



Teacher's Guide

Grade 6



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Welcome

Welcome!

Dear teacher,

Welcome to Step by Step! This is a Toolkit designed to promote social and emotional learning (SEL) in children and adolescents.

As the old proverb attributed to Aristotle says: “**educating the mind without educating the heart is no education at all**”. With this in mind (and at heart), Step by Step was created to help students better understand and manage their emotions, thoughts, impulses and behaviors, form and sustain positive relationships, and make the most out of life by making responsible decisions and pursuing meaningful goals. Ultimately, the goal is to help raise happier, kinder, healthier people.

Drawing from the best international research and evidence in the fields of social and emotional education, cognitive and positive psychology, resilience, and mindfulness, Step by Step focuses on six core life skills: **self-awareness**, **self-regulation**, **social awareness**, **positive communication**, **determination**, and **responsible decision-making**. These skills further equip children and adolescents with the tools they need to become engaged, caring, and resourceful members of their communities (socially responsible), govern themselves while balancing their interests with those of others (autonomous), and prevail in the face of adversity (resilient).

What’s in the box?

Step by Step offers a series of practical lessons and support materials designed to be implemented in the classroom by the teacher. These lessons are based on a carefully chosen developmental perspective of middle childhood and adolescence, so as to fit the characteristics and needs of each age group or grade, from ages 6 through 17. The lessons are organized into three modules, six general skills and 18 specific skills, as defined in Table 1. You can also find the full definition of these skills and other relevant concepts in the attached Glossary, as well as the specific lesson objectives for each skill, sequenced across grades, in the fold-out matrix at the end of this introduction.



In this Toolkit you will find:

- **Teacher Materials:** A guide with structured lessons, a list of materials you will need to implement each lesson, key concepts, tips for teachers and parents, and answers to frequently asked questions.
- **Student Materials:** A workbook for each student with illustrated worksheets to use as part of the lessons.
- **Classroom Materials:** Posters that will aid in social and emotional learning, as well as children’s storybooks and a CD with songs for primary school.

1. For example work by CASEL (www.casel.org), Cohen, Diener, Duckworth, Durlack, Dweck, Furlong, Heckman, Kabat-Zinn, Seligman and others (see references at the end of this introduction).

Table 1. The Step by Step Framework in short

Module	General Skills	Specific Skills
WITH MYSELF Understanding and managing emotions	SELF-AWARENESS Knowing, understanding and trusting ourselves	Self-concept What we think about ourselves
		Self-efficacy Trusting our ability to succeed in specific situations
		Emotional awareness Knowing what we are feeling and why
	SELF-REGULATION Governing our impulses and emotions	Emotional regulation Managing our emotions in harmony with our goals
		Delayed gratification Postponing an immediate reward for better outcomes later
		Frustration tolerance Facing difficulties without feeling overwhelmed by anger or disappointment
WITH OTHERS Forming and sustaining positive relationships	SOCIAL AWARENESS Understanding other people's feelings, needs, and concerns	Perspective taking Understanding a given situation from multiple points of view.
		Empathy Putting ourselves in another's place, walking in another's shoes.
		Prosocial behavior Voluntary actions intended to help or benefit others.
	POSITIVE COMMUNICATION Interacting with kindness and respect for ourselves and others.	Active listening Paying undivided attention to another person with genuine interest and respect.
		Assertiveness Advocating for ourselves with confidence, honesty and respect.
		Conflict management Dealing with conflict in a way that enhances learning and group outcomes.
WITH OUR CHALLENGES Making the most out of life	DETERMINATION Pursuing goals with resolve and purpose.	Achievement motivation Driving ourselves to succeed.
		Perseverance Keeping up the effort to achieve our goals despite difficulty, delays and failure.
		Stress management Taking charge so the pressures and tensions of our lives don't break us
	RESPONSIBLE DECISION-MAKING Making constructive and respectful choices.	Creative thinking Generating new ideas, solutions or courses of action in the face of challenge.
		Critical thinking Questioning the assumptions underlying our habitual ways of thinking and acting.
		Responsibility Fulfilling our commitments and being accountable for our words and actions.
		
<p>AUTONOMY: Governing ourselves while balancing our interests with those of others. SOCIAL RESPONSIBILITY: Working hard to make the world a better, more just place. RESILIENCE: Prevailing in the face of adversity.</p>		

What are the pedagogical principles behind its design?

Inspired by hundreds of programs worldwide that have been found successful², this material applies the most effective practices for social and emotional education, which guide students through a well-sequenced series of engaging activities focused on the development of specific skills. This approach is known as "SAFE":³

- **Sequenced** set of activities that are developmentally appropriate for the students in each grade to achieve the learning goals.
- **Active** forms of learning that focus on experiencing and practicing the skills (e.g., dramatization, role playing, modeling, etc.).
- **Focused** every week on developing the skills as part of school curricula and during school hours.
- **Explicit** teaching and learning of a particular set of social and emotional skills, naming them and showing students how to put them into practice.

What are the keys for implementing it successfully?

The lessons have been designed to last about 45-50 minutes each. Some may think that since the lessons are fully scripted, it would be fairly easy for anyone to do it, but it takes a number of personal skills to be able to pull it off. As a principle, it takes a socially and emotionally skilled person to teach social and emotional skills, but there is more to it. A Step by Step facilitator must be able to foster a healthy, safe, and nurturing learning environment. For that to happen, the teacher must build a genuine relationship with students based on appreciation, respect, unconditional acceptance, protection, and empathy.

Personally, a successful facilitator:

- Is motivated and enjoys sharing this kind of activities with his students.
- Listens and communicates in a respectful, empathic, assertive, and friendly way.
- Recognizes and values the individual experience of each student.
- Fosters communication and open dialogue to ensure a meaningful learning experience.
- Works hard to avoid reproducing prejudices, stereotypes, or discriminatory attitudes, i.e., reflects and works to overcome his own limitations.

2. Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The Impact of Enhancing Student's Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405-432

3. CASEL (2015)

Methodologically, the THREE KEYS for a successful Step by Step experience are:

1. Prioritize **listening** over lecturing.
2. Focus on the students' **experiences**, rather than the teacher's expertise.
3. Build **relationships** with the students, rather than concepts and theory.

The best results are obtained when they are implemented exactly as proposed but in your own words, so you would need to familiarize yourself with the lessons beforehand. As a reference, below is a summary of do's and don'ts based on our experience implementing this Toolkit.

Before the Lesson

DO	DON'T
<ul style="list-style-type: none"> ✓ Read and reread the guide in advance to make sure you clearly understand the objective and how to carry out the lesson activities. ✓ Organize and prepare the materials needed. ✓ Be prepared to manage difficult situations according to school protocol. 	<ul style="list-style-type: none"> ✗ Incorporate additional material or content. ✗ Prepare supplementary presentations. ✗ Facilitate the lesson without first familiarizing yourself with it.

During the Lesson

DO	DON'T
<ul style="list-style-type: none"> ✓ Make sure you have all the materials at hand. ✓ Set up the physical space. ✓ Use clear, simple language to communicate. ✓ Practice active listening: empathic, respectful, and open. ✓ Respect individual processes and differences. Handle special cases with care and follow protocol. ✓ Congratulate students for their effort. 	<ul style="list-style-type: none"> ✗ Use punitive or violent discipline with your students. ✗ Congratulate results or compare products. ✗ Congratulate students' participation in an unequal manner. ✗ Use adjectives to describe students. ✗ Minimize or ignore students' experience or points of view. ✗ Ask questions or make comments that reflect value judgments or religious views. ✗ Reproduce stereotypes, prejudices, or discriminatory attitudes. ✗ End the activities or lessons with a "moral." ✗ Overload the lesson with additional activities or concepts not included in the guide.

After the Lesson

DO	DON'T
<ul style="list-style-type: none"> ✓ Follow up on any situation or case that requires it. ✓ Answer doubts that may have arisen during the lesson. ✓ Practice active listening. ✓ Respect individual processes and differences. ✓ Reinforce learning using stories, songs, or posters from the Toolkit. ✓ Perform a self-evaluation of your facilitation, with attention to your communication style and ability to relate to your students. ✓ Show respect and consideration to your students, fellow teachers and parents: teach by example. 	<ul style="list-style-type: none"> ✗ Use punitive or violent discipline with your students. Describe students using adjectives. ✗ Minimize or ignore students' experience or points of view. ✗ Reproduce stereotypes, prejudices, or discriminatory attitudes.

You can also use the "Instructional Strategies that Promote Social and Emotional Learning" checklist that follows this introduction as a reference.

Good luck! And remember: a good teacher changes lives.

Some additional references you may want to check out

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Instructional Strategies that Promote Social and Emotional Learning

This short checklist offers effective classroom instructional strategies for teaching, modeling, and reinforcing social and emotional competencies. These strategies can help establish a relationship-centered learning environment for practicing and applying SEL throughout the school day.

Setting up the classroom:

- Arrange seating so that students can see one another.
- Make sure bulletin boards and displays reflect the rich diversity of your students.
- Keep the room clean and well-organized, with materials prepared in advance for the day's lesson.

Creating a safe, caring, participatory, and well-managed learning environment:

- Greet students as they enter your classroom, creating a welcoming environment.
- Establish shared ground rules/agreements with your students on how to treat each other respectfully.
- Model SEL behaviors of respect, caring, self-control, and fair decision-making.
- Focus on all students' positive qualities and acknowledge their efforts and contributions.
- Pay attention to student reactions, need for clarification, and need for change in activity, and address these needs immediately.

Starting a lesson:

- Ask open-ended questions to discover what the students already know.
- Employ a variety of inquiry methods to draw out authentic student responses (i.e., think-pair share).
- Ask "What do you think?" rather than "Why?" questions to stimulate divergent thinking.
- Allow "wait time" of 7 - 10 seconds before calling on students to give everyone a chance to reflect.

Introducing new skills and information:

- Present and connect new skills and information to the students' responses.
- Provide clear and concise instructions and model tasks when appropriate.
- Respond respectfully to a wide variety of student responses to show respect and openness to divergent thinking, e.g.; "Okay," "All right," "Thank you."
- Offer students the right to pass to honor different learning styles.

Preparing students for guided practice:

- Model the guided practice before asking students to practice and apply new skills and knowledge.
- Always play the role with negative behavior in a role-play; students always act out the appropriate behavior as skill-building practice and reinforcement.
- Give timely, supportive, and clear feedback immediately after guided practice.
- Use closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives.

Managing discipline in a safe and respectful way:

- Enforce the ground rules/agreements consistently.
- Handle problems quickly and discreetly, treating students with respect and fairness..
- Encourage students to discuss solutions rather than blame others.
- Share your reactions to inappropriate behaviors and explain why the behaviors are unacceptable.

(*) Social & Emotional Learning, Austin Independent School District. Adapted from Tool 33, CASEL Sustainable Schoolwide SEL Implementation Guide and Toolkit.

			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Mindfulness			Hear mindfully	See mindfully	Act mindfully	Listen mindfully	Breathe mindfully	
Module 1 With Myself	Self-Awareness	Self-Concept	Describe who I am	Identify what I like about myself	Identify what I have in common with my friends	Identify what makes me unique and different	Understand how my peers see me and how I feel about it	Understand how my peers see me
		Self-Efficacy	Value what I can do now and before couldn't	Take on a difficult task as a good challenge	Train my brain to become smarter	Take on challenges that will help me grow	Trust my own skills even if others don't	Organize my time
		Emotional Awareness	Notice how I am feeling	Notice when I feel anxious	Identify when I feel two emotions at the same time	Identify what makes me feel embarrassed	Rate my anger	Notice my emotions
	Self-Regulation	Emotional Regulation	Breathe deeply to calm down	Stop my scary thoughts	Experience my emotions at the right level	Feel emotions that are good for me	Deal with my anger in a healthy way	React calmly
		Delayed Gratification	Finish what I have to do before doing what I want	Resist temptation and get a better reward later	Wait for the right moment to do what I want	Understand how I feel when I can't do what I want	Control the impulse to do whatever I want	Resist temptation
		Frustration Tolerance	Calm down when I don't get what I want	Change a frustrating situation if I can	Find another way to get what I want if my way didn't work out	Know when I can change a frustrating situation and when I can't	Stay calm when there is nothing I can do to fix it	Face frustration
Module 2 With Others	Social Awareness	Perspective Taking	See through other people's eyes	Look from other people's angles to understand what they see	Understand what's behind someone's actions	Seek more information to fully understand other people's views	Consider every point of view when making a group decision	Take in different views
		Empathy	Observe someone else's face to know how they feel	Put myself in someone else's place to understand how they feel	Understand what other people feel when bad things happen to them	Put myself in the place of someone being treated badly by their classmates	Put myself in the place of people living with disabilities	Put myself in others' shoes
		Prosocial Behavior	Notice when someone needs help	Share what I have	Include someone who's on their own	Comfort others	Help in things I am good at	Include others
	Positive Communication	Active Listening	Listen carefully without interrupting	Make others feel I'm listening and I care	Show interest without using words when listening to others	Make sure I understand what someone is trying to tell me	Ask and clarify when having a difficult conversation	Ask and listen
		Assertiveness	Say no nicely and firmly when I don't like something	Stand up to someone who's being mean to someone else	Respond in a clear, firm way but without being aggressive	Express my feelings and opinions without hurting others	Stand up for myself without hurting others	Defend myself
		Conflict Management	Find a compromise with my friends when we don't agree on what to do	Look for win-win solutions to manage a conflict	Think before I act out my anger	Regulate the temperature of a conflictive situation	Assess the problem calmly and brainstorm solutions	Find win-win solutions
Module 3 With Our Challenges	Determination	Achievement Motivation	Break down difficult tasks into steps that I can manage	Identify the steps I need to take to achieve my goal	Enjoy the challenge	Learn from my mistakes	Self-monitor my contributions towards a group goal	Self-monitor my progress
		Perseverance	Control my frustration when I fail and keep trying	Practice over and over until I get it right	Keep my focus longer	Not get discouraged by setbacks	Try again and try harder in the face of failure	Adjust to setbacks
		Stress Management	Use my imagination to reduce my stress	Ask for help when I feel overwhelmed	Realize when I'm stressed	Spot my stressors and deal with them	Replace negative thinking with realistic assessments	Focus on solutions
	Responsible Decision-making	Creative Thinking	Come up with lots of ideas on a single topic	Group ideas using different criteria	Generate unique ideas that others may not think of	Elaborate an idea further	Look at a problem from a whole new perspective	Create solutions
		Critical Thinking	Form my own opinion	Seek information to make up my mind	Question stereotypes about what boys and girls like	Question what I read to form my own opinion	Question what I see in the media to form my own opinion	Question messages
		Responsibility	Take good care of myself and my stuff	Meet my obligations	Own up to my mistakes, no excuses	Care for a clean world	Take responsibility for how I make other people feel	Be a good person

Learning Objectives

Step

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Sense mindfully					
and how my loved ones and I how feel about it	Understand the changes I am going through	Describe my personality and choose what I want to improve	Understand how other people influence my choices	Identify my strengths and use them	Think about who I want to be
imize my time to learn better	Grow my intelligence through practice	Try hard to overcome failure	Face academic challenges knowing that I will become smarter by overcoming them	Take criticism to become better and stronger	Boost my brain through organization, focus, and flexibility.
when someone feels sad or angry	Recognize how I feel and how I would like to feel	Identify different emotions I feel at the same time	Pay attention to how my mind and body react to an emotion	Link my emotions to what triggers them	Connect my emotions with their consequences
calmly to other people's anger	Talk to myself to make me feel better	Relax when I feel angry, scared or worried	Manage my emotions using my inner voice	Cool my thoughts to manage my emotions	Connect my hot thoughts to the emotions that provoke them, to replace them with cool thoughts
st the urge to cheat	Put off distractions until it's a good time for them		Give up immediate rewards for the chance of achieving bigger goals down the road	Wait if this leads to the best outcome	Harness my willpower to gain control over my impulses.
frustration by focusing on what I can do	Replace frustrating thoughts with positive thoughts	Control my reactions to frustration so I don't hurt anybody	Stop the negative emotional chain triggered by frustration	Know the difference between the things I can change and the things I can't	Face the obstacles that may interfere with my goals after high school
to account the point of everyone affected by my decisions	Understand members from a different social group than mine by taking their perspective	Take the perspective of people from a social group different than mine	Consider the expectations, information and feelings of others before judging a situation	Use the rights perspective when assessing a difficult situation	See the different perspectives in a social conflict to better understand its root and ramifications
myself in the place of who face discrimination on a daily basis	Put myself in my parents' or siblings' place when something happens to them	Put myself in my friends' place when something happens to them	Feel what other people feel when they are having a hard time	Use empathy to nurture my sense of justice	Use my empathy to guide my sense of social responsibility
ude those who feel excluded	Care for the environment in my daily life	Take responsibility for preserving the environment	Offer help that is genuine, humble, respectful of the other person	Look for ways in which I can help others	Use my skills to make my community a better place
clarify during a difficult conversation	Read non-verbal language when somebody is telling me something	Use non-verbal language to show interest in what I am listening	Focus my attention on what other people want to tell me and show I care	Listen without advising, preaching, minimizing or blaming	Debate ideas listening and understanding well the other's arguments and point of view
nd my friend without hurting others	Put a stop to a situation that is offensive or hurtful to me	Tell my friends how I feel and what I need and don't need from them	Refuse doing something I don't want without offending or hurting others	Tell the difference between aggressive, passive and assertive responses to difficult situations	Assert my thinking over groupthink to avert a faulty decision
win-win solutions to a t with somebody else	Mediate between two friends in conflict	Mediate between two friends so they don't hurt each other	Define the problem, how I feel, what I did wrong and how to amend it	Use planned conversation to find win-win solutions to a conflict	Pinpoint and challenge gender stereotypes when they affect my relationships
onitor to achieve a goal I've set for myself	Prevent fixed mindset from affecting my motivation	Enjoy the effort it takes to take on a challenge	Use my growth mindset to nourish my motivation	Face my personal obstacles with a plan	Think of my life plan with a growth mindset
my strategies when I'm ating the results I expect	Value my efforts to achieve my goals	Pursue my goals with discipline and autonomy	Prepare for the challenges I will face to finish high school	Set my personal goals for the next five years and make a plan to achieve them	Breakdown my life plan into steps I can follow
s on my strengths to come negative thinking	Identify my own biases when assessing how stressful a situation is	Manage stress using constructive strategies	Deal with the big and small stressors in my life	Recognize how I cope with stress	Assess my level of stress and cope with it effectively
a detailed plan to solve a problem	Assess potential solutions to an issue using the thinking hats	Organize my ideas using mind maps	Generate ideas that are different from each other	Look at a problem from a different perspective	Envision all the things I could be, do, and achieve in my life.
sion advertisement pages and how they ence my worldview	Sort between facts and opinions	Question excuses people use to get away with harming others	Recognize how my own biases and prejudices affect others	Think twice before I act	Question beliefs that may have a negative influence on my decisions and my future
role model for others	Embrace honesty when facing the consequences of my actions	Be accountable for what I say and do, without excuses	Own up to my mistakes and make up for them	Guard for my own safety and wellbeing, as well as others'	Take responsibility for making the world a better place

Introduction to Grades 5 and 6

The Step by Step lessons for grades 5 and 6 are designed for children ages 10 and 11. At this point in their development, children are finishing their primary level education and, therefore, have gradually gone from being the youngest to being the oldest. This reflects in their development and in their search for independence and autonomy. While they still spend time with the family and value their perspectives and vision, they start to become autonomous and spend more time with their friends, establishing with them strong and complex relationships. Most likely, children have formed a group of friends and are building aspects of their identity that relate to the social group to which they belong.

As for their cognitive development, they are now capable of having complex thoughts and understanding abstract concepts. They also have a more complex vision of their internal world and how they relate to others. Children at this age may recognize complex emotions and identify several of them at the same time, even if they seem to contradict each other; for instance, when they feel joy, sadness and fear at the same time. They are able to anticipate situations and foresee the consequences of their actions, which is associated with a better capacity to take decisions.

At this age, the acceptance by their friends and their close group is very important. Therefore, social pressure is greater than before, which could lead children to yield and do things they don't want for fear of rejection. However, the cognitive development they have reached enables them to be aware of this and to build mechanisms to resist pressure. Teachers may use this peer pressure to build new positive meanings for the development of their own identity and to control the group with positive behaviors and attitudes.

Children ages 10 and 11 begin to develop greater autonomy and are able to recognize different points of view about one same situation, not only regarding individuals, but groups as well. This helps them to better understand norms and agreements and to recognize different points of view, regardless of the authority that adults may exercise; for example, those of their friends, their family or the school authorities. They no longer do things just "because adults tell them to", but because they understand that these norms and agreements are given to ensure our own well-being. For example, we don't insult others because that conduct is unacceptable. Thus, students of these ages are able to take decisions and be accountable for their consequences, foreseeing the future and planning with a medium-term vision.

At this time of their lives, children have a greater sense of autonomy that drives them to pursue their own independence and freedom. They like to do things for themselves and they are also able to recognize different ways to see the world and a greater diversity in people. Nevertheless, as they are in a process of seeking their own identity, this recognition of diversity may be a source of discrimination, since children often define themselves based on what they are not or what they do not want to be. This may be re-oriented towards creating an identity based on respect and appreciation of differences, instead of negatively assessing differences.

In line with the development level of this age range, Step by Step lessons for Cycle V offer a more complex context to children on the skills to be promoted, while proposing more abstract challenges to stimulate their development. This implies presenting situations that go beyond the students' close environment, that involve multiple perspectives and that may propose a less short-term vision. In these situations, the group and friends are given more predominance as a context and source of learning.

The activities proposed in these lessons aim at stimulating students' development, not only from a cognitive standpoint, but especially from an emotional and social point of view, in such a way that emotions play a lead cross-cutting role. As such, it is better to ask questions instead of giving answers and to encourage discussion and reflection on different situations involving the children and others. Throughout these lessons, you will find questions aimed at identifying what we are feeling, what others feel, and how we relate to one another.

Many of the lessons involve movement and fun activities for children, without losing sight of the pedagogical purpose. These introduce different characters that facilitate the understanding of the topics addressed and make them easier to remember, not only during the lessons, but also across school activities. Your job as a teacher consists of facilitating the lessons, as well as encouraging students to implement and regularly practice the skills we seek to develop. With this aim in mind, it is necessary to give them opportunities instead of simply lecturing them. With this in mind, rather than transferring knowledge, the teacher proposes activities, stimulates the development of children's thoughts and emotions, and builds a safe and nurturing environment.

MARTIAN SENSORS

Today I will learn to...

Sense mindfully.

What we'll need for that is...

- Bell with soft and relaxing sound (you may use a mobile phone)
- Various objects with different shapes, smell, texture and colors, for example, stones, color pencils, books, flowers, paper sheets, pieces of adhesive tape, balls. Have as many objects as you have students in the class

Lesson Guide

1 Intro

Was there ever a time when your mind wouldn't stop thinking lots of things at once, and you felt anxious or worried all the time?



Listen to your students.

You can tell your students about a time when something like this happened to you.

Today, we're going to practice two exercises that will help us relax and feel better.

2 Core

Now we're going to take a walk around the school.

We are Martians

Let's set up the classroom so that we are all seated—on chairs or on the floor—in a big circle.

Do you know what the solar system is?



Listen to your students.

The solar system is name we give to the group of planets that revolve around the sun. One of them is our planet, Earth. Can you tell me the names of the other planets in the solar system?

Suggested answer: Mercury, Venus, Mars, Jupiter, Saturn, Uranus, and Neptune.

Today we're going to pretend that we're from Mars and that we've come to visit Earth. What do you think Martians might be like if they existed?



Listen to your students

Close your eyes. When you hear the bell ring, you're going to take three deep breaths, focusing on how the air flows in and out of your body... 1... 2... 3...

With your eyes still closed, imagine that you are from the planet Mars and you're arriving on Earth for the first time. Everything you see is new to you, since on Mars there are no streets, houses, classrooms, notebooks, or electrical appliances. When you hear the bell again, open your eyes.

Now we're going to pass different objects around so that each of you can closely observe at least three of them.



Hand out one object to each student.

Since you are Martians, you don't know what the object you are holding is used for. You will look at carefully and explore each detail using your different senses: looking at it, listening to it, feeling its texture, smelling it. Be curious; observe the characteristics just as they are, without judging. Remember that we're Martians, and what is "beautiful," "ugly," or "unpleasant" to us may be quite different to humans, so we're not going to judge the objects. For instance, we are going to try and discover specific, objective characteristics, like "round," "square," "soft," or "yellow," instead of thinking about characteristics that are really opinions, like "ugly," "nice," "unpleasant," "pleasant."

When you hear the bell, pass the object to the classmate on your right and repeat the activity with the new object that you have received from the classmate on your left.



Ring the bell several times until all students have had a chance to examine at least three objects for about three minutes each.

- What characteristics were you able to identify?
- Did you notice anything new that you never noticed before? Textures, colors, sounds, shapes, etc.
- Had you ever paid attention before to the details of common objects around us?
- What emotions are you feeling right now?
- How does your body feel? Relaxed or tense? Calm or anxious?



Listen to your students and validate their feelings.

Body Scanning⁴

Now we're going to observe our bodies with the same curiosity as Martians would. Let's sit down (or lie down, if there is enough space) so that we feel comfortable and relaxed. Close your eyes when you hear the bell.

Take three deep breaths... 1... 2... 3... Now we're going to let our breath flow in and out, without forcing it or trying to change it. Let's do this for a few minutes, concentrating on our breath... the way it flows in and out of our bodies.



Wait a few seconds in silence.

Now we're going to scan our whole body. Your mind is going to try and wander and start thinking of other things; for example, about what you did yesterday or what you're going to do later, but try to bring it back and concentrate on your breathing. You may have to do this again and again, because our minds like to travel to different places and think of lots of things at once.

We're going to imagine that the air that we're breathing enters through our right foot and leaves through the same foot. Feel your foot, your toes, your heel, your ankle. Feel how your foot on the floor... just observing it with your minds, without judging or thinking about words like "uncomfortable," "ugly," or "nice"; just observing. Now imagine that the air you're breathing is entering through your left foot and leaving through the same foot. Feel your foot, your toes, your heel, your ankle. Feel your foot on the floor... Remember: If our minds start to wander and think other thoughts, we have to calmly bring them back to our breathing and feel our bodies.



Repeat the exercise with different parts of the body, from the feet up: calves, knees, thighs, belly button, hands, arms, shoulders, chest, neck and head. At the end of the activity, ring the bell and ask the students to open their eyes slowly and take a deep breath.

- What did you feel when you were scanning your bodies?
- Were there times when your minds started to think about other things?
- What emotions are you feeling now?
- How does your body feel? Relaxed or tense? Calm or anxious?



Listen to your students and validate their feelings.

4. Activity adapted from the RESPIRA Program by Corporación Convivencia Productiva and Save the Children (www.respiraeducacion.org).

3 Wrap-Up

Today you did a great job paying close attention to the objects around us and to the sensations of your own body.

- How does it help us to pay close attention to our sensations and perceptions?

Suggested answer: To help us feel more relaxed and calm.

- What are some other times in our lives that this trick for observing objects or our own bodies can help us?

Suggested answer: When we are eating or when we are at home and want to relax.

Paying attention to what we perceive or feel right now, in the present, without worrying about the past or the future, allows us to calm down and relax, and it helps us to concentrate more on our daily activities.

Whenever you feel restless, anxious, or worried, you can practice the exercises we learned today to help calm your mind down and feel better.

Concepts, Tips and FAQs

1 Key Concepts

Mindfulness: Paying attention in a particular way: on purpose, in the present moment, and nonjudgementally (Kabat-Zinn, 1994). The concept of mindfulness originally comes from Buddhist meditation and is now widely used in the fields of psychology and medicine. Both sciences have proven the concept to be effective on improving people’s wellbeing by reducing stress, for example.

Mindfulness is the opposite of: 1) being constantly worried about the past (situations that already happened) or the future (situations that may happen); 2) living on “autopilot,” without paying attention to what is happening right now around us; and 3) mentally judging everything we sense, feel, and think (for example, “That person didn’t say hi to me today. She must be mad at me”; “I feel sad. That’s the worst feeling ever, and I’m going to feel that way for a long time”).

It is important that you help your students to:

- Understand that practicing mindfulness helps us to remain in peace and, consequently, to better enjoy the moment. One way to help students visualize the benefits of mindfulness is to fill a clear bottle up with water and sand. When the bottle is shaken, the sand floats around and the water turns muddy (like our mind when we are wound-up, stressed, distracted, or thinking lots of things at once). But when the bottle is still, the sand floats to the bottom and the water becomes clear (like our mind when we are in peace).⁵
- Practice mindfulness in different situations both in and out of school. Ideally, mindfulness should be practiced on a regular basis, for example, every day before class or every day when students come in from recess. The following is a suggested list of short activities (lasting approximately 5 minutes) to help students practice mindfulness on a regular basis:
 - Close your eyes and stay quiet, sitting straight up but making sure you are comfortable. Focus your attention on your breathing, feeling and mentally “observing” how the air goes in and out of our bodies.
 - Close your eyes and stay quiet, sitting straight up but making sure you are comfortable. Focus your attention on the sounds around you, starting with those furthest away and then “zooming in” closer, until you are concentrating on the sounds of your body and your own breathing.
 - Designate a path, for example, from one side of the classroom to the other, for students to walk in a straight line, paying close attention to the sensations they feel as they walk: their feet on the ground, how the muscles of their bodies feel as they move, etc. This activity may also be performed with other body movements, for example, stretching their bodies with their arms straight up, then leaning down to touch the floor with their hands.

5. Idea taken from the RESPIRA Program by the Corporación Convivencia Productiva and Save the Children (www.respiraeducacion.org).

2 Tips for Teachers and Parents

- Mindfulness strategies may be practiced formally, for example, through activities in the classroom. These strategies may also be practiced while we eat or walk or ride the metro.
- One way to connect with the present is to sit in silence and close our eyes for a few minutes, concentrating only on our breathing. Both parents and teachers may practice this strategy on a regular basis with children, for example, by taking a few minutes each day before going to school or before starting class.

3 Frequently Asked Questions

- **How can mindfulness benefit children's lives?**

Mindfulness improves our wellbeing. For example, it diminishes stress and depression, while increasing the ability to concentrate and pay attention while performing different tasks. Various studies have found that practicing mindfulness at school is tied to improvements in attention span and memory, as well as students' interpersonal relationships. This facilitates learning and may improve children's academic performance. Mindfulness is also linked to controlling our emotions (for example, anger).

- **What is the relationship between mindfulness and emotional and stress management strategies?**

Mindfulness is a skill that may help build a foundation for the development of many other skills. As such, it is more general than emotional or stress management skills. Yet, all of these concepts are related, since the development of mindfulness may serve as a basis for better emotional or stress management. It may also act as a foundation for many other skills, even those of an academic nature.



MODULE 1

With Myself

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Concept

MYSELF IN YOUR EYES

Today I will learn to...

Understand how my loved ones see me and how I feel about it.

What we'll need for that is...

- Paper silhouettes of persons for each of the students
- Colors

Lesson Guide

1 Intro

We all have characteristics (physical, the way we are, what we like, etc.) that make us unique and different from the others. For example, some people have long hair and others have short hair; some people like to watch television and others don't like it so much; some people are good at writing and others are good at talking in public. Some people speak one language and others speak two or even three! Can you think of more examples of characteristics that make people unique and different from everyone else?

Today we're going to identify some of the characteristics that other people see in us and the way that other people's opinions influence our self-esteem.

2 Core

Each of you is going to receive a piece of paper with a person's silhouette. We're going to do an activity to help us think about how words have the power to make us feel good or bad. I'm going to read some phrases that people might say to the person from the silhouette. Without talking, each of you is going to tear your paper silhouette just a little when you hear comments that you feel might affect the person negatively (for example, something that might make that person feel sad or angry). When you hear something that you think might affect the person positively (for example, proud or happy), you're going to draw a star or a circle using a color that you like.



Tell them that the most important rule for this activity is to be quiet, without making any offensive remarks about any of their classmates. If necessary, remind them of this rule while performing the activity.



Read the phrases one by one, giving the students time to tear the silhouette or to draw something quickly.

1. "How stupid, he doesn't know!"
2. "We don't hang out with people like you!"
3. "That outfit suits you very well!"
4. "What a horrible hairdo!"
5. "I like how you dance"
6. "You are very ugly"
7. "I would like to be your friend"
8. "You are very good at math. Would you help me with my homework?"

Sometimes we say things to other people that can affect them positively or negatively, or things that can make them feel better or worse about themselves.

The tears in the silhouettes are like the emotions that other people may feel when someone says mean things to them.

- How do you think the negative remarks would make the person feel?
- Would it be easy to glue the pieces back together and make the silhouette like it was before?
- How would the positive remarks make the person feel?

Now we're going to think about the nice things that people say about us, the ones that would fill us up with pretty colors. But first, we have to do the worksheet "What Others See in Me" in your workbooks (see Student Material), without talking. You have 10 minutes.



Explain to them how they can fill in the boxes. Use some examples.

After everyone has finished, we're going to pair off into partners. If I wrote the name of someone in the classroom on the first box, that person can't be my partner for this activity. Tell your partner what you wrote, which person you chose, and what that person would say about you. Would anybody like to share with the class? Let's hear from three students. Who wants to share?



If everyone wants to share what they wrote, tell them to cut out the worksheet and hang it up in classroom like an exhibition. At the end of the activity, they can walk around the classroom and read their classmates' worksheets.

3 Wrap-Up

Today you did a great job recognizing some of the characteristics that others see in you.

- Do we all have the same characteristics?
- What would happen if we were all alike?
- How do other people's opinions influence the way we feel about our own characteristics? Can you think of specific examples from the activity you did today?

Sometimes, we have positive characteristics that we do not see in ourselves, but others do. It is important to identify the characteristics that the people around us value in us

Student Material

What Other People See in Me

(In the box, write the name of someone who cares about you very much; for example, your teacher, your grandmother, your mom, or your best friend).

...would say that I am...

(Write up to four **positive** characteristics that the person who cares about you would say about you. These characteristics may be physical, about the way you are, the things you do well, etc.).

...and that I like...

(Write three activities or things that the person who care about you would say you like).

Concepts, Tips and FAQs

1 Key Concepts

Self-awareness: Knowing our internal states, preferences, resources and intuitions (Goleman, 1995). In our framework, the specific skills related to self-awareness are self-concept, self-efficacy and emotional awareness. These together lead to a more positive self-esteem, but self-esteem is defined here as an attitude rather than a skill (see also the definitions of skill and self-esteem).

Self-concept: What we think about ourselves (Smith & Mackie, 2007).

Self-esteem: A generalized evaluative attitude toward ourselves that influences both moods and behavior and that exerts a powerful effect on a range of personal and social behaviors (APA, 2015).

It is very important to help your students to:

- Identify their own physical characteristics.
- Identify other (non-physical) characteristics.
- Identify the characteristics or skills they like the most, to help them feel good about themselves.

2 Tips for Teachers and Parents

- When you talk to children about the way they are, you can help them identify specific characteristics that are easy for them to understand. For example, you can help them by asking, "What color are your eyes?" "What do you like to do the most?," etc.
- Take a great deal of care not to encourage comparisons, since this may cause students to laugh at or reject others based on their characteristics. Recognizing the way we are does not necessarily involve making judgments about our characteristics or those of others. Foster an environment of equality and respect in order to recognize our differences without judging them.
- Parents can help their children engage in self-recognition at home by encouraging activities for the identification of their personal characteristics. For example, ask your children to recognize their physical characteristics in a mirror or ask them what they like to do.
- Both at home and at school, try to value and emphasize the things that children do well. For example, when they engage in physical activities or make drawings. You can say, "That came out great," "You run so fast," etc.
- Even when showing them something they can improve on, remember to always comment on something positive before talking about what they should change. For example, you can say, "You handle the ball well, but you could play better if you included your other classmates in the game." This applies when giving students grades or feedback. They will always be more receptive to suggestions on how to improve if we first show them something they did well. This will facilitate learning. On the other hand, if we only show them things they can improve, this may cause frustration and affect their motivation. What's more, it may have a negative effect on their self-perception.

3 Frequently Asked Questions

- **Why is it important to recognize the characteristics with which we identify ourselves?**

The process of recognizing our own characteristics is the basis to form our self-concept (what we think about ourselves) and our identity. It is important to realistically recognize characteristics that we really like about ourselves and those that we don't like so much for the healthy development of self-esteem (feeling good about ourselves), which in turn affects our performance of different tasks and our wellbeing as a whole.

- **What should be done if children say that nobody cares about them?**

In this case, you can validate what they are feeling by saying something like, "Yes, sometimes we feel like nobody cares about us," and then ask them questions to help them think about someone who loves or cares about them. Don't argue or try to convince them that people do care about them. You can ask, "Is there someone that makes you feel good when you're with them?," "Who's your best friend?," "Who treats you well?," "Is there someone who takes care of you, who worries about your things, who makes your meals?," or "Has anyone ever given you a present?" These questions can help children realize that there are indeed people who care about them.

- **How can I help my child or my students to have a better self-concept?**

It may be that the children have positive characteristics that they don't perceive and that they focus on very general and extreme perceptions about themselves (for example, "I'm ugly," "I'm a terrible person" or "I'm a bad student"). Parents and teachers can help the children to identify specific, visible and concrete positive characteristics, for example, "You help others with their work when they don't understand," "You sing lovely," "You share your food during recess," "You smile every morning," or "You are very good at taking care of your pet".

- **How can I build my child's or my students' self-esteem?**

It is important to always emphasize specific positive characteristics in your child or your students, even before showing them something they can improve or change. For example, "I noticed you're very organized with your school supplies. I would like it if you leave your clothes in their place before you go to school, too."

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

MY TIME PLANNER

Today I will learn to...

Organize my time to learn better.

What we'll need for that is...

A clock in a visible place.

Lesson Guide

1 Intro

When we're doing something we really like, the day seems to go by so fast! And when we don't have anything to do and we feel bored, the day seems to go so slow! It is important to learn to organize our time, so we can finish the things we have to do and have enough time left over for other things that we like.

Today we're going to talk about organizing our time better so we can learn more effectively and have time to do lots of different things.

2 Core



Start by asking the following questions. Listen to your students and validate their feelings.

- Are there things that you learn at home?
- Do you sometimes feel like you don't have enough time to learn because you have too many things to do? For example, doing your homework, getting exercise, working on projects for school, reading, practicing something, helping out with chores around the house, etc.
- Have you ever felt like you didn't have enough time to do everything you planned in one day? What was that experience like?
- Have you ever made good use of your time? In other words, have you finished everything you set out to do or completed several projects? How did that make you feel?

In order to successfully learn something, we need time. For example, if we want to solve math problems, practice a sport, learn to play an instrument, read a book, or perform science experiments, we need time to practice, study, etc. Sometimes we have so many things to do, we don't have enough time for all of them. However, each one of us is capable of organizing our time so that we can finish all the things we want to do. I'm going to give you a list of things you have to do in fifteen

minutes. Each of you is going to do the different tasks individually. We're going to pay close attention to the clock, and I'll let you know when each minute goes by.

Before we get started, I want each of you to read the different tasks in the worksheet "Tasks to Perform in Fifteen Minutes," which you can find in your workbook (see Student Material), and then fill out the first three columns of the worksheet "My Time Planner I" (see Student Material). Each of you can choose the order in which you want to do the tasks and the time you'll use for each one of them. Remember that each person can decide on a different order. Think about the order that might work best for you. You have three minutes to read the list of tasks and fill out the planner. Don't start doing the tasks until I tell you to.



Time them. Then continue.

All right, let's get started. Remember that you have fifteen minutes to do all the tasks. You can use the clock to keep track of the time.

Now we're going to do an activity. Do you all know how to draw a circle? Do you think it's easy or hard?



Show them where the clock is or how they can keep track of the time that has passed.

It will be easier to finish all the tasks if you follow the schedule you decided on. Your time starts now... Ready, set, go!



After the fifteen minutes are up, ask them "How did you do?" and allow some of the students to share their experiences.

Now we're going to finish filling out the last column of the worksheet "My Time Planner I," which will help us determine which of the tasks we successfully finished and which of them we didn't. Complete the rest of the time planner, marking "Yes" with an (x) when you finished the task, and marking "No" for those tasks you were unable to do.

- Did you manage to finish all the tasks? Did you think you would be able to do so many tasks in such a short time?
- Did anyone leave tasks unfinished? Do you think you could organize your time better so you're able to do them?
- In what order did you do the tasks?



Listen to your students and emphasize the fact that there are different ways to organize our time.

- Why did you decide to organize the tasks that way? Do you think it's better to start with the tasks that seem easiest or those that seem hardest? With those we like the most or those we like the least?
- When you took your break, how did you feel? Did you choose to do it at the start, at the end, or in the middle? Do you think that was a good choice?

- Did you have to change your plan at any point? Did the change work for you?
- Do you think you could use a planner to organize your time so you can learn better?



Listen to your students. Then explain to them that they can use the worksheet "My Time Planner II" in their workbooks (see Student Material) to make a planner for their tasks. Ask them to think about their real lives and pick one day of the week, writing a list of things they have to do that day and planning their time so they can learn better. Give them five minutes to do this worksheet. If they don't finish, you can leave it as homework. You can also suggest they finish it with help from their family. Remember to follow up on this time planner.

3 Wrap-Up

Congratulations on doing so many things in so little time! Remember that you can use the second time planner you filled out today to practice organizing your time at home.

- Do you think it will be easy or hard?
- Do you think it will help you make better use of your time?
- Do you think it will help you learn better?

We all have different ways of taking care of our responsibilities, and it is important to learn to organize our time so that we fulfill these responsibilities effectively. Sometimes, we may feel unable to do a lot of things in a short time, but it is important to plan ahead of time on what we're going to do and think about how much time we can devote to each task so that we feel capable and we are able to achieve what we set out to do.

Student Material

Tasks to Perform in Fifteen Minutes

- A** Pick a food (chicken, ice cream, beef, chocolate, pizza, etc.) and find five friends who like that food.

These five friends like to eat _____.
Their names are (write their names):

1. _____
2. _____
3. _____
4. _____
5. _____

- B** Solve the following math problems:
- a. $345 + 986 =$
 - b. $784 \div 56 =$
 - c. If Andrea has 16 dollars and María Paula has 18, how many 2-dollar pies can they buy between the two of them? _____

- C** Answer the following question by writing a paragraph with at least three lines. Make sure to use proper spelling and grammar.

What are some new things I would like to learn, and why?

- D** Take a break for one minute (close your eyes and relax, or think about something that soothes you).
- E** Search in the magazines for words related to nature. Cut out three images and three words and glue them on a piece of paper.
- F** Look for something short you would like to read and read the whole thing. It can be a short story, a magazine article, etc

My Time Planner I

Read the list of tasks you have to complete and think about which of them you can do first and how much time you think you should set aside for each one of them. Then use the following table to organize your time and keep track of the tasks you've finished.

My Time Planner				
Task	Time Scheduled (in minutes)	Order I'm going to do them in	Did I do it?	
			Yes	No

My Time Planner II

Think of a day of the week on which you have to finish several tasks or activities and you want to learn something (for example, after school). Use the time planner to choose the order in which you're going to do them and how much time you're going to set aside for each one of them.

My Time Planner				
Day of the Week _____				
Task	Time Scheduled (in minutes)	Order I'm going to do them in	Did I do it?	
			Yes	No

Now you just have to put it into practice!

Concepts, Tips and FAQs

1 Key Concepts

Self-efficacy: Believing in our own capacity to execute behaviors necessary to produce specific performance attainments (Bandura A., 1977; 1986; 1997). In other words, trusting our ability to succeed in specific situations.

Self-efficacy entails confidence in our ability to exert control over our own motivation, behavior, and social environment. This opinion determines the way in which we approach challenges and tasks. If we have high self-efficacy, we will address challenges with greater confidence because we believe we can achieve what we set ourselves to do. Self-Efficacy influences our choice of activities, the effort we put into them and our perseverance.

It is important for you to help your students to:

- Recognize their capacity to organize their time and make good use of it to effectively plan their activities around learning.
- Recognize instances when planning their time has helped them finish all their tasks and learn better.
- Identify new strategies that allow them to learn better.

2 Tips for Teachers and Parents

- One of the things we can do to foster self-efficacy in our children and allow them to learn better is to help them to better organize their time, both in school and at home. Learning something takes time, and we'll only succeed if we organize ourselves so that we have enough time to study, do research, practice, etc.
- It is important to help children reflect on the ways they organize their time. For example, you can ask them what tasks and activities they have to finish and encourage them to set a specific amount of time for each activity. It is also useful to help them think about specific moments to rest and encourage them to set aside a specific time for this purpose. A planner like the one shown in this lesson can be very helpful.
- Explore the children's interests and encourage them to set aside time to learn the things they want to learn. This may be a hobby, a new sport, books they want to read, questions they want to answer and need to research, etc.
- Remember that self-efficacy helps develop a perception of "being able to." As a teacher, try to organize activities in which you know your students will succeed, but also give them the confidence to try those that will be hard to do. For this purpose, you can show them what they are capable of doing and encourage them to try their best to do things that are still hard for them.

3 Frequently Asked Questions

- **Why is it important to plan the activities we have to do and how is this related to self-efficacy?**

The process of thinking about the tasks and activities we have to finish helps us to bring order to something that may seem complicated at first glance. By deciding how much time we're going to dedicate to each thing, we are practicing self-efficacy, because this helps us to successfully tackle our tasks in an organized manner, giving us a sense of control and order, especially in cases when we have to finish several tasks in a short period of time.

- **Why is it important to share our ideas on how to organize our time with others?**

This way, we become aware that there are different ways to achieve our objectives, which are related to our abilities and preferences. We can also learn from others by finding out more about how they organize their time.

- **What should I do if children tell me they cannot finish their tasks within a given amount of time?**

First, validate their feelings. For example, you can tell them, "It's normal to feel overwhelmed or worried when you have so many things to do." Then encourage them to reflect on how they could best organize their time and give them specific suggestions on how to do it. For example, you can say, "You could start with this, because it's easier, and then rest for five minutes before you start this other task, because it will require more focus."

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

YOU MAKE ME FEEL

Today I will learn to...

Notice when someone feels sad or angry.

What we'll need for that is...

- Scissors
- Two bags to put notes inside and then take them out randomly

Lesson Guide

1 Intro

Sometimes the people around us feel very strong emotions and these emotions make us feel many things. Everyone stand up. Staying in your places, we're going to cover our mouths and yell as loud as we can, as if we were really, really angry. Since our mouths are covered, we won't hear much noise, but each of you is going to yell as loud as you can. Now you're going to yell again, but this time, as if you were very sad. How do you feel?



Listen to your students and validate their feelings.

Today we're going to talk about the emotions that we feel when other people are very sad or very angry. Everyone have a seat.

2 Core

Have you ever seen someone who was very sad? How do you know when someone is sad? What is the person's body like? What does she do?

And what about anger? Have you ever seen someone who was really angry? How do we know when a person is very angry? What is his body like? What does he do?

Sometimes it's hard to know what to do when we see someone who is feeling very angry or very sad. Today we're going to think about how we feel in these situations and what we can do. Everyone look at the worksheet "Sometimes Things Happen at School that Make Me Feel Angry or Sad" in your workbooks (see Student Material). Each of you is going to use the worksheet to write down situations that might make you very angry (first column) or make you feel very sad (second column). For example:

Anger:

- When they make fun of someone in class
- When they break my things
- When they accuse me of something I didn't do.

Sadness:

- When I get a bad grade
- When people treat someone else badly
- When people don't let me play with their group.

Let's cut out both columns from our workbooks and put the things we wrote about anger in one bag and the things we wrote about sadness notes in another. Who wants to represent each emotion? We need volunteers to form pairs. One of you is going to play the person who is sad or angry, and the other is going to play someone who comes along to help.

First, we're going to represent a situation that may make us feel sad. One of the volunteers is going to take a list from the sadness bag and choose the situation he is going to represent. Then, the other person is going to represent what he might do in that situation (what his reaction would be).



To start, ask the second child to react by scolding the first child.

What happened? How does the person who was sad feel now? Worse? What could we do to make her feel better?



*Write down the ideas on the blackboard.
Then ask them to represent the situation again, but this time using some of the ideas written on the blackboard.*

Now another pair of volunteers is going to represent one of the situations that cause anger.



Ask the child who has to react to respond aggressively to the other's anger; for example, by shouting.

What happened? How does the person who was angry feel now? Did he calm down? What could we do to help calm him down?



*Write down the ideas on the blackboard.
Then ask them to represent the situation again, this time using some of the ideas written on the blackboard. Afterwards, ask the following questions and listen to your students.*

- How do we feel when we are with someone who is feeling very sad?
- How do we feel when we are with someone who is feeling very angry?
- What can we do to calm them down?

3 Wrap-up

You all did a great job acting! Situations like these, where others are feeling very strong emotions like sadness or anger, make us feel many things.

- Why do you think it is important to realize how we feel in situations in which someone else is feeling very sad?
- And when someone is feeling very angry?
- How can we calm down?

In the next lesson, we're going to talk more about how to handle these emotions.

Student Material

Sometimes Something Happens at School that Makes Me Feel Angry or Sad

Some situations that make me feel ANGRY are...	Some situations that make me feel SAD are...

Concepts, Tips and FAQs

1 Key Concepts

Emotions: Immediate, intense physiological and psychological reactions to what happens to us or around us, which move us to act or respond. They refer to how we feel about an event or situation (generally right when it happens), the automatic reactions of our bodies (increased heart rate and breathing speed, muscle tension, etc.), and our interpretation of the experience on the spot. They are typically intense and relatively short-lived in nature (Mulligan & Scherer, 2012 ; Scherer, 2005; Ekman, 1992).

Emotional awareness: Recognizing our emotions, what causes them, and their effects (Goleman, 1995). The ability to identify what we are feeling, think about it, and put a name to our emotions. This is a fundamental skill for children’s social and emotional learning, since it is essential that we learn about ourselves and learn to manage our emotions, forming harmonious relationships with others. Children in third grade have the ability to identify complex emotions such as shame and pride, as well as basic emotions such as happiness, sadness, anger, fear, and anxiety. They also have the ability to identify more than one emotion at a time.

In order for them to identify these emotions, it is very important that you help your students to:

- Identify the signals others send when they are feeling a certain emotion: tone of voice, facial expression, the posture of their body, etc.
- Identify the bodily sensations that accompany emotions. These sensations may include temperature (feeling cold or hot), tension (tense or relaxed muscles), or feeling how their hearts beat or how their faces change (what their eyes, mouths, etc., are like).
- Name the emotions, helping to expand their vocabulary.

2 Tips for Teachers and Parents

- Use everyday conversations to ask children how they feel; for example, when you’re playing with them or they are telling you about things that happened to them. It is especially important to help them identify those situations that cause them to feel emotions.
- If children have trouble identifying emotions, first ask them if they would feel good or bad in a given situation. Then use this answer to ask for more details about how their bodies would feel and what name they could give to these emotions.
- Learning is tied to many emotions: The happiness of learning something new and knowing that we achieved something, but also sadness and anger over not being able to perform a task that seems very hard. You can help your students or children to recognize their emotions when they’re doing their homework or chores, or participating in an activity. Recognizing these emotions helps children to learn more and better.

3 Frequently Asked Questions

- **Why is it important to recognize our emotions?**

Emotions can cause us to do things we regret. For example, anger can make us hurt someone. They can also prevent us from doing things we want or have to do. For example, fear can cause us to stop doing something we want to do. It is vital that we be able to manage our emotions in order to act constructively, both with ourselves and others. The first step in managing them is to be able to identify what we are feeling.

- **Why is it important to think about bodily sensations?**

Emotions make our bodies feel very strong sensations. Thinking about these sensations allows us to quickly identify what we are feeling. It also helps us to manage our emotions, because if we know what is happening in our bodies (for example, our muscles feel tense), we can think of ways to calm down (relax our muscles).

- **What should I do if children express intense emotions, such as crying or screaming?**

By talking about emotions, we will sometimes promote their expression, which causes us to feel things such as fear or worry. So we should give them the space to express and to value these emotions. We can say things like “I can tell this makes you very sad,” “You’re very angry,” or “I understand that you’re afraid. I would be, too.”

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

DEFEAT ANGER

Today I will learn to...

React calmly to other people's anger.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

Sometimes people around us experience very intense emotions. Have you ever seen someone yelling because they were angry?



Listen to your students.

Everybody stand up. We're all going to shout at the same time and move our arms around, taking care not to hurt ourselves or others, as if we were really angry. How would you feel if you saw someone acting like that? Sometimes, these situations make us feel emotions that can cause us to do things we don't really want to. For example, when someone is really angry, she may "infect" us with her anger and make us feel so angry that we may even say things that can make others feel bad. If this happened, we would only get angrier, and instead of calming down, we would just get madder and madder and we wouldn't be able to solve the problem. On the other hand, if we calm down, we may be able to help the other person to calm down as well and find a solution to the problem.

2 Core

Today we're going to talk about how to control our emotions, without letting ourselves get carried away by other people's anger. To do this, we're going to represent situations in which someone around us is very angry. Before we start, let's remember some strategies to calm down:

1. Take at least three deep breaths and let the air out slowly.
2. Talk to yourself, saying things like "I'm going to calm down" or "I'm feel calm," "I'm not going to let myself get carried away by someone else's anger."
3. Think about something else; for example, count backwards from ten to one or concentrate on your breathing.

Let's put in practice these techniques in situations where we have to manage what we feel because of someone else's emotions. We need three volunteers to come up to the front of the class to perform the following situation.

Someone is very angry. He is yelling and treating others badly (for example, because they ruined his notebook).

These are the roles you're going to play:

1. An angry person.
2. Two people trying to calm themselves and the other person down.

There will be two parts to the situation. At first, the groups will represent what usually happens when emotions go uncontrolled and we end up reacting angrily to the other person's anger. For example, if the other person is yelling, you are going to yell back. If he treated you badly, you're going to treat him worse.



After they are done acting out each part of the situation, pose the following questions and listen to your students.

- What happened?
- Did the problem get solved or did it get worse?
- Did the person calm down?

Now you're going to represent the same situation, but this time you're going to calmly respond to the other person's anger.

- What happened?
- Did the problem get solved or did it get worse?
- Did the person calm down?
- Is it easy to calm ourselves down when someone else is very angry?

Suggested answer: It's very hard, because sometimes we feel like we have to react strongly in order to calm the other person down, but the truth is that this makes the situation worse.

- How can we manage to calm ourselves down?
Suggested answer: We can use the tricks we discussed in this lesson.
- How can we help someone else to calm down?
Suggested answer: By calming ourselves down first.
- Can you think of any ideas about what we could do?



Make a list on the blackboard with all of your students' ideas.

You can write these ideas in the worksheet "I Help Others Calm Down" in your workbooks (See Student Material).

3 Wrap-Up

Thanks to all of the volunteers for helping represent the situations, and thanks to all of you for the good ideas that you came up with to help others calm down.

- What did we learn today?
- When do you think we can use this in school?

Whenever someone around us is feeling very angry, let' remember what we learned today. By using some of the tricks we talked about today to calm ourselves down, we will be able to help the other person calm down as well.

Student Material

I Can Calm Others Down

How can we help someone else to calm down?

What can we do?

Copy the ideas from the blackboard on the following lines:

Concepts, Tips and FAQs

1 Key Concepts

Cool thoughts: Thoughts that help us calm down, and act more rationally so as not to hurt ourselves or others.

Emotional regulation: Purposefully influencing the intensity, duration and type of emotion we experience in accord with our momentary and long-term goals (Gross & Thompson, 2007).

Self-regulation: Managing our emotions, thoughts, and behaviors effectively in different situations (CASEL, 2015). In our framework we use self-regulation mostly as emotional self-regulation (emotional management, tolerance to frustration, impulse control), while “determination” encompasses those self-regulating behaviors that relate to goal setting, motivation, perseverance and managing stress. In order to manage our emotions, we need to know how to identify them.

To help your students learn how to manage their emotions, it is important that you:

- Help them identify what they are feeling.
- Encourage the use of concrete techniques, such as taking deep breaths or thinking about other things to distract or relax their mind, in order to manage the emotions they have identified when facing certain situations or strong emotions of another person.

2 Tips for Teachers and Parents

- Don't scold children when they are very agitated, since this may send the message that emotions are bad. Instead of doing this, you can help them to identify their emotions, saying things like, “You're really excited about this,” “You're very angry,” “You're very happy,” or “This makes you feel scared.”
- Validate the child's emotions and help him to manage them using the techniques provided in Step by Step. For example, ask him to stop and take several deep breaths.
- Once the child has calmed down, recognize this achievement and accompany him as he decides on how to act.
- Managing emotions is very important for learning. You can help your students or your children to recognize their emotions while they do their work or participate in an activity. For example, sadness or anger over not being able to do a task that seems very hard. Helping them to manage these emotions will allow children to learn more and better.
- The example you teach them is essential. Think about how much you control your own emotions in front of the children, for example, when you have to discipline them.

3 Frequently Asked Questions

- **How can I help children to better manage their emotions?**

Use everyday situations that may generate emotions in children. Get to know them so you can recognize what types of situations generate certain emotions. What makes them the maddest or the most scared, etc.? Show them how to calm down and remind them of this when they feel too agitated. For example, say, "Remember how we practiced calming down?" or "Take three deep breaths: one, two..." or "Count down from 10 to 1." Practice these techniques yourself so you can provide a model for the children.

- **What do I do when children feel very strong emotions and they can't calm down?**

Above all, remain calm. If you react with an even stronger emotion, the children will learn that this is the way to handle the situation, and instead of calming down, they will feel even more intense emotions. You can give them a chance to express what they are feeling, and then validate their feelings by saying things like, "I know this makes you very mad. Let's take a minute to calm down."

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

RESIST TEMPTATION

Today I will learn to...

Resist the urge to cheat.

What we'll need for that is...

Two sheets for each group of four students, folded several times:

- One with the following message written inside: "The person is short and reaches only to the 7th floor button."
- The other with the following message inside: "The driver sees the man because it is daytime."

Lesson Guide

1 Intro

We often face situations in which we have to control our impulses and our emotions in order to achieve a better result later on. Everybody stand up. We're going to play a game. We are going to stand very still, without moving, doing, or saying anything for two minutes. I'm going to time you. If someone moves or says something, he or she will have to sit down and won't be able to play anymore.



Start timing them.

What did you feel? Was it easy or hard?



Listen to your students and validate their feelings.

There are times when we need to control ourselves and wait. For example, if we have a test exam and we don't control our urge to watch television or do other things instead of studying during the day, afterwards we might have to stay up all night studying. Can you think of other situations in which we have to control our impulses so we can achieve a better result afterwards? Today we're going to learn some strategies to help us do this.

2 Core

Today we're going to solve mysteries. Let's form groups of four. Each group is going to be a team of detectives. You'll receive a folded paper with the answer to the mystery written inside. But you can't look at the answer until I tell you so.



Hand out a white sheet of paper, folded over several times, to each group, with the following phrase written inside so that the students cannot read it without opening it: "The person is short and he can only reach the button for the 7th floor."

Let's all read the first mystery in your workbooks (see Student Material). You have ten minutes to try to figure it out with your group. If you think you have the answer, raise your hands and I will come check whether you are right. You can open the paper and look at the answer only after the ten minutes are over, not before.

- Did you feel tempted to unfold the paper and look at the answer?
- Did any group who couldn't resist the urge and looked at the answer?
- Did any group resist the urge and not look at the answer? What did you do to help you resist the urge to look at the answer?
For example, they focused on solving the mystery instead of looking at the paper; they set the paper aside, etc.

Now we're going to repeat the game with a second mystery, but this time you will have to come up with a strategy to help you focus on solving the mystery and forget that you have a paper with the answer inside. You have a few minutes to think up strategies and come to a decision. For example, one possible strategy may be to distract your attention and try to think of things other than the situation or thing you want to put off or avoid.



Repeat the exercise with the second mystery in their workbooks (see Student Material). The answer to this mystery, which should be written inside the folded piece of paper is: "The driver sees the man because it's daytime."

You can only look at the answer after the ten minutes are up, and not before.

- Was it easier or harder than the first time not to unfold the paper and look at the answer?
- Was it easier or harder to focus on solving the mystery?
- Did you manage to forget you had a piece of paper with the answer?
- What strategy did you use?



Write a list of the strategies on the blackboard and ask the students if they can come up with any more ideas. Write these down, too.

- If you had looked at the answer immediately after hearing about the mystery, would the game have been as fun?

3 Wrap-Up

Today you did a great job controlling your urge to do something you wanted to do (look at the answer to the mysteries) and you came up with very good strategies to help you do that.

- Can you think of any examples of situations in which you really want to do something but you have to resist the urge to do it?

Possible answers: Cheating on a test, eating lots of chocolates, or going back to bed in the morning when feeling sleepy.

- How can the strategy of trying to forget those urges help you in these situations?

Sometimes it's better to put off certain desires so that we can achieve positive results later. For example, if you had looked at the answer immediately, the game wouldn't have been challenging or fun. It can help us a lot to use strategies that distract our attention from situations/things we really want desire, but know which we know it would be better to put off or avoid.

Student Material

Let's Solve Mysteries!

Mystery 1

A person lives in the 12th floor of a building downtown. Every time he takes the elevator, he presses the button for the 7th floor, gets out on the 7th floor, and then walks up the stairs to the 12th floor.

Why does he do such a strange thing?⁶

Mystery 2

A car is speeding along a desert highway with the headlights off. There is no moon shining in the sky. There is a man dressed all in black crossing the road. The car stops and lets the man cross.

How can that be possible?⁷

6. Riddle taken from: <http://adivinizascortas.net>
7. Riddle taken from: <http://losacertijos.org>

Concepts, Tips and FAQs

1 Key Concepts

Delayed gratification: Postponing immediately available gratification in order to attain delayed but more valued outcomes (Mischel, Shoda, & Rodriguez, 1989).

It is important that you help your students to:

- Identify situations in which postponing the fulfillment of desires or needs will bring positive consequences later.
- Identify and practice strategies to control their impulses and postpone the fulfillment of certain desires or needs.

2 Tips for Teachers and Parents

In order to learn to postpone the fulfillment of certain desires or needs, it is important that children:

- Understand why postponing the immediate fulfillment of their desires or needs will bring better results or positive consequences for them. Parents and teachers may ask questions and help them identify these positive consequences. For example, if the children say that they want to leave their homework for later, you can ask them to think about how would they feel if they got it done now so they could do other things.
- As teachers, we can help our students develop their ability to delay gratification by using school rules as opportunities to learn to wait. However, this should not be a punishment or something imposed by force. Children need to calmly understand that there are things that have a time and a place.
- Identify and practice strategies that they can use to control their desires or emotional impulses, such as shifting their attention from the situation or thing they want to put off or avoid. You can help children find the best ways for them to shift their attention. For example, some children like to sing, while others like to participate in a physical activity, etc.

3 Frequently Asked Questions

- **Why is it important to learn to postpone the immediate fulfillment of certain desires or needs?**

There are situations in which postponing the immediate fulfillment of certain desires or needs will mean better results or positive consequences later. For example, the child may be tempted to sleep in instead of going to class. However, this would mean that she wouldn't learn the same things as her classmates, and she will have to spend more time studying at the end of the year to pass the tests. On the other hand, if the child controls her desire to sleep and goes to class, she will learn more and then she can spend more time doing other activities later.

- **How can I help children or students to postpone the fulfillment of certain desires or needs?**

One strategy is to distract their attention from those desires or needs that it is better to put off. This will help keep their minds busy and make it easier for them to practice self-control. For example, if we want to keep from eating too many chocolates because we know we'll get sick, we can try to stop thinking about the chocolates and focus our attention on other things (singing a song, reading a book, going out for a walk, etc.) instead of focusing our thoughts on how delicious it would be to eat more chocolates.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

THINKING HATS⁸

Today I will learn to...

Face frustration by focusing on what I can do.

What we'll need for that is...

- 3 paper sheets cut in half (or bulk sheet) per student
- Red, green and yellow crayons/colored pencils/felt-tip pens/paint

Lesson Guide

1 Intro

Do you know what frustration is? It's what we feel when we are unable to do something we want or when things don't turn out the way we would like. Everybody stand up. We're all going to make a grunt of frustration at the same time. How would you express frustration with your bodies?



Ask some students to offer suggestions and then have the whole group imitate them.

Have a seat. Today we're going to talk about how to manage frustration.

2 Core

Let's form pairs. Do you know how to make paper hats? If you don't, then we're going to learn today.



Wait for your students to form pairs. Then make a paper hat so that they can see how it's done and tell them that they can follow the steps in their workbooks (see Student Material).

Each pair will make three hats. Then, using crayons/colored pencils/felt-tip pens/paint, you're going to quickly make red marks on one, green marks on another, and yellow marks on the last one, so you can tell them apart.

Now, each of you is going to think of a time when, even though you were trying very hard, you were still unable to achieve what you wanted. Then you're going to tell your partner what you felt at that moment, what you thought, and what you did.

8. Adapted from the original idea "Six thinking hats" developed by Edward de Bono.



After all the pairs have exchanged experiences, ask for some volunteers to share with the class what they talked about with their partners. Remember these situations in order to use them as examples.

When we feel frustrated, we think and feel many things. Today we're going to use the hats we made to help us organize our thoughts so that we can deal with situations in which we are unable to achieve what we want.

The RED hat helps us calm down and tell the difference between the things we can change and the ones we can't.

When you put it on, ask yourselves: What can I change? What can't I change?



Write these questions on the blackboard.

Everybody put their red hat on. Now we're going to think about _____'s situation when _____. What CAN'T be changed about this situation? What CAN be changed?



Choose one of the situations shared as an example and make two lists on the blackboard: one for each of the questions asked.

Let's keep our red hats on and talk with our partners about what can and can't be changed in the situation that we shared with them. You'll have three minutes to do this.

- Why is it important to know what we can or cannot change?
- Is it easy to know what we can and cannot change?

Once we know what we can and cannot change, the green hat will help give us the courage to act.

The GREEN hat helps us think about what to do with the things we can change and gives us the motivation and courage to act. When you put it on, ask yourself: If I didn't get what I wanted immediately, what could I do to achieve it in the future? What other things am I able to achieve?



Write these questions on the blackboard.

Let's put our green hats on and think of different possibilities for _____. What ideas have you come up with? How could we encourage someone to achieve the things he wants? How could he get brave enough to do these things?



Choose one of the situations that your students shared as example and make a list of the ideas on the blackboard.

Let's keep our green hats on and talk with our partners about the different things we could do. You have three minutes.



Afterward, pose the following questions and listen to your students.

- What possibilities did you come up with using the green hat? What other things could you do?
- When we don't achieve something even though we tried hard, does that necessarily mean that we will never be able to do it?
- What other things are you able to achieve right now?
- Could you ask for help? From whom?

Finally, the yellow hat helps us to calmly accept the things we cannot change.

The **YELLOW** hat helps us accept things. When you put it on, think: What can I do about the things that I can't change? I'm going to calm down and accept them.

Now, let's put our yellow hats on. How could we help _____ accept the things he cannot change?



Take the situation that the students used to think of possibilities and make a list of the ideas on the blackboard.

Let's keep our **YELLOW** hats on and talk once more with our partners about acceptance. What do we have to accept? You have three minutes.

- Why is it important to accept the things we can't change?



Listen to your students.

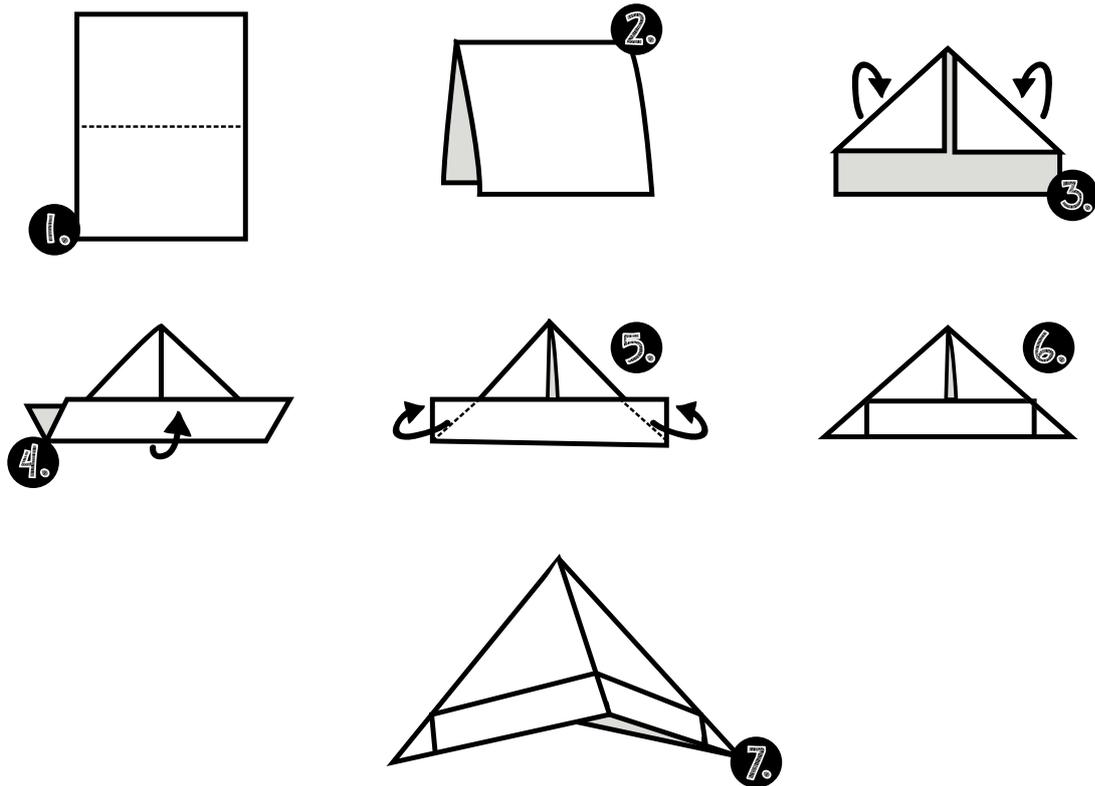
3 Wrap-Up

- How can the hats we used today help us?
- When can we use them?

When we make our best effort but we aren't able to achieve what we want, we feel frustrated. It is important to be able to tell the difference between the things that can and can't be changed, so that we can accept the things that can't be changed and take action on the things that can be changed. This will help us to more successfully deal with these situations in the future. You can use the red, green, and yellow hats whenever you need to recognize something that you weren't able to achieve, accept it, and think of ideas on how to achieve the things you are able to do right now, finding the courage to make these possibilities a reality.

Student Material

How to Make Our Hats



Concepts, Tips and FAQs

1 Key Concepts

Frustration: A feeling of anger or annoyance caused by being unable to do something (Merriam-Webster, 2015). A common emotional response related to anger and disappointment, that arises when we perceive opposition to the fulfillment of our will (Miller, 1941).

Frustration tolerance: Withstanding annoying, even highly annoying, circumstances without getting disturbed (Tobias, 2014). Mastering new skills, doing difficult tasks or pursuing challenging goals can be quite frustrating: being able to handle that frustration and harness –instead of avoid– it to motivate us, helps us better ourselves.

It is important that you help your students to:

- Handle the emotions associated with frustration in situations where despite the efforts made, they fail to achieve their goal.
- Evaluate the irrational/negative thoughts caused by frustration and change them into rational/positive thoughts
- Distinguish between what may be achieved now and what may take longer.

2 Tips for Teachers and Parents

- When children feel frustrated because they weren't able to achieve something even though they tried their hardest, help them to manage the emotions associated with frustration, working with them to come up with techniques to do this. Give these techniques fun names. This way, it will be easier for the children to remember and apply them.
- You can also help them identify irrational/negative thoughts such as "I'm no good at this," and change them to thoughts that help them establish short-term goals that will help them get nearer to the final objective: "I didn't succeed this time, but I can keep practicing."

3 Frequently Asked Questions

- **Why is it important to evaluate the thoughts we have when we feel frustrated?**

Because this helps us realize that irrational/negative thoughts, such as "I can't" or "It's impossible," can be changed to rational/positive ones, such as "It's hard, but I can do it" or "Maybe I can't do it all, but I can do it by parts." This will help us to better manage the emotions associated with frustration, for example, anger, sadness, and desperation, and look for different ways to act that help us achieve our objectives.

- **How can I help motivate children again after they made a good effort but failed to achieve what they wanted?**

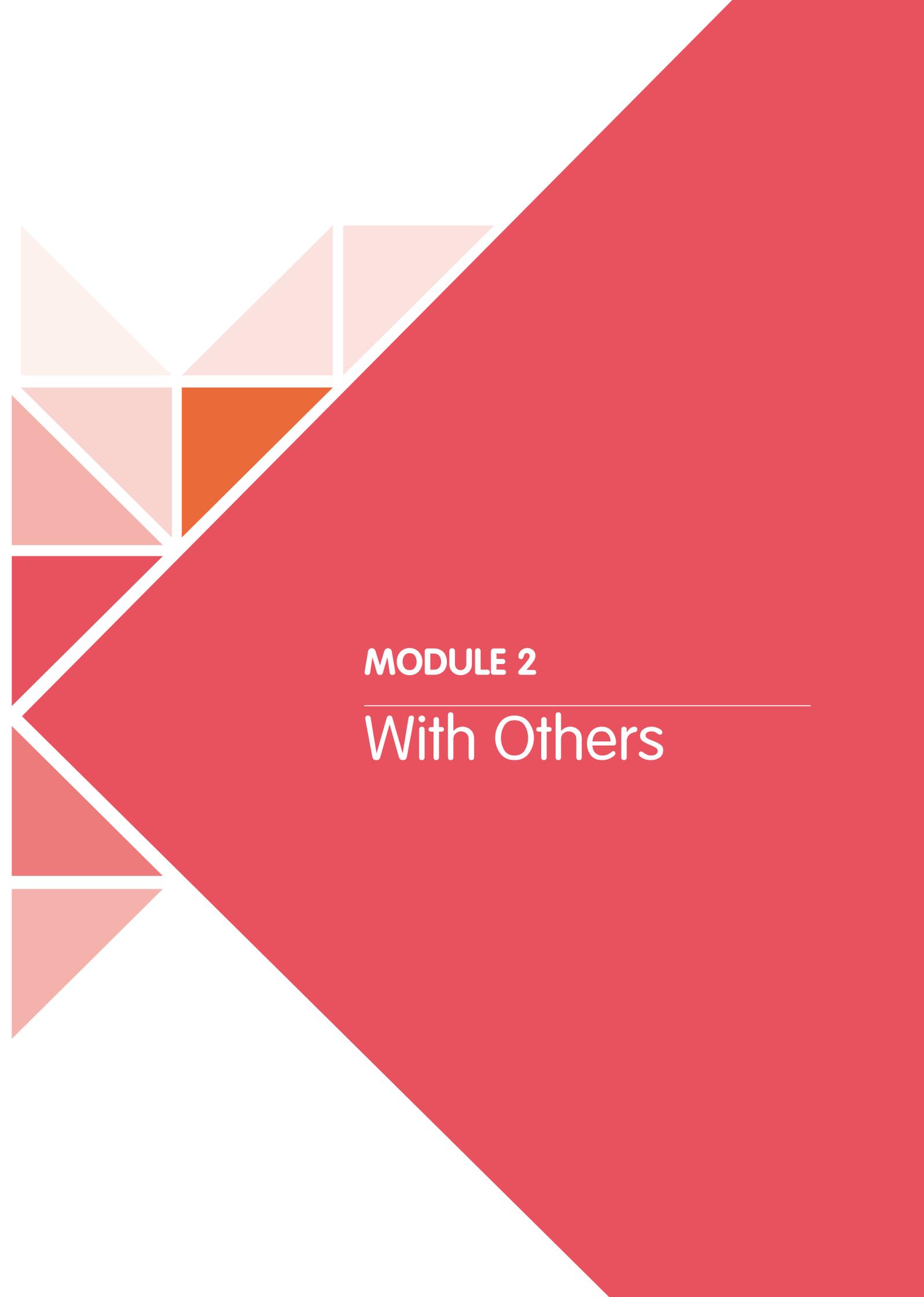
Talk with children about the importance of making an effort when we want to achieve something. Invite them to think about how, if we want something but we are unable to do it, we need to do something else instead, like waiting, listening, trying a little harder, etc. The emotions and thoughts that come with frustration may make children feel like giving up and not trying to reach a goal again. Help them manage their emotions and evaluate their thoughts so that these emotions and thoughts don't affect them too much. Sharing our own experiences is a good idea.

- **How should we handle sadness when we are frustrated over not being able to achieve something even though we tried hard?**

It is normal to feel bad in these types of situations. We can't expect children not to feel sad, but we can help them by validating these emotions and giving them a chance to express them. For example, we can tell them, "I would be very sad if that had happened to me," or "I understand that you feel sad." Then, you can invite them to think about what they can do to achieve the goals they have set.

- **Is it OK to keep children from feeling frustrated by completing tasks for them?**

Frustration is part of life. It is important to become familiar with it and learn that we can't always get what we want right away. Avoiding frustration too often may make it difficult for children to handle future situations where it will be necessary to wait, persevere, or try again and again until getting something right. This doesn't mean that it is healthy to create frustrating situations, only that it is important that children learn how to handle them.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

A HARD PARTY TO PLAN

Today I will learn to...

Take into account the point of view of everyone affected by my decisions.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

Sometimes we feel very happy and excited about something we want to do. However, other people may not always agree with us, and may think we shouldn't do it. For example, we may want to go out hiking with our friends, but our family might think this is dangerous and they may say no. Today we're going to learn to put ourselves in other people's shoes so we can understand why sometimes they seem opposed to what we think and want.

2 Core

Let's pretend we're in the following situation: We're organizing a party and we want to use the community center near our school to celebrate the sixth grade's victory in a spelling bee. We're all very excited about planning the party, but some people don't think we should have the party and they sent us some letters. Let's form four groups.



Assign a number from 1 to 4 to each group and give them the corresponding letter; for example, Group 1 must read Letter 1.

Each group is going to read the letter (see Student Material) and think of what you could do about it. Then you're going to write a letter in reply, using the worksheet "I Understand Your Point of View" in your workbooks. The purpose of your letter is to let the person who wrote the letter know that you understand their point of view.



Give them a few minutes to complete the task.

- Why did the parents think the party should be cancelled? What did you reply?
- Why were the neighbors worried because the party would take place in the community center? What did you reply?
- Why didn't the high school students want the party to be held on that date? What did you reply?

- What did your sixth-grade classmate think about not being invited to the party? What did you reply?



Listen to your students.

We may all have different ideas, concerns and needs in the same situation. It is important to try walking in other people’s shoes so we can understand what they think about these situations.

- What could we do to make the parents, neighbors, our sixth-grade classmate, and the high school students agree to our party plans?

Suggested answers: the parents could invite an adult; the neighbors could make sure the noise doesn’t get too loud; we could explain to the classmate that he hadn’t received an invitation yet because the party was just being organized; changing the date, etc.



Listen to your students.

3 Wrap-Up

Today we looked at different opinions on the same situation.

- Do we all see things the same way? Why?
- Why is it important to understand other people’s points of view?

Possible answers: It is easier to solve conflicts that way; it helps us understand if others do not agree with us, etc.

We may all have different ideas, concerns, and needs in the same situation. When we make decisions, we need to take into account the points of view of all the persons involved so that we can reach an agreement more easily.

Student Material

Letter 1

From: The Parents

To: The Sixth-grade Students

Dear children,

We're so glad that the sixth grade won the spelling bee. We feel happy and proud of you. We have recently learned that the class has decided to throw a party to celebrate this victory. We would like to express our thoughts on the matter and ask you to cancel this party for several reasons:

1. We are worried that you may throw a party without at least one adult present.
2. If the party takes place, we think it should be on the weekend and not on a school day (Monday through Thursday). Otherwise, it might interfere with your studies.
3. We don't like the music you listen to. It might annoy people.
4. We think there are other ways you could celebrate.

Sincerely,

The sixth-grade parents

Letter 2

From: The Neighbors

To: The Sixth-grade Students

Dear students,

We recently learned that you are organizing a party and you are planning to invite a lot of people. As neighbors, we are opposed to having events with so many people near our homes. Parties organized by young people in recent years have caused trouble because the music was too loud and there were children playing outside the community center and the neighbors couldn't walk by. We think you should cancel the party for the benefit of the whole community, or else, hold it somewhere else.

Sincerely,

THE NEIGHBORS

Letter 3

From: A Sixth-grade Classmate

To: The Sixth-grade Students

Dear friends,

Since I haven't been at school for the last few days, I heard through one of our classmates that the class is organizing a party. Since I haven't received an invitation, I guess you don't want me there. However, I wanted to take this opportunity to let you know that I didn't want to go anyway. My pet recently died and I feel very sad. I would also like to state that it makes me even sadder that you didn't tell me about the party, even though I also participated in the spelling bee. I can't understand why you didn't want to invite me.

Sincerely,

A sixth-grade classmate

Letter 4

From: High school students

To: The sixth-grade students

Dear sixth-grade friends,

We would like to ask you to cancel the party you are organizing, since we are holding a fair at school on the same date to raise funds for our class's soccer team. We get the impression that you want to ruin our event by organizing a party on the same date, so we are asking you to please cancel it. We already have everything all organized and we do not want to compete with another event taking place on the same date. Please consider the possibility of throwing your party some other day.

Sincerely,

High school students

I understand your point of view

Letter I had to read: _____

Think for a moment about the opinion of these persons according to the things they wrote. Now, write a reply letter following the guide below:

From: _____

To: _____

We received the letter you wrote and understand you are against the party because:

(Write in your own words what you understood from the letter.)

In view of this, we would like to tell you that:

(Write a reply taking into account what these persons explained in their letter.)

Sincerely,

Concepts, Tips and FAQs

1 Key Concepts

Perspective taking: Viewing the world from something other than our habitual vantage point. It helps to understand what other people may think or feel in a given situation by attempting to see what they see. In both children and adults, perspective-taking is associated with greater empathy, prosocial behavior, and more favorable treatment of the person (or group) whose perspective is taken (Furr, 2008).

Relationship skills: Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed (CASEL, 2015).

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports (CASEL, 2015).

In order for your students to develop this skill, it is important that you help them to:

- Understand what others are thinking and feeling in a given situation, so they can consider other points of view.
- Observe, ask questions, and practice mindfulness in order to understand what others are thinking in a given situation.
- Recognize that people may have different points of view in the same situation.

2 Tips for Teachers and Parents

- When faced with a situation in which there may be disagreements, such as in an interpersonal conflict, help children to try and understand others' points of view and recognize that these may be different from their own. You can ask questions such as, "What do you think the other person is thinking?" or "Why do you think this person feels that way?"
- When reading stories, ask children about the different characters' points of view. For example, "What does this or that person think?" You can also ask questions to help them think about and imagine different explanations, such as, "What might have happened?" or "What really happened?"

3 Frequently Asked Questions

- **Why is it important to learn how to see other people’s perspectives?**

In many everyday situations, people may have different points of view. As such, it is important for children to develop the ability to understand a situation from different perspectives. Seeing things from other people’s perspectives helps solve their interpersonal conflicts, have a more flexible thought process (they are able to find several explanations), they more easily develop empathy, and tend to respond assertively instead of resorting to aggression.

- **Are seeing things from others’ perspective and empathy the same thing?**

Both skills are closely related. However, seeing things from others’ perspective involves a cognitive process in which we try to understand what others are thinking or feeling in a situation, while empathy involves an emotional process in which we feel what others are feeling, or we at least experience emotions similar to theirs.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

RUDY BRIDGES

Today I will learn to...

Put myself in the place of people who face discrimination on a daily basis.

What we'll need for that is...

- Blank sheets of paper
- Color pencils, crayons, watercolor pens, gouache, etc.

Lesson Guide

1 Intro

Sometimes people are unfairly rejected or treated differently because of their characteristics. Today we're going to put ourselves in the place of someone who has been discriminated against so we can try and feel what that person may have felt. We call this empathy.

2 Core

We're going to read the story "Ruby Bridges, Part I" that you can find in your workbooks (see Student Material).



Ask volunteers to take turns reading one paragraph each. If you prefer, you can read the story aloud yourself.

- What happened to Ruby? Can anyone summarize her story?
- How do you think Ruby felt?
- How do you think her parents might have felt?
- What emotions did you feel as you read this story?
- What did you think as you read this story?
- What would you say to Ruby if she were here right now?



Listen to your students and validate their feelings.

The story of Ruby Bridges inspired the U.S. artist Norman Rockwell to create a painting in honor of Ruby's first day at school. He called it "The Problem We All Live With." You can find it in your workbooks (see Student Material.) The painting depicts a black girl on her way to school, carrying her books as she is escorted by tall men. There are also tomatoes, which may possibly represent the protests organized by those who opposed her being there.

Now, we're going to have a chance to tell Ruby how her story makes us feel. Close your eyes and put yourselves in the place of Ruby Bridges, a girl many people rejected just because the color of her skin was different.

Open your eyes. If you had the chance to tell Ruby how you feel after reading her story, what would you say to her?



Listen to your students.

- If you were studying at that school, what could you have done to make Ruby feel better?



Write some of their ideas on the blackboard.

- What do you think happened to Ruby?



Listen to your students.

Now we're going to read the end of the story, "Ruby Bridges, Part II."

3 Wrap-Up

Today we heard the story of a very brave person who fought against discrimination.

- Why is it important to understand people's emotions when they are experiencing situations like the one Ruby lived through?
- What other situations of discrimination do you know of?
- In what situations might we be discriminating against somebody?

Possible answers: When we make fun of somebody; when we treat someone badly or when we don't let someone join us, etc.

- What could we do to make these people feel better?



Remind them of the options you wrote on the blackboard.

It is important to put ourselves in the place of other people who have sometimes been unfairly excluded, rejected, or treated differently, so that we can understand them better and feel what they feel. This will help us to keep this from happening again in the future.

Student Material

Rudy Bridges⁹ - Part I

Ruby Bridges Hall was born on September 8, 1954 in Tylertown, Mississippi, in the United States. She is remembered for being the first African-American girl to attend a whites-only school. At that time, racial segregation existed in different parts of the United States: there were spaces and places for white people only, and black people were not allowed to go there.

Several schools in the state where Ruby and her family moved would only admit white children. Black children were denied access to public schools unless they could take and pass a very difficult exam.

In 1960, when movements to end racial segregation started, Ruby took the exam to enter a public school and obtained a score high enough to be accepted. Her parents were very worried for her. Ruby's words were:

"My mother agreed, my father didn't. 'We're looking for trouble,' he said. He believed nothing would change and that white and black people would never be treated as equals."

On November 14, 1960, Ruby went to her school for the first time. Various police officers had to escort her because they feared for her safety. As she walked into school with her mother, several people protested and threw objects, complaining of her presence at a white children's school. Some of them even took their children home, refusing to let them share a classroom with a black child.

During the first weeks of school, Ruby had to remain isolated from the other students. She took individual lessons and could not go to the cafeteria or out to the playground at recess with the others. Even when she went to the bathroom, she had to be escorted by police officers to keep her out of danger. When arriving at school in the mornings, she had to listen to the protesters threatening to poison her and lynch her.

Those were hard days for Ruby. She had no friends at school and she studied her lessons all alone in a different classroom. The rejection she suffered because of her color caused her a lot of stress and anguish.

9. Based on "My Story" (www.rudybridges.com.)

Rudy Bridges - Part II

Even though her days at school were hard, Ruby was never alone. Several people who had heard about her story started to help her in one way or another. Some of the most important and significant help she received came from her teacher, Mrs. Henry. Many teachers refused to teach a black girl, but Mrs. Henry, a white woman, started teaching the new student right away. Ruby remembers that the first thing Mrs. Henry taught her were the letters of the alphabet.

Mrs. Henry had the courage to take responsibility for the education of a black girl who was rejected by almost everybody at school. She not only taught Ruby the first lessons for her grade, but she also encouraged her to keep going. Ruby remembers how Mrs. Henry explained to her why some people didn't agree with her being there. She used to tell her, *"When people are used to living a certain way, it's very difficult for them to change. Some of them don't know how to face change and they feel afraid of it, but not everyone is like that."* Today, Ruby says that Mrs. Henry was like a second mother to her and they remain very close friends.

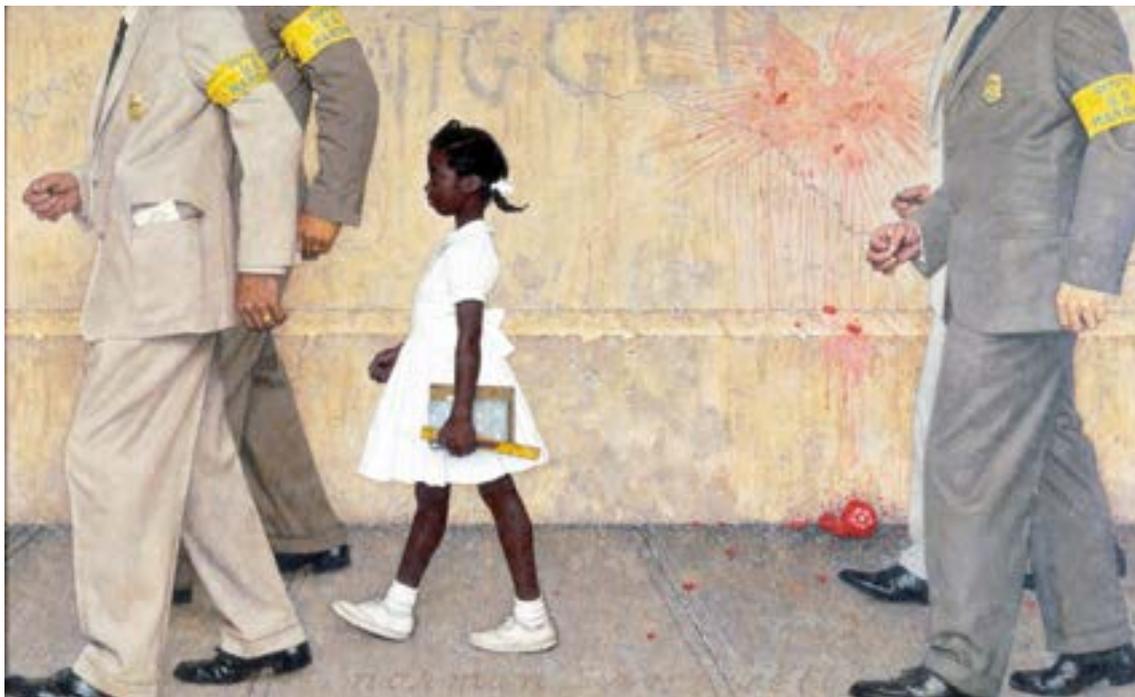
After finishing her first year, Ruby went back to school to start the next grade. She describes it as a better experience than the previous year:

"When I came back to school in September, it was all different. There were no officers or protests. There were other students in my class, even black students."

Ruby successfully finished high school. Years later, she studied travel and tourism. She worked as a travel agent for fifteen years. Later, she got married and she now has four children. Since that time, Ruby has become a symbol of the fight against racism and discrimination. She is currently dedicated to telling her story across the country. In her own words:

"I talk to groups all over the country, and when I make those visits, Mrs. Henry comes with me almost every time. We tell the children our story and talk about the lessons of the past and how we can learn from them today, especially the fact that each child is a unique human being (...). I must say that another very important thing I learned in first grade is that school can be a place where people are brought closer together, including children of all races and origins..."

The Problem We All Live With



Norman Rockwell (1964) "The Problem We All Live With."

Concepts, Tips and FAQs

1 Key Concepts

Empathy: Understanding and feeling what another person is experiencing from within the other person's frame of reference, i.e., the capacity to place oneself in another's position (Bellet & Maloney, 1991).

Human rights: Rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible (UN-OHCHR, 1996-2015).

Prejudice: A learned attitude toward a target object, involving negative affect (dislike or fear), negative beliefs (stereotypes) that justify the attitude, and a behavioral intention to avoid, control, dominate, or eliminate the target object (APA, 2015).

Racism: Any attitude, action or institutional structure which subordinates a person or group because of their skin color (United States Commission on Civil Rights, 1970). In modern societies, racism has been changing: while before it was open, direct, intentional and ideological; now it can be more subtle, indirect unintentional, unconscious (Sue, 2003). But in many societies both forms still coexist.

It is important to help your students to:

- Identify the emotions they feel when they hear about situations in which other people are discriminated against, i.e., excluded, rejected, or treated differently because they have a particular characteristic.
- Respect and value differences and each person as a unique and human being unlike any other.
- Question themselves how they would feel if they were in the place of that person.

2 Tips for Teachers and Parents

- Help children value differences by asking questions such as "How are we alike?" "How are we different?" "Why is it important that we learn to recognize and value the differences between ourselves and others?" or "What would happen if other people didn't accept you because you are different from them?"
- Make the most of the moments when children are able to mentally put themselves in the other person's place to feel their emotions. For example, use questions such as, "How would you feel if that happened to you?" or "How do you feel about what happened to that person?" You can help them form the habit of examining their own reactions to others' emotions. While reading stories, ask the children about others' emotions and ask them how that makes them feel.
- When a child acts aggressively toward another, you can use this situation to develop empathy using questions such as, "How do you think the person you hurt feels?" or "How does that make you feel?"

- Situations of exclusion may be excellent opportunities to develop empathy. Situations like these arise at school every day when people make fun of those they consider different, leave them out of a game or a group, attack them, etc. You can ask “How does that person feel when this happens?” or “How would you feel if that happened to you?”

3 Frequently Asked Questions

- **Why is it important to develop empathy?**

Empathy is an essential skill for preventing aggression and ensuring a healthy coexistence. Children with high levels of empathy are less aggressive, have an easier time reaching agreements, and can more easily understand other people’s perspectives.

- **Are seeing things from others’ perspective and empathy the same thing?**

Both skills are closely related. However, seeing things from others’ perspective involves a cognitive process in which we try to understand what others are thinking or feeling in a situation, while empathy involves an emotional process in which we feel what others are feeling, or we at least experience emotions similar to theirs.

- **How can we promote respect and appreciation of the differences between people?**

Firstly, it is important that students recognize that we not only share certain characteristics, but that there are also differences between people. What’s more, these differences also enrich us, since they reinforce our appreciation of every human being as someone who is unique and unlike anyone else. Help students to recognize these differences and understand why accepting and appreciating them in a positive light is important for a healthy coexistence. Encouraging students to interact with people who are not their relatives and to learn about these people’s characteristics or their environment can help them to recognize and appreciate diversity.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

"LIVE" PLAYS

Today I will learn to...

Include those who feel excluded.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

We have all felt sad. Most people feel sad when they are unable to belong to a group and they feel all alone, or when they don't have any friends with whom they can share fun times or do a group assignment. This is what usually happens to somebody who is being excluded. What is exclusion? It is when we intentionally prevent someone from being part of our group of friends, for example, or taking part in an activity inside or outside the classroom, or any other situation in which that person would like to participate.

Each of us has probably come into contact with a situation of exclusion, whether because we saw it happen, because we have excluded somebody, or because we have been victims of exclusion ourselves. How does an excluded person feel? What consequences might that person suffer?



Listen to your students.

Today we're going to talk about two things we can do to help people who are lonely or who feel excluded: console them and use inclusion strategies.

2 Core

We are going to come up with a play. All plays go through a process: 1) We have to choose a general idea for the theme and the story; 2) We have to divide and organize the story by scenes; 3) We have to choose actors for each role; 4) We have to rehearse the play; and finally, 5) We put on the play.



1. Choose the theme of the play: Brainstorm on concrete examples of situations of exclusion that may occur inside or outside the classroom or school (for example, all the students organize a party and decide not to invite somebody; one child is smaller than everybody else, and spends recess by herself, crying, because her classmates do not want to play with her, etc.) Try to write down at least five examples on the blackboard. Then form groups of four to five students, at random, and have each group choose one example from the blackboard.



2. Divide and organize the story by scenes: Give each group fifteen minutes to prepare their five-minute play. Ask your students to open their workbooks to the worksheet "Our Play" (see Student Material) and write down a summary of the play, in order to help make their process easier. Explain that each play must have three main scenes:

- **Scene 1:** The situation of exclusion. The excluded person ends up sad and lonely.
- **Scene 2:** The excluded actor is comforted by a friend.
- **Scene 3:** Another actor practices inclusion strategies.

For Scenes 2 and 3, ask the students to open their workbooks to the worksheet "Tips for Including and Consoling" (see Student Material). A volunteer may read these tips aloud to the rest of the class.

Tips for Consoling:

It's easy to remember these three steps as **LIVE**: **L**isten, **V**alidate, and **E**ncourage

1. **Listen** carefully to what happened and how it happened
2. **Validate** the person's emotions by telling him or her that you understand why he/she feels that way
3. **Encourage** the person by asking him or her to participate in an activity he/she likes. Ask for examples of simple things, such as telling him/her a joke, going to eating something he/she likes, or playing with a ball.

Tips for Inclusion:

- Try to think about how that person is feeling and how we would feel in his/her place
- Offer that person a chance to belong to our work or play group
- Respectfully stop those who are excluding the person
- Ask questions about that person to get to know him/her better
- Invite him/her to do something fun
- Tell her some things about ourselves



3. Choose the actors: Each play needs an excluded person, the person doing the excluding, and the people doing the consoling and including.

4. Rehearse the play: Before putting on the play, each group needs to rehearse it several times.



5. *Put on the play:* Depending on time, randomly invite all or some of the groups to present their play to the whole class. Remember that each play must be no longer than five minutes.

After each group presents their play, pose the following questions and listen to your student.

- What would have happened if nobody had comforted the excluded person?
- What consoling strategies did the group use? How effective were they?
- What inclusion strategies were used in this play?
- What suggestions would you give to console and include the excluded person?



You can also ask the actor that represented the excluded person: "How did you like the strategies your group used to help you make you feel?" Congratulate the students for practicing both comforting and inclusion strategies.

If possible, have the whole class select some of the plays and plan to put on these plays before other classrooms, even to younger children, as an extracurricular project.

3 Wrap-Up

The purpose of this activity was to identify situations of exclusion so that we understand not only how difficult and sad these situations can be, but to help us think of the great power we all have to help excluded people. Consoling and including people who are suffering can not only make them feel well and happy, but it can also bring each of us many positive emotions and experiences.

- Have you ever comforted or included somebody? How did you feel?
- What do you think you'll do the next time you see a situation of exclusion?

Student Material

Our Theater Play

Title of play: _____

Actor's name and the role being played (at least one group member must play each of the following roles: the excluded person, the person doing the excluding, the person doing the consoling, and the person doing the including):

Scene 1: Brief description of the situation of exclusion:

Scene 2: Comforting strategies that will be used:

Scene 3: Inclusion strategies that will be used:

Tips to Comfort and Include

Tips for Consoling:

It's easy to remember these three steps as **LIVE**: **L**isten, **V**alidate, and **E**ncourage

1. **L**isten carefully to what happened and how it happened
2. **V**alidate the person's emotions by telling him or her that you understand why he/she feels that way
3. **E**ncourage the person by asking him or her to participate in an activity he/she likes. Ask for examples of simple things, such as telling him/her a joke, going to eating something he/she likes, or playing with a ball.

Tips for Inclusion:

- Try to think about how that person is feeling and how we would feel in his/her place
- Offer that person a chance to belong to our work or play group
- Respectfully stop those who are excluding the person
- Ask questions about that person to get to know him/her better
- Invite him/her to do something fun
- Tell her some things about ourselves.

Concepts, Tips and FAQs

1 Key Concepts

Positive communication: Interacting with kindness and respect for ourselves and others, so as to enhance mutual wellbeing, growth and understanding.

Prosocial behavior: Voluntary actions intended to help or benefit another individual or group of individuals (Eisenberg & Mussen, 1989).

2 Tips for Teachers and Parents

- Although children may have different levels of motivation when it comes to involving themselves in prosocial behaviors, it is important that we as adults try to give them opportunities and encourage them to practice such behaviors. The more chances they have to see the positive social consequences in others and themselves when engaging in prosocial acts, the more motivated they will feel to increase the frequency of these behaviors.
- It is important that you frequently practice prosocial behavior with others in front of the children. Thus, if you are an inclusive person, who does not discriminate, you will be a very good example for your children or students to follow.
- Empathy is a skill that is closely related to prosocial behavior. For that reason, helping children to develop empathy is an effective way of increasing the frequency of their prosocial behavior. Ask them how do people feel when they are excluded, or alone and friendless.
- As teachers, it is important not only to promote inclusion among children by forming work or play groups, encouraging, highlighting, and strengthening this kind of behavior (for example, “how kind of you to invite Camilo to play when he was all alone”), but also to be alert and act when cases of exclusion occur. Paying attention to the feelings and thoughts of children who are being excluded is important so that we can help them reflect on how to cope with the feelings caused by these kinds of situation, and work on strategies to address them. Nevertheless, in cases where exclusion is chronic and forms part of a bullying situation, adults must immediately intervene with all the parties involved to stop this behavior. Remember that bullying situations are those where there is repeated and systematic aggression between students, in addition to an imbalance of power that makes victims unable to defend themselves.

3 Frequently Asked Questions

• Why is it important to promote prosocial behavior?

Although this question may seem obvious, we as adults are generally more preoccupied with keeping children from behaving badly or hurting others, and we end up spending a great deal of time educating them on unacceptable behaviors. While this is important, promoting positive behaviors and encouraging them to help others is a powerful strategy for showing them the benefits of getting involved in prosocial behaviors. It may also significantly improve the environment of the classroom and the home.

- **What is the best way to give feedback on prosocial behaviors in children?**

Unlike other qualities, when you want to give positive feedback on prosocial behavior, you can emphasize the children's specific quality instead of just offering feedback on their behavior. For example, if a child helps another with his task, you can say to her, "I can tell you really like to help out," or, "I can see you like to make other people feel better," rather than just, "Good job helping Juan," or giving her a piece of candy as a reward for helping. Research has shown that providing feedback on prosocial qualities as part of the children's character increases the frequency with which they exhibit these behaviors.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

MY MAGNIFYING GLASS

Today I will learn to...

Ask and clarify during a difficult conversation.

What we'll need for that is...

A photocopy of the roles in the "Using our curiosity magnifying glass" worksheet from the Student Material.

Lesson Guide

1 Intro

- Why do you think detectives use magnifying glasses to solve mysteries?

Possible answers: To look at clues more closely; so they don't miss important details; so they can understand the clue better; because there are some things that they might not see without it.



Listen to your students.

In general, it's because they are very interested in the clues. Detectives' magnifying glasses are a symbol of curiosity. Only good detectives are truly curious, because finding the right clue may make the difference between solving the mystery or not.

- What is curiosity?



Listen to your students.

It is a genuine interest in learning about something. We usually act curious when we listen to others. When we listen, we are like detectives. By using the magnifying glass of curiosity, we show others that we are truly interested. This also helps us to better understand certain situations and solve mysteries in our social lives. Today we are going to practice using our magnifying glasses of curiosity so we can help our classmates.

2 Core

At one time or another, most of us have in a situation in which someone has bothered and made us feel bad.



Give them an example of a time when someone made you feel bad. Try to recall a situation in which aggression was not a deciding factor. For example, you may use a situation in which someone told you in an unpleasant tone of voice that you did something wrong.

When these things happen to us, we usually tell our friends about it because we want them to listen, understand, and make us feel better.

Now think of a situation in which you may have felt bad here at school, but you later felt better after someone listened to you.

It is important that these situations do not involve criticism. You can give them some examples: someone criticized a drawing you made; someone lied to you and you found out; something valuable got lost and your friend didn't help look for it; you had a misunderstanding with a friend; a person important to you forgot your birthday, etc.

Then, ask some volunteers to talk about how they were listened to and what those people did to make them feel better. Emphasize the importance of listening attentively to what happened, asking more about the situation and about how that person felt, and validating their emotions (telling them that we understand why they feel that way).



Ask your students to participate, offering ideas about how we know that we are being listened to, i.e., that the person who is listening is using the magnifying glass of curiosity, and write them on the blackboard. Some examples include:

- *They pay attention.*
- *They look me in the eye.*
- *They ask me questions about what I'm saying.*
- *They don't interrupt me halfway through a phrase, instead waiting until I finish an idea.*
- *They use their own words to repeat what I said and they understand how I feel.*

Now let's practice using the curiosity magnifying glass.



Show them an example of how you would use your curiosity magnifying glass. Ask them to silently read the text in their workbooks, "A Case to Tell My Teacher" (see Student Material). Then ask someone to tell you out loud what is happening in the text. The rest of the class will check whether or not the teacher, when listening, applies the strategies for the magnifying glass of curiosity written on the blackboard.

A Case to Tell Your Teacher

Usually, you really enjoy going to school, except when one of your teachers asks you to form groups to do an assignment. The moment this happens, all your classmates rush to form their groups and leave you out.

When you approach them, they always give you an excuse or tell you up front that they don't want to be in a group with you. This especially happens with one particular group. The last time this happened, they shouted in front of the whole class, "Get out of here! No one wants to be in a group with you." This made you feel angry, and at the same time, very sad and embarrassed.

Since you know that your teacher doesn't like it when students disrupt the class, you decided to keep quiet and work by yourself. You feel really bad. Suddenly, your teacher comes over and starts talking to you.

- What did I do to listen attentively to your classmate? What would you have done in my place?



Listen to your students.

Now let's form groups of three. Each of you is going to receive a role.



Hand out the roles described in the activity "Using Our Curiosity Magnifying Glass."

One of you is going to tell a story, another will be the detective who uses the curiosity magnifying glass, and the third person will evaluate how well the magnifying glass is used. The person who is assigned role number 1 will think of a situation when he felt bad here at school, like the one you all thought of at the beginning of class. The person with role number 2 will think of questions to ask; and the person with role number 3 will think of what things he has to observe in order to make sure the magnifying glass is being used well.



Give them a minute to prepare. If necessary, explain each role again.

1. The person telling the story will describe a sad/difficult/frustrating situation he experienced and will answer the questions asked by the person listening (the detective).
2. The detective must actively listen to the person telling the story, using the magnifying glass of curiosity.
3. The person evaluating whether or not the magnifying glass is being used properly will check whether the detective is actively listening and using curiosity magnifying glass of curiosity. At the end, he will suggest other things that could have been done to improve the way the detective listened.



After they have all finished, ask the following questions and listen to your students.

- How did the people being listened to feel?
- How did the detectives feel?



Then ask some of the observers (role number 3) to talk about what they observed and how the magnifying glass of curiosity was used. Write the main ideas on the blackboard.

3 Wrap-Up

You did a great job using active listening strategies with your classmates.

- Why do you think it's important to use all these strategies when we listen to someone?
- In what situations could it be harder to use our magnifying glass of curiosity?

When we go through situations that are sad, hard, or when we feel angry and want to share this with our friends, the thing we want most is to be listened to. Listening is not an easy task. People who listen don't just have to lend their ears; they also need to be willing to understand the other person and show this through their behavior. The magnifying glass of curiosity is just a symbol to help us remember all of these behaviors that will help us to listen better.

Student Material

A Case to Tell Your Teacher

Usually, you really enjoy going to school, except when one of your teachers asks you to form groups to do an assignment. The moment this happens, all your classmates rush to form their groups and leave you out.

When you approach them, they always give you an excuse or tell you up front that they don't want to be in a group with you. This especially happens with one particular group. The last time this happened, they shouted in front of the whole class, "Get out of here! No one wants to be in a group with you." This made you feel angry, and at the same time, very sad and embarrassed.

Since you know that your teacher doesn't like it when students disrupt the class, you decided to keep quiet and work by yourself. You feel really bad. Suddenly, your teacher comes over and starts talking to you.

Using our Curiosity Magnifying Glass

THE PERSON TELLING THE STORY

You are sad and you run into a friend.

You will answer all the questions he/she asks you.

THE DETECTIVE WITH THE CURIOSITY MAGNIFYING GLASS

You run into a friend and you can tell that he/she is very sad. You ask him/her what's wrong.

You will listen actively.

THE EVALUATOR

You will evaluate whether or not the detective is really listening actively.

At the end, you will tell him/her whether or not she listened actively and why.

THE PERSON TELLING THE STORY

You are sad and you run into a friend.

You will answer all the questions he/she asks you.

THE DETECTIVE WITH THE CURIOSITY MAGNIFYING GLASS

You run into a friend and you can tell that he/she is very sad. You ask him/her what's wrong.

You will listen actively.

THE EVALUATOR

You will evaluate whether or not the detective is really listening actively.

At the end, you will tell him/her whether or not she listened actively and why.

THE PERSON TELLING THE STORY

You are sad and you run into a friend.

You will answer all the questions he/she asks you.

THE DETECTIVE WITH THE CURIOSITY MAGNIFYING GLASS

You run into a friend and you can tell that he/she is very sad. You ask him/her what's wrong.

You will listen actively.

THE EVALUATOR

You will evaluate whether or not the detective is really listening actively.

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THE PERSON TELLING THE STORY

You are sad and you run into a friend.

You will answer all the questions he/she asks you.

THE DETECTIVE WITH THE CURIOSITY MAGNIFYING GLASS

You run into a friend and you can tell that he/she is very sad. You ask him/her what's wrong.

You will listen actively.

THE EVALUATOR

You will evaluate whether or not the detective is really listening actively.

At the end, you will tell him/her whether or not she listened actively and why.

Concepts, Tips and FAQs

1 Key Concepts

Active listening: Placing all of our attention and awareness at the disposal of another person, listening with interest and appreciating without interrupting (Knights, 1985). It is a specific communication technique that requires paying close attention to the other person's words and body language, repeating back key ideas and phrases from time to time to confirm our understanding of what the person has said, and asking non-judgmental clarification questions to better understand the other person's perspective. Demonstrates respect for, but not necessarily agreement with, the other person's feelings and views.

Body language: Gestures, movements or positions of the body that express a person's thoughts or feelings (Merriam-Webster, 2015). Sometimes body language reveals something quite different from what someone is saying verbally.

Effective communication: Expressing ourselves, both verbally and nonverbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need (WHO, 1994).

Positive communication: Interacting with kindness and respect for ourselves and others, so as to enhance mutual wellbeing, growth and understanding.

Social support: Resources, including material aid, socioemotional support, and informational aid, provided by others to help a person cope with stress (APA, 2015).

2 Tips for Teachers and Parents

- One of the most important ways to help children understand the significance of active listening is when adults listen to them. Provide a model of active listening by approaching the child, asking what's going on, looking her in the eyes, and paraphrasing what she says (repeating what she said in your own words). Validate her emotions (showing her that you understand why she feels like she does). But above all, listen with genuine interest to what the child is communicating.
- In class or at home, you can use an object that symbolizes the "use of the floor," so that only the person with that object in his hands can speak. This will ensure that nobody interrupts. For example, you can use this technique when you want to hear the group's opinion. The object can be passed from one child to the next, and the person who has it can decide whether to speak or hand it to the next classmate.
- Gently emphasize the importance of not interrupting others or you, and waiting for the appropriate time or their turn to speak. Some children are so excited or impatient to tell you something that they may do so at inappropriate times. You can nicely say to them, "I understand that you want to tell me something, but right now I'm busy/doing _____. But I'd love to talk (offer a specific time)." It is important that you remember when you've offered to listen and follow up as needed. This consistency will tell the child that you are interested in what she has to say, and will teach her to do the same with others. Also try to be consistent in following the order of the turns when dealing with larger groups of children.

- Offer positive reinforcement for specific active listening behaviors that the children exhibit with others or with you. For example, "It's great that you're listening. I can tell you were really paying attention to me!" This will tell them that their efforts to listen to others are valued.

3 Frequently Asked Questions

- **How do I get the children to listen to me attentively?**

Some children are more easily distracted than others and have a hard time paying attention for a long period of time. You can help the children who tend to be easily distracted by talking to them at eye level, using simple and familiar language, and asking questions that actively involve them in the message you are trying to get across. For such children, repetition is important. You can even make sure they have understood the information by asking them to explain it back to you in their own words (for example, "Tell me in your own words the instructions I just gave you on how to finish this task.").

- **What is the best way to teach children to listen closely?**

Role-playing games or scripted dialogues can be fun ways to practice active listening techniques. At home or in the classroom, you can use hypothetical or real situations in which the children practice different active listening techniques. In general, if you practice active listening with the children and ensure they feel you are listening, they will understand the importance of doing the same with others. You may achieve this by creating spaces for conversation in which you show interest in different areas of the children's life, and share similar experiences with them.

- **Why is it important that children feel listened to?**

Choosing to pay attention to a child requires a complete willingness to listen actively to him. When a child feels listened to, he feels that his ideas, emotions, and thoughts are valuable to other people and worth sharing, which reinforces the child's self-esteem. Likewise, actively listening is a way of expressing our respect for him.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

ASSERTIVE DEFENDERS

Today I will learn to...

Defend my friend without hurting others.

What we'll need for that is...

- "Assertive Defense" poster
- Adhesive putty or adhesive tape

Lesson Guide

1 Intro

There are situations that make us feel angry or annoyed because of the way others treat our friends, classmates, or us. For example, we may feel annoyed or angry when someone frequently hits or gives mean nicknames to someone in our class.



You can share a situation in which a person treated someone close to you badly.

Sometimes, it may be difficult to know how to react to these situations, since each reaction may lead to different results. This is what we're going to learn about today.

2 Core

In some schools, there are people who frequently bother others. For example, they may hit them, give them mean nicknames, or make fun of them every day. Today we're going to learn how to handle these kinds of situations in case this happens to one of your classmates.

In general, when we see other people mistreating one of our classmates, we can respond in three different ways:

1. Passively: When we don't defend our classmate's rights. In other words, we don't do anything, we keep quiet, or we may even laugh at the situation.
2. Aggressively: When we defend our classmate's rights by hurting others. For example, we might insult the person who mistreated our classmate or even hit him or her.
3. Assertively: When we defend our classmate's rights without hurting others.



Write these three concepts on the blackboard under the following headings: Passive Responses, Aggressive Responses, and Assertive Responses.

Now, let's read the story of Oswald and Tiger that you will find in your workbook (see the Student Material).

Oswald and Tiger

Tiger is the biggest and strongest student in the sixth grade. He has many friends and his classmates do whatever he says. For example, the other day Tiger was hungry and forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Tiger ordered.

Oswald, on the other hand, is a small, shy and quiet student. He doesn't have many friends, and some people say he is weird because he is always by himself during recess.

Tiger thinks Oswald looks funny and he makes fun of him all the time, saying, "Oswald is a dweeb!"

He feels very frustrated. Going to school has become a nightmare, as he knows Tiger will make his school-day unbearable from beginning to end.

Sara and Camilo are Tiger and Oswald's classmates. Every time Tiger makes fun of Oswald, Sara and Camilo watch and don't know what to do about it.



After you finish reading the story, pose the following questions and listen to your students.

- What will happen if Sara and Camilo respond passively, if they don't do anything to defend Oswald?
For example, Tiger will continue bothering him and the situation will get worse.
- What will happen if Sara and Camilo respond aggressively, that is, if they try to punch Tiger to defend Oswald?
For example, Tiger will take it out on Sara and Camilo and will start bothering them too.
- In what assertive ways could Sara and Camilo defend Oswald?
For example, they can tell Tiger that what he is doing is not right.



Write on the blackboard all the assertive options that the students suggest.

Let's form groups of four. All together now, we're going to read the story of Pipe and Rosina in your workbooks (see Student Material) and pretend that we are their classmates and we want to defend Pipe. After reading the story, each group will make a list in their workbook of assertive actions they could take in order to defend Pipe in this case.

Pipe and Rosina

Rosina is the most popular girl in the fifth grade. She has many friends and all her classmates want to be with her during recess.

However, she is not always kind to other people. She finds it particularly amusing to bother Pipe, a silent and lonesome student that always seats in the back row in the classroom.

Rosina knows he is very intelligent and every week threatens him with something to make him do her homework. She tells him: "Be careful, Pipe. You know that if you don't bring my math homework tomorrow, I will tell everybody you want to be Lorena's boyfriend."

He is embarrassed and cannot defend himself as he knows Rosina is very popular and all her classmates will do whatever she says. He feels frustrated and angry, and doesn't know what to do to make her stop threatening him.

You are Pipe and Rosina's classmates and you have seen how Rosina makes fun of him and threatens him every day. You have also started to notice that Pipe is always tired, as he has been staying up late every night doing Rosina's homework. You are fed up watching this and realize that you can be Pipe's DEFENDERS in this case.

Each group will make a list in their workbooks with assertive actions that you, the DEFENDERS, could carry out to make Rosina stop bothering Pipe.



After all the groups have finished the activity, ask two or three groups to share some of the options in their lists. Ask the following questions for each option the groups propose and listen to your students.

- Is this option assertive (meaning, does it avoid hurting the other person)?
- Do you think this option could help make Rosina stop threatening Pipe? Why?

3 Wrap-Up

Today, you all did a great job practicing assertive response in situations in which others are being aggressive toward your classmates. To finish this lesson, we're going to make a commitment to be assertive defenders.

We can be ASSERTIVE DEFENDERS every day. Our mission is to remain alert and act assertively when we see that others making fun, hitting, or hurting our classmates.

Now we're all going to sign the back of the "Assertive Defense" poster that comes with this lesson, in order to confirm our mission and our commitment to being assertive defenders. Let's hang the poster (using adhesive putty or tape) someplace in the classroom where we can all see it. This will help remind us of our mission all year long.

Student Material

Oswald and Tiger

Tiger is the biggest and strongest student in the fifth grade. He has many friends and his classmates do whatever he says. For example, the other day Tiger was hungry and forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Tiger ordered.

Oswald, on the other hand, is a small, shy and quiet student. He doesn't have many friends, and some people say he is weird because he is always by himself during recess.

Tiger thinks Oswald looks funny and he makes fun of him all the time, saying, "Oswald is a dweeb!"

He feels very frustrated. Going to school has become a nightmare, as he knows Tiger will make his school-day unbearable from beginning to end.

Sara and Camilo are Tiger and Oswald's classmates. Every time Tiger makes fun of Oswald, Sara and Camilo watch and don't know what to do about it.

Pipe and Rosina

Rosina is the most popular girl in the fifth grade. She has many friends and all her classmates want to be with her during recess.

However, she is not always kind to other people. She finds it particularly amusing to bother Pipe, a silent and lonesome student that always seats in the back row in the classroom.

Rosina knows he is very intelligent and every week threatens him with something to make him do her homework. She tells him: "Be careful, Pipe. You know that if you don't bring my math homework tomorrow, I will tell everybody you want to be Lorena's boyfriend."

He is embarrassed and cannot defend himself as he knows Rosina is very popular and all her classmates will do whatever she says. He feels frustrated and angry, and doesn't know what to do to make her stop threatening him.

You are Pipe and Rosina's classmates and you have seen how Rosina makes fun of him and threatens him every day. You have also started to notice that Pipe is always tired, as he has been staying up late every night doing Rosina's homework. You are fed up watching this and realize that you can be Pipe's DEFENDERS in this case.

What could you, the DEFENDERS, do to stop Rosina from bothering Pipe? Come up with as many assertive answers as you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Concepts, Tips and FAQs

1 Key Concepts

Assertiveness: Being able to advocate for ourselves or our own positions without resorting to aggression or harming the rights of others (Peneva & Mavrodieva, 2013).

Bullying (harassment, intimidation, pestering): Aggressive behavior that is intended to cause distress or harm, involves an imbalance of power or strength between the aggressor and the victim, and occurs repeatedly over time (APA, 2004). Bullying may take many forms, including physical bullying; teasing or namecalling; social exclusion; peer sexual harassment; bullying about race, ethnicity, religion, disability, sexual orientation, and gender identity; and cyberbullying (APA, 2004; Limber, 2002; Olweus, 1993; Nansel, et al., 2001)

It is important you help your students:

- Identify the difference between expressing themselves assertively or aggressively and not doing anything when facing a situation that affects them.
- Identify the advantages of expressing themselves assertively.
- Identify the negative consequences of expressing themselves aggressively or not doing anything when facing a situation that affects us.
- Practice assertive expressions when facing different situations in and out of school.

2 Tips for Teachers and Parents

- Assertiveness is a skill that requires a great deal of practice. It is important that your students reflect on how they can be assertive in situations that make them uncomfortable or mad. We as adults can help them by asking questions such as, "Instead of hitting him, what could you have said to your friend so he would stop bothering you?" or "How can you nicely tell your classmate to stop being mean to others?" Conflicts, fights, and everyday aggression inside and outside school may be opportunities for encouraging this type of reflection.
- Parents can also help practice assertive communication at home. For example, you can encourage your children to frequently practice clear and firm, non-aggressive ways of talking about what they feel, think, and want, using questions such as, "Without yelling, how can you tell your brother that you don't like it when he takes your notebooks?"
- It is very important to set an example in our interactions with children by being assertive in situations that make us mad. For example, you can react assertively when you correct children after they do something that bothers you, rather than responding impulsively (hurting them or punishing them excessively to make them feel bad).
- Another way to encourage assertiveness in children is by asking them to give us feedback on how we communicate. For example, when we feel mad about a situation and we say so to another person, we can ask our children, "How did I do? Do you think I responded clearly and firmly, but not aggressively?"

- Although the objective of this lesson is for children to learn to deal with different situations on their own and respond assertively, it is necessary for the teacher or adult to intervene immediately in case of bullying, talking to all parties involved and putting a stop to this behavior.

3 Frequently Asked Questions

- **Why is it important to learn to be assertive?**

Assertive responses are an adequate way of enforcing our rights and respecting the rights of others, as well as expressing what we feel and think, while taking care of ourselves and our relationships with others. Let's bear in mind that bullying (harassment, intimidation, pestering) situations are those where aggression between students is repeated (many times) and systematic (the same people) and there is also an imbalance of power that makes the victim unable to defend himself.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Conflict Management

WIN-WIN

Today I will learn to...

Find win-win solutions to a conflict with somebody else.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

It is normal to disagree about certain things or to have different points of view. Has this ever happened to you?



Listen to your students.

Even though these situations are normal, sometimes they cause problems and lead to unwanted consequences. For example, we may sometimes get in an argument and stop being friends, or hurt other people or ourselves. But we can learn to look for solutions that are good for everybody, taking advantage of these situations and turning problems into opportunities. Today we're going to learn about these kinds of solutions.

2 Core

We all have conflicts. Conflicts are a normal part of life and they are generally the result of people's different viewpoints. There are many ways to handle these situations and they all have their pros and cons. Let's pretend that you are arguing with a friend because he wants to go play soccer in the park and you want to stay home and watch television. What might happen? Let's think of several options:

1. I could convince him to stay home. Would both of us be happy?
Suggested answer: Probably not, because he wanted to go out and play soccer.
2. He convinces me to go out and play soccer. Would both of us be happy?
Suggested answer: Probably not, because I would miss the show I wanted to watch.
3. We spend our time arguing and we don't do either one. Would both of us be happy?
Suggested answer: Probably not, because neither of us would get to do what we wanted.

There is a fourth way to find a solution that would let us do what we both want. This option lets us both win! We're going to call this the "win-win" solution.

- Which of the four options do you prefer? Why?
- When we act aggressively, are we using a win-win solution? Why not?



Listen to your students.

Let's find win-win solutions for the conflict we just discussed. Do you remember what the conflict was about?



Make sure they are clear on the conflict presented.

To achieve this we will use the steps of the CERA strategy:

1. **Calm down.** Calm down, especially if you feel angry. Find the way to calm down in order to solve the situation.
2. **Evaluate.** Evaluate the situation: What is the problem? What do you want to achieve?
3. **Resolve.** Do some brainstorming with all that comes to your mind to solve the situation.
4. **Act.** Choose the best option for everybody and act without being aggressive.

- What are the main steps?
Answer: Calm down, evaluate, resolve and act.



Make sure your students understand each step.

Now, let's act! We are going to find partners and perform the situation, all at the same time, trying to find the best alternative using the CERA strategy, meaning an alternative where both can win. The best win-win solution! Let's see which pair finds the best solution.



After they perform the situation, pose the following question and listen to your students.

- Which couple do you think has the best win-win option and who wants to act it out in front of the whole class?



After the chosen couple has performed the best win-win option, continue.

- Why is this a win-win solution?
- Does everybody agree?
- Does any pair have a better win-win option? Please come up to the front of the class and act it out.

- Why is this a win-win solution?
- Does everybody agree?
- Does any pair have a better win-win option?



Repeat this so that two or three pairs get to perform their alternatives.

- Do you think we could find an even better option?
- Can anybody think of one? Why is this one better?

3 Wrap-up

- What did we learn today?
- How do we know that we have a win-win solution?
- How can we find win-win alternatives? Why is it difficult sometimes?

We all have conflicts with others. It's up to us to find solutions for all the parties involved and not only for some of us, or for no one at all. When we have conflicts with our friends or classmates, we can use the CERA strategy to find win-win solutions and make everyone happy.

Student Material

Finding Win-Win Alternatives Using the CERA Strategy

1. **Calm down.** Calm down, especially if you feel angry. Find the way to calm down in order to solve the situation.
2. **Evaluate.** Evaluate the situation: What is the problem? What do you want to achieve?
3. **Resolve.** Do some brainstorming with all that comes to your mind to solve the situation.
4. **Act.** Choose the best option for everybody and act without being aggressive.

Concepts, Tips and FAQs

1 Key Concepts

Conflict escalation: The process by which conflict moves, step to step, from less intense and less complex to more intense and increasingly complex, and sometimes more violent (Glasl, 1982).

Conflict management: Limiting the negative aspects of conflict while increasing the positive aspects of conflict so as to enhance learning and group outcomes (Rahim, 2002). According to Rahim (2011), to achieve this we need to have concern for ourselves and for the others involved, and collaborate to reach a mutual and acceptable solutions through openness, exchange of information, and examination and exploration of differences. Other less healthy ways to manage conflict are avoiding the issue, imposing our views or methods on others, or neglecting personal concerns to satisfy the other parties.

Interpersonal conflict: An expressed struggle between two or more people, as a result of incompatibility, disagreement or differences between them (Rahim, 2011). Conflict is part of life in society and reflects the diversity of human beings. In these situations feelings and emotions play an important role, and the relationship between the parties can be strengthened or weakened based on how conflict is managed (Torrego, 2003)

2 Tips for Teachers and Parents

- Firmly put a stop to any aggressive situation that may occur, for example, shouting, insults, hitting, taunts, etc.
- Do not act aggressively under any circumstance. Always act calmly. Make sure not to shout, use physical violence, or say hurtful things.
- Use conflicts as learning opportunities. Do not try to place the blame on someone by asking things like "Who started it?" Instead, ask "What happened?"
- Help children to calm down and understand the other person's point of view.
- Help the children offering them a conflict management strategy, like CERA: Calm down, Evaluate, Resolve and Act
- Show them how aggressive actions may worsen the situation.

3 Frequently Asked Questions

- **Are conflicts bad?**

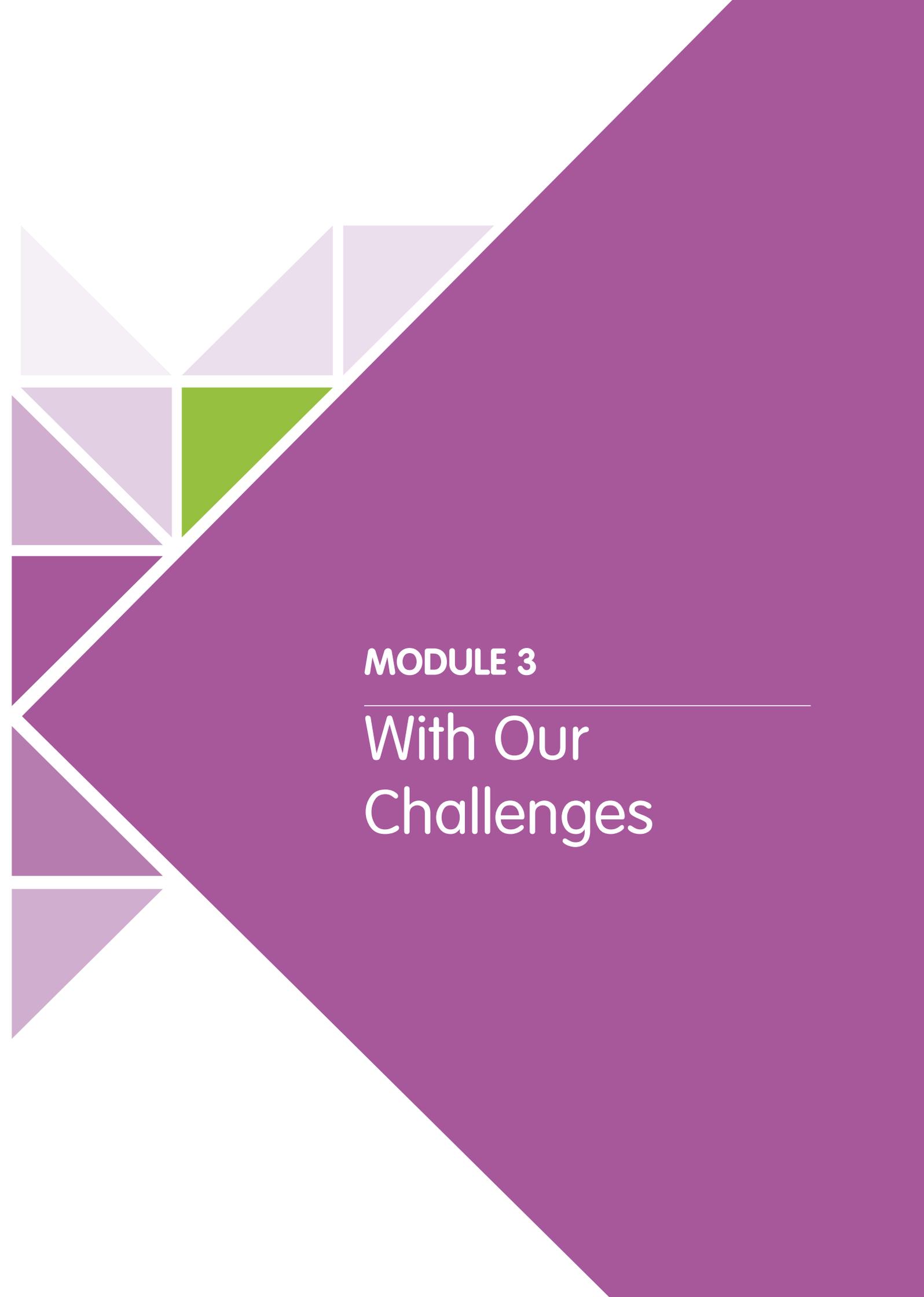
No. Conflicts are a normal part of human interactions. They are not good or bad in and of themselves. When properly handled, they are opportunities to strengthen our relationships, learn about ourselves, and tackle tough situations in a way that is constructive for everybody.

- **Are conflicts and fights the same thing?**

No. When we have a conflict, we don't necessarily end up fighting. Fights usually occur when a conflict has been handled poorly. Situations involving aggression and violence are often the result of mishandled conflicts. However, many conflicts can be handled with mutually beneficial strategies that do not involve aggression.

- **How can I help children to better handle their conflicts?**

First of all, review how you handle your own conflicts with others. This is a powerful model that your children or students will undoubtedly follow. Take conflicts as learning opportunities and suggest to the children that they take turns, share, or choose something that they all like; you can also suggest them to use conflict management strategies like CERA.



MODULE 3

**With Our
Challenges**

Module 3 With Our Challenges	General skill Determination	Specific Skill Achievement Motivation
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STEPS TO MY GOAL

Today I will learn to...

Self-monitor to achieve a goal I've set for myself.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

We all have goals we want to achieve. Sometimes our goals are really big and will take us time to achieve; other times, they're small and we can achieve them quickly. For example, let's suppose that someone wants to learn to play the guitar. What would she have to do? What steps would she have to take? What could you do if you wanted to learn to play guitar?



Listen to your students' ideas and write them on the board.

First, you could get a guitar, then look for someone to teach you or somewhere you can take classes, organize your time so you can practice every day, etc.

What if we wanted to become firefighters? Is this a small goal or a big goal? Could we start doing things now to bring us closer to this goal?



Listen to your students' ideas and write them on the board.

We could start to look for information on what we need to be a firefighter, find out if they take volunteers and how old we have to be, and also what we need in order to enter the academy. To help, we could study hard and get good grades so we could be accepted in the academy

2 Core

Today we're going to talk about our goals. Tell the classmate beside you, or whoever is closest to you, about one of your goals. It can be something you want to achieve when you're older, or that you want to achieve soon. For example, learning to play a musical instrument, reading a book that you really love, going to a concert, etc.



Give them time to have a conversation in pairs.

Who would like to share their goals with the whole class?



Listen to your students and write these goals on the left-hand side of the board.

Now let's think about the things we could do to start bringing ourselves closer to these goals. Some ideas might include saving up a certain amount of money per day or per week; practicing an instrument or a skill; looking for information on what we want to achieve; studying something specific; making an effort to do our homework every day; reading a certain number of pages in a book each day, etc.



Write these ideas on the right-hand side of the board.

No matter how far off some of our goals may be, we can do things to bring ourselves closer to achieving them starting right now. Other goals, however, can be achieved very quickly.

In your workbooks, turn to the worksheet entitled "My Goal" (see Student Material) and finish it using the following information:

- The goal you want to achieve. This has to be something that help you improve: as a son or daughter, as a sibling, as a friend, as a student, as an athlete, in a hobby, etc.
- Small intermediate goals that will help you achieve your main goal.



Give them a few minutes to do this. Then ask the following questions and listen to your students.

- Who would like to share the goal they've set for themselves and the intermediate goals they need to achieve in order to succeed?
- Did you notice the monitoring chart for the intermediate goals? How do you think you have to fill it out? How do you think it could help you?

Suggested answer: The monitoring chart helps me realize if I'm making progress and getting closer to the goal I set for myself. For example, if my goal is to read one book, or many books, what do you think I could write down each day? Whether I read a certain number of pages, whether I looked for new books to read, etc.

If the goal is to learn to play an instrument or get really good at a sport, what do you think I could write down each day? Whether I practiced for a certain amount of time, whether I looked for information on the sport or instrument, etc.

Starting today, we're going to pay close attention to whether we're making progress toward the goals we've set for ourselves. It is important that you keep your goal and the monitoring chart in a safe place that's easy to remember (for example, you could hang it up in your room). Remember to fill out the monitoring chart every day. Soon you'll see how much faster we can achieve our goals!

3 Wrap-Up

Now we can pursue our goals while keeping close track of how close we are to achieving them!

- Do you think you'll be able to achieve the goals you've set?
- How does the monitoring chart help us?
- Can you think of any other things for which you could use this chart?

Next week, we're going to talk about how we did with the chart and our goals. Good luck!

Student Material

My Goal

My goal today, _____, is:

Small intermediate goals that will allow me to achieve it:

1. _____

2. _____

3. _____

Monitoring Chart for Intermediate Goals

For each one of the intermediate goals, use an (X) to mark off each day whether you achieved it, didn't achieve it, or achieved it partially. If you want, you can write any ideas that you may have on how to improve and do it better the next day.

		I didn't	Partially	I did it!	How can I improve?
Day 1	Goal 1				
	Goal 2				
	Goal 3				
Day 2	Goal 1				
	Goal 2				
	Goal 3				
Day 3	Goal 1				
	Goal 2				
	Goal 3				
Day 4	Goal 1				
	Goal 2				
	Goal 3				
Day 5	Goal 1				
	Goal 2				
	Goal 3				
Day 6	Goal 1				
	Goal 2				
	Goal 3				
Day 7	Goal 1				
	Goal 2				
	Goal 3				

Concepts, Tips and FAQs

1 Key Concepts

Achievement motivation: Being driven to succeed and to attain excellence through personal efforts (McClelland, 1953). People with high achievement motivation set realistic but challenging goals for themselves, take responsibility for goal accomplishment, persevere in the pursuit of these goals, and take calculated risks to achieve the goals.

Determination: Facing challenges and pursuing difficult goals with resolve and purpose.

Self-monitoring: Capacity to keep track of our progress toward our goals and determine whether we are taking the steps we identified to attain them.

2 Tips for Teachers and Parents

- It is important to remember that achievement motivation is something that is inside each child, allowing him or her to perform tasks with gusto or the desire to be better, and not to please others or avoid being scolded. For this reason, it is important that children set goals and understand how to achieve them. As adults, we can help children to keep their achievement motivation high and focus on their goals, based on what they want to achieve and not just what we would like them to achieve.
- Help children to choose and set their own goals, but try to make sure these goals are viable and within their reach; for example, "I'm going to practice my multiplication tables for half an hour," and not "I want to learn all my tables right now." You can help them by asking questions such as "What do you want to practice today?," "Which of these things do you want to start learning?," or "In order to achieve that goal, what are the intermediate goals you have to reach first?"
- Help children remain focused on their goals and plan the path they have to take in order to achieve them, setting intermediate goals and smaller achievements that they need to attain.
- Once children have established goals, you can help them monitor their progress to keep them focused on the achievement they have chosen. To do this, you can use self-monitoring tools like the ones provided in this lesson.
- Do not compare their performance with other children's or their siblings' performance.
- Try to give feedback on his effort with phrases such as, "I like watching you practice." When giving feedback on the results, do not focus on the child's general positive qualities, but rather, the characteristics of the achievement; for example, tell him, "You made a really pretty picture," instead of, "You're a great kid!" When you want to give feedback on something the child can improve at, try to suggest alternative strategies, such as, "You could try to develop more this this part of the story," instead of general negative aspects, such as, "Your story didn't turn out very well."

3 Frequently Asked Questions

- **How can I promote achievement motivation in children?**

One way to do this is to show enthusiasm for your children’s interests and encourage them to explore topics they like, setting goals and focusing on them; for example, by getting involved in a hobby. Another way is to lead by example, i.e., by focusing on your own goals. You can also help them identify the steps they need to take in order to achieve their goals, establishing intermediate goals, and helping them to monitor each one of these steps.

- **What can I do to make sure children achieve the goals they set for themselves?**

Help them establish realistic goals that are within their reach. This way, children can more easily monitor their progress toward these goals using specific indicators. For example, if a child wants to finish reading a short book by the end of the week, you can ask her to write down the number of pages she has read each day. She can even set a daily goal or a series of intermediate goals to achieve. For example, she could decide to read a certain number of chapters every two or three days, and find a new book to read at the end of the week.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

ROADBLOCK, CHANGE ROUTES

Today I will learn to...

Adjust my strategies when I'm not getting the results I expect.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

Sometimes, we make a great deal of effort but we don't achieve what we want, and it becomes necessary to change our strategy in order to attain our goals. Think about a mountain climber, for example. To climb a mountain, he has to train hard, pick the dates with the best weather, and the routes that work best for him. What is the mountain climber's goal? To reach the top of the mountain. Maybe the weather isn't good on the date he picked and he has to change it, or maybe the route he decided on isn't the best and he has to choose another path. What other things might happen or change?



Listen to your students.

Lots of things can change. The important part is to reach the goal.

2 Core

Today we're going to do several tasks and see who manages to do them all. For this activity, we're going to form groups of four people. Each group will have to do the tasks shown in the worksheet "List of Tasks" in your workbook (see Student Material). Once the group has completed the tasks, all of the members will silently raise their hands at the same time so I can check their work. If anyone in the group is talking, I won't go check their work until all of them are quiet, with their hands raised. I'm going to give you twenty minutes so that you have enough time to do all the tasks. This isn't a competition among the groups to see who finishes the tasks the fastest; the goal is for each group to successfully complete all of the assigned tasks.

Each group can organize itself any way they want and perform the tasks however they see fit. The most important thing is for you all to pay close attention and be present in the moment, or focused on what you are doing. To make sure you do this, avoid becoming distracted and focus all of your attention on the tasks you're going to perform.



If the conditions at your school allow it, leave the classroom and perform this activity in an open space.

Do not give any further instructions for the tasks. Ask your students to concentrate on the written instructions in their worksheets.

After twenty minutes later, ask the following questions and listen to your students.

- How did you do?
- Did you manage to do all the tasks?
- Did you stay focused or did you get distracted?
- Which of the tasks were the easiest?
- Which were the hardest?
- Did you do the tasks in the order they were given? Did any of the groups do them in a different order?
- Did all of the groups organize themselves in the same way?
- Within each group, did you all work on the same task at the same time or did you divide up the tasks?

Now let's take a look at each task.



Ask the following questions and listen to your students.

- How did you do the task with the tongue twister? What options did you try? Did they work for you or did you have to change them? Can you think of any different options now?
- How did you make the airplane? Is there only one way to make a paper airplane or are there lots of ways? Why did you choose the way you did? What would have happened if that way didn't work?
- How did you find the writers' names? What ways were there to find this information? Which ways did you try? Which one worked the best?
- How did you manage to find things of the same color? Were they big things or little things? Did you have to have them in your hands or just see them? Were there different ways of doing these tasks?

3 Wrap-Up

Today we learned that there are lots of ways to do things and achieve our goals.

- Have you ever wanted to achieve something and tried many times, until you realized that you had to try a different way?
- What can we do if the way we want to do things doesn't work out?
- Can you think of any situations in which this happens?
- How are the activities we did today related to the subjects at school at which we have to work harder?

In order to persevere and achieve our goals, we need to realize when our way of achieving them isn't working out. So we can change our strategy and do whatever we need.

Student Material

List of Tasks

- Make a paper airplane that can fly.
- Write the name of three writers who have won the Nobel Prize in Literature.
- Everyone say a tongue twister at the same time, without making a mistake.
- Look for five things that are the same color.

Concepts, Tips and FAQs

1 Key Concepts

Grit: Perseverance and passion for long-term goals. It entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress (Duckworth, Peterson, Matthews, & Kelly, 2007)

Perseverance: Continued effort to do or achieve something despite difficulties, failure, or opposition (Merriam-Webster, 2015).

Resilience: Adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means “bouncing back” from difficult experiences (APA, 2015).

It is important that you help your students to:

- Use their creativity to come up with different ways of doing a task that enable them to overcome any possible failures and thus achieve their objectives. When we concentrate on a single way of doing things and it doesn't work out, it may be difficult to persevere.
- Reflect on the emotions and thoughts that arise when faced with failure in order to define different strategies that help them persevere, and thus achieve their objectives.

2 Tips for Teachers and Parents

As adults, we can help children to persevere so they can achieve the objectives they set for themselves. It is important, in case of possible failures, to:

- Validate their feelings of frustration, anger, or sadness. For example, you can tell them, “I understand that you're sad because you didn't do well on the test, even though you studied a lot,” or “I get mad, too, when things don't come out how I wanted.”
- Help them regulate their emotions, looking for different strategies to overcome those failures and continue trying to reach the objective they have set. Some strategies you can suggest to children include:
 - Change the way they approach the problem or perform the task. For example, if we know that studying in silence and trying to memorize information doesn't work to help us pass our tests, we can try other ways of studying, such as using drawings, creating summaries, or studying in a group. We can also change the time and places we use to study or the order in which we do our tasks.
 - Recognize that mistakes are learning opportunities, and that we can look for different ways to achieve what we want in order to overcome these mistakes.
 - Recognize that oftentimes the most important thing is to achieve the goal we have set for ourselves, and that there are many possible paths for doing this. If one of them isn't working for us, we can look for others.

- Learn from others. For example, in the case of tests and exams, we can ask other classmates what strategies work for them to help them study.
- Stop for a moment and then come back to the task later. There are situations in which stopping for a moment and trying again later can help calm us down and clear our minds a little. For example, if we aren't able to do a math problem, it may help to rest for a bit and try the problem again in a few minutes. This time might give us ideas on how to approach it from a different angle.

3 Frequently Asked Questions

- **Why is it important to persevere?**

Persevering despite obstacles enables us to achieve goals that, at first glance, may seem hard or impossible. Success is commonly associated with perseverance. By persevering, we learn better and develop our skills more fully.

- **How can I encourage children to change their strategies when these are not working out for them?**

One good exercise is to have them think of different ways of doing the same task so that they realize there are many different options. When they are trying to do something and what they're doing isn't working, you can ask them things such as, "Do you think you could try doing it another way? What other ways could you try? Are there other ways to achieve what you want?" You can remind them of times when they changed their strategy and this change worked. You can also share personal experiences in which you had to change your own strategy in order to achieve what you wanted.

- **How can children develop perseverance in spite of failures?**

Perseverance does not mean that we'll never fail. On the contrary, it means that we're going to keep trying. We can help children understand that there are many possible ways to achieve what they want, and they can change their strategy if one isn't working out for them. This way, they will learn to see difficult situations in life as something temporary, and to visualize a bright future in spite of these situations. Finally, we can cultivate hope and optimism in children.

- **How can I develop optimism and hope in children?**

Help the children to see the positive side of things. For example, you can ask them to take one minute and tell you all the good things they can think of about a situation. Give them hope and help them visualize their actions beyond the present, projecting them into the future. For example, you can tell them, "You didn't do it this time, but if you keep trying, you're going to succeed and that will make you feel happy."

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Stress Management

MALENA AND MELINO

Today I will learn to...

Focus on my strengths to overcome negative thinking.

What we'll need for that is...

Only ourselves.

Lesson Guide

1 Intro

Although things at school, with our friends or our family may make us feel stressed out, sometimes we are the ones who put the most stress on ourselves. This is partly due to the demands we make of ourselves. We get stressed because we are unable to meet these demands, so we fill our minds with negative thoughts.



Give personal examples about common demands; for example, having to organize someone's birthday party when you don't have much time.

Now stand up. Let's walk around the classroom as if we were stressed (nervous, worried, and restless). Make a stressed face. Move your arms with stress. Make stressed sounds. Put your hands on your head as if you were feeling stressed. Now go back to your places. Today we're going to talk about the stress we feel in our relationships with our classmates.

2 Core

Two things that we all do and that can make us feel stressed are: (i) comparing ourselves to our classmates; and (ii) worrying about what others think of us. Have you ever felt stressed because of these things?



Listen to your students.

Now I'm going to read you the stories of Malena and Melino. Pay close attention.

Malena is a sixth-grade student who usually does very well in most of her classes. She has two very good friends with whom she hangs around most of the time. They say that Malena is very funny, but a little quiet. One of her friends has a boyfriend and is very happy.

Sometimes, Malena gets very stressed and she can feel her muscles tense up. Sometimes she even feels like running away from everything. This happens to her especially when she thinks things like:

"They just handed back the homework I did last week. I bet I didn't do very well because I don't write as well as Amalio."

"Everybody always listens to Nikita's stories and laughs at them. Why do I have to be so shy? If I keep up like this, I won't be able to make new friends."

"My friend already has a boyfriend and I'm all alone. I wonder if I'll be single for a really long time?"

Melino is a sixth-grade student. He likes to sing and his mother says that he is very good at it. He likes math class a lot, and even though sometimes he would like to participate, he doesn't. He doesn't like it when his friends make fun of other students, but he hasn't said a word about it.

There are times when Melino gets very stressed, his heart beats fast, and sometimes he even feels like running away from it all, especially when he thinks things like:

"I have to sing in the school play. I'm going to sing out of key and everyone is going to say I'm an awful singer."

"I think I know the right answer, but if I say it then everyone will call me a nerd, or maybe my answer will be wrong."

"I can't stand how my friend makes fun of Rosita, but if I say something to him, then he's not going to be my friend anymore."

Now we're going to play a role-playing game. But before that, let me introduce you to Mr. Pessi and Mrs. Opti. You can see them in your workbooks (see Student Material). What are they like? What kinds of ideas do you think they'll have?



Listen to your students.

Mr. Pessi always sees the bad side of things and has negative thoughts, while Mrs. Opti always tries to think positive thoughts.

- **Mr. Pessi's negative thinking:** A negative thought cannot be proven to be true. When we repeat it aloud, it makes us feel restless and nervous. Sometimes these thoughts take the form of hasty conclusions.
- **Mrs. Opti's positive thinking:** A positive thought is realistic (neither pessimistic nor optimistic). When we repeat it out loud, it makes us feel hopeful because it means we are reaching wiser and more balanced conclusions. It is also usually based on our skills, talents, and successful experiences in the past.

Choose whichever case you like (Malena's or Melino's) and which role each of you wants to play: (1) Malena or Melino; (2) Mr. Pessi; or (3) Mrs. Opti. You will have ten minutes to prepare your play, which has to follow this sequence:

1. First, Melino/Malena talks to both Mr. Pessi and Mrs. Opti about his/her problem.
2. Then, Mr. Pessi is going to offer lots of negative thoughts, the kind that might make Melino/Malena feel even more stressed. For example, "No one will like what you write because Amalio writes better."
3. Then, Mrs. Opti is going to give some advice to Melino/Malena, offering positive thoughts that can help him/her manage his/her stress. These thoughts must be realistic and not too optimistic. For example, "Amalio is a talented writer. But you like writing, too, and you've gotten very good grades on your homework before."
4. Melino/Malena will have to express the emotions he/she feels.



Once their preparation time is up, then it's "Lights, Camera, Action!" Each group will start to represent their plays and can walk around the class, giving each group guidance or advice on their acting. Once they have all finished, one group can volunteer to perform their situation in front of the whole class.

3 Wrap-Up

Congratulations on creating your own play and coming up with your own ideas to fight off the negative thoughts caused by stress in social situations!

- How did you feel as you represent your roles?
- Why can comparing ourselves to others make us feel stressed?
- What thoughts can help us in stressful situations in which we compare ourselves to others?
- Which is the best strategy to manage stress in these situations?

We are all unique and different from one another. When we compare ourselves negatively to someone, we may not always measure up. For example, if we compare ourselves to someone who is talented at singing and has been practicing since she was little, we may feel that we don't sing very well.

It is very helpful to learn how to realize when we are getting caught up in negative thoughts so that we can try and replace these thoughts with positive ones based on our own qualities and skills.

Student Material

Malena is a sixth-grade student who usually does very well in most of her classes. She has two very good friends with whom she hangs around most of the time. They say that Malena is very funny, but a little quiet. One of her friends has a boyfriend and is very happy.

Sometimes, Malena gets very stressed and she can feel her muscles tense up. Sometimes she even feels like running away from everything. This happens to her especially when she thinks things like:

"They just handed back the homework I did last week. I bet I didn't do very well because I don't write as well as Amalio."

"Everybody always listens to Nikita's stories and laughs at them. Why do I have to be so shy? If I keep up like this, I won't be able to make new friends."

"My friend already has a boyfriend and I'm all alone. I wonder if I'll be single for a really long time?"

Malena



Melino



Melino is a sixth-grade student. He likes to sing and his mother says that he is very good at it. He likes math class a lot, and even though sometimes he would like to participate, he doesn't. He doesn't like it when his friends make fun of other students, but he hasn't said a word about it.

There are times when Melino gets very stressed, his heart beats fast, and sometimes he even feels like running away from it all, especially when he thinks things like:

"I have to sing in the school play. I'm going to sing out of key and everyone is going to say I'm an awful singer."

"I think I know the right answer, but if I say it then everyone will call me a nerd, or maybe my answer will be wrong."

"I can't stand how my friend makes fun of Rosita, but if I say something to him, then he's not going to be my friend anymore."

Concepts, Tips and FAQs

1 Key Concepts

Resilience: Adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means “bouncing back” from difficult experiences (APA, 2015).

Social support: Resources, including material aid, socioemotional support, and informational aid, provided by others to help a person cope with stress (APA, 2015).

Stress: A negative psychological response when the demands of a situation tax or exceed a person’s resources and some type of harm or loss is anticipated. It is indicated by the presence of negative psychological states such as negative affect, anger, withdrawal and frustration (Lazarus, 1966; Lazarus & Folkman, 1984). In Selye’s words (1974): “Stress is not what happens to you, but how you react to it”.

Stress management: Taking charge of our lifestyle, thoughts, emotions, and the way we deal with problems to cope with stress, reduce its harmful effects, and prevent it from spiraling out of control.

In this lesson, while the children practice Mrs. Opti’s advice, it is very important that you help them avoid giving advice that includes destructive criticism on Malena’s and Melino’s classmates. Instead, help them aim their criticism at transforming their thoughts; for example, “Your friends are going to hear how well you sing and they’re going to feel happy for you,” rather than “If your friends make fun of your singing, it’s because they’re dummies.”

2 Tips for Teachers and Parents

- When children compare themselves to their classmates, adults can reorient them, instead encouraging them to compare their own performance/skills in the past to those they have now (for example, “Remember that time when everyone congratulated you for that drawing you made? We all have our good and bad moments.”).
- If children focus too much on things like “What will my classmates say?” and end up avoiding social situations that are important to them, encourage them to try doing experiments that show them that their fears are not always based on reality. For example, tell them to participate in class and observe their classmates’ reactions so they can see for themselves whether the whole experience was as frightening as they thought.

3 Frequently Asked Questions

- **How do I know if a child is stressed?**

Stress shows differently in each child. Some begin to criticize themselves more frequently for their performance or appearance, they become more irritable or anxious than normal, and others start avoiding situations that they previously confronted without problem. Some complain of muscle pain, tension in their necks, or stomach ache. It is important to identify the most common stress factors for each child, and pay attention to changes in behavior when these factors are present (for example, final exams week, birthday parties, presentations).

- **What can I do when children have a hard time coming up with positive thoughts when they feel stressed?**

Tell them to try and think of what kinds of suggestions that would give to someone they admire or love, or to think of what they would say to another child in a similar stressful situation. You can also ask them to distract themselves or find something fun to do when their thoughts are beginning to make them feel stressed. That way, after they have calmed down, they can try to think more positive thoughts.

- **What do I do if the children are feeling very strong emotions and are unable to calm down?**

Stress may be related to very intense emotions. If the children express these types of emotions, we may find them very difficult to handle. Above all, stay calm. Give them the chance to express their feelings, and then validate their feelings saying "I can see this makes you very mad"; "It's a tough situation"; or, "It's very scary." After they have expressed their emotions, you can help them to calm down by saying "Let's take a moment to calm ourselves down." Remember that you can use the emotion management tools proposed in this Program. When they have calmed down, help them think of ways to handle the situation and evaluate if they need additional support from other people inside or outside school.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

I HAVE A PLAN

Today I will learn to...

Create a detailed plan to solve a problem.

What we'll need for that is...

A balloon or ball.

Lesson Guide

1 Intro

We're going to start today's lesson by playing a little game. We're going to throw this balloon up in the air and keep tapping it so it doesn't fall to the ground. We're going to count how many taps we can give it, as a group, without letting it fall to the floor. Only the boys will be allowed to play. All the girls have to remain seated. They can't try to touch the balloon, or avoid it. They have to sit very still in their places. Now all the boys, stand up and we're going to play.



Play a couple rounds of this game. The idea is for the girls not to play or participate in any way.

What did you think about this game? Did you like it? Girls, how did you feel about sitting there without playing?



Listen to your students.

Wouldn't it be better if we all played? Let's try. Everyone stand up so we can play again. This time, everyone can participate.



Play a couple rounds of the game. This time, everyone can play.

Did you like the game better this time? Why?



Listen to your students.

Women often face disadvantages compared to men, under unequal conditions. Today we're going to look at some of these situations and see what we can do about them.

2 Core

We're going to read some interesting facts about the discrimination that women face. Everyone open your workbooks to the worksheet "Interesting Facts" (see Student Material).



Read the facts provided in the Student Material. Read them slowly, as if you were telling them a story. Allow the students to follow along silently with the text.

- What do you think about these facts?
- What surprised you the most?
- Do you think these things are fair?
- Do you think girls have the same opportunities as boys? Why or why not? For example:
 1. Are girls allowed to do the same things as boys?
 2. Do girls have to do things that boys don't have to do?



Listen to your students and write their ideas down on the board. You can focus the discussion on women's and men's participation in sports, domestic chores, etc.

Let's think about some of the things that we could do to give women the same opportunities as men. We're going to brainstorm. As you tell me your ideas, I'm going to write them down on the blackboard.

Suggested ideas: forming mixed male/female teams in sports; whenever there is a boys' team, there has to be a girls' team, too; dividing up domestic chores equally between boys and girls; never making fun of a girl just for being a girl; don't make jokes about girls; don't make fun of anyone by telling them they look/play/act like a girl, etc.



Listen to your students and write their ideas down on the board.

We came up with lots of good ideas! Now we're going to organize them and create a plan so that girls have the same opportunities as boys. Each one of you is going to make a plan, using the guidelines in the worksheet "My Plan" in your workbooks (see Student Material). First, you're going to put your goal in the middle, then you're going to write what you want to do in the circle on the left. Above it, you're going to write who will do it; and on the right, you're going to write down when these actions will be done.



Explain the structure of the plan and each one of the components. If you find it necessary, you can give them examples for each one of the components.

Now, we're going to share our plans with our classmates. Everyone form groups of three or four people (make sure that there is at least one boy and one girl in each group). Each of you is going to share your plan, and then you're going to work together to create a group plan, using ideas from each one of the group members. You can create your group plan in the worksheet "My Group's Plan" in your workbooks (see Student Material). At the end, each group is going to present its plan to the whole class. Remember that each group should have at least one boy and one girl.



Ask them to name their plan and think about their goal: What do they want to achieve? Then, have them think about the things they have to do to reach their goal, who is going to do those things, and when.

Give them time to come up with their plan and then ask the groups to present their work.

3 Wrap-Up

We came up with several plans to give girls the same opportunities as boys.

- Do you think it helps to have plans that have been created by boys and girls together, instead of having plans made by just boys or just girls?
- How does it help us to have a plan?
- To whom should we show our plans in order to gain support for them?

Having a plan helps us organize our actions and achieve a goal. When we have a plan, we know what we're going to do, who is going to do it, and when. Let's try to carry out the plans we made today, to help give girls the same opportunities as boys.

Student Material

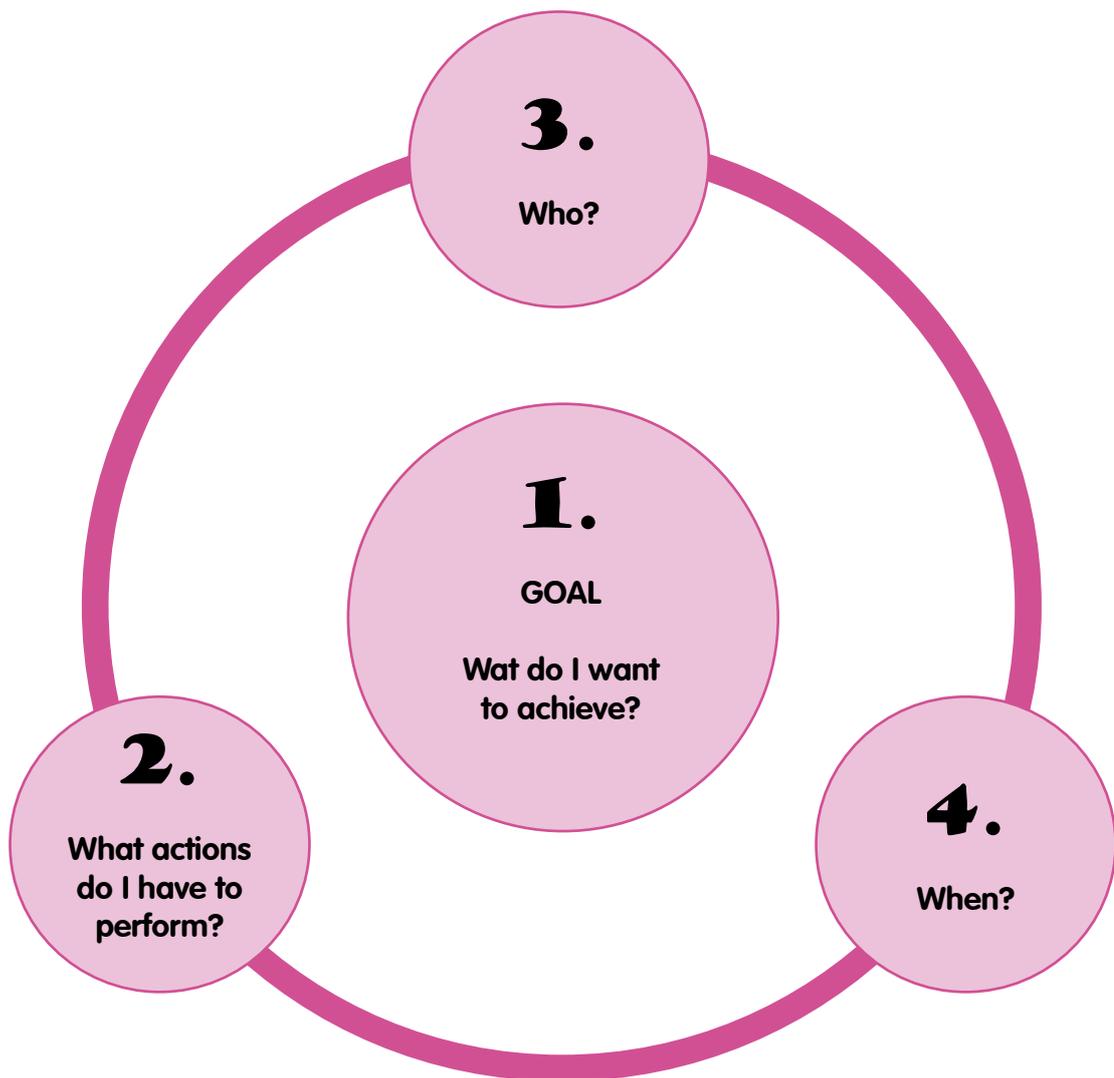
Interesting Facts¹⁰

DID YOU KNOW THAT...

- There are 62 million girls around the world who are refused the possibility of going to school?
- Women around the world work more and earn less than men?
- In some countries, such as Saudi Arabia, women are forbidden to drive cars or have jobs in which they are around men?
- Historically, women were not allowed to vote or be elected to public office? In some countries, women were given the right to vote less than fifteen years ago.
- Almost all the managers or heads of large companies around the world are men?

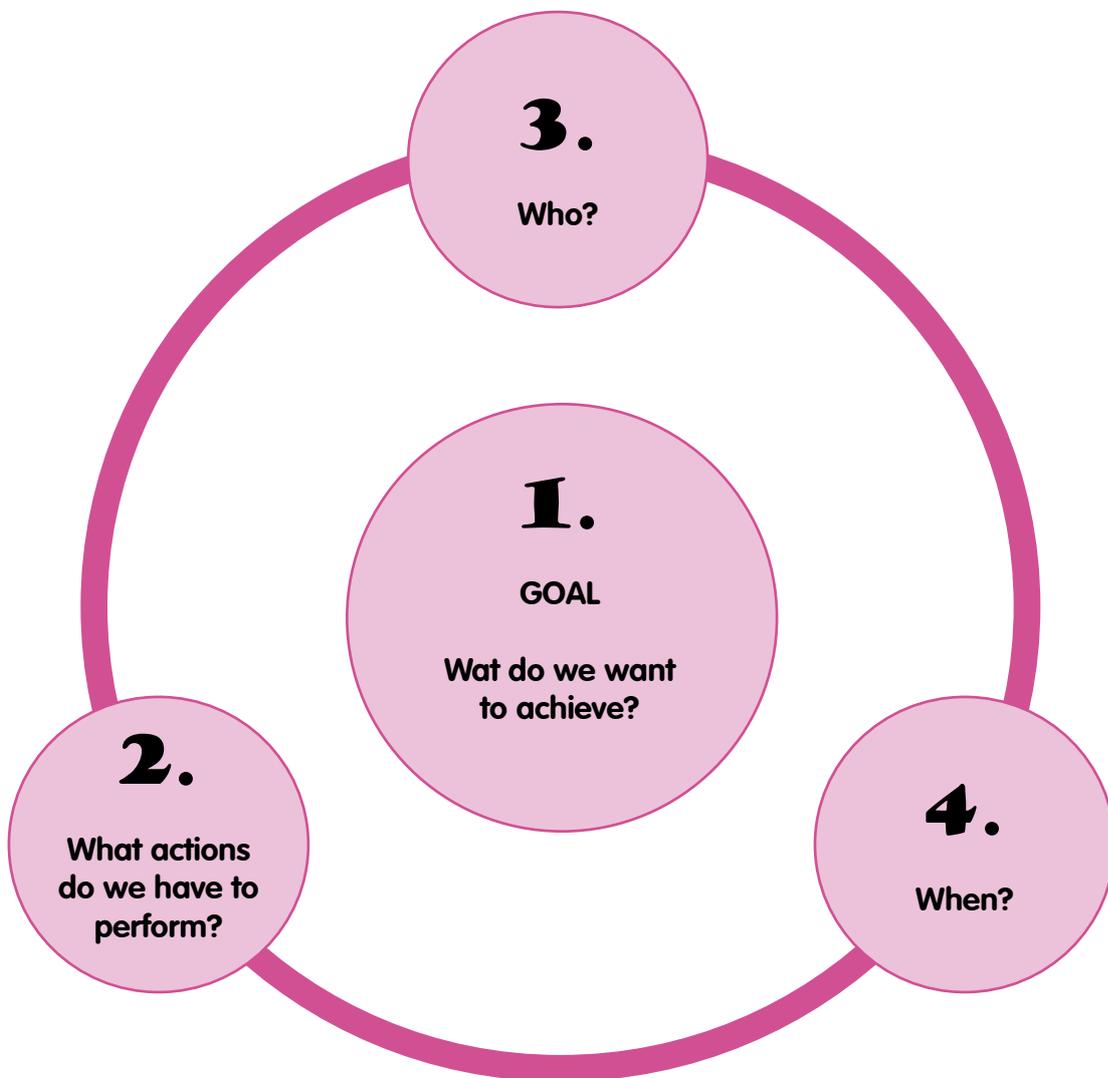
10. Adapted from Makers (2015). "21 Facts You Never Knew About International Gender Inequality." Makers. March 7, 2015, retrieved on December 4, 2015 from <http://www.makers.com/blog/21-facts-you-never-knew-about-international-gender-inequality>.

My plan



My Group's Plan

Plan Name: _____



Concepts, Tips and FAQs

1 Key Concepts

Creative thinking (creativity): A process and willingness to look at things in a different way and produce work that is both novel (i.e., original, unexpected) and appropriate (i.e., useful, adaptive concerning task constraints) (Sternberg & Lubart, 1999; De Bono, 2015).

Responsible decision-making: Making constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (CASEL, 2015).

In order for children to develop their creative thinking, it is important that you help them to:

- Think of new ways to address problems.
- Design specific, detailed plans to address problems or different situations.

2 Tips for Teachers and Parents

- Work with children to make detailed plans in which they contribute solutions to problems, or simply help them set a goal for themselves. These plans can be based on a proposed goal that helps resolve a problem, a need, or something they want to achieve. Then, have them identify different actions that will help them achieve the goal, the persons responsible for these actions, and deadlines. This will help them determine the path to reaching their goals.
- To encourage creativity, have them include multiple ideas in their plans and elaborate on these ideas, expressing innovation not only through the actions included in the plan, but how these actions are carried out, who performs them, and when.
- Use situations from everyday life to identify problems. These situations can range from the most immediate—for example, not having a place to play at recess or even improving academic performance—to manifestations at school of problems that can be found in society as a whole—for example, gender discrimination, as focused on in this lesson; or discrimination for other reasons, vulnerability, and abuse of power.

3 Frequently Asked Questions

• Why is it important to design plans?

Plans help us identify goals and build an orderly, organized path to achieve them. This not only helps us develop our creativity, but also organize our ideas and actions around a goal. Oftentimes, we don't succeed in doing what we are trying to do because we don't have an organized plan on how to do it, or our plan is missing details on how to put it into practice.

- **How does designing detailed plans help develop creativity?**

Designing a plan stimulates us to think about different ways of addressing a problem or situation. This helps us develop originality and fluidness. It also helps put us in a context where the things that happen in the performance of the plan are not always exactly like we had planned, which requires us to develop our flexibility. Finally, elaborating plans helps us develop our ability to build on different ideas, making them more nuanced and articulating them with new ideas.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

WHAT ARE YOU SELLING?

Today I will learn to...

Question advertisement messages and how they influence my worldview.

What we'll need for that is...

- Cardboard paper sheets
- Color pencils
- Markers

Lesson Guide

1 Intro

Do you know what advertising is?

Suggested answer: It is the series of ways used to announce something to the public, usually a product, in order to promote and sell it.



Listen to your students.

Have you seen advertising before? Where? What is advertising used for?

For example, to make people aware of new products, but also to encourage people to choose one product over another and make money.



Listen to your students.

Today we are going to pretend that we are buying and selling certain products, and we will discuss what is behind the advertising we see all around us.

2 Core¹¹

Open your workbooks to the worksheet "Buy Beach Soda" (see Student Material). Look at the picture carefully and then answer the questions.



Give them several minutes for this. After everybody has finished, continue.

Now let's listen to your answers.

11. Activity adapted from Flashpoint (Office of Massachusetts Eastern District).



Write keywords from the students' answers on the blackboard.

People whose job it is to create advertisements to sell certain products think about the following things: the message they want to get across; what emotions they want to create in people who see or hear the message; what colors, images, sounds, symbols, and words could be used to convey that message and create those emotions in the audience, etc.

Imagine that you are vendors and you want to promote a product. What do you think is the ultimate goal of getting across certain messages and causing certain emotions in the people who see your product's advertisement?

Suggested answer: For people to consume/buy more of that product.



Listen to your students.

We're going to form groups of four. Each group will have a few minutes to choose an object. It can be any type of object; for example, a pen, a notebook, a kind of candy, etc. Now let's pretend to be vendors. Imagine you are part of the advertising team for the product you chose and that you have to plan a three-minute presentation to convince your classmates to buy that product. You can use different ways to do this; for example, creating an image or acting out a sketch like a television commercial. Remember: you only have three minutes to make your presentation.



Hand out the suggested materials for this activity and give them several minutes to prepare. After everybody has finished, begin the presentations.

After each presentation, the rest of the group will try to identify what message that group wanted to get across, what emotions they wanted to cause, and what elements were used to do this (images, words, sounds, etc.).

3 Wrap-Up

You all did a great job today identifying the elements behind advertising.

- Had you ever thought about how advertising affects our decisions when we buy certain products; for example, a notebook, a loaf of bread, or a soft drink?
- Why do we need to be aware of how advertising affects our thoughts, emotions, and decisions?
- Why do we need to be able to tell the difference between advertising and what actually happens in real life?

It is important for us to be aware of how the media presents us with information (for example, the products they want to sell to us) so that we can make independent decisions based on what we really think, want, and need.

Student Material

Buy Beach Soda



Freshen up your life with Beach Soda

Look at the picture closely and answer the following questions:

1. What product does this image want to sell?

2. ¿How do the people in this image look?

For example, young or old, healthy or unhealthy, having fun or bored, attractive or unattractive, etc.

3. What kind of emotions is this picture trying to create?

For example, happiness, sadness, anger, peacefulness, etc.

4. How similar is this image to the things we see in real life?

For example, how much do the people around us look like the people in this picture?

5. If we drank Beach Soda, would we be like the people in the picture?

6. After seeing this picture, would you buy Beach Soda? Why?

Concepts, Tips and FAQs

1 Key Concepts

Critical thinking: Calling into question the assumptions underlying our customary, habitual ways of thinking and acting, and then being ready to think and act differently on the basis of this critical questioning (Brookfield, 1987).

It is important that you help your students to:

- Identify and express their own opinions and viewpoints.
- Accept that their opinions and viewpoints may be different from those of other people.
- Accept that their opinions and viewpoints may be different from those presented in the media.
- Evaluate information critically, analyzing its validity and relevance.
- Make informed decisions and offer informed arguments.

2 Tips for Teachers and Parents

- Critical thinking may be promoted at different times in everyday life, both at school and at home. We as adults may encourage students to identify their own points of view and opinions on certain topics or situations by asking questions such as “What do you think about this?” or “I think this way. Do you agree with me, or do you have a different idea or opinion?”
- Adults can also encourage children to have critical attitude toward information coming from our surroundings. For example, the things that other people say or what the media show us. Ask the children questions such as “Do you think what they’re showing us in this TV program actually happens in real life?” or “What do you think about what the man in the movie did?” This will help them get used to evaluating the validity and relevance of the information they receive.
- It is also important to encourage open communication, both at home and at school, where students may feel free to enter into a dialogue about their own opinions and thoughts, even if adults do not always agree with them.

3 Frequently Asked Questions

- **Why is it important to encourage critical thinking?**

Critical thinking is a key skill for making informed decisions based on judgment and reflection rather than peer pressure. This allows children to make autonomous decisions, even if they go against what others do or think, or against what the media shows us.

- **What is the relation between critical thinking and our relationships with others?**

Critical thinking allows us to understand that we don't always have to agree with the people around us. Thinking critically is essential in order to resist peer pressure when others promote attitudes that are harmful to the rest of us (for example, when others are calling for a fight or making fun of someone) and to put a halt to that situation (for example, by intervening or reporting the situation). Lastly, it is very important that students not only understand that they have the ability to think differently from those around them, but also that they learn to express their own opinions assertively and carefully to others.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Responsibility

THE BEST ROLE MODEL

Today I will learn to...
Be a role model for others.

What we'll need for that is...
Only ourselves.

Lesson Guide

1 Intro

Now all of you are the big kids in elementary school. Can you remember when you were the smallest and all of the sixth grade students seemed too big? Did you want to be big like them? Do you do things that they did?

We're going to play a game now. It's called "The Mirror." Everyone stand up and find a partner. The idea of this game is for one of you to be the other's mirror. Any movement the other person does, his/her mirror is going to imitate it. Each couple is going to decide who's going to move and who's going to be the mirror. But first I'm going to show you how to play. I need a volunteer.



Make sure the volunteer raises his/her hand and asks to participate.

I'm going to be the mirror. You're going to move and I have to do exactly what you do.



Show the students how to play the game so that they understand.

Let's get started! Remember that mirrors do exactly the same thing as the person standing in front of them. Decide who's going to be the mirror and who's going to move. OK? Start!



Let them play for two minutes and then ask them to switch roles.

Today we're going to talk about how younger students may imitate you now that you're the big kids and how you can set the best example for them.

2 Core

Smaller children often imitate big kids and do the same things they do. What things do little kids imitate in big kids? What examples can you think of?



Listen to your students and write the main ideas down on the board. Make sure to include both positive and negative aspects.

Now we're going to think about the things they imitate about us. In the worksheet "I'm a Role Model for Little Kids" in your workbooks (see Student Material), you're going to write down those things you'd like little kids to imitate about you and those things you wouldn't like it if they imitated. For example, if I'm good at telling jokes or playing basketball, I'd probably like it if they imitated that about me. On the other hand, if I sometimes make fun of people or don't do my chores or school assignments, I wouldn't like them to imitate that about me. You'll have five minutes to finish this worksheet.



Time them.

Who wants to share his/her list?



Listen to your students.

Now we're going to interview each other. Find a partner, and pretend that one of you is a journalist and the other is a famous person. To do this interview, you're going to follow the guidelines in the worksheet "Interview with a Celebrity" in your workbooks (see Student Material). First, interview one person, and then when you finish, switch roles and interview the other.



Explain the questions and make sure they understand. You can perform an example interview where you are the person being interviewed.

We're going to ask some questions to the interviewees in front of the class. Who wants to come up and represent the interview?



Allow at least two pairs of students to come up to the front of the class and do their interviews.

Just like we wrote down in our workbooks, there are things that we wouldn't want little kids to imitate. How can we keep others from imitating the things we don't want them to?



Listen to your students and write down their main ideas on the board.

3 Wrap-Up

Today we saw that we can be role models for younger students, for both things we'd like them to imitate and things we wouldn't. That's a big responsibility!

- How can we be the best possible role model for little kids?
- What are your own best role models like?

We know that we can be role models for younger students, and now we know how to be the best possible role models. We can pay close attention to the things we do so that we can be proud if they imitate us.

Student Material

I'm a Role Model for Little Kids

The things I would like them to imitate about me:

The things I would NOT like them to imitate about me:

Interview with a Celebrity

What's your name?

What things do you do to be a good role model for others?

How do you feel when other people imitate you and use you as a role model?

Concepts, Tips and FAQs

1 Key Concepts

Responsibility: Being accountable for one's own actions and inactions and the consequences of those actions and inactions (APA, 2015).

Social responsibility: Being active, caring, and responsible members of our social and political community (Berman, 1997). It means feeling connected to people in need, being thoughtful in analyzing social problems, having the vision to imagine solutions, and acting with courage to make it happen (Berman, 1997). In order for children to develop their sense of responsibility, it is important that you help them to:

- Recognize that they can be role models for younger children.
- Identify the characteristics about which they feel proud, and which could help set a good example for others.
- Recognize that others may also imitate things about them that they would prefer they didn't.

2 Tips for Teachers and Parents

- You can talk to children and help them remember when they were younger and the big kids were role models to them. Encourage them to think about the things the big kids did and how they imitated them.
- In sixth grade, students are now the oldest in elementary school. As such, they may become role models for the younger children. If we help them to recognize this and assume this great responsibility, they can become better role models for others.
- Help children to think about the abilities or characteristics that make them feel proud. They would probably like it if others imitated these characteristics in them. On the other hand, they probably wouldn't want others to imitate the things that cause them problems or make them feel bad.

3 Frequently Asked Questions

- **How is responsibility developed by being role models for others?**

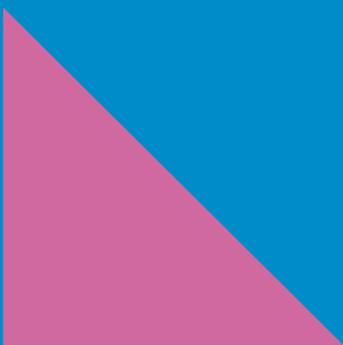
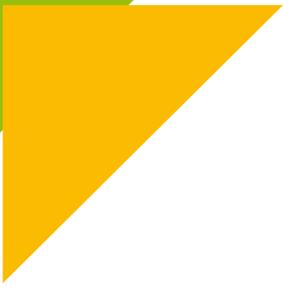
By recognizing that we can be role models for others, we assume the responsibility of being the best role models we can. This is especially relevant with children in sixth grade, since they are now the oldest in elementary school and may thus be seen as possible role models to be followed.

- **What do I do if there are negative role models who the children follow?**

You can help students realize that they are role models for others and that the example they are setting may not be the best. There may be apparently positive consequences of negative behaviors; for example, making fun of someone or harming someone. In this case, you can try to identify the emotional impact on the person being hurt or the negative consequences of the actions, both for the person performing them and for those around him/her.

- **What should I do if a student tells me that there's nothing good about him/her for little kids to imitate?**

If a student tells you something like that, you can validate what he/she says with phrases such as, "Sometimes it's hard to see the good things we do, but they're always there." Then you can ask questions to find the good things he/she does that could be imitated. For example, you can ask: What kinds of things do you like to do? When was the last time you felt good about something you did? Has anyone ever congratulated you for something? Have you ever helped anyone? What class do you like best? In the event that it is extremely difficult to find positive characteristics, you can ask about those characteristics he/she would like to have. For example, you can ask: What would you like to do that someone else might imitate? What would you have to do to achieve that?





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