

# EMERGING EMOTIONAL ELEMENTS FROM THE CEV REPORT WITH PRIMARY SCHOOL STUDENTS BASED ON PLAY AND RECOGNITION.

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## Resumen.

In fourth grade children in the key of what is narrated in the reports of the CEV (Commission for the Clarification of the Truth), therefore, it aims to understand the emerging emotions in the volume called: No es un mal menor: niñas, niños y adolescentes en el conflicto armado, in terms of the affectations caused by the modalities of violence, the reflection on the human and comprehensive truth, and the recognition of the victims of the armed conflict. For this purpose, a methodology based on a historical hermeneutic approach was used, through which the understanding of these emotional elements is investigated and discussed in the classroom. Some of the results suggest that it is possible to speak of emerging emotional elements in the CEV and that the children of the educational institution narrate some emotional experiences that juxtapose with what is exposed in the report addressed, in such a way that this makes possible a bridge towards empathy for other peers who have lived the conflict in a direct way. It is recommended to address these controversial issues not only with primary school students, but also with the entire educational community, fostering a critical awareness of our reality and enabling the emergence of more studies on the subject, in order to improve a comprehensive education for peace.

**Keywords:** CEV report, emerging emotional elements, truth, recognition, enlightenment, emotional education, cooperative games, social-emotional skills.

## Abstract.

En esta investigación se pregunta por el papel de la educación emocional en niños de cuarto de primaria en clave de lo narrado en los informes de la CEV (Comisión para el Esclarecimiento de la Verdad), por tanto, tiene por objetivo comprender las emociones emergentes en el volumen llamado: No es un mal menor: niñas, niños y adolescentes en el conflicto armado, en función de las afectaciones ocasionadas por las modalidades de violencia, la reflexión sobre la verdad humana y amplia, y el reconocimiento de las víctimas del conflicto armado. Para ello, se utilizó una metodología basada en un enfoque histórico hermenéutico a través del cual se indaga por la comprensión de dichos elementos emocionales y los pone en discusión en el aula de clase. Algunos de los resultados sugieren que es posible

## ELEMENTOS EMOCIONALES EMERGENTES DEL INFORME DE LA CEV CON ESTUDIANTES DE PRIMARIA A PARTIR DEL JUEGO Y EN CLAVE DEL RECONOCIMIENTO.

hablar de elementos emocionales emergentes en la CEV y que los niños de la institución educativa narran algunas experiencias emocionales que se juxtaponen con lo expuesto en el informe abordado, de tal manera que esto posibilita un puente hacia la empatía por otros pares que han vivido el conflicto de manera directa. Se recomienda abordar estos temas controversiales no solo con estudiantes de primaria, sino también con toda la comunidad educativa, propiciando una conciencia crítica frente a nuestra realidad y posibilitando el surgimiento de más estudios al respecto, en aras de mejorar una educación integral para la paz.

**Palabras Clave:** Informe de la CEV, elementos emocionales emergentes, verdad, reconocimiento, esclarecimiento, educación emocional, juegos cooperativos, habilidades socioemocionales.

## I. INTRODUCTION.

The process of truth clarification is complex and challenging. The reports of the Truth Commission (CEV)—focused on coexistence and non-repetition—were established within the Peace Agreement as an extrajudicial and temporary body, forming one of the pillars of the Comprehensive System for Peace. This system also includes the Special Jurisdiction for Peace (JEP) and the Unit for the Search for Missing Persons (UBPD) (CEV, 2022, p. 17).

The volume *It Is Not a Minor Issue: Children and Adolescents in the Armed Conflict* compiles the experiences, narratives, and testimonies of children and adolescents affected by the war. These accounts reveal a chain of violent events rooted in precarious living conditions and high vulnerability, characterized

by limited access to healthcare, education, and basic services necessary for a dignified life and improved socio-economic opportunities.

This research aims to understand the emotions emerging from the Truth Commission report *It Is Not a Minor Issue*, particularly in relation to play, in order to reflect on the implications of recognition among fourth-grade students at the Josefina Muñoz González Educational Institution.

The first objective involves reviewing the volume to identify emotional elements in victims' narratives and establish connections with theoretical perspectives on emotions, allowing for the extrapolation of these findings to students' classroom narratives as a basis for reflection on recognition.

The second objective consists of a documentary analysis of creative outputs produced by fourth-grade students at the institution in Rionegro, Antioquia. These creations express emerging emotional elements inspired by the testimonies presented in the report and generate reflections on recognition.

The third objective analyzes the implications of emotional education through play as a strategy that fosters socialization and cooperation among students.

To support this research, a review of local, national, and international studies was conducted, selecting seven relevant works addressing emotions, childhood, the CEV, and the Colombian peace process.

Accordingly, this research has both social and educational impact, not only within the institution but also in the broader municipal context, as it represents an innovative educational intervention that can be replicated in other settings.

## II. THEORETICAL FRAMEWORK.

The theoretical framework is structured around three main categories: childhood and school, school and Truth Commission reports, and emotional education.

The first category recognizes childhood as a multifaceted concept that cannot be reduced to a stage defined

solely by positive emotions. Instead, it is closely linked to developmental stages and to the role of the school in shaping this process.

The second category establishes a connection between educational contexts and Truth Commission reports. Studies such as Mosquera and Martínez (2021) argue that issues such as truth clarification, reconciliation, reparation, and non-repetition can and should be addressed within schools.

Finally, emotional education is understood as a fundamental component of contemporary education. Increasingly recognized as essential, it is based on the premise that emotion and reason are interconnected and should not be treated as separate processes.

## III. METHODOLOGY.

This qualitative research seeks to facilitate the recognition of emotions through classroom-based interventions. As noted by Sampieri et al. (2014), qualitative approaches aim to describe, understand, and interpret specific aspects of reality. Through data collection, analysis, and comparison with existing studies, it becomes possible to better understand the phenomenon under investigation and even generate new theoretical insights.

The study adopts a historical-hermeneutic approach, focusing on the interpretation of historical and cultural phenomena within students' contexts, recognizing their diversity and lived realities.

The population consists of fourth-grade students at the Josefina Muñoz González Educational Institution. Following Creswell (2011), the sample was selected systematically, including participants who met criteria relevant to the research objectives.

Observation played a key role in the research process, supported by field notes documenting classroom sessions. These records enabled a rigorous analysis of the data.

Different instruments were designed for each objective. The first involved documentary analysis of the CEV report. The second included the use of a patchwork

quilt methodology, through which students expressed emotional elements via creative and playful activities such as observation exercises, letter writing, and drawing. These outputs were later analyzed and triangulated with theoretical perspectives.

## IV. RESULTS.

### Objective 1.

Truth emerges as a key element in breaking cycles of violence. As stated by the CEV (2022), understanding events allows individuals to process experiences and cope with their consequences, whereas uncertainty hinders emotional processing (p. 310).

The findings highlight the significant impact of violence on children and adolescents, noting that over 50% of victims are under 18 years old (CEV, 2022, p. 331). These experiences often result in long-term emotional burdens.

Predominant emotional responses include fear, uncertainty, guilt, sadness, anger, and resentment—emotions that undermine peace and social cohesion.

### Objective 2.

Recognition emerges as a central theme, emphasizing the importance of giving voice to child victims and promoting dignity and non-repetition. Students demonstrated strong emotional engagement, recognizing their own emotions and empathizing with others' experiences.

However, some students revealed personal exposure to violence, expressing unresolved emotional distress. This underscores the need for careful pedagogical approaches to avoid revictimization.

Silence also emerged as a significant theme, with students expressing fear, shame, and reluctance to speak about violence. This reflects broader social patterns where emotional expression is suppressed.

Recruitment, displacement, and orphanhood were identified as forms of violence that shape children's identities and generate long-term trauma. These experiences are often associated with feelings of sadness, anxiety, and loss, although some students displayed

emotional detachment, possibly due to limited exposure or understanding.

### Objective 3

Play-based strategies proved effective in fostering emotional expression and participation. Cooperative games, in particular, promoted values such as empathy, solidarity, and active listening.

These activities facilitated a supportive learning environment, enabling students to engage with complex topics in a meaningful and accessible way. The findings suggest that play enhances both learning and socio-emotional development.

## IV. CONCLUSIONS.

This study highlights the importance of recognizing emotional elements within the CEV report as part of a broader educational challenge. Revisiting recent history through critical reflection allows for new interpretations that position children as active participants in constructing meaning.

Emotional education plays a crucial role in primary education, as it supports the development of empathy and personal identity. However, it also raises important pedagogical questions regarding how to address sensitive topics without causing emotional harm.

Despite these challenges, incorporating victims' testimonies in the classroom—through appropriate methodologies—can foster understanding, empathy, and critical awareness.

Finally, play emerges as a powerful educational tool, promoting participation, cooperation, and emotional expression. It enables students to engage with complex social issues while developing essential socio-emotional skills.

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## Appendices.


# HUELLAS REVISTA 2025

Violeta 46

1. ¿Porque crees que la gente calla algunas cosas?


- Porque no tienen confianza. o algunas ocasiones porque los enseñan a que esta mal visto expresar sus emociones

que te pasa



2. ¿Pienso en algo situación que te produzca miedo, rabia, tristeza, culpa o angustia? ¿A quienes le contarias esa situación? ¿Por que a ellas? ¿Como te sientes?


Rx = le diria ala profe y yo pase algo ya no controlo mis emociones yo se llama violeta un señor que una de mi tia y ella el papa de me lech ya te esta creciendo y eso te da tiempo a los 8 años ya tengo 10 años...



¿cómo sería dejar tu escuela, tus amigos y Juguetes y empezar de nuevo en un lugar desconocido?

¿como te sentirias?

me sentiria mal porque tendria que dejar mi escuela mis amigos y empezar en un pais o un pueblo que no conosco y puede haber gente que jusque.





HUELLAS  
revista

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