

A comparative study on the school coexistence attention route implemented through poetry

Un estudio comparado sobre la ruta de atención a la convivencia escolar implementada con poesía

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Abstract

This article presents the results of an educational study whose purpose was to design poetry for the prevention and attention of school bullying. The study was conducted using a qualitative approach, with an exploratory-explanatory scope and an action research design. The sample consisted of 54 students from preschool transition, third, fifth, and eighth grades, along with 3 full-time teachers from 3 educational institutions in Colombia. The categories addressed were promotion, prevention, attention, and follow-up, as established by Law 1620 of 2013. The instruments applied included observation records, documentary records, semi-structured interviews, and pedagogical intervention. The data analysis enabled the interpretation of students' perceptions and experiences regarding school bullying. From this process, a book of poems was created together with the students. The results demonstrate that poetry constitutes a pedagogical resource to understand, mediate, and resolve problems of school bullying. Furthermore, it allows the participation of the educational community and families to ensure the repair of harm and the monitoring of agreements between the victim and the aggressor.

Keywords: poetry, bullying, prevention, peace, school coexistence..

Resumen

Este artículo da a conocer los resultados de un estudio educativo cuyo propósito fue diseñar poesía para la prevención y atención del acoso escolar. El estudio se llevó a cabo mediante el enfoque cualitativo, alcance exploratorio-explicativo y diseño de investigación-acción. La muestra se conformó por 54 estudiantes de los niveles transición, tercero, quinto y octavo, y 3 docentes titulares de 3 instituciones educativas en Colombia. Las categorías fueron promoción, prevención, atención y seguimiento originados por la Ley 1620 de 2013. Los instrumentos aplicados fueron el registro de observación, el registro documental, la entrevista semiestructurada y la intervención pedagógica. El análisis de información posibilitó la interpretación de las percepciones y experiencias de los estudiantes frente al acoso escolar. Desde allí se elabora con ellos el libro de poemas. Los resultados demuestran la poesía se constituye como un

recurso pedagógico para conocer, mediar y dar fin a los problemas de acoso escolar. Además, permite la participación de comunidad educativa y la familia para garantizar la reparación de los daños y el seguimiento de los acuerdos entre la víctima y el victimario.

Palabras clave: poesía, acoso escolar, prevención, paz, convivencia.

Introduction

Colombia has endured more than 70 years of armed conflict due to the presence of outlaw groups and state absence. The signing of the peace agreement on September 26, 2016, marked a moment of hope and transformation (Colombian Foreign Ministry, 2016). Yet the post-conflict transition demands sustained efforts to cultivate coexistence skills, particularly in everyday settings from families to broader social contexts where children and youth participate in public life (Fernández, 2021). Within this horizon, education must open new avenues of meaning through innovative pedagogical strategies that prepare current and future generations to build a peaceful country.

In the school context, Rodríguez (2019) cautions that “expressions of violence in schools are acts that occur daily; the complicated part is the boundary between physical and non-physical violence. According to students, the latter type of violence is often understood as something normal” (p. 24). This normalization renders victims of bullying invisible, obscuring how minimal acts—teasing or nicknames—can initiate cycles of violence (Caicedo & Fernández, 2022). Repetition erodes self-confidence, promotes isolation, and harms performance and emotional well-being, potentially culminating in school dropout or even self-harm.

National studies indicate that poetry can function as a pedagogical strategy for dialogue and denunciation of school bullying; its imaginative force enriches vocabulary, constructs meaning, fosters expression and contextual understanding, and facilitates communication among children and youth, though it must be articulated with other active classroom methodologies (Fernández-Guayana *et al.* 2024; Curcho & Sierra, 2020; Castro, 2018). Research from Spain, Ecuador, Indonesia, and Canada underscores children’s and young adult literature as a promoter of social values through bibliotherapy, storytelling, and story creation, enabling students to exchange thoughts and feelings to confront bullying (Cusman-Barriga & Gallardo-Echenique, 2024; Deleg-Muzha *et al.* 2021; Smith, 2019; Hughes & Laffier, 2016). Core dimensions such as self-concept, self-esteem, empathy, autonomy, respect, diversity, and dialogue are modeled in stories and poems to strengthen school coexistence (Tompkins, 2002; Puspitasari, 2019).

Historically, poets like Mario Benedetti, Pablo Neruda, Federico García Lorca, and Sor Juana Inés de la Cruz have used poetry as a voice of denunciation and resistance to social and political realities. By addressing war, violence, freedom, love, and justice, poetry becomes a means of mobilization and rights vindication. Designing poetry from students’ voices as a pedagogical resource to recognize, report, and address bullying aligns with poetry’s truth-telling nature, which challenges cycles of manipulation and violations of human dignity.

Literary texts are thus essential not only for expanding language and cultivating aesthetic sensibility but also for enriching the formative process. Bullying must be addressed from its earliest manifestations to prevent irreparable harm, and poetry offers a pertinent resource. Therefore, designing poetry based on students’ own voices as a pedagogical resource constitutes a strategy for the recognition, reporting, and attention to school bullying. Poetry, by revealing the truth, becomes a means to break the cycle of manipulation, oppression, and the violation of human rights and dignity. It is important to emphasize that violent practices, even when perceived as minimal or harmless—such as nicknames, repeated exclusion, mockery, blackmail, harassment, or pushing—can lead to serious consequences that affect the physical, emotional, and psychological integrity of the victims.

Accordingly, the contribution of this study is situated within the research subline Models of Accompaniment for Integral Formation of the Master’s in Education at the Corporación Universitaria Minuto de Dios – UNIMINUTO. Drawing on praxeology, philosophy for children, and critical pedagogy, the study designs didactic resources aimed at social inclusion and implements action proposals through poetry to address the needs of early childhood education, thereby strengthening pedagogical practices that foster comprehensive student formation. In this regard, the mission of the project lies in re-signifying school

coexistence and promoting conditions of greater humanization, thus laying the groundwork for Colombia and Latin America to move toward the realization of a sustainable peace.

To achieve this purpose, the study draws on the lived realities of students regarding school bullying and, from these experiences, develops poetry that enables dialogic spaces and ethical projects oriented toward a culture of peace, prevention, and care. Accordingly, the research objective is to work with students who have experienced bullying and, through their voices, create poetry that fosters such spaces and projects. In this way, the research problem is posed: How does children's and young adult poetry enable the knowledge, reporting, and attention to school bullying among students in three Colombian educational institutions?

Literature Review

School bullying has become a central topic in educational research over recent decades due to its deleterious effects on students' well-being and development. Morales (2023) defines bullying as negative, intentional, and repetitive behavior directed at a student by peers, teachers, administrative staff, or parents, characterized by an asymmetrical power relationship between aggressors and victims. Its impact is severe, undermining mental health, academic performance, and self-esteem, while producing hostile, unsafe environments that degrade educational quality and holistic development.

In recent years, school bullying has emerged as a major concern due to its significant impact on the health and development of children and adolescents. Bullying is characterized as harmful, deliberate, and recurrent behavior exercised by one or more individuals against another who is in a situation of inferiority or vulnerability. Caicedo & Fernández (2021) asserts that the consequences of bullying are diverse, affecting psychological, emotional, social, and academic domains. Psychologically, victims may experience symptoms such as anxiety, depression, low self-esteem, sleep disorders, and suicidal ideation. Furthermore, chronic stress resulting from bullying has been associated with physical health problems, including headaches, gastrointestinal issues, and a weakened immune system (Álvarez et al., 2022).

In Colombia, bullying poses a significant and increasingly visible challenge. To safeguard the rights of children and adolescents and ensure safe learning environments, multiple laws and policies have been enacted. Law 1620 of 2013 stands out as the central regulation governing school coexistence, establishing the National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality, and the Prevention and Mitigation of School Violence.

As part of compliance with Law 1620 of 2013, every educational institution is required to develop a Coexistence Manual, which serves as a fundamental normative and pedagogical instrument for school life. This document, which must be known, appropriated, and respected by all members of the educational community establishes clear policies and specific procedures aimed at preventing, identifying, and addressing situations of school bullying and other forms of violence.

This law therefore goes beyond merely regulating discipline and conflict resolution, as the Coexistence Manual also promotes values of respect, inclusion, and democratic participation, becoming a key reference for the construction of safe and harmonious school environments. It further emphasizes the importance of civic education and the development of socio-emotional skills among students, which are essential for fostering a culture of peace and coexistence. Nevertheless, its effectiveness depends on being implemented in conjunction with sustained and innovative pedagogical strategies that address school bullying in a comprehensive manner. Legislation alone is not sufficient to eradicate such behaviors; rather, it requires the active commitment of the educational community, ongoing teacher training, and institutional support to ensure prevention, timely intervention, and follow-up processes that safeguard students' dignity and rights.

Children's and young adult literature (LIJ) plays a pivotal role in classroom conflict resolution, fostering shared reading, acceptance of difference, strengthened bonds, responsibility, and autonomy (Grau *et al.* 2016, p. 178). It opens pathways for prevention and socio-educational intervention. González (2023) notes that LIJ

(1) promotes playful development by engaging imagination; (2) appeals to the senses through rhythm, rhyme, and musicality; (3) revitalizes communication processes; (4) promotes values and provides role models; and (5) fosters appreciation of reading and writing. Realizing this potential requires critical reading as a tool for social engagement and improved living conditions.

Literature, in this regard, fulfills an essential educational function by contributing to the understanding of the human condition and by making visible aspects of the psyche that often remain hidden. Through imagination, it enables the recognition of humanity in others and fosters processes of empathy and critical reflection. It provides privileged access to the richness of language, nourishes the symbolic world, enhances creativity, and cultivates the pleasure of reading. In this way, literature is not only configured as an aesthetic resource but also as a formative tool that contributes to the construction of citizenship, the development of socio-emotional skills, and the consolidation of cultural practices oriented toward coexistence and peace.

Poetry contributes rhythm, musicality, wordplay, and figurative richness. It empowers language through precision and meaning (Vásquez, 2008), renewing words and the lived experiences of children and adolescents. Poems become collective when readers identify with them, transforming lived and imagined realities. While poetry embraces both life's positive and negative facets, imagination enables change; as Szwork (2018) argues, poetic imagination bears responsibility, expressing not only aesthetic and subjective dimensions but also social pain. Poetry is contextual and timeless, tied to language, and speaks openly to humanity.

Poetry within the school context should be conceived as a formative experience that enables encounters and the construction of meaning through both reading and writing. It is not merely a matter of working with words, but of recognizing the symbolic charge they carry, evoking images connected to personal histories, subjective codes, and individual experiences. In this sense, poetry functions as a pedagogical resource that allows narration through sensations, smells, and textures, without relying on exhaustive descriptions or detailed characterizations. At early ages, poetic practice sharpens sensitivity, fosters subtlety and depth, and opens the possibility of discovering alternative ways of living and imagining other worlds. Thus, poetry emerges as an integral mode of knowing, in which subjectivity, creativity, and the appropriation of reality come into play, contributing to socio-emotional development and the formation of more reflective and empathetic citizens.

Then, the literature bullying nexus can be examined through three perspectives: (1) texts that explicitly address bullying; (2) works that interrogate school violence; and (3) narratives that incorporate violent acts within their plots. Together, these approaches reveal literature's potential to cultivate values, peaceful behaviors, coexistence principles, human rights, empathy, and care, while acknowledging possible risks. In educational settings, literary texts thus present both opportunities and challenges for shaping students' ethical and social development.

From all the foregoing arises the educational interest in literature, since the teacher adopts the stance articulated by Jorge Luis Borges: what is taught is not literature itself, but rather the love for work, for a memorable line, for verse, or for an idea. What is truly teachable, then, is a passion (Vásquez, 2008, p. 39). When embodied in teaching practice, this passion becomes contagious, awakening in others the desire to read with intensity. Yet, to achieve this, it is necessary to transcend the boundaries of formal schooling and foster aesthetic experiences in which literature ceases to be a mere subject and becomes a mediation of the written word. In this process, the teacher establishes relationships with the Other (the individual), with the Others (society), and with the Otherness (the environment), as Fernández (2021) affirms. Thus, literature is configured as a space of encounter and transformation, capable of articulating the aesthetic dimension with ethical and civic formation.

Research Approach

This study adopts a qualitative approach to address school bullying holistically through participants' personal perspectives, lived experiences, and subjectivities. In this way, the meanings, causes, effects, implications, relationships, and origins of bullying within students' everyday contexts are examined comprehensively (Sánchez *et al.* 2020). The scope is both exploratory and explanatory: exploratory, insofar as it identifies trends, contexts, and relationships that illuminate the phenomenon and guide the establishment of care measures; explanatory, insofar as it analyzes the causes and effects of school bullying through the pedagogical application of poetry in the classroom.

The research design is grounded in Action Research (AR) (See Figure 1), providing a framework to understand and intervene in school bullying within the classroom community. Its purpose is to enhance the logic and equity of social practices (Astorga, 2019). From this perspective, bullying is examined from the students' standpoint, adopting their language to describe and interpret the phenomenon in their school life situations. Their voices, mediated through poetry, serve as a resource for initiating changes in power structures, regulations, communicative practices, behavioral patterns, decision-making processes, and peer relationships. To this end, the AR process outlined by Kurt Lewin is employed through iterative cycles (Ñaupas, 2018).

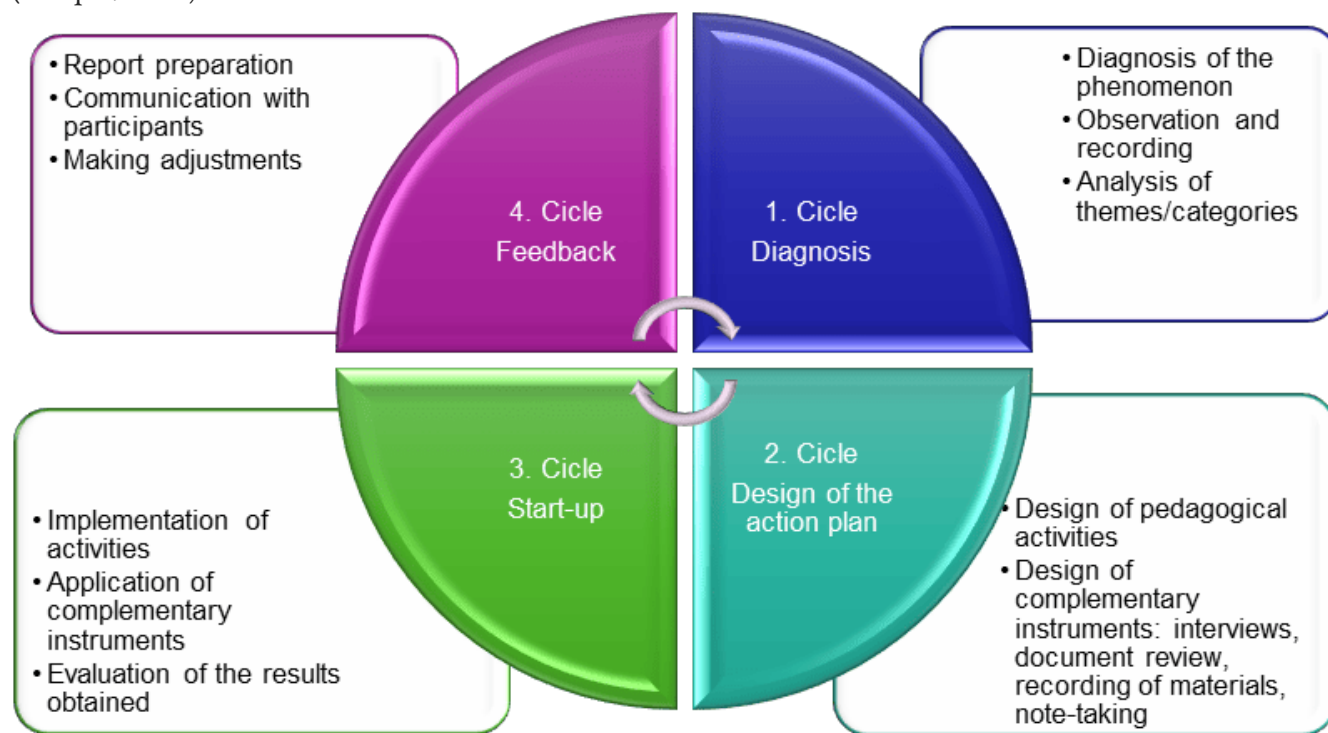


Figure 1

Spiral of action research
Own elaboration (2024)

The study involved students from transition (preschool), third, fifth, and eighth grades in public educational institutions in Colombia, located in the departments of Valle del Cauca and Santander, specifically in the municipalities of Cali and Lebrija. Participants represented both rural and urban settings, with the majority belonging to low socioeconomic strata. A non-probabilistic convenience sampling strategy was employed. One full-time teacher and one class from each selected grade (transition, third, fifth, and eighth) were intentionally chosen based on accessibility. The sample comprised the Golondrinas Educational Institution (24 preschool students and one teacher), Portugal School (18 students—10 preschool, 3 third grade, 5 fifth grade—and one teacher), and the Santa Fe Educational Institution (12 eighth-grade students and one teacher), totaling 54 students and 3 full-time teachers (See Table 1).

Table 1
Research sample

EDUCATIONAL INSTITUTION	SAMPLE		
	DEGREE	STUDENTS	TEACHERS
Golondrinas School Cali, Colombia	Transition (Preschool)	24	1
Portugal School, O campus, San Nicolas Alto neighborhood Lebrija-Santander, Colombia	Multigrade Transition (Preschool)	10	1
	Room (Primary basic education)	3	
	Multigrade Fifth (Primary basic education)	5	
Santa Fe Educational Institution, State of Puerto Rico Headquarters Cali, Colombia	Eighth (Secondary basic education)	12	1
TOTAL		54	3

Own elaboration (2024)

Given the nature of Action Research, the primary instrument was the educational intervention, structured through three action plans. Each plan comprised pedagogical activities organized by population, objectives, resources, implementation, and closure, all mediated by poetry. Activities included poetic and playful games designed to foster creativity, reflection, and dialogue among students. However, the pedagogical plan alone was insufficient to fully examine school bullying and generate meaningful educational contributions. It was therefore complemented by additional data-collection instruments: document review, observation records, and semi-structured interviews.

The document review examined concepts, experiences, needs, and methodologies related to the prevention and management of school bullying, drawing on institutional documents such as the Institutional Educational Project (PEI) and the Coexistence Manual. Non-participant observation records captured information on student behavior, peer interaction, and health-related signs that could indicate victimization or perpetration, guided by an 18-item checklist. Semi-structured interviews with teachers provided insights into classroom management, pedagogical practices, and institutional resources used to address bullying, based on 19 targeted questions. Together, these instruments offered a comprehensive understanding of the phenomenon and informed the design of poetry-mediated pedagogical strategies.

According to the Action Research design, categories are defined after the first immersion cycle. At this stage, diagnostic procedures based on observation records and document review enable data to be organized into categories, themes, or hypotheses (Hernández-Sampieri & Mendoza, 2020). Consequently, for each of the three educational institutions, the categories guiding the action plan emerge from the distinctive characteristics and contextual realities of participants within their classroom environments (see Table 2).

Table 2
Categories for the action plan by educational institutions

INSTITUTION	CATEGORIES	SUBCATEGORIES
Golondrinas School Cali-Colombia	Promotion Prevention Attention Follow-up	Caring for others Managing emotions Assertive communication Self-knowledge
Portugal School, headquarters O Lebrija-Santander, Colombia		Interpersonal relationships Assertive communication decision making Caring for others
Santa Fe Educational Institution, State of Puerto Rico Headquarters Cali, Colombia		Interpersonal relationships Problem and conflict management Critical thinking decision making

Own elaboration (2024)

The Action Research process unfolds through iterative cycles, beginning with the identification of themes and categories from Cycle 1 – Immersion, based on observation records, document review, and interviews cross-analyzed in an analytical matrix to inform the educational intervention in Cycle 2 – Action Plan Design and Cycle 3 – Implementation. In Cycle 4 – Feedback, a comprehensive report evaluates the plan's relevance and progress in addressing school bullying through poetry, supported by descriptive analyses of both individual activities and institutional outcomes. Units of meaning—sentences, words, anecdotes, narratives, illustrations, and behaviors contributed by participants—are examined and systematically recorded in a matrix for cross-analysis (see Figure 2). This integrated process facilitates theoretical development, documents relationships, and builds conceptual networks around the research problem, while providing the foundation for a poetry book as a didactic resource that structures action through promotion, prevention, attention, and follow-up.

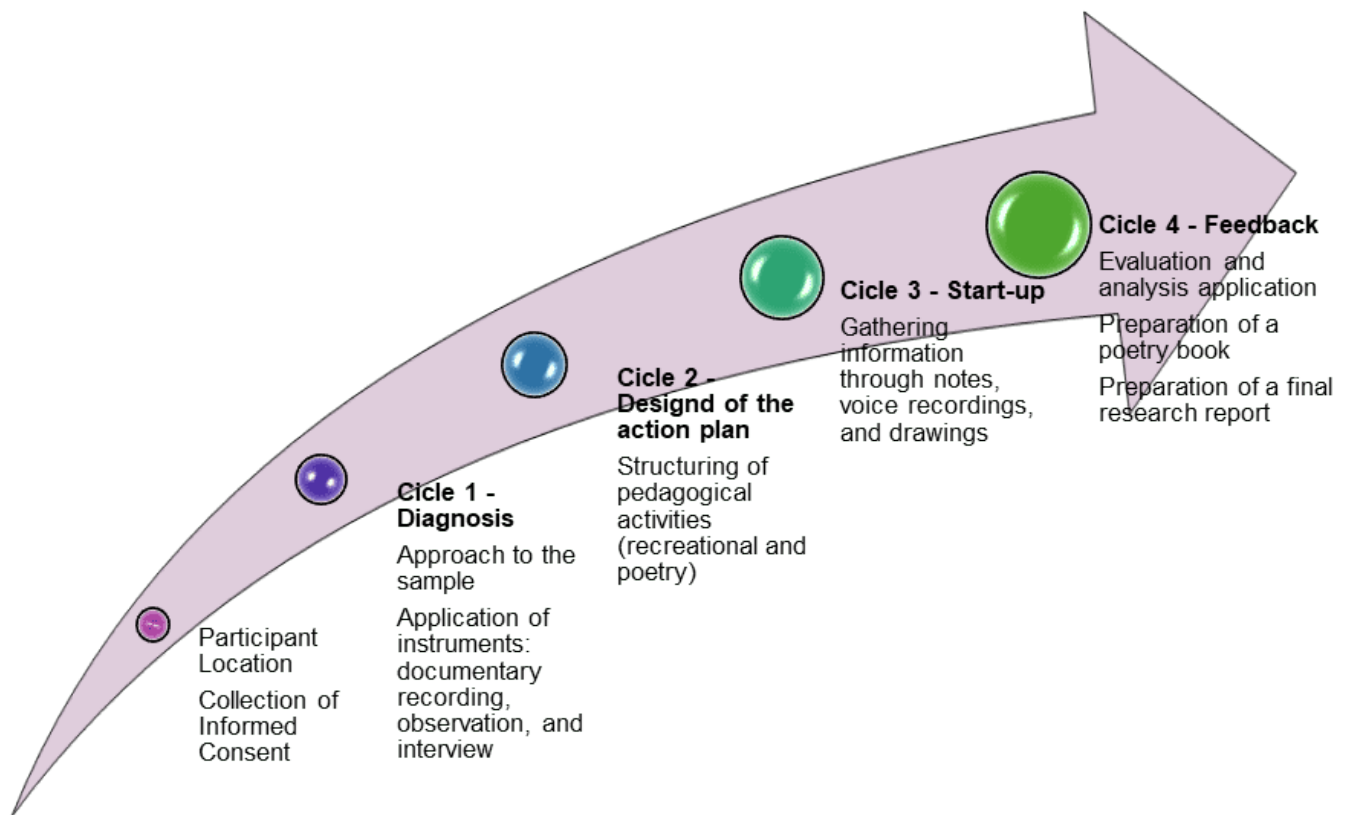


Figure 2
Study procedure
Own elaboration (2024)

Findings and Discussion

Cycle 1

Diagnosis (Observation Record)

In Institution A, pedagogical documents such as the PEI and the Coexistence Manual are firmly grounded in national legislation that safeguards students' rights and establishes procedures for addressing incidents of violence. Caicedo *et al.* (2025) underscores school mediation as a key mechanism for conflict resolution and the promotion of coexistence within educational institutions. The institution has implemented targeted initiatives in these areas, reflecting a strong commitment to restoring the dignity of students affected by school bullying. Nonetheless, while these projects are valuable, it is essential that schools also integrate pedagogical and didactic strategies to complement legal frameworks and mediation efforts. The absence of such strategies in the reviewed documents highlights an opportunity to strengthen the practical application of legislation in educational settings. As Smith (2019) notes, the lack of specific pedagogical approaches can limit the effectiveness of initiatives aimed at preventing and addressing school bullying.

At Institution B, strong alignment is evident among the Institutional Educational Project (PEI), the Coexistence Manual, and curriculum design. This coherence is reflected in objectives to foster positive classroom dynamics, manage incidents effectively, and ensure appropriate follow-up. A notable innovation is the Social Coexistence Pact, which engages students and their families from the moment of enrollment. Together with the cross-cutting human rights project "Without values, there are no rights. Educating in values is educating in human rights," it provides a solid theoretical foundation and concrete activities for community

engagement. The implementation of strategies such as communication, emotional regulation, self-esteem development, critical reflection, and teamwork is fundamental to cultivating a positive school environment.

Institution C demonstrates rigorous compliance with Colombian legislation, particularly the 1991 Political Constitution and Law 1620 of 2013, as reflected in institutional documents including the PEI, the Coexistence Manual, and Study Plans. These documents detail strategies to prevent and address school bullying, incorporating the Comprehensive Care Route for School Coexistence with specific pedagogical protocols and activities. The establishment of clear, detailed regulations is essential for effective prevention and for safeguarding student well-being (Herrera *et al.* 2021). Furthermore, the School Justice System promotes a holistic approach that emphasizes recognition and respect for differences, the implementation of disciplinary measures, and the strengthening of coexistence through characterization, prevention, support, pedagogy, school governance, and administration. This dialogic model of conflict prevention and resolution, aligned with the Coexistence Manual, seeks to reinforce coexistence and restore agreements, thereby reducing the recurrence of conflicts.

Diagnosis (observation record)

In the transition group, children exhibit a strong capacity for teamwork and for articulating their opinions. As Caicedo y Fernández (2021) underscores, social and emotional development at this stage is foundational for acquiring coexistence and communication skills. Free play facilitates experimentation with social roles and norms, fostering empathy, peer care, gentle behavior, and conflict resolution (Tamayo *et al.* 2020). Children also regulate their behavior in line with environmental expectations, demonstrating respect and mediating to sustain positive relationships, highlighting the importance of reliable authority figures, such as the group leader, in building trust and emotional security.

In the multi-grade group (transition, third, and fifth grades), camaraderie and mutual care persist despite age and developmental differences. This dynamic can be partially attributed to Colombia's Escuela Nueva model, which is rooted in active learning and promotes social and cultural integration. As Cano (2022) notes, the heterogeneous, multi-grade structure encourages cooperation and mutual respect. The school environment further cultivates an educational community in which students feel accepted and valued, thereby supporting harmonious coexistence and the development of social skills such as conflict resolution and decision-making.

In the eighth-grade group, a more complex picture emerges in students' social and psychological development. Peer clustering by gender or around indiscipline suggests needs for belonging and identity formation—critical aspects of adolescence. Hughes & Lynn (2016) reports that adolescents often seek peer groups that reinforce identity and provide belonging, which may account for these patterns. Emotional instability and irritability observed in this group may be linked to hormonal changes and personality consolidation (Curcho & Sierra, 2020). These factors shape behavior and social interaction, and exclusionary practices can adversely affect emotional and social development, intensifying instability and mood fluctuations.

Diagnosis (semi-structured interview)

For the transition grade (preschool), the teacher identifies several challenges, including parents' reluctance to address school bullying and discrepancies between children's behavior at home and in the classroom, which hinder early detection and appropriate management. Tompkins (2022) highlight school mediation as a key strategy for conflict resolution and the promotion of coexistence in educational institutions. Institution A demonstrates a solid understanding of perceptions and practices related to bullying in early childhood education. The teacher defines bullying as repeated aggression directed toward submissive, rebellious, or

solitary children, while noting that rough behavior in preschool is often part of typical development without harmful intent. Although no direct cases of bullying have been observed in the preschool classroom, the teacher's professional experience indicates awareness of aggressive behaviors during playtime, reflecting the ability to identify early signs of concern in young learners. Said-Hung et al, (2021) stress that early intervention and continuous monitoring are essential to preventing the emergence of aggressive behaviors associated with bullying.

In the multi-grade group (transition, third, and fifth grades), the teacher identifies bullying as verbal or physical violence that negatively affects the targeted student's school environment. This observation aligns with Herrera & Frausto (2021), who argue that bullying has long-term detrimental effects on students' emotional and social development, including communication difficulties, strained interpersonal relationships, and reduced social adaptability. The teacher further emphasizes that psychological bullying is particularly harmful, as it generates fear and anxiety that are harder to address and document than physical harm. These long-lasting effects can significantly undermine students' self-esteem and emotional well-being, underscoring the need for early and effective interventions in the school context (Fernández et al., 2024).

In eighth grade, the teacher demonstrates a comprehensive understanding of bullying, describing it as systematic and repetitive behavior with potentially severe consequences, including suicide or homicide. Herrera *et al.* (2021) says that school violence extends beyond simple disagreements, causing profound damage to victims' psychosocial, psychological, and mental health. The teacher observes instances such as insults, verbal aggression, and discrimination. While these are often addressed through equitable dialogue, more serious cases are referred to school mediators or escalated to the coordination team and the principal's office. This approach reflects a Transitional or Restorative Justice model, which seeks to restore relationships and promote the well-being of those involved.

Cycle 2

Design of the action plan



Figure 3
Pedagogical Plans Institutions A, B and C
Own elaboration (2024)

The last figure (see figure 3) shows the following triangulated analysis of Cycle 1 data, analytical categories were defined for each institution. Guided by these categories, pedagogical plans were structured according to the Comprehensive Care Route for School Coexistence—promotion, prevention, attention, and follow-up. Each plan included four to six activities mediated by poetry (e.g., tongue twisters, bestiaries, riddles, acrostics, haikus, collective poems, fables, letters, calligrams, inventories, rhymes, dialogues, stories, confessions, enumerations, dreams, observations, wordplay, prose, instructions, image translations, “life upside down,” word chaining, inverse words, postcards, songs, calendars, and “messages in a bottle”) and complemented by playful activities (e.g., role-playing, classification tasks, intentional silences, listening to songs, treasure hunts, sensorimotor exercises, verbal expression, and auditory games), among others.

Cycle 3

Start-up (Institution A)

During the implementation of the pedagogical plan, four activities were conducted, each corresponding to a phase of the comprehensive care pathway for school coexistence. These activities, carried out within the school day, combined both group and individual formats of recreational and literary nature. The process generated graphic and auditory materials that captured students' thoughts, emotions, and behaviors, providing valuable insights into their socio-emotional experiences (see Figure 4).



Figure 4

*Classroom work categories promotion, prevention, care and follow-up
Institution A activities (2024)*

In the Transition grade (preschool), establishing a safe and respectful environment for all students is paramount. Despite economic and social constraints, children in this institution show a strong interest in learning and social interaction—both essential to their emotional and academic development.

The analysis of the four phases of the comprehensive care pathway for school coexistence highlights the consolidation of social values such as companionship, solidarity, and respect for diversity. Students represented

the classroom as a safe space through collaborative activities, recognized individual differences without exclusion, and proposed empathetic and protective responses to potential bullying situations. Their reflections reveal an emerging awareness of the impact of rejection and the importance of empathy, tenderness, and mutual support in fostering healthy relationships.

Overall, the findings demonstrate that children at this stage possess an incipient yet meaningful understanding of coexistence, grounded in acceptance, care, and friendship. Their narratives and creative outputs underscore the relevance of teacher and family involvement in guiding these practices toward the consolidation of a culture of peace. In this way, the Transition classroom is configured as a formative environment where socio-emotional development, respect, and solidarity become essential pillars for preventing bullying and strengthening children's identity and resilience.

Although no explicit cases of bullying have been identified, certain behaviors warrant attention, including social isolation and difficulties integrating into group activities. These findings underscore the need for strategies that foster inclusion and empathy and highlight the critical role of educators and authority figures in mediating conflicts and promoting healthy peer relationships.

Start-up (Institution B)

The categories guiding the design of the pedagogical plan are interpersonal relationships, assertive communication, decision-making, and self-awareness (see Figure 5). The supporting resources used for the development of the activities—such as videos, news articles, stories, and poems—are presented in the same figure and in the appendices, serving as essential inputs for the implementation of the pedagogical strategies.



Figure 5

Classroom work categories promotion, prevention, care and follow-up
Institution B activities (2024)

In the multi-grade group (transition, third, and fifth grades), a pronounced sense of responsibility and commitment to others is evident in classroom dynamics. Students consistently support one another in school activities, embodying social values. No instances of exclusion or negative leadership were observed,

contributing to a harmonious atmosphere and positive coexistence. While minor conflicts occasionally occur, such as rough play or name-calling, these do not escalate into bullying, as timely teacher mediation typically prompts behavioral correction.

The analysis of activities conducted in the multigrade classroom shows that students in Multigrade possess a meaningful understanding of the manifestations and consequences of bullying. Through narratives, drawings, and literary exercises, they identified different forms of bullying—physical, verbal, social, and cyberbullying—and recognized its impact on emotions, self-esteem, and school engagement. They also highlighted associated forms of violence such as discrimination, xenophobia, and fatphobia, while emphasizing the positive qualities of their peers, thereby reinforcing the value of diversity and group cohesion as protective strategies.

In the phases of prevention, intervention, and follow-up, students identified key behaviors to stop bullying, such as expressing emotions, seeking help, informing adults, and practicing human values like empathy, tenderness, and respect. They acknowledged the importance of support networks composed of peers, teachers, and families, and used metaphors such as the “hero” to represent the responsibility of protecting and guiding others. Finally, they reflected on their own mistakes, offered apologies, and established commitments to change, demonstrating an early awareness of repair and the need to preserve affective bonds.

Students are also continually developing socio-emotional skills, which require targeted intervention and guidance from the teacher. This support strengthens academic learning and the competency of knowing how to be, with emotional self-regulation enabling students to identify and manage their emotions. Such regulation is essential for active listening, appreciating differences, and contributing to effective conflict resolution.

Start-up (Institution C)

During the implementation of the pedagogical plan, the four planned activities were carried out within the school day, over a period of approximately two weeks (see Figure 6). These activities enabled the collection of written, auditory, and graphic materials related to students’ conceptions of bullying, guidelines for healthy coexistence, and the emotions they experienced in this context. For the analysis of the results, the information is organized and presented according to each activity.



Figure 6

Classroom work categories promotion, prevention, care and follow-up
Institution C activities (2024)

In eighth grade, several indicators of school bullying were identified. Examples include the exclusion of students perceived as different, labeled childish, lazy, or preferring solitary work—and classroom disruptions that undermine discipline and group cohesion. Although students participate in sports that promote unity and self-regulation, intolerance toward diverse perspectives and ways of being persist. These exclusionary dynamics can adversely affect adolescents' emotional and social development, contributing to instability and mood fluctuations. Addressing these issues requires active involvement from educational professionals to foster inclusion, empathy, and sustained support structures.

Participants identified various forms of violence—verbal, physical, psychological, and cyberbullying—and emphasized how these practices undermine victims' dignity, self-esteem, and school engagement. They also recognized that bullying can be linked to structural issues such as social inequality, the influence of gangs and armed groups, and dysfunctional family dynamics, which increase students' vulnerability. In their narratives, adolescents highlighted the importance of making bullying visible and acknowledged that both victims and aggressors experience emotional consequences, reinforcing the need for comprehensive approaches within the school context.

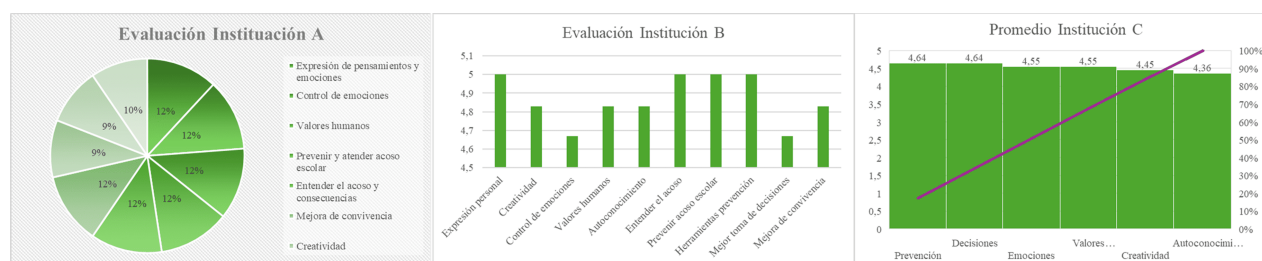
In the phases of prevention, intervention, and follow-up, students stressed the importance of early action, expressing emotions, seeking help, and avoiding silence, which they considered the bully's most powerful weapon. They recognized the crucial role of support networks composed of peers, teachers, families, and school counselors, as well as the need for clear policies and educational programs that foster values such as respect, empathy, and tolerance. In the follow-up phase, they emphasized the significance of giving visibility to cases, establishing reparative agreements, and ensuring their fulfillment through constant evaluation, while acknowledging that reconciliation requires time and commitment.

Following implementation of the pedagogical plan, students demonstrated a solid understanding of bullying—its forms, actors, and consequences for victims. They valued promoting positive social practices and showed increased capacity for reflective decision-making in peer conflicts. Discussions about bullying became a salient classroom topic, as students acknowledged its broad impact on individuals and the learning environment. Although many expressed a preference for resolving conflicts independently linked to autonomy and a desire not to burden their families, they also recognized the importance of having reliable support networks.

Cycle 4

Feedback

After completing the pedagogical plan, feedback was collected from group leaders and students using a Microsoft Forms survey designed to assess strengths, areas for improvement, and the overall impact of the intervention. The questionnaire comprised three sections: (1) three demographic items identifying the respondent, their institution, and their role; (2) ten closed items evaluating the action plan on a 1 (poor) to 5 (excellent) scale; and (3) three open-ended questions soliciting recommendations for future implementation. Each participant completed a total of 16 items.

**Figure 7***Assessment of the action plan*

Forms Office. Evaluation of the Pedagogical Plan-Research Project Survey (2024)

Figure 7 shows broad agreement that the pedagogical plan was appropriate for addressing school coexistence. The highest ratings corresponded to participants' understanding of school bullying and its consequences, the provision of tools to prevent and respond to bullying, and the improvement of coexistence resulting from the implemented activities. Items related to facilitating emotional expression and regulation and to promoting human values also received notably high scores. Evaluations highlighted the plan's clear organization, the researchers' strong commitment, and fulfillment of promises made to the schools and staff. Teachers requested additional support for working with children, a longer implementation period, and parent-facing materials to enable families to reinforce bullying-prevention work at home.

In keeping with the project's responsibility to the three participating institutions, partial results obtained by June 2024 were presented to principals, coordinators, and teachers (see Figure 8). The feedback sessions prioritized actionable recommendations for strengthening follow-up, expanding teacher support, and integrating family outreach into future iterations of the pedagogical plan.



Figure 8

Socialization of partial results

First photo, top left, partial research report. Second photo, top right, shared with management at IE Santa Fé. Third photo, bottom left, shared with multi-grade teacher at Colegio Portugal. Fourth photo, bottom right, shared with management at IE Golondrinas (2024)

Product

Book of poems

All written and visual materials were compiled to produce the poetry book. Student words, phrases, and drawings were organized along the bullying-response pathway—promotion, prevention, attention, and follow-up—to facilitate understanding, reporting, and the application of institutional protocols. Collected resources were cleaned, edited, and arranged to give coherent form and meaning to the data while preserving the original intent and voice of the students. Below are selected excerpts:

Silence

There are good silences and there are bad silences. The good ones happen when we're playing hide-and-seek While, in the closet, we're calm. Or when we're watching a movie Or walking through a museum. The bad ones happen when someone tries to silence us. Or when we're afraid to share the past. The good silences happen when we're alone while we build our dreams. The bad silences are those that don't help us when someone mistreats us. Fuente: Fernández (2025)

Silencio

Existen silencios buenos y existen silencios malos. Los buenos, suceden jugando a las escondidas mientras, en el armario, estamos serenos. Cuando vemos una película o paseamos por un museo. Los malos, suceden cuando alguien intenta callarnos. O cuando tenemos miedo de decir lo pasado. Los silencios buenos suceden a solas mientras construimos nuestros sueños. Los silencios malos son los que no buscan ayuda cuando alguien nos está maltratando. Fuente: Fernández (2025)

The family of friendship

We are one with everyone, we are brothers and friends, we will be there for you when you need it, if someone is suffering, let us put ourselves in their shoes and help them with our bond of friendship and unite them to the family of friendship. Fuente: Nahir Gabriela Da Silva Morales (2024) Eight grade

La familia de la amistad

Somos uno con todos, somos hermano y amigos, estaremos para tí cuando lo necesites. Si alguien sufre pongámonos en sus zapatos y ayudémoslo con nuestro lazo de la amistad y unámoslo a la familia de la amistad. Fuente: Nahir Gabriela Da Silva Morales (2024) Eight grade

Cuidar

Matias is a special child. He's not only good at school, but he knows how to care. When other children are attacked, he not only warns the adults, but he hugs them to keep them warm. When another child is hurt, he not only cleans their wounds, but he stays by their side. Matias is a special child. He not only knows what to do when others are hurt, but he uses his tenderness to save them. Fuente: Fernández (2025)

Cuidar

Matías es un niño especial. No sólo es bueno en la escuela, sino que sabe cómo cuidar. Cuando otros niños son atacados no sólo avisa a los adultos, sino que los abraza para que sientan abrigados. Cuando otro niño aparece golpeado no sólo le limpia las heridas, sino que se queda a su lado. Matías es un niño especial. No solo sabe qué hacer cuando otros son vulnerados, sino que usa su ternura para salvar. Fuente: Fernández (2025)

The final edition was launched on 8 May 2025 at the Bogotá International Book Fair (FILBO 2025) (see Figure 9). We are also collaborating with the same publisher on a comprehensive book based on this study. The volume is being developed jointly by the principal investigator and three co-investigators—Diana Marcela Leal Camacho, María Isabel Pinzón Navarro, and Paulo César Delgado Ordóñez—each a graduate of the Master's in Education program at Corporación Universidad Minuto de Dios (UNIMINUTO).

Launch video: <https://youtu.be/Ryw0EYjcrAo>

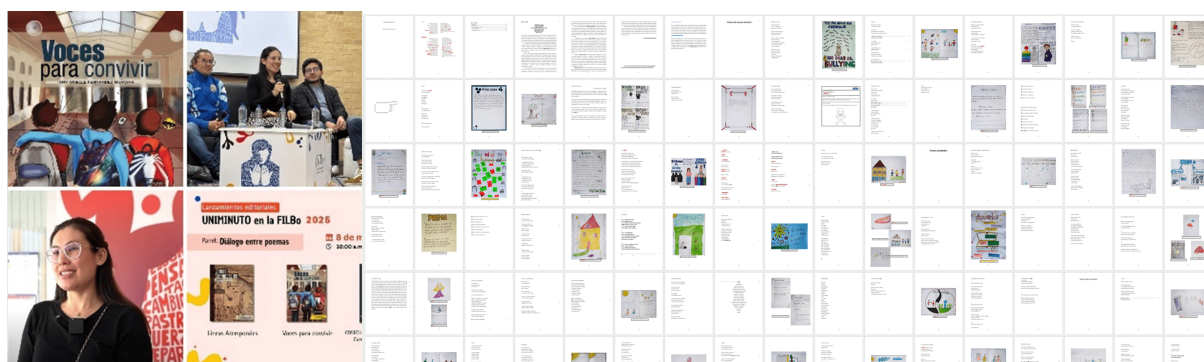


Figure 9

Launch of the book at FILBO 2025

On the right-hand side, several images depict the launch of the poetry book, while on the left-hand side the book is shown in its unedited version.

Conclusions

Based on the previous research project, poetry proved to be a significant tool for addressing bullying in schools and for fostering values such as care and fraternal respect. Poetic activities enabled children and adolescents to convey meaningful messages, stimulate reflection, raise awareness, and promote empathy among peers, thereby contributing to a safer and more respectful school environment.

In the Transition grade highlights the importance of building a safe, inclusive, and respectful school environment capable of fostering both cognitive and socio-emotional development in children. Although no cases of bullying were identified, behaviors of isolation were observed, requiring pedagogical strategies oriented towards empathy and integration, in which the role of educators is fundamental.

Within this framework, the Educational Project based on restoration and mediation is confirmed as a valuable resource for strengthening active participation and child well-being, while play and recreational activities are consolidated as essential tools for the acquisition of socio-emotional skills. Finally, the need to continue promoting collaboration between the educational community and families is emphasized, with the aim of ensuring an environment that values diversity and fosters mutual respect, preparing students to face life's challenges with confidence and resilience.

The findings also show that good practices of school coexistence in the Multigrade classroom contribute significantly to the prevention of potential bullying cases, by promoting a cooperative and respectful environment despite the diversity of ages and academic levels. Community integration and student commitment are reflected in behaviors of mutual support and care, which strengthen the practice of social values and prevent dynamics of exclusion or negative leadership.

Although minor conflicts arise, these are managed promptly by the teacher, favoring children's socio-emotional development and emotional self-regulation—essential aspects for conflict resolution and the understanding of differences. Nevertheless, the need for specific training and clear protocols for the prevention and management of bullying is evident, given the crucial role of teachers in its identification and intervention. Taken together, the multigrade classroom is configured as a space of peace and collaboration, where empathy, respect, and tolerance—reinforced by the rural environment and the example of families—consolidate the school as a safe environment for learning and coexistence.

In the case of the Eighth-Grade group, the results reveal the presence of behaviors that may lead to bullying, such as rejection of students perceived as different or intolerance toward diverse ways of thinking, which negatively affect the emotional and social dynamics of adolescents. Although sports activities promote unity and discipline, risks of exclusion persist, requiring active intervention from the educational community. The

Restorative Justice model adopted by the institution constitutes a valuable resource for addressing these issues, as it fosters reconciliation and the restoration of rights; however, the lack of teacher training and clear protocols is recognized, limiting effective responses to situations of school violence.

The implementation of the pedagogical plan enabled students to develop awareness of bullying, its manifestations, and consequences, underscoring the importance of reliable support networks and reflective decision-making. In this regard, the prevention and management of bullying demand a collective effort that includes communication, coexistence agreements, constant monitoring, and dissemination of strategies, so that the school may be consolidated as a safe, inclusive, and replicable environment for other institutions.

Poetic expression offers versatile therapeutic and educational tools to mitigate the effects of bullying. Schools are encouraged to implement poetry-based programs to develop emotional and social skills and to build safe, community-oriented environments. Future research should examine the impact of literature and poetry within the school curriculum as bullying-prevention tools and evaluate how structured intervention pathways influence the development of values such as care and fraternal respect. Logistical and resource limitations encountered during the study should be considered when scaling and sustaining similar interventions.

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Tany Giselle Fernández Guayana,

Paulo César Delgado Ordóñez

*A comparative study on the school coexistence attention route
implemented through poetry*

*Un estudio comparado sobre la ruta de atención a la convivencia
escolar implementada con poesía*

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