

Pérez-López, I.J. (2013) la educación física en las series de televisión españolas: ¿ficción o realidad? / Physical education on spanish television series: ¿fiction or reality? Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte vol. 13 (50) pp. 199-216. [Http://cdeporte.rediris.es/revista/revista50/arteducacion380.pdf](http://cdeporte.rediris.es/revista/revista50/arteducacion380.pdf)

ORIGINAL

PHYSICAL EDUCATION IN SPANISH TELEVISION SERIES: FICTION OR REALITY?

LA EDUCACIÓN FÍSICA EN LAS SERIES DE TELEVISIÓN ESPAÑOLAS: ¿FICCIÓN O REALIDAD?

Pérez-López, I.J.

Sport and Physical Education Department. University of Granada (Spain). isaaci@ugr.es

Spanish-English translators: Víctor Gutiérrez Martínez, e-mail: victor@idiomasleon.es, Idiomas León.

Código UNESCO / UNESCO code: 5899 (Otras especialidades pedagógicas: Educación Física) / Others (Physical Education)

Clasificación Consejo de Europa / Council of Europe classification: 5. Didáctica y metodología / Teaching and Methodology

Recibido 14 de mayo de 2011 **Received** May 14, 2011

Aceptado 16 de enero de 2013 **Accepted** January 16, 2013

ABSTRACT

Continuous improvement in teaching quality requires a periodical revision. In this sense, television can be a great reference within today's mass media society.

The present article is aimed at evaluating the image of Physical Education as it is conveyed in Spanish TV series. Therefore, a content study -through an ad hoc analysis sheet- of the series "Compañeros", Física o Química" and "El Internado", which are set in school environments, has been carried out.

According to the subsequent outcomes, the recurrent perception of Physical Education that is used is excessively simplified, unrealistic and does not comply with the subject official curriculum commitment to contributing to the integral training of the students.

Hence, such a situation requires that the concerned area teaching staff be aware of the serious educational implications involved and it is vital that they not remain unresponsive to it.

KEY WORDS: Physical Education, teaching staff, TV series, analysis of content.

RESUMEN

La mejora continua de la calidad docente requiere de una revisión periódica. En este sentido, la televisión puede ser un gran referente en la sociedad mediatizada actual.

La finalidad del presente artículo es valorar la imagen que de la Educación Física se muestra en las series de televisión españolas. Para ello se ha realizado un análisis de contenido (mediante una ficha de análisis construida *ad hoc*) de las series “Compañeros”, “Física o Química” y “El Internado”, que se desarrollan en un contexto escolar.

Los resultados obtenidos demuestran la utilización de una visión de la Educación Física excesivamente simplificada y alejada de la realidad que se propone desde el currículum oficial para contribuir a la formación integral del alumnado.

Por tanto, dicha situación requiere que el profesorado del área tome conciencia de las graves implicaciones educativas que este hecho conlleva y no permanezca impasible ante ello.

PALABRAS CLAVE: Educación Física, profesorado, series de televisión, análisis de contenido.

INTRODUCTION

Assessment is an essential action in the school system owing to its great influence on the whole teaching-learning process, as well as the model of school (Santos Guerra y De la Rosa 2009). Within the same scope and from a self-critical approach, evaluation concerning the teaching staff as a whole, is an enormously rewarding mature reflection apart from being the only way towards the improvement of the teaching quality. Subsequently, it is crucial that education professionals be provided with feedback so they would be able to discern the need for modification and adjustment of anything that is revealed not to be working according to plan.

Similarly, television is greatly useful to obtain the previously mentioned feedback although it is scarcely used in the Physical Education (PE) field in Spain. As a matter of fact, “it has become one of the most significant information sources nowadays and one of the most effective means to introduce the PE environment to the general public” (Galán 2006a, p.62). Its influence has

reached such a high level today that ideas about the world have increasingly more to do with the way in which some and other pieces of information are selected and shown on television while others are ignored and hidden (Lomas 2005). Thus it should not be overlooked, especially in the lives of children and teenagers (Lauri et al. 2010).

The suitability of the analysis of the social consequences led to by the image that is exhibited in television series on different social groups and issues has proved more than justified by its long tradition in the English-speaking countries. Studies about the representation of gender, professional and racial stereotypes from television series have successively been carried out for more than three decades, with works such as those by Gerbner and Signorielli (1979), Gerbner et al. (1980), Greenberd (1980), Kalisch and Kalisch (1984) or Gunter (1986). Some of them such as the research conducted by Akass and McCabe, 2004; Kuruc, 2008; Lorié, 2011; McCabe and Akass, 2006 are still valid at present. In this sense, the North American situation comedies appear to be one the most researched television genres (Battles and Hilton-Morrow, 2002, Cooper, 2004; Havens, 2012; Jhally and Lewis, 1992; Krieger, 2003; Leslie, 1992, Paolucci y Richardson, 2006, among others).

Such a proliferation of works surrounding television series lacks such an extended tradition in our country, but it does have seen a significant increase over the last years. The genre issues (Belmonte and Guillamón, 2008; Chicharro, 2013; Galán, 2007; Torres y Jiménez, 2005) or the impact of this type of television format on teenagers (Aran et al. 2011; Grandío, 2008; Guarinos, 2009; Masanet, Medina and Ferrés, 2012; Montero, 2005) are found among the main researched issues. As well as the presented image of different social groups, for instance immigrants (Galán, 2006b; Ruiz-Collantes et al. 2006), the male homosexuality models (Ramírez Alvarado y Cobo, 2013) or lesbianism (González de Garay, 2009).

However, the existing diversity of works deals with a wide range of topics from the analysis of historical events such as the Spanish civil war (Chicharro y Rueda, 2008), including the preferable models of conflicts management that occur in them (Navarro-Abal, Climent-Rodríguez and Fernández-Garrido, 2012) or the elements explaining the commercial exploitation of the family series brand (Medina Laverón, 2006). Moreover, there are certain professions that have drawn the researchers' attention analyzing, for instance, the stereotypes or the elements related to the nutrition in the case of doctors TV series (Guerra Gómez, 2007; Padilla-Castillo, 2012).

Among the works most related to the current subject of study, studies like the ones by Cabero y Loscertales (1997), Marín Sánchez or Nuñez and Loscertales (2000) can be highlighted in order to know the social image of the teaching staff although the informative ones are taken as reference. Then, we have to mention the study of González Arévalo (2006), who is the first to approach the image of PE in the Spanish TV series, advertisements and cartoons, or Lomas (2009).

Hence, since television fiction “can reflect reality in a concrete way and can dictate viewers what to think about certain issues” (Grandío 2008, p. 159), with the exacerbated fact that they impact on the population’s behavior and thoughts as well as other social agents, but certainly in a less conscious way (Medina Laverón 2006), it is obvious that we need to thoroughly examine the perception of the PE image that is offered to society. In fact, if the image that is being offered is different from reality or subjective, which enhances damaging stereotypes for the area, it may increase existing doubts about its future in the school curriculum (González Arévalo 2009; Velázquez 2007), causing its necessity to be questioned or even that it be removed in order to transfer more hours to instrumental subjects (González Arévalo 2006).

SUBJECT OF STUDY

The main subject of study of the present article is to analyse the image of PE as it is conveyed in Spanish TV series. It is actually carried out through three specific objectives, which are established from the three types of stages that are taken in every teaching-learning process (pre-active, interactive and post-active):

1. Analysis of the objectives and content units that are developed in the PE subject in Spanish TV series.
2. Analysis of the teaching styles and techniques, the didactic resources, the teaching-learning tasks and the control over the class group within Spanish TV series.
3. Analysis of the type of evaluation carried out in the PE subject within Spanish TV series.

MATERIALS AND METHODS

In order to give a response to the subject of study, different prime time Spanish production series have been analysed since the beginning of the boom of the television fiction genre (late 1990s) until today. The analysis is essentially based on the series “Compañeros”, “El Internado” and “Física or Química” (with 262 viewed chapters in a total of 22 seasons: 9, 7 and 6 respectively). All of them were broadcasted on Antena 3, which is the TV channel with has produced the most youth series set in a school context. Additionally, these series include a PE teacher among other main characters or at least among those making up the usual cast. We have also chosen them because of their general success, as proved by their broadcasting time on the screens, their audience rates and the multiple prizes they have been awarded.

An ad hoc built (given the specificity of the subject of study) sheet (table 1), has been used for the analysis of the above-mentioned series, which will enhance

the analysis of those more relevant aspects of the teaching-learning process of school PE. It was designed after the meeting of a group of experts (a lecturer from the Faculty of Sport Sciences, a lecturer of the Faculty of Education Sciences, both from the University of Granada, and two working PE teachers, one from Primary level and the other from secondary level). It points out the most relevant aspects that need to be taken into consideration during the teaching-learning process of the school PE. It is conceptually aimed at assisting, in an operative way, the assessment of the different analysis elements by the observers.

The first section of the sheet contains basic identification data, the name of the series, the title of the chapter, the season and chapter number and the beginning and end of the sequence. Later on, the analysis has been separated according to the three types of decisions made in every teaching-learning process, depending on the moment of the analysis: pre-active (referring to the initial planning of the teaching act), interactive (referring to the decisions made during the teaching process itself) and post-active (decisions made at the end of that process).

ANALYSIS SHEET (TV series and Physical Education)																	
Identification data																	
SERIES:							SEASON:										
EPISODE:			TITLE:														
BEGINNING OF SEQUENCE:					END OF SEQUENCE:												
Pre-active decisions																	
ANALYSED ELEMENT	STAGE	CONTENT UNIT				NUMBER OF OCCURRENCE											
Contents	PRIMARY	The body: image and perception				1	2	3	4	5	6	7	8	9	+		
		Physical skills				1	2	3	4	5	6	7	8	9	+		
		Artistic-expression physical activities				1	2	3	4	5	6	7	8	9	+		
		Physical activity and health				1	2	3	4	5	6	7	8	9	+		
		Games and sport activities				1	2	3	4	5	6	7	8	9	+		
	SECONDARY	Physical condition and health				1	2	3	4	5	6	7	8	9	+		
		Games and sports				1	2	3	4	5	6	7	8	9	+		
		Body expression				1	2	3	4	5	6	7	8	9	+		
		Natural outdoor activities				1	2	3	4	5	6	7	8	9	+		
	BACHILLERATO	Physical activity and health				1	2	3	4	5	6	7	8	9	+		
Physical activity, sport and free time				1	2	3	4	5	6	7	8	9	+				
Objectives	PRIMARY	1	2	3	4	5	6	7	8	9	10						
	SECONDARY	1	2	3	4	5	6	7	8	9	10						
	BACHILLERATO	1	2	3	4	5	6	7	8	9	10						
Observations:																	
Interactive decisions																	
ANALYSED ELEMENT		STAGE (number of occurrences)															
		PRIMARY			SECONDARY			BACHILLERATO									
Teaching approach	Traditional		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Enhances individuality		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Allows participation		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Encourages socialization		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Involves cognitively		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching technique	Promotes creativity		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Direct instruction		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Didactic resources	Inquiry		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Material		B	B	C	P	P	B	B	C	P	P	B	B	C	P	P
Teaching Learning - activities	Comunicación		M	M	V	V	O	M	M	V	V	O	M	M	V	V	O
	Appropriate for the students' level		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Session structure		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Learning progressions		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Confidence		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Motivation		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
OBSERVATIONS:																	
Post-active decisions																	
TYPE OF EVALUATION		STAGE (number of occurrences)															
		PRIMARY			SECONDARY			BACHILLERATO									
Global																	
Differentiated	Conceptual																
	Procedural																
	Attitudinal																
OBSERVATIONS:																	

B: Balls; M: Mats; PH: Pommel Horse; M: Music; V: Video; C: Computer

Figure 1. Analysis sheet for the assessment of school PE in the TV series.

The process employed starts with a first viewing during which the basic identification data is gathered and the sequences relevant to the subject of study are screened thanks to the first section of the sheet. Then, during a second screening, all the relevant information is retrieved according to the different variables that form the sheet (in accordance with the established differentiation between pre-active, interactive and post-active decisions). In

order to guarantee the greatest strictness and unification of the criteria between both observers who achieved it and who went through a prior training period.

RESULTS AND ANALYSIS DISCUSSION

The total number of scenes dedicated to the PE class, among the three series considered for this study, is 47. Of those scenes, 68, 1% correspond to Bachillerato (Table 1), followed far behind by Secondary Education (ESO) and Primary Education, respectively.

Table 1. Distribution through the different educational stages of the dedicated scenes to the PE class in the analyzed series.

	“Compañeros” (%)	“El Internado” (%)	“Física o Química” (%)	% Total
Primary	55,6	10	-	12,8
Secondary	11,1	80	-	19,1
Bachillerato	33,3	10	100	68,1
% Total	19,1	21,3	59,6	100

The most relevant aspect in relation to the pre-active decisions in Bachillerato is the fact that in 71, 9% of the occasions, the activities being carried out by the students belong to the content unit of “physical activity and health”, and the remaining 28,1% would correspond to “physical activity, sport and leisure time”. This disproportion is not the only noticeable feature. In fact, more than a third of the total content (table 2) in the first one simply requires the students to run around the yard or the gym, to which 34,8% of the content should be added up for which the students are doing push-ups and abdominal crunches, which offers a basic orientation towards the motor performance improvement (without any connection whatsoever with health). Additionally, such a circumstance means that none of the 8 area objectives in this educational stage is directly covered.

That restricted vision of PE is also strengthened with the different comments from teachers. For instance, Jonathan (PE teacher in “Física o Química”), after his appearance in the picture doing push-ups at the same pace as the students, says to them: “I will never ask you to do anything that I cannot do myself” (“Física o Química”, 1x01, 23’10’’ - 23’14’’)^[1] or when Olimpia (the English teacher) asks Gorka (one of her students) to do her a favour by looking after her baby during the PE class, and to his surprise she responds: “if you want to make it up, I will go running with later” (“Física o Química”, 3x07, 34’32’’ - 34’35’’).

Table 2. Practiced activities in the PE class in relation to the content unit “physical condition and health” in Secondary Education (ESO)

Activity	%
Running	39,1
Abdominals	26,1
Stretchings	13,05
Push-ups	8,7
Others	13,05

The limited variety of the contents and the reduced image of training offered in the previously mentioned content unit is the same found in the content unit “physical activity, sport and leisure time”. It is surprising that, among the tasks assigned to the students, 33,3 % of the sessions deal with frog jumping. It seems that the old-fashioned PE from remote years, mainly characterized by repetitive exercises, rigorous groupings and lines of students ready to do the frog jump once the whistle is blown, still remains one of the symbols of PE today for the TV series (González Arévalo, 2006) although they do not represent its true idiosyncrasy nor its pedagogical value as it will be analyzed later on.

The shortage of fulfilled objectives in Primary and Secondary Education (ESO) is similar to that observable in Bachillerato. Indeed, the students in both educational stages appear to be simply running in 33,3 % of the occasions, which shows that there no clear differentiation between the different educational levels. And as a result of this, very important contents in Primary like the ones related to the units of “Artistic-Expression Physical Activities”, “Games and Sport Activities” or “Physical Activity and Health”. The situation is the same as in ESO where contents, related to the “Body Expression” and the “Natural Environment Activities” or such relevant objectives like the number 1 (“To know the defining features of a healthy physical activity and its beneficial effects of personal and collective health”), are overlooked. Furthermore, the objective that is exclusively dealt with is the number 3 of the 10 established for the educational stage (“To carry out tasks aiming at the increase of the motor performance possibilities, the improvement of the physical condition for health and the refinement of the adjustment functions, the body command and control, adopting a self-demanding attitude while performing them”), and partially (orientation towards health is non-existent just like in Bachillerato).

It still remains astonishing that no advantage is taken of the excellent opportunity represented by these TV series to impact on the development of life healthy habits and physical activity through school PE. As a matter of fact, there are various references in the scientific literature about the enormous potential it holds in that sense (Johnson and Deshpande 2000; Rye et al. 2008; Salmon et al. 2007). And more especially when we deal with a matter of great importance in today’s society where the increasing passive leisure activities like watching the TV, browsing the Internet, playing video games or contacting with friends on the mobile phone are giving rise to very serious problems, particularly among

kids and teenagers (Strasburger, Jordan y Donnerstein 2010). Nevertheless, it is true that it would be pointless nowadays to claim a certain level of consciousness and social commitment from the media and their managers, at a time when everyone is aware that their main concern and effort do not go in that direction, especially the private channels.

As regards the interactive decisions, the previously mentioned impoverishment of the PE in these series is confirmed owing to the fact that the teaching method employed by the teaching staff to develop the formerly mentioned contents, and which are exclusively related to PE in these series, is traditional. It is based on a direct instruction teaching technique, which certainly makes sense according to the contents and objectives that have been checked to be stated, but which would produce little or nothing if one pretended to reach objectives related to health, as it has been suggested it would be desirable and advisable today. In fact, the direct instruction and the traditional teaching methods eliminate the students' cognitive participation (Sicilia and Delgado Noguera, 2002), just the opposite of what the development of healthy habits requires, that is to say, the constant involvement of the students (Delgado y Tercedor, 2002). To this end, it will be essential to enhance methodologies that are close to the teaching methods based on the search or inquiry since they are the ones that allow to simultaneously learn facts, concepts and principles, apart from procedures and skills, as well as attitudes, values and norms and, finally, those that will encourage the future autonomy of the students.

Other aspects considered through the sheet is the one referring to the didactic resources used by the teaching staff in their classes. In this case, once again, the image of PE that is offered from the series misses the opportunity to enrich their scenes thanks to the great variety of material resources inherent to the area, by restricting itself to the use of the pommel horse or the mats basically except any other exception such as basketballs, as it happens with the communication resources, where the only thing different to the direct communication from the teacher is the use of video and music, once only in any of the cases.

With respect to the analysis of the teaching-learning tasks themselves, there is an evident lack of appropriate documentation. Taking into account some the main characteristics that need to be met by the PE tasks, according to Delgado y Tercedor (2002), their security from a health perspective is debatable for example, since the performance of abdominal or lumbar exercises are usually carried out in an inadvisable way. Moreover, there is not any instance where aspects such as the proper structure of the session have been taken into consideration. A structure characterized by coherence in the exercises or activities sequence and a progression in intensity, so that the body adapts itself to main part with a warm up activity and the reverse process is carried out, back to relaxation to finish. In this sense, in two of every three occasions, the session usually finishes with push-ups and abdominal crunches.

Another important aspect is that the activities that are carried out be encouraging and varied so that they can have an impact on the future physical practice of the students beyond the school schedule. To achieve this, it will be crucial to create a game-oriented atmosphere, of maximum participation and that encourage the intrinsic motivation, which is just the opposite of what happens in such series. Actually, the repetition and the scarce attractiveness of the tasks normally leads to zero motivation, which demonstrate the usual disapproval reactions when, for example, they have to start running: "For God's sake, no, no, no!" ("Compañeros", 2x1, 35'56'' - 36') or "Well, I'm a bit fed up with so much running!" ("Compañeros", 3x14, 23'18'' - 23'20'). And the worst thing above all is that some teachers don't do anything to change the situation even though they are aware of it. They just anticipate the students' reactions like Pedro (PE teacher in "El Internado") when he tells them: "Everyone in a circle, start running without complaining. I don't want to hear any protest!" ("El Internado", 2x03, 59'23'' - 59'28').

There are also occasions when the level of the students compared to the difficulty or intensity of the tasks is not considered either, neither are learning progressions, which may encourage the fulfillment of the objectives by the students and avoid bad experiences (like possible accidents, self-esteem problems etc.), are established. Virginia (PE teacher in "Compañeros") is a very good example of it; she causes that a student refuses to do a roundoff on a plinth as she feels she is unable to do it, which makes her oppose the teacher (backed up by her classmates) due to her insistence. Another student even angrily says to her: "We are fed up the exercises you give us, they are very difficult" ("Compañeros", 5x06, 32'32''-32'35').

And, finally, something that is particularly noticeable is the scarce control of the group during the classes, which gives the idea that the students in PE can practically do whatever they want. In fact, we can find numerous examples about this situation in the three series:

- In one of the episodes in "Compañeros", the Primary students arrive at the lesson and they start playing with hoops, climbing on trellis and plinths etc., causing a big mess while the teacher turns her back on them and speaks with a colleague (1x02, 33'15''-33'29'). Or, now with students from ESO, two of them escape the session when she tells them to start running (2x11, 36'05').
- In "Física o Química", for example, some students, seizing the opportunity when the teacher turns his back on them and speaks with a colleague to pull down other students' trousers, which actually causes a fight between two of them (1x02, 27'49''-28'25'). On another occasion, one student insults his teacher who asks for his attention for not doing anything and then leaves the class. Meanwhile, the only thing the teacher does is to call him out asking him to come back, otherwise, he will let the principal know about it, but it was in vain (4x05, 18'10''-18'20').

- In “El Internado”, two students escape the class (in one the first seasons) while the teacher stays behind speaking with another also with her back turned on them here (2x03, 59’32’’). And in a later episode, one student stop running and start smoking only a few metres away in the middle of a lesson. And when the teacher realizes what is happening (after spending the more than 3-minute sequence with his hands in his pockets) the only thing he says is: “Listen, what’s the matter with you?” (4x10, 18’58’’), then the student comes back to class. But just a few seconds later, another student walks out without the teacher saying anything to her.

The most striking thing about all this is that at no time do these actions seem to involve any consequence for the students involved, which in some cases can be understandable since the teacher does not even come to realize the absence of these students despite the serious legal implication involved by such a situation. It implicitly conveys an idea of the scarce professionalism of the teaching staff.

Finally, neither do the post-active decisions show a very different image of the area. In this respect, although sequences related with the subject evaluation are not very common, there are three clear examples in “Compañeros”. Once again, all of them repeat the PE identification with the motor excellence through the performance of physical condition test: the pommel horse jump, a 1500-metre race in less than 10 minutes (both activities in Secondary) and mini-trampoline jump with the hands resting on plinths so as to fall on their feet on the mat (Primary). Thus, other forms of much more educational and appropriate evaluation for the fulfillment of more priority objectives in the area, as already commented in previous paragraphs.

Following this analysis, it is clear that the PE image does not correspond to what is suggested and what it is expected to be in accordance with the official curriculum. For instance, it points out the inclusive character that the approach of this subject needs to have as well as its many functions: cognitive, expressive, communicative and well-being; or its necessary orientation around two essential areas: the improvement of health or contribution to strengthening the students’ full autonomy to plan, organize and control their own tasks. Obviously, all these circumstances are terribly non-existent in the presented perspective of the area, which, after all, can be described as negative and regressive (González Arévalo, 2006).

Therefore, we need to raise the question as to whether the PE image conveyed by the Spanish fiction series is unfair, in other words, it far away from the current reality or, on the contrary, it is somewhat similar to what happens in schools everyday, which would then make PE become the source of the problem more than the victim of this situation. The answer to such a question will lead to a series of consequences that the teaching staff of the area should face as soon as possible since the widespread image of the subject, which actually proves to be valid and real, has nothing to do with what it should be in

accordance with the stated administrative guidelines, which dangerously hinders its continuity in the school curriculum.

It seems that the first option (the PE image in the series is far away from reality) is necessarily true. In fact, not only do the media reflect reality, but they also contribute to its creation (Gomez Calderón 2005). Therefore, there would be a truthful reality and another media one, and although the second one should reflect the true reality, it is undeniable that it is made up of those parts considered the most interesting (Rodríguez-Camero, Rodríguez-Camero and Azañón-Hernández, 2008). Likewise, neither shall we forget that many of these series' scriptwriters have gone through the subject's darkest period (during the general law of education of 1970 and even the previous years) the same as part of the public that make up the audience of the these series. Therefore, it seems a quite reasonable strategy to use their life experiences as sources to give it more credibility (González Arévalo 2006). However, it would not be justifiable because it would be a de-contextualized reality.

Nevertheless, it is equally true that "the media would lose viewers if they did not somewhat reproduce the people's identity from the street" (Sampedro 2004, p.138). Therefore, the question arises here whether it is those who recreate reality, with their backs turned to it (with no thoroughness whatsoever) or intentionally to encourage their commercial interests, who are responsible, or it is those who produce it; actually it is also true that these references to "reality" would neither exist without a minimum breeding ground since they would stop being credible, thus losing the support of the audience.

As a matter of fact, although what is desired and expected would be a statement that it is nothing more than a completely groundless and reality-detached image. If we quickly review the scientific literature it seems that it is not all as such. Even though it is not widespread (thanks to the numerous and good examples of a really constructive and educational PE that can be found), it can at least globally reflect what the field has been and still is. The best piece of evidence of this is the continuous criticism from different authors about the pitiful image generated by PE over the last two decades.

In the early 90s, that is to say during the years before the beginning of the boom of the fiction series in Spain, Bores and Díaz (1993), for example, wondered how long we were going to be subdued by the "fiesta pedagogy". One year later, Bores et al. (1994), after analyzing the perceptions held about PE, pointed out that precarious vision that is being mentioned today and highlighted different clichés that surrounded the teacher: "have a go at them, they turn up tired to class", "What, a match today!" or "anyway, as you don't have to prepare the lessons..." And they were convinced it was widespread among the population including fellow colleagues.

In the same way, Castrillo et al. (1997) undertook a study on the opinions of secondary teachers from other fields about PE. At the end of the numerous

interviews held, there were noticeable comments pointing to the idea that the teaching staff in charge of the subject did not help to make it more than a break.

Neither did the turn of the century lead great changes as Martínez Álvarez testifies (2000, p. 105): “the perception of PE as a time aiming at, or at least closely tied to, compensating stillness and reducing annoying extra energies that cannot be loosened in other more serious subjects, is still evident”. That circumstance is confirmed through this decade with various studies like the one presented by Rivera (2001), in which an idea of an essentially recreational field above educational and training approaches was largely put first, or the one by Gil and Contreras (2003), in which the main reasons mentioned by the students about their interest in PE was to acquire physical training and to use it as for leisure and distraction. A similar result was obtained in the research conducted by Chillón (2005), where the most significant implicit theory in the students’ thought is the recreational one, or the one by Pérez López (2007), where the reasons that encouraged the interviewees towards a positive evaluation of PE had nothing to do with the acquired learning, but because “you had fun” and “disconnect from more serious subjects”, some of them even did what they wanted or nothing at all.

As a conclusion, as Lépez Pastor et al. recognized it (2003, P.24):
“It seems obvious that we have strived for many of the reasons to the low status of our subject: PE as one more break, small matches, recreation, permissiveness in the failure to comply with the tuition hours intended for the field, the use of the field as a prize or punishment for the behaviour in other subjects, or to release pressure in between them; the use of inadequate evaluation-marking systems, sexism, the non-existence of systematic schedules and the relaxed attitude “ anything will do”, the reiteration of the contents,...)”

CONCLUSIONS

The obtained results show the exhibition of an excessively simplified image of PE with very little training value in the analyzed series. In fact, the following features stand out among the main defining characteristics:

With respect to the pre-active decisions (objective 1):

- The goal that is essentially aimed at in the different educational stages is that which heads towards the physical performance, though partially, there is not any link with health.

With respect to the interactive decisions (objective 2):

- The teaching approach exclusively used is traditional, based on a direct-instruction-teaching technique.

- The main material resources used are the pommel horse and the mats.
- The teaching-learning tasks are repetitive and a little appealing to the students with the race, abdominal crunches and the pommel horse jump being the most salient ones.
- The image that is conveyed is that of little or zero control over the group during the sessions to such an extent that the students can practically do whatever they wish, without any consequence.

With respect to the post-active decisions (objective 3):

- When sequences related with the evaluation process appear, this one is carried out through the performance of physical tests.

Notes

1. From now on, this formula will be used to point out that we are, in this case, dealing with the episode 01 of the first season of the series "Física o Química", and that the sequence it refers to starts at the minute 23 and 10 seconds and ends at minute 23 and 14 seconds.

REFERENCES

- Akass, K. y McCabe, J. (2004). *Reading Sex and the City*. Londres: I.B. Tauris.
- Aran, S., Medina, P., Munté, R.A. y Rodrigo, M. (2011). Jóvenes, amor y series de televisión. Incidencia de la alfabetización audiovisual en la (re)interpretación de los relatos amorosos televisivos. *Quaderns del CAC*, 36, 119-128.
- Battles, K. y Hilton-Morrow, W. (2002). Gay characters in conventional Spaces: Will and Grace and the situation comedy genre. *Critical Studies in Media Communication*, 19 (1), 87-105.
- Belmonte, J. y Guillamón, S. (2008). Co-educar la mirada contra los estereotipos de género en TV. *Comunicar*, 31 (16), 115-120.
- Bores, N.J. y Díaz, B. (1993). La deportivización de la Educación Física en el currículo oficial de la Reforma. *Perspectiva*, 14, 18-20.
- Bores, N.J., Castrillo, J., Díaz, B. y Martínez, L. (1994). Análisis de las concepciones de E.F. de los alumnos como instrumento para transformar la práctica docente. En S. Romero (coord.), *Didáctica de la Educación Física: diseños curriculares en Primaria. I Congreso Nacional de Educación Física de facultades de Ciencias de la Educación y XII de E.U. de Magisterio* (pp. 35-41). Sevilla: Wanceulen.
- Cabero, J. Y Loscertales, F. (1997). La imagen del profesorado y la enseñanza en la televisión. *Revista de Educación*, 313, 201-230.
- Castrillo, J., Díaz, B., Martínez, L. y Bores, N.J. (1997). Imágenes de la Educación Física de Secundaria en el profesorado de otras áreas. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 1.

- Chicharro, M^a.M, y Rueda, J.C. (2008). Televisión y ficción histórica: Amar en tiempos revueltos. *Comunicación y sociedad*, 21 (2), 57-84.
- Chicharro, M. (2013). Representaciones de la mujer en la ficción postfeminista: Ally McBeal, Sex and the City y Desperate Housewives. *Papers. Revista de sociología*, 98 (1), 11-31.
- Chillón, P. 2005. *Efectos de un programa de intervención de Educación Física para la Salud en adolescentes de 3º de ESO*. Tesis doctoral inédita. Granada: Universidad de Granada.
- Cooper, E. (2004). Decoding will and grace: mass audience reception of a popular net- work situation comedy. *Sociological Perspectives*, 46 (4), 513-533.
- Delgado, M. y Tercedor, P. (2002). *Estrategias de intervención en educación para la salud desde la educación física*. Barcelona: INDE.
- Galán, E. (2006a). Personajes, estereotipos y representaciones sociales. Una propuesta de estudio y análisis de la ficción televisiva. *ECO-PÓ* 9(1), 58-81.
- Galán, E. (2006b). La representación de los inmigrantes en la ficción televisiva en España. Propuesta para un análisis de contenido. *El Comisario y Hospital Central. Revista Latina de Comunicación Social*, 61. <http://www.ull.es/publicaciones/latina/200608galan.htm> (Consulta 12 Octubre 2010).
- Galán, E. (2007). Construcción de género y ficción televisiva en España. *Comunicar*, 28, 229-236.
- Gerbner, G. y Signorielli, N. (1979). *Women and minorities in television drama: 1969-78*. Philadelphia: The Annenberg School of Communications-University of Pennsylvania.
- Gerbner, G., Gross, L., Signorielli, N. y Morgan, M. (1980). Aging with Television: Images on Television Drama and Conceptions of Social Reality. *Journal of Communication*, 30 (1), 37-47.
- Gil, P. y Contreras, O.R. (2003). Interés y valoración del área de Educación Física por padres y alumnos en la enseñanza obligatoria. *Revista de Educación*, 332, 327-355.
- Gómez Calderón, B.J. (2005). Disfunciones de la Socialización a través de los Medios de Comunicación. *Razón y Palabra*, 44. <http://www.razonypalabra.org.mx/anteriores/n44/bgomez.html> (Consulta 9 Septiembre 2010).
- González Arévalo, C. (2006). La educación física en la televisión: “Cuéntame cómo pasó”. *Tándem*, 21, 28-35.
- González Arévalo, C. (2009). *Repensar la Educación Física: oportunidad y compromiso*. Cursos de verano. La Educación Física y el Deporte en el Siglo XXI.
- González de Garay, B. (2009). Ficción online frente a ficción televisiva en la nueva sociedad digital: diferencias de representación del lesbianismo entre las series españolas para televisión generalista y las series para Internet. *ICONO*, 14.

- Grandío, M. (2008). Series para ¿menores? La realidad que transmite la ficción: análisis de “Los Simpsons”. *Sphera publica. Revista de Ciencias Sociales y de la Comunicación*, 8, 157-172.
- Greenberg, B.S. (1980). *Life on television. Content analyses of U.S. TV drama*. New Jersey: Ablex Publishing Corporation.
- Guarinos, V. (2009). Fenómenos televisivos «teenagers»: prototipias adolescentes en series vistas en España. *Comunicar*, 33 (17), 203-211.
- Guerra Gómez, A. (2007). Sea desabrido, camine con un bastón. Sobre tipos y estereotipos médicos en *House*. *Área abierta*, 16.
- Gunter, B. (1986). *Television and sex role stereotyping*. London: John Libbey and Company Ltd.
- Havens, T. (2012). The biggest show in the world: race and the global popularity of The Cosby Show. *Media, Culture & Society*, 34, 424-438.
- Hernando, M.Á. (2006). Calidad de vida, Educación Física y Salud. *Revista española de pedagogía*, 235, 453-464.
- Jhally, S. y Lewis, J. (1992). *Enlightened Racism: The Cosby Show, Audiences and the Myth of the American Dream*. Boulder: Westview Press.
- Johnson, J. y Deshpande, C. (2000). Health Education and Physical Education: disciplines preparing students as productive, healthy citizens for the challenges of the 21st century. *Journal of School Health* 70(2), 66-68.
- Kalisch, P.A. y Kalisch, B.J. (1984). Sex-role stereotyping of nurses and physicians on prime-time television: A dichotomy of occupational portrayals. *Sex Roles*, 10 (7-8): 533-553
- Krieger, R. (2003). “Does he actually say the word Jewish?”-Jewish representations in Seinfeld. *Journal for Cultural Research*, 7 (4), 387-404.
- Kuruc, K. (2008). Fashion as Communication: a Semiotic Analysis of Fashion on Sex and the City. *Semiotica*, 171, 193-214.
- Lauri, M.A., Borg, J., Günnel, T. y Gillum, R. (2010). Attitudes of a sample of English, Maltese and German teachers towards media education. *European Journal of Teacher Education*, 33(1), 79-98.
- Leslie, L. (1992). Lying in Prime Time: Ethical Egoism in Situation Comedies. *Journal of Mass Media Ethics*, 7 (1), 5-18.
- Lomas, C. (2005). Comunicación y educación. *Cuadernos de Pedagogía*, 343, 48-52.
- Lomas, M. (2009). La imagen de la Educación Física: análisis y reflexión sobre la situación actual. *Lecturas: Educación Física y Deportes*. <http://www.efdeportes.com>, 139.
- López Pastor, V.M., Monjas, R., García-Peñuela, A. y Pérez Brunicardi, D. (2003). ¿Qué Educación Física hemos vivido? Analizando nuestro saber profesional partir de historias de vida. En F. Ruiz y E.P. González (coords.), *Educación Física y deporte en edad escolar. Actos del V Congreso Internacional de FEAEDEF* (pp. 21-25). Valladolid: AVAPEF.
- Lorié, A.F. (2011). Forbidden fruit or conventional apple pie? A look at Sex and the City’s reversal of the female gender. *Media, Culture and Society*, 33 (1), 35-51.

- Marín Sánchez, M., Núñez, T. y Loscertales, F. (2000). Imagen social del profesorado. Un estudio a partir de los medios de comunicación: prensa y tv. *Revista Interuniversitaria de Formación del Profesorado*, 39, 147-156.
- Martínez Álvarez, L. (2000). A vueltas con la historia: una mirada a la Educación Física escolar del s.XX. *Revista de Educación, nº extraordinario*, 83-112.
- Masanet, M^a.J., Medina, P. y Ferrés, J. (2012). Representación mediática de la sexualidad en la ficción seriada dirigida a los jóvenes. Estudio de caso de Los Protegidos y Física o Química. *Revista Comunicación*, 10 (1), 1537-1548.
- McCabe, J. y Akass, K. (2006). *Reading Desperate Housewives. Beyond the White Picket Fence*. Londres: I.B. Tauris.
- Medina Laverón, M. (2006). Los mensajes de las series: eslóganes en imágenes. *Comunicar*, 27, 61-68.
- Montero, Y. (2005). Estudio empírico sobre el serial juvenil "Al salir de clase": sobre la transmisión de valores a los adolescentes. *Comunicar*, 25 (2).
- Navarro-Abal, Y., Climent-Rodríguez, J.A. y Fernández- Garrido, J. (2012). Modelos de gestión de conflictos en serie de ficción televisiva. *Escritos de Psicología*, 5 (3), 52-60.
- Padilla-Castillo, G. (2012). Las series de televisión sobre médicos como ejemplo de enseñanza en nutrición y gastronomía. *Revista Latina de Comunicación Social*, 67, 229-247.
- Paolucci, P. y Richardson, M. (2006). Sociology of Humor and a Critical Dramaturgy. *Symbolic Interaction*, 29 (3), 331-348.
- Pérez-López, I.J. (2007). La Educación Física de ayer y hoy: ¿evolución o estancamiento? *Habilidad Motriz*, 29, 32-38.
- Ramírez Alvarado, M^a.M y Cobo, S. (2013). La ficción *gay-friendly* en las series de televisión españolas. *Revista Comunicación y Sociedad*, 19, 213-235.
- Rivera, E. (2001). Vamos a contar mentiras. Mejorar la práctica de la Educación Física desde el diseño o viceversa. En A. Díaz y E. Segarra (coords.), *Actas del II Congreso Internacional de Educación Física y Diversidad* (pp. 617-633). Murcia: Dirección General de Centros, Ordenación e Inspección Educativa.
- Rodríguez-Camero, M.L., Rodríguez-Camero, N., Azañón-Hernández, R. (2008). La construcción mediática de la Enfermería. *Index de enfermería*, 17(2), 119-123.
- Ruiz Collantes, X., Ferrés, J., Obradors, M., Pujadas, E. y Pérez, O. (2006). La imagen pública de la inmigración en las series de televisión españolas. *Política y Cultura*, 26, 93-108.
- Rye, J.A., O'hara Tompkins, N., Eck, R. y Neal, W.A. (2008). Promoting youth physical activity and healthy weight through schools. *West Virginia Medical Journal*, 104(2), 12-15.
- Salmon, J., Booth, M.L., Phongsavan, P., Murphy, N. y Timperio, A. (2007). Promoting physical activity participation among children and adolescents. *Epidemiologic Reviews*, 29, 144-159.

- Sampedro V. (2004). Identidades mediáticas e identificaciones mediatizadas. Visibilidad y reconocimiento identitario en los medios de comunicación. *Revista CIDOB d'Afers Internacionals*, 66-67, 135-149.
- Sicilia, A. y Delgado, M. A. (2002). *Educación Física y estilos de enseñanza*. Barcelona: Inde.
- Strasburger, V., Jordan, A. y Donnerstein, E. (2010). Health effects of media on children adolescents. *Pediatrics*, 125(4), 756-767.
- Torres, L. y Jiménez, A.S. (2005). Enseñemos a discriminar estereotipos sexistas en la televisión. *Comunicar*, 25 (2),
- Velázquez, R. 2007. ¿Qué educación física?... ¿Qué educación? *Tándem*, 23, 7-17.

Número de citas totales / Total references: 62 (100%)

Número de citas propias de la revista / Journal's own references: 0 (0%)