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# Guidelines for sessions in Secondary Education

## Presentation 1

The **objective of presentation 1** is to present the role of interactions in the socialization process and in the dominant coercive discourse.

From **Slide 3 to Slide 5** the social character of attraction and the role of social interactions is raised. It is emphasized that there are social interactions that influence more than others, so it is important to consider which interactions influence us.

From **Slide 6 to Slide 9** the dominant coercive discourse that socializes in the link between attraction and violence is raised. Slide 8 also highlights how the Dominant Coercive Discourse tries to impose the misconception of “everyone does it”.

**Slides 10 and 11** highlight the evidence that violent relationships can also be present in sporadic relationships.

**Slide 12** is thought-provoking. As **slides 13 and 14** are to reflect on what are free decisions or the result of imposed social discourses.

**Slides 15-17** focus on how all socialization is internalized, it is not something that “disappears” just over time.

**Slides 18 and 19** suggest that socialization can be changed. Slide 20 is dedicated to a final discussion taking all of the above into account.

Finally, **slides 21 and 22** offer resources if there is more time or you want to do it at other times. Informative articles and a video.



## Presentation 2

The **objectives of presentation 2** are: identify communicative acts that promote consent or coercion in relationships and understand the different types of power interactions that promote coercion and dialogic interactions that enable consent.

**Slide 3's** premise centers around the distinction between consent and coercion. **Slide 4** summary infographic of the 7 keys to sexual consent produced by CONSENT. From speech acts to communicative acts. Factors enabling freedom without coercion (2020-2023) funded by the Ministry of Science and Innovation and the Spanish State Research Agency.

**Slides 5 to 14:** presents a brief reflection on consent questioning whether the statements “No means no”, or “Yes means yes” are enough to ensure free consent or if something else is required. Two case studies are included between **slides 7 and 10**.

**From slide 15**, the different types of physical, institutional and interactive power are presented and communicative acts are defined. Finally, **slide 25** raises some questions to debate and **slide 26** some additional resources.

## Presentation 3

The **objective of presentation 3** is to present the existence of three masculinity models and their link with promotion or overcoming of violence.

**Slide 2** shows the 3 models and **slide 3** shows the 2 traditional masculinity models. **Slides 4 and 5** present the Dominant Traditional Masculinity (DTM), a model associated with the promotion and/or exercise of violence and associated with a “socially attractive” model. **Slide 6** focuses on the Oppressed Traditional Masculinity (OTM) model: describes those men who do not engage in violence and are dominated by the DTM model. They are perceived socially as “unattractive”. **Slides 7 and 8** reflect on how DTM and OTM are two sides of the same coin. **Slide 9** shows the New Alternative Masculinity (NAM). It is a model that does not use violence and positions itself against it. It is socially considered attractive. It opens a space for dialogue on: freedom, consent, respect, social value and attractiveness. These ideas can be mentioned to stimulate debate. **Slide 10** transcribes phrases from a lecture by Jesús Gómez that reflects on DTM and OTM models. **Slide 11** is a quote from a discussion group on NAM. **Slide 13** summarizes again the characteristics of NAM. To conclude **slide 14** presents some informative articles which can be worked on if there is time and the trainers consider it.

## Presentation 4

The **objective of presentation 4** is to present ideal love as a protective factor against gender-based violence.

**Slide 2** shows a post from [SAPPHO](#), scientific evidence platform on gender, that shows the hoax of stating that “romantic love generates gender violence”. **Slide 4** summarizes some of the research findings. The first one is that romantic love was a historical breakthrough in advocating for relationships to be based on feelings. The second one comments that traditional and sometimes unequal gender roles in stories and literature are the result of a particular context and are not necessarily linked to gender violence. Finally, it is argued that gender violence has no place in the social imaginary about “ideal love”.

**Slides 5 to 8.** **Slide 5** contains phrases from the field work carried out in the [IDEALOVE&NAM. Preventive socialization of gender violence \(2015, In Spanish\)](#) where it is reflected that there are adolescents who comment that ideal love is not part of their current conversations. **Slide 6** shows statements from interviews about the “ideal love” concept and its opposition to violence. **Slide 7** shows quantitative results from the same research where it reflects that most surveyed people (12-25 years) said they “stopped believing in love” because of their own negative relationships. It is important to note that 19% of the respondents said that they were adults who said they “did not have to believe in love”. Highlight the role of the adult person.

**Slide 10** shares a definition of ideal love and in the last slides some resources are shared.

**Slide 11:** The conclusion “treating well those who treat me well” and “ignoring those who treat me badly” is nuanced, giving attractiveness to those who are “non-violent”.

**Slides 13 and 14** provide links to resources for further exploration.

## Presentation 5

The **objective of presentation 5** is to identify community-wide intervention and friendship as protective factors, and understand what isolating gender violence is and how to overcome it.

**Slides 2 to 5** present the idea of bystander intervention, the need to always position oneself in favour of the victim and against the harassers.

**Slides 6-9** present the topic of friendship as a protective factor. Research and reflection questions are presented.

**Slides 10-13** show the definition of isolating gender violence. Teachers may stress the need to “protect who protects”.



**Slide 14** summarizes ideas from the presentation and **slide 16** has some articles to discuss.

#### Documents:

- [Achieving student well-being for all: educational contexts free of violence](#). European Commission. Luxembourg: Publications Office of the European Union, 2023
- [Guide for the educational community on prevention and support for victims of school violence](#) (In Spanish)

#### Libros:

- 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.; Ríos, O. (2013) The new alternative masculinities and the overcoming of gender violence. *RIMCIS*, 2 (1) <https://hipatiapress.com/hpijournals/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](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/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://doi.org/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=AcNs7q1FaU>
- Jesus Gomez's Olot Lecture. A summary (Spanish with subtitles in English): [http://www.fundacionjesusgomez.org/wp/?page\\_id=2576&lang=es](http://www.fundacionjesusgomez.org/wp/?page_id=2576&lang=es)
- Up4Diversity Final Conference. [Successful Upstander Educational Experiences](#) | - Roundtable 2 (Vídeo )