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Working Sessions material on Prevention of GBV for families

Introduction

This guide presents the general framework of two working sessions based on scientific evidence of social impact, one for **primary education families and the other for secondary education families**, each lasting 60-90 minutes. This guide is part of *Deliverable D3.1 Working Sessions material on prevention of GBV (5 for Primary Schools and 5 for Secondary Schools and 2 for families)*

GENERAL GUIDELINES FOR TRAINERS

Firstly, to the successful implementation of these working sessions it is necessary for the trainer to have the scientific knowledge on which these sessions are based. To access the **scientific knowledge base** of these activities, the following reading and visual resources are available:

Research reports:

- [Achieving student well-being for all: educational contexts free of violence](#). European Commission. Luxembourg: Publications Office of the European Union, 2023

Books:

- Flecha, R. (2022) [The Dialogic Society. The sociology scientists and citizens like and use](#). Hipatia Press
- Gómez, J. (2014) *Radical Love: A Revolution for the 21 st Century*. Springer

Scientific articles:

- Flecha, R., Puigvert, L., & Rios, O. (2013). The New Alternative Masculinities and the Overcoming of Gender Violence. *International and Multidisciplinary Journal of Social Sciences*, 2(1), 88–113. <https://doi.org/10.4471/rimcis.2013.14>
- Padrós Cuxart, M., Molina Roldán, S., Gismero, E., & Tellado, I. (2021). Evidence of Gender Violence Negative Impact on Health as a Lever to Change Adolescents' Attitudes and Preferences towards Dominant Traditional Masculinities. *International Journal of Environmental Research and Public Health*, 18 (18), 9160. <https://doi.org/10.3390/ijerph18189610>
- Racionero, S.; Ugalde, L., Merodio, G.; Gutiérrez, N. (2020). «Architects of their own brain». Social impact of an intervention study for the prevention of gender-based violence in adolescence. *Frontiers in Psychology*. <https://10.3389/fpsyg.2019.03070>
- Rios-Gonzalez, O., Puigvert, L., Sanvicen, P., Aubert, A. (2019). Promoting zero violence from early childhood: a case study on the prevention of aggressive behavior in Cappont Nursery, *European Early Childhood Education Research Journal*, doi: [10.1080/1350293X.2019.1579544](https://doi.org/10.1080/1350293X.2019.1579544)
- Roca-Campos, E., Duque Sanchez, E., Rios-Gonzalez, O., & Ramis-Salas, M. (2021). The Zero Violence Brave Club: A Successful Intervention to Prevent and Address Bullying in Schools. *Frontiers in Psychiatry*, 12, 855. <https://doi.org/10.3389/fpsyg.2021.601424>
- Torras-Gómez, E.; Puigvert, L.; Aiello, E.; Khalfaoui, A. (2020). Our Right to the Pleasure of Falling in Love. *Frontiers in Psychology*. <https://10.3389/fpsyg.2019.03068>
- Vidu, A., Puigvert, L., Flecha, R., & López de Aguilera, G. (2021). The Concept and the Name of Isolating Gender Violence. *Multidisciplinary Journal of Gender Studies*, 10(2), 176-200. [http://doi:10.17583/generos.2021.8622](https://doi.org/10.17583/generos.2021.8622)

Videos:

- **Jesus Gomez's Olot Lecture. A summary (Spanish with subtitles in English):** http://www.fundacionjesusgomez.org/wp/?page_id=2576&lang=es
- **Up4Diversity Final Conference. Successful Upstander Educational Experiences** | - Roundtable 2 (Vídeo)



- **Documentary (Spanish with subtitles in English):** [ALLINTERACT Be Brave Videogame. Children’s Narratives.](#)
- **Documentary:** [Breaking the Silence - How to be an active bystander.](#) University of Cambridge.
- **Didactic unit:** [Dialogic model of prevention and conflict resolution](#)
- **Programa Clan Tv:** [¿Cómo acabamos con el Bullying?](#)

Informative articles

- Álvarez, G. (2023). [Power or love, violence or beauty.](#) Periódico Educación.
- Alzaga, A. (2023). [Bullying can be stopped with scientific evidence.](#) Periódico Educación.
- [Brave’s Club: Zero Violence from age zero.](#) European Toolkit for Schools. School Educational Gateway
- Carbonell, S. (2023). [Bystander intervention to stop violence in schools.](#) Periódico Educación.
- Crespo, A. (2023). [Love is the most revolutionary act we can choose.](#) Periódico Educación.
- Puigvert, L., y Flecha, R. (2021). [The imposition of disdainful hook-ups.](#) Diario Feminista.

PRIMARY EDUCATION FAMILIES’ SESSION

Time: 60-90 minutes

Objectives
<ol style="list-style-type: none"> 1. Understand the socialization processes and the role of social agents. 2. Identify the dominant coercive discourse. 3. To know the protective factors associated with the implication of the whole community. 4. Identify different masculinity models and their links to violence 5. To know the communicative acts and their role in consent 6. Identify the isolating gender violence. 7. Acknowledge the role of friendship and bystander intervention in overcoming of gender violence 8. Learn about the Zero Violence Brave Club.



Session development (60 to 90 minutes)

Time: 45-60	Presentation
Development	The trainer will conduct the training on the basis of the presentation.
Time: 15-30 minutes	Debate and reflection
Development	In 90-minute sessions and/or if the presentation is done in less time, it can be carried out: <ul style="list-style-type: none"> a) Dialogic Gathering on one of the informative articles proposed in the last slides. b) Viewing of the lecture by Jesús Gómez (12 minutes) and debate.
Time: 20-30 minutes	Open the floor
Development	It can be left from 15 to 30

SECONDARY EDUCATION FAMILIES' SESSION

Time: 60-90 minutes

Objectives
<ol style="list-style-type: none"> 1. Understand the socialization processes and the role of social agents. 2. Identify the dominant coercive discourse. 3. Become aware of violence in both stable and sporadic relationships. 4. To know the protective factors associated with the implication of the whole community. 5. Identify the isolating gender violence. 6. Acknowledge the role of friendship, bystander intervention and ideal love in overcoming of gender violence

Session development (60 to 90 minutes)



Time: 30-60 minutes	Presentation
Development	The trainer will conduct the training on the basis of the presentation.
Time: 15-30 minutes	Debate
Development	In 90-minute sessions and/or if the presentation is done in less time, it can be carried out: <ul style="list-style-type: none"> c) Dialogic Gathering on one of the informative articles proposed in the last slides. d) Viewing of the lecture by Jesús Gómez (12 minutes) and debate.
Time: 15-30 minutes	Debate
Development	You can leave 15 to 30 minutes to discussion at the end or decide to do so interspersed throughout the session.