

This material is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/). © 2024 by Lúdia Puigvert, Elena Duque, Marta Soler & Ramon Flecha and is part of the Pre-existing Knowledge on which the results of the research project TeachXEvidence (Ref. 101096234 CERV-2022-DAPHNE)

# ORIENTATIONS FOR TEACHER TRAINERS

## Session 3

### *Presentation 7. Protective factors*

The **objective of Presentation 7** is to present the protective factors, focusing on Ideal love and friendship.

**Slide 5** presents the post in the SAPPHO platform classifying as a Hoax the idea that romantic love generates gender violence. **As a possibility, the post can be accessed and discussed.**

**Slide 6** raises 2 key questions at the outset. **The first** is that when a historical review of romantic love is made, what emerges is that it was a historical advance that made it possible to move from relationships based on economic interests to relationships based on love. **The second** is that one thing is to find in classic stories traditional gender roles -proper of the time- and another thing to find that the relationships that appear are or are not gender-based violence.

**Slide 7** presents a result of the IDEALOVE&NAM report <https://sede.educacion.gob.es/publiventaja/idealovenam-socializacion-preventiva-de-la-violencia-de-genero/violencia-de-genero/20538> (in Spanish) where we can see how the people surveyed (12 to 25 years old) state that the main reason to "stop believing in love" is their own bad experiences. But, in second place, it is the influence of the adults themselves who "destroy" the girls' and boys' dreams of love by telling them that they are "nonsense". So, there is a great adult influence.

**Slide 8 to 11** are empirical results, with the purpose of highlighting the idea that ideal love is not usually present in teenagers-young conversations, violence has no place in their ideal of love, and how people stop believing in love because of their negative relationships, emphasizing that the problem is in who you choose and not in love.

**Slide 12** is a definition of ideal love for the 21st century, that is not a reproduction of traditional forms of relationships but is defined from freedom; freedom to choose any kind of relationships people decide to have, but violence-free relationships.

**Slide 13** is an article about romantic love.

**Slide 16 to 19** lays out the basis of Bystander Intervention, and the importance of taking a stand against the perpetrators and in favor of the victims. It gives an example of how it is approached at Harvard University.

**Beginning on slide 20**, the key theme of friendship is presented. **Slides 21 to 24** show research on Friendship highlighting the idea that friendship is not a typical and “empty word”. Friendship is really to be socialized in choosing as friends people that treat well and rejecting those who treat badly. **Slide 25** raises the need to socialize in being friends with those who treat well. **Slide 26** gives some examples of informative articles to discuss.

### *Presentation 8. Zero Violence Brave Club*

The **objective of Presentation 8** is to continue with the protective factor of Bystander intervention and friendship focusing on the action “Zero Violence Brave Club”.

**Slide 3** presents a scientific article.

**Slides 4 and 5** show the main ideas. **From slides 6 to 11** is the functioning of Zero Violence Brave Club. It is important to explain it carefully. What does it mean “to be brave”? Related to against violence, to dialogue, to respect “the no” of others, etc. And what does it mean to be “out of the brave club” the isolating of a behaviour and not of a person. There are also quotes from interviews on the subject.

Slide 12 is a informative article in European Toolkit for schools

**Slide 13** is the link to a children’s program about bullying where children from a primary school explain the Zero Violence Brave Club.

### *Presentation 9. Isolating Gender Violence*

The objective of **Presentation 9** is to understand the Isolating Gender Violence, how to protect who protects, and the importance of solidarity networks.

**Slide 5 to 7** is to remember the importance of Bystander Intervention.

**Slide 8 to 9** is to reflect on how people do not always intervene.

**Slides 10 to 15** explain the origin of the concept of IGV which comes from the concept of Second Order Sexual Harassment (SOSH). In the first research done on Gender Violence in Spanish Universities (2005-2008), led by Professor Rosa Valls of the University of Barcelona, the review of the scientific literature (Slide 12) identified Second Order Sexual Harassment as the retaliation received by some people for supporting the victims. Slide 13 shows the definition of the concept in 1990. **Slide 14** shows a specific conference on this subject in Spain and **Slide 15** shows some of the statements made on that day.

Research on SOSH (**Slide 16**) has a political impact on legislation (**slides 17-18**) of gender violence in Catalonia (Spain), specifically in “ACT 5/2008, of 24 April, on the right of women to eradicate sexist violence”, introducing it as “Second-order Violence” in the article 5.4. **Slide 19** a scientific article about the process of legislation.

**Slides 21 to 23** present the reasons behind the change of the concept from Second Order Sexual Harassment to Isolating Gender Violence and its definition. It is important to highlight that the objective of the perpetrators is to isolate the victim by attacking their supporters.

**Slides 24 to 30** examples of IGV in an interview about sexual abuse (24), human rights defenders (25), people intervening in an aggression (26). In **slides 27-29** examples of IGV in the university and the MeToo University movement against Gender Violence. **Slide 30** a conference in 2021 under the name of Isolating Gender Violence.

**Slide 31** is a research from the University of Girona (Spain) that shows the first quantitative data on IGV. **Slide 32** Brazil is a pioneer State interested in IGV.

**Slide 33.** Strategies to overcome the GBV incorporating overcoming of IGV, **slide 34** a final video of SOLNET research project (<https://redsolidaridadvdg.wixsite.com/solnet> In Spanish) that incorporates the support to the victims. **Slide 35** with a quote from Ruth Milkman, 2016 president of the American Sociological Association (ASA) when she came to the SOSH conference in Spain.

## *Presentation 10. Community Involvement*

The objective of **Presentation 10** is to understand the importance of community involvement in preventing and overcoming gender violence, to know the action of creation of coexisting rules, and finally to present some possible resources.

**Slides 4 and 6** the existence of a society where dialogue with society is essential and the SDGs exist as global goals. In this context, violence prevention must be addressed with the participation of the entire community. It also highlights Freire's approach that in a situation of injustice there can be no neutrality. **From slides 8 to 10** the basis of how to implement the dialogic model. **Slide 11** the difference between the mediator model and the community model.

**From slides 12 to 14** the steps to create the community rule. **Slide 15** gives examples of rules in different educational centers.

**Slide 20** shares a link to some activity guides in spanish. **In Slide 21** some activities are mentioned and **slide 22** remarks that the analysis of movies, songs, etc. can not be subjected to personal preferences (either students’ or teachers’) nor attacks or defenses of certain musical styles, aesthetics, etc. They should focus on objectively analyzing the elements that are promoting or counteracting the dominant coercive discourse. **Slide 23** ends with some keys to implementation of the dialogic model.

## GENERAL RECOMMENDATIONS

To prepare for the teaching training, going more in-depth into the **scientific basis** of these materials is recommended. For that purpose, the following resources can be consulted.

### Documents:

- [Achieving student well-being for all: educational contexts free of violence](#). European Commission. Luxembourg: Publications Office of the European Union, 2023
- Unit 10. Dialogic model of prevention and resolution of conflicts

### 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:

- [Brave's Club: Zero Violence from age zero](#). European Toolkit for Schools. School Educational Gateway

### Articles:

- Cañaveras, P., Lopez de Aguilera, G. ., Guo, M., Torras-Gómez, E., Crespo-López, A., Menéndez-Martínez, B., Fernández-González, M. del P., Puigvert-Mallart, L., & Flecha, R. (2024). The Characteristics versus the “Myths” of Romantic Love. *Social and Education History*, 1–17. <https://doi.org/10.17583/hse.14505>
- Navarro, R., Yubero, S. & Larrañaga, E. (2018). A Friend Is a Treasure and May Help You to Face Bullying. *Frontiers for Young Minds*, 6 (14). <https://doi.org/10.3389/frym.2018.00014>
- 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>
- 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>

- Villarejo-Carballido, B., Pulido, C.M., de Botton, L., Serradell, O. (2019). Dialogic Model of Prevention and Resolution of Conflicts: Evidence of the Success of Cyberbullying Prevention in a Primary School in Catalonia. *International Journal of Environmental Research and Public Health*, 16, 918. <https://doi.org/10.3390/ijerph16060918>

#### Videos:

- Up4Diversity Final Conference. [Successful Upstander Educational Experiences](#) | - Roundtable 2 (Vídeo)