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Working sessions on prevention of GBV Primary Education

Introduction

This guide presents the fundamental framework for five sessions addressed to **primary school students** (from 8 to 12 years old). The core focus of one of these sessions encompasses the main objectives of the project and overarching subject matter to be explored, as meticulously derived from the comprehensive literature review undertaken as part of the project in D1.2 *Literature review of effective practices report*. This document will be part of the Deliverable D3.2 *Working sessions material on prevention of GBV (5 for Primary Schools and 5 for Secondary Schools and 2 for families)* and will be the basis for the Deliverables: D3.2 *Working sessions* and D3.3 *Open days in the pilot schools*.

GENERAL ORIENTATIONS FOR TEACHERS

This guide present specific contents and activities to be implemented in class with secondary school students from 8 to 12 years old.

First, to implement successfully these activities is necessary the teacher has the scientific knowledge in which these activities area based on. The technical implementation of the activities is not enough to a good development but

To have access to the **scientific knowledge basis** of these activities there are the following resources for reading and for viewing:

Documentos:



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IRIS REBE
Associació per l'Educació
Basada en l'Excellència



ACUPAMENTO DE ESCOLAS
MARINHA GRANDE
Poente



HVIDOVRE
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- [Achieving student well-being for all: educational contexts free of violence](#). European Commission. Luxembourg: Publications Office of the European Union, 2023
- [Brave's Club: Zero Violence from age zero](#). European Toolkit for Schools. School Educational Gateway

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
- STEP4SEAS. UNIT 10. Dialogic model of prevention and resolution of conflict (*attached*)

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. <https://doi.org/10.17583/generos.2021.8622>

Videos:



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Basada en Treballadors



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- [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=AcNs7q1FalU>
- Jesus Gomez's Olot Lecture. A summary (Spanish with subtitles in English):
http://www.fundacionjesusgomez.org/wp/?page_id=2576&lang=es
- Up4Diversity Final Conference. [Successful Upstander Educational Experiences](#) | -
Roundtable 2 (Video)

Secondly, there are general orientations to incorporate along all the activities development (based in the Spanish [Guide for the educational community on prevention and support for victims of school violence.](#))

Teachers conducting training need **to avoid actions and attitudes that do NOT contribute to overcoming violence and DO contribute to promoting it:**

- **Trivialising violence:** not giving importance to the situation of violence, not wanting to name it as such or attributing the situation to "childish things" trivialises violence, makes it invisible and prevents it from being eradicated.
- **Dilute responsibilities:** not taking responsibility, by blaming or delegating it to families, other teachers or the child him/herself, is a form of "washing one's hands", allowing aggressions to perpetuate.
- **Complicity and support for perpetrators:** if the perpetrator receives support, he/she not only does not stop his/her violent behaviour, but also encourages it. Supporting the aggressor includes a smile, a like, etc.

Teachers conducting training need **to incorporate and promote actions and attitudes that do DO contribute to overcoming violence:**

- Prevent or stop the assault
- Alerting others who can intervene on behalf of the victim



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It is very recommended teachers promote the following actions/attitudes to all the center.

The school/teaching staff must ensure that:

- Any report of a situation of violence will be considered.
- If a victim speaks up, they will be listened to, supported and accompanied.
- Promotes spaces for dialogue in which we think about how to intervene in situations of violence, aggression, conflicts, to give rise to talk about how we act and how we would like to act.
- Explain the difference between snitching and reporting. When it comes to protecting victims, there are never whistleblowers, only brave people who report the situation.
- Explain very well to the people who intervene how you will act, so that they lose their fear of standing by the victim's side.
- Give information about where to go and who to talk to in order to explain situations of violence. This person should be clearly identified and easily reachable.

The students must know...

- Children have the right to feel safe at school. If you are a victim, tell someone you trust.
- Don't be discouraged if you have talked to teachers and nothing has changed. Tell as many adults as it takes to get them to act.
- Don't assume that this is a private matter between the bully and the victim.
- If you feel that this is not your problem, put yourself in the victim's shoes.
- Do not act in front of violence with violence.



5 evidence-based working sessions

SESSION 1. What is and what is not violence

Time: Between 60 and 90 minutes

Objective: The objective to identify the different kinds of violence, physical, psychological, etc. and to understand how individuals can promote or prevent violence in different daily actions.

Contents:

- Identification of violence
- Violence as opposite of love and friendship
- References who exercise violence as role models

Development of the session

Time: 30 minutes	Identification of violence
Structure and resources	Based on Presentation 1. International violence definitions the teacher will open a dialogue about <ul style="list-style-type: none"> - What kind of things are happening? - What is violence? - Examples

Time: 30 minutes	Video
Structure and resources	Visualization VIDEO 1 where different violent attitudes appears. Discussion about: <ul style="list-style-type: none"> - Distinguish attitudes - Role of the bystanders - Possible actions

Time: 15 minutes	References who exercise violence as role models
Structure and resources	Taking advantage of the viewing of the video and the international definitions of violence, the previous debate is expanded, opening the dialogue to the identification of popular people and/or references who exhibit violent behavior but establish themselves as role models.

Resources for Session 1



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- Presentation 1. International violence definitions
- Video 1 <https://www.youtube.com/watch?v=CkHR80b2U5E>

SESSION 2. Who/What likes me and why?

Time: Between 60 and 90 minutes

Objectives
<ol style="list-style-type: none"> 1. To understand that our likes and dislikes depend on social interactions (family, friends, peers, media, etc.). 2. To identify the coercive dominant discourse 3. The role of new alternative masculinities

Contents:

- Peer interactions promoting likes and dislikes
- Coercive dominant discourse
- ❖ New alternative masculinities (NAM)

Development of the session

Time: 20 minutes	Coercive discourse and Referents, ¿why they like.?
Structure and resources	Following the attached orientations teachers will open a dialogue about. <ul style="list-style-type: none"> - Referent people - Attractiveness models - Different kinds of referents

Time: 30 minutes	Case study
Structure and resources	Based on Case Study 1 about social pressure and coercive discourse. To open a dialogue about: <ul style="list-style-type: none"> - Key elements in the case - Social pressure - Who likes and why

Time: 30 minutes	Social attractiveness and models of masculinities Case study 2
Structure and resources	Exposition on key aspects: freedom, consent, respect, social attractiveness, models of masculinity and the role of new alternative masculinities. Dialogue and work based on the reading of case 2 and the concepts worked on in session 2.

Resources for Session 2



- Orientations. Referents, ¿why they like?
- Case study 1. Social pressure and coercive discourse.
- Practical case 2. Social pressure, coercive discourse, models of masculinities.
- Presentation 2. Ideas about social attractive, coercive discourse, models of masculinity and new alternative masculinities.

SESSION 3. *Ideal love and consent*

Time: Between 60 and 90 minutes

Objectives

1. To identify the communicative acts promoting consent or coercion in relationships.
2. To understand the different power interactions.
3. To learn about the contributions of ideal love overcoming violence

Contents:

- Consent and coercion
- Communicative acts and power interactions

Time: 10 minutes	Ideal Love
Structure and resources	Presentation 3. Definition about Ideal Love. - Dialogue and debate the issues that appear in the definition.

Time: 35 minutes	Consentimiento
Structure and resources	Exposition on consent and communicative acts opening a debate on the matter.

Time: 45 minutes	Romeo and Juliette
Structure and resources	Dialogic Literary Gathering. Romeo and Juliet. Read the scene from Romeo and Juliet on the balcony and do a dialogue gathering or dialogue reading.

Resources for Session 3

- Presentation 3. Concept of ideal love.
- DLG. Romeo and Juliet. (act2 escene 2) https://folger-main-site-assets.s3.amazonaws.com/uploads/2022/11/romeo-and-juliet_PDF_FolgerShakespeare.pdf



SESSION 4. *Friendship*

Time: Between 60 and 90 minutes

Objectives
1. To identify friendship as a relationship far away from coercion

Contents:

- Friendship

Time: 5 minutes	Protective friendship against bullying
Structure and resources	Presentation 4. Exposition of data supported by scientific evidence on bullying and how quality friendships defend against bullying.

Time: 25 minutes	Cards game
Structure and resources	Activity. Friendship Cards. Words and phrases, on which you will have to determine whether or not they are related to true friendship.

Time: 60 minutes	Article reading
Structure and resources	Article Discussion. Teacher read out loud the article that is related to true friendship. Dialogue about the issues that appear in the article, related to the presentation.

Resources for Session 4
<ul style="list-style-type: none"> • Activity. Friendship cards. • Article: https://thesocietypages.org/ccf/2023/03/28/reading-creative-friendships-and-developing-friendship-beauty-goodness-truth-and-freedom/



SESSION 5. Bystander intervention, Isolated gender violence and Brave Club

Time: Between 60 and 90 minutes

Objectives
<ol style="list-style-type: none"> 1. To understand the Bystander intervention model. 2. To know and identify the Isolated gender violence. 3. To know the Brave's club

Contents:

- Bystander intervention and upstanders
- Isolated Gender Violence
- Brave's club

Time: 10 minutes	Definition
Structure and resources	<p>Presentación 5. Look Away Vs Upstander and Bravery</p> <p>A network of concepts is presented around upstander and bravery: Bullying, Brave Club, bystander intervention, isolating gender violence.</p>

Time: 30 minutes	Examples / situations
Structure and resources	<p>Activity. Sharing examples. Share diferents examples or situations that occurs in the school in order to identify actions that contribute to reduce violence: Sneak, Solidarity, Take position, Protection, Bravery and courage</p>

Time: 50 minutes	Brave: online game
Structure and resources	<p>Activity. Be Brave Game. Play with the Social Impact Science Brave game app.</p>

Resources for Session 5

- Presentation 4. Upstander and bravery definition
- Activity. Examples of situations
- Activity. Be Brave game. Internet connection to play the Be Brave game.
<https://allinteract.eu/2023/03/20/video-game-be-brave/>