



Guidelines for sessions in primary schools

Presentation 1

The **objective of presentation 1** is to present the concept of violence, introduce the perception of violence in our environment, in popular people and/or references and to provide an well-argued and reliable basis for to dialogue on the situations that can be experienced in relation to violence, in order to make them visible, and to raise awareness about their existence, their consequences and the need to stop and prevent them.

This presentation will accompany the first session of "What is and what is not violence".

Slide 2: The idea of violence as defined by the WHO (World Health Organisation) is presented. It is therefore important, during the explanation, to emphasise the elements of the definition that make it possible to identify violence in reality.

Slide 3 The questions posed to open a space for dialogue are shown, relating the ideas of the definition of violence with reality, examples, etc... It is very important to moderate this part by facilitating and prioritising the voices of the students, with the teacher's intervention from a moderating point of view, facilitating equal dialogue, with arguments and respect.

Slide 4: the proposed video is shown, and a dialogue is held on the different types of positioning that exist and a debate is promoted around the issues that may arise.

Slide 5: Questions are presented aimed at opening a space for dialogue about popular people and/or references who exhibit violent behavior that are attractive. It is very important to moderate this part by facilitating and prioritising the voices of the students, with the teacher's intervention from a moderating point of view, facilitating equal dialogue, with arguments and respect.

Presentation 2

The **objective of presentation 2** is to understand the social origins of what and who likes and why in social relations. In this way it is intended to provide arguments that contribute to the

identification of the dominant coercive discourse and the role of new alternative masculinities in preventing and overcoming gender-based violence.

Slide 2: Read and explain the definition of:

- dominant coercive discourse: focusing on the social origin of attractiveness and the existing social pressure to link it with people who exercise dominance and violence.

Slide 3: the aim is to stimulate dialogue about the references that are followed, the existing models of attractiveness in society and the different types of references, taking into account different criteria. The idea is to have an open debate on these issues, with respect and equal dialogue, i.e. giving priority to and valuing the use of arguments.

Slide 4 and 5: The case presented is read and debate is opened, focusing on the elements linked to social pressure and dominant coercive language.

Slides 6, 7 and 8: The existence of three models of masculinity is explained, what the traditional relationship models are like and what the new alternative of masculinity is, emphasizing the possibility of linking attractiveness and the social values of solidarity and non-violence, and the language of united desire. to the language of ethics:

- traditional dominant masculinity model (TDM): It represents men as dominant linked to the idea of "sexy" and often associated with violent behavior.
- oppressed traditional masculinity model (OTM): describes those men who support egalitarian values but who are insecure, do not take a position, are dominated... They are perceived as "unattractive" in terms of sexual attraction.
- and new alternative masculinities (NAM): it is the option that promotes the overcoming of gender violence, highlighting the attraction for its security and its firm position against violence as desirable qualities. Therefore, they are seen as "attractive."

A space for dialogue is opened on the concepts: freedom, consent, respect, social value and attractiveness. These ideas can be mentioned to stimulate discussion.

Slides 9 and 10: The case presented is read and a debate is opened focusing on the elements linked to violence and the people who generate attractiveness and a space for dialogue is opened around which people are attractive and why. It is important in this part to make visible, once again, the elements related to social pressure.

Slide 11: The conclusion of "treating well those who treat me well" and "ignoring those who treat me badly" is qualified by granting appeal to "non-violence."

Presentation 3

The **objectives of presentation 3** are: to identify communicative acts that promote consent or coercion in relationships; to understand the different types of power interactions; and to learn about how ideal love contributes to overcoming gender-based violence. These ideas will emerge from the contributions of ideal love in dialogue among the students in dialogic discussions.

Slide 2 and 3: The definition of ideal love is shared and the allure of romantic love with the group, to focus on consent and relationships free of violence. From the reading, key elements of this theme can be discussed.

Slides 4 and 5: presents students with a brief reflection on consent, questioning whether the statements of “No means no”, and only “yes means yes” are sufficient, on their own, to guarantee free consent, or if something else is required.

Slide 6: The teaching staff expands on the previous reflection by showing an analysis of the importance of both verbal and non-verbal communicative acts in the consent process and highlights how the context can significantly influence the perception and declaration of consent.

Slide 7: After distributing and reading the proposed text of a part of the play Romeo and Juliet by William Shakespeare, it is proposed to carry out a dialogical discussion. The scene that is shared is related to the passionate love of the protagonists in which elements discussed in the previous activity appear.

(act 2 escene 2) https://folger-main-site-assets.s3.amazonaws.com/uploads/2022/11/romeo-and-juliet_PDF_FolgerShakespeare.pdf

Presentation 4

The **objective of presentation 4** is to identify friendship as a relationship that is far from coercion, pressure and violence. Moreover, as we already know, it is a protective element against violence.

Slides 2 and 3: The teachers provide data supported by scientific evidence on bullying and highlight the importance of having quality friendships as a defense against bullying.

Slide 4: the group is shown the phrases and words to be related to deep friendship relationships, with the idea of reflecting on which ones are appropriate for this type of relationship and which ones refer to other types of more superficial or unsatisfactory relationships, because of their link to coercion, pressure or violence.



Slide 5: The teacher poses the question to the students, focusing on whether we are all friends or if we only consider those who treat us well as friends.

Slide 6: The students will read aloud the attached article to create a space for dialogue and further discussion to relate the information on the previous slides and to discuss the details of quality friendships.

<https://thesocietypages.org/ccf/2023/03/28/reading-creative-friendships-and-developing-friendship-beauty-goodness-truth-and-freedom/> in English

<https://periodicoeducacion.info/2023/04/05/amistades-creadoras-belleza-bondad-verdad-y-libertad/>

Presentation 5

The objective of **presentation 5** is to understand the functioning of the Bystander intervention, i.e. the activation of bystanders in situations where violence is present, to take a stand against it and support the victim. In the same way, the idea of isolating gender violence is presented, in order to protect the people who take a stand and protect the victims, since if they are not protected it will be more difficult to activate them in violent situations. Finally, the successful performance of the Club de valientes violencia 0 is presented, which promotes the courage to take a stand and the attractiveness and social value of people who do not allow violence.

Slide 2 and 3: Given the worrying reality of staying on the sidelines in the face of a violent act and not taking action, which is equivalent to supporting the person who oppresses, a phrase from Pablo Freire is presented on slide 2 and tips or advice are presented on slide 3. to intervene effectively in the face of violence when one is a spectator.

Slides 4 and 5: The definition of Isolating Gender Violence is presented.

Slides 6, 7, 8 and 9: The appeal of Bystander intervention or upstander people is highlighted, as well as strategies to address violence and care for victims. The 0 Violence Brave Club is presented as an effective ally in the fight against bullying and isolating gender violence.

Slide 10: a space for dialogue is generated in which it is proposed to the students to share examples of actions carried out by some people that are related to the concepts of prevention and protection of the previous slides. Aspects and details such as the way of positioning oneself in complicated situations, solidarity, help, protection, courage and bravery, which can be topics that can be the focus of this debate and that allow to deepen in the need to weave support networks in which people help each other.

Slide 11: Participation in the game of the BraveGame app is facilitated so that students can apply the ideas that have been worked on in the session in the game. The link allows access to



the application and students can play in a group or individually. During the game they can agree on the decisions they have to make.

Game's link

<https://allinteract.eu/2023/03/20/video-game-be-brave/>

GENERAL RECOMENDATIONS

This guide present specific contents and activities to be implemented in class with secondary school students from 8 to 12 years old.

First, to implement successfully these activities is necessary the teacher has the scientific knowledge in which these activities area based on. The technical implementation of the activities is not enough to a good development but

To have access to the **scientific knowledge basis** of these activities there are the following resources for reading and for viewing:

Documents:

- [Achieving student well-being for all: educational contexts free of violence](#). European Commission. Luxembourg: Publications Office of the European Union, 2023
- [Brave's Club: Zero Violence from age zero](#). European Toolkit for Schools. School Educational Gateway

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
- STEP4SEAS. UNIT 10. Dialogic model of prevention and resolution of conflict (*attached*)

Scientific Articles:

- Flecha, R.; Puigvert, L.; Ríos, O. (2013) The new alternative masculinities and the overcoming of gender violence. *RIMCIS*, 2 (1)
<https://hipatiapress.com/hpjournals/index.php/rimcis/article/view/612>



- 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](#)
- 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/fpsy.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>
- Valls, R., Puigvert, L.; Duque, E. (2008) Gender violence among teenagers: socialization and prevention. *Violence against Women*, 14 (7) <https://journals.sagepub.com/doi/10.1177/1077801208320365>
- 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>

Videos:

- [ALLINTERACT Be Brave Videogame. Children's Narratives](#)
- [Breaking the Silence - How to be an active bystander](#). Cambridge University
- Dialogic Training for Teachers. Learning to discuss Scientific Evidence <https://www.youtube.com/watch?v=OXna1KnRyQY>
- Dialogic Model of prevention and conflict resolution. <https://www.youtube.com/watch?v=AcNs7q1FalU>
- 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)

Secondly, there are general orientations to incorporate along all the activities development (based in the Spanish [Guide for the educational community on prevention and support for victims of school violence](#).)