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ORIENTATIONS FOR TEACHER TRAINERS

Session 2

Presentation 4

The **objective of Presentation 4** is to present, understand, and learn to identify the socialisation process that can lead to or prevent gender-based violence. The key issue of social interactions and the existence of a coercive dominant discourse in society.

In slides **4 and 5**, data related to bullying and/or to gender violence is presented. Updated international and European data can be added, and each country must add specific data from their context.

Slide 6 presents research data highlighting how teachers usually don't identify violence and/or don't act against it. Slide 6 is not to "blame" teachers but highlight the difficulties for adult people (specifically teachers) to identify this violence.

Slides 7 and 8 highlight the importance of not trivialising violence. Slide 7 consists of a quote from an interview with a teacher. This quote can be used or substituted for other quotes in the same vein. In slide 8, there are "typical" comments of trivialization. Others can be added.

Slides 10, 11, and 12 present results from different reports (screenshot in the slide) highlighting the necessity to prevent violence from early childhood.

Slide 13 shows a screenshot of a scientific article about a nursery school in a Spanish city that successfully prevents violence from 0 to 3 years old school.

Slide 14 shows data about which people are more vulnerable and/or have more risk factors to be bullied. They can be updated.

Starts with socialization in feelings

Slide 16 presents the main idea, the social construction of love and attraction

From slide 17 to slide 20, the idea against the conception that "love is irrational, instinctive, biological" is presented. The main research in neuroscience proves that feelings are different from biological emotions, and only humans have feelings because feelings require conscience. These are the approaches of Eric Kandel (Nobel Prize in Medicine) that show how feelings are only human.

Slide 21 defines the socialization process. **Slide 22** are some of Elster's statements on the non-opposition of reason-emotion, and that violence cannot be justified by emotions. **Slide 23** contains quotes from the book "The Normal Chaos of Love" that explain the social nature of relationships. **It is important that the trainer has previously read and deepened this knowledge.**

From slides 24 to 28 is how feelings are created by all the social interactions from zero years and along life (slide 25). Peer interactions are one of the most influential (slide 26), but they also have the most influence on people's own relationships (slides 27 and 28). At this point, it is essential to highlight that the relationships people have leave an imprint that shapes the socialisation of that person in terms of tastes and desires.

Slides 30 and 31. This is one of the main ideas (jointly with the socialization process), and it is the existence of a Coercive Dominant Discourse that socialises in the attraction to violence. It is essential to highlight that it is a generalized and mainstream 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 suffering violence. It is a mainstream socialization in which everyone participates in different ways.

Slides 32 to 34 present researchers that collect data about the attraction towards violent models but without analysing why this attraction is produced, merely describing the situation.

Slide 35 is a quote of the book *All about love* written by Bell Hooks, one of the most recognized international feminists. In this book she recognises her engagement in a violent relationship.

Slides 36 to 50 present examples of how Coercive Dominant Discourse is spread. **Slide 37** is about universal literature. In this sense the literary gatherings explained in Session 1 can also be a good resource to analyse the Coercive Dominant Discourse throughout history. **Slides 38 and 39** give examples of films, series and songs, that can be replaced and updated as it best fits each country. Slide 40 depicts a real case that can be explained.

From slides 41-46 explain the key idea about how violence can be present in all kinds of relationships. Usually, violence prevention has focused on stable relationships, but it is also present in sporadic relationships. Presentation 1, on the first session, contained data about sporadic relationships. **Slide 43** presents two scientific articles about disdainful hook-ups and **slide 44** is an informative article about the same topic. In **slide 45** a quote from an interview with a teenage girl is presented highlighting that she considers that if the relationship is for a short time, it doesn't matter if it is with a jerk (her own words). This quote is to reflect on how many people used to pay attention to the kind of person to have for a stable relationship but have ignored the importance of that for a sporadic relationship as well. . In **slide 46** there is an example based on the USA of the well-known documentary "Audrie&Daisy" . These examples can be changed

for cases in the specific countries. **From slides 47 to 49** there are questions to understand that Coercive Discourse and attraction to violence are not limited to teenagers. It is a general socialization promoting the attraction in a wide sense, admiration, considering popular, wanting to be friends, etc, towards people who treat them badly or towards people who treat them well. Considering more funny, clever children who have good or bad behaviour, ignoring or valuing children with good behaviour.

Slide 50 highlights that the social nature of feelings implies good news as the coercive discourse can be changed. Finally, **slide 51** focuses on the idea that the prevention of gender violence involves a socialisation in rejecting those who treat us badly (in a general sense) and valuing, admiring who treats us well.

Presentation 5. Masculinity Models

The **objective of Presentation 5** is to dismantle the hoaxes related to “all men are the same”, “all the men are potential perpetrators” and to present the existing masculinity models, and how the New Alternative Masculinities break with the double standards.

Slide 3, shows a screenshot of a scientific article that explains the 3 masculinity models listed in **slide 4**.

Slide 5 is to highlight that the Traditional model of masculinity can be both dominant and oppressed. The dominant model, exercises violence and domination towards women but also towards oppressed men. Dominant and oppressed masculinities represent the double standards, the two faces of the same coin. The oppressed model is submitted to the dominant model, and sometimes admires it and wants to become like it. These two models are produced by the coercive dominant discourse that promotes attractiveness to dominant models.

Slide 6 shows the elements that define the Dominant Masculinity Model and **slide 7** is a quote from the scientific article cited above.

Slide 8 shows the elements that define the Traditional Masculinity Model and **slide 9** is a quote of a young man who asks himself how it can be that having an egalitarian behavior he can be rejected by his girlfriend.

Slide 10. The double standard is a prison for boys/men because while they are discursively educated to be egalitarian, society promotes attraction to non-egalitarian role models.

Slide 11 shows the elements that define the model of Alternative Masculinity.

Slide 12 are excerpts from [Jesus Gomez's conference](#) where he compares how a man who follows the Traditional Oppressed Masculinity Model would act and how a man who follows the Alternative Masculinity Model would act.

Slide 13 elements that unify in the Alternative Masculinity.

Slide 14 to 16 present language of ethics (values such as good or bad) and language of desire (attractiveness). The language of ethics promoting good values must incorporate language of desire (attractiveness) towards goodness and rejection (non-attractiveness) towards non-egalitarian and/or violent behaviors.

Slide 17 is a quote from a discussion group where the language of desire is used to talk about new masculinities.

Slide 18. New alternative masculinity unifies attractiveness and goodness. NAM are brave in their positioning against violence and in favor of victims. There's no submission nor admiration towards dominant models, breaking the double standards. It is an existing model in our societies.

Slide 19. Informative articles about masculinities.

Presentation 6. Consent

The objective of **Presentation 6** is to know and understand the necessity to incorporate communicative acts free of violence to promote relationships based on consent.

Slides 4 and 5 raise questions to reflect on the possible limitations of "no is no" and "only yes is yes".

Slide 6 are scientific articles that are available to prove that there is a lot of research on the subject.

Slide 7 defines communicative acts. **Slide 8** presents the difference between verbal, non-verbal, and communicative acts.

Slide 9 and 10. Communicative Acts: differentiate physical, institutional and interactive power. It is very important to clarify this classification and to give examples of all of them.

Slide 11 raises questions to debate on the next slides.

From slide 12 to 16, quotations published in different scientific articles to reflect based on the questions of Slide 11.

Slide 17. More scientific articles.

Slide 18. Informative articles.

GENERAL RECOMMENDATIONS

To prepare for the teaching training, it is recommended to deepen the **scientific basis** of these materials, which are in the general guide. Below are some resources for Session 2 topics.

Documents:

- [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

Informative articles:

- [The imposition of disdainful hook-ups](#) - Diario Feminista

Articles:

- Duque, E., Cañaveras, P., Racionero-Plaza, S., & Ortuño, B. (2023). Contributions of young people in dialogue with scientific evidence on sexual consent. *Humanities & Social Sciences Communication*, 10 (720) . <https://doi.org/10.1057/s41599-023-02225-5>
- Duque, E., Rodríguez-Conde, J., Puigvert, L., & Peña-Axt, J.C. (2020). Bartenders and Customers' Interactions. Influence on Sexual Assaults in Nightlife. *Sustainability*, 12(15), 6111. <https://doi.org/10.3390/su12156111>
- Duque, E., Salceda, M., Campdepadrós-Cullell, R., Merodio, G., & Puigvert-Mallart, L. (2024). Consent? At the Start, You Do Not Even Think About It. Coercive Discourse in the Awakening of Affective–Sexual Relationships in Young Women. *YOUNG*, 32(1), 5-21. <https://doi.org/10.1177/11033088231198600>
- 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>
- Flecha, R., Tomás, G., & Vidu, A. (2020). Contributions From Psychology to Effectively Use, and Achieving Sexual Consent. *Frontiers in psychology*, 11, 92. <https://doi.org/10.3389/fpsyg.2020.00092>
- López de Aguilera, A., Melgar, P., Torras-Gómez, E., & Gutiérrez-Fernández, N. (2021) The Consequences of Disdainful Hook-Ups for Later Egalitarian Relationships of Girls. *International Journal of Environmental Research and Public Health*, 18(18),9521. <https://doi.org/10.3390/ijerph18189521>
- Pulido, C., Cañaveras, P., Redondo-Sama, G.; Villarejo-Carballido, B. (2024). Do People Comment on Social Networks About Sexual Consent in TV Series? Rethinking Consent (or not) in Real Situations: Contributions from Debates in Social Media. *Sexuality & Culture*, 28, 270–292. <https://doi.org/10.1007/s12119-023-10115-w>
- Racionero-Plaza, S.; Duque, E.; Padrós, M.; Molina Roldán, S. (2021) “Your Friends Do Matter”: Peer Group Talk in Adolescence and Gender Violence Victimization. *Children* 8, 65. <https://doi.org/10.3390/children8020065>
- Racionero-Plaza, S., Piñero León, J. A., Morales Iglesias, M., & Ugalde, L. (2021). Toxic Nightlife Relationships, Substance Abuse, and Mental Health: Is There a Link? A Qualitative Case Study of Two Patients. *Frontiers in psychiatry*, 11, 608219. <https://doi.org/10.3389/fpsyg.2020.608219>

- 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)
- 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 Afloarei, A., & Tomás Martínez, G. (2019). The Affirmative “Yes”. Sexual Offense Based on Consent. *Masculinities & Social Change*, 8(1), 91–112. <https://doi.org/10.17583/mcs.2019.3779>

Videos:

- Jesus Gomez’s Olot Lecture. A summary (Spanish with subtitles in English): http://www.fundacionjesusgomez.org/wp/?page_id=2576&lang=es