

FRUSTRATION: A SOCIO-EMOTIONAL LEARNING CURRICULAR PROPOSAL FOR 1ST AND 2ND YEAR OF COMPULSORY SECONDARY EDUCATION

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INTRODUCTION

Emotional education is presented as a proposal to develop social-emotional competences, which are considered basic life skills (Bisquerra, 2005). The current society presents new emotional challenges that require a greater emphasis on the proper development of these skills. Therefore, emotional competences also play an essential role in employability skills (Castrillón & Cala, 2020), as they are increasingly valued by employers.

Furthermore, the World Health Organization (WHO) warns of an increase in interpersonal violence among young people, as well as cases of depression and suicide. These data reflect the need to promote the development of emotional competences from an early age as a form of primary prevention. If, as Bisquerra (2005) states, education should prepare for life, and if this is the life we face today, an education that prioritizes emotional aspects becomes fundamental in the attempt to achieve the holistic development of individuals. The concern for the formation of individuals capable of adapting to the demands of the modern world is echoed in important reports such as the Delors Report (1997) by UNESCO and The Skills for Social Progress Report (2015) by the OECD.

For this purpose, the school offers a space, a kind of microsystem, ideal for working on socio-emotional competences, enriching and taking advantage of the social interactions among students, which, as Roselló (2014) points out, constitute the central aspect of these competencies. Emotional education, Bisquerra (2001) defines it, is a continuous educational process that seeks to enhance emotional development as an essential complement to cognitive development. In this sense, initiatives have been carried out both in Spain and in other countries, such as the Social and Emotional Learning program in the United States (SEL) and the The Social and Emotional Aspects of Learning program for schools in the United Kingdom (SEAL).

FRUSTRATION: THEORETICAL FOUNDATION

For the theoretical foundation, an exhaustive search was conducted in different scientific databases, including *Web of Science*, *Google Scholar*, *PsycINFO*, and *PubMed*. Keywords were used in Spanish and English, such as *frustration*, *adolescence*, *emotional intervention*, *sadness*, *anger*, *emotional education*, and *program*, among others. No date filters were applied.

Definition and characteristics. Bisquerra (2021) defines frustration as the emotion experienced when an obstacle stands in the way and prevents us from achieving our goals. Frustration is not getting what was expected. Rosenzweig and Adelman (1977) indicate that sources of frustration can be internal to the individual (deficit or internal conflict) or external to the individual (environmental obstacles or barriers or social factors).

As any emotion, frustration serves an important evolutionary purpose in survival. From a functional perspective, frustration triggers negative affect to signal that interests and interactions need to be adjusted, and arousal to instigate defensive or aggressive behavioral responses, such as striving to reduce or eliminate the blocking agent (Jeronimus & Laceulle, 2017).

Responses associated with frustration. Most theories of frustration consider it to be a response that involves emotional mechanisms similar to the presentation of aversive stimuli and triggers stress-like responses (Kamenetzky et al., 2009). Mustaca (2017) argues that it causes a generalized activation, which leads, in most cases, to aggressive responses.

Bisquerra (2021) proposes that the experience of frustration activates another emotion, mainly anger or sadness. From the functional perspective proposed by Jeronimus and Laceulle (2017), the arousal produced by frustration should facilitate approach tendencies when the problem is considered controllable and the goal is perceived as attainable (inflicting costs, via anger). On the other hand, when the problem is evaluated as uncontrollable, frustration should facilitate avoidance (withdrawal, via fear or anxiety), or low approach when the goal is perceived as unattainable (down-regulation of expected benefits, via sadness). Related to this perspective and following the proposal by author Karen Horney, Lópezó (2001) suggests three types of response to frustration: self-aggression (against oneself), other-aggression (against others or objects), and escape (against the situation).

Frustration tolerance. Bisquerra (2021) emphasizes frustration tolerance as one of the most important components of self-regulation ability. The author defines it as the capacity to confront an adverse situation in an adaptive manner, without responding with aggression or excessive sadness.

Many authors justify the need to work on this capacity within schools. Some research studies affirm that there is an association between low frustration tolerance, poor emotional regulation, and child and adolescent psychopathological problems (Montero, 2020). Madrid et al. (2022) point out that in the academic context, low frustration tolerance is linked to behaviors that can lead to school absenteeism. Besides, studies like Ventura-León et al. (2018) suggest that working on frustration tolerance in students would reduce school violence.

Despite the need for early intervention, the literature on frustration tolerance in the childhood and adolescence is limited (Madrid et al., 2022). However, there are some intervention programs on frustration tolerance that have been applied to specific population groups and can be used as a basis for the development of the intervention proposal in this work: Lópezó's Emotional Stability Intervention program (2001), the "Pienso y actúo" program for frustration tolerance in secondary school students by Acuña (2019), and the Intervention Program to improve frustration tolerance in intellectually gifted children by Pérez and Rodríguez (2019).

Strategies for regulating frustration. In the study conducted by Schetsche et al. (2023), it was demonstrated that positive targeting and positive reinterpretation strategies negatively correlate with frustration intolerance. Taking a different approach, Lópezó (2001) proposes cooling strategies, such as the key-phrase technique and Socratic thinking, to reconceptualize countertherapeutic cognitions. Caballero (2009), on the other hand, highlights the importance of language and self-verbalizations.

Lazarus and Folkman (1991) propose two types of strategies for dealing with problematic situations: action-focused coping (modifying or altering the problem) and emotion-focused coping (regulating emotional responses). With this distinction, it appears that the literature suggests that strategies aimed at regulating emotional responses prove to be more useful in coping with frustration. These include positive targeting, cooling techniques, and cognitive restructuring.

OBJECTIVES:

The **general objectives** of this program are: to promote the acquisition of socio-emotional competences in students, foster a positive emotional environment in the classroom, and encourage emotional openness of the students both inside and outside the classroom.

The **specific objectives** of this program are: to develop in students a solid knowledge about the different aspects of the emotion of frustration, increase their frustration tolerance, provide practical tools for managing frustration, including cooling techniques, cognitive restructuring, and positive targeting, and promote the development of positive and motivating self-language.

CURRICULAR PROPOSAL

Methodology. The program proposal is based on a holistic and comprehensive perspective that aims to address the needs posed by today's reality. Furthermore, it aims for students to take an **active role** in their learning process through an **interpersonal approach**. It focuses on **meaningful and experiential learning**, connecting new knowledge with students' prior knowledge and promoting self-reflection and self-awareness. It also incorporates **cooperative learning** through group work and inter-age activities.

The program utilizes didactic resources such as role-playing, group reflection, and theoretical and practical activities. Among these, the use of **children's literature** is highlighted, specifically the book "**Así es la vida**" by **Ana-Luisa Ramírez and Carmen Ramírez**, which describes frustration through simple situations and everyday examples.

Session Development. The following curriculum proposal is intended to be implemented during the second school trimester and has a duration of 8 weeks. It consists of 7 sessions, each lasting approximately 1.5 hours.

1st session. What is this feeling called? Understanding frustration. Concept and identification of situations.

2nd session. The galaxies of frustration. Emotions associated with frustration (anger and sadness) and external and internal attribution, and its implications.

3rd session. Act first, think later. Scheme about the 3 types of responses and their consequences.

4th session. Think first, act later. Alternative responses. Cooling techniques, cognitive restructuring, positive targeting, and the importance of language.

5th session. Sometimes I need to fail. The importance of frustration and the need for error in the learning process.

6th and additional sesión. Storytelling. Consolidation of knowledge and acquired learning through inter-age activities.

Family Activity. A task or "homework" is proposed for families in the form of a game, with the aim of promoting emotional openness within the family and strengthening the connection between the family and the school.

Cross Activity. This activity serves as a guiding thread throughout the program. The objective is to promote personal reflection and problem-solving through analysis, based on specific questions, of a personal situation.

CONCLUSIONS

The proposed design is based on a theoretical foundation supported by a literature review. Although it has not been implemented or evaluated, it is believed to meet the proposed objectives. However, there are limitations in its application and scope inherent to a Final Degree Project, as well as the lack of adaptation for students with special educational needs. In future lines of research, an adaptation of the program is proposed, as well as the development of an additional program for the teaching staff that addresses labels and their relationship with frustration. Despite the limitations, it is expected that this curriculum proposal will serve as a valuable starting point for addressing frustration in secondary school students.

INTRODUCCIÓN

La **educación emocional** es clave para desarrollar competencias básicas para la vida (Bisquerra, 2005). El aumento de la violencia interpersonal, depresión y suicidio entre los jóvenes de los que advierte la OMS (2022), destacan la necesidad de desarrollar las **competencias socioemocionales**.

La escuela, como microsistema, proporciona un espacio ideal para trabajar estas competencias a través de las interacciones sociales entre estudiantes.

OBJETIVOS

- G**
 - Competencias socioemocionales.
 - Ambiente positivo en el aula.
 - Apertura emocional.
- E**
 - Conocimiento sólido sobre la frustración.
 - Tolerancia a la frustración.
 - Técnicas: enfriamiento, RC, focalización positiva.
 - Autolenguaje positivo.



METODOLOGÍA

- Perspectiva globalizadora e interpersonal.
- Papel activo del alumnado.
- Aprendizaje **Cooperativo**.
- Aprendizaje **Significativo**.
- Aprendizaje **Experiencial**.

RECURSOS DIDÁCTICOS

- Literatura infantil
- Role-playing
- Modelado
- Trabajo en equipo
- Actividad inter-edad

CUENTO: "Así es la Vida" de Ana-Luisa Ramírez y Carmen Ramírez.

FUNDAMENTACIÓN TEÓRICA

DEFINICIÓN

La **frustración** es la respuesta emocional que provoca la imposibilidad de satisfacer una necesidad o un deseo.

RESPUESTAS

Activa otra emoción: ira o tristeza. Lópezó (2001) plantea tres tipos de respuesta.

AUTOAGRESIÓN → ira

HETEROAGRESIÓN → ira

ESCAPE → tristeza



TOLERANCIA A LA FRUSTRACIÓN

- Componente clave de la autorregulación emocional.
- Capacidad susceptible de aprendizaje.
- Falta - problemas psicopatológicos, absentismo escolar y violencia escolar.

ESTRATEGIAS

Dirigidas a regular las respuestas emocionales.

FOCALIZACIÓN POSITIVA

ENFRIAMIENTO

REESTRUCTURACIÓN COGNITIVA



DESARROLLO DE LAS SESIONES

SESIÓN 1

Qué es la frustración. Concepto e identificación de situaciones.

SESIÓN 3

Los 3 tipos de respuestas desadaptativas y sus consecuencias.

SESIÓN 5

La importancia de la frustración y del error en el proceso de aprendizaje.

ADICIONAL

Actividad inter-edad. Desarrollo de la sesión 6.

SESIÓN 2

Emociones asociadas a la frustración, ira y tristeza. Atribución externa e interna.

SESIÓN 4

Técnicas de enfriamiento, reestructuración cognitiva, focalización positiva y autolenguaje.

SESIÓN 6

Consolidación de los conocimientos y aprendizajes adquiridos.

CONCLUSIONES



- Alcance y recursos de Trabajo de Final de Grado.
- No ha sido implementada ni evaluada.
- Adaptación alumnado con NEE.



- Adaptación del programa.
- Programa para docentes: etiquetas.
- Ampliar el enfoque a otras emociones.

A pesar de estas limitaciones, se espera que esta propuesta sirva como punto de partida valioso para abordar la frustración en estudiantes de ESO.



Ilustración extraída del libro "Así es la Vida" de Ana Luisa Ramírez y Carmen Ramírez.



7 sesiones de 1 h y media *
8 semanas durante el 2º trimestre escolar *



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