

Pedagogical proposal to prevent school bullying

Propuesta pedagógica para prevenir el acoso escolar

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Abstract

Bullying is a problem that occurs in the educational environment and has negative consequences for the emotional and scholastic development of students. The purpose of this research was to design and implement a pedagogical proposal to prevent bullying among elementary school students, it was the responsibility of the entire educational community to address this problem in order to guarantee children their rights, in terms of their full development of their personality and for this reason educational centers should be safe places, away from the harassment and intentional aggravation that bullying among peers implies. This research study worked with a sample of 25 elementary school students in a public institution in Arauca, among which there are boys and girls selected for signs of being victims and/or victimizers of bullying. Through an implemented methodology of action research with a qualitative approach, the instruments used were participant observation, in-depth interview, field diary and survey to the students who were the

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subjects of the study, with prior consent of the parents, and finally the implementation and evaluation of the pedagogical proposal. The results of the application were positive to the extent that the strategy was developed in a significant way and allowed children and adolescents to prevent violence and promote coexistence in the school environment. In conclusion, it was found that bullying is a threat to the physical integrity, emotional well-being and school performance of elementary school students.

Key words: Bullying, School Performance, Pedagogical Proposal, Citizen Coexistence.

Resumen

El bullying es una problemática que se produce en el entorno educativo que tiene consecuencias negativas para el desarrollo emocional y escolar de los estudiantes. La presente investigación tuvo como propósito diseñar e implementar una propuesta pedagógica para prevenir el bullying entre estudiantes de básica primaria, fue responsabilidad de toda la comunidad educativa abordar esta problemática con el fin de garantizar a los niños y niñas sus derechos, en cuanto a su pleno desarrollo de su personalidad y por esta razón los centros educativos deben ser lugares seguros, lejos del atosigamiento y el agravio intencional que implica el bullying entre pares. Este estudio de investigación se trabajó con una muestra de 25 estudiantes de básica primaria en una institución pública de Arauca, entre los cuales se encuentran niños y niñas seleccionados por indicios de ser víctimas y/o victimarios de bullying. A través de una metodología implementada de investigación acción con un enfoque cualitativo, como instrumentos se aplicó la observación participante, la entrevista a profundidad, el diario de campo y la encuesta a los estudiantes sujetos de estudio, previo consentimiento de los padres de familia y por último la implementación y evaluación de la propuesta pedagógica. Los resultados de la aplicación fueron positivos en la medida que la estrategia se desarrolló de manera significativa y permitió en los niños, niñas y adolescentes la prevención de la violencia y promoción de la convivencia en el entorno escolar. En conclusión, se pudo constatar que el bullying

atenta contra la integridad física, el bienestar emocional y el rendimiento escolar de los y las estudiantes de básica primaria.

Palabras clave: Bullying, Rendimiento Escolar, Propuesta Pedagógica, Convivencia Ciudadana

Introduction

This research work focused on a social and educational problem of great relevance such as bullying, or school harassment, because it is a manifestation that has generated a growing concern worldwide due to its detrimental effects on the lives of students and their full integral development.

Bullying is a form of systematic mistreatment that occurs repeatedly and sustained over time, in which one or more students exert physical, verbal or psychological violence on another, generating an imbalance of power. This dynamic of abuse manifests itself in different forms, such as insults, humiliation, social exclusion, physical aggression or cyberbullying, and occurs both in the school environment and in virtual environments.

It is important to note that bullying not only affects the physical and emotional integrity of students, but also has a significant impact on their school performance. Numerous studies have shown that children and adolescents who are victims of bullying experience high levels of stress, anxiety and depression, which directly affects their concentration, motivation and ability to learn. In addition, constant victimization generates an atmosphere of fear and discomfort in the school environment, which affects the quality of the educational experience and hinders the development of social and emotional skills.

If a community promotes personal inequalities and violence as a method for conflict resolution, it is possible that bullying hides behind every corner. This coincides with the affirmation of Avilés (2005), when he states that "Bullying is an indicator of the lack of health of the society in which the school is inserted and that this does nothing more or less than reflect the values that prevail in that society" (p.27).

Thus, bullying affects not only victims, but also bullies and bystanders. Bullies experience difficulties in establishing positive relationships with their peers and developing empathy, with long-term consequences on their social and emotional development. Similarly, witnesses of bullying situations feel fear, guilt or helplessness, which also influences their psychological well-being and their ability to strengthen the teaching-learning process. This type of negative behavior among peers has devastating emotional and psychological consequences for the victims, as well as negative effects on the school performance of the students affected by this problem, since it has the potential to generate a toxic and detrimental environment.

From this perspective, it is essential to comprehensively address the problem of bullying in the school context of an educational institution in the rural area of the municipality of Arauca, which had been working with the traditional school methodology but since 2004 has adopted the PER project in its modalities of Preschool, New School and Postprimary; In 2011, the middle school cycle began with the rural middle school education model (EMER), which allows the educational community of the township of Todos los Santos to have an education up to the eleventh grade, providing greater coverage in the system and a quality education.

Therefore, this research aimed to contribute to the existing knowledge on the relationship between bullying and school performance among peers, as well as to offer concrete recommendations for intervention in the educational setting by implementing the pedagogical proposal; classroom project "Building Inclusive Spaces Free of Bullying" to prevent among elementary school students such problem in order to implement effective strategies to prevent and address bullying effectively.

For this reason, it was necessary to implement this pedagogical proposal for prevention and care that would promote a safe, inclusive and respectful school environment in the school, where students could develop their full academic and personal potential. In addition, to generate relevant awareness in the educational community about the consequences of bullying and provide tools to identify, address and prevent this problem.

Now, this research is distributed as follows: first, all the guiding elements that allowed consolidating the classroom project from the problem and the theoretical support are established: problem statement, objectives, chapter 1. Conceptual and theoretical foundation; secondly, the methodological development is presented: chapter 2. Application and development; thirdly, chapters 3, 4 and 5 that correspond to the results, discussion and conclusions obtained from this research.

In conclusion, bullying is a problem of great relevance in the educational environment, with negative consequences on school performance and the well-being of students. This research sought to deepen the analysis of this relationship, with the aim of generating knowledge that contributes to the prevention and care of bullying in elementary school education. This topic is crucial to promote safe, inclusive and conducive environments for the integral development of students. Therefore, the following question was posed: How does the design of a pedagogical proposal (classroom project) help prevent bullying among elementary school students? The objective was to prevent bullying among elementary school students in an educational institution in the municipality of Arauca through a pedagogical proposal.

Materials and methods

For the methodological development of this study, qualitative research was taken as a basis, since the interest is oriented to establish the influence that behaviors associated with bullying have on the academic performance of students from the narratives of those who have been victims or victimizers of such behaviors and from their experiences determine the influence of bullying on school performance. For this reason, and taking into account that qualitative research allows to approach the subjective and intersubjective world of the subjects of the research, its relevance was considered, because as Arias (2006) states, "The characterization of a fact, phenomenon, individual or group, in order to establish its structure or behavior" (p.24). In this case are the causes and consequences from the

narratives of students about the phenomenon of bullying that causes a social deprivation leaving important psychological and emotional sequels in the behavior of the student.

According to Hernández, Fernández and Baptista (2010), this approach uses "the collection of information to test hypotheses, based on measurement and statistical analysis, to establish patterns of behavior and test theories" (p.165). The goal of qualitative research is to achieve a deep and detailed understanding of social phenomena, rather than to obtain precise numerical results. Action research combines qualitative research with practical action, and aims to improve social and educational practices through the active participation of researchers and participants in the process.

It allowed the researchers to describe and analyze ideas, beliefs, meanings, knowledge and practices of groups, cultures and communities. It focuses on an egalitarian dialogue between researchers and participants, where both worked together to understand and transform the educational reality. According to Elliott (1993), action research is understood as "The study of a social situation in order to try to improve the quality of action in it" (p.88). It seeks to empower communities to be agents of change in their own environment. Its usefulness was essential to obtain access to the student observers that allowed to know what relationship exists between bullying and the students' school performance. The present research is determined under the design of action research, where the actors involved were allowed to interact and contribute in this research process, in order to generate these strategies and possible solutions to the problem visualized and posed.

It was carried out in stages: In moment one, an analysis of the problem was made through some approaches, a meeting of teachers and teachers' directors was held to make the research project known to the educational community and to take information from them, which enriches the process. Next, some questions were established as a result of the analysis presented, and finally, the purposes of the research, the relevance of the research and the contextualization of the study were presented. In moment two, the fundamental points of works that represent the previous experiences of the research were developed, followed by the theoretical bases on which the categories

are developed through current theoretical postulates. For moment three, the field work was carried out in the application of the instruments and the pedagogical proposal to the population, with the collection of such information, thus responding to the objectives set out in the research.

In the fourth moment, the systematization and analysis of the information was carried out and the information obtained in the collection instruments was reflected upon, and didactic strategies were put into practice, such as the pedagogical proposal with playful activities, which were carried out in eight sessions where teachers and students interacted. Finally, the proposal was evaluated and the viability and reliability of the research process was established.

In this research, the population refers to the total number of elementary school students of the educational institution of Arauca, corresponding to 50 students between 7 and 15 years of age, 27 are boys and 23 are girls. However, the convenience sample was 25 students who responded to the criterion of having been victims and/or victimizers of bullying in the elementary school grades in a school in the municipality of Arauca.

Results

In the present investigation it was possible to evidence through the instruments that most of the students' families belong to a low socioeconomic level, and many of them depend on agricultural and livestock activities for their livelihood, face challenges in terms of access to drinking water and health services, the social conditions that occur in the educational community, including processes of displacement, migration, unemployment, which necessarily affect the dynamics of coexistence of the same and of course that of the school. These situations generate events of violence, discrimination, mockery, lack of tolerance and empathy that can affect students in their physical, emotional and social development and their subsequent performance as students.

The educational establishment has 1,020 students enrolled, distributed from preschool to eleventh grade, which means that the larger the educational centers are, the greater the risk of bullying.

Given that the larger an institution is, the more difficult it is to monitor and control the different spaces such as: hallways, sports field, playground, the classrooms themselves, the school bus stop are the favorite places for bullies.

A meeting was held with teachers, students and parents or caregivers of the participants of the research project to make it known, and information was gathered from them, which enriched the process. It was concluded that 40% of the parents attend school meetings and are actively involved in the educational process of their children.

Subsequently, the in-depth interview was applied with prior consent of the parents to the 25 students aged 7 to 15 years, covering grades one to five, in terms of gender, 10 boys and 15 girls, subjects of study with extra age 10 students of 15 years who are in elementary school and who have experienced academic difficulties or personal problems that affected their educational progress and that in their experiences helped to understand the emotional, psychological impact that bullying has had on the student and how it influences school performance.

When analyzing each of the students' narratives, the constant humiliations, insults and mistreatment that generate a deep emotional impact on the students, undermining their security and motivation to participate in the learning process stand out. The above is demonstrated in:

"They laugh at me and I don't like it I feel bad." (Subject 9)

The subject shows that when he is teased he experiences emotions such as: sadness, anger, shame, low self-esteem, anxiety and stress, the teasing hurts the student's feelings and makes him feel sad and discouraged. He also experiences anger at others' lack of respect and consideration for him. Repeated teasing is a form of bullying because it affects the student's confidence and self-esteem, making him doubt himself and his abilities.

"If I think that bullying affected my friends and when I do not want to do homework or participate in events that make the school I move away, because they have placed me that nickname that I do not like and, but the insults I do not let me." (subject 15)

Social isolation is reflected in the student avoiding social situations to avoid future teasing, which leads to isolation and loneliness. The situation of being teased generates anxiety and stress in the student, constantly worrying about what others may think or say about him/her.

It is essential that students facing this type of situation seek support and express their feelings with people they trust, such as friends, family or teachers. Open communication helps to manage emotions and find solutions to address the teasing situation. In addition, if the teasing persists or becomes bullying, it is essential to inform school authorities so that they can intervene and put an end to this unacceptable behavior.

"Because I am smaller or more shy than my friends. Some students make fun of me, but I don't let myself." (Subject 12)

The shame, fear and anxiety experienced by victims affect their ability to concentrate on academic content and limit their cognitive development. In addition, bullying leads to increased school absences, as victims avoid going to school for fear of facing bullying situations.

Among the aspects to be highlighted, 20 students mentioned that they have experienced bullying, and state that this problem has negatively affected their school performance. According to the narratives of the interviewees, bullying has generated sadness, fear, loneliness, stress, anxiety and difficulties in concentrating on their studies. The emotional and psychological impact of bullying has affected their motivation, self-esteem and confidence, which has affected their ability to perform socially.

"Bullying is when someone doesn't want to be by your side, just like my mom who left my dad and just because and it makes you feel small and they don't want me." (subject3)

A dysfunctional family environment hinders the development of appropriate social skills in a child or adolescent. If they do not learn to communicate, resolve conflicts or manage their emotions effectively, they resort to bullying behaviors to deal with their frustrations or insecurities.

In these narratives, students with poor school performance expressed that they do not feel safe in the classroom or with their peers.

Bullying has created an environment of hostility and exclusion, which has negatively influenced their school experience, and they mentioned that they have not mentioned the bullying situation to any authority or support figure at school or at home.

This indicates a lack of effective communication or a perceived lack of resources and support available to address the problem, they are not sure if the school has an established protocol or care pathway for reporting bullying. This highlights the importance of implementing and clearly communicating the reporting and support mechanisms available to students. Early intervention and emotional support help to break the cycle of bullying and provide children and adolescents with tools to relate in a healthier way with others.

In the 25 students who experienced bullying, 15 of them experienced verbal bullying, the prevalence of verbal bullying was calculated by dividing the number of students with verbal bullying by the total number of students who experienced bullying and multiplying by 100: $(15/25) * 100 = 60\%$. Therefore, the prevalence of verbal bullying is 60%.

Of the 25 students who experienced bullying, 10 of them experienced physical bullying. The prevalence of physical bullying is calculated by dividing the number of students with physical bullying by the total number of students who experienced bullying and multiplying by 100: $(10/25) * 100 = 40\%$. Therefore, the prevalence of physical bullying is 40%. Verbal bullying is more prevalent than physical bullying among students who experienced bullying. Sixty percent of the students reported having experienced verbal bullying, while 40% reported having experienced physical bullying.

In the narratives, students mentioned that verbal and physical bullying has a negative impact on their school performance. Some expressed that they feel distracted and anxious in class, which hinders their ability to concentrate on their studies. Other students mentioned that verbal bullying affects their self-esteem and self-confidence, which in turn affects their motivation and academic performance. On the other hand, physical bullying causes physical pain and discomfort, which also interferes with their ability to concentrate on academic activities.

These findings suggest that both verbal and physical bullying have detrimental consequences for students' school performance. It is important to address and prevent these types of bullying in the school environment by providing emotional support and appropriate resources for affected students. In addition, it is essential to foster a safe and respectful classroom environment that promotes the well-being and academic success of all students.

To conclude, the interview, the field diary and the participant observation, allowed to fulfill the first objective, since it yielded some results of the characterization of the prevalence and types of bullying experienced by students in the classroom and how it influences school performance, these conclusions suggest that verbal and physical bullying has negatively influenced the school performance of students with low performance. It is crucial to take measures to address and prevent bullying in the school environment, provide emotional support, and establish effective protocols for dealing with reports of bullying.

Table 2. *Categories of analysis*

Categories	Questions	Student narratives
Dysfunctional Family	For you, what is bullying?	Student1: Bullying is when someone bothers you or hurts you many times with rude words and they hit you on the head.
		Student 2: Bullying is when someone insults or humiliates you all the time at recess, or on Facebook.
		Student 3: Bullying is when someone doesn't want to be by your side, like my mom who left my dad and just because and makes you feel small and they don't want me.
		Student 4: Bullying is when they hurt your arm or your back, several classmates and I don't say anything.

Mental health problems.

In your experience, among whom does bullying occur?

Student 5: For me, bullying is when a peer feels big and bullies you or hurts you and makes you cry and is weak.

Student 1: Bullying occurs between classmates, friends or older siblings.

Student 2: Bullying can occur between classmates, friends, neighbors or even siblings.

Student 3: Bullying can happen between siblings, or family members who fight because they don't like each other.

Student 4: Bullying occurs between classmates, but also between siblings who do not respect each other.

Student 5: Bullying can occur at school, on Facebook, or at home.

Verbal and physical bullying

Have you been a victim of bullying?

Student 1: Yes, I have been a victim of bullying on several occasions.

Student 2: Yes, I have always been a victim of bullying.

Student 3: Yes, I have been bullied in the past, but I have learned to defend myself with my fists.

Student 4: Yes, I have been a victim of bullying. I have watched fights between Chinese people and I have helped them.

Student 5: I am not sure if what I have experienced is bullying. Sometimes I've been called very nasty names, but I don't know if it's bullying.

Why do you think you have been bullied?

Student 1: I think I have been bullied because I am different or because some classmates envy my homework.

**Low
esteem**

self-

What do you think has been the cause?

Student 2: I think I have been bullied because I am smaller or shyer than my friends. Some students make fun of me but I don't let them.

Student 3: Yes, I think bullying has affected my homework sometimes I don't want to do it when I fight with my friends, I can't concentrate.

Student 4: yes I have done poorly on evaluations, but I feel angry when they pick on me, and I give them a hard time.

Student 5: Yes, I think the bullying affected my friends and when I don't want to do homework because they have given me that nickname that I don't like and the insults I don't let them.

**Absence of
coexistence
rules**

Do you feel safe in the classroom or with your classmates?

Student 1: I don't feel safe in the classroom because I feel that some classmates make fun of me because I don't have a dad.

Student 2: Yes, I feel safe in the classroom and with my classmates because I don't let myself.

Student 3: No, I don't feel safe in the classroom or with my classmates. I often feel bad because they yell and fight a lot.

Student 4: Yes, I feel confident, although there are times when I feel uncomfortable because they don't allow me to dictate the class and the teacher writes them down and they keep quiet.

Student 5: I feel safe with my friends. The other Chinese I don't get to kick them.

Violence as a way of life

How often does bullying occur in your classroom?

What do you think are the reasons?

Student 1: Bullying happens frequently in my classroom, when there are fights between students.

Student 2: Bullying happens in my classroom because of conflicts or differences of opinion. Sometimes people may feel threatened by other students' differences.

Student 3: Bullying occurs frequently in my classroom, almost daily. I think the reasons may be peer rivalry, differences of opinion, or simply the desire to dominate others.

Student 4: Although bullying does not occur as frequently, it does occur occasionally due to conflicts and disagreements among some peers.

Student 5: Fortunately, bullying is rare in my classroom and, when it does occur, it is usually isolated and for no apparent reason.

Learning difficulties

In your case, do you think that being a victim of bullying has affected your academic performance? Why?

Student 1: Yes, I think bullying has affected my academic performance because I feel distracted and anxious in class.

Student 2: Yes, I think bullying has affected my academic performance because it distracts me and makes me feel anxious. Sometimes, I have difficulty concentrating on my studies because of the bullying experiences.

Student 3: Yes, I think bullying has affected my academic performance. It has generated stress and anxiety, which makes it difficult for me to concentrate and perform in my studies.

Lack of Emotional Support

To whom have you told about the bullying situation you are experiencing or have experienced?

Student 4: I am not sure if it has directly affected my academic performance, but it has definitely influenced my emotions, which may have repercussions on my school performance.

Student 5: I don't think the bullying has significantly affected my academic performance. Although it is disruptive, I try to stay focused on my studies.

Student 1: I have talked to my parents, my teacher, and a school counselor about the bullying situation I have experienced.

Student 2: I have talked to my parents, my close friends, and my trusted teacher about the bullying situation I have experienced. They have provided me with emotional support and have taken steps to address the situation.

Student 3: I have discussed the bullying situation with my parents, who provide me with emotional support and have talked to the school about it.

Student 4: I have sought the support of the school psi counselor with whom I have shared my bullying experience and received guidance on how to handle the situation.

Student 5: I have not discussed the situation with anyone. I have decided to deal with it on my own and look for ways to deal with the bullying.

Do you know if the school has a protocol or an attention route

Student 1: Yes, the school has a protocol and an attention route to report bullying. I have been informed about the steps I should follow.

**Lack of established to
attention of denounce this
route. type of
situations?**

Student 2: Yes, I am aware that the school has a protocol and an attention route established to report bullying. There are resources such as school counselors or a complaint mailbox where we can report bullying situations confidentially.

Student 3: Yes, the school has an established protocol for reporting bullying. We have been informed on how to report bullying situations confidentially.

Student 4: I am not sure if there is a specific protocol, but I know that I can talk to my teacher or the school counselor if I need to report a bullying situation.

Student 5: I am not aware of a protocol or an attention route established to report bullying at school. I am not sure what to do in case I experience such a situation.

Source: Own elaboration.

Designing the Pedagogical Proposal: "Building Inclusive Spaces Free of Bullying" was a classroom project to prevent bullying, being an essential tool to promote a culture of respect, empathy and peaceful coexistence at school. By addressing bullying from an educational and preventive perspective, the foundations are laid to create a safer and more positive school environment for all elementary school students of the educational institution in the municipality of Arauca.

For the realization and design of the classroom project (appendix 8), the Iberoamericana design was taken as a model, whose repositories can be found at <https://www.calameo.com/>The phases of the project were then implemented, which are as follows:

Exploration phase: In it, the whole process of observation and diagnosis of the level was carried out, based on the analysis of the interview and field diaries, the construction of the classroom project

began, generating the introduction, justification, characterization and the general and specific objectives for the same were raised.

Planning phase: The process continues with the organization and creation of the activities to be developed. In order to plan the activities to be carried out, the following categories are taken into account: Dysfunctional family, Mental health problems, Verbal and physical bullying, Low self-esteem, Absence of rules of coexistence, Violence as a way of life, Learning difficulties, Lack of emotional support; in addition to the descriptors proposed to achieve compliance with them and the scope of the objectives, the proposed activities were organized in the following scheme.

The planned activities were 8 in total, one for each category, were implemented with the study sample of 25 students, and were executed in 8 sessions during one month.

Execution Phase: the activities and strategies planned to address the problem of bullying are carried out with two weekly interventions. During this stage, the actions designed in the planning phase are implemented and sought to actively involve students and teachers. Start the implementation phase with awareness-raising and training sessions for students. These activities included talks, games, handicrafts, murals, educational videos, among others that address the issue of bullying, its effects and the importance of preventing it. Activities and dynamics were developed to promote social skills among students such as role-playing, conflict resolution exercises and activities that promote empathy and assertive communication. Inviting students to participate in the creation of norms and values for school coexistence. This helped to establish a framework for respectful and tolerant behavior in the classroom and in the school in general.

Conduct awareness campaigns and educational activities to maintain focus on bullying prevention and promote a safe, friendly and inclusive environment. Monitor and evaluate the effectiveness of the classroom project as it progresses. Collect data and feedback to identify areas for improvement and adjust strategies as needed. Keep parents informed about the classroom project and seek their active participation in activities and discussions related to bullying prevention.

Socialization Phase: The project was socialized in a parents' school, making them aware of the process, from the moment of characterization, diagnosis and observation when the problem was identified and the solution was thought of, to the execution of the activities, it is essential to create a sense of community and commitment around the bullying prevention project by ensuring that everyone is informed, motivated and committed, laying the foundations for a successful and effective implementation of the project. They were also asked to give their views on the project, which are noted and will be taken into account in the project impact evaluation process.

Systematization Phase: this is the final stage of the process, where a detailed reflection and analysis of all the activities, results and lessons learned during project implementation is carried out. It was essential to evaluate the effectiveness of the project, identify what worked well and what could be improved in future implementations, best practices and successful strategies that will be replicated in future projects. Evaluate the impact of the project on the educational community, including changes in the attitudes and behaviors of students, teachers and school staff in relation to bullying prevention. The systematization phase is essential to ensure that the project is a continuous process of improvement and learning. By evaluating and reflecting on the implementation, the effectiveness of the classroom project to prevent bullying is strengthened and a safer and more respectful school culture is promoted. A satisfaction survey was conducted to evaluate the students' final perception of their participation in the pedagogical proposal:

The degree of satisfaction of the students fulfilling the last objective of evaluating the impact of the implementation of the pedagogical proposal through 8 learning sessions in which 25 elementary school students who have experienced bullying at some point in their school life participated.

This pedagogical proposal lasted 4 weeks, and it was possible to observe a great willingness and participation of the students in each of the playful, pedagogical and artistic activities for the prevention of bullying among peers. This proposal provided a safe and structured space where students learned about the different forms of

bullying, developed their social and emotional skills, and learned effective strategies to prevent and address bullying.

The purpose of the pedagogical proposal "Building Inclusive Spaces Free of Bullying" in elementary school students of the Educational Institution of the municipality of Arauca, helped to create awareness and understanding about bullying, students learned to recognize the different forms of harassment, such as verbal or physical bullying, and understood how it can emotionally affect the students who suffer it. This proposal fostered empathy and solidarity among the students. Each of the activities provided opportunities for the development of social-emotional skills, such as empathy, conflict resolution and effective communication. Students learned to recognize and manage their emotions, to put themselves in the place of others and to establish healthy and respectful relationships.

As a result of the application and execution of the classroom project activities, students were able to actively participate in each of the activities and discussions, and were given the opportunity to express themselves, share their experiences and learn from each other. Active participation promoted a sense of belonging and community in the classroom, which contributes to the prevention of bullying.

It is important to note that this process has contributed to teaching effective strategies to prevent and respond to bullying, students learned how to be advocates and allies for their peers who are being bullied, how to intervene safely and how to report bullying to a trusted adult. This provided them with practical tools to address bullying and promote a safe and inclusive school environment.

Through reflection and dialogue they were able to challenge stereotypes, prejudices and negative attitudes, thus promoting an inclusive school climate free of bullying. In conclusion, the impact that the pedagogical proposal "Building Inclusive Spaces Free of Bullying" had on elementary school students of the Educational Institution of the municipality of Arauca was positive as it played an essential role in the prevention of bullying among peers by raising awareness, developing socioemotional skills, encouraging active participation, teaching prevention and response strategies, and promoting a positive cultural change in schools. It was a valuable

tool for empowering students and building safer and more respectful school communities.

Discussion

In this section I seek to carry out the analytical and argumentative discussion of the different research backgrounds, such argumentation built according to the results of the research, using discursive elements such as concordance, discordance and complementarity. Taking into account the previous theorization, Cáceres (2022), agrees that pedagogical activities are paramount to teach children to respect and accept themselves, only then will they learn to respect and accept their classmates by developing social skills and proving to be effective in improving relationships among students and reducing aggressive behaviors in the educational and social environment.

These findings are shared by Maturana, (2021) and Perez (2008), that school climate reflects the degree of satisfaction and quality of education in the teaching-learning process of learners immersed in a multicultural society. The coincidence with these findings suggests that working on improving students' social skills has a positive impact on peer relationships and reduces aggressive behaviors. Empathy has been identified as a fundamental component in bullying prevention in previous research.

On the other hand, Londoño Tapiero (2022) and Begoña (2022) agree on the need for the design and implementation of the pedagogical proposal based on the interests and needs of children, improving the quality of teaching, the results of this research agree with these conclusions, as they show that a pedagogical proposal that promotes empathy can help create a more compassionate and respectful environment.

In this sense, and after the characterization of the problem related to bullying among elementary school students of the Educational Institution of the municipality of Arauca, with the general objective: "Prevent bullying among elementary basic students of the

Educational Institution through a pedagogical proposal" it was necessary that during the preparation and implementation of the present classroom project, the importance of the active participation of the students in the pedagogical activities was emphasized, showing a greater capacity to put themselves in the place of others, which contributed to a more compassionate and respectful atmosphere in the school environment. In addition, the need to promote inclusion in the educational environment was emphasized, respect and empathy among students was fostered, they learned to value differences and understand the perspectives of others, which reduced the possibility of acts of bullying based on prejudice or stereotypes.

Jourdan, (2022) Filippetti (2022) and Cáceres (2020) share the view that the best thing a school can do is to help create social learning of the surrounding environment in an enriching school climate among students, through specific cross-cutting and extracurricular activities. They also agree on the effectiveness of the implementation of pedagogical proposals with the collaboration of teachers as it is an essential aspect for the success of the proposal, allowing early intervention and personalized attention to cases of bullying. This finding highlighted the importance of working as a team to identify and respond effectively to cases of bullying in the school environment. It allowed to quickly identify the signs of bullying in students, working together it was possible to develop personalized intervention plans for each student involved in bullying. This considers individual needs and was able to increase the effectiveness of the strategies applied in the proposal.

Tresgallo, E. (2013), in his research argues that inadequate parenting practices used in the education and training of children in the family, decisively influencing their formation with extensive affective deficiencies arising from their inadequate training in the early years of their life in the family and that mark the human being with an indelible imprint, constitute a serious risk for them and for those who live with them. In relation to the previous argument, Padilla Guerra, (2022), was able to determine that factors such as family and school contribute to the well-being and social, emotional and cognitive adjustment of the student. However, the proposal showed

encouraging results, the importance of a continuous focus on bullying prevention was identified, with emphasis on the continuous training of educational personnel and the active participation of parents.

Several previous studies such as Chambilla (2022) and Ferro Macías (2014) have highlighted the importance of increasing bullying awareness among students. The results of these investigations are consistent with previous studies such as Soriano Lesmes (2023) and Mendoza Miranda (2023) that indicate that increased awareness can lead to more effective identification and reporting of bullying situations. These pedagogical strategies focused on the development of social skills have been recommended in previous studies to address bullying. This finding is highly relevant and shows the positive impact of the pedagogical approach on the development of empathy among students. The ability to put oneself in the place of others is a key component in fostering healthier and more respectful relationships in the school environment.

On the other hand, Flórez Calderón (2023) and Torres Zocadagui (2023) agree with previous studies that have shown that the development of empathy is an effective strategy to reduce bullying and improve school climate. By putting themselves in the place of others, students better understand the emotions and perspectives of their peers, which leads to greater understanding and empathy towards the difficulties and challenges they face.

Fostering empathy in the school environment has benefits for both victims and potential aggressors. For victims, knowing that others understand their feelings generated a greater sense of support and reduced feelings of isolation. For aggressors, developing empathy helped to decrease hostility and aggression by recognizing how their actions affect others emotionally. The fact that the pedagogical approach proved to have a positive impact on the development of empathy among students highlights the importance of implementing educational approaches that promote understanding and solidarity. This had a long-term positive effect on the creation of a safer and more respectful school environment, where students feel supported and can learn and grow in a healthy way.

It is essential that teachers and educational institutions continue to focus on promoting empathy and other social skills among students as part of their strategies to prevent bullying. In addition, future research could delve deeper into how empathy and related skills can be further reinforced in the school context, and how these skills can influence students' behavior and attitudes toward their peers.

In summary, the pedagogical proposal succeeded in raising awareness of bullying, strengthening social skills and fostering empathy among elementary school students. In addition, it highlighted the importance of collaboration among teachers, and the need to maintain a constant focus on bullying prevention to create a safe and healthy educational environment. The success of the pedagogical proposal to prevent bullying is enhanced by the active and effective collaboration of the entire educational community. This synergy helps to create a comprehensive and well-coordinated approach to addressing bullying, ensuring that students receive the support and attention necessary to develop in a safe and respectful school environment. Collaboration among different educational personnel is key to promoting a school culture that values bullying prevention and the well-being of all students.

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