



FAMILIES' TRAINING SECONDARY EDUCATION

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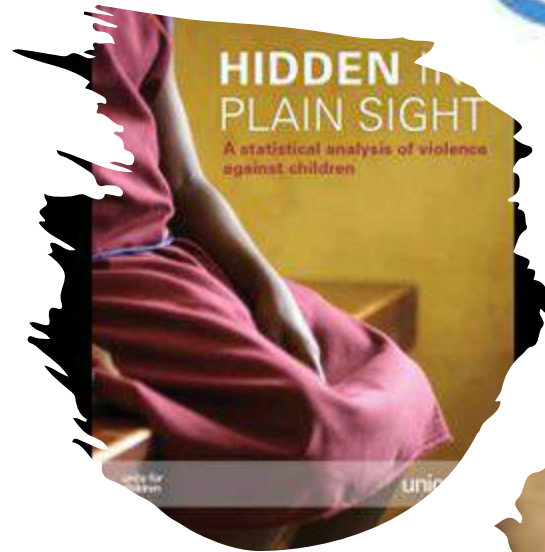
1. **Violence 0 from the age of 0**
2. Socialisation in feelings and Dominant coercive discourse
3. Protective factors
 - New Alternative Masculinities
 - Consent
 - Community involvement
 - Bystander intervention.
 - Isolating Gender Violence
 - Friendship
 - Ideal love

The presence of violence in schools.

Global problem

Includes gender violence

More vulnerable groups (disability, ethnic minorities, sexual diversity...)



1. Violence 0 from the age of 0

Violence in adolescence has its roots in childhood violence. This is why interventions to stop physical aggression must begin before children reach the age of 5 (p. 6).





Trivialisation

- “They all do it.”
- “It is part of growing up.”
- “It will fade away with age.”
- “They are “the hormones”.



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**Violence can be present
in all kinds of
relationships**



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IRIS REBE
Research on Evidence
Based on Evidence



CFAE
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AGRUPAMENTO DE ESCOLAS
MARINHA GRANDE
Poente



HVIDOVRE
UNGDOMSSKOLE

Violence can be present in all kinds of relationships

Not only in couples

Stable and sporadic relationships

The imposition of disdainful hook-ups

NOTICIAS

MAYO 28, 2021  [Édita Puigvert y Román Flichs](#) 



In the 19th century, girls were forced to marry and were told with whom they should get married. Nowadays girls are forced to hook up and are told with whom they must do it. Very often, this happens with someone who despises them. Scientific literature has already shown this reality, and we can also see it all around us if we take off the opaque lenses that prevent us from seeing it. One only needs to check on social media what *womanizers* say about the girls they have hooked up with, or just listen to one of the conversations they have on the train. Of course, the opaque lenses will "protect" us, making us think that the girls we know have never hooked up with one of those guys. It can be discussed whether that protects us or not, but scientific evidence clearly states that, this way, we are not supporting their freedom to hook-up or not and with whom.

<https://eldiariofeminista.info/2021/05/28/the-imposition-of-disdainful-hook-ups/>

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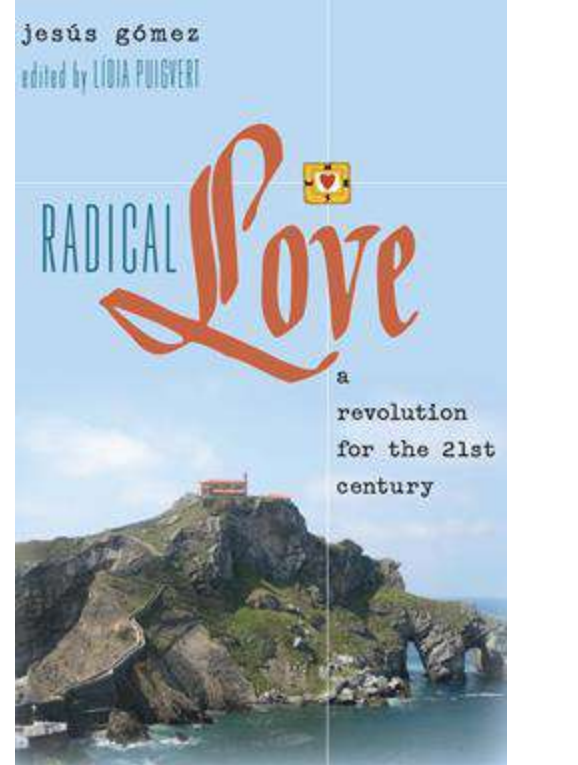


Preventive Socialisation of Gender Violence

- Love and desire are social
- Who do we like and why is not biological, but a matter of **social construction**.

Gómez, J. (2015) *Radical Love. A Revolution for the 21st Century*. Peter Lang Inc.

<https://vimeo.com/7757310>



How are feelings formed?

Interactions

- Family
- Internet
- Friends (Peer Group)
- Tv Series
- Educational Institution
- Media
- Social Networks



Dominant coercive discourse

- This line of research points to the existence of a **dominant coercive discourse that associates attraction with violence and influences the socialisation processes** of many girls at the beginning of their affective-sexual relationships. Previous research has shown this to be a risk factor for gender-based violence victimisation".

Puigvert, L., Gelsthorpe, L., Soler-Gallart, M. & Flecha, R. (2019). Girl's perception of boys with violent attitudes and behaviours, and of sexual attraction. *Palgrave Communications*, 5(56) <https://doi.org/10.1057/s41599-019-0262-5>



How is the coercive discourse transmitted?

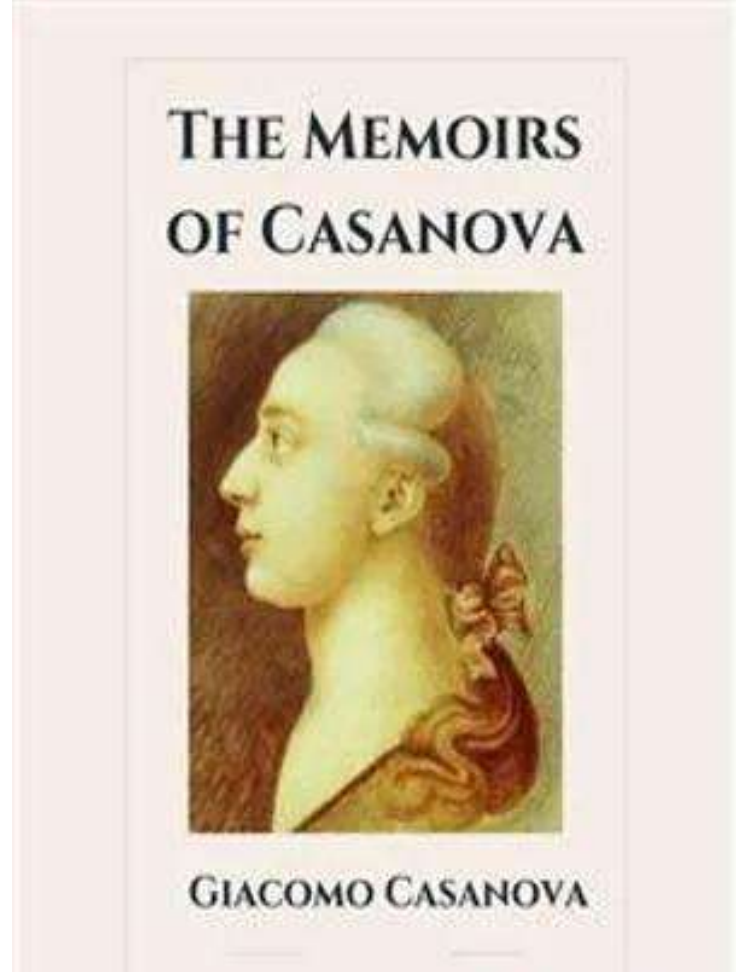
How is the attraction to violence "sold"?



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Coercive discourse throughout history



NETFLIX

Socialisation
through
series, movies,
social
networks...



Coercive discourse by adults



Merritt Smith

6 de octubre a las 7:19 · Editado ·

"I bet he likes you."

Dear man at the registration desk at Children's hospital, I'm positive that you didn't think that statement through. As soon as I heard it I knew that is where it begins. That statement is where the idea that hurting is flirting begins to set a tone for what is acceptable behavior. My four year old knows "That's not how we show we like someone. That was not a good choice."

In that moment, hurt and in a new place, worried about perhaps getting a shot or stitches you were a person we needed to help us and your words of comfort conveyed a message that someone who likes you might hurt you. No. I will not allow that message to be ok. I will not allow it to be louder than "That's not how we show we like each other." At that desk you are in a position of influence, whether you realize it or not. You thought you were making the moment lighter. It is time to take responsibility for the messages we as a society give our children. Do Not tell my 4 year old who needs stitches from a boy at school hitting her "I bet he likes you." NO.



104 35 503

25% of teenagers experience psychological or physical abuse during dating (James, West, Deters y Armijo, 2000)

Girls who had been assaulted in high school were more likely to be assaulted in their first year at university and so on (Smith, White & Holland, 2003)

The possibility of victimization in youth is more related with violent relationships in adolescence than with abuse in childhood (Smith, White & Holland, 2003)

James, W. H., West, C., Deters, K. E., & Armijo, E. (2000). Dating violence. *Adolescence*, 139, 455-466.

Smith, P. H., White, J. W., & Holland, L. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. *American Journal of Public Health*, 93, 104-109.

Socialization towards attraction to violence does not change with age

When I'm older I'll meet a "good boy", meanwhile...



Dominant Coercive Discourse

From childhood also in relationships of friendship, family...

With the "collaboration" of teachers, family, friends...

Dominant Coercive Discourse

Who do you want to be friends with? Which friend do you consider more interesting or more boring?

Which person (family, friends) do you admire the most? Which person (family, friends) do you find less interesting?

Dominant Coercive Discourse And Attraction To Violence

Which pupil in the class do you consider to be the most "active and funny"? Which pupil in the class do you consider the most "passive"?

Which classmate do you choose to study with?

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Scientific Evidence



Dominant
traditional
masculinity
(MTD)

Oppressed
traditional
masculinity
(MTO)

New
alternative
masculinities
(NAM)

Flecha, R., Puigvert, L., & Ríos, O. (2013). The New Masculinities and the Overcoming of Gender Violence. *International and Multidisciplinary Journal of Social Sciences*, 2(1), 88-113.

Traditional models of masculinity



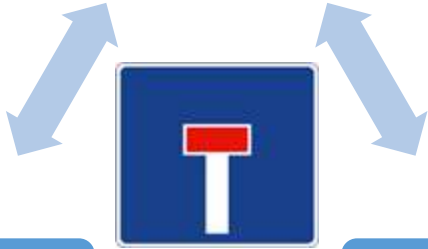
Dominant Traditional Masculinity
(MTD)



Oppressed Traditional Masculinity
(MTD)

TRADITIONAL MODELS OF MASCULINITIES

Traditional masculinities
Dominant coercive discourse



MTD: Attractiveness to Violence

MTO: Non-Violence. Empty of Attractiveness





New Alternative Masculinities

- Break the chains of double standards
- Non-violent
- Attractiveness
- Confident
- Strong and brave positioning against violence



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Projecte de l'Escola
Rebe de l'Escola



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CONSENT

No means no

Is “no means no” enough?

Is it enough to say “No”?

If we can't answer?

IT IS IMPORTANT TO SAY NO IF YOU DON'T WANT SOMETHING, BUT IT IS NOT THE ONLY THINK FOR CONSENT



CONSENT

Only “Yes” means yes

It is enough “yes mean yes”?

If you say yes because you are afraid, or they threaten you, or they put pressure on you

**IT IS IMPORTANT PEOPLE CAN SAY “YES”,
BUT IT IS NOT THE ONLY THINK FOR
CONSENT**





Communicative Acts

- Other elements need to be taken into account beyond the words "yes" or "no"
- It is necessary to introduce the "communicative acts", that is, not only what is said, or non-verbal language but also the context in which interactions take place.

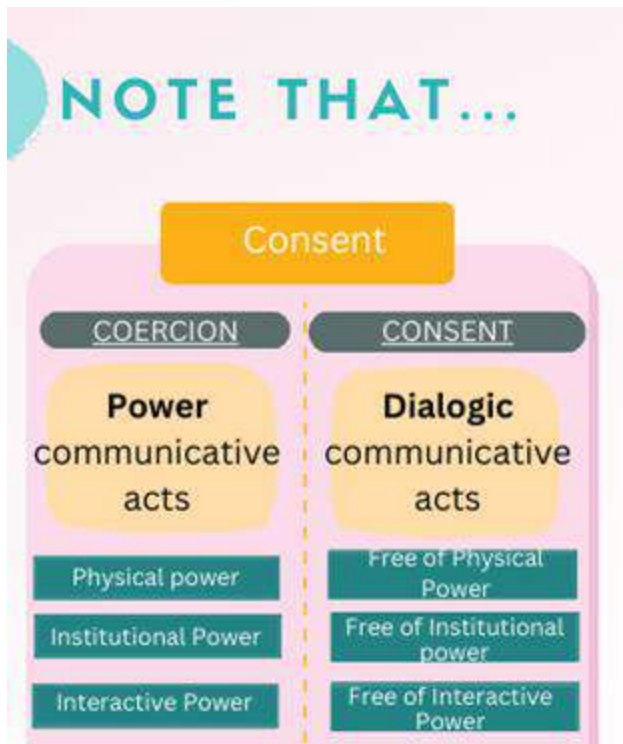


This material is part of the results of the CONSENT research project (PID2019-110466RB-100) funded by MCIN/AEI/10.13039/501100011033.

Communicative Acts

We must be aware of whether our position of power and the context allow the other person(s) involved to freely express what they want

- When communication is dominated by **power communicative acts** (whether physical, institutional or interactive) then we can say that it is an environment of coercion where if "consent" is given, it is not freely given, it may be coerced and therefore invalid
- If in the communication of consent, all communicative acts that take place are free of the three types of power (physical, institutional and interactive), then we are talking about **dialogic communicative acts** where consent can be expressed freely, we can say that there is consent



7 KEYS OF SEXUAL CONSENT

WHAT DOES THE SCIENTIFIC EVIDENCE SAY?

Any action on sexual consent is based on scientific evidence of social interact. Ask for there to be included, ask where what they tell you has worked!

1 DISTINGUISHING NOISES FROM EVIDENCE

Don't be fooled!

Neither "no" means you, nor is every "yes" free of coercion. For example if there is a threat of a weapon. Analyze the contextualized acts involved in the interactions to determine not only whether there was a verbal "yes" but whether the will is given in a truly free environment or is coerced by some power interaction or element of the environment.

Facts that are known about social norms in the area clearly do not override the legal definition of what is considered a power over relationship. All in all, consent is not a magic word. It is not a magic word. It is not a magic word. It is not a magic word.

When there is consent, it can be used to determine if there was an environment of free will.

2 NOTE THAT...

COERCION	CONSENT
Power	Choice
Threat	Free will
Force	Agreement
Intimidation	Voluntariness

3 IDENTIFYING INTERACTIVE POWER

Some situations of interactive power give the interaction established between the people involved an asymmetry that is not shared. This may have been experienced by many of them.

Do any of these things exist?

Power is the ability to influence or control the behavior of others. It is the ability to make someone else do what you want them to do.

This interactive power does not only happen at the moment of the aggression, it can start in advance interactions with other people prior to the aggression, in an environment where a context of dominance is present.

Don't let the situation of interactive power be a factor in your decision to begin saying "no". This only is the case if you are already in a situation where you are being coerced or threatened.

When there is interactive power, it is not always clear who has the power. It can be shared or it can be held by one person.

When the interaction is not free, it is not a free choice. It is a choice under duress.

When there is already an attempt to use the power of dominance, and you are already being coerced, it is not a free choice.

Identifying this coercive dynamic, these complexities of their parties in situations of coercion, can be key in a trial.

When there is already an attempt to use the power of dominance, and you are already being coerced, it is not a free choice.

4 UPSTANDERS: SAFE ENVIRONMENT

You may sometimes feel insecure with the person you are with if they don't seem to your signal.

Try to make contact with people around you so that they can give you a hand, if you are the outsider witnessing this kind of situation, think about the best and safest way to help.

Even some bystanders have agreed help. Agree to protect against coercive situations.

Even some bystanders have agreed help. Agree to protect against coercive situations. You can also have a shared agreement between situations of lack of consent or social norms or to public safety.

When there is already an attempt to use the power of dominance, and you are already being coerced, it is not a free choice.

5 PROTECT FROM LGV

When these people intervene and take a stand in situations of coercion, they become upstanders. They are perceived as "backbones" by the people around them.

Remember the name: Upstander. You are not a bystander. You are an upstander. You are an upstander. You are an upstander.

It is important to make the courage of these people visible as they are crucial to stop situations of violence.

NAMs are found in real life as well as in the series and films we watch.

7 DIALOGUE

Talking with courageous friends about the "coercion yes" and coercion dynamic that we experience on a daily basis and that is explained by scientific evidence of social interact allows you to recognize these situations now and in the future, and you can even label the signs you have already experienced with the right terms so that you can expect them from now on.

By talking about our experiences and especially realizing that we have often given "false consent". Or that we have not known what that meant.

Consent

Download here <https://crea.uab.edu/consent/elementor-1079/>

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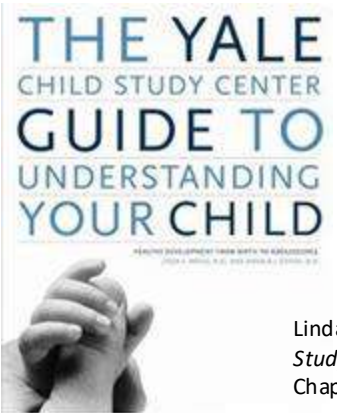




Dialogic model of Prevention and Conflict Resolution

- Violence is not something that families can eradicate by themselves. To be effective, **the answer is to involve the whole community**, not just the police and authority figures, p. 404.

<https://www.youtube.com/watch?v=AcNs7q1FaIU>



Linda C. Mayes M.D., Donald J. Cohen (2002) *The Yale Child Study Center Guide to Understanding Your Child* M.D.: Books Chapter 23, Children and Violence, p.330-342

Bystander Intervention

REVIEW OF EDUCATIONAL RESEARCH

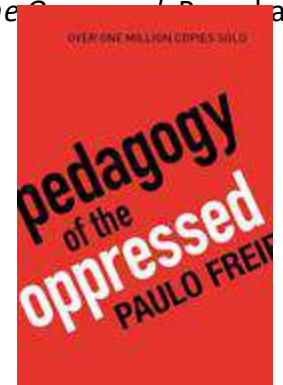
Volume 84 Number 3 September 2014

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>

•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).

“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*. New York: Herndon Books



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ISOLATING GENDER VIOLENCE



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Iniciativa de 7 Escolas
Rede de Mulheres



Isolating gender violence

Isolating Gender Violence (IGV) is **any kind of violence against those who advocate for gender violence victims**. The objective of such violence is to **isolate gender violence victims and discourage reporting or receiving support, in order to maintain the impunity of gender violence**. The IGV concept is linked to what science and legislations establish as gender violence (Vidu et al., 2021)



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Friendship



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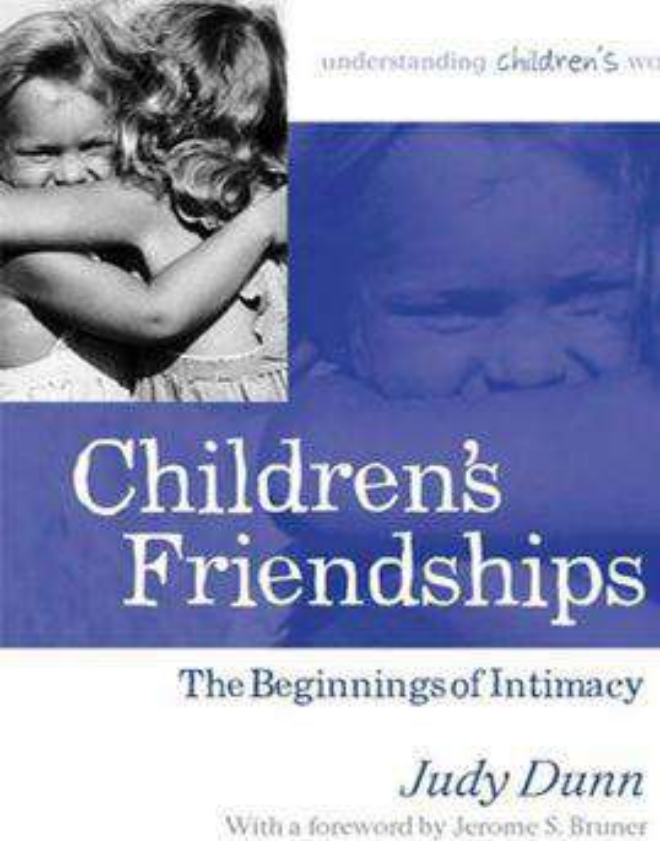
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Reactiva de l'Alumnat



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Poente



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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)

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>



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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, [...]

HOAX:
Romantic
love
generates
gender
violence

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.

Concept of Ideal Love in the 21st Century by Ramón Flecha and Lúdia Puigvert is distributed under a Creative Commons Attribution-NonCommercial-NoDerivs 4.0 International License.. <http://creativecommons.org/licenses/by-nc-nd/4.0/> Basada en una obra en <http://amieedu.org/debate/index.php?topic=101.msg492#new>

Strategies to address and overcome gender violence

- Not trivialize and act in any situation of violence
- Participation of the whole community
- Bystander intervention (upstanders), that is, support and solidarity with and for the victims
- Overcoming of Isolating Gender Violence, protecting those who protect
- Foster friendship
- Socialize by counteracting Coercive discourse: treat well those who treat well and reject those who treat badly

SOME RESOURCES



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

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



NOTICIAS

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...

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

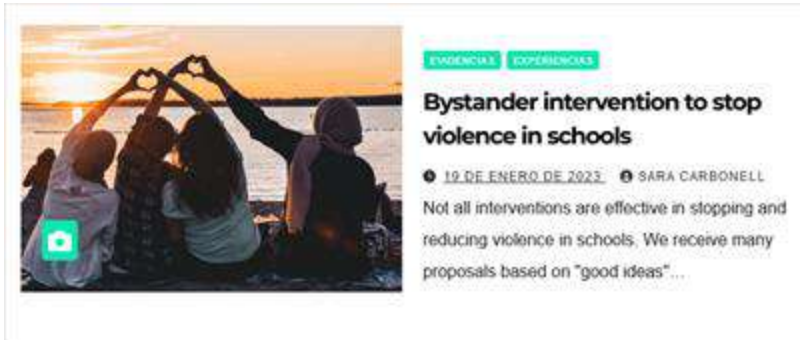


OPINIÓN DE LOS AUTORES

Power or love, violence or beauty

23 DE SEPTIEMBRE DE 2023 SARAZ ALVAREZ

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



EVIDENCIAS EXPERIENCIALES

Bystander intervention to stop violence in schools

19 DE ENERO DE 2023 SARA CARBONELL

Not all interventions are effective in stopping and reducing violence in schools. We receive many proposals based on "good ideas"...

<https://periodicoeducacion.info/2023/01/19/bystander-intervention-to-stop-violence-in-schools/>

Watch the video and comment...



<https://vimeo.com/7757310>



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