

Envy in primary school: a proposal for socio-emotional intervention

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THEORETICAL FRAMEWORK

Emotions are essential for school development (Buenrostro-Guerrero et. al., 2012) and legislative authorities are aiming for their implementation (Ministerio de Educación, 2022) so **further development and research is needed. Emotions** are a multidimensional process with different components: sentimental (subjective and cognitive experience), bodily stimulation (physiological), intentional (goal seeking) and socio-expressive (communication). These emotions acquire a biological role that motivates the response: survival; as well as a social function: communication of the environment (Reeve et. al., 1994). According to Bisquerra (2020): "**emotion is a complex response of the organism, which is activated by external and internal events that we value as important (for health, survival, well-being), which in turn activates a triple neurophysiological, behavioural and cognitive response, which predisposes us to act in a certain way**".

Emotional regulation is needed to manage and to enhance positive emotions as opposed to negative ones (González et. al., 2006) through improvements in empathy, relaxation techniques, cognitive restructuring, self-regulation, internal dialogue, assertiveness, etc. (Bisquerra, 2012). The four regulation skills are: emotional flexibility, reflexivity, recognition of oneself and of others, and non-exaggeration or minimisation (Mayer and Salovey, 1997). Emotional regulation **strategies** are distinguished as those based on exogenous or social and endogenous factors: cognitive, motor, etc. (Campell and Barlow, 2017). Also those focused on the Antecedent (prior to the emotional behaviour, modelling the behaviour through Cognitive Re-evaluation) or on the Response (eliminating the emotion once it has already appeared: Suppression of Emotional Expression), with CR apparently having the greatest adaptive value (Gross and Thompson, 2007). Emotions can be **typified** according to Plutchik's model (1980) as basic: sadness, happiness, fear, surprise, anger and disgust (Bisquerra, 2020) or secondary: social, self-conscious, moral, etc., which can be in different categories at the same time, such as envy. The secondary ones derive from the basic ones and appear mainly between 5-8 years of age (Etxebarria, 2008).

Envy is the malicious consideration of another person's possession, for the interesting of being the possessor or for the pleasure of the other person losing it (Bryson, 1977). This pain, usually destructive and accompanied by anger, can be caused by material issues or achievements, and in the school environment it is common for physical aspects or academic merits (Ven. et. al., 2009). Whether consciously or unconsciously, a feeling of inferiority is developed when evaluating being surpassed in skills by social comparison, damaging our self-concept and having a bad adaptive value. It is an emotion that is poorly evaluated by the social environment (Cabra et, al, 2020) although it can sometimes produce an admiring motivation for the development of the self (Silver and Sabini 1978). This emotion differs from jealousy mainly in the possession of the desired object, being absent in the case of envy even though both emotions can appear at the same time (Lazarous, 1991). The **intervention** of the selected emotion in the school environment universally requires emotional education. This educational process promotes emotional development in an integral way by identifying one's own and other people's emotions or self-motivating oneself by having a positive attitude and flowing (Bisquerra, 2006). It is of great importance to achieve an adequate intervention of envy through psychotherapy of group dynamics that allow learning by modelling behaviours of the environment (Bandura, 1977). Furthermore, working on social

skills, emotional intelligence or considering neuroimaging techniques allows the design of physiological intervention techniques such as muscle relaxation (Bisquerra, 2006).

METHOD

Objectives. To design a socioemotional intervention proposal aimed at preventing and managing envy in 1st year primary school pupils in a school in Castellón de la Plana. Specific objectives focused on the pupils and teachers are: the promotion of reading, the improvement of the classroom atmosphere and the use of dialogue as a problem-solving tool.

Teaching resources (Roselló, 2014). Linking literary content with the improvement of pupils' emotional skills. These resources are: 1) Presentation of the reading; 2) Emphasis: mentioning the most important elements of the session; 3) Dialogue and questions: reflection among students on issues related to the socioemotional theme; 4) Modelling: observational learning; 5) Practice: controlled rehearsals with representation of related situations; 6) Reinforcement and feedback; 7) Pencil and paper activities; and 8) Family activities: involvement of the family context.

Target population. Group of 1st year of Compulsory Primary Education (EPO) between 5 and 6 years old, regardless of gender. Average of 22 pupils per class (Ministerio de Educación, 2022) and participation of other agents such as teachers, educational psychologists, family members, etc.

School context. Any public, private or subsidised school in Castellón de la Plana during the first term of the academic year 2022-2023. Contextual factors such as: co-official languages, neighbourhood, student diversity, specific needs, etc. must be taken into account.

GREI method. Adapting each intervention to the educational context is very relevant and for this purpose the GROPE ("Grup de Recerca en Orientació Psicopedagògica" (1998)) seeks an integrating framework to implement these socio-emotional competences in the curriculum in order to allow the integration of rejected pupils in the classroom. This method seeks inclusion by giving consideration to all the factors involved and creating a social-emotional programme (SOE) focused on twelve universal and specific components of the phenomenon of rejection, including the promotion of reading for children and young people (García Bacete et. al, 2008)

Children and Young Adult Literature ("Literatura infantil y juvenil or LIJ", in Spanish). Literacy is fundamental for communication, being part of socio-emotional development as well as education, creativity, etc. (González and Nieto, 2001). The LIJ helps in psychological disorders, in the interaction between students stimulating reflection, emotional regulation, as well as the identification of characters and situations related to the emotional state, being the aesthetic and literary quality the greatest attraction of this tool to produce the recognition of feelings, beliefs, opinions, etc. (Monjas, 2007).

Materials. The main instrument is the story *Red Cat, Blue Cat*, by Jenni Desmond published in 2013 by the editorial Lata de Sal for a target audience of between 2 to 8 years old and where three cats are presented: Red, Blue and Yellow. Other material is produced *ad hoc* for the intervention proposal: cards, puppets, scripts, props, etc.

INTERVENTION PROPOSAL

Design of the proposal. Five activities of emotional didactic value distributed in seven sessions on the content of *Red Cat, Blue Cat*. Use of didactic resources to deepen the selected emotion: envy. Common didactic resources for all the activities: **emphasis** (focusing the objectives of each session on the activities proposed) and **feedback or reinforcement** (encouraging the appearance and maintenance of positive behaviour and reducing negative behaviour). Possibility of **involvement of family members** through workshops at home after the last session.

- **1st Activity. Reading the story and resolving doubts.** Importance of reading comprehension and identification of characters and situations. Involvement of the students in the reading and dramatisation.
- **2nd Activity. Pencil and paper activity:** crossword puzzles, tables, etc. Learning the theoretical content, relating it to the story and the experience through playful activities.
- **3rd Activity (2 sessions). Dialogue and questions** through a reflection sheet on the emotional content prepared by the teacher. Use of illustrations and quotations from the text. Identify emotions and their expression, causes, consequences, etc. Encourage teamwork. Debate and ask questions.
- **4th activity. Modelling technique** for observational learning in problem solving. Performance of a script with puppets. After the dramatisation, questions are asked to work on the behaviours and evaluate their attitudes towards envy. Relating it to personal experiences helps in greater depth in emotional education.
- **5th Activity (2 sessions). Controlled trials** to put into practice what has been learnt. Reinforce adaptive behaviours through coping techniques. Students act out a script of a situation in which envy appears. Students as an active part of the activity, thus improving the internalisation of the content and the classroom climate. Groups of four to five pupils in which roles are alternated. Distribution of stage material: props. Rotation of the teacher around the classroom to evaluate and give feedback group by group. Debate among classmates about the activity. Concluding summary of the programme and intervention.

Timing. The seven weekly sessions of 50 minutes (the duration of a tutorial class) are organised between the weeks of 03/10 and 14/11, and can be extended until the week of 21/11 if one of them falls on Wednesday 12th October (Columbus Day) or Tuesday 1st November (All Saints' Day). The third and fifth activities take two sessions (one hour and forty minutes) and the rest only require one session per activity.

CONCLUSION

Emotions play a fundamental role in adaptive development, and emotional regulation from childhood helps to have better personal development. For this reason, this proposal for 1st year EPO students through a tool as useful as the "LIJ" (and the story *Red Cat, Blue Cat*, of great literary and illustrative value) as well as the use of the GREI method (of a universal nature) or the literary resources of Roselló (2014), is very useful for internalising the content transmitted on the education and regulation of envy. **Limitations** of the work should be considered: the instrument and material created *ad hoc* is only valid for children between 3 and 8 years of age, so it cannot be implemented in all classrooms. For **future lines of research**, a quantitative analysis of the efficacy of the intervention with comparisons with the control group or pretest-posttest should be assessed, as well as analysing other emotions.

ENVIDIA EN EDUCACIÓN PRIMARIA: UNA PROPUESTA DE INTERVENCIÓN SOCIO-EDUCATIVA

MARCO TEÓRICO

Importancia de las emociones en el desarrollo escolar (Buenrostro-Guerrero et. al., 2012) y objetivo curricular (Ministerio de Educación, 2022).

Según Bisquerra (2020): “la **emoción** es una respuesta compleja del organismo, que se activa a partir de acontecimientos externos e internos que valoramos como importantes (para la salud, la supervivencia, el bienestar), lo cual a su vez activa una triple respuesta neurofisiológica, comportamental y cognitiva, que predispone a actuar de determinada forma”.

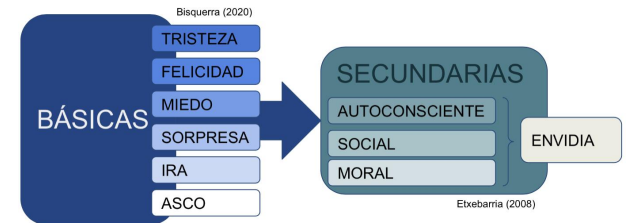
La **regulación emocional** permite gestionar las emociones, potenciando las positivas frente a las negativas (González et. al., 2006) a través de estrategias:

Figura 1. Estrategias de regulación emocional (Gross y Thompson, 2007).



Las emociones se pueden **catalogar** según el modelo de Plutchik (1980) en básicas y secundarias: que aparecen entre los 5 y 8 años de edad (Etxebarria, 2008).

Figura 2. Diseño integrado de los modelos de tipos de emociones de Plutchik (1980), Bisquerra (2020) y Etxebarria (2008)



La **envidia** es definida como considerar maliciosamente la posesión de otra persona, por interés en ser el poseedor o por el placer de que el ajeno lo pierda (Bryson, 1977)

- Ira, inferioridad, daño del autoconcepto, desadaptativo (Cabra et al, 2020).
- En la escuela: relacionado en aspectos físicos y méritos (Ven et. al., 2009).
- A veces motivación por admiración del “yo” (Silver y Sabini, 1978).
- Envidia vs celos: la posesión del objeto deseado está ausente en el caso de la envidia. Pueden aparecer ambas emociones a la vez (Lazarous, 1991).
- Intervención de la envidia: respiración, relajación, asertividad, educación emocional (Bisquerra, 2006), dinámicas grupales (Bandura, 1977), etc.

MÉTODO



Objetivos:

Población y contexto

Mediana de **22 alumnos** por clase (Ministerio de Educación, 2022) de 1º de EPO y edades entre **5 y 6 años**. **Castellón de la Plana**, primer trimestre del curso 2022-2023.

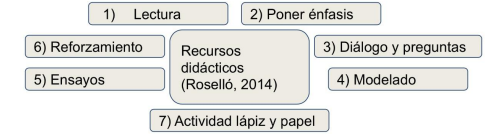
Material

Cuento **Gato rojo, Gato azul**.
 -Publicación: 2013.
 -Edad: 2-8 años
 Material **ad hoc**.
 -Marionetas
 -Fichas
 -Guiones
 -Atrezzo



Recursos didácticos

Figura 3. Recursos didácticos (Roselló, 2014)



Método GREI y LIJ.

Los recursos didácticos se implementan a través del método propuesto por el **grupo de investigación sobre el rechazo entre iguales: GREI** (GROP, 1998). Este marco **integrador** implementa competencias socioemocionales para cualquier contexto usando la Literatura infanto-juvenil (LIJ) como vía eficaz y **universal** para la adquisición de educación emocional e inclusión de los rechazados (García Bacete et. al., 2008).

PROPUESTA DE INTERVENCIÓN

Tabla 1. Resumen de sesiones y actividades

Sesiones	Lectura de Gato rojo, Gato azul.	¿Qué hemos aprendido?	La envidia y yo	¿Cómo es ser envidioso?	Reconocer la envidia en mí y en los demás.
Una sesión semanal.	Sesión 1	Sesión 2	Sesiones 3 y 4	Sesión 5	Sesiones 6 y 7
Tiempo 50 min./sesión -Presentación y conclusión: primeros y últimos 5'.	Secuencia: -20' Lectura -5' Dudas -15' Preguntas	Secuencia: -20' Realizar ficha -10' Corrección -10' Reflexión	Secuencia: -20' Preguntas 1 y 2. -20' Corrección, debate y conclusión.	Secuencia: -10' Lectura guión -10' Representación -20' Preguntas y debate	Secuencia: -20' Reparto de papeles y representación -20' Debate y preguntas
Instrumentos	-Copia del cuento Gato rojo, Gato azul	-Ficha de ejercicios teóricos	-Ficha de reflexión	- Marionetas y guión	- Guión teatral -Atrezzo
Actividades En todas las actividades se aplican los recursos didácticos de: -Poner énfasis -Reforzamiento	Recurso didáctico: Lectura del cuento y resolución de dudas. Procedimiento: Se presenta el programa. Lectura del cuento. Dudas del alumnado y preguntas.	Recurso didáctico: Actividades de papel y lápiz. Procedimiento: Reparto y realización de fichas. Corrección y preguntas de reflexión.	Recurso didáctico: Diálogo y preguntas. Procedimiento: Reparto y realización de actividades reflexivas sobre la envidia. Corrección y debate sobre conclusiones extraídas: moralejas, análisis de consecuencias, etc. Consulta de dudas.	Recurso didáctico: Técnica de modelado. Procedimiento: Lectura del guión y presentación de personajes. Representación con marionetas y resolución del conflicto. Preguntar sobre situaciones similares en la vida de los alumnos y debate.	Recurso didáctico: Ensayos controlados. Procedimiento: Lectura de guión, reparto alternado de papeles y representación por grupos. Análisis de los personajes y situaciones representados. Debate, preguntas y conclusiones del programa de intervención.

Cronograma: Sesiones de **tutoría**. Puede durar hasta la semana del 21/11 si alguna sesión fuera en la festividad del miércoles 12/10 (Día de la Hispanidad) o martes 01/11 (Día de todos los Santos).

Tabla 2. Cronograma de sesiones

ACTIVIDADES	SEMANA						
	03/10/2022	10/10/2022	17/10/2022	24/10/2022	31/10/2022	7/11/2022	14/11/2022
Actividad 1							
Actividad 2							
Actividad 3							
Actividad 4							
Actividad 5							

CONCLUSIONES: La educación infantil de las emociones es de gran importancia, por eso, la propuesta de intervención de la envidia de 1º de EPO, a través de métodos probados como el GREI, usando herramientas como la LIJ, es necesario. Debe analizarse cuantitativamente la propuesta con grupos control o pretest-postest, así como el estudio de otras emociones en **futuras investigaciones**.
Limitación de la adecuación del material en otros cursos (2-8 años).



La **literatura infantil y juvenil (LIJ)**, es fundamental para la comunicación, la creatividad, el desarrollo o en la ayuda a reflexionar a través de **identificación** de emociones en situaciones y personajes. Existe gran importancia de la calidad estética y literaria (Monjas, 2007)

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