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Artículos científicos

Currículo extraescolar de arte y cultura para el desarrollo humano en una escuela secundaria técnica

After-school Curriculum of Art and Culture for Human Development in a Technical Junior High School

Currículo pós-escolar de artes e cultura para o desenvolvimento humano em uma escola técnica de ensino médio

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Resumen

El desarrollo humano necesita de programas educativos enfocados en promover el pensamiento creativo, el sentido de justicia y la amabilidad, entre otras capacidades. La presente investigación tuvo como objetivo evaluar la eficacia de un taller de arte y cultura para el desarrollo humano de un grupo de adolescentes. Fue realizada con base en una perspectiva holística que integra conceptos, principios teóricos y prácticas de la educación positiva (basada o derivada de la psicología positiva) y de la educación emancipadora, al igual que toma en cuenta los conceptos de género e interculturalidad. Participaron tres instructoras de la Universidad Autónoma de Yucatán y 17 estudiantes de una escuela secundaria del municipio de Oxkutzcab, Yucatán. La eficacia comprobada del taller de arte y cultura fue de buena a alta: los resultados esperados de aprendizaje fueron logrados. El contar con un espacio de adolescentes para convivir armónicamente, sin miedo a desacreditaciones, y en un marco de colaboración, respeto y aceptación fue clave para el logro de los objetivos del taller.

Palabras clave: arte y cultura, currículo extraescolar, desarrollo humano.

Abstract

Human development needs educational programs focused on promoting creative thinking, a sense of justice and kindness, among other capacities. The present research aimed to evaluate the effectiveness of an art and culture workshop for the human development of a group of adolescents. It was carried out based on a holistic perspective that integrates concepts, theoretical principles and practices of positive education (based on or derived from positive psychology) and emancipatory education, as well as taking into account the concepts of gender and interculturality. Three instructors from the Universidad Autónoma de Yucatán and 17 students from a secondary school in the municipality of Oxkutzcab, Yucatán, participated. The proven effectiveness of the art and culture workshop ranged from good to high: the expected learning outcomes were achieved. Having a space for adolescents to live harmoniously, without fear of discredit, and in a framework of collaboration, respect and acceptance was key to achieving the objectives of the workshop.

Keywords: art and culture, after-school curriculum, human development.

Resumo

O desenvolvimento humano necessita de programas educacionais focados na promoção do pensamento criativo, senso de justiça e bondade, entre outras capacidades. A presente pesquisa teve como objetivo avaliar a eficácia de uma oficina de arte e cultura para o desenvolvimento humano de um grupo de adolescentes. Foi realizado a partir de uma perspectiva holística que integra conceitos, princípios teóricos e práticas de educação positiva (baseada ou derivada da psicologia positiva) e educação emancipatória, além de levar em consideração os conceitos de gênero e interculturalidade. Participaram três instrutores da Universidade Autônoma de Yucatán e 17 alunos de uma escola secundária do município de Oxkutzcab, Yucatán. A eficácia comprovada do workshop de arte e cultura variou de boa a alta: os resultados de aprendizagem esperados foram alcançados. Ter um espaço para que os adolescentes vivam em harmonia, sem medo do descrédito e num quadro de colaboração, respeito e aceitação foi fundamental para a concretização dos objetivos da oficina.

Palavras-chave: arte e cultura, currículo extracurricular, desenvolvimento humano.

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Introduction

This research arose to address problems and needs of the student community of a technical high school located in the municipality of Oxkutzcab, Yucatán. We worked with the students of the school in the identification of present unsatisfactory situations. The main problem was social insecurity, the perception of generalized violence in the municipality: the school as an echo chamber and reverberation of intrafamily and neighborhood violence experienced by adolescents in their immediate social contexts. Taking into account the above, the general objective consisted of contributing to the reduction of face-to-face and virtual bullying in adolescents between 12 and 15 years old through art, sports and technology.

The investigation consisted of three stages. The first consisted of the implementation, during the 2018-2019 school year, of four art and sports clubs: dance; music, painting and drawing, literature and poetry, and sports. The second stage focused on the delivery, during the 2019-2020 cycle, of an art and culture workshop in face-to-face mode. And the third

stage, currently carried out, is focused on the online implementation of the art and culture workshop, which ends in August 2021.

As the main results of the first year of implementation, 174 second-year high school students practiced dance (n = 44), painting and drawing (n = 32), literature and poetry (n = 6), and sports (n = 92) ; It should be noted that there was mobility of young people between the clubs. The evaluation carried out at the end of these clubs obtained satisfactory results. The participants expressed that coexistence was encouraged, in addition to liking the content learned because it was interesting, and they suggested the continuity of these activities, including an increase in frequency and hours. Approximately 50% of the second grade students were also trained in the responsible use of the Internet and cell phones through two talks and a one-day workshop (Heredia, 2018).

The first stage of the project made it possible to understand various realities of adolescents studying in technical high school, especially in the work sessions of each club, where the interaction between monitors and students allowed the following problems to be identified with greater precision: communicative violence; learned hopelessness (apathy, silences, passivity, repression, among others); artistic appreciation prejudiced by hegemonic gender stereotypes; insecurity, low self-confidence, fear of ridicule, error; reproduction of the objectification of women; supremacy of the human species over other living beings such as plants, and normalization of symbolic and physical violence between men. Therefore, in the second stage of the research, which this article will be responsible for, it was decided to work on the human development of adolescents, with activities that focused on the promotion and strengthening of various human capacities essential to meet the needs existentials of being, doing, having and being. Next, the human capacities worked for each type of existential need are broken down. The classification of existential needs for human development was based on the proposal of Max-Neef (1993).

- Be: critical, creative, respectful, equitable; self-determined; authentic in the expression of identity both individual and group strengthened.
- Do: join, cooperate, express yourself, listen, be open to share, be active and purposeful.
- Have: spaces for healthy coexistence, experiences in equal rights, fraternal relationships; healthy learning environment, gender equity, and opportunities for artistic appreciation.

- Being: face-to-face and virtual environments of respect for both sexes, recreation, healthy and peaceful coexistence.

Human development

Max-Neef (1993) proposes an interesting concept about development on a human scale. This author suggests concentrating this development on the satisfaction of fundamental human needs, which, from his perspective, are finite, and he classifies them into existential and axiological categories. Existential needs consist of being, having, doing and being, linked to people's self-determination; and the axiological ones refer to the needs of subsistence, protection, affection, understanding, participation, leisure, creation, identity and freedom. From his theory, human needs, self-reliance and organic articulations are the fundamental pillars that sustain development on a human scale. The base of this development is built from the real leadership of the people; It is a consequence of privileging both the diversity and the autonomy of spaces in which their protagonism is really possible, in such a way that it points to a necessary democracy through practices that promote participation, the generation of creative solutions that arise from below, from the people in a more disadvantaged position, to be more consistent with their real wishes or aspirations.

Within development on a human scale, one of the stages of life that are most necessary and important to study and research is that of adolescence. Adolescence is a somewhat imprecise stage of life, which takes approximately 10 years (from 11 to 18 or 20 years); It constitutes a period of biological change where pleasure and pain are experienced, and contemplate alternate feelings of fascination, delight and horror as we witness the growth of our own body (Craig, 2001).

By Craig y Baucum (2009), Adolescence, as a transition period between maturity and adult life, varies considerably between cultures; however, among the main developmental tasks at this stage is achieving autonomy and independence from parents and forming an identity by creating a self that harmoniously combines various elements of the personality. Adolescents get various ideas about roles and values from reference groups; These reference groups can be composed of people with whom they interact frequently and with whom they maintain close relationships, or they can be more general social groups, such as religious or political, among others, who, regardless of their size, confirm or reject

the values and sometimes impose others. Adolescents, being surrounded by a diversity of roles contributed by multiple people and reference groups, must integrate those roles into a personal identity and reconcile or discard the contradictory ones. This process is made even more difficult when there is conflict between roles (for example, between belonging to a fun-focused group or being a good student) or between significant others (for example, between a brother and a boyfriend or girlfriend). Additionally, when experiencing various attitudes and behaviors, defining and redefining oneself, or gradually detaching from parental control, unhealthy behaviors such as taking risks in general and using drugs in particular can emerge. One way to support adolescents in their development processes, enhancing their multiple capacities to face different situations and reduce risks, is the development of their strengths and human virtues with the focus of positive education, since it provides a possible guideline to provide synergistic satisfiers for the needs (axiological and existential) of development on a human scale, which arises from positive psychology.

Positive psychology is a movement proposed and founded in the late 1990s by Martin Seligman, who, along with other North American academics, focused his research on the study of human well-being, or in the words of this author, in the study of human strengths and virtues. Positive psychology is defined as the scientific study of positive experiences, positive individual traits, and institutions and programs that, while helping to improve the quality of life of individuals, contribute to reducing or preventing psychopathologies; of course, it also pays attention to the functioning of emotions, their precursors, their consequences and their specific functioning (Esquerra, 2006; Hervás, 2009).

Positive psychology starts with the idea that a good life involves more than just focusing on avoiding or solving problems. Park, Peterson and Sun (2013) mention that excellence and human goodness are as authentic as disease, disorder and suffering; therefore, positive psychologists maintain that these themes are neither secondary nor derivative.

Positive psychology does not seek to replace traditional psychology, on the contrary, it is to complement it and thus obtain a more complete and balanced description of the human condition (Hervás, 2009; Park et al., 2013). For this reason, among the objectives of positive psychology is to change the intervention framework for the development of

therapeutic strategies that favor positive emotional experience for the different work areas of psychology and other sciences (Esquerra, 2006).

Within the framework of positive psychology, there is a comprehensive scheme to describe and understand what a good life is. This scheme is supported by four major aspects: 1) positive subjective emotions and experiences (happiness, fulfillment, flow); 2) positive individual traits (character strengths, talents, interests, values), 3) positive interpersonal relationships (friendship, marriage, companionship), and 4) positive organizations and institutions (families, schools, businesses, communities) (Hervás, 2009; Park et al., 2013).

However, Hervás (2009) warns that positive psychology has often been erroneously identified as a study that only focuses on issues of well-being and happiness; however, this is not the case, since human suffering is part of its investigative range; For this reason, it also studies resilience, which includes experiences of suffering or the study of human strengths or positive qualities.

Application of positive psychology

Positive psychology has contributed to the study of the conditions and processes related to the optimal development of individuals, groups and institutions, and has impacted on psychological intervention in the clinical, health and educational areas, with a greater emphasis on the latter. In the clinical and health part, it focuses on studying human strengths and virtues, and the effects it has on individuals and society; while in the educational field it focuses on developing studies on extrinsic motivation, youth development, academic motivation, learning environments and guidance services (Esquerra, 2006).

Various programs and interventions based on positive psychology have been implemented. In most of these, it has been possible to improve well-being and reduce negative symptoms in people.

In the clinical area, Bolier et al. (2013) carried out an investigation and various analyzes of different cases where positive psychology proposals for the treatment of mental health were intervened with the general public and people with specific psychosocial problems. It was obtained as a result that, after three to six months of follow-up, the effects were small, but significant and sustainable for subjective and psychological well-being; In addition, it helped reduce depressive symptoms.

On the other hand, Ghosh and Deb (2017) found that when a patient presents with a physical illness, they are treated with pharmacotherapy and the psychosocial aspect is largely ignored. In their research they conducted a case search and studied the effects of positive psychology intervention for patients with chronic physical illnesses. As a result, they found that programs have been designed that combine various exercises with a positive base, mainly writing, and although they consider this approach feasible and acceptable for patients, the findings are not sufficiently conclusive.

In Madrid, the effectiveness of a pilot program was tested in order to increase emotional well-being in older people (between 60 and 89 years of age). The topics that were developed were: character strengths, positive emotions and emotional regulation. Affection, level of happiness, level of worry, optimism and blood pressure were evaluated. With positive psychology it was possible to promote healthy aging and adaptation to change and promote and foster positive experiences, traits and relationships. The results indicated that the program participants significantly increased their level of happiness and decreased their level of worry and systolic blood pressure (Jiménez, Izal & Montorio, 2016).

In the field of education, Palomera (2017) mentions that educational programs have been developed and implemented to promote benefits in childhood and youth. These programs have been applied after school hours or within school hours (tutorials), and in some cases across the content and activities of various subjects. Be that as it may, for the most part they do not appear in the educational objectives and curricular programming, but remain in the hidden curriculum.

Initiatives have also been promoted to create preventive actions regarding the risks that usually arise during adolescence and the promotion of the development of positive emotions and strengths from an early age. Palomera (2017) mentions several of the programs with a positive psychology approach that have been carried out. The Penn Resiliency Program, conducted at the University of Pennsylvania and led by Seligman, is one of them. This program was intended for young people to develop the ability to solve problems in daily life and stress. Another of the programs mentioned is the Strath Haven Positive Psychology Curriculum, implemented outside of Philadelphia, whose objective was to increase the positive emotions and human strength of high school students.

Castro (2012) analyzed the Latin American countries that have had the greatest intervention with positive psychology during the 2006-2011 period: Mexico, Chile, Brazil and Argentina. He also mentions that the topics that were most studied were psychological well-being, interpersonal relationships and psychotherapeutic interventions. However, most of the contributions were given by researchers with work in recognized universities, the educational field being one of the most important for the development of this science.

In Uruguay, a program was carried out with education professionals. The course "Positive Psychology Applied to Education" (CUPPAE) had the objective that the participants acquire the fundamentals and tools of applied positive psychology so that they could be used in classrooms or educational contexts. In the end, it had a positive impact on the participants, since there was a significant increase in the psychological well-being of the participants (García, Soler, Achard and Cobo, 2020).

Diplomas on positive psychology have been generated in Mexico. Tecnológico de Monterrey, for example, has a positive psychology diploma for organizations with the aim of training participants in skills to develop positive environments and build healthy, happy spaces with a winning mentality to obtain better results. Likewise, the Iztacala School of Higher Studies (2020) offers a diploma aimed at professionals in education, social work, psychology and medicine in order to create proposals and have tools that help increase well-being in different organizational areas. Palomera (2017) mentions that change must begin with the initial and ongoing training of education professionals.

At the same time, in Mexico there is the Mexican Society of Positive Psychology [SMPP] (2020), a "professional organization that brings together researchers who scientifically study well-being and happiness, and professionals who apply the findings of positive psychology". Among the objectives of this organization are to spread positive psychology to promote well-being and encourage and link the exchange between researchers and professionals who apply positive psychology in Mexico and other countries.

Finally, there is the publication of Arguís, Bolsas, Hernández and Salvador (2012), "Happy Classrooms" Program. Positive psychology applied to education. Its purpose is to disseminate with the teachers the contributions of positive psychology to renew educational practice with child, primary and secondary students. It proposes various activities that help develop a full attitude and human strengths, and thus the personal and social development

of students can be enhanced, in addition to promoting the happiness of students, teachers and families (Arguís et al., 2012).

This open access book has helped the development of various intervention programs and projects with positive psychology in educational contexts. As Bisquerra and Hernández (2017) mention, this program has been implemented in more than 100 educational centers and is part of the recommended reading in university programs, masters and doctorates of various Spanish and foreign universities.

The present research was carried out based on a holistic perspective that integrates concepts, theoretical principles and practices of positive education (based or derived from positive psychology) and emancipatory education, as well as taking the concepts of gender and interculturality.

Arguís et al. (2012) comment that positive education arises from positive psychology, which seeks to promote positive aspects of the human being from a comprehensive education that allows the individual to balance the acquisition of knowledge with the cultivation of skills and attitudes to develop personally and socially in the present and future. It consists of a broad perspective in which different fields intervene and is applicable to a wide range of educational levels. It focuses on mindfulness, which is a lifestyle based on awareness and calm, allows you to live fully in the present moment and gives a magical touch to your own existence, without forgetting the past or neglecting the future. Its intention is to unmask automatisms and promote change and improvement in lives. Among the benefits to be developed are concentration, reducing automatisms, better control of thoughts, emotions and behaviors, enjoying the present moment more, better physical health and positive changes at the neurobiological level. It seeks to develop good character in people, which is made up of a set of traits called strengths or virtues that contribute to a life of fulfillment: wisdom and knowledge, courage, humanity, justice, moderation and transcendence.

To work the applied approach of positive psychology in education, it requires individual and deep work both by the teaching staff and by the students; work on mindfulness skills, being present being reflective, self-critical, resilient, but also supportive, respectful and empathetic; the social dimension is fundamental, in which the political aspect is inherent in human interrelations.

Education in the social aspect, focused on individual and collective transformation, implies guiding an emancipatory education process, which has been used, through strategies such as training and action research, for active work with communities living in various adverse contexts. or unfair and that requires that each member of the community be a participant in the actions aimed at achieving the pertinent changes, based on their reality and that shared with the groups to which they belong.

Based on Garibay and Séguier (2012), the principles of emancipatory education guide the development of educational strategies by educators and members of the communities under the understanding of the learning process of both and permeated with a critical perspective. These principles consist of 1) accepting the confrontation with complexity, 2) starting from the concrete knowledge of the reality of each one, 3) recognizing, evaluating and integrating the cultural dimension and its different expressions, 4) reorganizing and reconstructing our knowledge, 5) develop awareness of oneself and others in the environment in which they live, 6) become the subject of their own history and 7) gain control of their territory of life.

Regarding the gender perspective, it was considered as a conceptual tool that allows identifying, questioning and evaluating discrimination, inequality and exclusion due to sex stereotypes. This theoretical approach shows that sexual differences do not have to translate into social inequalities and that "it is not about eliminating our significant differences, but rather considering that even different and equal, women and men are equivalent, beings of equal value" (Lagarde , 2015, p. 35). Likewise, this perspective aims to promote social and cultural practices that allow equal access to rights and human development of potentialities, as well as healthy and harmonious coexistence relationships. In this sense, the gender perspective, through its transversality, is congruent and compatible with the multicultural approach, as well as with the methodologies proposed by emancipatory education and positive psychology in education.

Finally, interculturality was conceptualized as the establishment of relationships of substantive equality and equity between those responsible for the project, students and parents from the listening and understanding of their different knowledge and life experiences, respecting their identities, learning from each other , seeking the creation of bonds of solidarity, of communality in the construction of collaboration spaces, using as the main tool the establishment of horizontal conversations where expectations, interests,

perceptions and opinions about the different activities of the project are shared. In secondary school, there are demonstrations of production of handicrafts from the region, such as honey and wooden crafts, clay, among other materials; There are also parades and commemorative marches of famous dates. The importance that the school gives to the rescue of Mayan traditions and customs is taken into account through the collaborative work that will be carried out, including, within the artistic activities, the practice of jarana, without denying the openness to other expressions of adolescents, such as urban art through painting and drawing and other positive cultural practices borrowed from other cultures.

Ideal curriculum for training with a positive education approach

Since the last century, Posner (2006), theorist analyst in the field of the curriculum, proposed the existence of five related curricula: the official, the operative, the hidden, the null and the additional or extracurricular. According to this author, the additional or extra curriculum includes experiences outside of school activities, and contrasts with the official one due to its voluntary nature and its capacity to respond to the interests of students; thus, it has an openly recognized dimension in the school experience, which makes it more meaningful for students (p. 14).

Given the type of content on which positive education focuses, focused on human strengths and virtues linked to various emotions and life attitudes, the extracurricular curriculum is the most feasible and optimal for a training that prioritizes transversal, attitudinal-value content, or knowing how to be and live together. The development of human strengths and virtues also implies working on them through the official curriculum, but when the content is not focused on learning disciplines, but on artistic and cultural content, given the lack of school time for this, it is necessary to resort to said extra curriculum, which allows having a specific space and time to be taught, and thus concentrating all efforts on their learning. The positive impact of the extracurricular curriculum on the training and development of students has been proven in several investigations. For example, Moriana et al. (2006) studied the influence that extracurricular activities can exert on the academic performance of students in the first and second year of Compulsory Secondary Education (ESO) and found that the group that performs activities outside school hours obtains better academic performance, especially those who develop study activities, support or private classes and those who carry out mixed activities (sports

and academic). The potential of the extracurricular curriculum, given the purposes and content worked through it, influences the learning and behavior of students. Therefore, it is possible to formulate that working positive education as an extra curriculum will hypothetically be beneficial for the integral development of students.

General objective

By working on the development of capacities for the satisfaction of existential human needs, the intention was to continue contributing to the reduction of the main problem: bullying and school violence, both face-to-face and virtual, among adolescents in technical high school; In such a way that the general objective of the research, in its second year of implementation, consisted of evaluating the effectiveness of an art and culture workshop for the human development of a group of adolescents focused on strengthening their skills as active citizens and peaceful and as cultural and artistic managers in their sociocultural context. The specific objectives of the investigation were:

- 1) Design, as an extracurricular curriculum, an art and culture workshop based on the positive education approach and the mainstreaming of content and activities from the gender perspective based on equity, the culture of peace and respect for the human rights.
- 2) Implement the art and culture workshop with a group of volunteer adolescents enrolled in the 2019-2020 school year at the Oskutzcab technical high school.
- 3) Evaluate the effectiveness of the art and culture workshop for the development of skills for active and peaceful citizenship, as well as for cultural and artistic management, based on the experiences and opinions of the instructors and participating students.

Method

This research corresponds to a qualitative approach, since it was guided by a significant research topic, consisting of the development of human strengths and virtues through an after-school curriculum of art and culture with a positive education approach. According to Hernández, Fernández and Baptista (2014), in qualitative research the investigative action moves dynamically between the facts and their interpretation, and it results in a rather circular process in which the sequence is not always the same, since

varies with each study; therefore, specifically, the present qualitative study had a participatory action research design.

Participants

We worked with a sample of volunteer subjects: 17 high school students, who decided to attend the art and culture workshop. All the assistants were in the adolescence stage, they were between 12 and 15 years old. There were 11 (65%) women and six (35%) men. Most were in the second grade of high school.

Process

Based on the participatory action research method, the stages implemented were based on those proposed by Ander-Egg (2003), which are described in a contextualized way, based on the analysis, decisions and actions carried out and reflected by the group. research and by participating students.

- 1) Identify in a participatory way the problems of the community contexts and the basic needs of the adolescents of Oxnutzcab. This in a focus group with student representatives and with the implementation of the problem and objective tree technique of the logical framework method. The students of the technical secondary school, guided by the research group, carried out the analysis of interactions and experiences related to living with their family, friends, partners and schoolmates. In this stage, the problem tree was obtained, the analysis of alternatives and diagnostic reports of the incidence of bullying, training and experience in art and culture and technological skills were obtained. The main problem identified consisted of the high incidence of bullying behaviors and school violence among high school adolescents due to the lack of safe, interesting and motivating spaces for peaceful coexistence, as well as the reproduction of intrafamily and community violence given the lack of self-determination based on skills for peaceful coexistence, gender equality and respect for human rights.
- 2) Participatory design of the intervention strategy. Based on the diagnoses of the previous stage, the adolescents expressed their interest in being able to carry out artistic and sports activities in safe spaces created for adolescents.

The research team from the Faculty of Education of the Autonomous University of Yucatán, made up of three co-responsible researchers and three instructors, collaboratively designed the extracurricular curriculum consisting of an art and culture workshop, based on the analysis of the diagnosis with the adolescents and their expressed interests towards art and sports. The design of the workshop was based on the perspective of positive education as the main cross-sectional content, additional to the specific one of the artistic discipline, as well as an intervention approach focused on emancipatory education, to promote the development of autonomy in adolescents in cultural management and artistic creation and appreciation, which implied the self-knowledge of these adolescents and working on their critical and creative thinking. In this stage the program of the art and culture workshop was obtained with a flexible curricular structure, by training projects, and the design of the procedures for the development of each project by the participating students, including the didactic materials for the explanation of the critical issues of each.

- 3) Implementation of the strategy: the research team carried out a feasibility analysis based on interviews with the school principal and on availability surveys with the students. In the analysis with the director, it was agreed that in order not to hinder or delay progress in the subjects of the formal curriculum, the implementation of the art and culture workshop would be recognized as an additional or extra curriculum, being offered to the school's students on schedule extracurricular, but in the same high school facilities. Based on the attention span of the instructors, the size of the classroom, the material resources and the equipment available, it was decided to start a first group of the art and culture workshop with 17 students in face-to-face mode, in such a way that attention to the student body is personalized. An open call addressed to all students was published, posted on the notice boards of the school facilities; There they were invited to participate voluntarily in the art and culture workshop. The research team went to the school one day and settled in the high school media room to talk with interested students about the workshop and clear up any doubts they might have about it. The

requirements requested from the students to be able to register for the workshop consisted of writing a letter of reasons, having in writing the permission signed by their parents or guardian, as well as the delivery of a letter of commitment to attend the face-to-face sessions and carry out the projects (activities, products) that involved being in the workshop signed by the student and their parent or guardian. As mentioned, the instructors were three, one with professional training in Hispanic American literature, master's degree in educational research, activist, feminist, founder of a social collective that promotes art and culture in Yucatecan childhood through storytelling, works of theater and creative writing workshops. The other two teachers have a degree in Education and training in social projects in learning communities, with experience in community education and an emancipatory education approach, with content management on human rights and citizenship. The three instructors are graduates of the Faculty of Education of the Autonomous University of Yucatán and had already collaborated as monitors of the art and sports clubs during the first year of the research.

- 4) Evaluation of the implementation of the art and culture workshop. It was carried out by two practitioners outside the workshop, who used questionnaires with the participating students, and two focus groups, one with said students and the other with the workshop instructors (Briceño and Nah, 2020).
- 5) Organization and classification of the information obtained in the field work with the participating students and the instructors. There are diaries, photographic memories of each session per project carried out in the workshop, audio and video recordings, in which adolescents present and explain their artistic creations, as well as the artistic creations of their classmates in digital and physical format.
- 6) Preparation of the report of results and recommendations. There is a technical report on the implementation results of the art and culture workshop in terms of achievement of goals and effectiveness. Based on the analysis of this, a project for the continuity of work with the students was

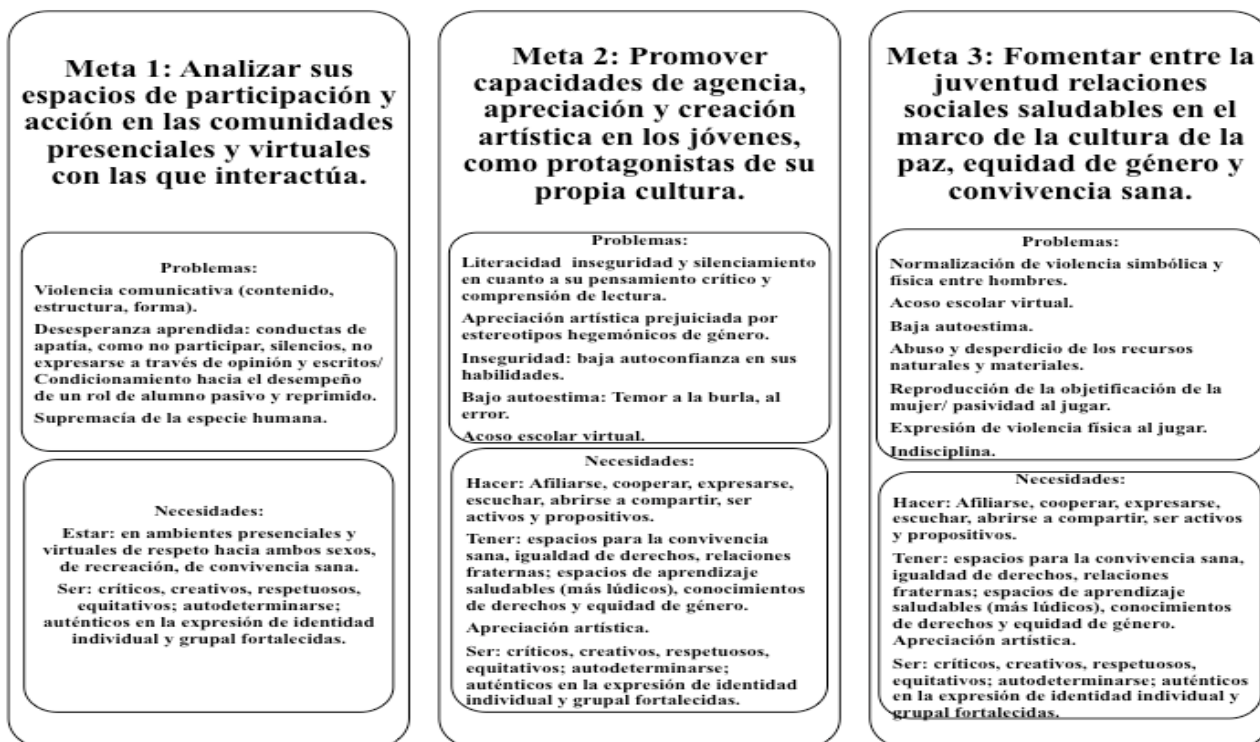
designed, which includes the recommendations for improvement of said workshop.

Results

Curriculum design of the extracurricular curriculum: the art and culture workshop

The planning of the extracurricular curriculum consisted in the elaboration of the program of the art and culture workshop, which has an estimated duration of 20 hours; The learning objective consisted in that at the end, the participating students: Create in a creative and self-critical way, at least 5 collaborative projects of art and culture, integrating knowledge of literary composition, music, painting and dance, based on the analysis of their spaces for participation and community action, and in the approaches of positive education, gender equality and respect for human rights. To achieve the learning objective, three goals were established, aligned to the problems and human development needs identified with adolescents (see figure 1).

Figura 1. Metas del taller de arte y cultura



Fuente: Elaboración propia

The curricular structure was made up of five projects organized based on the learning goal to which they contributed and with the specification of the critical issues that would be worked on with the students (see table 1).

Tabla 1. Estructura curricular por proyectos del taller de arte y cultura

Nombre del proyecto	Meta a la cual contribuye			Temas críticos que integra		Productos de aprendizaje esperados
	1	2	3	Arte	Transversales	
1) Cartografías (cuatro horas presenciales)	X	X	X	Concepto, procedimiento y ejemplos de elaboración de cartografías	Compromiso, respeto, diálogo, pensamiento crítico y creativo	Una cartografía grupal de su comunidad
2) Historietas (cuatro horas presenciales)	X	X	X	Concepto de <i>historieta</i> Proceso de elaboración de una historieta	Colaboración, solidaridad, compromiso, respeto, diálogo, pensamiento crítico y creativo	Una historieta grupal acerca de sus comunidades
3) Cancionero (cuatro horas presenciales)		X	X	Composición musical Musicalización	Fortalezas humanas: - Trascendencia, sabiduría, coraje, humanidad, justicia y moderación - Respeto a los derechos humanos equidad	Un cancionero grupal

					de género	
4) Videoclips (cuatro horas presenciales)		X	X	Coreografías Vestuario Locación Maquetación	Fortalezas humanas: - Trascendencia, sabiduría, coraje, humanidad, justicia y moderación - Respeto a los derechos humanos equidad de género	Un videoclip individual o en pequeño grupo
5) Traje de poder (4 horas presenciales)		X	X	Concepto de <i>traje de poder</i> Procedimiento para elaborar el traje de poder	Fortalezas humanas: - Trascendencia, sabiduría, coraje, humanidad, justicia y moderación - Respeto a los derechos humanos equidad de género - Convivencia pacífica	Un traje de poder individual

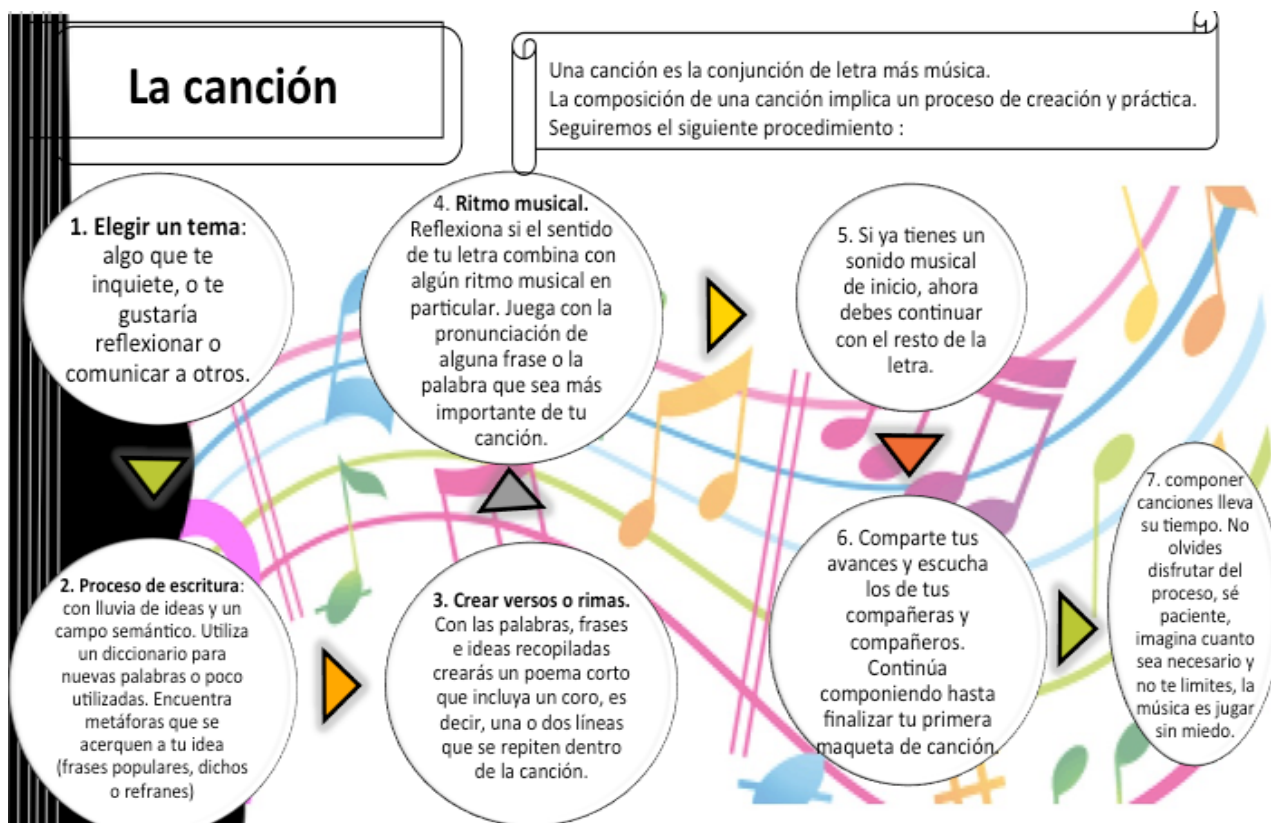
Fuente: Elaboración propia

Implementation of the art and culture workshop

The constant participation of 17 students (11 women and six men) was obtained, who were between 12 and 15 years old and were studying the first or second grade in technical secondary school. The workshop had a real duration of 20 contact hours, in addition to the individual time used independently for the students to finish developing their cartographies, comics, songs, video clips and power suits. The face-to-face classes were given on Friday of each week, at the end of their school hours, from 1:15 p.m. to 2:30 p.m.

The workshop was given from September 2019 to February 2020, a period in which the instructors worked with the students skills to analyze their communities, as well as their own strengths and human virtues based on the approaches of positive education and emancipatory education. In each session there was a roll call. The students were provided with all the necessary material to work (see figure 2), and at the end of each session, they were given a snack, during which time they lived with each other and with the instructors. It should be noted that the students left the classroom until a family member or tutor went to pick them up at school.

Figura 2. Ejemplo de los materiales didácticos elaborados por las instructoras del taller: procedimental de elaboración de una composición musical



Fuente: Elaboración propia

Outside of the workshop's face-to-face hours, the instructors' communication with the students and parents was done through two WhatsApp groups: one for the workshop students and the other for parents and tutors. Every week, the instructors sent reminders to both students and parents about the face-to-face teaching of the workshop, as well as pending activities. Also through this means, infographics were sent to them on the main topics and procedures for the elaboration of each project. These teaching materials were also provided in print for them to work on in the corresponding session.

The learning of the activities was carried out based on rules that fostered respectful coexistence among them, in such a way that the elaboration of the activities of each project implied the creation of a work community within the framework of dialogue and respect. The work of the instructors was based on the dignified treatment of the participating youth, that is, listening to them to understand their cultural constructions, not censoring them, encouraging the issuance of their opinions and active participation.

The learning evaluation was carried out in each session of the workshop, which had diagnostic and formative purposes. As part of monitoring the progress of the students in each project, the instructors dialogued with those who had difficulties with their artistic creations, providing them with tips, or asking them self-discovery questions, or providing them with more concrete examples. A numerical scale was not used to rate the works, but rather these were used to develop artistic appreciation among colleagues. At the end of each project, in plenary, the students presented their work to the instructor and their classmates, sharing what its creation meant to them and the meaning it had as a reflection of their life experience, concerns and desires, as well as the way particular of linking human virtues and strengths, specifically in his songs, video clips and power suits.

As the main final products of the workshop, the following were concluded:

- a) Two community cartographies and 13 personal cartographies, through which the spaces where the participants expressed feeling safe and insecure were exemplified;
- b) Two stories made in small groups, in which they reflected mostly problems of violence that arose in their municipality due to police mistreatment of a young man; This fact caused much concern among the students, who drew the municipal president as the villain and in several of their headlines and illustrations there was a burning of a car at the entrance of the municipal palace by the community enraged with the authorities.
- c) A songbook prepared by the whole group, which contains the individual and bina musical compositions of the students (see figure 3).
- d) Three video clips, as artistic representations, where they captured different human strengths, as well as their experiences and contexts. What was relevant in his lyrics was the admiration for a mother who shows independence and leadership, friendship, the pain of the first heartbreak and the importance of music for youth.
- e) Three power suits to represent your own human strengths and virtues as teenagers.

Figura 3. Estrofa de una canción elaborada por un estudiante del taller de arte y cultura



Fuente: Oscar Hernández

At the end of the workshop, with the support of external internship students, other than the instructors, the participating students rated the projects based on a scale of one to five: one was the lowest score and five the highest. After that, an average percentage was calculated for the weighting of individual scores for each project: a value between 81% and 100% indicated a high efficiency, between 71% and 80% a good efficiency, between 61% and 70% an efficiency medium or regular and 60% or less low efficacy. These indicators were obtained through a formula that considered the total sum of scores obtained and the minimum obtainable and the range of the minimum and maximum on a 100% scale.

Evaluation of the art and culture workshop

Based on the opinion of the students, the level of effectiveness of the projects worked on in the art and culture workshop ranged from good to high. Of the five projects, three were rated with high efficiency (60%): cartography, comic strip and the power suit; the two projects that had a good level of effectiveness were the song book and the video clips (see table 2).

Tabla 2. Eficacia global de las actividades extracurriculares

Proyecto	Número de evaluadores	Mínimo	Máximo	Puntaje promedio	Indicador de eficacia %	Nivel de eficacia
Cartografía	9	49	63	56.1	82.9 %	Alta
Historieta	10	33	54	47.1	82 %	Alta
Cancionero	10	39	63	52.5	75.9 %	Buena
Videoclips	10	39	63	52.5	75.9 %	Buena
Traje de poder	10	41	55	48.6	85.4 %	Alta

Fuente: Elaboración propia con base en Briceño y Nah (2020)

As can be seen in Table 2, the most effective activity, from the point of view of the participants, was the power suit, with 85.4% efficiency, and the one that obtained the lowest efficiency score was the songbook with 75.9% , although it was rated at a good level, just like the video clips.

Based on the analysis of the responses in the focus group with the instructors, it was found that the students showed a willingness to work together and validate their participation. They were less shy with each other and with the instructors. Each one appreciated their work, their creations, and the instructors asked their permission to make them known. They were given freedom to express themselves in their work and orally, which helped in their self-esteem, the exercise of responsibility in their times and rhythms of work, and a positive evolution was observed: they no longer distracted so much and tried to conclude their individual and group projects.

Likewise, the instructors reported that the work with the students contributed to their personal development, in the reinforcement of values, and above all in the responsibility and commitment both in the workshop and with themselves, since they tried to work in each session the expression of emotions and their assertive handling, coupled with the development of social relationships.

According to the mentions of the students in the focus group, they considered that they worked on the development of virtues and strengths, wisdom and knowledge were the most frequent, but also creativity, curiosity, open-mindedness and the perspective of gender;

Likewise, virtues such as humanity and moderation, for one lake, and kindness, social intelligence, self-control and prudence, for the other, were determining factors.

Based on the opinion of the students in the focus groups, respect and empathy, as part of the collective development, were the main values developed and strengthened throughout the workshop. In addition, they affirmed that they developed trust between them, since they exchanged opinions and even encouraged each other when carrying out certain activities, as well as the fact of supporting each other when they needed them, all this framed by a culture of peace in the social relationships that emerged in the workshop.

Regarding the improvement aspects of the art and culture workshop, both students and instructors regretted the short duration of the workshop and requested that the work with them continue. They considered that the time management within the sessions was very brief, and the way in which the entire workshop program was distributed, since it was necessary to extend the time for each session, as well as to increase the total number of sessions. The need for more open and flexible activities was also observed, including other projects that considered other arts such as dance. Finally, it was observed as an opportunity to promote in the workshop the choice of a percentage of the projects by the students, since, although the content of their artistic creations was proposed by them, the projects were decided by the instructors, in such a way that students are more active in their artistic and cultural self-management.

Discussion

The three objectives of this research, consisting of the design, implementation and evaluation of an extracurricular curriculum, consisting of an art and culture workshop based on the positive education approach and the mainstreaming of content and activities from a gender perspective based on in equity, a culture of peace and respect for human rights, they were successfully achieved. Based on the results of the evaluation of the workshop, it was found that it was useful to generate a harmonious coexistence among all the participants. The above coincides with what was mentioned by Palomera (2017), in the field of education, since the workshop was beneficial for the youth involved, increasing their positive emotions and human strengths.

Through this workshop, the students were able to socialize, distract themselves and explore their artistic capacities, involving drawing, music, singing and acting activities,

accompanied by the development of critical and creative thinking, giving an important place to the expression of the emotions that this carries and knowledge built through their life experiences. The positive impact obtained in these aspects related to the psychological well-being of the students is also consistent with the proven programs in Mexico and other foreign countries; for example, García et al. (2020), in the country of Uruguay, also obtained positive results when implementing positive psychology programs applied to education. Training students in the knowledge and development of their human strengths and virtues to use them in their actions in particular contexts contributes to providing them with useful tools in life, especially to develop resilience.

The confidence modeled by the instructors in guiding the personal processes of the students and the commitment to group work were key to the success of the workshop activities, so the training of teachers in positive education, emancipatory education, gender perspective and interculturality is an indispensable factor before undertaking pedagogical intervention in similar workshops. Therefore, as Palomera (2017) mentions, the courses available in various educational institutions and universities in Mexico to develop positive environments and build healthy, happy spaces with a winning mentality, are a starting point for educational change, being essential the initial and ongoing training of education professionals in this approach.

Conclusions

The effectiveness of the art and culture workshop was rated mostly as high by the students. According to the opinions of the students and the instructors, they contributed to the development of human strengths and virtues both in individual and collective work, with respect and in an environment of trust.

The curricular content worked on was innovative, consisting of the concept, definitions and types of what is considered a strength or virtue; in what makes someone a human being. It involved reflections on one's own and community life experiences, as well as the expression of fears or anger, worries, pride, joys, but also the analysis and search for one's own and collective potentialities to face negative emotions and adverse situations.

Finally, the voluntary participation of the students was key, as well as the training of the instructors in the approach of positive education, emancipatory education, gender

perspective and interculturality, to guide in an alternative way the development of capacities of appreciation and artistic creation of the students. teenagers during the workshop.

Future lines of research

It is necessary to continue with the development of capacities involved in human strengths to continue contributing to the formation of a culture of peace through healthy coexistence in the performance of artistic and cultural activities through extracurricular curricula such as the workshop implemented in this research.

As a result of the extracurricular curriculum, consisting of the art and culture workshop, the coexistence skills among the students improved. The respect and the environment of trust created by the instructors and their colleagues was key to being able to be themselves. However, there are still aspects to improve such as the duration of the workshop: it is necessary to give more time to the development of human strengths and virtues through individual and group artistic productions. Another aspect of improvement lies in making the workshop program more open and flexible, involving students and teachers in the democratization of the extracurricular curriculum.

This study can also be expanded: include a greater number of students, as well as a greater number of projects that involve more cultural and artistic activities.

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