

Presentation 7.

PROTECTIVE FACTORS

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Funded by
the European Union

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- **Ideal Love**
- Bystander Intervention
 - Community participation
 - Friendship



ROMANTIC LOVE AS A PROTECTIVE FACTOR



HOAX: Romantic love generates gender violence



SCIENTIFIC EVIDENCE

Love does not kill

Love does not kill

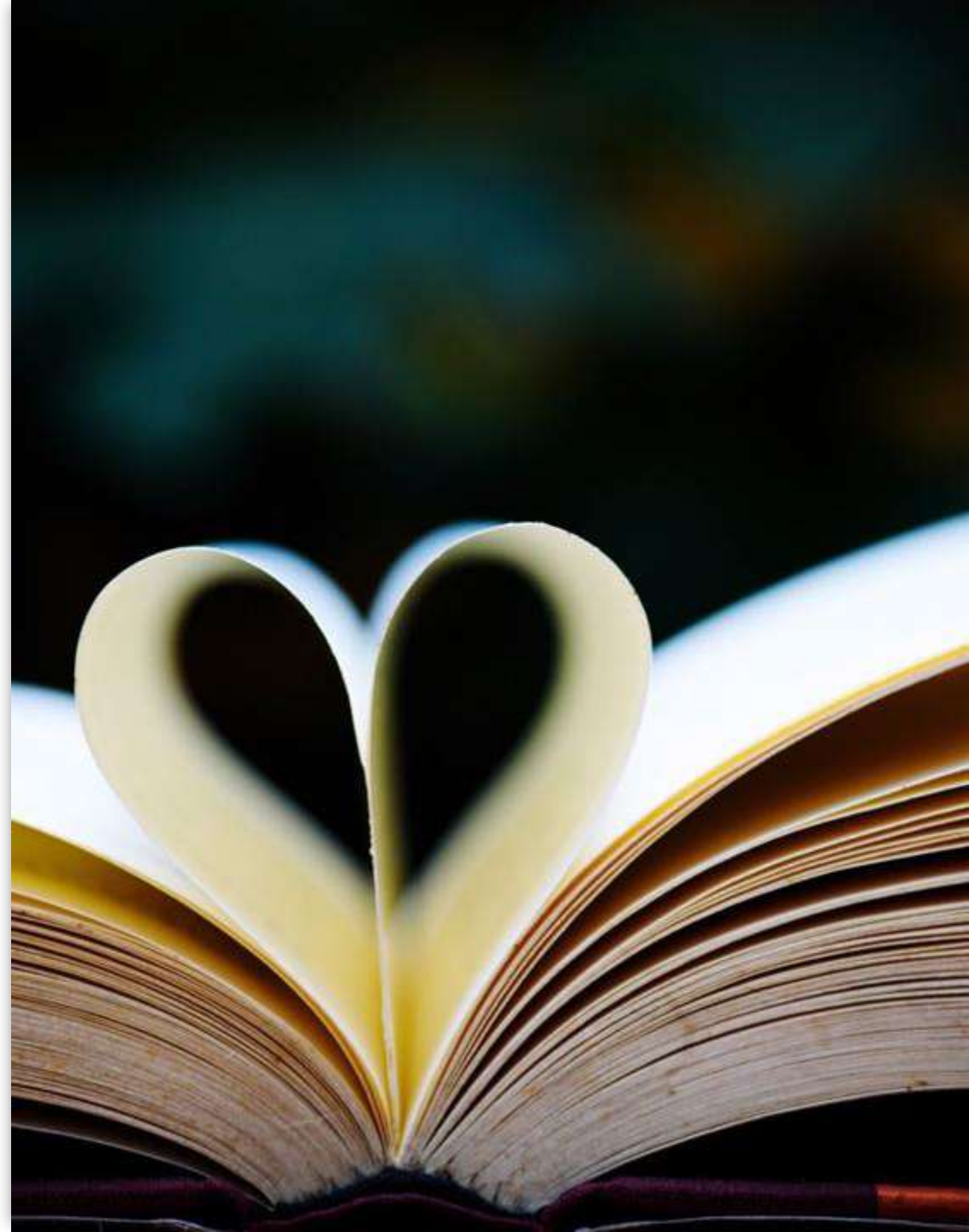
SCIENTIFIC ARTICLE: Valls, R., Puigvert, L., & Duque, E. (2008). Gender violence among teenagers: Socialization and prevention. *Violence against women*, 14(7), 759-785.

<https://journals.sagepub.com/doi/10.1177/1077801208320365> Puigvert, L., Gelsthorpe, L., Soler-Gallart, M., & Flecha, [...]

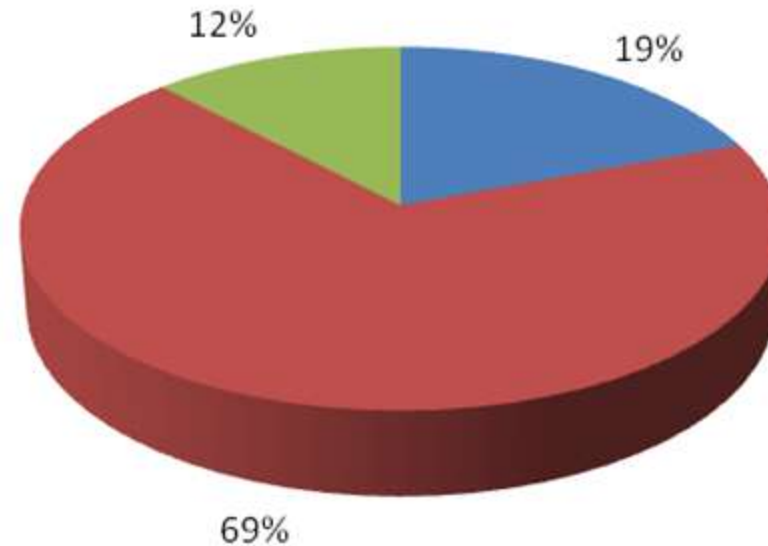


Results of scientific literature: Ideal love

1. Romantic love as a historical breakthrough. From interest-based relationships to love-based relationships
2. Traditional gender roles consistent with the historical context can be found in the stories. Not necessarily linked to gender violence.



Why do people “stop believing” in Ideal Love?



- Because some adults tell them that they are grown up and don't have to think about nonsense
- Due to disappointments in love, bad experiences
- Other



Interviews and focus groups

- It is unusual to speak of "ideal love"

"I can't really talk to my friends about deep, intimate things, I can't talk to them about anything..."

(Focus group of young men)

"We don't usually talk about it, mostly because my friends are pretty much like that... pimps and... "I fuck three girls" and each time different"

(Interview with teenage boy)

Interviews and focus groups

- The concept of 'ideal love' is the opposite of gender-based violence

"Well, no, obviously. Neither gender violence nor... (...) but it is no longer, it is no longer ideal. Even if it had started ideal and ended badly at the beginning, it would not have been ideal"

(Interview with teenage girl)

"Not at all, I mean, totally the opposite. Any person who can try to control you, manipulate you, go over your head... I don't know, it's totally contrary to the idea that I put forward (of ideal love)"

(Interview young woman)

"Evidently it has nothing to do with violence, on the contrary ehm... a relationship is precisely the opposite of any kind of violence (...). Since when is love violence? It is illogical. They are opposites"

(Interview young man)

Interviews and focus groups

- **The violent relationships one suffers lead one to stop believing in "ideal love"**

"And then they get older, older, older, they go out on the street, they meet boys, they fall in love with people who don't give them love but maybe even abuse them, psychologically and even physically, there are many cases, and then they fall out of love, don't they? There are many girls, many girls who say I don't believe in love and I will never, never be able to fall in love with a man because all the men, all the boys they have been with have hurt them. They haven't known how to find or because they haven't helped them, or they haven't had an education where they know who to choose"

(Young women group)

Interviews and focus groups

- The problem is not in the "ideal love" but in who you choose

If it is from the wrong person, yes, it can lead to suffering

(Interview young man)

So, the problem is to first choose a bad person

(Interview young woman)

21st Century Ideal Love



We propose the "ideal love" of the 21st century as diverse and plural. Ideal love is not associated with any particular sexual choice or form of relationship, nor with a specific time span, and it does have one common feature: the absence of gender-based violence. Socialisation in the desire for "ideal love" contributes to preventing gender-based violence, as it combines the absence of gender-based violence with sexual freedom and freedom of choice in relationships.

Concepto del Amor Ideal del S. XXI por Ramón Flecha y Lúdia Puigvert se distribuye bajo una Licencia Creative Commons Atribución-NoComercial-SinDerivar 4.0 Internacional.

<http://creativecommons.org/licenses/by-nc-nd/4.0/> Basada en una obra en

<http://amieedu.org/debate/index.php?topic=101.msg492#new>

Scientific articles...

<https://doi.org/10.17583/hse.14505>

HSE Social and Education History

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The Characteristics versus the “Myths” of Romantic Love

Paula Cañaveras
University of Barcelona

Garazi Lopez de Aguilera
University of Wisconsin-Madison

Mengna Guo
University of Barcelona

Elisabeth Torras-Gómez
University of Barcelona; Autonomous University of Barcelona

Alba Crespo-López
University of Barcelona

Benjamín Menéndez-Martínez
IES Alfonso II

Maria del Pilar Fernández-González
University of Oviedo

Lidia Puigvert-Mallart
University of Barcelona

Ramon Flecha
University of Barcelona

<https://doi.org/10.17583/hse.14505>

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Make a Submission

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If you have more time, you can read and debate....



Alba Crespo

<https://periodicoeducacion.info/2023/02/14/love-is-the-most-revolutionary-act-we-can-choose/>

ACTUALIDAD

Love is the most revolutionary act we can choose

14 DE FEBRERO DE 2023 ALBA CRESPO

When there has been no freedom to choose with whom to enter into a relationship, as was the case under...



PORTADA

Para combatir la violencia de género "traigamos al activismo feminista el espíritu del amor"

Decía bell hooks en su libro "El feminismo es para todo el mundo" (2000): "Al principio, la crítica feminista del...

Patricia Melgar Alcantud JULIO 27, 2018

[violencia-de-genero-traigamos-al-activismo-feminista-el-espiritu-del-amor/](#) (In Spanish)



ARTÍCULOS CIENTÍFICOS REFLEXIONES

Power or love, violence or beauty

25 DE SEPTIEMBRE DE 2023 GARAZI ÁLVAREZ

Throughout life, it is evident that people who choose love maintain their health and attractiveness much better than those who...

<https://periodicoeducacion.info/2023/09/25/power-or-love-violence-or-beauty/>

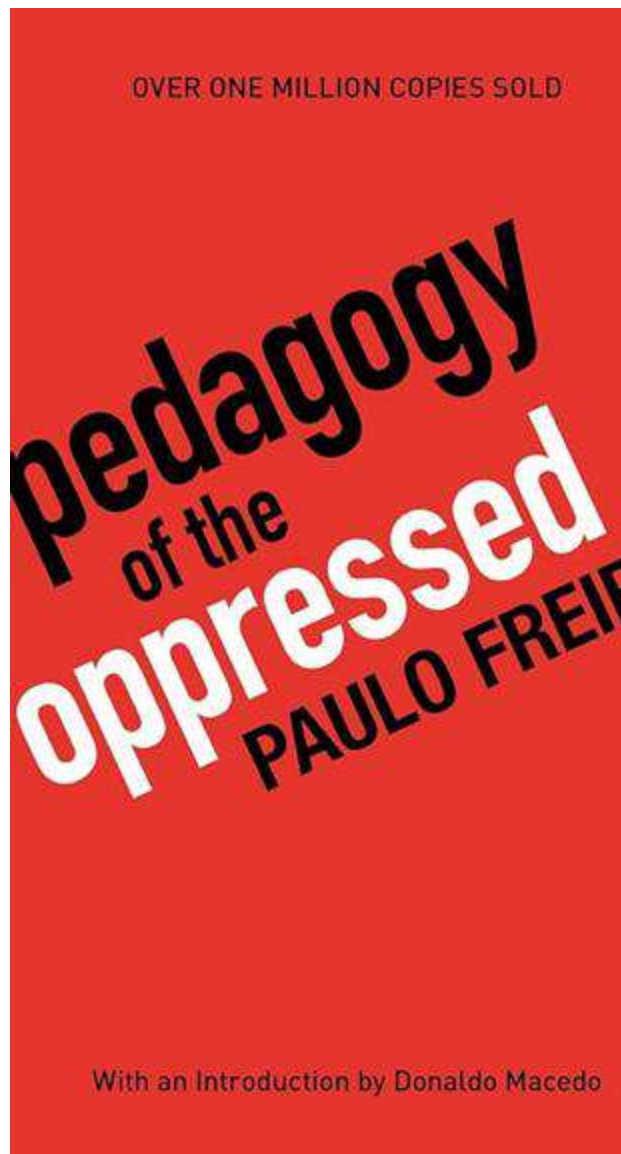
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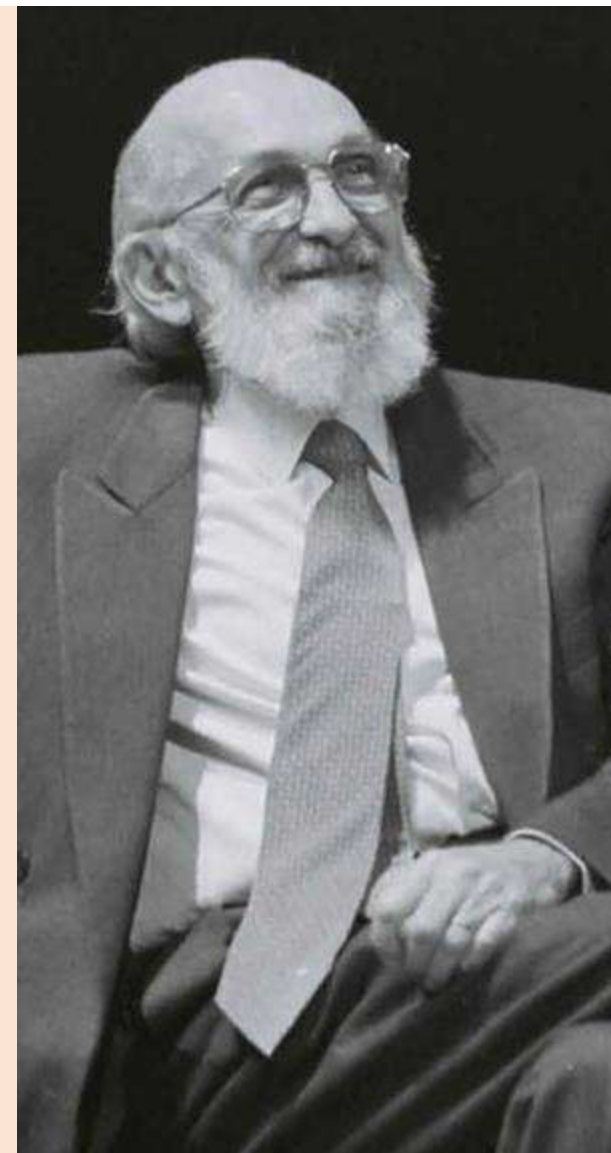
Bystander Intervention





“Washing your hands of conflict between oppressor and oppressed means taking the side of the oppressor. It’s not being neutral”

Freire, P (1968) *Pedagogy of the Oppressed*. Paperback



REVIEW OF EDUCATIONAL RESEARCH

Volume 84 Number 3 September 2014

Bystander Intervention

- One of the most important explicit or implicit norms in schools relates to “witness-related” behaviors: either being a passive bystander who, knowingly or not, colludes with and supports bully-victim behavior or being an **upstander who, directly or indirectly, says “no” to bully-victim behavior**. Twemlow and his colleagues have been involved with a **bully prevention program that focuses on promoting upstander behavior** (Fonagy, Twemlow, Vernberg, Sacco, & Little, 2005; Twemlow, Fonagy, Gies, Evans, & Ewbank, 2001).

Thapa, A., Cohen, J., Guffey, S., & Higgins-D’Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385. <https://doi.org/10.3102/0034654313483907>



Be an active Bystander



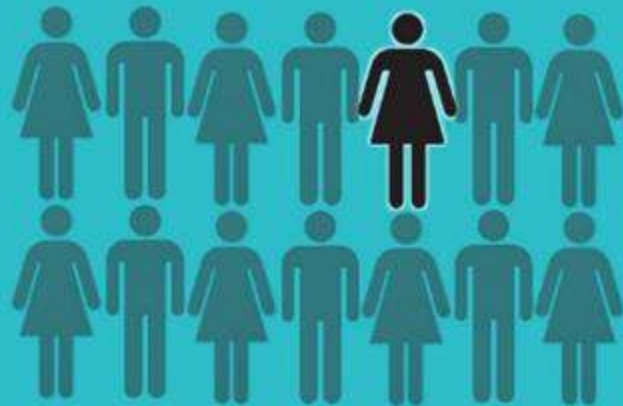
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Be An Active Bystander

What can Bystanders do to make a difference here at Harvard?

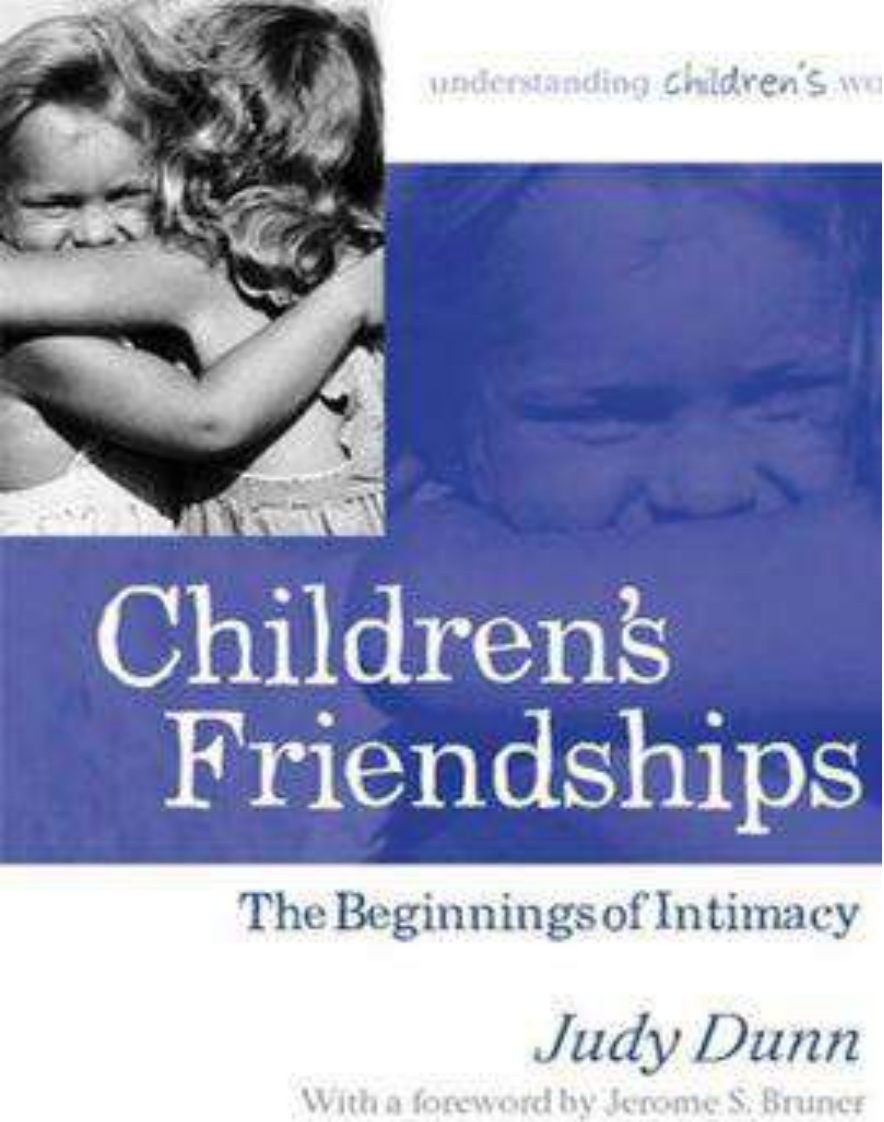
- Believe someone who tells you they have been sexually assaulted, are in an abusive relationship or are experiencing stalking or cyberstalking.
- Be respectful of yourself and others - make sure any sexual act you engage in is OK with your partner and check in every time you initiate greater intimacy. Is your partner enthusiastically giving consent - if not, check in with them and make sure you are both comfortable with what is going on.
- Watch out for your friends and classmates -- if you come across someone who looks like they are in trouble, check in with them and make sure they are ok. If you see a friend doing something sketchy -- say something.
- Speak up -- if someone says something offensive, derogatory, racist or abusive and let them know that this behavior is wrong and not acceptable. Don't laugh at racist, sexist or homophobic jokes.
- Get involved -- attend OSAPR events and invite our educators to any of the groups or organizations you belong to and have us introduce sexual assault prevention and bystander intervention techniques. Join CAARE and become a trained peer educator working to end violence at Harvard.

Bystander Intervention
starts with **YOU**



Educating in Friendship





Theoretical background

Friendship protects from bullying

- Research with more than 533 10-year-olds showed that those who had a "best friend" had a lower risk of bullying.
- *"Even more crucial to protecting children was the quality of a true friendship that defends us from attack"*

(Dunn, 86)

Theoretical background

Friendship protects from bullying

- *"A high quality friendship has been identified as a protective factor that significantly moderates the relationship between bullying behaviour and externalising problems, ensuring future research on the topic."*

Tofi, M.M A and Farrington, D.P
(2012) Risk and protective factors, longitudinal research and bullying prevention".
A new directions for youth development, 133. 85-98. <https://doi.org/10.1002/yd.20009>

Solidarity networks



- Interactions between equals can be a key factor in identifying situations of gender-based violence and, therefore, preventing them.
- Create **networks to support victims**.
Informal **friendship** networks often become the most effective support systems.
- In prevention and intervention efforts, it is necessary for the partners to **become allies**, creating spaces of support, assistance and solidarity. **ACTIVE SPECTATOR**

(Banyard et al. 2005; Gross et al. 2006; Fisher, Daigle, & Cullen, 2010; Boulton, et al. 1999)

New Discovery

Human Health

Published: April 20, 2018

A Friend Is a Treasure and May Help You to Face Bullying

Authors

Basil Navarro, Santiago Yubero, Elisa Larrañaga

Young Reviewers

Drachman Montessori K-8



Abstract

Bullying is an aggressive behavior among school-aged children. Bullying is repeated over time and includes behaviors such as hitting, breaking someone's things, name-calling, spreading rumors, or posting someone's private photos online. Researchers all over the world have found that children who are bullied may have serious health problems, including depression, anxiety, sadness, sleep and eating problems, and decreased performance in school. Psychological studies can help to prevent these serious problems, by analyzing which factors put a child at risk of being bullied. Using anonymous questionnaires, we asked children aged 10–12 years old to report if they were suffering some kind of bullying and how they felt about their relationships both in and out of school (for example, how easily they become friends with other children). We wondered if bullying could happen even in a circle of good friends. We can use the information learned in this study to promote prevention programs in schools, to advise children about how to deal with bullying.

<https://doi.org/10.3389/frym.2018.00014>

Educating in Friendship

From... "We are all friends"

To.. "I am friend of those who
trat me well"



Funded by
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If you have more time, you can read and debate.... (Articles in Spanish)



ARTÍCULOS CIENTÍFICOS RECURSOS

Los círculos de amistad protegen ante el bullying

ENE 9, 2024 ESTHER ROCA

El artículo científico (editado para
A friend is a treasure and may hel
bullying...

<https://periodicoeducacion.info/2024/01/09/los-circulos-de-amistad-protegen-ante-el-bullying/>



EVIDENCIAS

El bullying se para con evidencias científicas

MAR 7, 2023 AITOR ALZAGA

El acoso escolar es un fenómeno relevante que
no acepta experimentos u ocurrencias. Debemos
conocer qué medidas han funcionado en...

<https://periodicoeducacion.info/2023/03/07/el-bullying-se-para-con-evidencias-cientificas/>



EVIDENCIAS EXPERIENCIAS

Bystander intervention para frenar la violencia escolar

ENE 19, 2023 SARA CARBONELL

Está ampliamente demostrado a nivel
internacional que lo más efectivo para frenar la
violencia es lo que se conoce como...

<https://periodicoeducacion.info/2023/01/19/bystander-intervention-para-frenar-la-violencia-escolar/>

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