, should take into account their capabilities, their requests, their opinions and make them share the decisions that affect them to get to be an active agent that contributes effectively to meet their own basic needs and develop their key competencies.

Felix Lopez makes a classification of specific needs of children, in the book *Las necesidades de la infancia y protección infantil*: (1995), in which we have relied to define the needs of children.



**Table 3**

<b>NEEDS</b>				
<b>PHYSICAL</b>	<b>SAFETY</b>	<b>EMOTIONAL</b>	<b>SOCIAL</b>	<b>COGNITIVE</b>
<b>Food</b>	Protection from external agents that pose a threat to physical integrity	Emotional security	Guidance and establishing limits of behaviour	Sensorial stimulation
<b>Temperature</b>		Safe, stable and affectionate relationships with other significant adults		
<b>Hygiene</b>	Protection from other individuals that can or may cause harm	Appropriate physical contact	Learning to control emotions	Social and physical exploration
<b>Health</b>			Social relationship networks	
<b>Sleep</b>			Reception of affection and positive reinforcement	
<b>Physical activity: exercise and play</b>	Protection from harm a child may cause itself	Progressive autonomy and participation		Understanding social and physical reality
		Respect of psychosexual development		
		Protection from imaginary threats		

*Compiled from Lopez, F. (1995)*

*"... Every child has a number of rights relating to the satisfaction of their basic needs. These should be the reference background that guides prevention, decision-making and help" (Lopez, F. 2006: 3)*

On the other hand, we also consider the capabilities of human beings, that can be defined by: activity, seeking interpersonal relationships, empathy and social learning, enabling them to meet their needs and develop key skills.

The concept of competition has a psychological and social substance, however, it has jumped from Psychology to Education and is becoming a valuable creative tool for change.

The meaning of this term denotes personal skills and the ability to think, make and modify our behaviours and conditions around us, always in the positive sense and to further social progress.

Education by competency, as Cejas Martinez says: "... intends to be a comprehensive approach that seeks to link the education sector with the productive and raise the potential of individuals, facing the transformations that today's world and contemporary society faces". (Cejas & Grau: 2005, p.27)

In Royal Decree 126/2014 of 28 February, that establishes the core curriculum of primary education, we can appreciate the importance given to key competencies:

*Competence, therefore, is conceptualised as a "know-how" that is applied to a variety of academic, social and professional contexts. For the crossover to different contexts to be possible it is indispensable to understand the knowledge embodied in a competence, and its relationship to the practical*

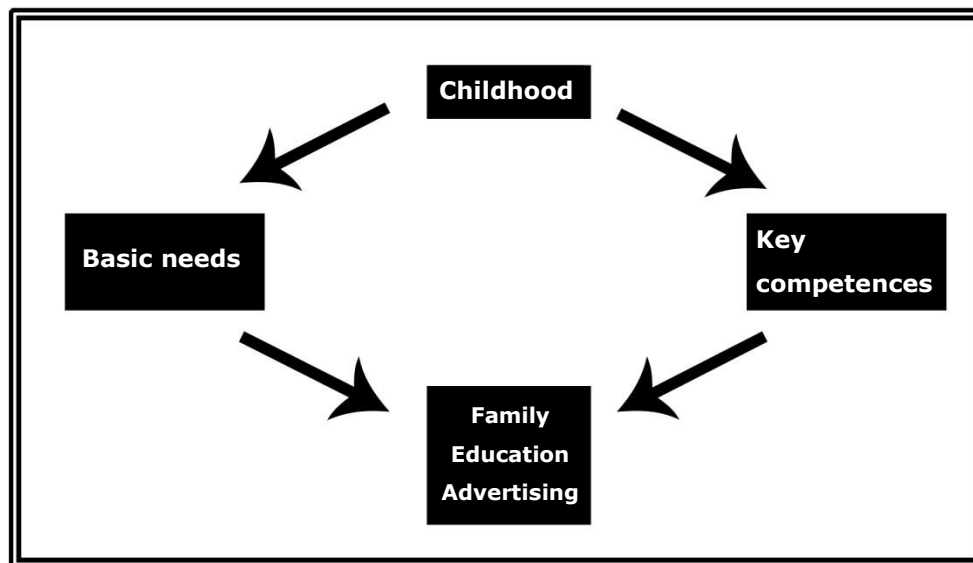
*skills or abilities that comprise it. Learning by competence favours the learning processe and the motivation to learn, due to the strong interrelation between its components: concept is learned alongside the process of learning said concept.*

*The naming of key competencies is as defined by the European Union. It is considered that the "key competencies are those which all individuals need for personal fulfilment and development, as well as active citizenship, social inclusion and employment". Seven key competencies are identified, essential for the welfare of European society, economic growth and innovation; and the knowledge, skills and attitudes essential to each are described. (Royal Decree 126/2014, of 28 February)*

For the purposes of this Royal Decree, the powers of the curriculum are as follows:

1. Linguistic communication.
2. Mathematical competence and basic competence in science and technology.
3. Digital competence.
4. Learning to learn.
5. Social and civic competences.
6. Sense of initiative and entrepreneurship.
7. Cultural awareness and expressions.

**Picture 1**  
**Source: Own elaboration**



#### **4.4. Advertising and Family. Family in advertising**

Advertising, without this being its main function, becomes a social agent and, like family, helps children in their socialization process.

Advertising messages are built to serve the public at which they are targeted to help satisfy their needs and achieve self realisation. In ads aimed at children the family has always been used by advertising as a way to present products that help meet the specific needs of this stage. Often we can see ads for baby food, grooming, play etc. presented in familiar scenes (Fig. 1, 2, 3 and 4).

Figures 1, 2, 3 and 4



*Followers - Close to you - Christmas is cooler. Working desks wishes you merry Xmas!*



*Eating together feeds your happiness*



***Eating together feeds your happiness***



***Hey! Dummies are not to share... Help their defenses during the first 24 months***

***Images show different ads in which the family as a social reference is represented***

On the other hand, as already explained above, advertising is a true reflection of the society in which it occurs; different advertising campaigns can be employed as

teaching resources to carry out educational projects involving different family models (Fig. 5, 6, 7, 8, 9 and 10).

Figures 5, 6, 7, 8 and 9



AS FAMÍLIAS MUDAM. O JEITO DE CUIDAR NÃO.

NEBA-SEPT

NOVO

NEBACETIN

Socorro para sua pele.

Indicação: aftas de ressecamento, dermatite atópica. Indicação: Nebacetin® está indicado para o tratamento de irritações de pele após de maquiagem, ocasionadas por alterações locais, como por exemplo, nos "toques" de pó, no contato da pele, no pó de boca de cabelo, no contato, no contato com pó, no contato, nos toques com pó, no contato com pó, no contato com pó. Também é indicado para prevenir irritações de pele após de maquiagem após maquiagem, após aplicação de maquiagem e queimaduras por queimaduras. Depois de 12000000, Nebacetin® é formado por ingredientes, incluindo: carbamato de benzil, carbamato de benzil, carbamato de benzil e carbamato de benzil. Nebacetin® é formado por ingredientes, incluindo: carbamato de benzil, carbamato de benzil, carbamato de benzil e carbamato de benzil. NEBACETIN®, NEBA-SEPT® SÃO MEDICAMENTOS. SEGUROS PARA O USO. PRODUZIDO POR LABORATÓRIOS FARMACÊUTICOS LUMINÁRIA

Neba-Sept® desinfecta os ferimentos. Nebacetin® acaba com as bactérias de machucados, cortes e queimaduras na pele. Uma família que ajuda você a cuidar da sua.





#### 4.5. Educational experience

Title: Different types of families and Education in values: freedom, diversity, respect and civility

Below is an educational experience that uses advertising to explore different types of families at school, in order to seek acceptance of all these forms of family organization and the respect they deserve, in order to promote a better coexistence.

**Table 4**

Formal Data			
Centre	CEIP Elena Fortún		
Years	Primary Education yrs. 3, 4, 5 and 6		
No. of Students	84	No. of Teachers	11

Goals	Competencies
Become aware to the changes in the family institution	Social and civic competencies Competence in learning to learn
Understanding diversity as a source of richness	Competence in learning to learn
Understanding the role of family in childcare	Social and civic competencies Competence in learning to learn
Understanding the possibilities of advertising as educational material	Initiative and entrepreneurship competence Competence in learning to learn
Resolving conflict through dialogue and communication	Competence in linguistic communication

Harmonious coexistence in the school environment	Social and civic competencies
Acquiring the ability to empathise, listen and respect	Social and civic competencies

**Used material:  
Coca Cola. Families**

**<https://www.youtube.com/watch?v=DOctwr5McJc>**

**Data sheet  
Agency: McCann Madrid  
Year: 2015**

**Figure 10**



**Frame from Coca Cola Families (2015)**

## **Synopsis**

We present a Coca-Cola advert in which new family models are represented: single parent, homosexual couple, heterosexual family with adopted children, traditional family in which traditional roles are inverted.

In the advert the protagonists are the children, who tell their parents what they're told is family is like at school. This highlights the importance of addressing this issue, both in the family and at school, to ensure their knowledge, understanding and

acceptance of the existence of different family models, all valid if the necessary conditions exist to meet the needs of childhood – as described above – and provide an environment of emotional security that allow children to develop their personality and establish rewarding relationships.

## Activities

**Table 5**

<b>Before the viewing. Motivating activities</b>
Presenting the topic: the different types of families
Talk about our families
Distinguishing different types of family

<b>After the viewing. Learning activities related to facts and concepts, processes and attitudes, values and rules</b>
Talk about the advert
Name the family types represented
Making a drawing of your own family and of a family different to yours
Assemble a mural with the drawings of the different family models that exist today
Note the functions of family and reach the conclusion that all share the same function: to care for their children

## Evaluation

The evaluation of this educational experience followed three criteria: on one hand, students who satisfactorily carried out the proposed activities and note the use of adverts they already knew as an incentive to do so. On the other, teachers whose expectations were met and would consider carrying out other projects related to equality, diversity, citizenship and non-violence.

Finally, the education community, in which AMPAS, school boards and members of the education administration have participated by carrying out a qualitative assessment, have considered that these experiences serve to open new avenues for participation and that advertising can become an excellent social agent to help students in understanding the social reality which they inhabit.

Before carrying out this project, students were asked to complete a questionnaire to learn their knowledge, interest and involvement in this matter, to establish a base level from which to start.

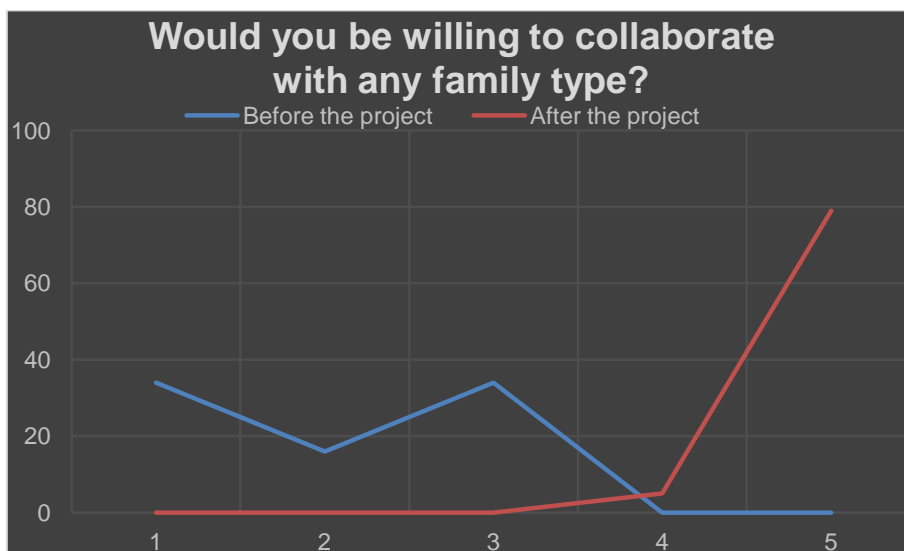
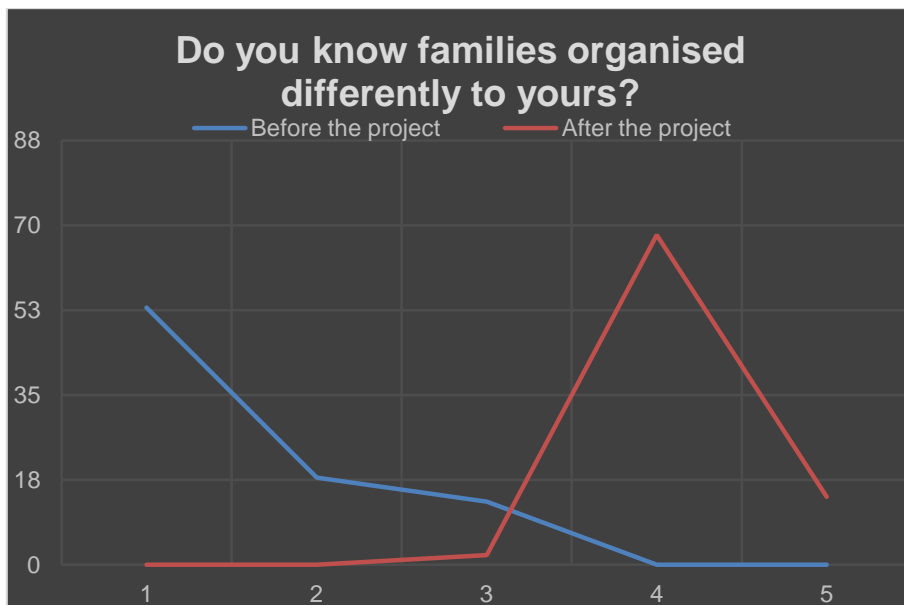
**Table 6**

FAMILY TYPES (Start of project)		1	2	3	4	5
Knowledge	Do you know families structured differently to yours?	53	18	13	0	0
	Did you know that the functions of family must be met in any form of organisation?	65	12	7	1	0
Interest	Have you ever taken interest in learning about different types of family?	61	15	8	0	0
	Do you think all family types should have	59	20	5	1	0

	the same rights and duties?					
Participation	Would you be willing to collaborate with any family type?	34	16	34	0	0
	Would you be friends with children living in families different to yours?	43	26	15	0	0

FAMILY TYPES (End of project)						
		1	2	3	4	5
Knowledge	Do you know families structured differently to yours?	0	0	2	68	14
	Did you know that the functions of family must be met in any form of organisation?	0	0	16	53	15
Interest	Have you ever taken interest in learning about different types of family?	0	0	2	5	77
	Do you think all family types should have the same rights and duties?	0	0	0	3	81
Participation	Would you be willing to collaborate with any family type?	0	0	0	5	79
	Would you be friends with children living in families different to yours?	0	0	0	12	72

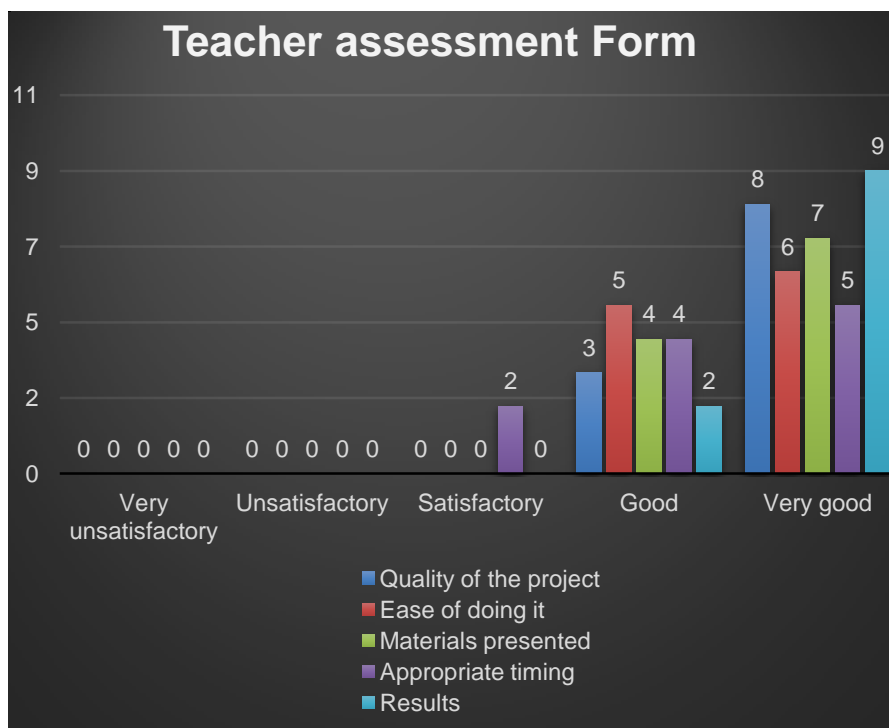
Upon completion of the project the same questionnaire was circulated and the project's effectiveness was confirmed as shown by the following figures:



The project was evaluated by students and teachers by completing the following questionnaires:

### Teacher questionnaire with scores

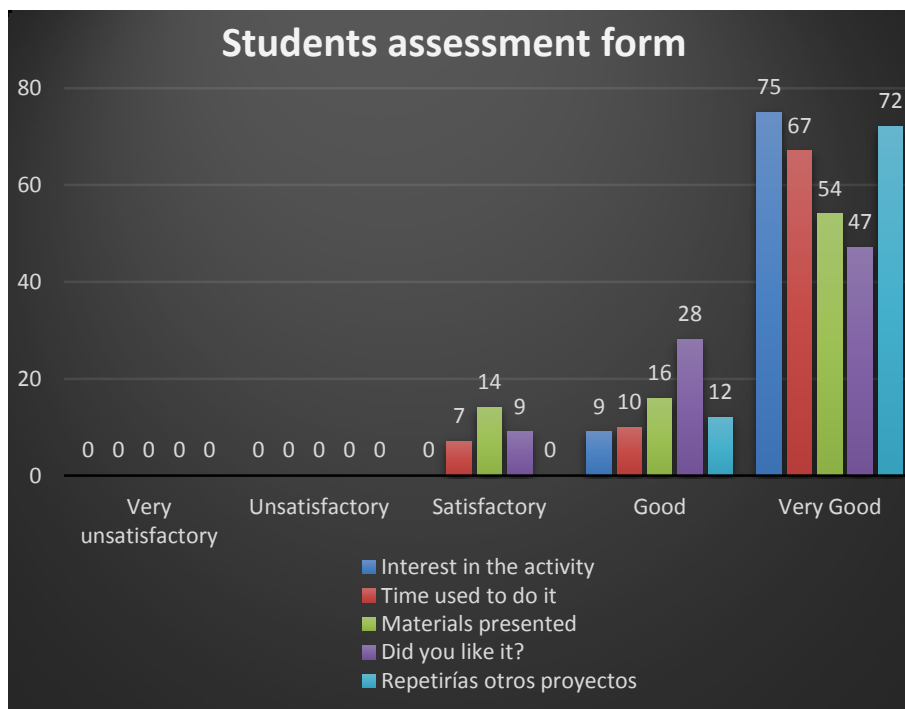
<b>Teacher Score Card</b>					
	Very negative	Negative	Neutral	Good	Very Good
<i>Project quality</i>	0	0	0	3	8
<i>Ease of execution</i>	0	0	0	5	6
<i>Presentation material</i>	0	0	0	4	7
<i>Adequate timing</i>	0	0	2	4	5
<i>Results</i>	0	0	0	2	9
<i>Comments</i>					



### Scored student questionnaire

#### Student Score Card

	Very negative	Negative	Neutral	Good	Very Good
<i>Interest in activity</i>	0	0	0	9	75
<i>Time allowance</i>	0	0	7	10	67
<i>Materials presented</i>	0	0	14	16	54
<i>Did you enjoy it?</i>	0	0	9	28	47
<i>Would you participate in a similar project?</i>	0	0	0	12	72
<i>Comments</i>					





## 5. Conclusions

Throughout this study we have seen the changes that the family institution has experienced in recent years, giving rise to new forms of organization that have been defined and recognized by society.

This study also clearly found that the primary role of family is the care, protection and education of children, a role that is fulfilled by all types of existing family and all stages of history. In order to fulfill this function the needs of children should be define, and as we have seen, they remain the same as in earlier times, because they correspond to true human nature, which allows us to confirm that these needs are permanent despite how rapidly and deeply social contexts change. "Today more than ever, we see that genuine human needs remain the same as always and that interpersonal communication is what gives meaning to life, being one of the characteristics that best defines human beings and is the foundation of all social life. " (Martin Requero, MI 2008: 143)

Advertising, aware of the society in which it develops, the role of children and their needs and capabilities, uses images of family life to present their commercial messages of products and consumer services with aim of achieving the welfare of children.

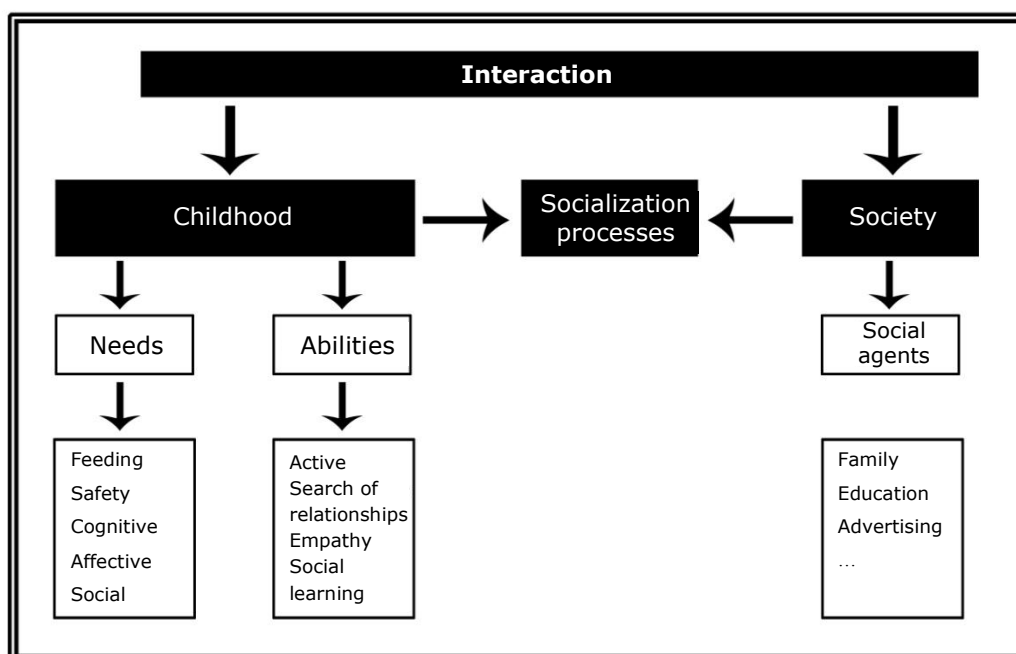
On the other hand, advertising is a reflection of society and for this reason it proposes different family models that exist in contemporary society.

Many advertising pieces become an educational resource of great value, as we have seen in the educational experience, where an advertising campaign was used to talk

about family organization models and the different values, civics and the freedom to choose any desired lifestyle.

We have been able to efficiently verify that the studied phenomena – Children, Family, Advertising and Education – are closely related, as reflected in the following table:

**Picture 2**



**Source: Own elaboration, based on Lopez F.**

Children begin the process of socialization from birth with the help of Family, acting as an agent of socialization and taking care of their needs and developing their skills through cognitive, affective and social processes. Later Education, the institution responsible for educating and informing children, will continue to work on this socialization process through methodologies and methods of teaching and learning, now from a professional point of view – thus being also called Formal Education. Finally we see other social agents such as Mainstream Media – particularly Advertising

– operating within society exercising an educational role within Childhood, which we may call Informal Education, as this instructional role is not the main function of Advertising.

In short, we can conclude that the goals set out by this study have been categorically achieved, providing an important insight into the understanding of the different variables analysed, while opening up new avenues of research; for example, the effectiveness of advertising as an educational resource for Education in Values, or the influence of advertising on the formation of citizenship, among others.

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