

Research Article

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# An Educational Resource for School Coexistence in High School: Poetry as a Tool Against Bullying

Tany-Giselle Fernández-Guayana , María Isabel Pinzón Navarro 

## Abstract

**Background/purpose.** Poetry, as a pedagogical resource, enriches educational experience by incorporating aesthetics and expanding students' formative process. It serves to break the cycle of manipulation, oppression, violations of rights, and the degradation of human dignity. This article aims to present the findings of a study on the use of poetry in designing strategies for the prevention and intervention of school bullying in a high school classroom.

**Materials/Methods.** The study followed a qualitative approach with an exploratory-explanatory scope and an action research design. The sample included 12 eighth-grade students and 1 teacher from a public school in Cali, Colombia. The instruments used in the study included observation logs, document analysis, semi-structured interviews, and pedagogical interventions. The data analysis was conducted through the interpretation of coded data organized in an EXCEL matrix.

**Results.** Findings highlight that poetry is a powerful tool in addressing bullying, enabling adolescents to convey meaningful messages, fostering reflection, awareness, and the development of empathy among peers. This, in turn, contributes to creating a safer and more respected school environment. The primary outcome of the study was the generation of a poetry book structured as a guide for addressing bullying in school, comprising promotion, intervention, prevention, and follow-up strategies.

**Conclusion.** Reading and writing poetry during adolescence provides a pathway to recognize and report abuses that disrupt human dignity while also offering a platform for exploring possible solutions from within vulnerable spaces such as schools.

## 1. Introduction

Today, Colombia requires pedagogical efforts to cultivate coexistence skills among its citizens. One of these efforts involves addressing school bullying within educational institutions to critically examine its historical ties to the country's armed conflict. The goal is to implement intervention strategies and promote socio-community empowerment initiatives that influence contemporary society in a meaningful way (Tamayo et al., 2020). In this context, fostering collective awareness is essential for revisiting the historical and social trajectory of Colombians. Enhanced pedagogical practices and the integration of poetry serve as catalysts for constructing spaces where new collectives, communities, and societies can emerge.

Didactic resources such as poetry, storytelling, and other arts enable individuals to create and co-create their world responsibly. Poetry strengthens human capacities by pushing the boundaries of conventional understanding, unlocking creative potential, and fostering symbolic expression (Fernández et al., 2024), playing a pivotal role in mobilizing communities, advocating for rights, and denouncing injustices. Throughout history, poetry has been a powerful instrument of resistance, advocating for a fairer and more equitable world.

For this reason, incorporating poetry into education encourages recognition, denunciation, and intervention in cases of school bullying. Here, poetry serves as a means of unveiling the truth and, in doing so, breaking the cycle of manipulation, oppression, rights violations, and human indignity. Szwarc (2018) states that poetry "seeks to express -social pain- arising from the circumstances of the disadvantaged in our society, a struggle that has long been embedded within language itself" (p.19).

Studies conducted in the United States indicate that fostering healthy social interactions through structured play and integrating literary resources from an early age contribute to students' social skill development, as well as their engagement with literary materials (Tompkins, 2022; Labadie et al., 2012). Similarly, research from Spain highlights that literary texts convey social values. Examples include "bibliotherapy" and "narrative therapy," both recognized as effective approaches to helping adolescents share thoughts, ideas, and emotions to constructively address bullying (Cusman-Barriga & Gallardo-Echenique, 2024; Ruiz, 2022).

Common activities in studies on addressing and preventing school violence include reading, role-playing, round-table discussions, creative expression, poetry recitals, peer interactions, musical engagement, and storytelling (Curcho & Sierra, 2022; Rojas, 2021; Puspitasari et al., 2018; Cañamares & Navarro, 2015). A study conducted in Bangladesh (Chowdhury, 2020) emphasizes that eliminating all forms of bullying requires educational institutions to reinforce preventive measures. This includes initiatives such as installing anonymous complaint boxes, appointing student counselors, and investing in comprehensive training for the entire educational community.

In Latin America, literature has proven to be an effective tool in the classroom for fostering self-awareness and promoting social coexistence. Aspects such as self-concept, self-esteem, empathy, assertiveness, autonomy, affectivity, acceptance of diversity, friendship, collaboration, respect, negotiation, and dialogue are embedded in Spanish, Ecuadorian, Peruvian and Canadian Children's and Young Adult Literature (CYL) as models for school coexistence (Cusman-Barriga & Gallardo-Echenique, 2024; Nuño, 2020; Onofre & Veintimilla, 2020; Hughes & Lynn, 2016).

In Colombia, research indicates that some student environments are marked by gang activity, alcoholism, and drug addiction, all of which influence personality development, emotional regulation, and behavior within schools (Cañas & Cuartas, 2019; García et al., 2018). This has led to growing interest in using literature as a mechanism for social intervention, as it facilitates communication between those involved in conflicts. Other studies have found that poetry enables adolescents to express profound messages, fostering reflection, awareness, and the development of empathy

among peers, thereby contributing to a safe and respectful school environment that discourages violent behavior (Fernández, 2025a; Castro, 2018; Sarmiento, 2014).

In light of this, researching school bullying goes beyond understanding the phenomenon—it also involves developing strategies to mitigate it. Using poetry in the classroom, as well as encouraging students to create it, allows for resonances that emerge from imagery and silence, breaking patterns of violence within school settings. Poetic writing among adolescents invites new experiences that transform their immediate reality while also reclaiming the human condition in its rawest form. It challenges and guides individuals to envision an alternative order, to engage with the world, and to redefine it through language.

This article aims to present the findings of an educational study on the development of poetry as a tool for school bullying prevention, crafted from the students' own voices in a Colombian high school classroom. Thus, this research examines the realities of school bullying among students and, through poetry, creates space for dialogue and ethical projects promoting a culture of peace, prevention, and intervention.

The study's objectives were:

- Identify the students' contextual and school coexistence characteristics
- Explore their perceptions of school bullying
- Produce a poetry book from their voices, serving as a medium for understanding, reporting, and addressing cases of school bullying

The study question is:

How does children's and young people's poetry enable students to understand, report, and address bullying in three Colombian educational institutions?

## 2. Literature Review

### 2.1. *Bullying and its consequences*

In recent years, school bullying has emerged as a major issue due to its significant impact on the health and development of affected children and adolescents. According to Cardozo (2021), school bullying is characterized by harmful, deliberate, and recurrent behavior, exerted by one or more individuals against another who is in a position of inferiority or vulnerability.

As stated by Embleton (2023), the consequences of school bullying vary and can affect psychological, emotional, social, and academic domains. Psychologically, victims may experience anxiety, depression, low self-esteem, sleep disorders, and suicidal thoughts. Moreover, Álvarez, Pérez, Lucas, Martínez, and Fonseca (2022) estimate that the chronic stress caused by school bullying can lead to physical health problems such as headaches, gastrointestinal issues, and a weakened immune system.

According to Sánchez-Gómez, Oliver-Casademont, Adelantado-Renau, and Bresó (2020), emotionally, victims may develop feelings of loneliness, sadness, fear, and helplessness, which can impair their ability to form healthy and functional interpersonal relationships. Meanwhile, other scholars argue that, in the social sphere, school bullying can lead to social isolation, making it difficult for victims to build friendships and support networks (Andrade et al., 2021).

From the perspective of Chávez and Salazar (2024), the consequences of school bullying for academic performance include decreased motivation and interest in learning, increased absenteeism, and a higher risk of dropping out. Furthermore, research suggests that victims of school

bullying may face long-term difficulties in their professional and personal development, which is detrimental to their overall quality of life and well-being (Uçar et al, 2025; Labrador et al., 2023).

School bullying can, therefore, constitute a risk factor for depression and suicide among children and adolescents, underscoring the need to address it to safeguard their mental health. Cardozo (2021) advocates for an ecological approach to understanding the complexity of bullying and emphasizes the importance of addressing it from multiple perspectives, including individual, school, and family factors.

## ***2.2. The power of literature in school***

Regarding literature, its scope extends beyond the curricular content covered in language subjects. Engaging with literature brings about transformation: a student is never the same before and after reading a literary work. For this reason, the teaching of literature aims to foster, through the joy of reading, the ability to discern and appreciate different perspectives, languages, and worldviews.

Given this, Children's and Young Adult Literature (CYL) is not a minor genre; its depth lies in the substance of the text and stories, the mental images evoked by the sentences, their musicality, and the illustrations that enhance the reading experience. This is how the importance of CYL can be established (González, 2023): 1) It promotes playful development by capturing children's interest and stimulating their imagination. 2) It is pleasing to both the eye and the ear due to its musicality, rhyme, and rhythm. 3) It revitalizes communication processes, enhancing message comprehension. 4) It fosters values and provides meaningful life references. 5) It allows appreciation not only of the act of reading but also of writing.

Furthermore, the word in literature (whether written or heard) holds significance because it forms part of the symbols of life (García, 2016). Words provide access to the inner world, intimacy, the deepest emotions, and all that defines a person, enabling a "relationship because they are open to conversation and exchange" (Op. Cit., p.87). In fact, words hold two values (Grigelmo, 2020): The first is personal, as it is intrinsically linked to one's own life; the second is collective, as it extends beyond the individual, thus having a broader scope as its meaning allows voices to amplify words.

For this reason, in literature, words such as peace, love, faith, or freedom are more than mere terms: they are inherited and lived as realities. Words create an "us" with which one can identify, but also a "none." With words, one can build, deconstruct, and even destroy. Unfortunately, words, at times, have been weaponized against others. This is why Children's and Young Adult Literature carefully nurtures words, often breathing new life into them. Its power is immeasurable.

## ***2.3. Poetry in the classroom coexistence***

Poetry, in turn, serves as a medium for renewing and ultimately reconstructing the world, rediscovering aspects of life, and appreciating silence through metaphors, imagery, and symbols, as expressed by Jorge Luis Borges (in Vásquez, 2008). For both adolescents and adults, poetry embodies the passage of words through time, flowing into the spaces inhabited by humankind: "It captures every instant of thought, recalls, reveals, and embraces the magical world, revering the written word" (González, 2023, p.19).

Studies show that literary resources, such as poetry, serve as mediators in preventing and responding to bullying, primarily from preschool through secondary education. An example of this is a Colombian study that developed a pedagogical approach using poetry to understand bullying and the roles students may experience, foster awareness of human rights, and strategies to stop abuse. It also provided support to students who, in their poems, expressed signs of being bullied by a classmate (Sarmiento, 2014). In Spain, a study developed an intervention proposal that used rap as a

resource to address bullying in a fifth-grade classroom, promoting the reading, production, and analysis of poems and songs. The result was creative expression through rap for camaraderie, reporting abuse, and coexistence (Suárez, 2017).

Thus, poetry in schools should not be reserved solely for Mother's Day or Teacher's Day, neglecting its rhythmic value, musicality, linguistic playfulness, and richness in figurative language. It holds the power of precision and the expressive force of the written word (Vásquez, 2008), being a way of understanding—one that seeks essence, clarity, and synthesis. Poetry enables us to “access unnoticed, immeasurable, and unknown territories, to explore the frontiers of the self and its many facets... it offers life from new perspectives” (Op. Cit., p.20).

Poetry is, consequently, not an easy task, as it requires delving into students' frames of reference, such as their relationships with their surroundings and their imagination, enabling them to bring magic into thought and captivate the reader, especially since poetry does not always convey ideas directly but rather suggests them. In this sense, poetry in school is not just about presenting strings of words for reading; instead, it should inspire students to enjoy perusing letters, graphic images, mental imagery, rhyme, and musicality, allowing them to internalize their contents (Vásquez, 2008).

Sadly, poetry has remained marginalized in the classroom, reduced to a curricular commitment comprising moralistic interpretations rather than a means of communication that fosters sensitivity and internalization through the realm of imagination (González, 2023, p. 22). As Piedad Bonnet aptly states, “Teachers fear poetry: once they have a poem in their hands, they do not know what to do with it—whether to dissect it cruelly, leaving it reduced to four metaphors, two metonymies, a simile, and, in passing, a corpse, or to fill it with sighs and silences in the face of their inability to convey its deepest meanings” (Cited in González, 2023, p.24).

To recognize youth poetry, the following aspects should be considered (Vásquez, 2008, p.27): It must stem from students' social reality and incorporate themes that reflect their emotional and psychological states; it should communicate, not merely describe; it should suggest multiple forms, colors, sounds, and emotions; it should embrace absurdities that fuel imagination and fantasy; it should generate inner well-being by conveying harmony and beauty; it should employ common language, avoiding unnecessary complexity, allowing musicality to enchant the reader; it should involve the adaptation of verse or prose as a natural expression. Thus, poetry stands out for its ease of expression, its recognition of context, its sensitivity to otherness, its construction of subjectivities, and its symbolic representation of students. In this sense, the use of poetry is recognized as indispensable in negotiations and conflict mediation.

### **3. Methodology**

#### ***3.1. Research Design***

The methodological approach was qualitative, focusing on participants' subjective reality by addressing the meanings, causes, effects, implications, and origins of the study problem through a contextualized understanding. It follows an exploratory-explanatory scope. It is exploratory, as it seeks to examine areas that have been scarcely studied, such as the use of poetry in the context of school bullying, and explanatory, as it aims to identify the causes of events and social phenomena related to school bullying. Its design follows the Action Research model, examining school bullying from students' perspectives and using their voices, mediated through poetry, to drive changes in the school environment. These changes relate to power structures, regulations, communicative practices, behavioral patterns, decision-making processes, and ways of interacting with classmates (See Figure 1).



Figure 1. Action Research Process (Own preparation, 2024).

### 3.2. Participants

The selected population is located in Cali, also known as the “Capital of Salsa.” It is a city in southwestern Colombia, in the department of Valle del Cauca, with a diverse, multicultural population comprising various ethnic and cultural groups. For sample selection, a non-probabilistic convenience sampling method was used. As such, a purposive selection was made, establishing one (1) course director and one (1) heterogeneous eighth-grade class based on accessibility criteria.

In accordance with the Action Research design, categories are determined following the completion of the Diagnostic Phase. At this stage, data collected through non-participant observation, semi-structured interviews, and documentary review are analyzed. Responses are classified in a matrix for interpretation, leading to the identification of categories and themes that shape the contextualized action plan (See Table 1).

Table 1. Categories of Analysis

	Promotion - Interpersonal relations
	Prevention - Conflict and problem management
Eighth grade	Intervention - Critical thinking
	Follow-up - Decision-making

### 3.3. Instrument

The documentary review was conducted to analyze the documents governing the educational institution and its approach to school bullying. Non-participant observation was used to gather information on behaviors, relationships, and health conditions that may be related to school bullying among students. The semi-structured interview aimed to collect information on classroom management, educational practices, and institutional resources for addressing school bullying. Finally, pedagogical activities were implemented based on a previously established plan, where playful and literary exercises explored the topic at hand. The objective was to identify instances of violence in the classroom and develop a pathway for prevention and intervention based on the students’ own voices.

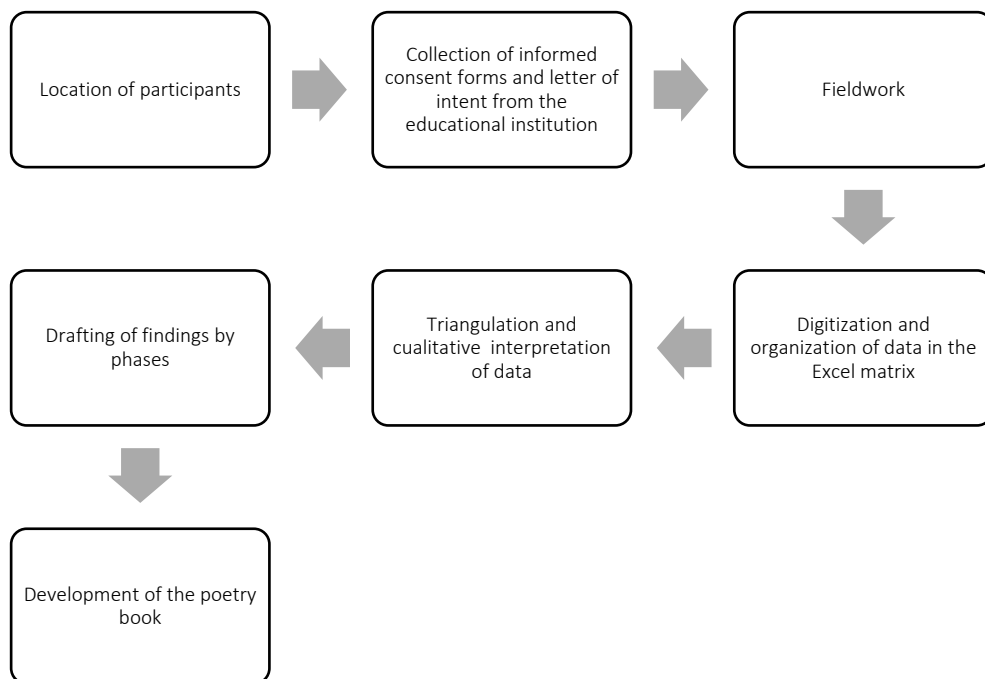


The image shows a screenshot of a complex data analysis scheme table. The table has several columns with headers: 'METODOLOGIA', 'TEORIAS', 'ANALISIS', 'INSTRUMENTOS', 'PROCEDIMIENTOS', 'ANALISIS', 'INSTRUMENTOS', 'PROCEDIMIENTOS', 'ANALISIS'. The table contains dense text and some smaller tables within cells, representing a detailed methodological framework for the study.

**Figure 2.** Documentary review, non-participant observation, and semi-structured interview analysis schemes (Own Preparation, 2024)

In the Evaluation Phase, a report was developed on the relevance and progress of the pedagogical plan, detailing the applied pedagogical activities by outlining their title, objective, development, and outcomes. A descriptive analysis was conducted for each activity, considering units of meaning such as sentences, words, anecdotes, narratives, illustrations, and behaviors.

This process not only facilitated theoretical development and the construction of conceptual networks around the research problem but also served as the foundation for creating the poetry book as a didactic resource to address school bullying (See Figure 3).



**Figure 3.** Data Analysis Process (Own Preparation, 2024)

## 4. Results

### 4.1. Diagnostic Phase

The observation log indicated that the behaviors of the eighth-grade group demonstrate a tendency toward teamwork and a positive attitude toward school. The educational institution offers sports activities that encourage group integration, leading students to organize themselves voluntarily. Male students usually play soccer, while female students prefer volleyball or walking around the school together. Students say they prefer attending classes to staying at home. At the

end of the school day, they express dissatisfaction with leaving and say they feel more comfortable at school. Regarding intra- and interpersonal relationships, students demonstrate companionship, with no evidence of blackmail among them. This also suggests healthy self-esteem, reflected in their self-care. So far, none of the students in the group has reported loss of appetite or sought help for aggression or bullying. Within the group, students normalize rough play and do not perceive it as aggression toward their classmates. They usually do not take things without their peers' permission, and most maintain good academic performance, which has remained stable since sixth grade (the first year of lower secondary education in Colombia). Only a few students are performing below average.

However, some specific cases suggest that certain students may be victims of school bullying. One student is rejected because his behavior differs from his peers'. According to classmates, he is "childish," leading others to yell at him or mock him when he participates in class. There are also cases in which rejection occurs because a student is perceived as lazy or as preferring to work alone. The latter is due to the student's desire to maintain high grades, leading him to avoid interacting with classmates. He tends to be abrupt with them and silences them when they disrupt the class.

Additionally, the group excludes classmates they consider "gossipers" or "wealthy." One student, the oldest in the group, has speech difficulties and is frequently teased by classmates, though the teacher intervenes. In these cases, a common pattern emerges: the presence of a group leader. This student encourages others to sabotage certain classes, laugh at inappropriate moments, and ridicule those who contribute to class. Furthermore, two students in the group have shy personalities and struggle with communication and public speaking. However, they currently receive care and pedagogical support from the academic coordination team, the social worker, and the support professional. Two students have reported that they have experienced frequent headaches and school absences, which have negatively impacted their academic performance.

Regarding the *documentary analysis*, the Institutional Educational Project (PEI, an acronym in Spanish) identifies the Comprehensive Attention Route and the Coexistence Manual as the guiding documents for addressing school violence. These documents are based on Law 1620/2013, which establishes procedures and intervention protocols to ensure the protection of rights: "In all actions carried out within the framework of the various components of the Comprehensive Attention Route for school coexistence, the principles of comprehensive protection must be upheld. These include the right not to be revictimized, the best interests of children and adolescents, the prevalence of rights, co-responsibility, the enforceability of rights, gender perspective, and the rights of children and adolescents from ethnic groups, as defined in Articles 7 to 13 of Law 1098/2006. Likewise, the principle of proportionality must be ensured in the measures adopted in situations affecting school coexistence, along with the protection of data as stipulated in the Constitution, international treaties, and Law 1581 of 2012."

Additionally, specific curricular actions within the educational institution to address school bullying are outlined, including Successful Educational Actions (AEEs in Spanish), Interactive Groups, and transversal projects. AEEs refer to a set of educational practices or didactic alternatives that promote school transformation, reinforce solidarity and egalitarian attitudes, and contribute to overcoming school failure. They are implemented through peer interactions and dialogic training with various actors in the educational community. Interactive Groups are another classroom organization strategy, grouping students by learning level to enhance and diversify interactions while increasing effective learning time. This structure includes all of the students and is supported by additional adult volunteers alongside the lead teacher. The goal of Interactive Groups is to stimulate learning for all, fostering values such as friendship and solidarity.

Regarding institutional projects, the school implements mandatory transversal pedagogical projects aimed at effecting profound changes in the conception of the curriculum. These projects emphasize school fairness, the value of knowledge, and the importance of life as fundamental pillars of pedagogical practice. To achieve this, the curriculum is designed to integrate transversal learning that facilitates students' understanding of their environments and social realities. It strengthens citizenship education, promotes democracy within the school as the first public sphere, and fosters respect for diversity. These initiatives are based on the principles of the 1991 National Constitution and align with the approaches outlined in Law 1620/2013, which established the School Coexistence System. In this context, mandatory transversal projects are implemented through a single integrative project (See Table 2):

**Table 2.** Integrative Projects for School Coexistence PEI IE Santa Fe 2020-2025

ARTICULATING AXIS	PERIOD I	PERIOD II	PERIOD III
	TELL YOUR STORY	BUILDING AWARENESS	HEALTHY MIND IN A HEALTHY BODY
Transversal Project	Human Rights and PRAE	PESCC and Healthy Living Habits	Economic and Financial Education
Law 1620 Approach	Human rights	Sexual and reproductive rights Differential Gender	Human rights
Tools for life	Reading, writing, speaking, and listening effectively to understand the world.  Strengthening environmental education to protect and conserve the environment while promoting a healthy lifestyle.	Human rights, democracy, participation, and coexistence. Interculturality and gender. Utilizing the city as a learning environment.	Deepening mathematical and scientific thinking skills.
Characterization	Human rights Violence Care for life	Sexual and reproductive rights Diversity Family Emotional health	Creativity Development of mathematical thinking Productive commerce project
Citizenship Competencies	Fundamental rights Democracy Historical memory Violence: Domestic, social, self-inflicted, and gender based. Environmental stewardship and protection of all forms of life. Food security Poverty	Prevention of abuse, bullying, adolescent pregnancy, STIs, autonomy, sexuality, and sexual diversity. Racism, homophobia, misogyny, and functional diversity. Family relationships and communication. Gender equity Emotional well-being	Resolution of daily life problems and initiatives

Regarding the Coexistence Handbook, it is titled "Agreements for Good Living" and has restructured institutional processes across four management areas (directive, curricular, community, and administrative) since 2018, aiming to fulfill its institutional commitment. This framework promotes preventive, restorative, and transformative practices that enhance the institutional climate and align classroom actions with the development of current institutional and governmental policies. The Comprehensive Support Route for School Coexistence (RAI in Spanish) is established, defining the processes and protocols to be followed by the entities and institutions that form part of the National System for School Coexistence, Training in Human Rights, Sexuality Education, and the Prevention and Mitigation of Violence. To this end, intervention protocols and a monitoring framework are defined (See Figure 4):

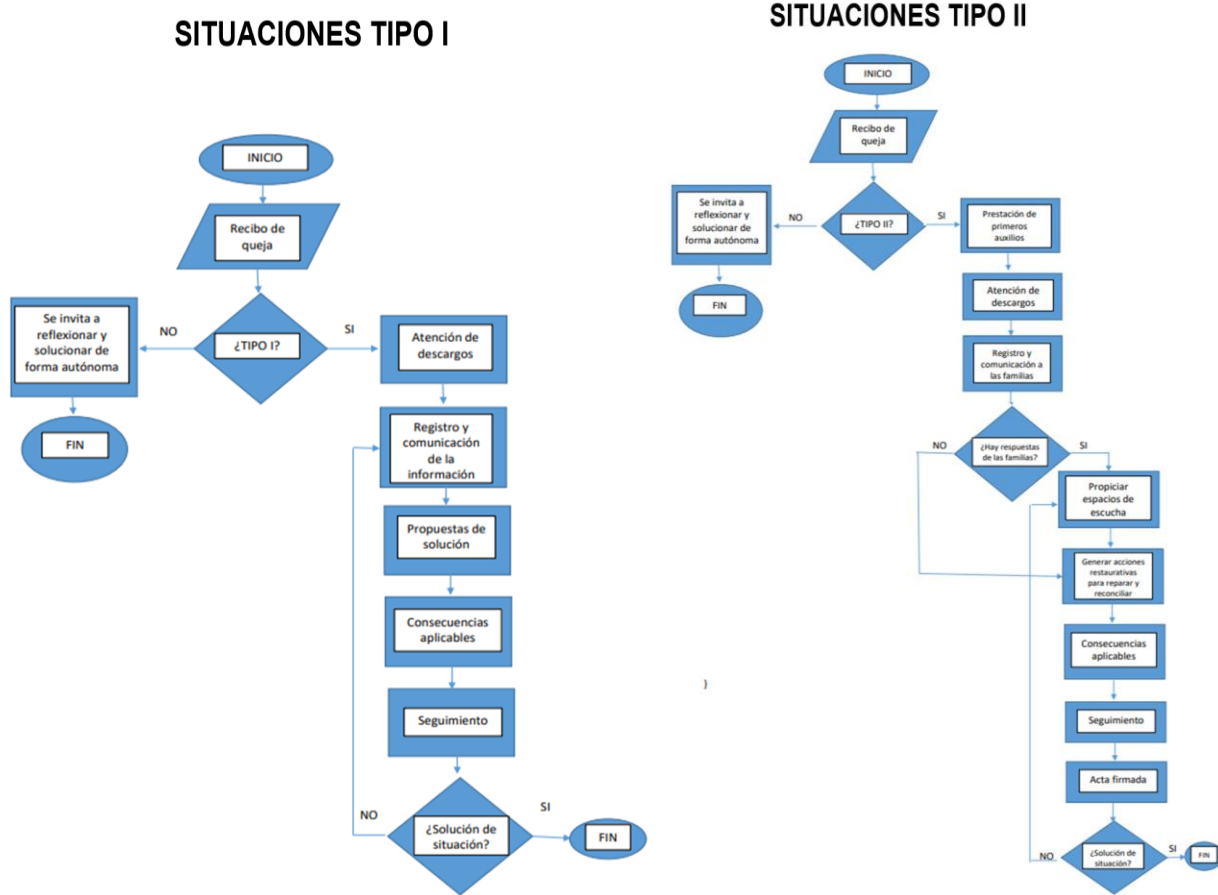


Figure 4. Institutional Protocol for Case Monitoring (in Spanish)

The Coexistence Handbook also outlines the implementation of a School Justice System that recognizes all individuals as rights-holders. This system provides the fundamental tools necessary for self-recognition, respect for differences, learning from diversity, and fostering the ability to coexist harmoniously. Beyond regulations and the enforcement of disciplinary processes, the system ensures compliance with agreements, promotes mutual recognition, and strengthens dialogic and democratic principles that contribute to the educational development of children, youths, and adults. Its organizational structure is as follows (See Table 3):

Table 3. School Justice and Its Axes. Good Living Agreement - Santa Fe Educational Institute

DEVELOPMENT AXES		
CHARACTERIZATION AXIS	PROMOTION AND PREVENTION AXIS	INTERVENTION AXIS
<ul style="list-style-type: none"> <li>• Characterization/Baseline</li> <li>• Mapping of school conflicts</li> <li>• Systematization of experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement development</li> <li>• Protocols for typical cases</li> <li>• Dialogue circles</li> <li>• MDRC guidelines and successful educational actions</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements</li> <li>• Support processes (monitoring)</li> <li>• Psychosocial intervention</li> </ul>
PEDAGOGY AXIS	SCHOOL GOVERNANCE AXIS	MANAGEMENT AXIS
<ul style="list-style-type: none"> <li>• Implementation of curricular restructuring by cycles</li> <li>• Dialogical Learning Model</li> <li>• Cross-disciplinary approach/School as a territory of peace – Historical framework</li> <li>• Integrative strategies for each cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council and student leadership</li> <li>• Academic Council</li> <li>• Board of Directors</li> <li>• School Coexistence Committee</li> <li>• Joint commissions</li> </ul>	<ul style="list-style-type: none"> <li>• Resource management component/joint commissions</li> <li>• Strategic alliances</li> <li>• Institutional roundtables/networks</li> <li>• National and international cooperation</li> </ul>

Regarding the *semi-structured interview*, the teacher describes school bullying as a systematic and recurrent behavior in which a student or a group of students may be verbally or physically mistreated by one or more classmates, potentially leading to severe consequences such as suicide or homicide. He explains that while conflict involves a disagreement that can be resolved peacefully, school violence entails verbal and physical mistreatment, including insults, contempt, and humiliation, which violate students' fundamental rights. In fact, jokes often serve as a disguised form of school violence that eventually becomes normalized. For this reason, school violence goes beyond simple disagreements: it harms the psychosocial, psychological, and mental health of the victim, negatively affecting their self-esteem.

In his current role as a teacher, he has consistently observed cases of school bullying in the classroom, including insults, verbal aggression, name-calling, and discrimination (namely, racism and xenophobia). To mediate, he intervenes in cases of physical aggression by encouraging equal dialogue among students. However, in more serious cases, he has sought assistance from school mediators or the support of academic coordination and the principal's office. Similarly, as the head of the Ethics and Values Education department, he focuses on addressing conflict-related issues such as male chauvinism, xenophobia, aporophobia, and verbal and physical mistreatment. He employs pedagogical strategies such as moral dilemmas, case studies, and interactive groups to help students analyze situations from multiple perspectives.

Regarding institutional aspects, the teacher explains that the school follows a Transitional or Restorative Justice model, going beyond punishment to focus on the genuine restoration of relationships and the well-being of those involved. Additionally, the school is supported by learning communities that promote a more comprehensive and humanized approach to addressing school bullying. As a result, the educational community is conceived as a dialogic and understanding space. Furthermore, the institution identifies, addresses, and prevents cases of school bullying in compliance with the parameters established by the Special Jurisdiction for Peace and the regulations on school coexistence.

Regarding the school's approach to bullying intervention, the teacher indicates that the institution has a response protocol and a school coexistence committee to handle those cases. Additionally, there is specific legislation on school coexistence, which is well-known and applied when required due to circumstances escalating. However, despite the progress made, he believes that significant barriers persist in addressing school bullying, as the academic coordination team works with limited resources, which are often insufficient. Extreme instances are reported to entities such as the Colombian Institute for Family Welfare (ICBF for the Spanish original) or the ordinary justice system, as outlined in the protocol. However, they often remain unresolved or go unpunished. In this regard, he concludes that greater support is needed from the State, the Ministry of Education, and the Municipal Secretary of Education to effectively address school bullying.

#### **4.2. Planning Phase**

For the design of the pedagogical plan, the categories obtained from the observation log, semi-structured interview, and documentary analysis were considered. Based on these categories, which guide the topics related to school bullying and coexistence, pedagogical activities with a playful and literary approach were developed to collect information such as words, phrases, anecdotes, cases, and drawings. Four pedagogical activities were organized into promotion, prevention, intervention, and follow-up through the following planning structure: title, keywords (categories), objective, development, annexes, and resources (See Figure 5).



Figure 5. Pedagogical Plan (Own Preparation, 2024)

### 4.3. Implementation Phase

During the implementation of the pedagogical plan, the four planned activities were carried out during the school day. The implementation process took approximately two weeks. These activities enabled the collection of written, audio, and graphic material related to students’ perceptions of school bullying, guidelines for healthy coexistence, and the emotions they experienced regarding these issues. For the analysis of the results, the information is presented by category.

**Promotion Category.** Students describe how the bullying process begins, who is involved, which behaviors undermine the dignity of others, and the consequences experienced by the victims. They state that school bullying involves the normalization of verbal, physical, and psychological aggression in the school environment, including insulting a classmate or a group of students, initiating territorial fights, hiding bruises from parents or guardians, and feeling threatened with death by another student. According to the students, one of the root causes of school bullying is the influence of gangs and guerrilla groups, which lure young people with the promise of financial gain, leading some to drop out. This dynamic causes many youths to perceive social violence as a means of advancement, given that their current living conditions are unfavorable, as they often come from low-income backgrounds, are raised by single mothers, or live in dysfunctional families. Those who are victims of bullying often feel diminished to the point of engaging in acts of self-harm, such as cutting or overdosing in suicide attempts (See Image 1).



Image 1. Activity: Personal Inventory - Eighth Grade, Section Two

An example of one Promotion Category poem:

<p><b>PALABRAS CUCHILLO</b></p> <p>Quando te diriges a mí como boba, estúpida, loca tus palabras me acuchillan.</p> <p>Duelen más que una bofetada, que un acto de indiferencia, que una mala mirada.</p> <p>Pasar por los pasillos escuchando: gorda, sapa, miedosa con risas incorporadas, cortan mi autoestima, mi seguridad como lo hacen los cuchillos al cortar una naranja.</p> <p>Mi mente y mi corazón están llenos de cortes por tus palabras cuchillo. Si sigues así lograrás lo que tanto repites: "¡Piérdete animal!".</p> <p style="text-align: right;">Fernández (2024)</p>	<p><b>KNIFE WORDS</b></p> <p>When you call me a fool, stupid, crazy</p> <p>your words stab me.</p> <p>They hurt more than a slap, than an act of indifference, than a dirty look.</p> <p>Walking through the halls listening: fat, snitch, chicken with built-in scoff cuts into my self-esteem, my confidence like knives do when chopping an orange.</p> <p>My mind and my heart are full of cuts from your knife words. If you keep going like this you'll achieve what you repeat so often: "Get lost, animal!"</p>
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**Prevention Category.** Students express that raising awareness among their peers is crucial to stopping school bullying because “everyone should focus on their own matters and not interfere in what others do or don’t do” (Personal communication, March 13, 2024). Another student remarks that hitting someone else “requires thinking twice because you never know how that person will react, and later you might regret it” (Personal communication, March 13, 2024). They also mention that it deeply affects them when friendships or romantic liaisons come to an end, leading to situations where, out of revenge, one of the parties shares intimate photos of their friend or ex-partner on social media. In this regard, it is recognized that school violence has consequences not only for the victim but also for the perpetrator. According to the students, if the aggressor goes too far in mistreating a classmate, a series of feelings of guilt and regret can arise, which may not necessarily contribute to repairing the harm they have caused. Psychological and physical bullying stand out as particularly harmful, as they undermine a person’s dignity and mental well-being. Therefore, anyone intending to harm a classmate should think carefully before acting, as these situations often spiral out of control.

A female student shares her experience: “I suffered school bullying when I was in first grade. A classmate would call me by changing my name. At first, I felt bad, but then I realized that I shouldn’t pay attention to him. From that time until now, I never told anyone because I believed I could handle it on my own. I did get into a fight with a classmate, but it never escalated, and I never took it too seriously. I avoid fights. The truth is that what I went through has not affected me emotionally, because it’s in the past. That’s how I see it, and I just keep living my life. To prevent school bullying, we could have presentations or group projects on respect and tolerance because not everyone has to get along with everyone else, but it’s difficult because some people continue to bully others. They need to understand that it makes no sense, and that everything we do comes back to us” (Personal communication, March 13, 2024). A male student recalls: “When I was in sixth grade, an eighth-grade girl bullied me in a strange way—she flirted with me. I was 10 years old, and she was 14. I thought I was ugly, but she always stared at me. I did nothing and ignored her, and eventually, she stopped. I told my cousin about it, but she just laughed and told me to let it go. That situation made me uncomfortable, but it didn’t affect my academic performance” (Personal communication, March 13, 2024).

These anecdotes illustrate that school bullying can begin at an early age, as seen in the case of the former first grader. Students are aware when they are being targeted, which makes them uncomfortable and leads them to question what is happening to them and why the other person is behaving that way. Although neither of these students suffered severe consequences from their experiences, their memories remain vivid despite claiming that the incidents are in the past. For this reason, they focus on moving forward with their lives and choose not to tell anyone about their experiences, considering them insignificant. Both students express that they prefer to handle their problems independently rather than confiding in their parents or a teacher. This type of response demonstrates a sense of autonomy among students, but it also highlights the lack of a support network they feel they can rely on.



Image 2. Activity: Preventing School Bullying with Poetry – Eighth Grade, Section Two

An example of one Prevention Category poem:

**Confieso que Valeria está diferente.** Desde hace varios días come sola y trabaja sola. Se perdió algunas semanas de clase porque tenía vómito y dolor de cabeza. Hoy se encuentra en enfermería, dicen que por una gastritis.

Desde que regresó al colegio ya no habla, está desanimada. Sus ojeras son tan profundas que si, tirara una moneda, creo que nunca dejarían de caer.

Algo le pasa a Valeria y tiene que ver con Carmela. Eran amigas. Ahora enemigas.

Si mi sospecha es verdadera, debo entonces ayudarla. Comenzaré por acercarme a ella y animarla a hablar con sus padres. Luego con la profesora, el coordinador o el rector.

Lo más difícil es el primer paso, pero acompañada la carga es menor.

Fernández (2024)

**I confess that Manuela is different.** She's been eating alone and working on her own for several days. She missed a few weeks of school because she was vomiting and had a headache. Today she's in the infirmary, supposedly due to gastritis.

Since she returned to school, she no longer speaks; she's despondent. Her dark circles are so deep that coins thrown in them will never return.

Something is wrong with Manuela, and it has to do with Carmela. They were friends. Now they're enemies.

If my suspicion is true, then I must help her. I will start by approaching her and encouraging her to talk to her parents. Then to the teacher, the coordinator, or the principal.

The hardest part is the first step, but with company, the burden is lessened.

**Intervention Category.** Various figures are identified as sources of support in cases of school bullying, including parents, school administrators, school counselors, students, and friends. Regarding parents, students indicate that communication with the school is essential in addressing early signs of bullying among their children. In fact, any warning signs such as disciplinary notices, changes in behavior, irritability, somatization, and poor academic performance should be addressed promptly. From the perspective of school administrators, emphasis is placed on their responsibility to establish policies, procedures, and resources for the prevention and intervention of school bullying. Regarding students, their role in reporting when a classmate is being bullied is acknowledged. The importance of solidarity and altruism is highlighted as a key to recognizing each other's humanity, vulnerability, and dignity. In the case of school counselors, attention is given not only to supporting the victim but also to working with the perpetrators. Finally, friends are often seen as "the family we choose," and therefore, students believe they share a bond of responsibility to support and protect one another.

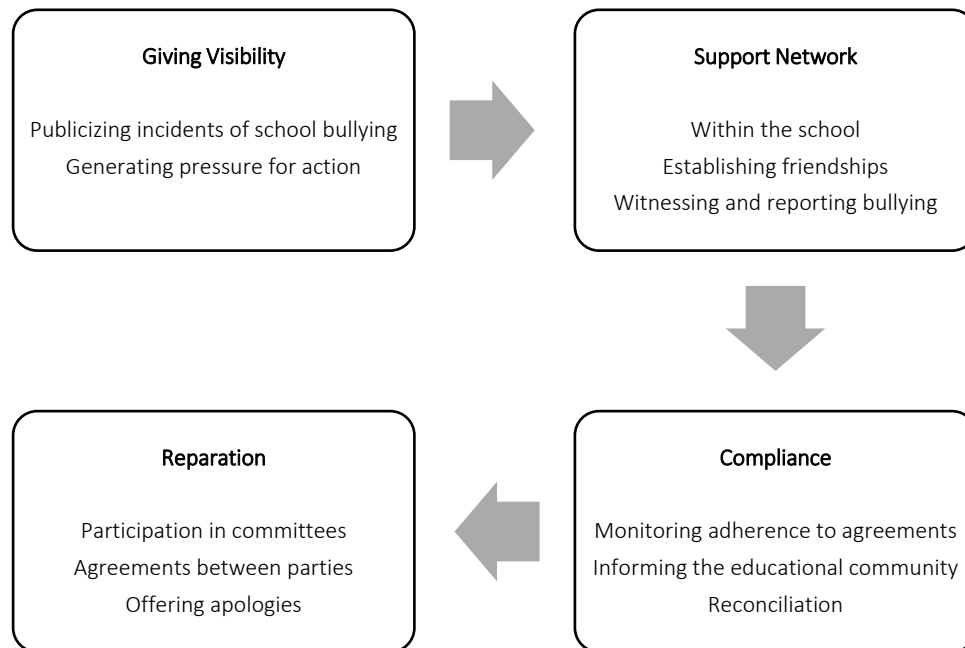


Image 3. Activity: Forms of Support for School Bullying – Eighth Grade, Section Two

An example of one Intervention Category poem:

<p>Deber de un testigo es hablar de lo que ve  <b>E</b>n los pasillos de la escuela  <b>C</b>uando un compañero con          Intenciones violentas y despiadadas  <b>S</b>omete a agresión física, psicológica y virtual  <b>I</b>nhibiendo a otro compañero.  <b>O</b>cultar los hechos los convierte en cómplices.  <b>N</b>unca es opción de un testigo callar.</p> <p style="text-align: right;">Fernández (2024)</p>	<p><b>DECISION</b></p> <p>A witness's duty is to speak about what they see.          In the school hallways.          When a classmate with          Violent and vicious intentions          Subjects another classmate one to physical,          psychological, and virtual aggression.          Inhibiting another classmate.</p>
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**Follow-up Category.** The texts produced by the students reflect the importance of ensuring justice in cases of school bullying. For them, this means giving visibility to related incidents and identifying the perpetrator, having a close friend as a witness, establishing agreements for redress, and ensuring their enforcement (See Figure 6). According to the students, it is crucial that no forms of bullying—including verbal, physical, psychological, and cyber-bullying—go unpunished. However, they point out that, unfortunately, school staff and authorities do not always fulfill their responsibilities due to a lack of effective mechanisms or a lack of awareness. As a result, they emphasize the need to shed light on bullying cases as a crucial first step.



**Figure 6.** Steps for the Follow-up of Reparation (Own Preparation, 2024)

To bring visibility to the issue, it is essential to publicize it in some way (within the school, among families, and even in the media). As a result, other victims may identify with the situation, feel supported and, most importantly, understand that they are not the only ones experiencing school bullying. Raising awareness also exerts pressure to ensure that victims receive attention, and that disciplinary action is taken against the aggressor. An example of this is a story recalled by a student about Sergio Urrego (a real-life case of school bullying in a Colombian educational institution that led to suicide), where Alba Lucía Reyes Arenas, his mother, became a heroine after his death. Although during her son's lifetime it was not possible to prevent or address the persecution, accusations, and harassment he suffered at school for being homosexual, she achieved justice by bringing his case to public attention and creating the Sergio Urrego Foundation, which works to prevent school bullying and suicide driven by discrimination against children, adolescents and young adults.

As a second step, students emphasize the importance of having a support network within the school, both to confide in and to serve as a witness. One of the participants describes this in their writing: *“In that moment, one of his friends helped him, and they immediately went to their group director”* (Personal communication, March 17, 2024). Friendship here represents a fundamental aspect of both the reporting and follow-up process. Without friends or a trusted classmate, victims may find it difficult to speak about their situation and to verify that restorative agreements are being upheld. For eighth-grade students, a friend can be a key figure in the process of addressing school bullying.

The third step involves establishing agreements: Once it is acknowledged that a student has been subjected to abuse by another student or a group, the severity of the abuse must be classified, and accountability measures determined. A crucial part of this step is ensuring that the aggressor recognizes their actions, apologizes, and, with mediation from school authorities and parents or guardians, agrees to specific terms of redress within a set timeframe. The goal of this process is to restore the integrity of the victims. To this end, a formal record must be created and attached to the students’ school files. Additionally, disciplinary sanctions must be imposed on the aggressor. If bullying has caused severe consequences, higher authorities, such as the ordinary justice system, should be involved.

In the final step of the follow-up process, students stress the need for regular monitoring to ensure that the agreements established between both parties are being fulfilled. This entails verifying that the actions are effectively implemented and visible to both the victims and the broader educational community. Assessment serves as the mechanism to guarantee compliance with the agreements by both the victim and the aggressor. Once the process is successfully completed, reconciliation can take place.

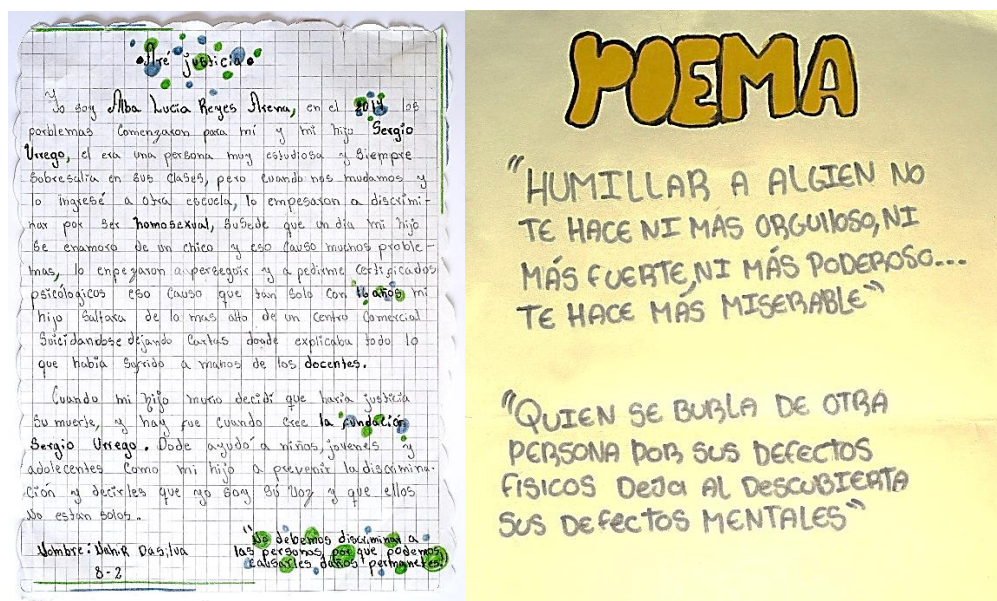


Image 4. Activity: Script on How to Follow Up on School Bullying – Eighth-Grade, Section Two

An example of one Intervention Category poem:

AMBIENTE SEGURO	SAFE ENVIRONMENT
<p>I</p> <p>Un ambiente seguro se asemeja a dos manos juntas.</p> <p>Esas manos te sostienen sin juzgar quien o como eres.</p> <p>Forman una coraza Para protegerte.</p> <p>Si es que lo necesitas también te sacuden a veces.</p> <p>Son capaces de decir "alto" cuando algo no está bien.</p> <p>Y exigen cambios señalándote lo que debes hacer.</p>	<p>I</p> <p>A safe environment is like two hands clasped together.</p> <p>Those hands hold you without judging who or what you are.</p> <p>They form a shell when they protect you.</p> <p>If you need it, they can also shake you up.</p> <p>They are capable of saying "stop" when something isn't right.</p> <p>And they demand change, showing you what you should do.</p>
<p>II</p> <p>Un ambiente seguro se asemeja a dos manos juntas.</p> <p>Es mejor dos que una porque en conjunto todos son responsables.</p> <p style="text-align: right;">Fernández (2024)</p>	<p>II</p> <p>A safe environment is like two hands clasped together.</p> <p>Two are better than one Because, together, they're all responsible.</p>

#### 4.4. Evaluation Phase

Once the pedagogical plan was completed, a feedback form was administered. The survey was conducted by Office-Forms. Both the teacher and the students involved in the study participated in the evaluation. The results showed that 90% of participants considered the activities appropriate for school coexistence, highlighting that they allowed them to express their thoughts and emotions, understand school bullying and its consequences, and improve school coexistence—these being the highest-rated criteria. Additionally, students emphasized that the pedagogical plan fostered creativity, helped regulate emotions, promoted human values, provided tools for preventing and addressing school bullying, and enhanced their decision-making skills. The lowest-rated item was "Facilitated Self-Knowledge," which received a score of 4.3 out of 5.0. Finally, participants expressed appreciation for the pedagogical plan due to its topics, the freedom of expression it allowed, the opportunity for teamwork, the chance to draw, the relevant videos on the subject, and the interactive activities. Among the aspects they disliked, they mentioned difficulties in implementing the plan due to the national teachers' strike, which led to disorganized activity scheduling. Regarding recommendations, they suggested allowing more time to conduct activities, providing better support throughout the process, and incorporating more than four activities into the pedagogical plan (See Figure 7).

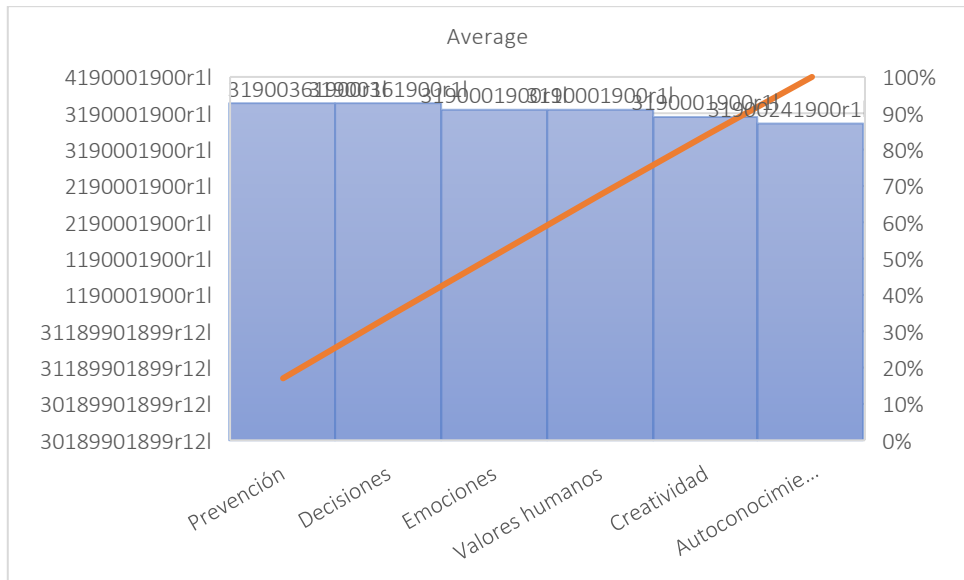
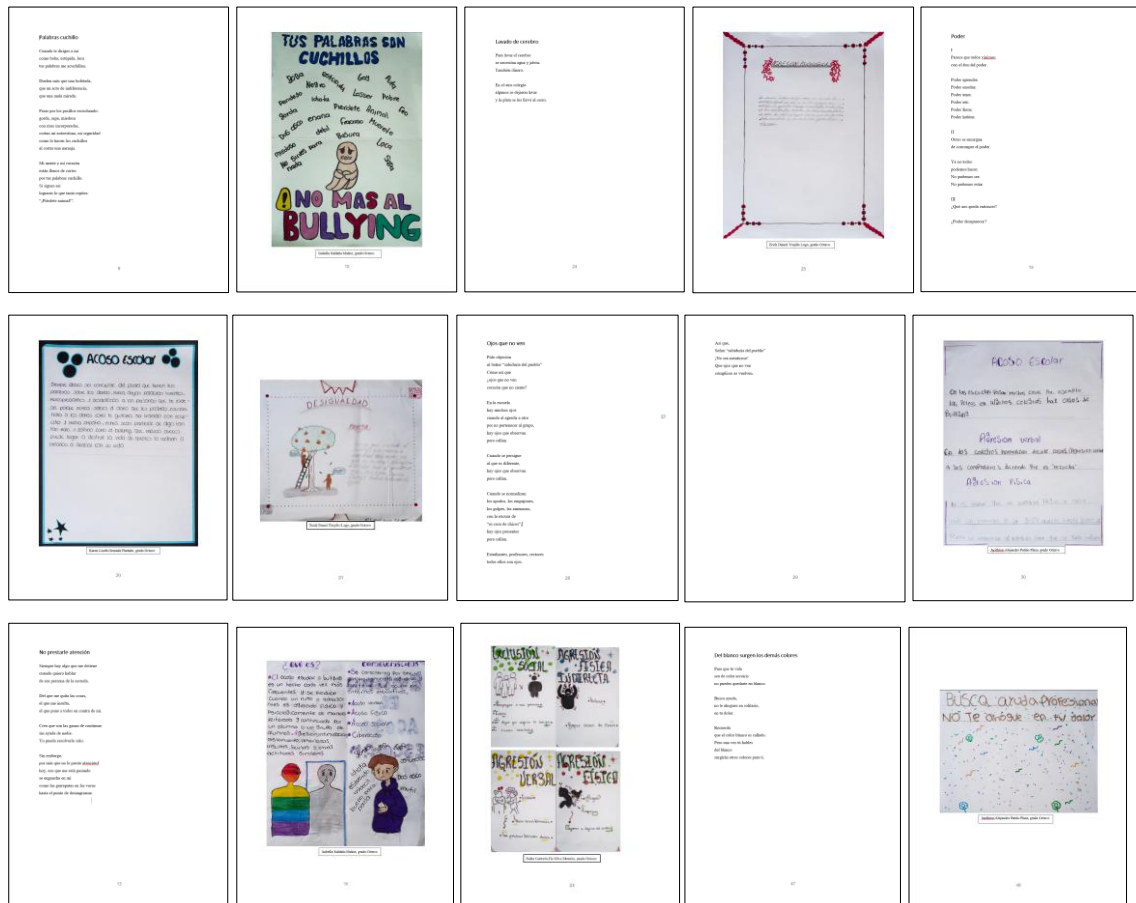


Figure 7. Highest-Rated Criteria of the Pedagogical Plan (Own Preparation, 2024).

### 4.5. Book of Poems

Based on the collected materials, both written and graphic elements were compiled to create a poetry book. Every word, phrase, and drawing produced by the students was organized following the school bullying intervention framework: promotion, prevention, intervention, and follow-up—ensuring that the content facilitates understanding, reporting, and the implementation of protocols for identified cases. All collected resources underwent refinement, editing, and literary structuring to provide coherence and organization while preserving the original meaning conveyed by the students. Once the manuscript was finalized, the editorial process was initiated (See Figure 8):



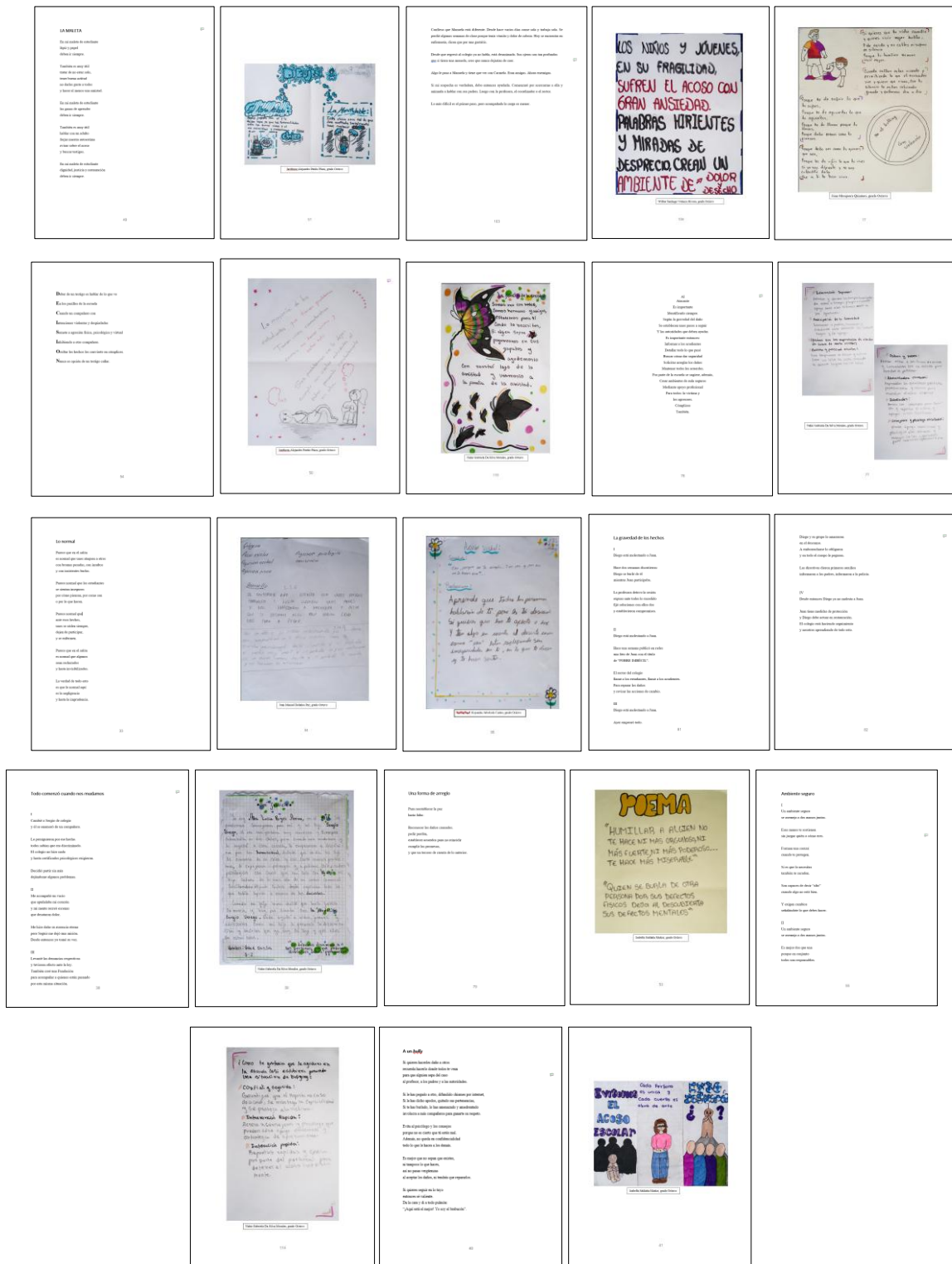


Figure 8. Poetry Manuscript second version (Own Preparation, 2024).

### 5. Discussion

It can be said that the eighth-grade group exhibits a clear relationship between social and psychological development. A common trend is for students to group with classmates of the same sex, although it is also characteristic for them to associate with peers who encourage disobedience, as students tend to collectively resist school discipline. Emotional instability may arise due to hormonal changes and the consolidation of personality, which can lead to defiance toward peers and authority figures, as well as protests assigned tasks—potential signs of school maladjustment or

frustration. Irritability also emerges from the need to establish one's own identity, to feel unique and distinct; however, in this pursuit, students often mimic one another due to their desire for belonging, also critical during adolescent development.

According to Overstreet (2022), adolescents seek peer groups that reinforce their identity and provide a sense of belonging, which may explain why they form. Furthermore, the observed emotional instability and irritability could be linked to hormonal development and personality consolidation (Carrillo & Pilco, 2023). These factors are highlighted as having a significant impact on adolescent behavior and social interactions.

In this regard, studies carried out in Venezuela and Spain considered the arts as a means that enable the expansion of the inner world, relational skills, and closer ties to the community (Castillo et al., 2021; López, 2021). Further research conducted in Colombia and Spain indicated that music, drama, dance, visual and plastic arts education, literature, and poetry should be used to promote peaceful environments and prevent bullying, since they play a therapeutic role in addressing emotions and resolving conflicts (Fernández, 2025b; Riancho, 2022; Fuentes et al., 2021). In this sense, it is confirmed that using resources such as poetry contributes to the social development of adolescents.

Activities such as games and sports are identified as relevant and meaningful pedagogical strategies for this group, incorporating rules, discipline, and learning while fostering skill development. They help address avoidance, social withdrawal and individualism, which is why the eighth-grade group tends to maintain strong cohesion. Physical activities, particularly soccer and volleyball, are presented as effective pedagogical strategies to promote student cohesion and discipline. Research suggests that team sports can be powerful tools for enhancing socialization and reducing avoidant and unsociable behaviors (Escofet-Martín et al., 2025). However, despite these observed benefits, intolerance toward diversity of thought and personal expression persists, which may lead to the exclusion of certain students, negatively impacting their emotional and social development, exacerbating emotional instability and mood fluctuations (Skarstein et al., 2020). In this context, the intervention of teachers, psychologists, and counselors is crucial in addressing these challenges and fostering an inclusive and empathetic environment.

In Colombia, one research shows that some contexts where students develop are characterized by gang activity, alcoholism and drug addiction, influencing their personality development, emotional management and behavior when in school (Cañas & Cuartas, 2019). This has led to interest in using sports as a mechanism for social intervention because it enables communication between those involved in the conflict. However, literature has also been recognized as a resource for achieving this. This is how Spanish, Ecuadorian and Peruvian studies agree that stories and poetry promote models for school coexistence, addressing topics such as self-concept, self-esteem, empathy, assertiveness, autonomy, affectivity, acceptance of diversity, friendship, collaboration, respect, negotiation and dialogue (Oré, 2023; Nuño, 2020; Onofre & Veintimilla, 2020).

Strict adherence to Colombian legal regulations, specifically the 1991 Political Constitution of Colombia and Law 1620/2013, is evident in the institution's key documents, including the PEI, the Coexistence Handbook, and the Study Plans. These documents outline strategies to prevent and address school bullying through the implementation of the Comprehensive Support Route for School Coexistence, incorporating specific protocols and pedagogical activities. The implementation of clear and detailed regulations is crucial for the effective prevention of school bullying and the well-being of students (Herrera et al., 2021). Moreover, the Integrative Project and the AEEs stand out for their approach in promoting values and preventing bullying through the organization of Interactive Groups, which foster friendship and solidarity among students. However, a gap is identified in the

implementation of monitoring systems for the follow-up of school bullying cases, as well as the need for a guidance program that reinforces institutional objectives related to coexistence and well-being.

In contrast, the School Justice System proposes a comprehensive approach to recognizing and respecting differences, applying disciplinary processes, and promoting coexistence through characterization, prevention, intervention, pedagogy, school governance, and management. This dialogical model of prevention and conflict resolution, aligned with the Coexistence Handbook, seeks to strengthen coexistence and restore agreements, preventing the recurrence of conflicts. According to Pérez (2023), the implementation of school justice systems that encourage student participation in conflict resolution is fundamental to creating a safe and respectful school environment. However, the lack of monitoring systems and school guidance programs limits the effectiveness of these strategies, highlighting the need for improvements to ensure a comprehensive and ongoing response to school bullying cases.

The interviewed teacher demonstrates a deep understanding of school bullying, describing it as systematic and recurrent behavior that can have severe consequences, such as homicide or suicide. This perspective aligns with the notion that school violence extends beyond simple disagreements, causing significant harm to victims' psychosocial, psychological and mental health (Caicedo & Fernández, 2021). The teacher observes instances of bullying, such as insults, verbal aggression, and discrimination, and while he intervenes through egalitarian dialogue, in more severe cases, he turns to institutional mediators or seeks support from the academic coordination and school administration. This approach to mediation and conflict resolution reflects a model of Transitional or Restorative Justice, which aims to rebuild relationships and ensure the well-being of those involved (Carrillo & Pilco, 2023).

Similarly, the training of teachers to address school bullying remains insufficient, despite institutional being essential to effectively do so (Herrera et al., 2021). Additionally, the role of parents is identified as a complex factor, as a lack of involvement at home contributes to challenges in school coexistence (Caicedo et al., 2025). Although there is an established intervention pathway and a coexistence committee, along with specific legislation on school coexistence, barriers persist in the effective management of school bullying cases. Academic coordinators make efforts with the tools available, but it is not enough, and some serious cases go unpunished, highlighting the need for greater support from the state and educational authorities. Therefore, the importance of robust institutional support for the effective resolution of school bullying cases is emphasized (Yirci et al., 2021).

The teacher's previous statement is consistent with the results obtained throughout national and international research efforts. For example, a study carried out in Bucaramanga, Colombia, applied poetry as a dialogue strategy because its imaginative content and mental images enrich vocabulary, construct meaning, and enable expression and understanding of the context (Castro, 2018). In Chile, poetry was applied not only to enrich the social development of students but also to help teachers find new ways of understanding them (Veglia, 2014). One Spanish study, on the other hand, used poetry as a resource for self-knowledge and exploration of the emotional universe as the main guarantors of the school climate (Agrelo & Piñeiro, 2021).

## 6. Conclusion

### 6.1. Contribution

In this regard, poetry facilitates awareness, reporting, and intervention in school bullying among students, becoming a significant tool in addressing this issue, enabling adolescents to convey meaningful messages, fostering reflection, awareness and development of empathy among peers, which, in turn, contributes to creating a safer and more respected school environment. The phases

of the Action-Research process allowed for the identification of the participants' contextual characteristics along with their perceptions, beliefs, worldviews, and reactions to school bullying, as well as identifying key elements of social violence that negatively impact students' emotional well-being, academic performance and group cohesion, including family poverty, gang formation, systemic neighborhood violence, lack of opportunities, state neglect, lack of law enforcement, absence of parental figures, and social isolation. Subsequently, during the implementation of the pedagogical plan, values such as teamwork, altruism, mutual assistance, generosity and care for others were identified in school activities and routines.

In addition, the creation of a poetry book with eighth-grade students also enabled the construction of a peaceful classroom. *Voices for Coexistence*, in addition to being a literary work, serves as a teaching resource for promoting peace and harmony in school, listing difficulties as well as effects of one's own actions on others. It also provides an insight into the concept of school violence, as well as peaceful practices that might mitigate it. Therefore, it is considered useful material for addressing bullying with students, as it contains situations, feelings, images and thoughts that will resonate in their minds, opening the way for conversation on the topic. Reading it also provides elements and mechanisms for preventing and addressing violence in the classroom.

### **6.2. Limitations**

Bureaucratic and logistical challenges were noted, particularly delays in the delivery of materials for implementing the pedagogical plan, which disrupted the planned schedule. A nationwide teachers' strike coincided with the scheduled implementation dates, requiring researchers to devise alternative strategies. Another challenge was obtaining informed consent, as students frequently forgot to present the forms to their parents. At the methodological level, the limited time available for implementing the pedagogical plan restricted data collection, and the number of activities conducted was also reduced due to constraints in group availability.

### **6.3. Conclusion of the study**

The trends identified in the graphics and written materials produced by the students highlight that school violence stems from various origins. Among them, systemic social inequality stands out, where families, for generations, have lived in poverty (sometimes extreme), with limited jobs and educational opportunities due to policies that favor the wealthy. As a result, some family members turn to guerrilla groups or gangs as an alternative way of life. Additionally, dysfunctional family dynamics contribute to communication difficulties between single mothers and their children, persistent loneliness, fragile trust, and reluctance to cause further problems. On the other hand, the factors that make students vulnerable to school bullying are linked to weaknesses in personality development.

According to the students, mechanisms to eradicate school bullying lie in character education and the establishment of regulations to address the issue. For this reason, they believe that education on respect, empathy, teamwork and social skills in general should be integrated from an early age in a cross-disciplinary manner rather than as isolated theoretical subjects. They suggest implementing programs and workshops to reinforce these values. Regarding school policies, students acknowledge the existence of curricular regulations such as Law 1630/2013, but they find it insufficient due to its ambiguous applicability, which fails to guarantee the enforcement of disciplinary measures against bullies or the restoration of victims. Given these challenges, efforts to prevent and address school bullying must be collaborative, involving parents, school administrators, teachers, students, state policies, and civil society.

In this context, in eighth grade, the preference for teamwork and school attendance is reflected in sports activities that promote integration and camaraderie. Although bullying is not prevalent,

certain behaviors indicate the need to address intolerance toward diversity to prevent emotional instability. Institutionally, an integrated and collaborative approach to school coexistence is emphasized, with pedagogical strategies designed to foster equality and cooperative learning, aligned with constitutional principles and school coexistence laws. However, there is a recognized need to enhance monitoring and follow-up mechanisms, improve teacher training and increase parental involvement to create a safer and more harmonious school environment, emphasizing the importance of state and professional support for the effective resolution of cases and the prevention of school violence.

## 7. Recommendations

From a scientific perspective, we suggest that future researchers who wish to implement the pedagogical plans designed here should allow sufficient time for their implementation. This not only provides resources such as writings and drawings but also requires the use of other data collection instruments such as individual interviews with students and focus groups, as well as observation records during pedagogical activities, among others. Likewise, we suggest implementing a pilot test to adjust the instruments and properly tailor the pedagogical plan to the specific needs of the classroom groups.

From an educational perspective, it is suggested that regular training be provided to the community on mechanisms for addressing and monitoring bullying, given the lack of awareness of existing national and institutional regulations. Partnerships should also be established with local education departments, the national police, and other agencies to enable training for students and teachers on how to respond to cases of bullying. From a pedagogical point of view, it is necessary to maintain promotion, prevention, response, and monitor bullying into the curriculum, ensuring that it is not exclusively addressed in ethics and values, religion or peace courses. Finally, it is necessary to develop literacy programs from preschool to secondary school whose objectives go beyond an interest in reading and writing, as these represent tools for the comprehensive development of students.

As a result, interest has emerged in conducting phenomenological studies, action research, case studies and discourse analysis to explore the impact of poetry and other literary resources in fostering a culture of peace among students. Additionally, topics such as emotional intelligence, oral expression, social skills development, community building, safe classroom environments, and the advancement of reading and writing processes are seen as essential in the prevention and intervention of school bullying.

Poetic expression offers endless educational possibilities and therapeutic tools that can be used to prevent school violence and mitigate its effects. However, it is evident that literature remains inaccessible in certain areas of the country, either due to limited access or ineffective pedagogical practices, hindering the ability to leverage the value that literary styles—such as short stories, poetry, and novels—bring to the development of critical thinking and character education.

To this end, addressing the issue from multiple paradigms and diverse methodologies is necessary to open new pathways for understanding this phenomenon: What role does literature play in the school curriculum as a preventive tool against school bullying? How does the implementation of the school intervention pathway impact cases experience in the classroom? How can poetry in the classroom enhance students' communication and empathy? What is the relationship between teachers' personal experiences with school bullying and their current role as educators?

## Declarations

**Author Contributions.** Tany-Giselle Fernández-Guayana: conceptualization, funding acquisition, formal analysis, investigation, methodology, project administration, resources, supervision,

validation, writing –original draft, writing–review & editing. María Isabel Pinzón Navarro: formal analysis, investigation, methodology, writing–original draft.

**Conflicts of Interest.** The authors declare no conflict of interest.

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**Ethical Approval.** Corporación Universitaria Minuto de Dios – UNIMINUTO Ethics Committee has endorsement, Code C123-310-001, signed on September 18, 2023, guaranteeing the development of the project with minors and educational institutions. It is stated that institutional letters of intent and informed consent from the minors' legal representatives are required.

**Data Availability Statement.** The data for this study is available on the SIGIIP Platform of the Science and Social Innovation Park (PICS for the Spanish original) at the Corporación Universitaria Minuto de Dios – UNIMINUTO under the code C123-310-001.

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