

MATHEMATICS, ART AND BULLYING. PARTICULAR LOOKS AT SCHOOL LIFE

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INTRODUCTION

The electronic journal Praxis Investigativa ReDIE began in June, 2009. From the beginning, this e journal was designed as a strategic option to spread, promote and publish educational research works both nationally and statewide through Durango Network of Educational Researchers (ReDIE)

Nowadays, the ReDIE Research Praxis journal has consolidated quality indicators, such as the positioning in the increase of research works in each issue since it was founded, in addition, the number of researchers at national level and the participation of foreign researchers from the countries of Cuba and Venezuela have increased their interest in having the prestige of publishing in this magazine.

In addition, this journal is being considered as one that contains quality research works, since these have been cited by other researchers at the regional and national levels. On the other hand, with the exception of 2 or 3 research papers written in English, most have been published in Spanish, which we believe has limited the ability to disseminate productions at an international level, as is the case of countries whose language is not Spanish.

So, due to this recognition of quality research works that have been published in this ReDIE research praxis journal during the last 5 years, it is our interest to publish an electronic book with each of the best works in the English language, which aims to give acknowledgment to this investigative effort with the purpose of promoting and making known these publications in the English language to spread these internationally.

For this purpose, a scientific committee was formed by 5 research doctors who have published nationally and internationally. Each of them was asked to evaluate the research work according to the following criteria:

- Quality of the methodological scientific process in research investigations or from the argued construction of the development of essays.
- Validity of the results obtained in the research works or the analysis carried out in the essays.
- Interest in publishing research projects in the English language.

Through the evaluation of these criteria, they allowed selecting the 13 best research works. Then, the authors were asked to translate their research papers into English as a project of the coordinators by deciding on the publication of 2 e-books written in English to promote, spread widely, and create potential interest in other countries whose public, professors and researchers are interested in searching English papers on the web.

This book is made up of 6 chapters of these selected quality research works, which are the following: they are 2 chapters related to mathematics (Chapters 1 and 2), 2 chapters related to art (Chapters 3 and 4), and 2 chapters related to peer violence (Chapters 5 and 6).

Each of these papers was evaluated satisfactorily by the scientific committee with the aim of making these works accessible to different types of readers throughout the world of the researcher's network to contribute to their respective expectations and fields of study.

GROUP METHOD FOR LEARNING MATHEMATICS

Enrique De La Fuente Morales

Daniel Eliud Robledo Sastré

Abstract

The traditional school has shown a gap in teaching different disciplines; one of them is mathematics. This area of knowledge, which is so important for the development of science in a country, has a backwardness, so serious, that is no longer an attractive subject for students of different bachelor's degrees where it is taught. For this reason, the author aims to create a technique, which not only makes mathematics attractive but also practical, useful, and provokes in students an enthusiasm to achieve a great progress in the same. This mathematical learning technique, developed for this study, will be the group method, which consists of working in groups and learning mathematics from each other; that is, creating and sharing knowledge. It is intended this coexistence of mutual learning can promote student acquisition of knowledge by sharing experiences and knowledge with others in order to help and solve problems, as well as to pursue an individual and social development with ethics and responsibility. This technique will be based on the group method of Pestalozzi by looking for a logical method to generalize the acquisition of knowledge and also it can be transmitted. In addition, we will be seeking for developing in the student the ability of abstraction, which is so difficult to acquire then, is to bring the concrete to the abstract and vice versa.

Keywords: group method, abstraction, sharing, practice, acquiring, sharing, generalizing.

Introduction

Teamwork is one of the weaknesses in society or in any work branch. In education, this is not different because teamwork is promoted very little in the university

environment. Another problem is that we do not know for sure why some kind of algorithm is followed to solve any difficulty, the same error is repeated again and again and apparently there is only one way to address the problems. There is little creativity in the type of **reasoning** for learning mathematics since traditional education is still used, without taking into account there are different types of students' perception. That is, not all of them have the same experience so their types of understanding are not the same, and this does not mean, there are more or fewer capabilities, but there may be capabilities of different characteristics.

There are students who attend subjects that require more abstraction, such as Elementary Mathematics, Calculus 1 or Linear Algebra, where they are continually used to **demonstrate** concepts that have high marks and, more than that, their ability to acquire this knowledge is remarkable, but when **applying** such knowledge, students have difficulties. In addition, other students have ease in subjects such as Calculus 2, Differential Equations or Theory of Equations where greater application or use of concepts is required and this is when they acquire better knowledge, but in matters of abstraction they present difficulties. This is because there is a different affinity with subjects, and the latter develops the **inductive** reasoning and the other, the first, the **deductive** reasoning.

The learning method, which is addressed in this study, is the group dynamics based on the Pestalozzi theory that aims to strengthen the collective field. This method aims to take advantage of the virtues of students who have skills in inductive reasoning and those who have it in deductive reasoning; and even further, an existence of mutual learning in coexistence where not only both of them are achieved, but also develop what they have not exploited yet. It is also intended students who have not acquired any of these two arguments and have learning difficulties when working in their tasks; it is sought that with coexistence, experience and motivation, students can acquire knowledge by improving a good level in both reasonings, getting better grades and greater degree of learning, as well as starting to learn how to do teamwork and share knowledge in order to improve the student community.

Theoretical support

Pestalozzi theory is a human proposal that puts into practice the organization of experiences. It is an education of ethics since it emphasizes the need to learn from the human being at all social levels. Also, it educates man for moral freedom and believes in the individual freedom where by means of action one learns, in addition, it shows that the starting point of human instruction is desire, so it is not a mechanical exercise, but a conscious work, that is, learning by doing and having a need is the trigger, because this always starts from the simplest to the most complex.

Learning by doing indicates that education should be practical. In this study, the author will be using group dynamics since, as he mentioned, the principle of collectivity suggests that educational work is done in the collective field, referencing individual differences and social reality, both concrete facts. As a team, but each one with different activities, as Pestalozzi mentioned (2001, p.23), education influences in the organization of man and forms him, contributing to the development of his capabilities.

This project of teaching mathematics, on group dynamics, is based on a fundamental principle, which is activity; that is, in pragmatism, according to James (1985, p.2) the principle of man is found in activity; and the true is what suits our interests, and this way of working coincides with the strategy of Pestalozzi who mentioned (2001, p.34) that education should be practical.

To establish that a group work will be done, one point to be observed is to see how the students' understanding is, that is, to observe human understanding, and to design a strategy where the student with different characteristics can reach a degree of abstraction and competent application. This through a disciplined work since each student has the same degree of understanding, what changes are the experiences acquired and lived by the student, according to Locke (2001, p.4), there are no innate ideas, because every idea comes of the experience.

Other point to be considered is to work with motivation because collective life in a responsible way is strengthened, and a social conscience is sublimated, all these points show the importance of education, and teaching mathematics is a part of education, which is increasingly important in today's life.

Didactic Support

According to Rousseau (2011, p.13), education must make man fit for all human conditions. Here the importance of education in the life of man is shown. This will be considered for the learning of mathematics, and to increase students' intelligence to solve problems, because according to Pestalozzi (2001, p.52), intelligence arises when solving problems. When solving problems students will develop a higher intuitive level, which starts from a specific situation to gradually rise in a rational way to the notions and concepts, that is, starting from the particular until obtaining a general knowledge, this is the inductive method.

Another method that we will be working on is the deductive method of mathematics that goes from the general to the particular, that is, of general ideas is particularized so that it has application, and thus be useful. Little by little students will master both ways of thinking as they need them since the best teacher is the need.

According to Pestalozzi (1911), through mutual teaching, students will help each other in their research by fostering a full cooperative learning environment, and thus make better citizens, since that is the ultimate goal of education, prepare an individual for life. The deductive and inductive method will be used in this study because both of them are the core parts of the development of mathematics, that is, abstraction and application.

From the psychological side, Vygotsky's method with the ZPD will be taken into account, "the distance in the real level of development, determined by the ability to independently solve a problem, and the level of potential development, which is

determined through the resolution of a problem under the guidance of an adult or in collaboration with another more capable partner "(Vygotsky, 1988, p.133).

This method, of group dynamics for the learning of mathematics, created by the author is the one used in the School of Electronic Sciences of the Benemérita Autonomous University of Puebla, and was applied to forty students of the second semester who were studying two subjects in the area of mathematics: Linear Algebra and Integral Calculus, two subjects where the highest level of failed students are found, and where only a small percentage of these students can pass.

This method was successful, not only because it increased the average number of students who passed these subjects, but also because the degree of comprehension was encouraged, to such an extent that they showed improvement in other subjects, too. These students did not fail any subject, even outside the area of maths; due to the use of group dynamics, and that apparently was successful in their academic life.

Next, figures 1 and 2 show the results; the first one shows the results obtained by the students before applying the group method, where the third part of the group failed, however, in the second figure the result of the same students is shown using the method shown here, where there was no students failed and even more, the third part of the group obtained the maximum qualification and all students had advances, not only in qualifications, but also in academic achievement, having as a consequence to have gained in confidence and in self-esteem.

Before establishing the technique, it should be mentioned that the technique to be used is the one to obtain knowledge of John Locke (1694), which consists of three steps:

1) Perception

2) Retention

3) Discernment

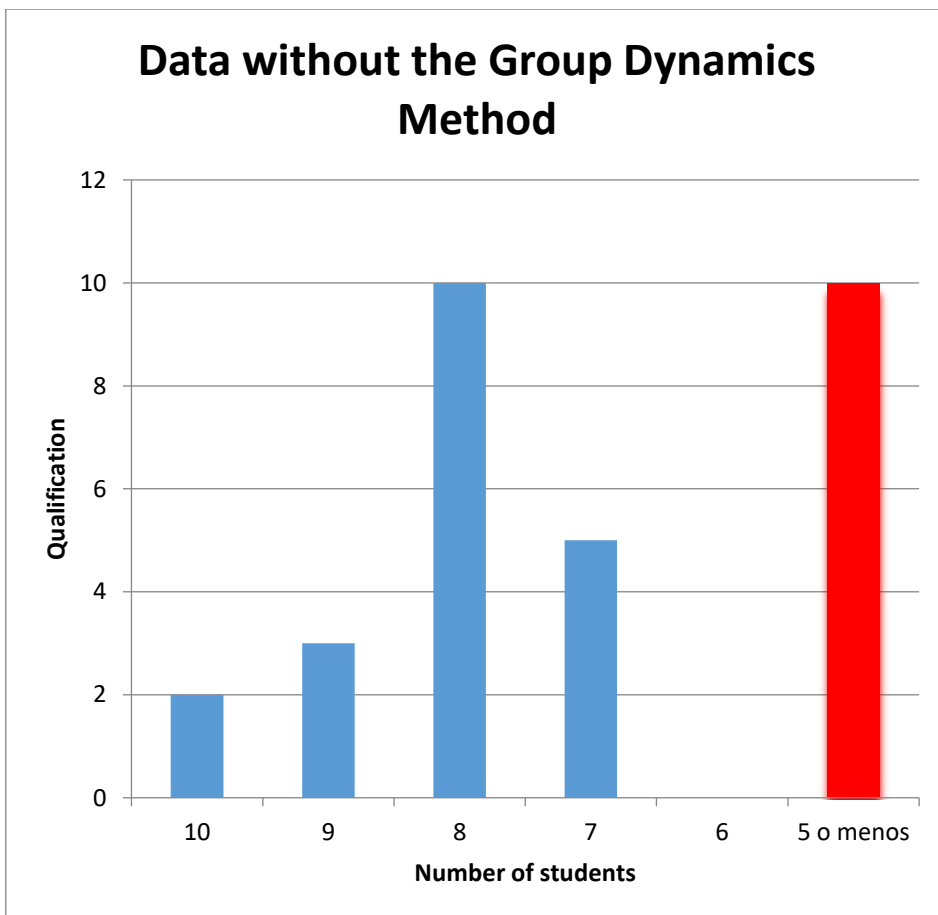


Figure 1

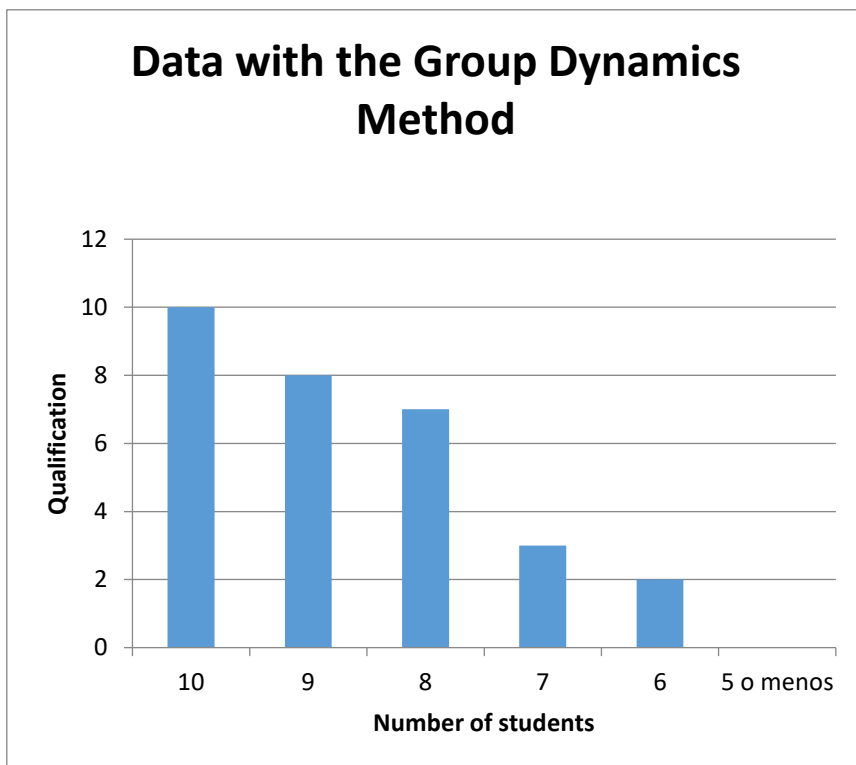


Figure 2

The Group Dynamics Method for Mathematics Learning

Organization

Step 1

Groups will be formed, each group will be made of three students in an orderly manner according to the characteristics of each student; the classification will be as follows a) student who is capable of abstract reasoning, and who is able to demonstrate, b) student who is proficient in inductive reasoning, that is, who is proficient to apply, c) student who has difficulty in both reasoning or mathematics in general, but the student show an interest in learning.

Students will be selected through a diagnostic test, where one question is theoretical, one is practical and the last one is a demonstration to identify the greatest facility or capacity for students to solve the problems they face.

Step 2

Once the teams are made, each student will be provided with different obligations, that is, different responsibilities which may be interchangeable for the purpose that each of the members can perform different roles in order to increase not only the qualifications, but also their learning and appropriation of knowledge. This is how the positions will be distributed:

Student A) It is the student who answers the question I have and where I want to go; This student has the greatest responsibility because he is the one who will understand the problem, choose a path, how to demonstrate it, or how to solve it, and must deliver the problem to the next student.

Student B) It is the student who follows the path chosen by student A, this student will be the bridge for what I have and where I want to go; This student will follow the established algorithm, and solve the problem; In this part, the student will develop the application of mathematics he dominates by himself, and if he lacks mathematical tools, he will seek to increase the mastery of mathematics, that is, he will start learning by doing.

Student C) this student will check that the idea is well established for solving the problem and the path is also well followed; that is, if the student gets the solution he wants, this student will learn from this problem solution and will have a critical eye on the whole established work. In addition, student C must present the problem and provide an explanation of each of the steps, at this point, he is the main responsible. In the end, after showing the problem, the three students together will **perceive** if the solution they got is what they considered appropriate. Then, they will see similar problems to increase **retention**, and finally the group should **discern** if the proposed solution was the most appropriate one.

Here, it could be thought that the student in position A works harder than the rest of his classmates, and that student in position C, his work is simpler, but as the positions are interchangeable; in the end, everyone will change functions, having student C acquire greater responsibility. It is worth mentioning that a qualification is

given for all three students; thus, this will achieve in students solidarity, working as a team, and understanding that their work counts and it is important in a society, because it is where all the successes or mistakes impact.

So, the teacher is responsible for coordinating, structuring and selecting the most accurate material in relation to each of the student teams, related to the aforementioned characteristics. In addition, the teacher must always show different methods to find the best way to promote learning in his students, emphasizing what Rene Descartes mentioned (1939, p.117), methods and things should be questioned since we do not know the truth. In the same way, it must be remembered that the best way to get to the truth is to examine things as they really are, and never assume that they are as we imagine or as we have been taught to imagine.

Example

Next, a simple example is shown about the subject of Linear Algebra.

The following set of vectors $v_1 = (1, 0.2)$, $v_2 = (0, 1.1)$, $v_3 = (2, 1.0)$ are a basis for R^3 ?

This is how **Student A** has the question and must choose by what criterion he will do it due to the definition, that is, to fulfill that the three vectors are linearly independent and generate all the space; or the student can choose the second option, which could be, the determinant of the three vectors are linearly independent, and use the following theorem that three linearly independent vectors, generate all R^3 , any of these paths leads to the three given vectors are a base for the mentioned space.

Student B performs all the operations indicated by student A, solving all the algorithms in detail, in this process, the student improves the application and decides to proceed, from the abstract to the concrete. Also, student B, particularizes the general solutions according to what is necessary; in a period of time, after having experience, the opposite case is observed. That is to say, to proceed from the concrete to the abstract, since when seeing that the algorithms solve a type of problems, it becomes generalized, that is, it becomes adaptable, since as John

Locke points out (1984, p. it causes the particular ideas of a particular object to become general.

Student C will have an understanding of the path and each of the steps made by student B; In addition, this student will explain the problem, show each of the steps and the importance of performing each of them; as well as analyzing if the best step was chosen. This student will also be responsible for the project, although each of the positions will be interchangeable so that each one of the parts of the mathematics, the abstract and the application, can be mastered; as well as how to support the achieved knowledge. Finally, all the students, with their teacher, after the presentation of student C, will comment on the steps, and above all, the way to approach the problems, to learn from the ideas of everyone in a group activity in order to make a feedback. During this process, the teacher explains why to follow each of the steps, and it is at this time when the teacher will evaluate the individual improvement of each of the students, as Berkeley (1985, p. 10) points out, abstract thinking emphasizes in what material things have in common.

Conclusions

Finally, with this group dynamics, students will acquire experiences that will form knowledge and little by little they will create their logical knowledge, not only to improve their qualifications, but also to learn teamwork, and being more and more responsible in achieving the ultimate goal of education that is to prepare the individual for life. This method has been in operation at the School of Electronic Sciences of the Benemérita Autonomous University of Puebla with the aim of promoting more aware and responsible students with a strong impulse to study and obtain good academic results. And yet, those who had many problems in their academic performance improved their qualifications which serve as motivation for the rest of their activities. This encourages motivation because in a responsible way, collective life can be strengthened and sublimated to a social conscience. As a consequence, a more active education will be achieved, indicated by Berkeley

(1985, p.174), since the essential quality of the mind is activity. It is worth mentioning that basic education is working group methods; however, there are still no well-established methods, and above all, these have not been included in higher education, as discussed in this article.

Attachment

Background of the group method for learning mathematics

Much has been written on this subject to seek a better understanding of mathematics based on a group experience, this converges on the recommendation that a teaching should be playful, where based on games or attractive strategies, a work is coordinated to search a better understanding of a discipline, so unfairly misjudged by students, which is mathematics.

One of the most outstanding works, presented at the 1st Congress of Mathematics Education of Central America and the Caribbean (1 CEMACYC), held in Santo Domingo, Dominican Republic, from November 6 to 8, 2012, is the innovative project "Fun Mathematics: A Strategy for the Teaching of Mathematics in Basic Education "; presented by Ivanovna Milqueya Cruz Pichardo of the mathematics department of the Catholic University in the Dominican Republic. This project consists of the application of some didactic games and cooperative learning in the teaching of mathematics at the Basic Level. This is, based on recreational activities, cooperative groups are formed.

The game consists of the students themselves, coordinating, making teams, they are given a different roll, later, the rules of the game are given, and the group, based on answering questions, where they can win or lose, and the teacher is who evaluates each of the teams, certainly, the team with the greatest success would be the winner (Cruz I. 2012, p.5).

Another outstanding work is the one published by Agustín de la Herrán in 2011 called "Teaching techniques for a more formative education" of the University of Camagüey, Republic of Cuba. This article mentions the need to make a polyvalent

and versatile methodology, as well as placing more emphasis on the motivation of the teacher towards students, and on the teaching technique that should be attractive to attract attention and facilitate learning. On the other hand, the author mentions the support of students who have previously worked in groups so that they can organize the teams of their peers, who will be given an exercise that each team must find the solution to the problem. In addition, students, who solve the problem or advance in it, will gain in self-esteem, and more and more will intervene in solving problems. The role of the teacher will be of a motivator and who provides the problems to solve (De La Herrán A. 2011, p.8). The role of the teacher, will be motivating and will be who of the problems to solve (De La Herrán A. 2011, p .8).

In addition, the work by Dennis Raúl Mucha Montoya de Huancayo in 2009, called "Strategy to develop the Capacity of Mathematical Logical Reasoning", shows the learning of mathematics based on strategies. The author states that students who work together and coordinate themselves to solve problems, can get to acquire a form of heuristic reasoning more easily. Although this approach does not design an outlined strategy, it is based on problem solving (Mucha D. 2010, .p.28).

These are some of the works that show the importance of working in a group with mathematics with the purpose not only to learn the algorithms, but also to achieve the heuristic reasoning, promoting an environment for collaborative learning, and the classroom as the suitable place.

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TEACHING OF MATHEMATICS BASED ON MAIEUTICS

Enrique De La Fuente Morales

Daniel Eliud Robledo Sastré

Abstract

A wise man must always be learning (Plato, 2008; 49); and the principle of Solón is that the willingness to learn any knowledge requires being in a continuous internal questioning; trying to verify how true is what we think we know. This questioning leads, not only to ask internal questions, but also to others. Thus, feedback is obtained, doubts are created that make a critic, informed and tolerant society, since not only methods and methodologies are questioned, but, at the same time, ideas are debated; therefore, learning and reflections are achieved, because what does not benefit the swarm does not benefit the bee (Marco Aurelio, 2008; 143). Mathematics is not the exception, learning methods are generally rigid and memory-dependent, and education must teach critical thinking, instead of teaching mindless thinking (Kant, 2013; 24). The Socratic Method (Maieutics) consists in questioning when trying to find a contradiction to obtain a real knowledge. This method is used in the teaching of mathematics, it is intended that the student as well as the teacher dominate the theory by means of self-reflection and questioning of their peers, so that it strengthens their knowledge or, otherwise, noticing the absence of it to avoid believing knowing what is known. Thus, an active class is achieved, by avoiding boredom and keeping students busy. When man is occupied with tasks, a reflexive mastery of mathematics is achieved (Kant, 2013; 63).

Keywords: maieutics, question, debate, reflection, group.

Concepts

Maieutics, "technique of assisting in births", is the method used by Socrates through which the teacher makes the student, through questions, discover knowledge.

"Maieutics" is a Greek word (μαιευτική) said maieutik and it is translated as obstetrics, that is to say, the one that deals with childbirth or pregnancy. "(Etymologies of Chile, 2009). Maieutics is a method invented by Socrates "that is to make the other person, by a series of questions, be able to reach knowledge through their own reasoning and bringing into conclusions" (Sánchez, 2013, p.2). Through this method, which was used by Socrates, the teacher makes the student discover knowledge through questions. This method consists in questioning the interlocutor about something (a problem, for example), and then, reasoning is debated through the establishment of general concepts.

In maieutics the truth, that is found in the individual, is sought, unlike the Socratic irony, in which what one believes to know is fought, and the same individual notices that what he supposed to know is false, and when he recognizes it he is in a better disposition to discover the truth, doing it with pleasure while before he would do it with anger (Plato, 2008; 215).

The debate leads the interlocutor to a new concept which is developed from the previous one. In general, maieutics is often confused with the irony or Socratic Method, and is attributed to Socrates. "It is, therefore, a teaching method very different from what we know as "master class", since the student is the protagonist of their own learning" (Sánchez, 2013, p.2).

This method consists of the following basic moments:

- The irony, which presents a series of questions to the interlocutor to confuse him, make him fall into contradiction and make him recognize his ignorance.

- After accepting his ignorance, the speaker makes the interlocutor discover the truths that transmit his answers, to invite him to think rationally and to generate the universal concepts proper to philosophy.

In short, "Socratic Maieutics consists of knowing how to interrogate, and to each answer to counterpose a new question that, if possible, must be so cold and cruel that it can lose any feeling. That is, to ask questions and to interpose others to the given answers until finding a true answer that surpasses and integrates the partial truth of all the previous ones "(Akal dictionary of philosophy 2004; 901), if it is possible to reach it, the process of the maieutics will be achieved.

Socrates (469-399 BC) was the first important Athenian philosopher. Socratic philosophy rejects relativism and skepticism; his method has the purpose of obtaining universally valid knowledge, he makes an examination of himself, "know yourself"; it is a means of discovering general ideas "concepts". This method makes the interlocutor, based on reflections and reasoning, fall into a contradiction, and feel the need to learn and investigate, according to Socrates (Plato, 2012; X) the worst state of man is to believe knowing what is known.

For Socrates, the ultimate goal of philosophy is the moral education of man, hence the general ideas that concern him are the ethical virtues. The philosopher considers that the right knowledge of things leads man to live morally because he knows what is good and also practices it, no wise man goes wrong, evil comes from ignorance, and since virtue rests on knowledge, so, it can be taught . Virtue is happiness in itself; In short, it is a eudemonist intellectualism.

Maieutics means giving birth (Plato, 2008; 15), given this name for giving birth to ideas. It is taken in the same way by the philosopher, since the mother of Socrates was a midwife and the philosopher made this analogy that is just as giving birth to people, it gives birth to the ideas, which arise from the interior of people. This method leads to become aware of one's own ignorance, especially when we think we know everything, without being aware of what is ignored.

To convince and make known the ignorance of the apparent wise, Socrates uses skilful questions aimed at confusing him, this is the Socratic irony, (irony means

in Greek interrogation) (Plato, 2012, XI). Thus, not knowing what initially expresses the modesty of the philosopher, becomes a pedagogical disguise, the ultimate goal is to lead the interlocutor by his own reflection to the moral truth.

The method that pursues these purposes consists of two parts: one, destructive and negative, creative and positive; on the other hand, the Socratic irony as the art to debate, to exhibit the ignorance of the apparent wise; and the second one is the art of giving birth in each one, of discovering the truth that should guide life, which is called maieutics (art of the midwife) or heuristic (art of discovery) (Plato, 2012, page 17).

The maieutic method is divided into two parts: a positive one, constructive or properly maieutic, which he used with his disciples; and another negative one, destructive or ironic, which he used with the sophists. The latter consisted of linking the "opponent" interlocutor, to then demonstrate his ignorance, through actually simple questions (Muñoz, 1998; 29).

During the twentieth century, Jacques Lacan understood psychoanalysis as a maieutic method where the analyst (psychoanalyst) has as main functions, favoring who is analyzed ("patient" or "analyzer"), who is really the one who has (unconsciously) the knowledge that is affecting; in this case the analyst helps, stimulates, and encourages, the one who analyzes (analyzer) so that he can make the conscious what is unconscious (Russ, 1999; 551). It is an educational method by means of questions to the student, so that he reaches by himself to the conclusions; maieutics, as genuine education is practically the opposite of instruction. Teachers know that what is reasoned is learned better than what is memorized, and this method of learning has not lost validity over the centuries.

In the words of Comenius, teachers should not change the subjects taught, but should change the ways of teaching them (Castelnuovo, 1992; 15) so that this becomes more active and strengthens knowledge "so that what has been learned today, reinforce what was learned yesterday, and open the truck for what will be learned tomorrow "(Castelnuovo, 1992; 16). Mathematics is not the exception, being

a knowledge that goes from the concrete to the abstract, must be very active, since it must be presented in an attractive way to the student.

Enrico Pestalozzi, named "the Beethoven of education" (Castelnuovo, 1992; 17), in his book "How Gertrudis educates children" talks about activity in education, living energy, and above all, asking questions does activates teaching since both the questioner and the respondent must resort to knowledge that they have or do not have. In addition, they acquire knowledge and doubts that are necessary in learning.

This work aims to eliminate the stigma that mathematics is difficult, or just a few people can devote to mathematics. All people have the same capacity to learn and create (Plato, 2012; 558), the only difference is the discipline with which one works, and the use of strategies improves better learning. It is necessary to make learning a habit because, through good habits, understanding is reached (Plato, 2012; 550). In addition, it is intended to encourage teamwork to achieve better collaboration, since learning aims to have the good of society (Cicerón, 2012; .60).

In the present work, the author aims to eliminate the stigma that mathematics is difficult, or it is only for certain people who can dedicate themselves to this. All people have the same ability to learn and create (Plato, 2012; 558), so, the only difference is the discipline that you want to work with, and the use of strategies that lead to better learning. It is necessary to make learning a habit, since through a habit, understanding is reached (Plato, 2012; 550). Also, for a better coexistence, the aim is to encourage teamwork, since studying has as purpose the good of society (Cicerón, 2012; .60).

Similarly, by encouraging reflection, a student is expected to question himself or herself about some type of harmful behavior to their formation; harmful because it is not useful; the good is what is useful for the individual and society (Plato, 2012; 545), and the usefulness of work is an advantage for society (Cicerón, 2012; 67) because our first obligation is the care of society, starting from the individual (Cicerón, 2012; 23).

Current or modern reasons for the use of this method are not necessarily equivalent. Socrates rarely used this method to develop consistent theories. Instead,

he used it to explain myths. Parmenides of Elea used this Socratic Method to separate and point out the fringes of the Platonic theory in the form. Instead of getting to answers, this method was used to break down and bring down the underlying theories behind axioms and postulates, which were taken for granted, but which after the examination, were no longer meaningful, or were inconsistent with the deductions (Russ, 1999; 490).

Proposal

In the following proposal, the author aims to develop two fundamental qualities, the first consisting of the best understanding and the best assimilation of the mathematical knowledge that is being worked on; the second one consists of the development of group work of students and the teacher himself because in discussion and debate, everyone is expected to learn from everyone and impact on the strengthening of the student, thus forming a learning community.

This proposal consists of three parts and it is intended that everyone, in some way, have prior knowledge and understanding of the debate that will be held, creating doubts and making further reflection, since knowledge matures with reflection (De La Fuente, 2016; 60).

Step 1

The teacher provides a prior reading a day before the class so that students know the concepts, become familiar with the terms, and students may arise the first questions, which they may ask the teacher the next day and keep looking in other sources.

Step 2

Next day, the teacher presents the topic and answers the first concerns and doubts of the students, and once he answers the questions, he sees another point of view of the topic, due to the different sources investigated by the students, here

we can notice, that the domain of the subject can be increased, and the students reach greater knowledge of the subject because they achieve a second approach to the concepts. At the end of the class the students are left with a list of problems to be solved, which they must deliver the following day.

Step 3

This step is about learning through a game (De La Fuente, 2016; 59), in class a student is drawn a problem from a list of exercises. The teacher has the role of mediator and facilitator. Once the student, being at the blackboard, receives the dictation of the problem, the student must, before solving it, give the definitions that are useful to solve the exercise. Later, the student will indicate which path he will use to arrive at the result as well as theorems. Through this, he will answer the questions that are used to solve the problem, what do I have? Where do I want to go? (De La Fuente, 2015; 107).

When the student explains the definitions, theorems, axioms and the path he used to get the solution; another student is chosen at random, and will question his partner about whether the definition used and the path followed are correct, trying to get the student to come to some contradiction, while the student exhibitor will try to give arguments that strengthen his / her position. In this debate the other students may intervene as well as the teacher, taking part in one or the other side, or present a different alternative; through the debate, it might be possible to cause doubts and reflections to increase a more mature and strong knowledge, where the partner is not criticized, but rather, they learn from each other, it is also intended to promote tolerance.

Once all the points of view are known, the teacher will look for a group conclusion to be reached, where beforehand the definition of the concepts are stated, they are written on the board and being dictated by the group. Later, a strategy will be reached to solve the problem, a strategy chosen by all students as the most appropriate, not the best, but the most appropriate one; to consideration of the majority but without disregarding the other ways since the problem will be solved

by all possible ways and it will be seen what is the quickest and most direct way for the solution. Once the exercise is finished, the teacher will recount what has been learned, through simple debate and study habit the student will gain knowledge, tolerance, group work, and fellowship. Thus, achieve an educational community of mutual learning.

Example

In the class of linear algebra, in the subject of vector spaces, the students had to see if the vectors that were provided to them were or were not the basis of the vector space delivered.

Find a base for the set of vectors on the space.

$$A = \{(x, y, z): 2x - y + 3z = 0\}$$

The student who was drawn (let's call him student A) will go on to give concepts in the first place, as well as answer the questions of the student drawn for the debate (student B) and, later, solve the problem.

Student "A" will define the following concepts:

1. - what is meant by vector space?
2. - what is meant by base?
3. - What are linearly independent vectors?
4. - What is it that vectors generate space?

Point 3 and 4 are considered because they are part of the basic definition, obviously the student "A" must mention them, and if not, the student "B" will ask about these concepts.

Then, student "B" will ask among the questions that arise what is the way forward to solve the problem.

The path they follow is to find the solution of the vectors, that is, generate space for the solution, and be linearly independent.

Clear $y = 2x + 3z$ then $(x, y, z) = (x, 2x + 3z, z) = x(1, 2, 0) + z(0, 3, 1)$

Then $v_1 = (1, 2, 0)$ and $v_2 = (0, 3, 1)$ this shows these vectors generate space, and it is only necessary to show if they are linearly independent.

Then $a(1, 2, 0) + b(0, 3, 1) = (0, 0, 0)$ solving the system of equations $a = 0$ and $b = 0$

Therefore, the vectors are the basis of the solution set, since they meet the definition that a base must meet, be linearly independent and generate the solution set. Here, there will be a debate among the students about knowing the definition of each of the concepts, and about knowing the path to solve the problem, the whole group, as well as the teacher, will develop and strengthen their knowledge, maturing all the concepts.

The result was that the group knew what was being talked about, and everyone knew what to do in the departmental exam, here the teacher, who participates in this interactive strategy, neither created the exam nor qualified it either, and all the students passed the exam, and the minimum grade was eight, above the other 18 sections of the same subject.

Results

In relation to the qualifications, the advances were outstanding because the general average of students who passed the departmental exam was of 50% and the average of qualifications is of 5.0 on average. The method used promoted in the students to pass the exam in one hundred percent, and the average grade was 8.75. But above all, the progress made in the class was in the domain of the subject, where all the students dominated the concepts and defended their position with arguments in the dialogue that was established, promoting both tolerance and acceptance. In

addition, students were able to debate reality, in abstract knowledge, increasing thought because in the words of Ludwig Wittgenstein, thought is a representation of reality (Valdés, 2014; 35).

Conclusions

The most important conclusion stands on the importance of teamwork because all the students gained knowledge on how to learn from each other, as one of the best ways to achieve this learning, but above, all the coexistence of the study community, by being ethical, honest and responsible, because honesty is the only and greatest of all assets (Cicerón, 2012; 104). Also, this honesty seen in the class could be verified to the extent that there were no hints of an unethical act. Students could also verify that the good thing is to be useful (Cicerón, 2012; 103). It is proposed that this method be used in other subjects.

Finally, the results have been significant in the numbers since before the method had been used in subjects such as Linear Algebra and Differential Equations, the average, of having passed the departmental exam, was of 40%. However, using the method went up to 75% in the same exam, but more than the figures, the advance was in the interest shown by the students, as well as the dynamics and energy developed in class and how students appropriated of the knowledge.

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THE ART OF HEALTH

Teaching preschool children care of physical, emotional and spiritual health

Flor Margarita Blanco

Abstract

This work raises important questions as to where this divided, rational, epistemic, Western world is leading us and how this context affects our children. Humans, influenced by the logic of Capitalism, are increasingly normalizing the fragmentation and neglect of the body. This article presents concrete actions applied with children, showing them that cultivating and caring for life is possible. To this end, we followed the heuristics of the Pedagogy of the Body, as proposed by Sergio Lopez Ramos, and interweaved a story aimed at promoting in children the desire to be healthy; *Paco and his organs* shows that every child has the choice of creating their health and their life.

Keywords: Children, art of caring for life, *Paco and his organs*.

In today's world, caring for one's health has become a forgotten art. Disease and mortality rates are rising every day, thus affecting children from very early ages. In fact, illnesses that were once specific to adults are now increasingly common in children, leaving much to reflect about.

What is happening? There is an evident disregard for physical health. The human body is designed so that its parts work together in harmony and order. When something happens to the body, it sends signals that something is wrong. However, the art of health has been forgotten, so these distress signals are ignored. At best,

a person takes medicine, but only to silence the body's warnings and mask the pain, not to analyze the underlying causes.

This situation is alarming, especially because it affects children in this country and all over the world. Since 1980, the prevalence and increase of obesity and overweight in children has tripled in Mexico (Mexico's Ministry of Health, 2010), while in the rest of the world it has doubled. In 2012, more than 40 million children under the age of five were overweight (World Health Organization, 2014). This indicates that: "It is common to see children frequently affected by respiratory, digestive, and urinary illnesses, which often correlate with situations that the child experiences as chaotic." (Castro, 2009, p. 143).

Fear, anxiety, anger, stress, and sadness are some of the emotions that arise not only at home, in the environment, and in the community, but also at school. Emotions affect the physical body because they are closely tied to its internal organs. When an organ receives an emotion, it must be released; otherwise, it is somatized, unbalancing a person's health.

The importance of caring for one's health from the first years of school is a challenge that must be faced, as diseases including cancer, diabetes, and high blood pressure are appearing in younger populations and at a larger scale. Hence, we designed an educational experience following the heuristics of the Pedagogy of the Body, proposed by Sergio Lopez Ramos (2006), for preschool-aged children in the state of Queretaro. The purpose of this educational experience was to cultivate in children the concern for their health and life from an early age. A core part of this experience consisted in creating and recreating the children's story titled *Paco and his organs* (Blanco, 2013), thus adding a literary and poetic touch to our research.

Why is health neglected?

The state of carelessness in human health is consistently growing. A possible explanation as to why this is happening is the predominant view in western society that mind and body are separate entities. Everything seems to indicate that this idea,

known as Cartesian dualism, lead the world to pay greater attention to the mind than to the body. Moreover, devices of biopower have been associated with fabricating the mind as a strict underlying layer of reason, as a machine that operates at the service of power. The neglect of the body in all of its extension is the result of this process, and its ultimate purpose is the complete disintegration of the body.

This dissection of the body is consistent with objectivism, [and with its] maxim 'I think, therefore I am.' A resource that separates actions and lifestyles (...) it seems that the modern era was opposed to feelings and emotions, as these were just ideologies that utopian idealists and romantics cultivated in the total unreality of life. In this context, learning to feel is the challenge of negating interiority and disregarding internal human relationships (Lopez, 2006, p.18).

The human body is not a machine, and it is far more than a fragmented entity. The human body is integrity — thoughts and emotions, alive within each cell. It is connected to *all that is life* (Zapata, 2014). Remembering this entails taking care of both the body and one's emotional and spiritual health.

The idea of remembering to care for the body, mind and spirit was first detracted by philosophy (naturalism) and then by anthropology. And the church made us believe that the body was not important, as opposed to the mind, thought, and reason. We were told that the divine essence was outside the self, that we descended from monkeys, and that supposed evidence indicated that survival depended upon competition. Hence, competition was used to justify the market practices that have lead humans to know and feel that they are products to be sold to the highest bidder. And the final bastion to be traded was the body...and the body became commodity (Palacios, 2011).

It is well known that during the course of history, the body has been reduced to nothing but a machine. As such, it is put on rigorous work schedules to serve the needs of the system by becoming useful and docile, regardless of its suffering. It eats what it can, whenever it can, without basic nutrients; it does not drink water or go to the bathroom —there is no time for such things; it works hard and sleeps a few hours, only to go back to work, to compete, to produce. And despite the body's cries

for help, sending signals in the form of headaches, back aches, or foot aches, it is ignored.

In the context of education, many children are sent to school with empty stomachs; their lunchboxes are mostly packed with processed food because there is no time to prepare anything healthy; such is the case for many working mothers. Fast food consumption is soaring, perhaps because it is easy to access; however, this type of food is harmful to health, as it lacks essential nutrients and contains addictive ingredients that trick the body into feeling hungry.

Where to begin?

We believe that children can intervene and put an end to this situation, because in all of their innocence and tenderness, they become Teachers — to show us the importance of simple acts such as eating fresh fruit or drinking water. The art of health can resurface and thrive as a creative and restorative activity. Through self-care, children can cultivate this art and start creating the ideal elements to shape their health and life.

Caring for one's health is an art in and of itself, and starting as early as possible is crucial for its development. Thus, instead of developing habits that lead to obesity, diabetes, and high blood pressure, children can cultivate the practice of caring for their bodies and their lives, because health is not improvised, it is created. And it takes hard work — much like building a house. First, a solid foundation must be laid, and the brick by brick, the walls, doors and ceiling are built on top.

The bricks that will support the structure are:

- A healthy diet, not only for the physical body but also for the emotional body. It is important to realize that the physical body also feeds on emotions, and consuming too much of a single emotion is unhealthy (López, 2006).
- Exercise, which helps move and energize every organ of the body.

- Meditation; resting the mind and body in order to move vital energy and restore harmony.
- Gratitude; living from a place of gratitude is conducive to healing and involves setting new life codes that harmonize the cells and prevent sickness.

Our body allows us to be in the world; it works for us every second of the day, even when we sleep. We must show our gratitude by taking care of it — a task that is easier to do as a child. In this respect, we should ask ourselves, how is our body, our feet, our hands, our heart, our stomach? If our organs could speak, they would cry out for help; they would say that they have been sending signals, but that we ignore them. Why? Children do listen to their bodies, and it is important that we learn along with them to fine-tune our own listening skills. We cannot keep doing the same things and expecting different results.

....We live in a time when corporeality becomes a symbol that sells only form, but the essence is lost; which is why value is placed on the exterior, not on the interior. The emptiness faced by our youth –which had to outgrow childhood due to the speed of today’s world– threatens to expand, and not because these are new times but because this is the process of constructing a body that is not conceived for spiritual development; it is planned for consumption, for hedonism, for thrills. Therefore, extremes are a way of making the body go into crisis when confronted with a new situation in the city (Lopez, 2006, p.16).

It is urgent that we stop heading up this blind alley and start caring about our health again and, interestingly, those who can help us are children.

How to achieve health and harmony?

Children, like rose buds, live in harmony because they lack internal conflict. Therefore, they can teach us, all of humankind, to find ourselves — in health, in harmony, in the sublime of life. “Corporeality is a process that is constructed in a

particular space and time: geography and culture establish how to socially construct it, and human bodies manifest it in several ways; that is, the body is constructed from the possibility of choice and from imposed ignorance” (Lopez, 2006, p. 8). Paradoxically, children can help to release us from this imposition.

If the body is harmonized by choice, and learning about this choice involves learning from those to whom harmony comes naturally, then teachers will have the lovely task of learning from children instead of teaching those cultural incongruities and codes of neglect. No one should ever destroy a child’s harmony nor distort their corporeal, emotional, and cellular memory.

Therefore, it is essential to continue reflecting on the inconsistencies taught at school, on the commercial imprint of competence, on efficiency and efficacy. Total quality is not the banner of education but of corporations. Education is not a business; children are not potential capital nor can they be reduced to mere subjects and objects of study of pedagogical and psychological sciences. On the contrary, children are here to teach us to take care of humanity and life.

Education, which must not be confused with schooling, enculturation or instruction, comes from children; hence my invitation to care for life, to make it a real work of art. This “...education is *poiesis*; it is wisdom and freedom to learn, to think, to create, and to give” (Zapata, 2003). On principle, it allows to create health, perfect health. Vital harmony.

“This creative education promotes the path towards excellence” (Zapata, 2003, p. 81) in caring for the physical, emotional, mental, and spiritual body. Poetic education, along with children, could lead us to restore the balance from which we have deprived our bodies. Moreover, poetic education means learning with the body to avoid conditioning and submission to the sufferings of this world, and to prevent diseases from consuming it, in agreement with its conditioning.

Children can help us in this respect by experimenting, experiencing, and signifying poetic education as caring for health and life, which involves not distorting the perfect cellular memory with which our bodies are born, not allowing the attacks of the world to alter the corporeal and emotional glow of this memory, not taking in

any *pathos* — to which we are prone given the contingencies of the world. Living and learning with the body, and taking care of it (physically, emotionally, mentally, and spiritually) require shifting humanity's reference point.

Learning with children to care for health and life.

Learning to care for one's health and life is an exciting adventure to go on with preschool-aged children. CENDI No. 1 Campus Queretaro provided us the space to spend time and learn with their students through a workshop designed and implemented together, called "Caring for Health and Life from Preschool," which comprised three areas in favor of encountering the sublime, a healthy life.

1. Caring for emotional health.

From this area we developed the following points: A) Caring for the body: emotional food, B) Caring for the spirit: service – Day of favors; C) Caring for the mind: meditation; D) Economy of energy.

A) Nurturing the body. What emotions do I feed my life?

To introduce this subject, we started by reading the story "Coco and Tula: Feelings!" by Patricia Geis and Sergio Folch. Then we played a game that consisted of 5 steps:

A.1. - Identifying the emotion. With a feeling-o-meter and faces, made by the children, expressing sadness, joy, anxiety, anger, and fear.

A.2. - Socializing the emotion. Children discussed the feelings they have at home and at school. They realized that their classmates go through similar situations – they all get scolded and feel anger, sadness, joy, fear, and anxiety at some point. The dialogue fostered empathy and strengthened their ties of friendship.

A.3. - Locating emotions in the body: Where do you feel the emotion? Children were shown the parts of the body in which they feel anger, joy,

sadness, fear, or anxiety. Hence, talking about emotions teaches kids to express them in the moment instead of bottling them up.

A.4. - Resolving emotions. What do you want to do with the emotion?

After children identified their emotions, socialized them, and located the parts of the body where they felt those emotions, they learned how to resolve them. For example, if someone recognized their anger, we would ask them how they could resolve it, what they wanted do with that anger, how long they wanted to keep feeling the emotion, and what they wanted to do with it.

Little box of emotions: The faces expressing feelings were placed in a box and identified with colors: red for joy, green for anger, yellow for anxiety, white for sadness, and black for fear. Thus, every time a child experienced an emotion, they were invited to take it out of the box and hold it in their hands until they decided what to do with it.

A.5. - Leading a life of gratitude: Showing appreciation to others. Living from a place of gratitude enables a person to live fully. In this activity we asked children what they were thankful for that day. They started by thanking their parents, teachers, and friends; then they reflected on how it felt to be grateful.

2. Caring for the spirit (Service). We established the Day of Favors as the main activity in this area. For one day, we encouraged the kids to do something for someone else: a) schoolmates, b) family members, c) neighbors, d) pets, e) plants and trees. Then, they reflected on how it felt to be helpful, where they felt the emotion, and if they would like to feel this way again.

3. Caring for the mind. Meditation. We presented this activity in the children's music room. We gathered in a circle and sat still for a few minutes with our legs crossed; meanwhile, the teacher Rosalba Moya guided us through breathing exercises until reaching complete silence. It is worth noting that this activity left the children in such serenity and harmony that they gladly and creatively undertook their next tasks.

In this space we also performed exercises in favor of the **Economy of Energy**, including: 1. - Exercise: Energy and lack of energy; 2.- Energizing exercises: working the liver, the heart, the kidney, and the lungs. Curiously, The children translated these exercises and the meditation practices to their homes, to a point where they would tell their parents that instead of being angry or stressed, they should meditate and exercise their organs. Undoubtedly, children show outstanding possibilities to the world.

First body concert

The body comprises a network of internal organs working together. When a problem arises in the body, this network immediately sends signals in the form of general discomfort, pain, and other sensations as a way of saying, “Please, take care of me; you’re neglecting me.” However, people with a weak culture of self-care (a practice that children start learning at around preschool age) usually ignore these signals.

To strengthen the culture of self-care among preschool children, we opened a space for them to listen to their bodies through a symphony that they created with the valuable help of the musical composer Ernesto Martinez. This symphony involved movement and a special wardrobe, both supervised by the theater director Jose Luis Alvarez. All of this with the invaluable direction of Sergio Lopez Ramos and the assistance of Andrea Lopez and Jacqueline Zapata. The activity filled the place with joy; the children listened to their organs and promised that they would look after the integrity of their body.

Support through children’s literature

The core activity of the workshop “Caring for life and health from preschool” consisted of creating a children’s story (titled *Paco and his Organs*) with the purpose of cultivating an interest in caring for health and life. This educational experience was planned through the course of Professor Sergio Lopez (in the Master's program

in Creative education, UAQ), since his work widens the horizon for physical, emotional, mental and, ultimately, spiritual health.

Why a story? Because stories are a beautiful way to connect with children, to gently capture their attention, and open a conversation between them and the characters. The word 'story' in itself has a positive connotation. It also creates a friendly atmosphere among the readers, allowing them to decide what to do with their interpretations of the story and the illustrations. It is worth mentioning that the story, which has already been published, is complemented with images that enhance the text and make reading about the organ-taste-emotion relationship more attractive. Next, we transcribe the story:

PACO AND HIS ORGANS¹

One day, the body's internal organs were gathered together for a meeting. They seemed upset and worried because they wanted a change but needed Paco's help.

The brain, the five senses –sight, sound, smell, taste, and touch–, the stomach, the liver, the lungs, the heart, and the kidneys were present.

They were thinking of ways to tell Paco about their internal cooperation network and invite him to also become a member.

Their living conditions were obviously un-cared for: The organs and their signals were ignored, the cooperation process was not understood, and they did not feel appreciated.

At around five o'clock, Mr. Liver intervened:

"Good afternoon, Friends. I would like to say that I have 500 tasks to perform, but there's not enough time to finish them in a day. I work and work, and I just want Paco to realize that it's not easy cleaning his blood and removing enzymes that contaminate. I throw out heaps of junk because of everything he eats; but of course, first I have to sort everything to see what's useful, and then eliminate the waste.

¹ Blanco, Flor (2013) *Paco y sus órganos*. México: CEAPAC Ediciones. A children's book dedicated to Professor Sergio López Ramos for his research on cancer and his contributions to health care.

Sour flavors make me weak. They make me lose my balance, which is reflected in my friend the Pancreas; and then what happens to him is reflected in the Kidneys; and whatever happens to them affects the Heart, and then the Lungs, and finally it all comes back to me.

But that's not all: Paco's temper is also affected, and he gets angry and annoyed by the slightest thing.

All of us organs form an internal cooperation network to maintain equilibrium and avoid disease. I wouldn't want to get sick because then my friends would get sick.

What do you think, Mr. Stomach?"

All of a sudden, Mr. Stomach started filling up with gas, lifting him up into the air. "Please, get down here!" His friends yelled. "I can't!" He responded. "I have too much air. The food is unhealthy and all this soda fills me up with gas," said Mr. Stomach, worried that he could not descend.

"I don't like that every day Paco eats too many things that don't nourish him. And just when I think that I'm done, he starts eating junk food again: cupcakes, tamarind candy with chili, gum, marshmallows, and chips, chocolate. This food is so hard for me to digest.

That's why I'm like this: bloated, in pain, and very tired.

I want to make it clear that when an emotion reaches the body, the first place it is expressed is the stomach.

I agree with my dear friend and partner, the Liver. In my case, sweet flavors affect me because I start feeling anxious and I'm constantly segregating juices. My membrane becomes altered, resulting in gastritis and colon and respiratory problems.

I would like Paco to realize that he needs to eat natural foods to strengthen the stomach and collaborate with the other organs."

The Lungs, in between coughs, took the floor. "What we need to say is that Paco does not walk. He only wants to ride by car, and since cars contaminate, we take in all that pollution and can't breathe. And, to top it all off, he's always indoors! There's not enough air to breathe; the rooms are poorly ventilated and cigarette smoke hurts us. Oh, how we wish that Paco would go outside, walk in the park, and do breathing exercises so that we could get some fresh air. But no, he's always playing Nintendo and watching television.

Spicy flavors affect us. Yes, spicy, like tamarind candy or the salsa he puts on his popcorn or on his tacos. That flavor upsets us and then Paco starts crying because sadness comes along and so do the sniffles.

I truly hope we find a way to get Paco to cooperate. That's all."

"Anybody else?" Asked the Liver.

"Yes, yes." Said the Kidneys, who barely made it to the meeting because, as usual, all the soda Paco drank had them rushing off to the bathroom.

“We almost couldn’t make it to the meeting, but we did our best to come. We are the treasure organ. That’s right. You heard us correctly: Treasure! But we are not treated as such.

If we get damaged, there is no way to repair us. We cannot be easily cured. If we were to get sick, only a transplant would work, but not in all cases.

Salty flavors affect us. If we receive too much salt, Paco starts with his fears. Fear paralyzes him and then he doesn’t want to do anything.

We want to emphasize that the kidneys are the houses of intention and will.

To take care of us, Paco should drink lots of water, instead of soda, and eat grapes, fresh watermelon, and apples, because they help clean the tissues and the blood.

Thank you for listening to our opinion.”

Finally, it was the Heart’s turn. “Good afternoon,” greeted Paco’s fat heart. “You see me and you’re scared of my huge size and my heavy weight.” Heart was red with anger. He continued: “Despite my signals, Paco ignores me. He eats chips and candy, and drinks soda, and I can’t take it anymore. He’s very short-tempered, and his tantrums last more and more. With all the work he leaves me, I never rest; he refuses to go to bed early and instead plays video games and watches TV until late at night.

And of course in the morning we’re running late! I’m always working frantically, thinking that we’re not going to make it to school on time and that the doors are going to close on us. I’m tired of feeling this way, which is why we are all here: to invite Paco to learn about the internal cooperation network formed by his internal organs, and to invite him to work with us.

Come, Paco! Help us! Collaborate with us!

*Otherwise, a time will come when we’ll say: **Paco, I can’t do this anymore. Either you stop, or I will. You choose.***

Suddenly, Paco woke up. It had all been a dream!

From that day on, Paco changed his habits and started a great friendship with each of his organs. He asked them for forgiveness and told them that they would no longer have to overwork themselves because he would take care of them as one does with great friends.

He quickly got dressed and went to the park. He played soccer, went on the swings, and played in the tree house. He felt happy!

This story rescues the richness of Sergio Lopez Ramos’s research on health care and connects it with the wealth of knowledge that children have. Through this story, children are able to comprehend the organ-taste-emotion relationship; for example, when the Liver says, “Sour flavors make me weak...”, Paco’s temper is also affected. He becomes angry and annoyed at the slightest thing.” And when Mr. Stomach says, “Sweet flavors affect me because I start feeling anxious.”

All of the organs talk about the flavors that damage them and the emotions they cause. This way, children have the possibility of choosing what emotions they absorb, thus preserving the intrinsic wisdom that allows them to mindfully construct their bodies. Moreover, the story talks about the body's internal network and encourages cooperation with its organs.

The story opens a window for kids to see Paco, a boy (already conditioned by the world) that has poor eating habits and does not exercise. One day, his internal organs get together and invite Paco to cooperate with them by showing him their functions and the damage he is causing. When Paco realizes what he's been putting his organs through, he apologizes and thanks them, promising to care for his body like one cares for great friends. Now, he knows that he has a choice in shaping his life and his health. *Paco and his organs* invites readers to not neglect their health and to encourage children to love life and care for it from a place of gratitude.

Children epitomize the love of life, which is why spending time with them helped us remember that life is not outside the body, it is within, and that understanding disease from a different perspective is possible by recognizing that emotions are important because they spark feelings, which affect the organs that receive them. It is also possible to learn to control our energy and to create new codes that will allow us to build our life project in gratitude. The moment we realize that it is only through love that we can truly rediscover ourselves, we will transcend.

What do children say?

The story was presented to children in their third year of preschool, initially at Child Development Center (CENDI) No.1 in the city of Queretaro. After reading the story, a space for dialogue was opened, and the kids sent messages to Paco telling him to take care of himself and watch his diet. Some of the messages are summarized below.

Nadia drew a picture of Paco with his lungs and his heart, and wrote: “Paco, take care of your lungs by eating well and making sure you don’t eat candy; and run.”

Aldo drew Paco with a deformed body and an enormous heart. He wrote: “Paco, you have a really large heart. You need to eat healthy food.”

Isaac drew the lungs, the heart, the eyes, and the stomach and said, “Paco, read a lot so that your mind is strong; eat lots of vegetables and fruit to be healthy.”

Fátima painted a bunch of grapes and said, “Paco, take care of yourself by eating grapes.”

Darío drew the lungs, the heart, the stomach, the kidneys, the eyes, the mouth, the intestines, the liver, and he wrote: “He should take care of his whole self; that is, his body and everything inside of it, without falling, he will eat all the fruit.”

Regina: “You should take care of your body or else you’ll get sick. You should eat vegetables.”

Carlos: “Paco, take good care of your lungs and your heart; don’t eat junk food and don’t eat so much.”

Edgar: “Paco, take care of your brain by eating well, and go to the park so that your lungs can breathe.”

Alejandro: “Paco, take care of your heart by eating vegetables, and go out and play.”

Sandra: “You should take care of your heart by eating vegetables and doing exercise.”

Estrella drew the heart, and her message to Paco is that “you should take care of yourself, take care of your body.”

Diana Vanessa drew the heart, and her message to Paco is that “You should eat well all week; you have to eat chicken soup and drink orange juice.”

Rebeca drew a picture of several kids, and her message is, “Paco, take care of yourself by eating oranges, bananas, grapes, apples, and vegetables; and walk.”

César drew a boy with a floating balloon, and his message to Paco is that, “you should take care of your whole body so that it doesn’t cry out for help.”

Yahir drew several organs and food, such as banana, orange, and fish, and his message to Paco is: “The heart is the King of all organs, please take care of your body and avoid junk food. The heart is sad because of the junk food.”

Leonardo drew a picture of Paco, and his message is: “Paco, take care of your heart by doing exercise.”

Conclusions

Children are open to caring for all areas, physical, emotional and spiritual, of health. After reading the story titled *Paco and his organs*, and upon concluding the workshop, the kids took home with them a picture they drew of Paco, but more than that, they took home newly acquired knowledge and awareness of their internal organs and the cooperation network they comprise. The children promised to avoid damaging their bodies by eating healthy and nurturing their emotional health. Indeed, the participants of this workshop started their self-awareness and self-care from an early age, in favor of preventing illness and in pursuit of creating the life they want and making it a work of art.

We learned by working with children that the choice of improving our health, creating healthy bodies, and living peacefully is ours. We also presented this story at elementary schools within the National System for Integral Family Development (DIF) (sometimes with mothers who actively participated their children's self-care activities, e.g., in the community of Santa Rosa Jauregui) in the state of Querétaro, to Professors in Education at the National Pedagogic University (UPN) Campus Queretaro, and to professionals in Psychology and Humanities at the National Autonomous University of Mexico (UNAM), with the purpose of extending the invitation of *Paco and his organs* to care for one's health and love life.

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BOYS AND GIRLS: ART, POEM AND LIFE

POETIC-EDUCATIONAL EXPERIENCE IN AN ELEMENTARY SCHOOL

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Abstract

The boys and girls of this land are artists, dream makers, creators of <a world of caramel>. World to which they illuminate with their light, transmuting the civilized desolation, sheltering it, filling it with color. That is right, children are poetry of a thousand tones, because they are beauty, wonder, grace, kindness, and of course, they are full vital energy because they live in connection with the whole, hence their exuberance, their spiritual splendor. That is why they are great teachers of life, who have come to earth, to transform the world, to recreate history - if the school machinery does not obstruct this possibility. For the latter not to happen, education that is poesis, is our choice at stake, and is here deep in an experience of subtle poetic atmosphere, carried out by a group of boys and girls of elementary schooling. An adventure through which the metaphor of the rainbow participated in the game of life, danced to beautiful melodies in each of the poetic-plastic-musical expressions of children, painting in their smiles the radiation of the goddess Iris, radiation in colors of life, passion, joy, dreams, hope, imagination, peace, harmony and tranquility. A ludocreative experience that allowed us to show that children are eminent poets, scientific-playful, who not only can re-create artistic, scientific works ... but who can become the authentic artists of the beauty of their own life

Key Words: Children, girls, artists, creators, poetry, life, rainbow, ludocreative-poetic-educational experience

Introduction

Childhood² is amazement, truth, beauty and beautiful dance of life. It is music that resonates in the spring of creation. Life creation, imagination without limit. Boys and girls explorers in the desert feeding all life. The songs of the birds, the colors of the rainbow, the fragrances of the flowers remind us at every moment. With the children there are no gray rivers to cross because they are a sea of sweet immensity. Horizon that reminds us that adult humanity has hope, an endless future, full of light, color and peace.

The world of childhood reminds us that it is no longer time to imprison life, but to sing joy; and be sun and sea. And do not lose the mystery to gain reason, as suggested, Gabriel Celaya. Because children will not yet be carriers of the complex knowledge provided by reason, but they are still beings of great sensitivity, and with a great sense of mystery. That is why they are great teachers of life. They teach us to fly, to sing, to laugh, and they return us to the path of truth. They are aware of everything that surrounds them, they love what surrounds them, they take care of it, they respect it, they revere it. Then, why should we educate them? Why would we educate them institutionally? To repress them? Not to let them dance, sing, scream, jump? Such a heartbreaking attempt, as deadly as "legal".

It is more than known that this is the nonsense of the government machinery of childhood. The nonsense of the school classroom, the space of physical and moral quarantine, in which 20, 25, 30 or even 50 lives are punched, and this without thinking. Via a cluster of routine activities, rudimentary, and well it is true, artificial, unproductive.

It is the same as technological rationality, school administration and its organizing delirium, planner. And of course, dis-qualifier who does not submit, who does not follow the rule, who does not obey, sit and be quiet to receive the dictation

² The term childhood is an asymmetric political construct to control, classify and subject human beings since their earliest age -the one without a voice- Here we can talk about childhood because childhood is expressed in a incomprehensible language to reason, the authentic language of being, which is love of life. (Martínez, 2014)

of notes, or to copy them from the blackboard or textbook -what else-, and thus, fill out entire notebooks with mechanical exercises, not significant.

Where does the instructional, dictatorial zeal (the intense dictation of notes that still prevails in the schools, has this dye) come from, inquisitor (the continuous evaluation with meaningless exams has that tone)? There is no doubt about it, it is about the will of civilizing power. It is well known that civilized man has obstinately erase from his horizon the chance and the unforeseen, the magical.

And who (is) are 'the raw material' of civilization? Our children who every time, at an early age, are 'trapped' in their domains. Hence, the urgency to instruct them from their earliest age. And for that to be 'legal', science, with all its objective, quantifying demand, comes to support the attempt. With such support, schooling acquires its imposing 'authority'.

And with such a 'power', the education system demands standardization, homogenization of children's way of thinking, feeling and acting. To do this, they are previously valued, labeled, quantified, manipulated, and controlled to form or deform them according to the demand. And in this, enormous amounts of time, energy are spent in planning, which most of the time, are left in the attempt to catch reality. Because (and it must be stressed), the enigma of childhood is unattainable, untractable. And for the rest, every moment in the educational experience (since the life of boys and girls, finally turns the school experience into an educational one), is unique and unrepeatabe, immeasurable, unpredictable.

This is so, even though the instructional system demands the scientification of children, even though it demands they develop cognitive, procedural, attitudinal 'competences', they are not mere machinic gears. No, they are not simple manipulative automatons. Boys and girls, from elementary school -and, of any other school cycle-, they are beings that feel, that think, and even more, they are beings of enormous creative potential. Therefore, our girls and boys transmute the heartbreaking attempts of the school machinery.

And they do it, with their singing, with the game -which is their life-, with their laughter, their art, their poetry, their music, their imposing, yes, imagination. Indeed, boys and girls are the living expression of the creative imagination - creative. Undoubtedly, for that reason the school system, and the stratifying, ideologizing... tends to repress, censure. But no, our children with their laughs, with their creations break such a pretension. They have their own path to follow, and they do it, tracing it, even if the system fixes royal routes. Children dream, invent possibilities, create wonders. They are the whole expression of the enigma, of the mystery that their life reveals. Incapturable enigma, unapproachable mystery. They

And in front of the ineffable, what fits the attention, the deep respect. No, it is no longer a biopowerful, machinic schooling, but a wise, free, poetic education. A loving education³. That is to say, an education that puts in the center the respect to the life of boys and girls, the respect to their creative spirit, the respect to their masterfulness of heart. An education that lets germinate the truth of each child, in an open sky, full of sunlight.

And precisely, a respectful education of life is a poetic, creative education. Education that lets learn, think, imagine, create, give the best of itself, to the world, to humanity, to life. Education - poetic - which recognizes in boys and girls its immense potential. And it appreciates that they can make their life an authentic work of art, thus allowing artists to create their beauty, their magnanimity. Magnificent beauty that radiates kindness, truth. And of course, joy, vital joy. In short, our children require an education that respects, that honors the art, the poem; the life who they are, and radiate around them.

We emphasize this to remember that boys and girls life is sacred (and this is not in a strict sense, religious, but in a broadly cosmic, spiritual sense), and should not be violated, by any economic, political, epistemic, cultural attempt, machinic-school. The life of boys and girls is a precious gift for humanity, for the world. Indeed, children come to the world, to the earth, to be transformed, to be renewed. And

³ JAQUELINE ZAPATA. Educación, Póetica del Amor. Palibrio-lariEdic. USA-méx, 2013.

before that, what in principle would be the deep respect, and not any attempt of violation, violence, or ferocious tearing (although it is established as discipline⁴, and therefore, it makes appear, legal).

Life is an extraordinary wonder, an exceptional prodigy, an admirable beauty, a heavenly poem. It's the biggest *donum* we have. And in the educational spaces, the life of our children is what fills the classrooms, the schoolyards, the gardens... of light, joy, peace, wisdom, of immense love. Taking for granted that the adult humanity tends to lose due to the scope of its civility -rational, that in principle. Although, in the educational scenarios, teachers, also provide life. Yes, teachers who profess the truth, and who are technicians of teaching, simple instructors or facilitators of pragmatic, rudimentary, mechanical learning, in short, teachers, like boys and girls, save education by promoting what real wisdom and creative freedom are.

Teachers, educators of heart, generally those educators who exercise, save the task of educating. Hence, despite the technological, standardizing, conditioning and impoverishing demands -by the biopower machinery-, teachers, boys and girls -not in any way submissive to the instructional system-, they safeguard the possibility of learning, of thinking, imagining, creating. And as a whole, they are the ones who make education an authentic poem, that works every time, in every stroke, in every movement, turning it into a monumental work of art, into a living monument.

It is such education - poetic - that drives imagination, lucidity, the potential of children, even in the face of the overwhelming onslaught of the mechanical evolution of existence. That is the task carried out by real teachers, teachers of heart, who together with boys and girls enrich the world - in any field of activity. Boys and girls,

⁴ In this regard, it should be recalled that M. Foucault supports how school, among other modern institutions, exercises (n) on subjects a particular type of power, the power to discipline. This form of power is concerned with the regulation, vigilance and governance of individuals and the body. This form of power is disseminated by schools through practices to act on the actions of others and conduct their behavior. Also, the curriculum provides meaning, representation, hegemony and produces identity according to the social project that is intended to be: hegemonic and universal to give legitimacy and authority - power - to whoever holds it>.

professors of brave heart, take care of education, expanding it towards the creation of new realities, of poetic atmospheres, outside and inside the classrooms, transcending curricular, administrative, and political-evaluative demands. Boys and girls as artists, and teachers recover each time, as they really are, creators of dreams, of artistic, scientific, philosophical works - and more.

Boys, girls, teachers of kindness, show - in silence, in serenity and peace - the world what they can give. And it is just that which is in their heart, its beautiful luminosity. In fact, this text comes to support that the children of this land are artists who create dreams, of new worlds. Because precisely they come to earth to transform the world, to recreate history. And when such a possibility happens, their life is poetry of a thousand colors, and their vital energy is shown in total freedom, in complete fulfillment.

To account for this, a teacher and a group of boys and girls of 5th grade of elementary school (2015 - 2016), from the community of Senegal de las Palomas, San Juan del Rio, Queretaro, Mexico, and their teacher, were involved in an educational experience, poetic atmosphere, through which they lived the adventure that led them to find that, indeed, "(are) strings of the same harp / colors of a possible rainbow in construction / a poem of coexistence / each person (...) a verse / rhyming with the other ... / all in a prism in movement / the poem of the diverse / where each one / maintains its particularity⁵. "We will give an account of this experience, previously going through the topics that led us to it.

Boys and girls as creators of new worlds

There must be a place where our children can be, live, keep their imagination alive, where we take care of their original potential, their first creativity, where they can be a unit with the cosmos, where they express themselves and share their mastery of love. A mastery that we have lost by gaining reason, by wanting to have everything

⁵ ARTURO MEZA. Theend. Gente de México Edic. México, 2015, p. 17-18.

under control, by believing to have the absolute truth, by wanting to materialize, by manipulating the life of man as a commodity value

Creative imagination says Julio César Goyes,⁶ is activated by breaking the material and spiritual limitations. Without the poetic practice, the pedagogy will not renew its crypt. Teachers must demand that the imagination rise to power, not to a bureaucratic but an energetic one, so that each child-man (and man-child) is able to "discover" by himself the fascination of that energy, and can poetize day by day the life that is built, and can be narrated and interfabulated in the middle of the daily life that feeds it".

Schools could be scenarios where everyone participates in the game of knowledge, where it will be cultivated of joy, in the joy of living, in the grace of peace, which are not without more civic, but of the heart. Schools could be shown as shelter, care, playful celebration of existence. And teachers who are artists of poetry, music, painting, theater, sculpture, yoga - and all art of caring for themselves and others - could make school a space of creation in freedom, of flow, of movement, of life.

These must be the stages that correspond to the children of this land, who in and by principle are creators - of dreams, of entire worlds. Yes, they are creators and no more reproducers of nationalized knowledge. They are artists of letters, and whoever does not believe it yet, read with us this poem by Mario Adán Nicolás, 5th grade from elementary school.

"The world is a beautiful heart
and I am an eagle
I travel, I visit and I know
new places and people
to later return
to my origin. "⁷

⁶ Julio Cesar Goyes. "La imaginación poética. Afectos y efectos para una pedagogía". En *Espéculo*, Revista de Estudios Literarios. Universidad Complutense de Madrid, 1999, p.3.

⁷ Poem from MARIO ADÁN NICOLÁS, 10 years old, 5° Grade (2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

Extraordinary cosmic poem of a 10 year old boy, who knows he is a winged soul traveling and visiting the earth, to meet people, places, and then return to his original home. It is a poem of profound wisdom, which would suppose the cultivation here on earth, of many years, perhaps decades, and he, at ten, knows it, writes it in the appropriate language, the poetic one - of sweet musical rhythm. Another extraordinary poem, showing the artistic potential so typical of girls and boys, is that of María Juana Carrillo.

"I am like flowers
cheerful and sentimental.
I am like the sun
because I cheer mom's heart.
I am like the moon
because I illuminate the life of the planet.
I'm a star
that shines (in the dark). "⁸

María Juana's lyrics are beautifully illustrative of what a girl is, beautiful spring flower, cheerful, sensitive, bright as the sun, clear as the moon, bright even in the night of the world, even in the darkness of a planet prone to war, to selfishness, the proper to civilized rationality. Free lyrics, wise, poetic, crystal clear as the heart of who wrote them, a girl full of peace, sensitivity, and enormous creative spirit. For whom we would expect schooling would always honor her, impel her, make her radiate.

Boys and girls are artists, they are creators of new possibilities of life in this land. Only their potential to create joy, is already worth celebrating, because a world without the light of the laughter of boys and girls, would not be livable. A world without

⁸ Poem from MARIA JUANA CARRILLO, 10 years old, 5^o Grade (2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

the richness of the creative imagination of childhood, it would be poor, very poor. A world without children's games, without the party that is the life of boys and girls, would be a sad, taciturn, anguishing world, without a doubt. A world without <the jump of reality in the rope of childhood> would not be habitable.

This world needs children, because boys and girls protect it, renew it, and not vice versa. That is, because the world of children (we paraphrase here verses of A world of men children of Demis Roussos), is one in which <the horses of a live uncle, gallop around the sun>, a world <under the clouds high of cotton>. A world where <the schools open to the outdoors>, and where <they only teach to play>, <with a blue sky as a desk> and <all the time to sing>. A world, in which children can live, in their own country <of caramel>, in which, to enter and exit, passports are not required, nor visa, because there are no borders to cross, or dividing walls, infraternals.

Indeed, the world or the worlds that children can create are those in which there is no division between children from above, from the middle and from below⁹. World-s in which the rich children are not treated as if they were money, so they get used to act as money acts. And even less, where they would treat to <the poor children as if they were garbage, so that they become in garbage>. No, no, and of course, in the world of children, <"those in the middle" are not subject to the leg of the television, so that from very early they accept a prisoner life>. The world of children is a brotherly, cordial world, a world of peace.

The world of children is that of the creative, poetic imagination. A world of fable, a happy world. A world in which all its potential unfolds in song, in dance, in music, in poetry. A world of creation of mischievous science, and of authentic philosophy. Yes, children are the best poets, and the best dancers, the best musicians, because in them the mousike is given in unity. That is to say, they create

⁹ Division, with respect to which Eduardo Galeano makes a sensitive and deep reading in: *Patas arriba: la escuela del mundo al revés*. Siglo XXI, Madrid, 2005. We are referencing the reading of this paragraph to suggest the opposite of what usually happens in the world which is not made by children.

with the letters, with the movements and with the sounds that come from their heart. The world of children is that of love without interest.

Poetry of a thousand colors

To say poetry is to say childhood.¹⁰ Yes, poetic childhood is that of our children - from elementary school. Childhood that is beauty, wonder, grace, kindness. That's right, the life of boys and girls is pure goodness, because it is the life that comes to renew the world. It is the life that smiles and plays, it is the beauty that shines, it is the wonder that sings. It is the revealed grace. The mystery of love that fills this earth with light. Light and color, because the life of our children envelops the earth like the rainbow on a sunny day. It is the life, we reiterate, of the smile, of the game, of the song, of the dance. It is jumping, graceful, loving life. Life in reddish, orange, yellow, green, blue, indigo and violet-in a thousand and one combinations. About the rainbow, Valeria Martínez, wrote:

"Green, blue, pink, red, violet, gold colors.
The colors that always make me shine.
Green are the fields that shine with beautiful landscapes.
Blue is the sky, the water.
Pink is a beautiful rainbow color
and represents everything good in the world.
Red is the heart,
the blood is this wonderful color.
Violet the perfume that makes us live
and golden the color of the autumn "¹¹

¹⁰ JACQUELINE ZAPATA. La infancia es Poesía. Iari y CeapacEdic. México, 2012.

¹¹ Poem from VALERIA MARTÍNEZ, 10 years old, 5° Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

Poetry is a thousand colors and this is the life of boys and girls. Creative colors, luminous aura, the aura of amazing poets -as Valeria Martínez stands out beautifully. The aura of girl who writes, who laughs, dances, plays... and therefore does not receive something in return, money, for example. The rainbow aura of who, in this land, seems foreign, 'to speak in another language', and not the rational, grammatological, but in the language of the heart, in the poetic word. The aura of those who invent within the common language, a new one. The aura of boys and girls poets, poetesses, who, when they speak or write... departs from the beaten track of rational adulthood.

Boys and girls who give life to elementary schooling and have an iridescent energy of a thousand colors, which shines from their enormous poetic sensitivity, from their sensitive heart to life. And of their great imagination, of their creative reverie. Of their vital enthusiasm. From their cosmic inspiration, like that of the girl Valeria Hernández, who wrote

"The 7 colors of the rainbow (...)
The colors (...) that make you shine.
Yellow sun, movement of sunflowers.
Blue, sky and sea.
Orange, delicious tangerine.
The red of the roses, fresh like a watermelon.
Pink and violet with vivacious flowers.
The white that unites heaven and earth,
Foam of the sea and celestial clouds. "¹²

Childhood is poetry that sings - to the earth, to the sky, to the sun.¹³ Yes, it sings to the earth that gives life, that gives flowers -of pink and vivacious violet colors-, fruits -like the delicious tangerine. Sing to the sky, to the rainbow of colors that in that light blue, it is painted, after the rain that envelops the earth in its subtle secret of tenderness, in its resigned and kindly drowsiness, after the rain that makes the

¹² Poem from VALERIA HERNÁNDEZ, 10 years old, 5° Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

¹³ JACQUELINE ZAPATA. La infancia es Poesía. Iari y CeapacEdic. México, 2012.

soul vibrate sleeping of the landscape>.¹⁴ If girls like Valeria Martínez and Valeria Hernández, sing poetically, to the rainbow that spreads over the flower gardens, and decorates them.

And as the tender and multicolored rainbow is the soul of boys and girls, soul that spreads across the earth painting smiles, games, hugs for those who shelter them. Painting blossoms, flowers, fruits of the festive spring that is the life of childhood. Yes, childhood is poetry that sings, to the earth that gives life, to the light blue of the sky, and to the golden of the sun. It sings in the gardens of kindergarten and elementary schools, and their sounds are translated into stripes of bright colors, in horizons of trees, with that joyful beauty that is so typical of childhood. Beauty like that of the poem Fuego de Alegría by the boy Ismael Acosta.

"I am a dragon
that spits fire of joy
for me and for my friends
when they are sad
and they do not have happiness. "¹⁵

Childhood is beauty, it is wonder, it is grace - it is sustained in Childhood is Poetry. Yes, childhood is beauty, because it is the stamp of the sky, of the crystal rainbow, and because it is caramel spirit. Childhood is poetry because it is <prism of beautiful charms>¹⁶, multicolored sweetness, immeasurable goodness, tenderness of the sun. Childhood is wonder, because it is an exceptional prodigy, galactic poem, celestial magic. Childhood is poetry of a thousand colors, it is a time of reverie, of cosmic imagination. It is multicolored poetry because it is the song of life. Singing from the source -omnicreator (precisely) of life.

¹⁴ FEDERICO GARCÍA LORCA. La Lluvia.

¹⁵ Poem from ISMAEL ACOSTA, 10 years old, 5^o Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

¹⁶ ALEJANDRO J. DÍAZ. Versos al Arcoiris. Rincón Infantil de Poemas del Alma.

Childhood, full vital energy

The arrival of a boy or girl, to the earth, is the happiest of births. Authentic happiness, because it is the encounter with the very source of life, which is reflected in the face of every newborn. Face that flashes light of unnameable, indefinable, ineffable tones. The newborn is the living miracle -from life (forgive the redundancy). It is the life that overflows the universe with its embrace, and makes it vibrate, go out of its cause with its birth. It is the magic that conjugates the light of the stars, the color of the rainbow to happen, to happen, in a glorious moment.

The newborn is "extraordinary wonder. Exceptional prodigy, admirable splendor, sublime beauty, heavenly poem. Wonder, prodigy, splendor, beauty, poems that become tangible, precisely, with the birth of the new being... ".¹⁷ The life of one who is born on this earth is the most sacred cosmic donum that exists. Yes, the life of children, young people... of this land is a real treasure. "A treasure that has the form of poetry. Life, poetry, singular truth, unattainable truth, truth without place".¹⁸

Indeed, the truth of each child's life is unattainable, because it is an unlimited life, a vital waste, that nothing and nobody can catch. This is how children sing, laugh, play, jump, climb trees, build houses, climb mountains, fly in hot air balloons, swim in rivers, lagoons and seas, enjoy the waterfalls, the camping. They run behind the butterflies, and enjoy happy fences of the roses. And even more about their pets, they are the best friends of dogs, cats, and all animals. Children take care of the vegetable and animal kingdom - and of course, the human in general, and family in particular.

The exuberance of children's lives is the very essence of their splendor. Of their fullness. Of their cosmic, spiritual harmony. And it is such, because boys and girls, unlike rational adults, do not experience themselves as egos trapped inside

¹⁷ JACQUELINE ZAPATA, "Sabiduría, Libertad y Vida. El (lo) otro (en el) horizonte de la educación". En Educación, Sabiduría y Libertad. Edit. Fundap. México, 2010, p.37

¹⁸ JACQUELINE ZAPATA. Loc. cit., p.38

their own space-mind, observing a world that seems to be outside, on the other side of their bodies. They are not spectators of the world, but ludic agents, active participants in their natural and social environment. Since they do not experience ego-separation, they do not over-survive the experience of incompleteness, loneliness and a void difficult to fill.

The experience of incompleteness, loneliness and emptiness, is what the adult world lives, it is due to that ego-separatist root, so difficult to overcome. Root of the constant conflict, war and oppression that has devastated humanity. The sense of incompleteness generates the desire for possessions, power and status, as a way to complete, to fill the existential void, and to hide one's inner disharmony. Likewise, the desire for wealth and power is intertwined as a cause of violence, war, domination. The separate -adult-, ego isolates itself, not allowing the other to feel, neither the nature, nor the earth. Fortunately, boys and girls -from this land-, by not (yet)¹⁹ experience separation, they develop in a natural relationship with the land and the social environment.

Therefore, it is such a wonderful childhood, because boys and girls live in connection with everything that surrounds them, with everything that is life. They flow, they do not fight for existence, they do not oppress. Boys and girls live in harmony with the cosmos, with nature, with life. They are full life energy. Do not over-live the separation of the in here and the out there, therefore, sing, laugh play. And they do not seek to possess, accumulate, seek no power, no honors, no recognition. Vanity has not taken over them. Their life is authentic wonder, it is full happiness. They are simply boys and girls, that is, great teachers of humanity and life.

Great teachers are the boys and the girls. Because they can make their hearts sing, dance, play, because (still) they are full of peace. Peace of heart is inherent in the lives of children, since it is a clean heart, free of resentment, hatred, anger and complaining. And only with a transparent heart, wisdom is possible. The wisdom of love so typical of boys and girls. Hence, their colossal mastery, hence,

¹⁹ And hopefully, they did not have to experience it.

their teaching so full of grace, in this world. Hence, their effective cosmic connection, their vitality, their spiritual fullness.

Art, Poem and Life -in Action

The life of our children is like a vineyard, which "treasures the light and distributes, transformes it into a cluster", we have foreseen this in the previous paragraphs. It is the light transformed into works of art (typical of their splendid, enthusiastic ages), in poetry of a thousand colors, in vital harmony spilled on the earth, by sheltering it, by protecting it. By recognizing what children bring to the earth in classrooms and school settings, our duty is to provide education that corresponds to them, not a machinic²⁰ instruction that would only tear their creative potential, but a poetic education - that just let them learn, think, creat.



What skies are reflected there
in the inner lake
of these open roses.
Rilke

²⁰ Because it has been possible to foresee the poetic-educational turn of this text, this moves us away from the instructional machinic tendency. Our professional spirit with a teaching tinge also revolves around the desire to search for job satisfaction in the continuous scale of new categories and its economic-empty benefits. It's like that, because we do not want to be those Godofredos of the story "The fun adventures of the gentleman Godofredo", written by Carmen Gil and Jacobo Muñiz, who are in a runaway race in favor of their own happiness, which would turn out to be that not genuine because it would be based in titles, honors, recognitions. A race in which we would go by leaps and bounds - without noticing who the children are and knowing that they are the ones who give life and meaning to our task. And not only without noticing, but allowing them a biopowerful wake that would mark us out, tending to truncate not only the potential of those who crossed our path, but our own spirit.

In accordance with this intention, we co-participate with a group of boys and girls of 5th grade of Elementary school, from the community of Senegal de las Palomas, San Juan del Rio, Querétaro, Mexico, in the school year (2015 - 2016), in order to live the adventure of learning, thinking, creating - in freedom.²¹ The adventure of re-discover as creators, poets, as cosmic beings in total connection with the whole. Adventure unimaginable for the institution because it had already been responsible for pointing out the group of 19 girls and 16 boys, from the beginning of their elementary schooling, not because of their creative potential, but because of the nonsense of studies de-evaluating life. Given such a school situation, the atmosphere between classmates and their parents was one of concern and tension. So, on our part, we suddenly ask ourselves, why is not the school a place for shelter and care for boys and girls?

Initially we could assume that the school had become the government machinery of childhood, hence our decision turned towards the possibility of transmuting the political-schooling trend. So, through our educational experience, which we show here, we will illustrate that our children are art, poem and life, we establish education at stake as creative wisdom and freedom.²² In other words, as an act of creation,²³ of love. Because the education that we promote is only possible in freedom. <Without freedom there is no education>.²⁴ We refer here to that freedom not of the self, of the mind, of the conscience or subjectivity, which are mere egological immanences, but that freedom that takes root in the fraternity, in the original goodness, in the goodness of peace.

²¹ So, it is not an easy task because the institution had integrated the group with 19 girls and 16 children, harmed, labeled from their entry to elementary school, as problematic in learning and behavior (hyperactivity diagnosed for a child, which is treated psychologically and neuro-psychically). This is the institution and its specialists, d-evaluator, biopowerful. But the important thing is that this trend can be transmuted, really, if we pre-feel who the boys and girls, are (not really calculator, but in the truth that is aletheia, it is revelation and unprecedented creation).

²² JACQUELINE ZAPATA, Educación, Sabiduría, Libertad. Edit. Fundap. México. 2010

²³ HECTOR MARTÍNEZ. Educación y cambio cultural en Villa Progreso, Ezequiel Montes, Qro. Palibrio (USA), IariEdic. (Mex).2013

²⁴ FRANCISCO GUTIERREZ. Educación como praxis política. Siglo XXI Editores, s.a. de c.v. México, 1999. P.158

In accordance with the above, we prepared a series of activities (related to school content - but that went beyond content), which were designed to enhance the creative potential of our children -rainbow²⁵- protagonists of the experience. School contents were wrapped in art and beauty; dance, music, theater and plastic-visual art, yoga, breathing and, meditation. Such activities allowed, among other aspects, to improve the image and self-esteem of boys and girls. This led to an atmosphere of harmony in the classroom and the community of fathers and mothers, who we hoped realize that their children are authentic creators, luminous human beings who truly love them. Below is a sample in the lyrics by Dana Lizet.

"I am pure cleaning
water, soap (and sunlight)
they clean me of everything
the negative (of the world).
Oh, but my parents' love
that does not slip with soap and water
nor does it burn with sunlight
that remains printed (in my heart)
for the whole eternity"²⁶

Sensitive and deep lyrics by Dana Lizet, who knows well that, at her age, she is purity, innocence, sweetness, peace, kindness. And that even in the night of the world, her spirit keeps intact, unharmed. A girl-poet, a teacher, who recognizes the best of the world, the love of her parents, a love printed in her heart, for all eternity. Anyway, of course, the self-esteem of the participating children was harmonized with

²⁵ Rainbow children, because each one is unique, unrepeatable, and as a whole they constitute an authentic work of art, enriched in experiences, feelings, tastes, knowledge, colors, forms, expressions. Children who listen, understand, take care of their environment and love life, so, how not to correspond them.

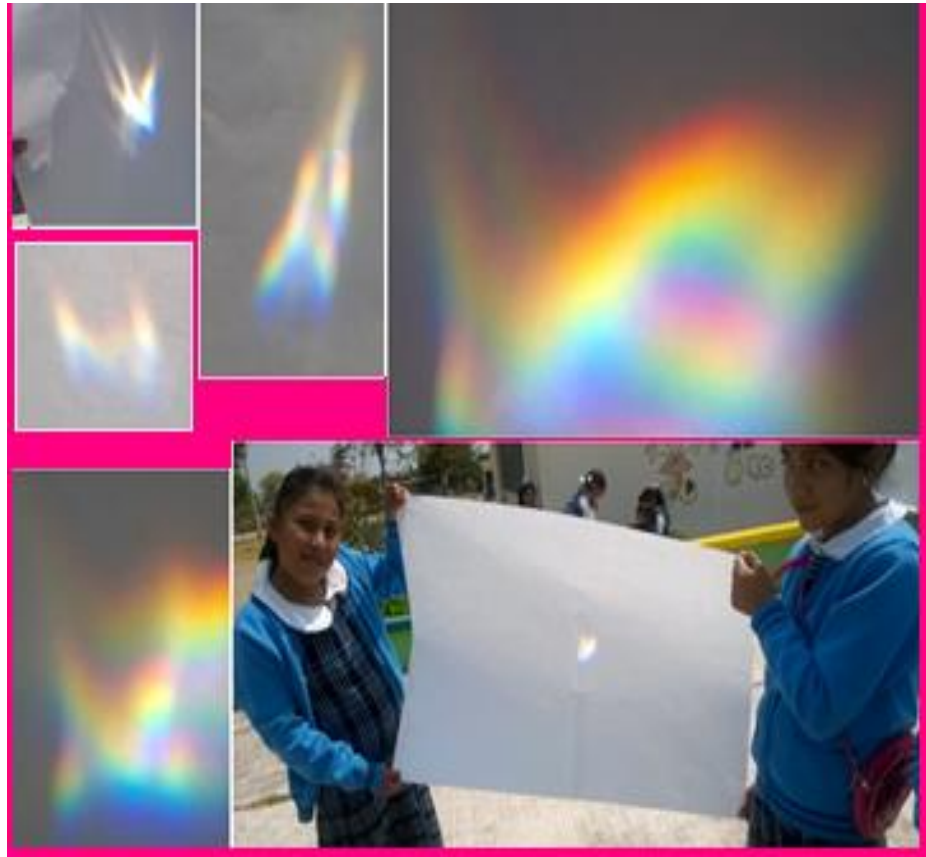
²⁶ Poem from DANA LIZET, 10 years old, 5° Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

the light of their heart. And with the new image and the new environment, boys and girls re-positioned themselves on the earth, feeling, we believe, like radiant stars of the colossal firmament.



The metaphor-of the rainbow-was the protagonist of our expressions of movement and action, spontaneity made its mischief, not without a bit of organization, but without restriction of free movement. Given the metaphor as a game, the special guest of the adventure was the Goddess of the air, "Iris that girl with long blue hair color of the sky, who flies quickly carrying the messages of the gods." She makes the clouds come together and put a cloudy day, which then begins to rain and rain as it travels across the sky to carry its message. Iris has no wings, but flies with a layer of colors, the colors of the rainbow. When the goddess Iris reaches its destination and delivery her message is done with a secret code: remove the clouds, take out his colored pencils and draw a huge bow so that the whole world on earth and the sky can see it... This is how the gods write the messages. "²⁷

²⁷ IRIS, La Diosa del Aire. <https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/como-se-forma-el-arco-iris-leyendas-cortas-de-la-mitologia-griega/>



Iris, participated in the game of life in our work sessions with breathing and relaxation. Where we inhaled its radiant colors and exhaled everything that had us uneasy (fears, anger, nerves, frustrations, sadness), illuminating our being with binoculars colors, feeling, enlarging our hearts and harmonizing with others. She danced to the rhythm of beautiful melodies in each of the plastic expressions of children, weaving points and lines in freedom to achieve a great work of art. Iris painted in the smiles of boys and girls expressions of (red) - life, passion, (orange) - joy, (yellow) - dreams, (green) - hope, (indigo) - imagination, (violet) - peace, harmony and calm.



The boys and girls protagonists of this poetic-educational experience, also recreated the Goddess Iris through scientific knowledge (Zapata, 2009)²⁸- around the physics and chemistry of colors. This scientific knowledge invited to follow the adventure, to live the sensorial experience, to continue it through the reading of the configurations of the dynamism of which it is traced. Boys and girls re-created the colors of the rainbow, learning the propitious mixtures for each one, as well as the technological games to project them. They followed the allegory of scientific texts - through which they could learn about them. And they continued the textual thread, re-creating it with new strokes, many of them, of eminently poetic tint, like those illustrated in the previous paragraphs.



²⁸ JACQUELINE ZAPATA, Saber científico y arte lector – en escenarios creativos. Edic., UAQ / Fundap. México 2009.

The boys and girls protagonists of the referred experience, yes, turned out to be eminent artists, scientists-playful, because not only they re-created musical, pictorial, poetic, scientific works ... but catapulted their imagination re-created their life, cultivating their spirit, sharing their findings, their exploits. To do this, they found themselves in their own inner landscape, they met again in their freedom, they unleashed unnecessary tensions. And so, for example, their sheets of paper were the scene where their graphic representations arose. Their school work areas were authentic laboratory for their attempts. Laboratory in which they could discover what happens, when one thing is done instead of another.



In this experience, the artists (boys and girls participating) and their works were linked by the art they emanated. Art that speaks and that both the artist and the spectators or art readers can attend, listen. And, in that conversation more than one answer is likely to be listened, to a certain question. The boys and girls appreciated that possibility and their openness expanded, their imagination was unfolding more and more, and their creative sensibility gave more and more rise to the admiration. Yes, the amazement, the admiration (and no longer the d-evaluation, the conmesuración, the dis-qualification) is what corresponds to the creations of boys and girls.



Final Words

In summary, the poetic-educational experience shows that boys and girls (of elementary school) are creators, artists, poets. Yes, they are children-poets, poetic girls who with their letters, their movements, their paintings, their dances, their musical creations, make the land happy. Naughty children, playful girls who, with their light, their love shelters, protect the world. Boys and girls of beautiful heart, of enormous connection with the cosmos, with life, hence, they care for it, hence they live it (and, not without more, survive as adulthood). Boys and girls, who are, by themselves, art, poem and life. We can observe this in the poem by the boy Luis Hugo Pérez.

"Tiny but dangerous
and sometimes somehow annoying.
I'm Luis Hugo,
to my friends.
I play and study
but sometimes I get bored.
Singing and jumping (this is me),
I like to enjoy.
But I like it more
with my family be.
I enjoy life

and nature look (up). "²⁹

That is how great the children-poets are, and yes, brilliantly 'dangerous' for the bio-powerful system that immediately upon arriving on earth, tries to administer, to colonize their life. However, our children would never be dangerous to the world, just the opposite, because as we have foreseen they are those who protect the world (because vice versa, it is more than known, it does not apply). Oh, and the children of these times, obviously, that, of such enormous creative spirit, they seemed 'annoying', and even more, yes, that is understood are bored with rudimentary studies, because their potential exceeds the 'demand'. Anyway, the poem by Luis Hugo, provides a great lesson to the world, because as a teacher, he emphasizes that his thing is singing, jumping, enjoying life, and gracefully prefers, to nature admire. Although, also important to him, is to dream a world of peace, joy and love, as pointed out by the girl Valeria Nicolás, when she told us of her longing "that when the moon arrives / the suffering and pain ends / and there will be only smiles and love"³⁰

Boys, girls -rainbows-, are like Luis Hugo -and the other girls-poetesses- here mentioned, great teachers of humanity, of life. Great for being simply, boys and girls. That is, beings who have not climbed the footsteps of importance, with illustrious titles of material, political or intellectual property. Children who, simply, sing to life, to the earth, to the sun. Boys and girls, subtle warriors of light. Children, serene, peaceful beings, hence they can sing, laugh, play - and flood with joy to the world full of unrest. Boys and girls who come to earth to cheer, to wrap up with their brotherly love. Boys and girls, who really are, the living embodiment of divine-love. Hence, come to teach humanity, the path to peace. Tangible teaching in the poem by Jair García, who reminds us where we come from, and anticipates the great treasure of discovering and living.

²⁹Poem from LUIS HUGO PÉREZ, 10 years old, 5° Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

³⁰ Verses from VALERIA NICOLÁS, 10 years old, 5° Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

"(From) the same principle,
with a thousand endings, all next to you, next to me.
A life to travel.
A thousand moments to fulfill
and only one (divine) love to live. "³¹

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³¹ Poem from JAIR GARCÍA, 10 years old, 5° Grade (School cycle 2015-2016) Elementary School Ignacio Zaragoza, Senegal de las Palomas, San Juan del Río, Querétaro, México.

BULLYING: A FASHION PHENOMENON OR A PHENOMENON THAT WILL PREVAIL

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Abstract

The phenomenon of bullying is a very important and transcendental issue because it seriously affects the different levels of education within schools, all this, due to the increase and the severity of the cases. This phenomenon goes from being an individual behavior to an interpersonal process that affects at least two actors: aggressor and victim, as well as a possibly third element that is the observer. The objective of this research was to determine the degree of bullying that happens in the Colegio de Bachilleres of the State of Durango (COBAED), as well as the types and characteristics of the students involved. A quantitative paradigm of a cross-sectional study and descriptive research was used. The information was collected through the technique of the survey and the instrument was a questionnaire with a reliability index of .806. The population was 18,670 young people of the subsystem, applying a stratified random sample, a sample with 1009 students was formed. The results include the following: The degree of the bullying phenomenon of 14.3% in COBAED, as victims 7.9% and as aggressors 6.4%, the most common type of abuse was the verbal one by means of insults and nicknames, 79.8% of the students were observers, the place where this phenomenon happens most is in the classroom; there is a strong correlation between the semester and the role of the participant, so as another semester goes by, the percentage of victims decreases and the percentage of aggressors increases.

Keywords: bullying, aggressor, victim and observer.

Introduction

Violence is a current issue in the world and unfortunately, Mexico is a country where this issue is being experienced every day. Thus, the media has been taking

advantage of these issues related to school violence among peers, which they now call bullying, as something usual in their news and reports.

On the other hand, bullying as such is not a recent phenomenon and its systematic study among students arises in psychoeducational literature in the early 1970s in the Scandinavian countries, and it was not until the late 1980s and early 1990s that its study was extended to other countries such as England, Holland, Japan and Spain (Olweus, 1973).

All these investigations had their beginning from one of the main pioneers, Dan Olweus of Norway (1978-1993), and the national anti-bullying campaign in the schools of Norway (1993). In the 1970s, Dan Olweus began his research in schools on the problem of aggressors and their victims, although there was no interest from institutions in this phenomenon. By the decade of the 80's, three young people between 10 and 14 years committed suicide as a result of serious situations of bullying, causing the attention of educational institutions about this problem.

In Mexico, not long ago, there was not much data that made specific reference to the problem of bullying. Nowadays, there are already some statistical indexes published by the National Human Rights Commission, INEGI and UNICEF. Particularly, a fact is pointed out, according to a 2005 INEGI survey 60% of young people between 12 and 16 years old who drop out of high school have been mistreated by teachers and their peers.

Lucio (2008) makes an investigation named: Violence in educational centers of high schools. This is a descriptive and correlational investigation carried out in 24 high schools "Bachilleres in Mexico" of the Autonomous University of Nuevo Leon, 1061 questionnaires were applied to students, 640 were applied to teachers and 690 were applied to mothers and fathers, and the objective was to know the incidence of physical, verbal and social exclusion behaviors.

Lucio (2008) found that bullying affects four out of ten students who are victims, mainly verbal aggression and social exclusion, so there are fewer direct physical aggressions than indirect ones, without this being alarming. The main abuse is suffered by 41.4% of students who are victims of aggressors who speak badly

against them, the second one is that of 31.7% of students who are ignored, the third one is the 30.6% of students who are victims of notes that offend and ridicule them; the fourth abuse is the social exclusion suffered by those who are restrained to participate in meetings, conversations and/or games with 19.4%, and the fifth abuse is for students who hide their things with 17.1%. Mostly, students suffer this victimization in the classroom by their peers, however physical attacks (4.6%) and threats with weapons (1.3%) are also executed in the street, when students leave school by the intervention of aggressors outside the educational centers, often by members of gangs who hang around high schools, 35% of the students report the existence of these anti-social gangs.

Muñoz (2005) conducted an investigation called: Violence in elementary and junior high schools in Mexico. The objective was to establish the magnitude of participation in acts of violence by identifying personal and school variables. It was a quantitative and qualitative research, using questionnaires with students from sixth grade of elementary school and third year of junior high school who participated in acts of violence and the results were: a relatively low participation in acts of violence among elementary school students in the country, it was found that men participate more in violence, finding that the shift does not make a difference but the modality does make a difference; besides, the students of indigenous schools in elementary schools and those of private schools, in junior high schools, showed to be significantly more violent.

The phenomenon of bullying is affecting all school environments, therefore, it was considered relevant to investigate whether this is present in the subsystem Colegio de Bachilleres of the State of Durango (COBAED), based on the following objectives:

- Determine the degree of bullying that happens in the COBAED system.
- Identify the types of bullying that most commonly happen in the COBAED.
- Analyze sociodemographic variables based on bullying

Literature review

The definition that was considered about bullying for this investigation is that of Ramírez (2006), and defines it in the following way: it is a repeated and hostile form of aggression (in order to cause pain over others), which occurs without prior provocation on the part of the victim, may be direct or indirect, in which both the aggressor and the victim may be present individually or in groups, and may be asymmetric since there is an imbalance of powers between the aggressor and the victim.

Types of bullying.- Bullying is presented in different ways, most authors (Cobo & Tello, 2010) agree to divide bullying into three main types: physical, verbal and gestural; any of the forms of bullying can be manifested directly or indirectly, depending on whether the victim is aware of the aggression immediately or not.

Physical Bullying.- Physical bullying includes all body action such as beatings, shoves, kicks, forms of confinement, bites, damage to belongings, spit, hair pulling, etc. These actions are the most common way of bullying.

Physical bullying is the easiest way to identify it since in most cases it leaves body traces.

Verbal Bullying.- This type includes non-body actions, but equally harmful, such as nicknames, insults, threatening, generating rumors, expressing racial or sexist sayings in order to discriminate, spread gossip, perform exclusion actions, insulting jokes, etc. It is necessary to remember that the opinion of the peers in these stages is extremely important, since it represents an essential part among the factors that will help to form their identity and their personality.

Bullying Gesture.- These aggressions are the most difficult to detect, since they can be from a glance, an obscene signal, an unpleasant face, a gesture, etc. These are forms of aggression, threat or exclusion that are usually carried out behind the back of anyone who can perceive the situation and, consequently, help those who express these gestures and signs to remain anonymous. This type of bullying

is frequently used to accentuate, reinforce or highlight actions carried out previously, as well as to keep the threat situation dormant (Cobo & Tello, 2010).

Actors of bullying.- Many of the researchers and writers on bullying, such as Cobo and Tello (2010), consider that there are only three actors: aggressor, victim and observer, undoubtedly each of them has its very specific characteristics: an aggressor is the person or persons who execute the aggressive act, that is, who hits, hurts, says or gestures something with the purpose of carrying out the bullying on another; a victim is a person on whom the bullying or mistreatment is carried out; and an observer is the one who performs the role of granting the aggressor the recognition he needs, he is the one who observes and is present in cases of abuse and aggression.

For most actors, the general consequences and risks of bullying are: insecurity, low self-esteem, behavioral problems, anxiety, health problems (colitis, stomach pains, severe headaches, etc.), families and dysfunctional relationships, children and young people stop going to school, and show aggressive and even criminal behaviors, pathologies of social isolation, social maladjustments, depressing personalities, possibilities of presenting psychopathological and sociopathic disorders, elevation of ideations of death and suicidal risks (Cobo & Tello, 2010).

Methodological design

This is a quantitative research, with a non-experimental and transversal design, and with a descriptive approach. The population was made up of all the students of the subsystem Colegio de Bachilleres of the State of Durango with approximately 18,670 students. A sample of 1009 students was obtained through stratified random sampling, presenting 50.4% of females and 49.6% of males. Finding 46% in the first semester, 29% in the third semester and the remaining in the fifth semester with 25%.

For this study, it was decided to use the survey as technique and the questionnaire as an instrument. The questionnaire in this research consists of 21 items, it was an adaptation of the Ramírez instrument (2006).

The questionnaire was validated in two aspects: content validity through revision of the theoretical framework and reliability through the application of a pilot test, obtaining a reliability index of .809 in Cronbach's Alpha.

Results and Discussion

With the application of the questionnaire, the data obtained for each of the items was divided into 3 main sections: victims, aggressors, and observers.

Victims.

Derived from the analysis of the items of the instrument handled in this investigation, table 1 shows the results concerning some type of abuse received.

Table 1.
Types of abuse

Have you received any of the following types of abuse?	Percentage	Type
a) I have been hit, kicked, punched or shoves	11.2%	physical
b) I have been told insults that have hurt me	19.0%	verbal
c) They have threatened me to be afraid or do things that I do not want to do	3.5%	physical
d) They have taken things from me or they have broken them	9.9%	physical
e) They have given me nicknames or they have laughed at me	38.2%	verbal
f) Some colleagues do not pay attention to me and they have taken me out from the group of friends or they completely ignore me.	5.6%	social exclusion

g) There are partners who tell lies about me, they say untrue things to try to get anyone to join me	12.0%	social exclusion
h) I have been mistreated in another way	0.6%	other

It is observed that 24.6% have been abused physically, as well as 17.6% have received social exclusion and 57.2% have been mistreated verbally. This last data coincides with the result obtained in other investigations by Lucio (2008), in which he reports that verbal aggression are the ones with the highest percentage compared to other types of abuse.

Table 2 shows the frequency with which students are mistreated.

Table 2

Frequency of bullying

How many times have you been mistreated by your peers from the previous semester until now?	Percentage
a) Only once or twice	23.8%
b) Around three and six times	3.2%
c) More than six times	2.4%
d) Almost every day	2.3%
e) I have not been mistreated from the previous semester until now	68.3%

Several researchers on this subject, such as Olweus (1999), Cobo and Tello (2011), and Ramírez (2006), affirm that for bullying to be considered, aggression must be repeated and persistent, so it can be seen in the table, 7.9% of the students are victims of bullying. The most common places where students are attacked are presented in table 3.

Table 3

Places where bullying happens

Where have your peers mistreated you?	Percentage
a) In class	43.5%
b) In aisles	11.2%
c) In recess	33.8%
d) In restrooms	6.0%
e) In other areas of the campus	5.4%

Muñoz (2008) points out that the areas where mistreatment occurs most frequently are according to the level of study in which the students find themselves, in junior high school the most frequent area is in the classroom, the least frequent is the playground, and in elementary school the most frequent area is the playground, the least frequent is the classroom and other areas in the school. From the above, the data found in the present investigation show the same results, being 43.5% in the classroom, followed by 33.8% in the recess. So the following question arises: Where are the teachers and prefects?

Aggressors.

The results shown in Table 4 represent the types of abuse carried out by the aggressors against the victims.

The table shows that there is 30.5% of physical abuse, and 55.3% of verbal abuse, coinciding with Table 1 where it was observed that 24.6% have been physically abused, and 57.2% have been mistreated verbally. Agreeing with Lucio (2008), who reports that mainly, insulting and putting nicknames are the most common aggressions. Students reveal that they have mistreated their peers, even though Muñoz (2008) points out that generally young people who are aggressors do not recognize their role as such, perhaps for fear of being discovered or being punished.

Observers.

Table 5 shows the feelings expressed by the observers when they see that some of their classmates mistreat others. These observers appear by chance, they do not have specific characteristics as participants, but their characteristics as individuals will be those that result in different types of feelings and, consecutively, in behaviors.

Table 4.

Some types of abuse

Have you mistreated other students in this semester, in any of the following ways?	Percentage	Type
a) I have hit, kicked, shoved or punched	21.1%	physical
b) I have insulted my partners to hurt them	19.2%	verbal
c) I have threatened my colleagues to scare them or do things that I want from them	5.6%	physical
d) I have taken things from my colleagues or I have broken them	3.8%	physical
e) I have given nicknames or I have laughed at them	36.1%	verbal
f) I have taken some colleagues out from my group of friends, I have completely ignored them.	5.6%	social exclusion
g) I have told lies about my partners, I have said untrue things to try to get anyone to join them	4.1%	social exclusion
h) I have mistreated in another way	4.5%	other

Tabla 5.

Some feelings expressed by observers before bullying

How do you feel when you see that some of your peers mistreat others?	Percentage
a) I have never seen anyone mistreating someone	20.2%
b) I feel bad	27.8%
c) I'm afraid this can happen to me	6.0%
d) I feel sad. I feel sorry for the people who are being mistreated	19.4%
e) I feel sorry for those who mistreat their partners	17.6%
f) I do not feel anything	7.6%
g) I feel good	1.5%

It is observed that 20.2% have not witnessed bullying, so this data suggests that 79.8% have been present as observers. This result of 70.8% coincides with

Cobo and Tello (2010), since they point out that observers feel very conflicting emotions when participating as witnesses. On the one hand, they feel embarrassed by everything that happens and they feel afraid to report the facts, but, on the other hand, they feel relief that it is someone else, and not them, who suffers the situation of the victim.

From the analysis of the data, table 6 shows the degree of bullying by actor. Comparing the percentage of bullying presented by the INNE with the COBAED, the INNE reports 31% between aggressors and victims, and this research shows a 14.3%. The 7.9% revealed by the victims and 6.5% manifested by the aggressors, therefore, comparing them, our study represents a percentage a little lower. That is, 7.9% was revealed by the victims and 6.5% was manifested by the aggressors, therefore, our study represents a slightly lower percentage.

Table 6.
Degree of bullying found in the COBAED

Degree of bullying	Percentage
a) Victims	7.9%
b) Aggressors	6.5%
c) Degree of bullying found in the COBAED	14.3%

On the other hand, the results presented, at the national level, could vary depending on the methodology, and the criteria to typify certain types of school violence as bullying.

The data related to sociodemographic variables and their relation to bullying are presented below. Regarding gender, table 7 indicates that the aggressors mostly belong to the male gender.

Table 7.
Aggressors according to gender

Do male and female peers usually mistreat you?	Percentage
a) Only by male peers	49%
b) Usually by male peers	17%
c) By male y female peers	15%
d) Usually by female peers	11%
e) Only by female peers	7%

Cerezo (2009), points out that concerning the sex of those involved, male students are more involved than women; as well as Garaigordobil and Oñederra (2009), show in their research that the majority of aggressive behaviors are carried out by men.

Table 8 shows the relationship between age and the role of the actors.

Table 8.
The relationship between age and the role of the participants

Age	Victim	Aggressor
15	10.5%	6.0%
16	7.3%	4.8%
17	6.9%	6.3%
18	7.3%	10.9%
19	3.6%	7.4%

Several researchers, such as Olweus (1978), Cobo and Tello (2011), point out that some investigations, which have been carried out in elementary and junior high schools, confirm that age and the role of bullying are closely related, a situation that is not observed in the results of this investigation.

A comparison of the bullying between the semester and the role of the actors is shown in the following table (9).

Table 9.

A comparison of the bullying between the semester and the role of the participants

Semester	Victim	Aggressor
Second	10%	5%
Fourth	8%	7%
Sixth	4%	8 %

The results shown in the present study can be seen in the table 9 that coincides with what Olweus (1978) points out that there is a strong correlation between the semester and the role of the actor, so that as another semester goes by, the percentage of victims decreases and increases the percentage of aggressors.

Conclusions and Recommendations

This research shows that 14.3% of COBAED students are involved in the phenomenon of bullying, either as aggressors (6.4%) or victims (7.9%). It should be noted that this phenomenon is not only being manifested itself in elementary and junior high schools but it is also being presented in high school.

The types of bullying that are present in this investigation are the following: the verbal one with 57.2% corresponding to insults that hurt and giving nicknames or ridicule; the physical with a 24.6% which includes hitting, kicking, removing or breaking things; the one of social exclusion with a 17.6%, that includes from ways of ignoring the victim, avoiding participation in teamwork, and lying about the victim so that peers do not want to get together.

In addition, this research reports a 43.5% for having been subject to bullying in the classroom and 33.8% was manifested in areas of the campus during recess. These results suggest that both teachers and prefects have no idea what bullying really is, nor its consequences, or simply do not want to get involved.

It is concluded in terms of gender, that male students are more involved than women; in relation to the semester, it can be concluded that the victims decrease as the semester progresses and the aggressors increase as they move on to the subsequent semesters. Regarding age, there is no definite relationship, so in this research, it is the semester and not age the factor that is most related to the role of the actors.

This research proposes the need for help and participation of all those involved in the education of young people, as well as training on the phenomenon of bullying, types of bullying, bullying actors, risks and consequences for managers, administrators, students, teachers, prefects, social workers, mayors and parents. In addition, a joint work plan with other sectors of society (Human Rights, Health Institutions, State Congress, etc.) is necessary, so that the results can be satisfied with the information given at the right time. Also, becoming aware that we can build better relationships and better lives if we live with sympathy and kindness in any area where we find ourselves for the benefit of our entire society, in order to avoid this phenomenon becoming a social problem with serious consequences.

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DO YOU KNOW WHAT CYBERBULLYING IS...?

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Yolanda Noemí Guerrero Zapata

Abstract

In relation to cyberbullying, there are several aspects which can be analyzed, without no doubt, however, this article authenticates the interest in unveiling a reality about what questions the educational model based on the use of Information and Communication Technologies. It is stated the acknowledgment of the benefits offered by ICT to the educational world, as well as the recognition of curricular, formative and methodological gaps with which the model is developed, in addition to deficiencies, failures, limitations in infrastructure, equipment, among others, in the way they work. The problems with which this model has been developed lead us to conclude that the school has not been able to train students in the virtual and technological fields. Scientific and technological advances have sparked the appearance of new sociocultural environments like distance-online education, or otherwise, have already modified the existing ones, for example, our country. All progress brings a hard social and cultural crisis, which is reflected heavily in spaces of vulnerability of society.

Keywords: Cyberbullying, ICT, sociocultural environments, students.

Introduction

This article aims to recognize the different faces of the phenomenon, which generate awareness and action, and the presentation of a proposal that, in our opinion, will have an impact on the current phenomenon and on the other hand, on its foresight, insofar as the next generations work towards addressing this matter.

The approach presented is based on a study on the incidence and manifestations of bullying in high school and college level, in the municipality of Guasave, Sinaloa; supported by the phenomenological method and under the auspices of observation and survey applied to young people whose unique characteristic was that of the student.

From the above, this study states a proposal of a comprehensive care program that addresses the problems of school violence and gender emerges.

Problematization vs context

As can be seen from the title itself, the dichotomy between 'the good and the bad' in the use of technologies puts us at a crossroads.

The landing of information and communication technologies in education (ICTs), given their low cost and easy access to them in the market, has undoubtedly contributed significantly to the social and economic development of countries around the world.

Being indisputable the fact that these (cell phone and / or iPad), have been an important tool in the new educational model, strengthening ties of all kinds, fostering what Castells (2012)³² Nicholas Burbules (2009)³³ and Isaac Asimov

³² Castells Manuel in interview presented by citylab, on YouTube. When talking about leadership on the web. <http://www.youtube.com/watch?v=E44WA2LYtvA>, rescued on June 19, 2012.

³³ Nicolas Burbules in Conference 'The impact of ICTs in education. Models and scenarios', July 14, 2009 presented by educate Argentina, at www.youtube.com/watch? Rescued on June 22, 2012.

(2012)³⁴, in different moments and spaces have been pointing out: the configuration of new sociocultural environments and what this entails. Both the good and bad.

In accordance with the previous approaches, but also assuming the school reality and the real concern of it, is that Ortega, Mora-Merchán and Jäger (2007; 3)³⁵, warn the following...

Social life and especially the progress in acquiring skills to recognize one's own individuality while at the same time establishing positive relationships with others, has become one of the great educational challenges in this globalized society that demands, rather than never, that people are supportive and understanding with others. This laudable objective is the task, in all countries, of all the communities and institutions that deal with education: family, school and society in general.

The institutions do much of what is in their power to achieve it, but it has not yet been possible to avoid that the conflict, the diversity of interests, if not injustice or incompetence, have reduced the set of social problems that affect our youth. One of these problems, not the only one and perhaps not the most widespread, but obviously serious and worrying is the problem of School Violence and Bullying. This is a current problem in all school institutions and although much has been done since it was revealed as a real fact, quantifiable and with negative effects both among individuals who are involved in it, and in the institutions that are affected in the quality of coexistence, has not been eliminated completely.

In this process of attention has been paid, not only to the traditional forms of these disturbing phenomena, but also to new types of VSB (school violence and bullying), such as the so-called cyberbullying, a phenomenon that emerged under

³⁴ Asimov Issac (1988) 'The impact of the internet on education and on our lives' in Interview conducted by Bill Moyers for his television program "The World of Ideas", [http://www.pbs.org/moyers/journal/blog/2008/03/bill_moyers_rewind_isaac_asimo ...](http://www.pbs.org/moyers/journal/blog/2008/03/bill_moyers_rewind_isaac_asimo...), rescued on June 22, 2012.

³⁵ Ortega Rosario; Mora-Merchán Joaquín; Jäger Thomas (2007), Acting against bullying and violence. The role of the media, local authorities and the internet [E-Book]. Accesible at <http://www.bullyin-in-school.info>

the protection of virtual technology, making these appear their nefarious side; very far from building a bridge that provides the incorporation of the individual, to the knowledge society.

This is clear and real, since there is no training space that educates us in the use and proper application of ICT, as well as its advantages and disadvantages, its benefits and consequences in the pisco-affective, psycho-cognitive, and also, the social and economic as stated by (García, 2014)³⁶, in the model proposal of use of ICT, a model in which it allows cyber-prophylaxis to be seen, as the alternative to the bio-corporal problems that we are currently suffering, product of the time 'dedicated' to technology and to which our project has devoted special attention to new forms of school bullying and violence, centered above all on the phenomena of *cyberbullying*, *happy slapping* and *dating violence*, being the ones with the most media coverage received.

This paper is a consequence of a work carried out in the city of Guasave Sinaloa during 2011; in the search for incidences and manifestations of bullying at the upper secondary levels.

From the findings obtained in that one, one of the most evident edges was taken back, detached from the use of ICTs, especially cellular phones. The survey was the technique used to recognize the degree of rapprochement of the student population of the municipality, with cyberbullying, final goal of the work.

The point of view

To be a country with a great economy or to be one of the first world, does not represent, in terms of violence, any difference. As researchers from different fields of study have already said, the development of new technologies, especially those related to mobile phones and the Internet, have led to a spectacular growth in linking

³⁶ García Méndez Julieta (2014), Conference given on March 6, 2014, within the framework of the SOMECE Virtual Seminar, Mexico, D.F.

people together through social networks, whether they are close or distant, and with it, new socio-cultural environments.

The fact constitutes a phenomenon as a problematic situation that affects society as a whole, at its different levels (individual, family, institutional and social). The phenomenon, taken up again from the point of view of Altusher (Mercado, 2011)³⁷, calls into question the benefits of technologies, even in the educational space. The confusion is clear, because the absence of a training in educational technology prevents us from distinguishing between ICT and TAC easily confusing them (Ruíz Mónica, Abella Víctor, Austin Vanesa, 2014)³⁸.

The first are those that encompass the technologies that allow us to inform ourselves while communicating, while the latter, and aim to contribute to academic development. The border between both is imperceptible because even the TAC, they lead to the learning of the handling of the ICT. It is just that border fragility between the two, which leads to the demonization of the ICT.

In his defense Marx, in Mitcham (1989)³⁹, states that the problem is not the technologies (computers, cell phone, video recorder, etc.), but the use we make of it. The internet and social networks fulfill a social function as Castells (2012)⁴⁰, points out, they represent the window towards the knowledge society, as a communication channel with the world.

In contrast, Ortega, Mora-Merchan and Jordhi (2007)⁴¹, point out that since the rise of social networks, it has been noted how dangerous they can be if a measured control over their use is not taken. All kinds of events take place in the networks, from positive to those that cause death, as well as harassment and discredit on the Web.

³⁷ Mercado Velasco José María, 2011, Chapter 2 "Phenomenology of social indicators" in *Sociology of the 21st Century*, United States of America, United States of America, p. 421

³⁸ Ruíz Mónica, Abella Víctor, Ausín Vanesa, 2014. *The educational blog as an ICT tool and instrument TAC: IN METHODOLOGIES*, Aqualafuente Ediciones Universal, Salamanca- Page 139

³⁹ Mitcham Carl (1989), *what is the philosophy of technology?* Anthropos Editorial del hombre, Spain, pp. 211

⁴⁰ Castells Manuel (2012), *op cit* 3

⁴¹ Ortega Rosario; Mora-Merchán, Joaquín; Jäger Thomas (2007), *op cit* 6

Conceptualizing cyberbullying

To achieve a better understanding of the concept, let's make it clear that cyberbullying is a word composed of two English terms. On the one hand, cyber comes from cybernetics, whose literal translation into Spanish means virtual space; and on the other hand, bullying, a concept whose literal translation into Spanish does not exist, but because of its English origin it is associated with that of violence. Therefore, this compound word is translated as intimidation and/or mistreatment between adolescents and young people of both sexes and similar age, a necessary condition to consider this phenomenon as such, through the virtual space (AP Benedito, 2011)⁴². Moreover, Víctor Ayala (2011)⁴³ points out that cyberbullying aims to intimidate, assault, or annoy people of their same age, through text messages or images broadcast on the Internet, when using the network.

According to Ortega, Mora-Merchán, & Jäger (2007)⁴⁴, in addition to Nancy Willard and Bill Besley (2005)⁴⁵, cyberbullying consists of being cruel to another person by sending or publishing harmful material, or the implication of other forms of aggression using social networks and digital technologies.

New technologies have enhanced social communication, giving rise to what is now known as "the fourth socialization space". According to experts in psychology such as Collell and Escudé (2008)⁴⁶, this is a new form of harassment or a perverse form of interpersonal relationship. It is an act of camouflaged violence; symbolic violence would say Bourdieu (2002)⁴⁷.

⁴² A. P. Benedito, in the School of Parents course. CYBERBULLYING, nusaeduca.files.wordpress.com/2011/.../cyberbullying, obtained on January 7, 2012.

⁴³ Ayala Víctor (2011), CIBERBULLYING, published in El Nuevo Diario.com.ni, www.elnuevodiario.com.ni/informatica/107305, obtained on December 17, 2011.

⁴⁴ Ortega Rosario; Mora-Merchán Joaquín; JägerThomas (2007), op cit 6

⁴⁵ Belsey Bill (2005). www.cyberbullyingnews.com, obtained on July 17, 2012.

⁴⁶ Collell Jordi, Escudé Carmen (2008). Cyberbullying. Harassment through the network, www.xtec.cat/~jcollell/ZAP%2024.pdf, obtained on November 13, 2011

⁴⁷ Bourdieu Pierre (2002), cultural capital, school and social space. Siglo XXI, Mexico.

In this regard, Hernández and Solano (2007: 23)⁴⁸, quote:

We consider that there are two forms of cyberbullying: one that acts as a reinforcer of a bullying already undertaken, and that form of harassment among equals through ICTs without precedents. In the first concept, we consider cyberbullying as a more sophisticated form of harassment, generally developed, when traditional forms of harassment cease to be attractive or satisfactory.

With regard to the second concept, they are forms of harassment between peers that do not have a history, so that for no apparent reason the boy or girl begins to 'receive' harassment through ICTs. Sometimes, after a time of receiving this type of harassment, the cybercriminal decides to complete his work with a face-to-face experience.

This type of network harassment presents characteristics similar to other forms of harassment, such as the violent behavior or harassment that is highly premeditated and intentional, which is based on an asymmetric relationship of control and power of one over the other.

Despite the fact that studies on this subject are limited, and that the effects derived from this form of technological harassment are empirically unknown, the first attempts in this regard transfer the effects of face-to-face bullying to virtual bullying.

Cyberbullying: A global concern

Countries such as Canada and England since 2000 have been conducting research in this area, such as the work of Ortega, Calmaestra, and Mora Merchán (2008)⁴⁹ which show the Spanish concern.

⁴⁸ Hernández M^a Antonia and Solano Isabel, (2007: 23), Clarifications about cyberbullying, obtained on April 15, 2012, (<http://educacionsocialciberbullying.blog.com>)

⁴⁹ Ortega Rosario, Calmaestra Juan and Mora Merchán Joaquín (2008) "European Studies Within to DATHNE Project" in Cyberbullying in the Global Playground: Research from International Perspectives (2012) edited by Qing Li, Donna Cross, Peter K. Smith, Blackwell Publishing, United Kingdom, pages 306

Mexico has also showed being interested in doing research on this matter. Organizations such as the Mexican Council for Educational Research (COMIE) created a line of research with the theme of Coexistence, Discipline and Violence in Schools⁵⁰, as well as private organizations such as the 2012 ASI Guide, among others, are evidence of this.

Knowing the incidence and manifestations, but especially the impact caused between the victims and their families, leads us to some reflection, as an introduction to action, is the objective of this work. The reactions provoked in parents, teachers and directors warn us of the negative implications of the internet and cell phone, but also of TAC and ICT, respectively.

In spite of this, neither social networks will cease to exist, nor will companies stop their career in the world of technologies, which means that as long as ICTs continue to be demanded, the competition will also be.

Unfortunately, there is no legal protection for these forms of harassment in cyberspace, because although a website is closed, another one is opened immediately, this concern is expressed by the governments of the states (Cuén, Sánchez, Lizárraga, 2014)⁵¹, and this is only seen in the level of face-to-face violence, without referring, the violence generated from and in the virtual space.

In an inverse sense, Castells approach (2012)⁵² takes force regarding the asymmetry of knowledge that he points out in his Burbules' lecture (2009)⁵³; also, the fact of the sociocultural transformation is reinforced, the merger of the social with the technology.

⁵⁰ <http://www.comie.org.mx>

⁵¹ Cuén Ojeda Héctor Melesio, Sánchez Zatarain Rosario, Lizárraga Robespierre (2014), Initiative with draft Law that creates the Institute of Research, Prevention and Treatment of School Violence in the State of Sinaloa, State Congress, Culiacán, Sinaloa.

⁵² Castells Manuel (2012), op cit 3

⁵³ Burbules Nicolas (2012) op cit 4

The protagonists of Cyberbullying

There is a high degree of agreement in categorizing those involved in this practice, within three major groups: First group, "the harasser" -cyber aggressor- who defines himself as a cold person with little or no respect for others who enjoy and he feels the power from anonymity. The second group where there are other people involved who are the victims - cybervictims - who feel helpless, in many cases, guilty, and believe they are the ones who have done something wrong, so they believe themselves, they deserve this because nobody supports them.

The third group is those involved who are the witnesses or also called cyber spectators, those who, although in most cases they usually observe, remain silent for their own protection. But on other occasions, they become animators of the action.

Logically, each of these groups plays a complex role in the dynamics of aggression-victimization, which has its own characteristics in relation to those established outside the digital environment. However, it is also true that many of the characteristics of these dynamics seem to be similar, for example, those that are being developed within the school context, as it is supported by the fact that about 30% of victims personally know their online attackers (Patchin and Hinduja, 2006)⁵⁴, or the fact that 84% of the aggressors know their victims (Ybarra and Mitchell, 2004)⁵⁵.

In any case, we agree with Castells (1999)⁵⁶, when considering those behaviors on the Internet are some reflection of behavior's society, since in the words of this author, the Internet allows the development of new forms of social

⁵⁴ Patchin Justin, Hinduja Sameer (2006). Bullies Move beyond the Schoolyard: A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148-169.

⁵⁵ Ybarra Michele, Mitchell Kimberly (2004). Online aggressor/targets, aggressors and targets: A comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45, 1308-1316.

⁵⁶ Castells Manuel (1999), Op cit 3

relationship that they may not originate from themselves, but they are the result of a series of historical changes that could not be developed without networks.

Cyberbullying, modalities and manifestations

According to Bill Belsey (2005)⁵⁷, president of www.bullying.org and www.cyberbullying.ca, some forms of cyberbullying and anifestations are, such as e mail, mobile phone, instant messaging, recording acts or violence games, which are limited by the technological expertise and imagination of the bullies, which is not very encouraging; On the other hand, according to Fante (2005)⁵⁸, young people use weblogs, social networks, and instant messaging systems to intimidate their peers, releasing from those are happy slapping and dating violence, so recurrent in our days and among our student population.

The first is characterized by hanging photos or videos on internet sites where there are scenes of violence which are captured by mobile phones, whereas the second, dating violence or dating violence, is defined as any intentional sexual, physical or psychological attack of one member of the couple against the other, in a context of dating or courtship. Violence in courtship crosses all racial, age, economic and social lines.

At present, most children usually have an electronic address since formal education, even though they do not have a computer or Internet access at home which allows them to interact with the world of videogames.

E-mail is one of the communication tools whose use has been extended among interlocutors. Its great advantage lies in the possibility of sending text files, images, video, and audio, as well as storing large amounts of information. Because of this, due to the proliferation of servers that are allowed to create free of charge and unlimited capacity e-mail accounts, as well as to provide information, the number

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⁵⁸ Fante Cleo (2005) Cyberbullying, a bullying problem - Virtual Library- www.biblioteca.org.ar/libros/141650.pdf, obtained on May 9, 2012.

of e-mail addresses per user has increased considerably, and therefore, the creation of false identities, and identity spoofing.

The following example is a case of cyberbullying of a 14-year-old girl, obtained on April 9, 2012⁵⁹,

'Hello bitch ... today you vacillated a friend of mine, and look, with her you do not get in touch! Be careful understand! Look brat I guess you've heard about me ... I go with knives and rock understood? So I hope no one will talk to you about you ... because as I say something about you I swear that I raped you and killed you. '

When the identity of the aggressor is unknown, there is a great feeling of helplessness because the harassment invades privacy and security within the family environment, so it develops a feeling of total lack of protection, since the action is made public.

Cyberbullying in Guasave

The emergence of social networks has unquestionably come to shape new socio-cultural environments, permeating both children and adults. On the one hand, ICTs, and on the other, the media, have been responsible for "seeding" the new culture in young people. A culture which is certainly misunderstood, and therefore misused.

The cellular phone has turned out to be a multifunctional device since it provides not only a means of audio-graphic communication, but also a means of written communication (word processor). It is a tool, which captures equally images than sounds (camera, video recorder, and recorder) at market prices accessible to any pocket.

However, cell phone abuse as a tool to publish and spread acts of violence, discredit and intimidation are a constant among our population. Examples such as

⁵⁹ www.cibersociedad.net/congres2006/gts/comunicacion.php?id... Spain

the practice of an autopsy, or the one that shows the decapitation of a person, or other that shows a clear scheme of alcohol, sex and drugs, manipulated from the cell phone and disseminated through social networks via the Internet, validate the above mentioned.

It is so of those videos sponsored and still do, although buried, the 'games' or 'jokes' in which are the same boys or girls that appear in the videos, while one, or one is displayed there is another It captures images and a series of third parties, which animate or enliven the show that is recorded and edited for publication and dissemination among the population whose age fluctuates in the range of the participating children.

When observing the clear interest among boys and girls by cell phone use for such purposes, this led the author to the following reflection ... Do those boys and girls know what they are doing, by being recorded in situations, although without any malice, they can be considered compromising in the future? Do these boys and girls know their games or jokes cause an emotional impact on others? Are they aware of the damage they cause themselves and their families? Do they know what it is called? And what they are doing?

Do you know what cyberbullying is...?

For this purpose, the survey was conducted in busy public spaces, and applied to a sample population of young people whose main characteristic was to be a student, ranging between 12 and 20 years, being as essential question, do you know what cyberbullying is...? Which constituted the axis of this article. It should be made clear that age was not a criterion in itself because it coincided with the principle that our respondent should be a student.

The main question posed to our young respondents was, do you know what cyberbullying is ...? Other more questions were preceded, that as a whole provided structure to the article we present here.

It is incredible but the data below, thus confirms it. On the basis of 100% of the surveyed population, to say that 31% executing an action, without knowing its meaning and/or its meaning and therefore its implications, reveals the urgent need that as parents, teachers and society in in general, we have to educate our boys and girls in the proper use of technologies, particularly cell phones, given their accessibility. Thinking that an adult is unaware of the existence of technological devices or virtual language, would be possible, but not of a generation that was born, so to speak, surrounded by them.

The possibility of being ciber-victimized by someone who is ignorant of the dimension of his or her online actions, acting as a "joke", is always latent. That is, just over a quarter of the surveyed population indicates that they have received a threat through the ICTs and acknowledge that they have been attacked. The results show that 14% of the victims were women, and were attacked by women with 7%, in contrast to 3% where man is identified as the aggressor. While 4% of the participants revealed they did not know the gender identity of the aggressor. Also, this type of cyber-aggression is not exclusive to women, as the study shows men have also been victims, being people of the same sex as their victimizers, as well as women and those called, of the third sex. From this fact, we recognize the existence of gender violence even at an early age.

In addition, this study shows an alarming fact, a considerable 17% of young people admit being aggressors, while 15% of them agreed to know their victims. They also admit that the identity of the aggressor is often unknown.

In awareness of aggression, and although its causes can not be inferred, paraphrasing Maslow and Rogers (2011), whoever assumes attitudes of arrogance reflects needs not covered in the family, those who hide behind technologies maintain anonymity, (Smith and team); on the other hand, we should not forget the statement made by Ayala (2011), as well as Foucault (1975), as the violent historically given nature of the human being in the search for his survival and the maintenance of status, which together refers to the approach of Bourdieu (2002), in terms of the reproduction of cultural patterns.

It is difficult to explain the mix of feelings suffered by those who live experiences of this nature, especially when the identity of the aggressor is unknown to the victim. The mix of feelings referred to by the youth sample surveyed, includes surprise, anguish, anxiety, anger, impotence, fear, shame, guilt; mixed feelings that lead the sufferer to action, although not always the most equanimous. Some decide to speak with someone they trust; in the case of women, they prefer to keep quiet. When the identity of the aggressor or aggressor is recognized, the victims dare to confront them. Most of them admit not knowing what to do.

The edition of photos and images (violence or sexual) is a constant of cyberbullying put into practice by a part of the population studied. It is an action as equally carried out by women as by men, having as excuses the joke or the clear intention to bother, as well as for differences or for not agreeing in the appreciations of the other. The editing of photos or images is not a private action of men or women, nor is those excluded, who profess different sexual preferences.

By not confirming a weighty explanation on the part of the cyber-aggressor, the apparently simple conclusion entails great depth. The satisfaction that is obtained in the act of aggression is not more than that experienced in making the action, and much more to imagine the impact it causes in the other person, due to the need to remain anonymous that prevents witnessing the fact on-site.

According to the results of this research, there are no differences between boys and girls when it comes to 'participating' in the problem as victims, the opposite happens when we consider the role of aggressors, in this case the endorsement is more frequent among children with a 17% acceptance and recognition, compared to 5% that involves girls as aggressors.

Ybarra and Mitchell (2004) point out that through telephone interviews with teenagers between 10 and 17 years old, they found that 19% had participated in an episode of cyberbullying as victims or aggressors. This study found that 47% of the participants surveyed confirmed the same thing about having participated in cyberbullying in the role of a victim or an aggressor.

The most dramatic effects of cyberbullying are those that include threats -in some cases of death-, getting more attention from the media and, therefore, from parents, educators and educational administration. However, we must not forget that any type of episodes of this nature causes harmful effects on young people and their families, since these attacks can damage self-esteem and self-confidence, which can drag academic problems, difficulties in interpersonal relationships and a psychosocial maladjustment.

This set of characteristics means that the effects of online aggressions are, if possible, more severe in many cases than in conventional forms of Bullying.

In our case and as a contextualization, the level of perception that we have about violence at the social, institutional and even family levels; although variable, it is not denied.

Contrary to the idea of recognizing violence, our surveyed population equally accepts their participation as aggressor in acts of physical violence or well supported in some type of device, mainly the cell phone and then the Internet through a social network. They admit, they have been a victim at least once, of physical violence or mediated by technological resources; also, they recognize their participation as spectators in any type of action of violence towards someone in particular or towards all those who carry some type of electronic device.

It does not exist in most of the times, a reason why these actions are 'applied', according to our young respondents; the reasons can be varied when they put them into practice.

A comprehensive program for the attention of school violence problems (PIAPROVE)

It is intended that the findings obtained in this work can help as a guide for the state government, in terms of the design of public policies and higher social spending on education, as well as the education authorities, which allow for prevention, this intervention and research can discover the causes that produce it.

Studies and surveys conducted internationally have revealed among population, that the key of preventing violence is education in equality and mutual respect, however, the school community should not be considered responsible of this fight.

School administration must assume to share responsibility. This fight against bullying or school violence cannot continue to be a voluntary effort by teachers and families. It must be the educational administration that must lead an organized struggle in educational centers, public and private, allocating for this the necessary resources. It has to be a joint work to look for a solution to what is already a serious problem.

That is why it is an urgent task, the creation of a department that addresses the issues of gender and violence, within each educational center by putting into practice the following measures: intervene immediately when the first sign of physical or psychological abuse happens; explain to students what equality and respect consist of; and make all classes become more active, regardless the subject that occupies them.

Middle higher and higher education institutions should develop, from their departments of Educational Guidance, Tutorials and others, some intervention projects through awareness campaigns in all orders, with young students, because we must not forget that the most important sustenance of this work was obtained from the students themselves. They are the ones who, with their contributions, describe the unflattering panorama.

Human rights, the Institute for Women; Non-Governmental Organizations (NGOs), established in the municipality, are committed to ensuring the welfare of the population; Education is an alternative, which we are leaving in the hands of educational institutions, neglecting that subject.

One way to contribute to the education of the population, from the different platforms mentioned (and still others), is through the creation of teamworks or academic bodies that invest in the area of educational research.

Society takes a time to assimilate the phenomena that arise, which does not release its responsibility. It is social commitment, the involvement in the prevention, intervention and investigation of bullying and / or cyberbullying problems. Today, classrooms are the present of many children and the future of all citizens, so it is essential to develop coexistence programs.

Families, from their part, should be thoughtful to their children. They should observe their behaviors, their moods, changes in their habits or customs. They must dialogue and try to understand them from their perspective, from their reality, not from outside. They should support them in an equal and comprehensive socialization.

As we all know, the use of the Internet and electronic devices by teenagers and young people in social networks has grown dramatically in recent years. This phenomenon has been accompanied by unflattering experiences, motivated by aggressive behavior, harassment and defamation, through messages and / or the publication of videos. The program asi-mexico.org, understands this as "Risks in Internet for minors" those situations that expose them to suffer damages in their physical health or emotional development.

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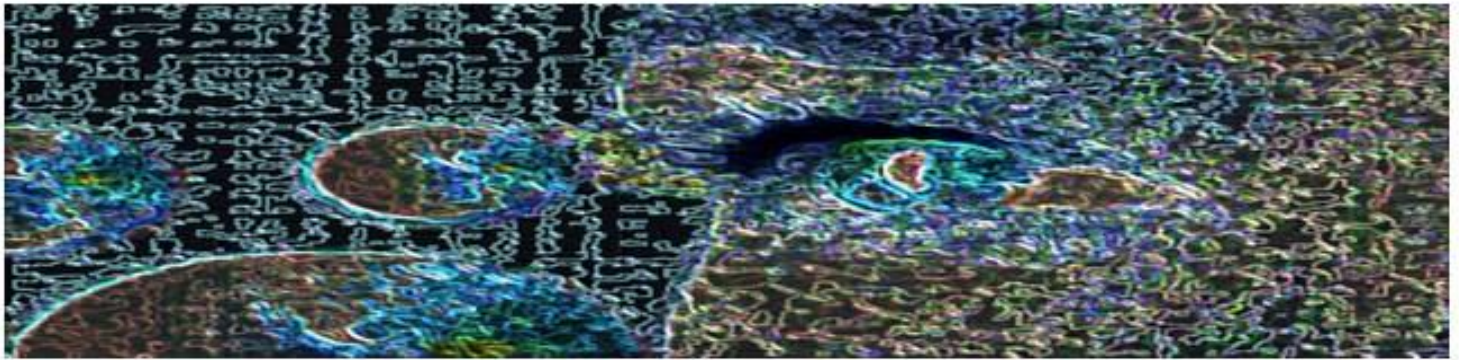
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In this book, six articles of the Praxis Investigativa ReDIE journal that were favorably evaluated to be published in English are presented.

In their evaluation, the arbitrators took as criteria: quality of the article, validity of the information provided and potential interest that could awaken in the English-speaking public.