



Educational Package



Co-financiado por el
Programa de
Aprendizaje Permanente



Torres Vedras
Câmara Municipal

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Equality Sounds Good! Express it yourself is a project funded by:



European Commission through Lifelong Learning Programme (current Erasmus + Programme).

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The views expressed in this document do not necessarily represent the view of the European Commission, the EU Lifelong Learning Programme (current Erasmus + Programme), or the particular partner organisations that have collaborated in its production. The ESG team kindly acknowledges the support of the European Commission in funding the project that led to the production of this toolkit.





1. Introduction

This educational toolkit has been designed within the framework of Equality sounds good! Express it yourself (hereinafter, ESG). The project is focused on fostering equality between men and women, as well as developing behaviours and attitudes that refuse gender-based violence via non-violent conflict resolution throughout artistic and musical expression. This is considered innovative since this is an area in which traditionally, these issues have not been properly considered.

ESG project allow both girls and boys to show their understandings, emotions and feelings regarding gender equality by developing emotional intelligence competences. Moreover, students also analyze contemporary pop music which will promote their critical thinking towards gender stereotypes evoked by this kind of music. These aims are reached by fostering mobility of teachers and staff responsible for developing and implementing educational measures to promote gender equality. In addition to this, and considering the European dimension of the LLP, the project intends the target groups, specifically the students, to know and value the linguistic and cultural European diversity by using materials both from Spain and Portugal.

ESG project is a Comenius Regio Partnership funded by the European Commission through the Lifelong Learning Programme. The coordinator region is the Region of Murcia (Spain) and the partner municipality is Torres Vedras (Portugal). These are the partner organisations involved in the project:

Regional Government of Murcia

The Regional Government of Murcia has the competences of developing public policies in the field of gender-based violence and gender equality. Specifically, it is in charge of implementing prevention programmes and providing victims with specialized resources on gender-based violence.

Website: www.carm.es

San Buenaventura School - Capuchinos

San Buenaventura school provides education from 2-20 years, inspired by Saint Francis of Assisi's ideas that allows the centre to provide their student a comprehensive education approach beyond academic training. Equality, respect and tolerance are principles that are present in the everyday activities of this school.

Website: www.colegiosanbuenaventura.es

Asociation against Domestic Violence in the Region of Murcia (AVIDA)

AVIDA is one of the most relevant NGOs in the Region of Murcia in the field of gender-based violence. This NGO offers services to women victims of gender-based violence and it also developed preventative strategies in many different areas. Their main activities are: providing intervention and support services to women and their children; delivering awareness campaigns regarding GBV; training professionals in GBV prevention and gender equality issues; participating in developing educational strategies to prevent GBV.

Federación Scout de Exploradores de Murcia (ASDE)

Federación Scout de Exploradores de Murcia, founded in 1913, is a regional scout organization whose goal is to educate children and young people in their leisure time to actively participate and engage in working for a better society, by taking part in actions designed to leave our environment and society better than we found it. ASDE represents 3,200 scouts in the Region of Murcia, spreaded across 30 groups in different towns and cities.

Website: www.exmu.es

Município de Torres Vedras (City Council)

Torres Vedras is a municipality in the Portuguese district of Lisbon, approximately 50 km north of the capital Lisbon, between the beaches (Atlantic Ocean) and the hill. Population: 79465. Area: 407.15 km².

Site: <http://www.cm-tvedras.pt>

Schools Association Henriques Nogueira

This Schools Association has 14 schools (pre-primary, primary and secondary schools) and approximately 2,000 pupils. It has several courses for secondary education, including professional courses. The secondary school is in Torres Vedras city and the other schools are in the rural area.

Site: <http://www.aehn.net>

ATV - Académico de Torres Vedras

The ATV is a non-profit association, founded in 1995, working for the development an active citizenship.

Site: <http://www.atv.pt>

School of Music Maldonado Rodrigues - Association Club of Sport and Physical Education of Torres Vedras

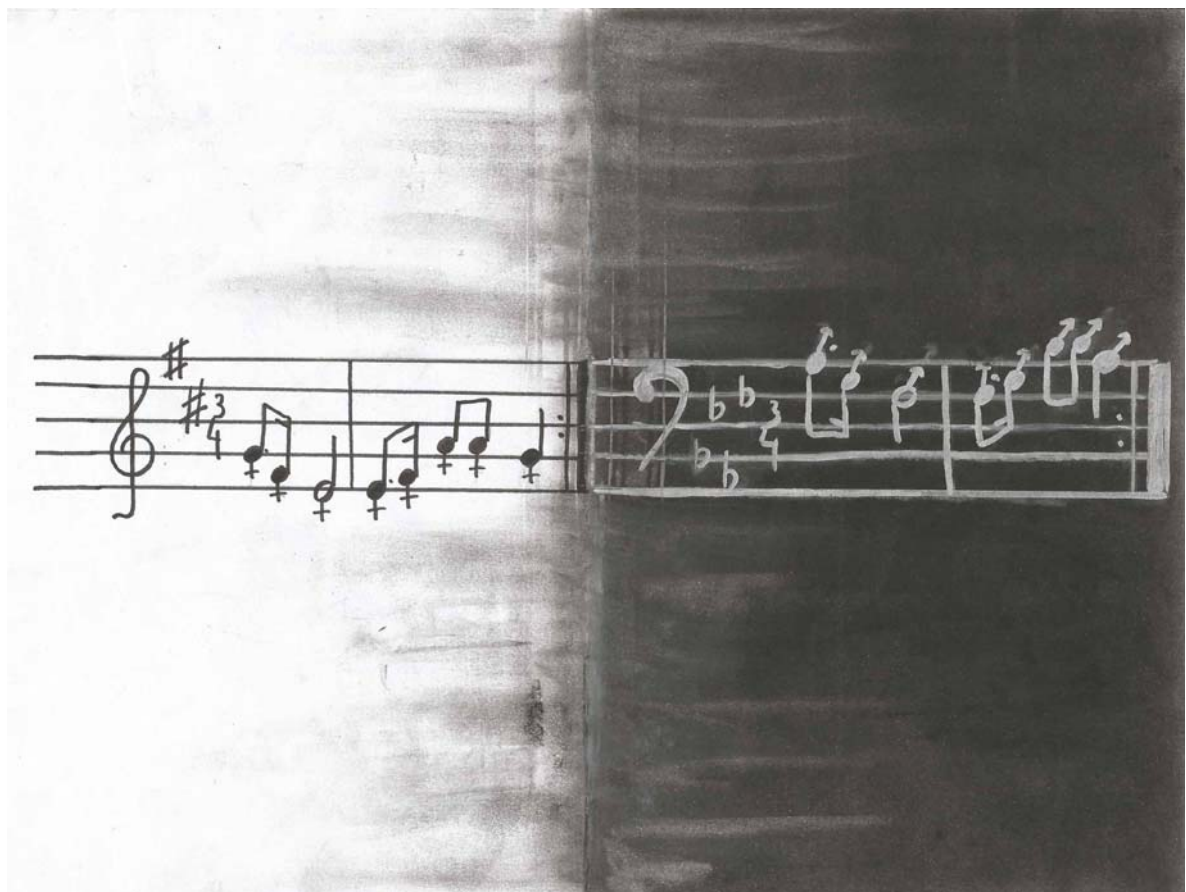
It is a non-profit association, working to promote and increase cultural, sportive and physical activities. The school of music is an official school.

Site: <http://fisicatvedras.pt/>

CEMRI - Centre of Studies on Migrations and Intercultural Relations

It is a scientific research unit accredited and funded by the Science and Technology Foundation (FCT). The Centre is hosted by the Universidade Aberta - UAb (Portuguese Open University).

Site: <http://cemri.uab.pt>





2. Educational and legal framework

Gender-based violence, as an specific manifestation of violence against women, is understood as a violation of Human Rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

The United Nations Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) established that States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. Particularly to ensure, on a basis of equality of men and women, the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular by the revision of textbooks and school programmes and the adaptation of teaching methods¹

It is widely recognized that prevention of gender-based violence must be a mainstreaming issue in all the educational stages. It means that, depending on the age of children and young people, different contents and approaches need to be considered in order to address each target group. Moreover, states within the European Union are expected to take the necessary steps to include teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and all levels of education.²

¹ Article 10c, UN Convention on the Elimination of all Forms of Discrimination Against Women, New York, United States of America, 1979.

² Article 14, Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence, Istanbul, Turkey, 2011.

The Spanish legal framework follows these guidelines, so that there are different measures in national and regional legislation. Indeed, it is established that the Spanish Education system will include, among their principles, the training of teachers in the field of respect and promotion of Fundamental Rights, freedoms and equality between women and men, together with tolerance and freedom as democratic pillars.

Specifically, regarding Primary Education, the need of fostering students' skills and competences to solve conflicts without violence and to understand and respect gender equality is recognized. For Secondary Education, this Act states that education will help develop students' ability to relate peacefully to others and to understand, value and defend the principle of equal opportunities between men and women. Also, students' ability to consolidate their personal, social and moral maturity will be developed, so they act responsibly and independently, and to analyze and criticize gender inequalities and foster real and effective equality between men and women.³

Portugal has the gender equality present on the constitution and in several laws. The most relevant law is the Lei n.º 19/2013, de 21 de fevereiro, a Penal Law update, about domestic violence prevention and help for victims. In Portugal, gender equality has not a different attention so that it is included in domestic violence.

³ Article 4, Organic Act 1/2004, 28 December, on Integrated Protection Measures Against Gender-Based Violence, Spain, 2004.





3. Objectives

Aims of the project and the educational package

The aims of ESG Project are:

- Fostering cooperation between teachers and managers from involved regions.
- Improving learning methods and inclusive methodological approaches by sharing best practices.
- Fostering the knowledge and making both students and teachers realise the added value of European cultural and linguistic diversity.

This educational package is designed to:

- Fostering gender equality in order to contribute to the European Citizenship building process.
- Promoting healthy and equal relationships between young men and women.
- Increasing awareness among children and young people in equality throughout music and arts.

Specific aims in Primary Education

- Developing emotional competences in the context of gender equality.
- Reducing the effect of gender stereotyping and gender roles on the socialization process through musical and physical expression.

Specific aims in Secondary Education

- Encouraging musical creation as a way to make young people realize of the importance of gender equality.
- Preventing gender-based violence in young couples and identifying early warning signals.
- Fostering critical thinking towards messages they receive through music.



4. Target population and action areas

The educational package as an integral and adaptative tool for fostering gender equality and preventing GBV

This educational toolkit is designed to deal with gender equality competences across all the compulsory educational stages through music. Teachers do not have to deliver all the activities but to choose those that fit the best students requirements. However, in order to ensure there is a positive impact on children and young people, it should be implemented systematically. We strongly suggest to avoid delivering activities isolated (e.g, one activity each two months).

The activities contained in this document are replicable by teachers and educators. We encourage them to adapt these contents to specific environments and to specific students' needs. Moreover, this toolkit can be delivered in formal and non-formal educational context, as explained below (please, see page 26).

To encourage the adaptation of this educational package, the activities are available in .doc, so that text and materials can be modified if needed.

Target groups

The educational package includes activities developed and tested in Primary and Secondary schools.

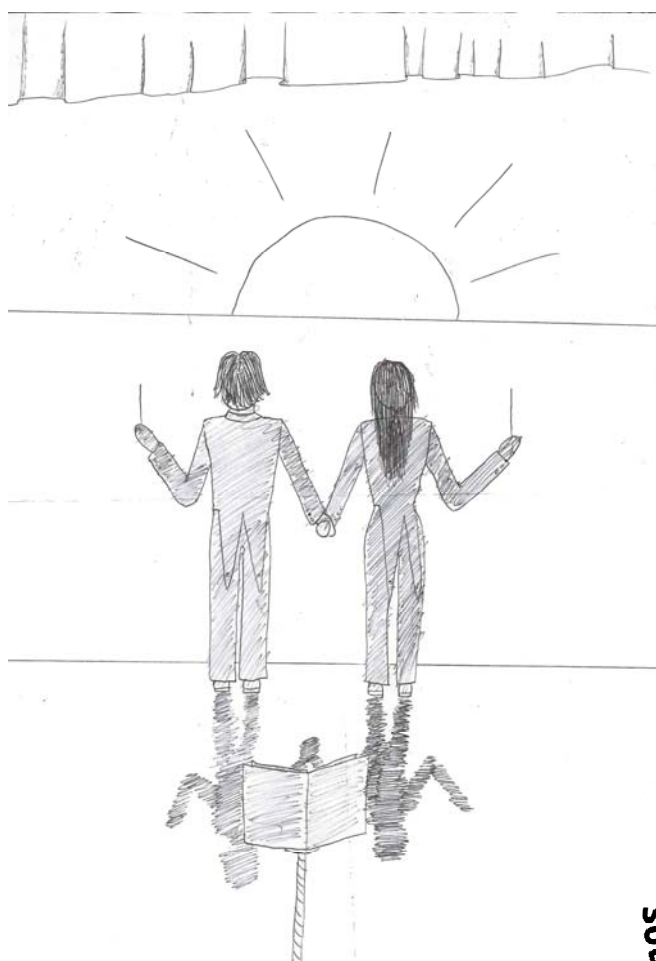
The target group is made up of two age ranges:

- Primary Education: ages 6-12 (Spain); 8-12 (Portugal).
- Secondary Education: ages 12-18.

Educational frameworks in Spain and Portugal

	PT	ES
3-6	Pré-escolar	Educación Infantil
6-10	1.º ciclo do Ensino Básico	Educación Primaria
10-12	2.º ciclo do Ensino Básico	
12-15	3.º ciclo do Ensino Básico	ESO - Enseñanza Secundaria Obligatoria
15-16	Ensino Secundário	
16-17		Bachillerato
17-18		

For each activity you will find the most suitable age range. However, we strongly suggest you to adapt the activities to different age groups if you find them useful for an age range different from suggested.





5. Promoting gender equality values through music and art expression

Arts and education

Music is one of the most important elements in an education system, since it is a way to improve students' emotional development. Their sensitivity and emotional intelligence could be not properly developed if they do not have the opportunity of learning and understanding arts.

It is wrong to think that the education framework has to offer just a set of concepts from different subjects. A comprehensive education system needs to consider many other issues to foster emotional competences in order to prepare children and young people not only for the labour market but for their lives. Families and schools are the main agents in a child's socialization process, where they learn how to be a person. Students with no access to an emotional education are being limited in terms of a complete personal development and will be less sensitive and empathic with people around them. As they can neither understand their own feelings or be emphatic with others, this could lead them to have problems in their adult relationships.

Because of this, educators and policy makers should approach education in a way that allow children to grow in intelectual and emotional areas in order to avoid unhealthy behaviours in the future. To achieve this, education in arts is critical.

Music as a key educational and learning aspect

Music is the most instinctive art and it gets students easily and intuitively. It is one of their hobbies and it is integrated in their daily lives. It is not necessary to know anything about music to enjoy it and our brains are constantly receiving musical stimuli at all times, even without being conscious about it. In addition to this, music can express intuitive feelings and moods that are quite difficult to communicate by using

words or images. Music shows intangible but strong concepts such as fear, happiness or anxiety. Indeed, music is commonly known as the 'universal language'.

Listening and playing music help us to identify, analyze and understand feelings. Implementing active-listening activities and playing music in the classroom will allow students to feel different emotions they are not familiarised with. Also, playing music fosters many other competences and skills: self-discipline, self-control, respect, teamwork skills, empathy... And all of them have a positive impact on students personal growth and professional development. To sum up, music can make young people and children be more balanced and sensitive and prepare them to cope with life challenges.



Music impact on young people's values

Music, as an art, has a positive impact in many aspects of our lives but we should be aware of some possible negative effects it could bring to young people. Students listen to different musical styles and they do it in several places and situations and, many times, without the supervision of adults. It is quite difficult to know the music stored on their cell phones, MP3 players or what they search for and listen to on the internet. Sometimes, young people are exposed to unhealthy behaviours and ideas that should not be transferred from music to real life. Moreover, it is usual to find people who understand music as a way to escape from some situations and avoid or forget difficult situations. However, musical expression can transmit positive social and cultural values. But, as always, children and young people need guidance to distinguish one from another.

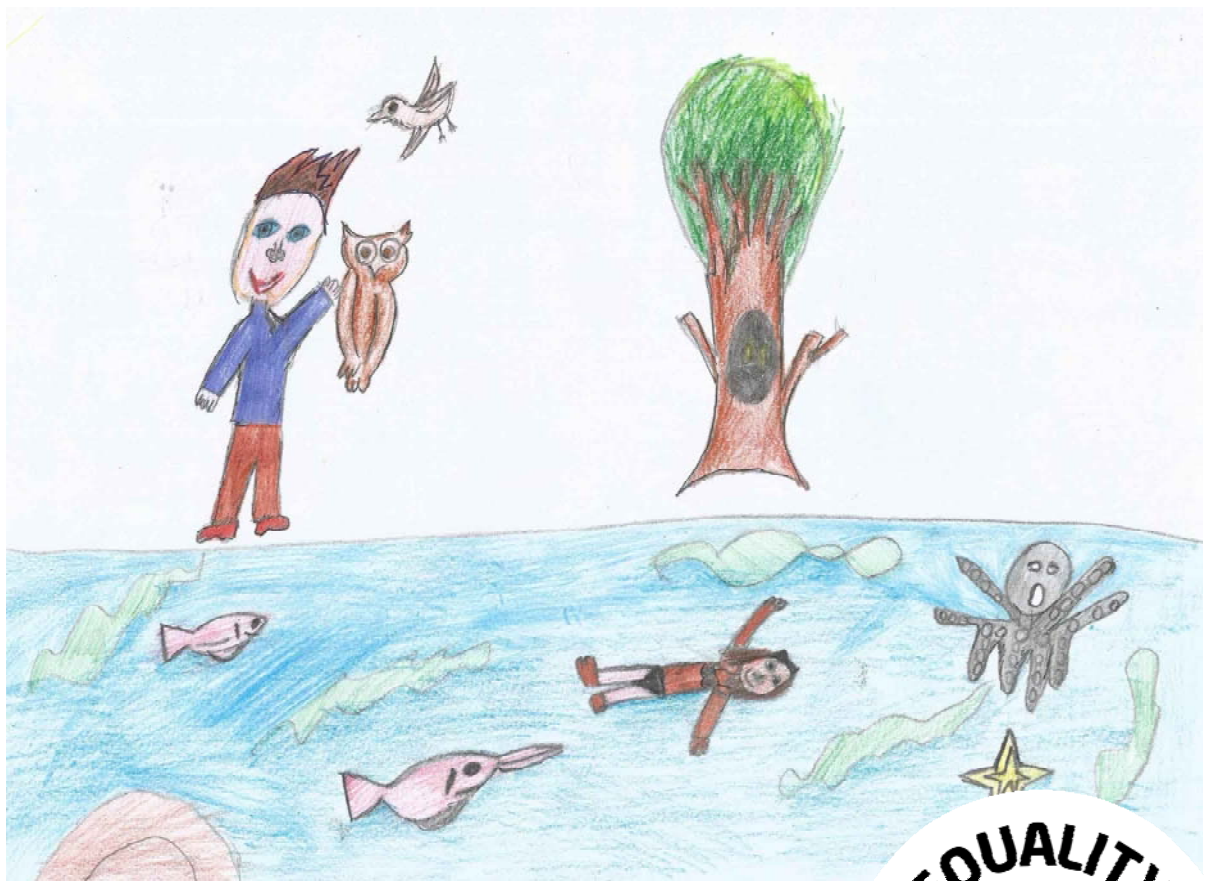
First, it is necessary to know that there is a kind of music that easily makes us stop our thinking and diverting our attention: the music made to dance. It is attractive, especially for teenagers. Its rhythm reminds our most instinctive side. It sounds natural, since we have a heart beating from the first day of our lives and this sound is replicated by this rhythm and moves us backwards to our primitive origin. Also, this music style is made with lots of musical loops or riffs, so that the replay of a rhythm causes 'alienates' people and, literally, our brains stop working. If it could be a problem for adult people, it is not difficult to think that it could be more dangerous for teenagers.

Music and transmission of negative values and unhealthy behaviours

In terms of gender issues, pop music can spread inappropriate message and can contribute young men women to assume and replicate certain ideas and attitudes that do not contribute to healthy and equal relationships. Some lyrics and video clips show women as an object. This music, continuously listened, contributes to standardized this idea and become in a normal thing a very dangerous situation. It contributes to extend the idea among young boys that they control girls because, as objects, women have no personal autonomy. Also, lyrics and music videos sometimes show women and young girls using her body and physical charms "to get what they want" from men, spreading the idea to their listeners of how powerful they can be.

Moreover, sometimes pop music show tricky behavioural models that lead to a growing misconception of self-esteem. In addition to this, in music videos, the power of pictures reinforces the message transmitted by lyrics. On the one hand, women adopt submissive and dependant attitudes towards male characters and many times, they are

happy with this, they enjoy and assume this situation. On the other hand, men adopt paternalistic and control attitudes that are shown not only with lyrics but with physical expression. Transferring this to real life and personal interactions can lead to unequal and unhealthy relationships and gender-based violence in the future. Since music is a critical agent in socialization process, messages and associated images should be created considering how powerful they are and how they can be used for a positive social change in which gender roles and stereotyping are not perpetuated.



Positive impact of music

In contrast to the negative influences from music, there is many areas and ways in which music education have a positive effect. This is the idea in which this project is based on: music can be a catalyst for personal and social change. To achieve this, the approach to be implemented in music learning process must be different from the ones followed in other subjects. Music allows teachers and educators to emphasyze and promote emotional development. Indeed, children's and young people's emotions need to be trained in the same way other skills and knowledge are promoted, and arts definitely contribute to this goal. If you take care of your body by having a healthy diet and practising sports, if you study and train to improve certain intellectual skills, then it makes no sense not to pay attention to emotions. Music allows us to develop this side of us. It evokes emotions, and thoughts and it help us to recreate feelings, to intuitively empathize with others' and to make comprehensive those issues we usually are unable to rationally understand.

Furthermore, playing an instrument or singing have other possitive impacts on young people. These activities require a high level of selfdiscipline and this leads to self-control, order and patience as well as to a different way of interpreting and analyzing arts. Together with this, music is a collective process. Making music with others fosters respect, tolerance, attention and generosity. In new educational systems and context, teamworks skills are promoted because of there links to emotional intelligence, which is critical to prevent unhealthy personal and professional relationships with others.



Teachers' role

Teachers' work is critical along this process, since they will be together with the students and they will see and measure their development. It leads us to think that an appropriate training and awareness of teachers involved in these activities are fundamental.

Teachers engagement should take place in two fields:

- **Academic:** teachers must increase students' awareness in unhealthy behaviours and messages that are been transmitted by music and how music can be used to enhance inequality and gender-based violence but also to foster equality between men and women and to prevent violence.
- **Personal:** working with children and young people will allow teachers to realise warning attitudes and problems. Sometimes, teachers have the chance of noticing students' personality traits that parents can not perceived. Analyzing their reactions when talking about gender issues can help us to discover problems at home related to gender-based violence, some students' willingness to become into a perpetrator or into a victim in the future.





6. Methodology

The methodology that is going to be used to put this toolkit into practice this pack, is based on the following characteristics:

EXISTENTIAL: the activities will be realized in a lively way in order to stimulate all the human being's aspects such as mind, emotions and body. What is learnt in a sensory way with personal implication will take less effort and time to be assimilated and will remain for longer.

OPENING: all the activities may be modified according to the context, giving teachers the possibility to include new elements. The place where the activities will be done could be also adapted.

DYNAMIC: our main resource is music, together with body language and interpersonal relationships. These resources will be used to generate a dynamic environment. Another revitalizing resource is students grouping. Small groups, big groups, couples...The groups will be formed according to the objectives of each activity.

MOTIVATIONAL: the teacher will be a counselor who encourages the student. The teacher will select the topics to be developed in each session by taking into account students' music preferences in all cases.

FLEXIBLE: the number and length of the activities may be subjected to revision.

FUNCTIONAL: we learn what we use, therefore basic concepts about gender-based violence and gender equality will be taught with a strong practical sense. At the end of each session, students will be asked to undertake a self-evaluation of everything that happened during the session. By this way they will be able to broaden their own self-consciousness about gender-based violence and suggest ways to improve their lives.

opening
dynamic functional
flexible existential
motivational



7. Programme for social and emotional learning focused on gender equality

The socialization and learning of the gender roles begins early in life and, as a result, at age of 1 year and a half it can be observed differences in the behaviour accordingly to gender stereotypes (Gleitman, 1988). There are also differences in emotional expression that are highlighted with age (Chapin & Aldao, 2013). Another classic example as a product of gender roles typification are the differences found in disposal to leader (Chaffins, Forbes, Fuqua & Cangemi, 1995) or to express about themselves in a positive way (Moss-Racusin & Rudman, 2010), which puts woman in disadvantage. These are factors that lead to the phenomena of the “glass ceiling” (Chaffins et al., 1995). In this way, gender stereotypes are lifelong present and sire the gender inequalities and gender violence.

On the other side, Social and Emotional Learning (SEL), which is the process by which children and adults develop the fundamental social and emotional competences essential to success in school and in life (Zins, Weissberg, Wang & Walberg, 2004). Furthermore, these skills are a bulwark against bullying, peer pressure, disrespectful behaviour toward adults and dangerous risk-taking behaviour involving sex and drugs. Students with improved social skills and emotional awareness do better both socially and academically (Weissberg & O’Brien, 2004). Therefore, SEL programs can be pointed as a good way to prevent violent behaviour as well as to give experiences that complement and bring more gender equality in relationships.

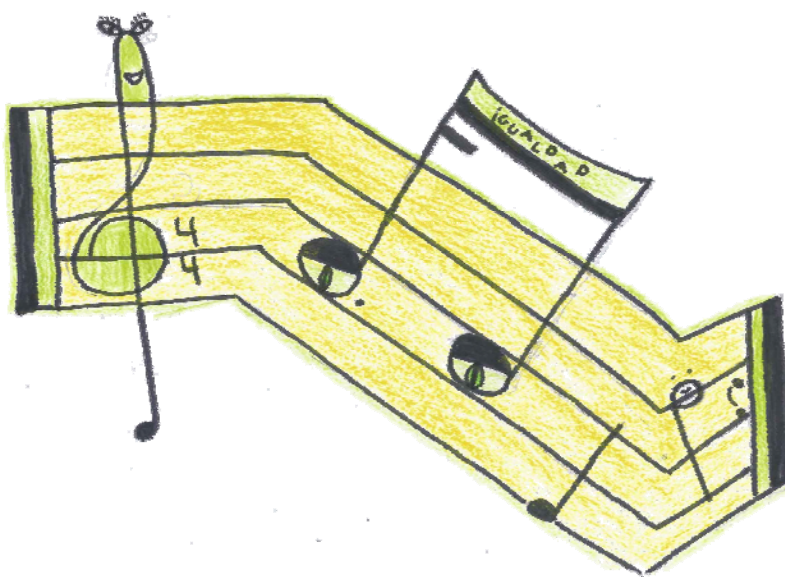
In this light, was developed a SEL program with a special focus on the promotion of gender equality. The program has a set of activities that are sequenced and interrelated and have as main guidelines Collaborative for Academic, Social and Emotional Learning (2005) recommendations. Here the program is presented as a whole, having a manual of its own available on the websites of organizations involved in ESG.

The program was prepared for students of age 8-10 (4th year) and is organized in 12 sessions (one hour each). It is to be applied within the class (20 students). The main themes included are: Emotions, Peak of Gender Equality (board game), Self-esteem, Responsible Decision Making and Peer Pressure. The manual includes the materials used.



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8. Links between formal and non-formal education

Increasingly and assuming an international level, schools are pointed has a main stage to promote health behaviour and to implement primary prevention, in addition to education (Roeser, Eccles, & Samoroff, 2000) in order to promote the development of all students and therefore healthier societies. In this regard, is often observed partnerships between schools and other entities in order to give schools resources to best accomplish these goals.

Regarding universal preventions projects, in which this can be included, it is recommended that projects should be multiannual, ranging from elementary to secondary school, continually evaluated, systematic, coordinated with other schools activities, and involving all the agents of the school community (Elias et al., 1997).

In this project, external entities to schools participated in different ways. They were very important in organization, involving the communities and supplying technical support. In other cases also have developed the activities within the schools, providing also human resources to the development of activities and specific "know how". It was crucial that this entities to have a regular presence in schools and space to intervene within the regular function of schools. In this case, these entities had already stablished experience in the development of activities within the schools. On other hand, was also important to get out of classroom and involve a greater number of educator agents (ex.: the meetings with teachers to organize activities; formal formation with non-teaching staff).

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9. Activities for primary education

9.1 Changing the end

Name of the activity	Changing the end / Songs for equality
Age range and recommendations to adapt the activity to another age group	8-12
Duration	50 minutes (this activity can be replicated for three sessions) Or 4 sessions of 50 minutes (please, see "Description" for an alternative activity)
Number of students to be involved	20-30 students
Aims (general and specific aims)	<ul style="list-style-type: none">◦ To encourage divergent thinking.◦ To release external conditioning factors.◦ To recognize music as part of everyday life and the different influences and roles it plays.◦ To express feelings on gender issues by rewriting lyrics
Competences	To be able to see different solutions to the same problem.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Photocopies with the lyrics of the suggested songs
Description of the activity (methodology, guidelines for trainers/teachers,...)	<p>First, the teacher suggests different songs with new possible endings to choose. Then, students may choose one or some of them and rewrite the song according to the new end.</p> <p>Second, teacher may suggest other songs without end so that students can create new ones by themselves.</p> <p>Alternatively, you can deliver this activity in a different way: After preparative sessions where students, in small groups, have written key words and some sentences about this theme, they must re-write it as lyrics.</p> <p>After lyrics students find a suitable melody. Teachers should help them with harmony and choosing instruments.</p>
Assessment (feedback from teachers and students,...)	<p>Do I feel that my life is already written? Or I realize I have alternatives in front of me?</p> <p>Am I aware that there are always different choices to solve/cope with a situation?</p> <p>Am I able of choosing a different way which can make me feel better?</p>

9.2 The dance of my life

Name of the activity	The dance of my life
Age range and recommendations to adapt the activity to another age group	8-12
Duration	Two sessions of 50-60 minutes
Number of students to be involved	20-30
Aims (general and specific aims)	<ul style="list-style-type: none">◦ To recognise the body as a mean of expression.◦ To become aware of non-verbal communication.◦ To incorporate in the relationship's communication balanced and positive non-verbal expression.
Competences	Regulate the body communication to reach the balance into the relationships
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Music to dance A big class to dance
Description of the activity (methodology, guidelines for trainers/teachers,...)	<p>First session:</p> <p>In pairs, students choose a song to choreograph a dance (4x8). They show their choreography to the others. The teacher teaches movements to express respect, tolerance...</p> <p>Second session:</p> <p>In couples again they make a new choreography which gather the learning movements. They show their choreography to the others.</p>
Assessment (feedback from teachers and students,...)	At the end of the session, students must be aware of this sentence "I move as I am - I am as I move"

9.3 Made by myself

Name of the activity	Modelling my life
Age range and recommendations to adapt the activity to another age group	6-12
Duration	50m
Number of students to be involved	30
Aims (general and specific aims)	<ul style="list-style-type: none">◦ To understand that the way I express how I feel also depends on the type of message.◦ To realize that what I listen has an influence on me but I am able to change this influence and choose another options
Competences	Building my life healthily
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Colourful clay Songs
Description of the activity (methodology, guidelines for trainers/teachers,...)	<p>We listen to a song about a toxic or non-equal relationship and then, we choose a block of clay. Listening to the song, we model the clay and express what we feel.</p> <p>Then, we listen to a song about a positive relationship and we choose again a block of clay to model and express how this song makes us feel.</p> <p>Finally, compare the results.</p> <p>At the end of the session ask the students the following question: what song do you wish for your life?</p>
Assessment (feedback from teachers and students,...)	<p>Are we aware of the messages that we listen?</p> <p>How am I determined by I listen?</p> <p>I am responsible for my life.</p>

9.4 Emphasising the positive

Name of the activity	Emphasising the positive
Age range and recommendations to adapt the activity to another age group	6-10
Duration	50 minutes
Number of students to be involved	20-30
Aims (general and specific aims)	<ul style="list-style-type: none">◦ To make percussion to emphasize the words that we want to feel.◦ To practise the stressed syllable as the beginning of a time and as the strong part of what wants to be emphasized.
Competences	To put the emphasis on the positive
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Just the body is enough to do the activity. But we could add: tables, chairs and percussion instruments.
Description of the activity (methodology, guidelines for trainers/teachers,...)	Rhythm workshops of 5 students will be formed in order to create 4 rhythmic sentences where the following words are included: respect, tolerance, equality and peace.
Assessment (feedback from teachers and students,...)	In what point do i put my attention? Positive aspects? Negative aspects?

9.5 Traditional songs and gender equality

Name of the activity	Traditional song about professions
Age range and recommendations to adapt the activity to another age group	8-10 years This activity can be applied to children under age. The teacher should adapt the professions to the group.
Duration	2 or 3 sessions of 60 minutes (depending on the group)
Number of students to be involved	20 (boys and girls)
Aims (general and specific aims)	<ul style="list-style-type: none">◦ Raise awareness of gender equality in order to promote better citizens.◦ Promote equality through the professions.
Competences	To recognize the song as part of everyday life and the different roles it plays. To recognize the professions that were formerly performed by men or women and currently are for both.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Portuguese Traditional song (Senhora Dona Anica) Lyrics and choreography proposal (attached)
Description of the activity (methodology, guidelines for trainers/teachers,..)	Brief conversation with students about gender equality. Enumerate professions consider that currently are in equality between man and woman and that formerly were only carried by men or only by women. Adapt the song to the chosen professions. Develop a choreography. For while singing can also be expressed through the body.
Assessment (feedback from teachers and students,...)	Do students find different professions? Can students mime the professions?

9.6 Let's dance traditional songs

Name of the activity	Let's dance traditional songs
Age range and recommendations to adapt the activity to another age group	8-10 (this activity can be applied to children under this age range).
Duration	2 sessions of 45-60 minutes
Number of students to be involved	The number of students may vary. Necessarily the group includes boys and girls. Choose up the pairs to dance. The remaining can sing and play some instruments.
Aims (general and specific aims)	<ul style="list-style-type: none">◦ To recognize the concept of gender equality.◦ To promote gender equality through dance.
Competences	To recognize the song as part of everyday life and the different roles she plays. To dance according the music.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Traditional folklore Portuguese "Vira do Minho"
Description of the activity (methodology, guidelines for trainers/teachers,...)	Brief conversation with students about the traditional Portuguese music and how this can contribute to gender equality. Intonation of "Vira do Minho" song. Form pairs boy / girl and develop a choreography where the boys invite girls to dance and otherwise.
Assessment (feedback from teachers and students,...)	Do students play all the rules? There is no shame to invite the boy or girl to dance



10. Activities for secondary education

10.1 What we listen to

Name of the activity	What we listen to?
Age range and recommendations to adapt the activity to another age group	From 12-18
Duration	3 sessions of 50 minutes
Number of students to be involved	20-30
Aims (general and specific aims)	Making students conscious about the messages that the music they listen has in an evident or in an undercovered way.
Competences	To be critical and aware of the messages transmitted by pop lyrics.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Songs Their own MP3 players/phones.
Description of the activity (methodology, guidelines for trainers/teachers,...)	<p>To make groups of 3 or 4 students</p> <p>Session 1:</p> <p>Analyze songs proposed by the teacher to search for messages that promote inequality and gender violence. Analyze whether they are obvious or hidden.</p> <p>Session 2:</p> <p>Each group will look for songs with negative messages against women and analyze the lyrics judging whether messages are overt or covert.</p> <p>Session 3:</p> <p>Analyze the music they play in their own audio players looking for messages against women. In this case we pretend to discover if students really are aware about the potential negative messages that they listen to everyday in their songs.</p>
Assessment (feedback from teachers and students,...)	Becoming aware of the messages we listen daily in an obvious or subtle way that are creating a mindset which could justify highly negative attitudes in men and the subordination of women.

10.2 Music and words

Name of the activity	The music and the words
Age range and recommendations to adapt the activity to another age group	12 to 18
Duration	2 sessions of 50 minutes each
Number of students to be involved	30
Aims (general and specific aims)	To be aware of how music can strengthen or cover up negative messages.
Competences	To be aware of the power of music in terms of enabling instinctive emotions that can lead us to assume as good, harmful behaviors or cover up negative messages.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Songs and lyrics. MP3 players/phones
Description of the activity (methodology, guidelines for trainers/teachers,...)	Make groups of 3 or 4 students Session 1: Hand out one or two songs per group. Analyze lyrics of each song and study whether the sensations that gives music, are according with the negative message of lyrics. On some occasions the music will behave according to the text and others will be just the opposite, giving a kinder feeling and hiding the true meaning of words. Session 2: Ask for each group's input and share it with the rest of the group

10.3 The music we watch

Name of the activity	The music that we watch
Age range and recommendations to adapt the activity to another age group	12 to 18
Duration	2 sessions of 50 minutes each
Number of students to be involved	20-30
Aims (general and specific aims)	Analyze how the images reinforce, mask or modify the lyrics' messages
Competences	To watch and listen to music actively and critically.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Music Videos Computer or tablet (one per group)
Description of the activity (methodology, guidelines for trainers/teachers,...)	Make groups of 3 or 4 students Session 1: Each group will analyze a music video looking messages that give the images in connection to the music and lyrics of the song. Seek if the image highlights, ads or masks these messages. Session 2: Ask for each group's input and share it with the rest of the group
Assessment (feedback from teachers and students,...)	Can a song's message be different if we watch its music video? How images can strengthen or modify what a song says?

10.4 Let's make the music better

Name of the activity	Let's make the music better
Age range and recommendations to adapt the activity to another age group	From 12 to 18
Duration	2 sessions of 50 minutes each
Number of students to be involved	20-30
Aims (general and specific aims)	To modify the lyrics to remove and avoid the harmful messages against women or about unhealthy relationships.
Competences	To see in a critical way the contents of the lyrics of some songs.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Songs Their MP3 players/phones
Description of the activity (methodology, guidelines for trainers/teachers,...)	Make groups of 3 or 4 students Session 1: Hand out / Search for songs with harmful messages against women and about unhealthy relationships. Change those words and sentences of the lyrics which are inappropriate and make a new version of the song. Session 2: Share your creations with the rest of the classroom. Sing the new version (optional).
Assessment (feedback from teachers and students,...)	Is it necessary to include these messages to make successful music? Is it possible to produce quality music with positive messages on gender equality and healthy relationships?

10.5 Composing a better world

Name of the activity	Composing a better world
Age range and recommendations to adapt the activity to another age group	12 to 18
Duration	3 sessions of 50 minutes each
Number of students to be involved	20-30 students
Aims (general and specific aims)	To search for a musical artistic manifestation that shows how ridiculous and irrational is gender-based violence and, instead of this, present the strength of women.
Competences	To use art as a tool to transmit values.
Resources (e.g. handouts, videos, songs, audiovisuals,...)	Musical instruments Equipment to record audio and video Paper and pencil
Description of the activity (methodology, guidelines for trainers/teachers,...)	<p>Students are divided into working groups according to their abilities. (However, students can participate in all proposals steps if they want)</p> <ul style="list-style-type: none">◦ Lyricists: write the lyrics of the song.◦ Composers: compose the appropriate melody according to the text.◦ Instrumentalists and singers: they are responsible for making the musical arrangement and sing the song. <p>Everyone must work together to be coordinated in the style of the song.</p> <p>It can dedicate a session to each section.</p>
Assessment (feedback from teachers and students,...)	<p>Can we create music that promotes positive ideas?</p> <p>Think about how to make music and lyrics of a song against gender violence makes meditate on the feelings of women and unnatural behavior of the abuser in a different way.</p>



11. Safeguarding issues and support resources

The actions that professionals and society take to promote the welfare of children and protect them from harm are referred to as safeguarding. This includes:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable children in need to have optimum life chances.

Each country in the European Union has its own legal requirements which organisations and practitioners are required to follow. Before using this toolkit schools teachers and managers will need to check what their own organisational and national requirements are in relation to safeguarding.

Children, even as witnesses of GBV, are considered direct victims of this type of violence. Then, it is important to notice that if some GBV cases within the family home can arise when delivering this toolkit. Therefore, apart from being aware of statutory requirements, teachers and managers from schools, some

Warning signs

There are four main types of abuse each with different behavioural signs⁴:

- **Physical abuse** may involve hitting with hands or objects, shaking, pinching, squeezing, throwing, poisoning, burning/scalding, drowning, choking, suffocating, or anything else which causes deliberate physical harm. Delay in getting medical attention for a child is also a possible sign of abuse.

⁴ Adapted from *Safe, Healthy and Equal Relationship Educational Toolkit – DAPHNE III SHER PROJECT*, led by Southwark Council, London, UK, 2013.

- *Physical warning signs may include* - Bruises, bite marks, burns/scalds, cuts, bone fractures, and scars.
- *Behavioural warning signs may include* - Aggressive behaviour, restlessness, hyper-activity, fear, and an over-anxiety to please. The child may respond to caregivers with a mixture of approach, avoidance, and resistance to comforting, or may exhibit frozen watchfulness. They may have frequent absences from school.
- **Neglect** involves the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health and development, such as failing to provide adequate food, shelter and clothing, or unresponsiveness to a child's basic emotional needs.
 - *Warning signs may include* - Child appears frequently hungry - may be seen stealing food from other people or places. Appears dirty or smelly, uncared for. Shows loss of weight, or always being underweight, looking pale and thin.
 - Wears inappropriate or inadequate clothing for weather or situation. Appears frequently tired, lacking in energy. Has medical needs that have not been met - e.g. parent/carer's failure to take to doctor; missed hospital or other medical appointments. The child appears to have few friends, or appears to be restricted from having friends by parent/carer. History of being left alone or unsupervised on one or many occasions, inappropriate to age and needs of the child. Child shows repetitive behaviours e.g. head banging or rocking; hair twisting or pulling out of hair.
- **Emotional Abuse** involves the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. Emotional abuse will be present as an element in all other forms of abuse. It may involve conveying to children that they are worthless or unloved, and inadequate. The child may be constantly shouted at, threatened or belittled.
 - *Warning signs may include* - Low self esteem, inability to accept praise. The child may be excessively clinging and attention-seeking, over anxious, watchful, constantly checking. Self-harming and signs of eating disorders.
- **Sexual abuse** is a form of 'Significant Harm' that involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It includes penetrative and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at pornographic materials.

- *Physical warning signs may include* - Pain, bruising, cuts, marks, physical discomfort in or near genital area. 'Stomach' pains. Signs of urinary tract infections - particularly if recurring. Signs of sexually transmitted infections. Under age pregnancy and parenthood.
- *Behavioural warning signs may include* - Acting in age-inappropriate sexual way, perhaps with toys or objects. Nightmares, trouble sleeping. Unreasonable fear of certain people or places. Sudden unexplained behaviour changes e.g. becoming aggressive, withdrawn, crying or clinging. Hints at "secrets" or drawing attention to sexual activity through words or play, or in child's drawings. Running away from home. Bedwetting, or wetting or soiling during daytime. Self harm - including suicidal thoughts or actions. Eating disorders. Substance abuse (drugs or alcohol). Child has money where source is unexplained.



What to do if a case arise?

If a child starts to tell you about something that might indicate potential abuse, listen but do not ask for any details. It may undermine any investigation by the police or enquiry by children's social care services if it looks as if the child has been asked leading questions or given suggestions with regard to their answers. You need to let the child or young person know if they reveal to you something which causes you concern for their safety, you will have to tell someone else.

You should act considering the best interest of children must be primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children⁵. When listening to a child or young person, you should try to answer the following:⁶

- Are they currently being harmed?
- Are they likely to be harmed in the future?
- Is anyone else at risk of being harmed?
- Do they need medical attention?
- What are their overall needs?
- What is important to them?

You should refer to your organisations child protection/safeguarding protocol which will guide you as to action to take. However, some guidance is offered for schools from Spain and Portugal (Spain) because of their involvement in ESG project.

Support and help resources

Region of Murcia - Spain

There is a wide range of regional and national resources that provide help and support to victims of gender-based violence, as well as to children and young people witnesses of this violence at home.

⁵ See Article 3, Convention on the Rights of the Child (1990)

⁶ Adapted from *Safe, Healthy and Equal Relationship Educational Toolkit – DAPHNE III SHER PROJECT*
Home Office – Teachers Guide to Teen-abuse

112 Emergency Telephone Number

In the Region of Murcia, a team of social workers specialized in GBV are ready to act in emergency situations if you need help or urgent support. It is available 24/7 and it is a free-of-charge service.

900 20 20 10 Help line for children and young people at risk

Anar Foundation manages this help line children and young people can call if they are involved in a risky situation or if they are being victims of GBV at home or in their own relationships. Calling this service is completely free.

Website: www.anar.org/necesitas-ayuda-tf-nino/

CAVI Network - Support centres for women victims of GBV

This network, funded by the Regional Government of Murcia, provides social, psychological and legal advice to women victims of GBV. To make an appointment, you can call 901 101 332.

Website: <http://violenciadegenero.carm.es>

016 National GBV Helpline

This service provides general information and legal advice on GBV. In case of emergency, phone calls are transferred to a 112 social worker (please, see above). This is a free-of-charge service and it is available 24/7.

Web: www.msssi.gob.es/ssi/violenciaGenero/Recursos/telefono016/home.htm

Other support organizations

AVIDA. *Association against Domestic Violence of the Region of Murcia.*

FAPMI. *Federation of Associations to Prevent Child Abuse*

Web: www.fapmi.es

Quiero Crecer. Psychological support to children victims/witnesses of different types of violence, specially GBV at home.

Website: www.quierocrecer.es

AMAIM. Association of Support to Abused Children of Murcia.

Website: www.amaim.org

Ministerio de Sanidad, Servicios Sociales e Igualdad

This website offers information on available resources across Spain, as well as documents and other useful information on gender-based violence. En la web del Ministerio puedes encontrar recursos de ayuda para víctimas de violencia de género disponibles en toda España, así como información y publicaciones que te pueden ser de utilidad.

Website: www.msssi.gob.es/ssi/violenciaGenero/home.htm

Region of Murcia's Gender-based Violence website

Here you will find information on regional support services a woman can reach in the Region of Murcia, such as 112 Helpline and women support centres (CAVI). Also, a set of FAQs and information on what to do and where to go if you are suffering GBV is available on this website.

Website: <http://violenciadegenero.carm.es>



Portugal

Gender Equality Commission by President of the Council of Ministers (<http://www.cig.gov.pt/>) is a governmental structure when it is possible find several information and resources.

The **Portuguese Association for Victim Support** (APAV) is a private non-profit organisation, recognised by law with statutory objective to inform, protect and support citizens who have been victims of crime, including the domestic violence. It is a non-profit organisation assisted by volunteers, which supports victims of crime, in a personal, sensitive and professional way, through the provision of free and confidential services.

Founded on 25 June 1990, it has offices nationwide, with headquarters in Lisbon.

APAV supports victims by providing emotional support and specialized support that is free of charge and confidential. APAV recognizes that those using its services have specific needs that require specific interventions, and for that reason it provides three types of support:

- » Legal Support
- » Psychological Support
- » Social Support

This support is provided by a group of Victim Support Officers adequately trained and prepared to provide quality support that meets the different needs of victims of crime.

Information and help for victims of domestic violence

Gender Equality Commission

Phone (free): 800 202 148

Telehelp: <http://www.cig.gov.pt/>

APAV - Portuguese Association for Victim Support

Phone: 707 20 00 77

Telehelp: <http://infovitimas.pt>



Annex 1. List of songs

Although you are free to choose other songs to work with when implementing the toolkit, a list of songs is offered below. We encourage you to search for their lyrics on the internet and to work with music videos if available.

- Reggaeton latino (Don Omar). Lyrics and music video.
- Loba (Shakira). Lyrics and music video.
- Dale con el látigo (El Chombo). Lyrics and music video.
- Gasolina (Daddy Yankee). Lyrics and music video.
- He hit me (The Crystals)
- Bailando por ahí (Juan Magán)
- Run for your life (The Beatles)
- Used to love her (Guns n' Roses)
- Under my thumb (Rolling Stones)
- Tomo y ombligo (Carlos Gardel)



Co-financiado por el
Programa de
Aprendizaje Permanente



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