

GUIDELINES FOR TRAINERS

Primary Education Family Session

Presentation

The **objective of the presentation** is to introduce key elements for a) identify the socialization process that can lead or prevent gender violence; b) the key issue of social interactions and the existence of a dominant coercive discourse in society; c) new alternative masculinities; d) consent; e) the protective factors associated with the implication of the whole community; f) Bystander intervention and isolating gender violence; g) friendship's essential role and h) know the Zero Violence Brave Club.

Slide **3** presents the problem of violence in schools. International, European and/or national data may be added depending on when the training is carried out.

Slides 4, 5, 6 and 7 highlight the importance of not trivializing violence. On slide 5, there are “typical” trivialization comments. Others can be added.

Begins with socialization in feelings and coercive discourse

Slide 9 presents the main idea, the social construction of love and attraction.

From slide 10 to slide 19, the idea of socialization in feelings and coercive discourse is presented. **Slide 11** shows the social interactions that contribute to the formation of feelings. **Slide 12** introduces the concept of Dominant Coercive Discourse that socializes in the attraction to violence. It is important to stress that this is a widespread and majority socialization, but it is not unique and does not affect all people in the same way. In any case, the victim is not to blame for violence. It is a generalized socialization in which all people participate in different ways. **Slide 14** is about the existence of dominant coercive discourse throughout history, an example of Casanova in universal literature. **Slide 15** shows that this discourse is still present in different forms in the current media and on **slide 16** an example of a mother who reports on social networks that her 4-year-old daughter was attacked by a classmate and when she arrived at the hospital, the person at the front desk said to the girl “I’m sure he likes you.” **From slide 17 to 19** there are questions to understand that the coercive discourse and the attraction for violence are not focused only on sexual-affective relationships. It is a

general socialization that promotes attraction in a broad sense, admiration, popular consideration, the desire to be friends, etc., towards people who treat badly or towards people who treat well. Consider the children more fun, intelligent and have good or bad behavior, ignoring or valuing the girls' or boys' good behavior.

Begins with protective factors

From **slides 21 to 23** it is shown the importance of educating in new alternative masculinities and promoting the existing ones. **Slide 21** shows the 3 masculinity models, **slide 22** raises the two traditional oppressor and oppressed models that have always existed with their characteristics. In education there has been a tendency to educate against the Dominant Traditional Masculinity, not taking into account the existence of the Oppressed Traditional Masculinity or the New Alternative Masculinity model. **Slide 23** explains New Alternative Masculinities as those that are violence-free, self-confident, reject violence and consider themselves attractive.

From **slides 25 to 28** the issue of consent is raised. **Slides 25 and 26** reflect the need to go beyond verbal language. **Slide 27** defines communicative acts. **Slide 28** presents the infographic of the R&D Project *CONSENT. From speech acts to communicative acts. Factors allowing freedom without coercion* (2020-2023) with the key elements of consent.

Slide 30 shows that violence prevention must be addressed with the participation of the whole community. There is a link to a 5 minutes video on the dialogic model of prevention and conflict resolution. **Slide 31** raises the idea of bystander intervention, the importance of standing against perpetrators and in favor of victims. Freire's quote emphasizes that one cannot be neutral in the face of an injustice situation and that not taking a position leads to supporting those who attack.

Slides 32 and 33 explain what Isolating Gender Violence is. It is about highlighting the idea of Protecting Who Protects.

From **slides 35 to 38** it raises the issue of friendship as a preventive factor, referring to research and, at the end, reflecting on the idea of being friends with those who treat you well.

Slide 39 shows the Zero Violence Brave Club.

Slide 40 summarizes strategies for overcoming gender violence presented in the previous slides. It ends with the idea that preventing gender violence means socializing in rejecting those who treat us badly and treating well, valuing, admiring those who treat us well.



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Slides 41-46 are links to videos and informative articles that are available to the public and, if considered, they can be debated in the session.