



AGDISTIS

11/03/2024

EMOTIONAL INTELLIGENCE AND INTERVENTION IN NON-NORMATIVE BEHAVIOUR AND GENDER BULLYING



Bullying that relates to gender or sexuality is the most common form of violence that students encounter in schools. This type of bullying includes any kind of threatening or harassing behaviours that are based on gender role expectations. As such, it encompasses sexual harassment, coercion and assault; insults, intimidation and assaults based on perceived or actual sexual orientation; and verbal or physical harassment.

Violence of this kind can manifest in school environments when gender roles are clearly defined by language and culture. Students (and in some cases teachers) subsequently discriminate against those who may deviate from these expectations.

TYPES OF BULLYING

Physical Bullying
Hitting, pushing, pulling, tripping, dropping, hurting... etc. behaviours.

Social Bullying
Behaviours such as exclusion from the group, exclusion from the game, exclusion...

Cyber Bullying
Threatening, nicknaming, humiliating, shaming, embarrassing, humiliating ... etc. behaviours via social media.

Verbal Bullying
It is the name given to verbal behaviours such as name-calling, mocking, hurting, insulting.



Aside from the influence of official curriculum and textbooks, teacher practice in the classroom is partly shaped by their assumptions and stereotypes about gender, which in turn affects students' beliefs and learning.

Teacher training can help educators to reflect on their prejudices and overcome them.



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Second newsletter of our AGDISTIS project where we have the pleasure of informing you of our progress to date.

After our first face-to-face meeting in Córdoba, the different partners participating in the project began to work on our WP2. Here, we created our booklet by countries and we investigated real cases of bullying in schools and institutes and the different actions that were taken in the different institutions. With this we have created a Good Practice Guide for Gender Behavior.

Finally, seminars were held in the educational centers participating in the project with the aim of disseminating this guide. The evaluation of these trainings was very positive. All participating professionals were highly motivated by the topics covered and the project was given visibility. The issue of bullying has evolved a lot over the years. Historically, bullying used to be overlooked, and bullying of LGBT people, who suffered discrimination and mistreatment in schools, was common. However, in recent decades, our countries have witnessed a significant change in the way bullying is perceived and addressed.

Already in February this year, on February 28th and 29th, the second transnational mobility of the project was held in Vienna (Austria). During the meetings the final results during WP2 were analyzed as well as introducing the initial steps of WP3 and WP4. The meeting participants enjoyed a free exchange of ideas about the project and recognized the importance of the meeting to clarify and shed light on the new lines of research of the project. Our new lines of work will focus on: developing a non-normative gender training program and establishing different tools for teachers to use in the classroom.

We continue working to make the school a place of safe inclusion for all people.