

In-service Teachers Training Activities that have been implemented in Alcalá (Seville – ES)

In the following lines we'll comment the most important results that have been found keeping the structure or points above referred to in the orientations and strategies of the training models.

1. Climate and organizational culture

We have mentioned the criteria that we are going to take into consideration to define and evaluate the organisational atmosphere and culture were: (1) helpfulness or predisposition of the managing staff, (2) participation of the school in other innovation projects, (3) organisation and planning in other working sessions in the school time table and (4) participation of a co-ordinator or responsible who acts by following the project up at the school.

The helpfulness and predisposition of the managing team to participate in the project has turned to be paramount. Initially, it may be quite difficult to get the managing team active in the project, especially if it hasn't been accepted by the whole of the school. The managing team's participation is however an important element for succeeding in getting most of the teachers involved.

The school atmosphere in relation to *participation in innovation projects* is obviously important; those schools with more innovation projects are less reluctant to explore new educational initiatives.

The *organisation and planning of the sessions* has arise as a very important factor. When there is a previously fixed weekly time sessions must take place in that time. The advantages of this organisation is that teachers don't have to do any extra effort to attend the sessions, but it has the disadvantage that sessions have to be just once a week, and in some occasions the situation might require having two or three meetings closer in time.

According to all this we have been able to explore two types of organisation and planning of the teacher training sessions:

- (A) One of continuous character and recurring with a theoretical session once a month
- (B) Four theoretical sessions in two weeks and after that a one or two month follow up.

From the teachers' evaluation it seems that the second way has worked much better, teachers were more motivated, they didn't get lost in relation to the subject and actions were much more coherent with the subjects they were working on..

It is essential to count on *the collaboration of a co-ordinator of the group from the school*. His / her functions are the ones of following the project up from the school; (s)he is the person in charge of getting and giving materials away; ensuring that all are involved, engaging and helping the ones who need it, helping and guiding the group in the reflection process, motivating them, questioning, suggesting, cheerleader of the importance of team work and giving the project a co-operative character and specific of the centre. When you don't have a co-ordinator, or when the former functions are not done in the right way,

obviously the development of the project is affected, diminishing notably teachers' participation and motivation.

2. Quality and content of the training program

The content of the program that we have selected deals with “Improving human relations at school”. This topic has a great importance for the teachers because of the unhappiness and stress that conflicts in classroom relation produce. Many of the investigations show that this is one of the problems that produce many worries to the teachers.

The content of the program has been divided in three sets:

1. School violence (bullying)
2. The importance of knowing each other
3. Strategies in class management

We decided to start this training project with the school violence for these reasons:

- a) All the teachers are familiar with the subject of school violence, probably because they have observed it in their classes, but above all because they have lived it previously in their personal histories as pupils. This knowledge facilitates enormously their approach to the subject.
- b) The content is relevant since it appreciates the consequences of bullying in the pupil's personal development.
- c) There are a lot of research, empirical data, surveys to study the topic, which helps the content and besides make it easier to study it in any school.
- d) The theoretical background to bullying are not only easy to understand but also it is relevant in the most serious social phenomenon in the school; but the concepts can be generalised and be usable to understand any violence phenomenon.

The second set that we have developed deals with the importance of knowing each other and the third set “Strategies in class management” appear once the teachers have been started in group work dynamics.

FIRST STAGE: Awareness development

Preliminary ideas and schools

Undoubtedly, to begin working on violence within schools, it is necessary to plan an awareness development stage in order to enable teachers to recognise the problem. This is an absolutely essential requirement, and it starts by asking teachers the following questions.

Which is the main objective of education in schools? Why and for which reasons do pupils attend our schools?

Start with this exercise:

<i>Culturally shared ideas</i>	
What is the purpose of school?	
<i>Agents</i>	
Who's responsible?	
<i>Functions /Goals</i>	
Which goals are usually pursued?	
<i>Procedure</i>	
How is it carried out?	
<i>Results</i>	
What is obtained?	
Group/classroom level	Individual/Student level

The following are the most common answers:

<i>Culturally shared ideas</i>	
The purpose of education is to acquire knowledge and to prepare for social life	
<i>Helping children possess the tools required to live and integrate into society in a critical and creative manner, ensuring that this teaching process occurs in a gratifying way. This means favouring, at the same time, the development of the whole person, of his autonomy, of his personal and social identity.</i>	
<i>Agents</i>	
<i>Administration-Schools; Professors-Students</i>	
<i>Functions/Goals</i>	
<i>Transmission of knowledge (school curriculum)</i>	
<i>Teaching behavioural models_(cohabitation rules)</i>	
<i>Procedures: how they're carried out</i>	
<i>Explanation of contents, performing of activities</i>	
<i>Democratic, permissive or authoritarian methods or procedures,</i>	
<i>Results</i>	
Group/Classroom	Individuals/students
<i>Good rendering</i>	<i>Acquisition of knowledge</i>
<i>Good climate</i>	<i>Personal and social development</i>
<i>Help, support,</i>	

Once the scheme is completed, all available information will be analysed:

(a) Culturally **shared ideas: goals of education**

Our educational system was specifically conceived to educate future citizens; education's role can be summarised with the concept that school's main goal is to **form "people"**. The Royal Decree on the educational system states: *"One of the fundamental goals of education is*

ensuring that all citizens receive a complete training, that permits them to build a personal identity and acquire a conception of reality integrating both knowledge and its moral valuing. Such a complete training must be directed towards the development of individual abilities, in order to critically pursue, within a pluralistic society in an axiologic sense, freedom, tolerance and solidarity, as well as help each individual to intervene autonomously in the process of society's development. ”. (Page. 10 of the Decree for primary, lower and upper secondary education, of Andalusia Council).

(b) Who is responsible for school education

It isn't always easy to answer this question and, as can be seen from the scheme, often the answers given indicate professors, administration, the class and parents all as educational Agents. This isn't so wrong since they all, undoubtedly, contribute to students' training. Without doubt, even though parents and students teach, they are not bound by fixed rules, whilst for teachers, who in our system have the greatest responsibility for student training, these rules exist. In turn, the administration is very important too because it establishes principles, defines procedures etc. However this has more to do with teachers, management and administration rather than with what pupils concretely learn during daily activities.

(c) What the teacher's goals and objectives are

If we honestly and seriously reflect upon the parts of the programme teachers give more attention, interest and time to we realise that they are those related to teaching the more common subjects and concepts. This isn't to say that those notions and knowledge identified by society to favour the construction of a socially shared culture, which are therefore an integral part of the curriculum, shouldn't be taught. However, it is necessary to reflect on the priority of our work as teachers: training people or transmitting notions? , and which is this system's main goal.

(d) Procedure: how to do it

Once we've gone through the above, the natural conclusion will be that a great amount of the time at our disposal is used to explain concepts, to plan, to define time schedules and to evaluate pupils (on the basis of the subject taught); we are left with very little time to develop class strategies, individual tendencies and values. At this point we will realise that the instruction we provide cannot be defined inadequate: let's say simply incomplete, since the whole dimension of personal growth remains on the edge and doesn't get developed much.

Evidently, the methods used in the classroom by teachers aim for the transmission and acquisition of notions. The most common methods are: explaining, doing exercises, asking questions and, with various methods, transmit notions, this can either be done using a constructive method or, going to the opposite extreme, using authoritarian and directive methods.

(e) Results: What is learnt in schools?

When this question is faced, professors recognise that, usually, it is above all the notions acquired, in other words the contents, that are evaluated. Pupils are judged in terms of what they've learnt and not in terms of other aspects like individual tendencies or values (although, theoretically, these aspects should be evaluated too).

At this point it is necessary to insist and ask: how much do pupils learn in a given school with respect to values, personal development and individual tendencies? We need to look for the reply within our experience of teachers and “orientators” thinking back to when we were

students ourselves. This implies highlighting whether, as students, we tended to use our current school as a base for relating to our classmates, to share our problems, our troubles, our family experiences, our expectations for the future etc. From primary to upper secondary school, we have all experienced: sharing opinions, trying to find solutions to family problems, revealing a secret, a row with our parents, a fight with a brother, confronting expectations for the future, on careers or professions to undertake, talking about studies or love affairs. Or else, we have been directly involved in games and, consequently, the issues concerning breaking rules, the exclusion of someone, as well as admitting that another member of the group has more power and thus controls who plays and who doesn't, what to tell the teacher and so on.

All these situations, with or without the intervention of teachers, occur within schools and constitute a very important part of our boys' and girls' lives. In this way, the school is transformed into a privileged place where to learn behaviour rules, values and ways of acting in front of daily situations, respect and tolerance or violence and bad relations, among peers. The class' life is tightly bound to learning the subjects taught and this is an important aspect, because pupils can check their integration within the school system, and their rendering, even if at the same time they haven't been able to check their personal development, that certainly occurs through the daily experiences shared with classmates. In saying this, we wish to point out that school, being a place in which there are many boys and girls, inevitably becomes a place for comparisons, for sharing problems, expectations and activities. It is a privileged place where to learn values, individual tendencies and behaviour norms; we insist on these aspects regardless of the attention given by teachers to this kind of education.

1. - Consequences of class cohabitation in students' personal development

Once it's been established by majority that teachers spend most of their time teaching the subjects belonging to the more traditionally scholastic areas, and once schools have been recognised important for the acquisition of those social skills needed for relating to peers (for instance, learning to value one thing instead of another, imitating or accepting the behaviour of some male or female classmates.), the first step has been taken. Indeed, now action will not just be limited to learning or imitating behaviour, slowly judgement skills, self esteem and the emotional aspects of students, those who could be seriously damaged by negative relations, being excluded or being bullied, will improve.

When we think back to the relationships we had with our male and female classmates at school, we'll certainly remember someone who was excluded from activities and games, who in the class was considered not very intelligent or different and who was therefore isolated and didn't have many friends. Or perhaps we'll remember someone who was a leader of the group, thanks to his success, and who was often imitated (even though this was at times cruel and unfair), or maybe someone who was teased simply because his ears were larger than others or because he was fat or wore glasses. If some of these examples come back to your (the teacher's) memory, ask yourself: how did these children feel in these situations? How many times did they wonder why they weren't accepted by the leader? Why can't I play with others? Why doesn't anybody want to work with me? Why me?

What you're doing now is called "putting yourself in the victim's point of view", feeling and thinking on the basis of the experiences many boys and girls have during their compulsory education. Probably, the answers you're giving now will help you realise how important these "bad" experiences of refusal and humiliation are for those involved, and you may be recognising that, had you put yourself in that child's shoes, you would have done something to help or avoid certain situations, but... Do you work with your boy and girl students in order to develop the ability of putting one's self into the shoes of others to be able to recognise what other people are feeling?

Unfortunately, the victimisation process is easily accepted by class groups, by those who in the majority of cases classify the victim as a different kind of person, thus outcast or excluded, who must be object of derision (at least, in this way, he isn't ignored), submit to others' decisions and do anything possible in order to be simply accepted by peers. The acceptance of this situation is so significant that even the victim goes as far as to assimilate it, without asking why the situation exists anymore and adopting models of submission and impotence, in other words considering him or herself victim of his/her peers. Of course these experiences in school have consequences of the "personal" development of these pupils which will be more or less solvable, depending on the duration and on the type of situations they have suffered.

Let us not limit ourselves to reflecting on how victims feel, let's try to put ourselves in the place of domineering pupils, those who use a power superior to that of other classmates. There will certainly be, within the class you teach in, a more "clever" pupil who often doesn't adapt to rules, who teases others, whose decisions are orders usually immediately obeyed by others, who is particularly skilful in his behaviour towards adults, and who can go as far as to use physical violence to intimidate classmates. These boys and girls are also undergoing an inadequate socialisation process, they're learning to behave on the basis of feeling superior, probably because of schemes badly learnt and that, regardless of how, when and where they learnt them, they reproduce at school with peers. This clearly does influence their "personal" development that will be loaded with considerable amounts of individualism, power, and a tendency to dominate others. Naturally, these kinds of experience will condition their values, their individual pre-dispositions and future social behaviour.

If we become aware that, in given occasions, or actually often, we have observed or even become accomplices of unequal relations among classmates, in which one pupil dominated others or some students were superior to others, ignoring the fact they should have been egalitarian, then also this experience will influence our personal development. Having witnessed bullying, without doing anything to stop it, puts us into the category of those who accept the values of conformism, of individualism and of non-solidarity when faced with inequality and unfairness. Becoming used to not doing anything to help will slowly root these values within us to such a point that, although they will be part of us, we won't be any longer able to realise it. For instance, inside a school where peer relations aren't good, all pupils, both those considered victims and those considered aggressors, as well as all others, are all together acquiring certain values, attitudes and social behaviour which will constitute an important starting point of their personal development, of their education and individual training as a "person" and future citizen of our society.

Clearly, situations are not always so extreme, and there probably are schools where peer relations are good, where cohabitation is learnt. In these places, conflicts within the class are solved democratically, the class group has its own identity, classmates consider themselves all as equals and among them the spirit of collaboration and harmony prevail, which serves as a model for how social relations should be, a model based on mutual respect, tolerance, understanding and dialogue.

To intervene or not to intervene?

To conclude this awareness development exercise, its important that you focus and try to identify, during the period of time you attended school, someone who was a victim and a schoolmate who bullied them, and also to recall the manner in which these relationships influenced you. Feeling what they felt at the time, and how these feelings have contributed to their life's evolution, as well as recognising the values or attitudes being learnt when these conflicts occurred within the class, is important. If you can recognise some of these people

and imagine how they must have felt, you will no doubt realise what an influence bad peer relations are and how great the need for good class cohabitation is.

On the other hand, if there are no serious relational problems within your current class, but you sense that cohabitation isn't perfect, since classmates do not always respect each other, and that problems arise which aren't always solved in the best of ways, then certainly in this case too educating to "cohabit" will be a good aim to pursue. Indeed, in this way you will favour the development of values and socially necessary behaviour for living together, as well as personal development, and will help avoid the structuring of bad relations, in other words, in this case the work will be preventive.

In any case, by now you'll have realised the importance of structuring a programme for intervening in the class, which you need to be prepared to work on, because reality can only be changed through action, always remembering, however, that there are no simple and easy solutions to complex social problems.

SECOND STAGE: teacher training

Peer relations

We need to begin this chapter by specifying, first of all, that peer relations, as the concept itself implies, are those relations established among components of a specific social group, i.e. a group of peers, in which there are no hierarchies or dominators because everyone is an equal. These are the typical relationships that arise among students of the same course, within which everyone has the same age.

Peer relations are regulated by a series of laws that within the group are shared by all. We can distinguish the following:

1. Children start to understand from early childhood that wanting another child's toy doesn't give them the right to possess it. They begin to know that others should be respected so that they'll respect us, they start to comprehend the *rule of social reciprocity* or *golden rule*. This law is perceived by all as: don't do to me what you don't want me to do to you, don't treat me as you don't want me to treat you, or... be kind to me if you'd like me to be kind to you, be correct with me and I will be with you, love me and I will love you, greet me and I will greet you, respect my things and I will have the same respect for yours.
2. During primary school years, pupils begin to understand that we're all equal, that we all have the same rights and duties, that everyone has the same right to self expression and to explain their reasoning, to make explicit and solve conflicts through discussion and words, through the search for mediation and understanding, *the law of equality*.
3. Boys and girls do realise that, within their interpersonal relations, there are group and game rules, which need to be followed, and they begin to defend certain values, individual preferences and behaviours. They integrate into reference groups, which offer them reassurance and support through the social interaction with others. These groups have implicit rules that must be followed and that are manifested clearly during games, for instance among nursery school students the property rule applies (the object belongs to whoever sees it first), or the rule of what is fair, when something needs to be divided, so that everyone receives the same. These are what we call the *group rules*.
4. A scheme acquired through peer relations is the *domination-submission scheme*; it is a kind of power and interpersonal control, implicitly experienced during the natural socialisation process, that needs to be adequately managed since otherwise, the classmate

who feels strongest or with better capacities, could involve others in relations that are submissive with respect to social power. This scheme begins to be experienced during games already by small children and helps to get to know and control aggression and to put in limits for aggressive and violent impulses of others. An example are games requiring physical contact, riotous games etc.

When does a peer conflict exist?

When there are conflicting interests, when two people want the same thing, when....

When does this conflict become a problem?

When the previously described rules aren't used to solve it, thus causing negative consequences for some of the people involved; therefore there is a peer cohabitation problem

When does this conflict become a serious problem?

When these bad relations occur often and intentionally towards one of the pupils, when they are repeated over time. This is what we call violence between peers.

Characters involved in peer violence

- (a) **Aggressors:** they are the male or female bullies who intimidate others, only rarely do they obtain good results although they benefit from a good social prestige and are good at games. They are skilful in social behaviour, for instance those enacted when facing adult recrimination; they seem to have found how to do damage and always get away with it; they always have a valid excuse ready to justify their behaviour. Usually they have a problematic family background, and often they should be considered youths with particular educational needs because of their lack of relational skills and inability to empathise with others.
- (b) **The victims (passive):** these children are more anxious and insecure than others are, often they are sensitive, quiet and shy. When attacked, they often react with tears or just silence. They believe they're stupid, unattractive, and unsuccessful. They're alone, they have no friends, they aren't aggressive and have a non-violent behaviour. When they're young, they are usually physically weaker. In the interviews with families, parents have told us that these children have always been very sensitive and afraid, and that, as well as being physically weak, they find integration with their peer group extremely difficult (especially males). Also, they tend to be very dependent on their parents, and especially on their mother. This overprotection could be the cause or the consequence of the attacks suffered in the group.
- (c) **Victims-intimidators:** usually, they are students with considerable social interaction skills, at times they are hyperactive, they take part in conversations or games without having been invited, commit unscrupulous acts the majority of classmates wouldn't do but that bullies usually justify, since they are necessary to defend other classmates from aggressions suffered. They're anxious and aggressive, they fail to concentrate and create tension. At times they have intimidating attitudes towards whom they consider weaker than themselves. Some authors have defined them provocative victims.

(d) **Spectators:** (the rule of silence); The rest of the class knows about the problem and knows who the victims and the aggressors are. We have called them spectators. This category is, up to a certain point, an active accomplice of bullies, since the bully receives their silent message and can interpret it as an approval of aggressive behaviour, and the victim perceives that the aggressor's cruelty is supported by the others' silence. The spectator, probably unknowingly, is contributing to maintaining the problem since his or her silence prevents the intervention of teachers or of the family.

“See the triangle of violence” ⇒ material for intervention with pupils

As may be seen, basically the problem of peer violence can be reduced to the fact that, if the equality rules haven't been developed within the class, a hierarchy begins to form between students and thus some of them start to be seen as superior, others as inferior, and this hierarchy is maintained through the use of force and power, both of which are, at this age, physical and thus violent. The enforcement of this system of peer relations will have negative consequences on all subjects involved, those inferior will become victims on which those considered superior will exert a form of power and control, and the others will continue to witness a situation in which, although rules are broken, nothing happens. The fact that nobody does anything to avoid this situation leads to an acceptance of the fact that “unequal” relationships dominate within the class.

Psychological and educational consequences of violence in school

For those directly involved, the consequences are the following:

For victims: they tend to reinforce low self esteem, a low opinion of self, to have few personal relations, to be socially isolated, often their school results worsen, to present symptoms connected with depression and to be very insecure. Unfortunately, if the victimisation process has lasted a long time, these effects will also be lasting. In fact, many of the adults who were victims at school are depressed, or suffer from other psychological problems like low self esteem, insecurity and lack of self acceptance. All these stem from the kind of peer relationships they experienced in childhood.

Aggressors learn that they can exert control and power on others as they like. Being able to do this means they will behave violently and intentionally harm others. These behavioural schemes tend to lead to pre-criminal and delinquent behaviour during adolescence and ultimately, with the passing of time, to criminal behaviour and drug addiction in adults. Evidently, these subjects haven't developed their skills for social relations or their affective dimension, and don't manage to live empathetically with others. These experiences during school age are often accompanied by family relations that lack an adequate affective and emotional support. This, of course, reflects in turn onto the boys and girls who end up developing a relational scheme based on hierarchy, on the physical kind of power and on a lack in both the affective development and the ability to really share emotionally with others.

The remaining pupils, whom we've called spectators, initially experience these situations as moral conflicts, since rules and implicit laws regulating peer relations aren't respected, and in response they very quickly indeed learn to apply another law, the survival law. This clearly originates non-action, not becoming involved in order to save one's self from becoming another victim and, ultimately, to survive. Unfortunately this mechanism works because, those spectators who don't get involved in others' problems, end up being respected and undisturbed, anyway their passivity contributes to maintaining the situation. Living these experiences will bring them to own the values of non-solidarity and non co-operation; this in turn will encourage individualism, opportunism and competitiveness,

values, which unfortunately are dominant in our society. However, these attitudes don't correspond to individual moral development, indeed if we ask students, they will prove to know very well all the values that "should exist" and, in this way, it will become possible to share that some values, like helping each other, collaboration, solidarity, equality and justice form the pillars of social relations.

To understand this contradiction between what one thinks and what one does, we need to suppose the existence of two levels in our analysis: a social level, where each human being is taken as such and where the values and rights of people always guide our behaviour, and an individual level, where the principles for survival count more than social ones. In both levels there is a clear hierarchy of values, in the social level the human being as such is more important, while in the individual level the single person is more important. Since, right from the beginning of school, the importance of the individual level is well assimilated, the values associated with this level will be the more developed ones, relegating others to specific moments left out of context, like "peace day". Consequently, abilities required to collaborate, help, be just and, ultimately, be social individuals aren't developed nor integrated enough within the school context.

To conclude, both at class and at school level, bad peer relations originate a bad climate, the progressive deterioration of relations between classmates and the unease of teachers; in practice everyone lives in a contradictory environment that certainly doesn't facilitate the attainment of the educational goals that the current system aims for, in other words the person's complete development.

Practical exercises for teachers

(a) Watching the video "one more day" ⇒ material for intervention with pupils

Watching the video "one more day" edited by the minors' defender and the Madrid Community. This video lasts 15 minutes and describes the route leading a 10-year-old to becoming a victim.

At the end of the video there are questions that can help stimulate the debate. It is an extremely valid tool to explore in depth the feelings of boys and girls who are victims of heavy jokes and who are often excluded by others. This video also shows how teachers are often passive when faced with these situations, thinking that they are "children's issues". At the end, there are images of the family to remind us that it, too, doesn't give these boys and girls the attention they need.

(b) Exercise "Let's talk about ourselves"

To work on this point it is best to arrange cycles of meetings for small groups of teachers, following a sort of round table-interview arrangement, in which the Orientator will also moderate.

The goal is to identify *bullies, victims and spectators* of our childhood. Which *consequences* did the condition of being *mistreated* determine in each of us? The activities to be carried out will refer to the following contexts: my experience as a student with my peers, my experience as a student with my teachers, my current experience as teacher.

My relationship with my childhood companions. My personal experience of childhood. In this sense, we'll ask ourselves:

Did I suffer from any cohabitation problem or was I mistreated during childhood? (Describe the experience)

How was the problem usually solved?

As victim, did you do something to solve it? Describe what you used to do.

As aggressor, did you worry about finding a solution?

As victim, did someone use to help you?

As aggressor, did someone encourage you?

Did you witness any cohabitation problem or see any of your companions mistreated during childhood?

(If so, describe your experience)

How was the problem usually solved?

As spectator, did you do something to solve it? Describe what.

And did the majority of spectators do something? Describe what they used to do

What was your teachers' role in all this?

What happened to you as a victim? Did it leave you consequences? Describe yourself

And to you as aggressor? Did it leave you consequences? Describe yourself.

How do you feel now as spectator? Do you think you could've done more for your classmates then? What would you do now?

You will certainly have come across one of the bullies of your childhood. What's happened to him?

You will certainly have come across one of the victims of your childhood. What's happened to her?

(c) Watching “Do you know someone like Adolfo?” ⇒ material for intervention with pupils

The story describes the aggressor's viewpoint, how he behaves, in front of whom and why. It is aimed at upper secondary school students and is therefore an even more interesting tool for teachers.

THIRD STAGE: Action

In this third stage the aim was the teachers to intervene directly with pupils. The first question was the study of the classroom atmosphere. To get this, some surveys were provided for each class.

Action 1: Diagnostic stage through surveys

Exploration of their classes using the Surveys “the school and me” and a peer nomination survey to detect the atmosphere of personal relations, how pupils feel as well as the possible existence of aggressors and victims.

The survey “the school and me” is an individual survey and asks about positive relations among equals such as help, support, fun, humour... and about more negative aspects such as bullying, that is to say, if pupils are hit, insulted, ignored... Besides, there are some direct questions about whether the subject is an aggressor or a victim. The analysis of the

questionnaire allows the teachers to know the state of the class, on the basis of everyone's perception.

The peer nomination survey implies that pupils recognise some companions as aggressors, victim or defender. The results were analysed just when a subject had that role if (s)he was nominated for more than 30% of his / her companions. The results have always being confidential, and the number of aggressors and victims that have been detected thanks to this system is low; in some classrooms there haven't be any aggressors or victims while in some others there are several aggressors and victims.

When all data have been related it has been interesting to know the different conceptions of aggressors: that is to say, boys and girls that no confess to be bullied but the rest of the class considers them so. When we have come across these cases we have explored and analysed them individually, and in every case they were children who were accepted by the class but their relation was based on pushing, joking and hitting, but it was assumed as a joke by all; probably it showed a certain style of mixed games, courting and sexual attraction. It isn't infrequent that among preteenagers the way of showing that the feel attracted is a ball strike or hit in the game. The objective in the administration of these surveys was allowing the teachers to know the pupils better, and undoubtedly this objective has been reached since doubts, uncertainties, interest to known them better, which so far had been forgotten, have been created.

Action 2: Intervention with pupils ⇒ refer to section "pupil awareness development"

The second activity consisted in intervening directly in class. This intervention with pupils has consisted of the implementation of the same previously worked model awareness – training – action but providing a specific intervention program, with specific activities that allow to guide the teacher in this first attempt to put into practice the theoretical concepts that have been acquired.

For the awareness stage two materials have been used: the story *do you know anybody like Adolfo?*, created by secondary school pupils and the video *One more day*. The story describes the aggressors' behaviour, what they do, how, why, the long-term consequences they may have in their development and possible interventions to help them. The video describes the process of bullying and helps approaching how the victims of school violence feel. These materials were previously worked with the teacher and additionally they were provided a guide or suggestions for activities that could be done to work in class.

The training stage for the pupils has consisted in a selection of concepts that we have thought important in the subject of school violence, which includes: the importance of relations among equals in teenagers' personal and social development, the need of solving conflicts adequately, the definition of problems of living together, the roles of the involved pupils, the consequences in their development and an explanatory model that symbolizes violence among equals from a group perspective.

Finally the action stage consists of collecting the pupils' suggestions to try and solve the problem. These materials have been widely developed in the annex.

3. Improvement in the pupils' results

The effects or impact in the pupils have been studied by means of a questionnaire and by the teachers' own opinion on the stage of intervention. However, the intervention has been carried out in a centre of the four that make the sample, it has been made at the end of the term, in a hurry... The basic aim was to know how the designed activities with 1st to 4th ESO worked. The results point out that teachers as well as pupils were satisfied. Some spontaneous contributions by pupils point out the good idea it was working these subjects of school

violence from the class, although they also add that they should not be focused just on specific situations (as in this term that has been carried out at the end of the academic year) but on the contrary it should be dealt with throughout the whole year. It ought to be mentioned that pupils, when they start to understand the violence among equals, defined as a lack of respect, bullying and dominance, start to reflect and generalise, which implies that many of them wonder what they can do when violence comes from the very teachers, because these ones act in an imposing way, don't respect the pupils' rights, insult or threaten. This is an open question but it is interesting and necessary to be explored and studied.