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Working sessions on prevention of GBV Secondary Education

Introduction

This guide presents the fundamental framework for five sessions addressed to **secondary school students**. 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 is a document that 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 presents specific contents and activities to be implemented in class with secondary school students from 12 to 18 years old.

Firstly, for the successful implementation of these activities, it is necessary for the teacher to have the scientific knowledge on which these activities are based. While technical implementation of the activities is important, it alone is not sufficient for proper development. To gain access to the **scientific knowledge** underlying these activities, there are the following resources available for reading and viewing:

Documents:

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



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

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/hpjournals/index.php/rimcis/article/view/612>
- 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, 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://doi.org/10.3389/fpsyg.2019.03070>
- 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/fpsyg.2021.601424>
- Salceda, M.; Vidu, A.; Aubert, A.; Roca, E. (2020). *Dialogic Feminist Gatherings: Impact of the Preventive Socialization of Gender-Based Violence on Adolescent Girls in Out-of-Home Care*. *Social Sciences*, 9(8), 138; <https://doi.org/10.3390/socsci9080138>
- 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:

- [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 throughout all the activities' development (based on 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, conversely, actively contribute to its promotion**:

- **Trivialising violence**: whether by not acknowledging its severity, avoiding the use of its proper term, or attributing it to 'childish things,' diminishes its significance, renders it invisible, and hinders efforts towards its eradication.
- **Diluting responsibilities**: whether through blaming, delegating to families, other teachers, or the child themselves, is a form of 'washing one's hands,' enabling aggressions to perpetuate.
- **Complicity and support for perpetrators**: If the perpetrator receives support, they not only fail to cease their violent behavior but may also be encouraged to continue. Support for the aggressor may manifest as a smile, a 'like,' etc.

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

- Preventing or stopping the assault
- Alerting others who can intervene on behalf of the victim

It is highly recommended that teachers promote the following actions and attitudes throughout the entire school.



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.
- Promote spaces for dialogue where we collectively contemplate interventions in situations involving violence, aggression, and conflicts. This provides an opportunity to discuss our actions and how we aspire to act.
- Clearly explain the difference between snitching and reporting. When it comes to protecting victims, there are never whistleblowers; only courageous individuals who report the situation.
- Provide clear guidance to those who intervene on how to act, aiming to alleviate any fear they may have about 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.

Students must know...

- Children have the right to feel safe at school. If you are a victim, confide in someone you trust.
- Don't be discouraged if you've spoken to teachers, and nothing has changed. Keep informing as many adults as it takes to prompt action.
- Don't assume that this is a private matter between the bully and the victim.
- If you feel that this is not your problem, try to put yourself in the victim's shoes.
- Do not respond to violence with violence.



5 evidence-based working sessions

SESSION 1. Love and attraction are social and existing dominant coercive discourse

Time: Between 60 and 90 minutes

Objective: To understand how individuals have been socialized over the years to feel **attraction** towards specific types of persons and relationships through **different social agents**: movies, literature, series, magazines, social networks, peer talk, etc, playing a key role in such socialization process.

Contents:

- ❖ Key factors from the international scientific community: gender violence socialization processes, social interactions, coercive discourse
- ❖ Socialization, social agents, and social interactions towards violence or towards rejection of violence:
 - Family interactions
 - Educational centre interactions
 - Social media interactions
 - Peer interaction

Development of the session

Time: 20 - 30 minutes	Socialization process
Structure and resources	Based on Presentation 1. Socialization process, interactions and coercive discourse the trainer will present the key factors <ul style="list-style-type: none"> - Love, attractiveness and relationships models are result of the social interactions - The existing coercive dominant discourse - Agents of socialization: family, peers, media, among others. First relationships have a crucial impact on future relationships.
Time: 30-45 minutes	Guided group discussion
	<p>The teacher will present the following questions for discussion among the students in small groups and subsequently in the whole group.</p> <p>Alternatively, the discussion can take place directly in the whole group.</p> <ul style="list-style-type: none"> - Is love and attraction an incontrollable ray of lightning, or is it learnt?



	<ul style="list-style-type: none"> - What do movies, series and music sell us that is most attractive? - Look for examples promoting attractiveness to violent/conflictive relationships/people and examples promoting attractiveness to dialogical/good treat relationships/people. - Can we do something to change the dominant discourse on attraction that is imposed on us? What can we do?
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Resources for Session 1

- **Presentation 1.** *Socialization process, interactions, and coercive discourse*
- **Guidelines for Guide group discussion**

SESSION 2. Consent and diversity of relationships

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 go in depth in the consent in stable and sporadic relationships.

Contents:

- ❖ Consent and coercion
- ❖ Communicative acts and power interactions

Time: 20-30 minutes	Consent and coercion
Structure and resources	<p>Based in Presentation 3. <i>Consent versus Coercion in relationships</i> the teacher will present the key elements:</p> <ul style="list-style-type: none"> ● Consent and coercion beyond “no means no” and “only yes mean yes” ● Communicative acts ● Power interactions: physical, institutional, and interactive ● Stable and sporadic relationships
Time: 30-45 minutes	Consent in stable and sporadic relationships
	<p>The teacher will present different “situations” to analyse consent and coercion.</p> <p>Discussion exercise. Consent and coercion in stable and sporadic relationships.</p>



Resources for Session 2

- **Presentation 2.** *Consent versus Coercion in relationships*
- **Instructions for Discussion exercise.** Consent and coercion in stable and sporadic relationships.

SESSION 3. Masculinity models

Time: Between 60 and 90 minutes

Objectives

1. To identify the different masculinity models and their links to violence.

Contents:

- ❖ Masculinity models

Time: 30-45 minutes	Masculinity models
Structure and resources	Based in Presentation 3. <i>Masculinity models</i> the teacher will present the masculinity models and their relationship to violence. The teacher will guide the exercise
Time: 30-45 minutes	Discussion exercise .Masculinity models in social media

Resources for Session 3

- **Presentation 3. *Masculinity models***
- **Instructions for Discussion exercise.** Masculinity models in social media



SESSION 4. Romantic love

Time: Between 60 and 90 minutes

Objectives

- 1 To understand the contributions of romantic love in the overcoming of gender violence.

Contents:

- ❖ Romantic love

Time: 30-45 minutes	Ideal love
Structure and resources	Based in Presentation 4. Ideal love the teacher will present the key issues: <ul style="list-style-type: none"> • the historical contributions of romantic love • the ideal love in 21st century
Time: 30-45 minutes	Feminist Dialogic Gathering
	The teacher will manage the Feminist Dialogic Gathering with the article: Feminist dialogic Gathering: Love is the most revolutionary act we can choose (Periódico Educación 2023)

Resources for Session 4

- **Presentation 4. Ideal love**
- Document: [Love is the most revolutionary act we can choose](https://periodicoeducacion.info/2023/02/14/love-is-the-most-revolutionary-act-we-can-choose/) (Periódico Educación 2023) <https://periodicoeducacion.info/2023/02/14/love-is-the-most-revolutionary-act-we-can-choose/>

SESSION 5. Bystander intervention and Isolating Gender violence

Time: Between 60 and 90 minutes

Objectives

1. To understand the Bystander intervention model.
2. To know and identify the Isolating gender violence.

Contents:



- ❖ Bystander intervention and upstanders
- ❖ Isolating Gender Violence

Time: 20-25 min	<i>Bystander intervention and Isolating Gender violence</i>
Structure and resources	Based on Presentation 5. Bystander intervention and Isolated gender violence the teacher will present the key factors <ul style="list-style-type: none"> - Bystander intervention. From bystander to upstander. - Friendship - Isolating gender violence.
Time: 30-45 minutes	Actions
Structure and resources	Brave's Club: Zero Violence from age zero. European Toolkit for Schools. School Educational Gateway The teacher will manage the exercise: Exercise. What are you doing and what can you do

Resources for Session 5

- **Presentation 5.** Bystander intervention and Isolating gender violence
- [Brave's Club: Zero Violence from age zero.](#) European Toolkit for Schools. School Educational Gateway
- **Instructions for the Exercise.** What are you doing and what can you do.

ADDITIONAL MATERIAL

Peer group in front of coercive discourse

This is additional material If teachers have more time and wants to discuss different cases.

Objectives

1. To go in deep in the role of peer group in front of coercive discourse
2. To identify actions of solidarity with friends
3. To be aware of the normalization of deception in relationships
4. To identify and overcome double standards.



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Contents:

- ❖ Peer interactions promoting or overcoming gender violence