



**Prosocial Week 2019**  
**Table of the description of the activities**  
**Gender violence sensibilization**

<b>Teacher(s) Name and Surname</b>	Elena Prieto
<b>School (Name + city)</b>	CEIP Gonzalo de Berceo, Valladolid
<b>Class(es) involved</b>	5th level of Primary School
<b>Age of the students</b>	11
<b>Number of students</b>	21
<b>Disabilities</b>	No
<b>Special Educational Needs</b>	Yes
<b>Prosocial value(s) chosen (even more than one)</b>	peace solidarity equity cooperation help each other emotions empathy positive relationship freedom bullying prevention inclusion
<b>Motivate your choice</b>	<ul style="list-style-type: none"> <li>- To encourage listening and empathy attitudes.</li> <li>- To identify different situations and ways in which we can act.</li> <li>- To learn to listen by extracting the essential information of a song.</li> <li>- To know different social situations. Gender-based Violence.</li> <li>- To manage effective behaviors for communicative support.</li> </ul>
<b>Title of the activity</b>	The Gender No-Violence Day
<b>Date(s) of the activity</b>	26th November 2018
<b>Duration</b>	2 sessions
<b>Material used</b>	Computer or other technological tools Photo/video Artistical Material
<b>Subjects involved</b>	Values and Language (Spanish)
<b>Description of the activity</b>	<b>Preparation:</b> The students watched a video clip about very famous Spanish artists called Rozalén. The teacher didn't explain the hidden message The title of the song is "La puerta

	<p>violeta” (the violet door). This video clip doesn’t reflect the message clearly, (Gender violence).</p> <p><b>Implementation:</b> In the initial part, it is obvious that they didn’t understand the message of the song. Therefore, the students have answered some questions about feeling posed. The teacher analysed the hidden message with the whole class. Surprisingly, students realized a bit the real message. In the second part, they watched the video again. They felt embarrassed and puzzled. In the third part, the students have searched on the internet the life of the artist and they figured out the reasons why the artists wrote this song. They have elaborated a big poster in groups where they have shifted notes or posts it with adjectives or phrases in a positive way about the topic.</p> <p><b>Conclusion:</b> Students take into consideration Gender non-violence Day in order to carry out activities aimed at equality between men and women.</p>
<p><b>Material produced</b></p>	<p>Photo, video, documents (if you can, add the online link to the material).</p> <p><a href="https://www.youtube.com/watch?v=gYyKuLV8A_c">https://www.youtube.com/watch?v=gYyKuLV8A_c</a>  <a href="https://www.actiludis.com/2017/11/23/la-puerta-violeta/COEDUCACIÓN Y VALORES, Mujer, Paz Yno Violencia">https://www.actiludis.com/2017/11/23/la-puerta-violeta/COEDUCACIÓN Y VALORES, Mujer, Paz Yno Violencia</a></p> <p>Students have elaborated a big poster about the song. They have posted adjectives in a positive way.</p>
<p><b>Students’ feedback</b></p>	<p>Informal methods of collecting impressions: photos, drawings, personal tables/schemes, etc)</p> <p>Photos of “Las Puertas Violetas” with different posts.</p> <div style="display: flex; justify-content: space-around;">   </div>