



Student Workbook

Grade 3



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The World Bank, Peru Country Office. Lima, Peru
Av. Alvarez Calderon 185, San Isidro - Lima 27 - Peru
Telephone: +51 1 622 2300; Internet: www.worldbank.org

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Production: Inés Kudó

Coordination: Joan Hartley

Assistance: Luciana Velarde

Authors:

José Fernando Mejía, Gloria Inés Rodríguez, Nancy Guerra, Andrea Bustamante, María Paula Chaparro, Melisa Castellanos.

Collaborators:

Marissa Trígoso, Elena Soriano, Alejandro Adler, Ana María Rosales, Ariel Williamson.

Ministry of Education: César Bazán, Estefany Benavente, Deyssy Lozano, Patricia Magallanes, Lilia Calmet.

Illustrations: David Cárdenas, Silvia Tomasich, Ericca Alegría.

Graphic Design: Evolution Design irl., Alejandro Cubas.

Storybooks and songs: Los Hermanos Paz S.A.C.

Posters: Hermanos Magia S.A.C.

English Translation and Editing: Melanie Gallagher, Flavia Gallagher, Cesar Bazán.

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KEY PARTNERS:



THE TIME MACHINE

Today I will learn to:
Be mindful.

Exercise 1

Exercise 2

REPORTERS

Today I will learn to:
Identify what I have in common with my friends.

Who Shares My Characteristics?

My name is:		Write the name of the classmate who shares this characteristic with you:
My last name is:		
The country where I was born is called:		
The city or town where I was born is called:		
I speak another language that's called:		
My favorite color is:		
Something I really like to do is:		
My favorite food is:		
My favorite class at school is:		
Something I really like about my body or my face is (e.g. my hair color, my height, etc.):		
I think I'm very good at... (e.g. painting, telling jokes, running, swimming, doing math, etc.):		

THE EMOTION CLOCK¹

Today I will learn to:
Identify when I feel two emotions at the same time.

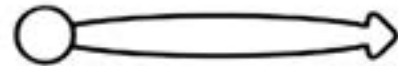
Sometimes I Feel Two Emotions at Once



(Cut along the dotted line, and then cut out each one of the clock hands.)

Hour Hand

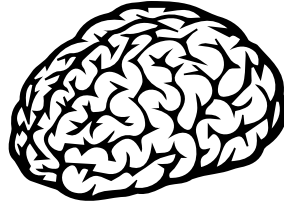
Minute Hand



1. Adapted from the Aulas en Paz program (www.aulasenpaz.org).

Today I will learn to:
Experience my emotions at the right level.

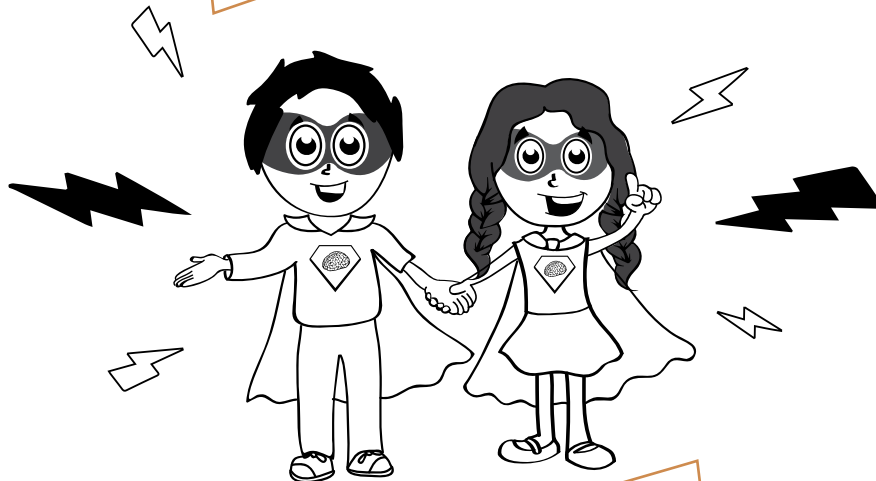
Do You Know Where Our Power Is?



It's not in our fists or tongue... It's in our brain. And with our brains we trained our dragons. Emotions are like Dragons, they can be scary but they can also be warm and a lot of fun if you know how to train them! Like when someone pushes us, when we lose our pencils, when we feel so happy that we want to jump in our desks... our dragon wakes up and wants to fly and spit fire! We know how to train it, and we will tell you so you can do it too! Just try this out:

Take Deep Breaths

When we are feeling too intense, like going too fast...
Stop and take at least three deep breaths.
Breathe in lots of air and release it slowly.

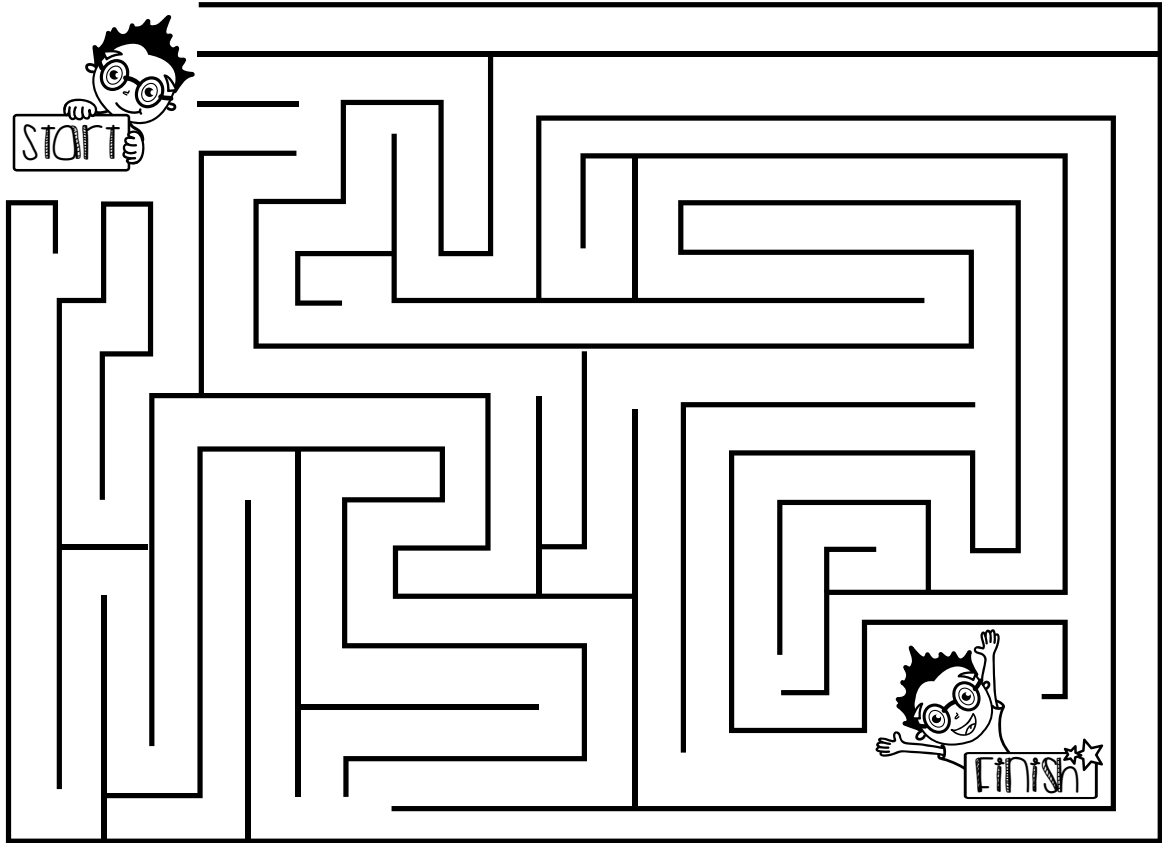


Jump-start Our Body

When we are not feeling much, like going too slow... stand up and jump high!
Get your blood moving a little! Think of the feeling you like to feel
and the things that make you feel that way.

Today I will learn to:
Wait for the right moment to do what I want.

Maze



Today I will learn to:
Find another way to get what I want
if my way didn't work out.

The Goalie

Ron wants to play on his school's soccer team. He has worked hard and improved his skills so he can try out for goalie. Every day, he practices his leaps in the neighborhood park and he feels very enthusiastic.

Ron has always wanted to play for the school team, because he really admires the children who play on it. He also dreams of being a professional goalie. Today, they're going to choose the children who will be part of the team.

Ron walks towards the goal. Several boys kick the soccer ball and he stops it sometimes, but many of them score goals. When he finishes, he waits while others try out for goalie, too. At the end of the morning, the physical education teacher reads the names of those who were picked, but Ron isn't on the list.

Ron feels very bad. He feels like all the blood in his body has rushed to his head and it's going to explode: he feels hot, he wants to cry, his hands are sweating, he doesn't want to talk to anyone, and he decides to walk off.

Ron goes off to a corner of the schoolyard. Because of his anger, he starts to think, "I'm no good at anything." At the same time, he feels sad because he won't get to play on the school's soccer team.



Wilma²

Help me know the difference between things I can and cannot change.

Pat

Help me calm down and accept things I cannot change.



Corey

Help me find courage to change the things I can.

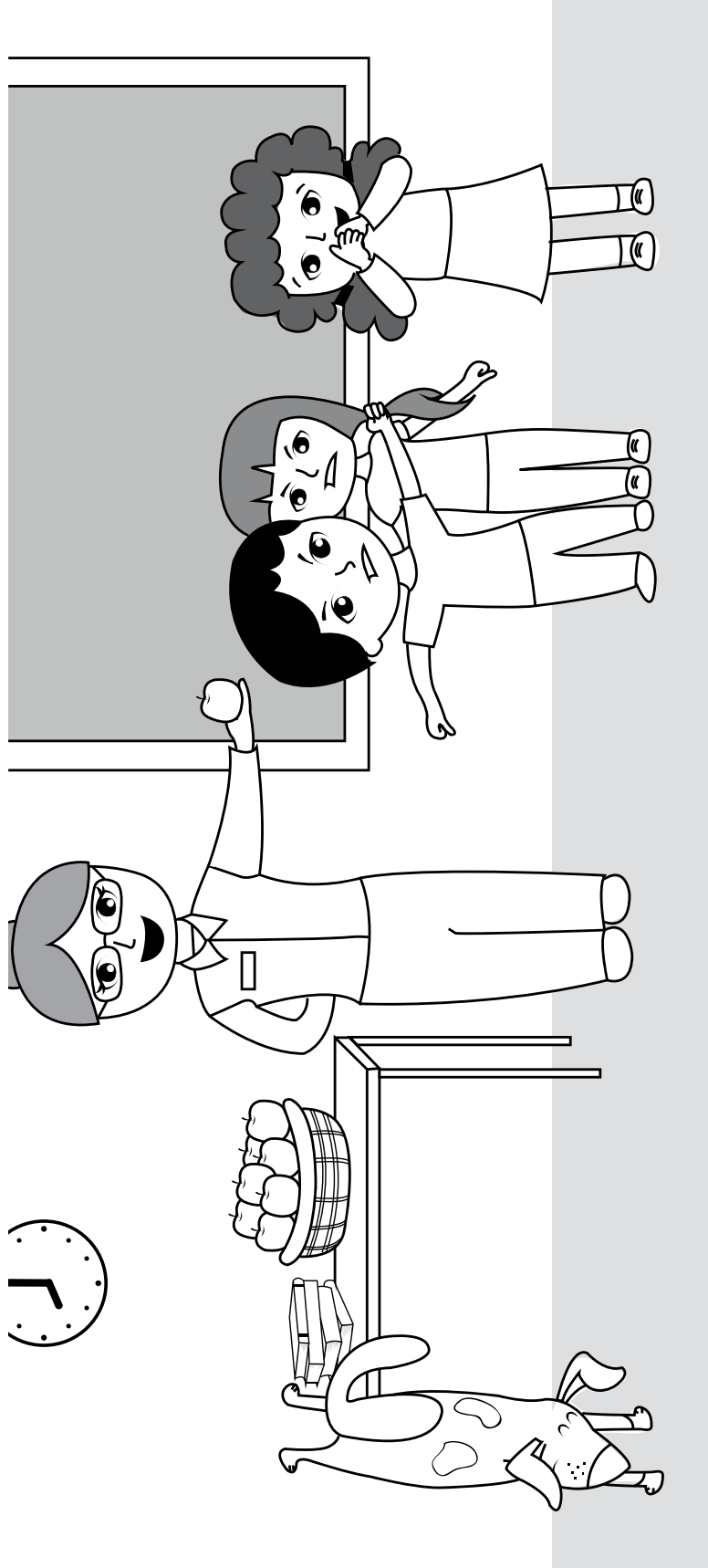
2. Illustration taken from: Paz, A. y Paz, C. (2014). *Otto* in "Paso a Paso" Collection. Lima: World Bank.

Today I will learn to:
Understand what's behind someone's actions.

Pictures to Think About

The Line

Look closely at the drawing while your teacher tells you the story of these children.



Now read the story to find out what was really happening in the picture from the previous page.

The Line

Today, the teacher is going to hand out apples. Sandra got to class early and she wants to be first in line. She always likes to arrive early so she can be the first one receiving an apple. Suddenly, Luis arrives and he wants to take her place because he didn't eat breakfast and he's very hungry. If he doesn't eat something soon, he's going to get a stomachache.

While Sandra and Luis fight, Myriam, one of their classmates, is laughing. Sandra and Luis think Myriam is making fun of them, and they say to her, "Myriam, don't be silly. Stop laughing at us." But Myriam is actually laughing because the school dog is behind the teacher doing headstands.

After reading the story, answer the following questions:

What is Luis thinking?

What is Sandra thinking?

What is Myriam thinking?

Today I will learn to:

Understand what other people feel when bad things happen to them.

Unfortunate Stories

I Don't Like Cats!

Katty's grandma makes stuffed animals and sells them. She lives in Katty's house and she told her granddaughter: "If you want, I can make a stuffed cat so you can give it to one of your best friends." Katty felt very happy, since her friend Lulu's birthday was coming up. Katty asked Lulu what color cat she would like, but Lulu became furious and yelled, "I don't like cats!" Katty didn't understand what was wrong with Lulu. She thought Lulu had been very rude, and she didn't deserve a birthday gift anymore. Feeling sad, Katty went back to her grandma and explained that she couldn't give the stuffed cat to Lulu because Lulu didn't like that animal.

Now you're going to hear Lulu's story so you can understand her:

My name is Lulu. I used to really like cats, but not anymore. Now I don't like anything that has to do with cats, not even pictures or stuffed animals. Nothing. At my house, we had a cat named Santino and I loved him very much. Every morning, Santino would wake me up by saying, "Meow, meow, meow." My dad let him into my room and Santino would get under the sheets and scratch at me gently, as if he was trying to get my attention. He wouldn't stop meowing until I woke up and said good morning to him. I remember how I used to say to him: "Hi, Kitty! Good morning!" I always woke up feeling happy because I knew my favorite pet would be by my side every morning. But one day, Santino didn't come to wake me up. I thought that was very strange, and I got up thinking that maybe my dad hadn't opened the door for him. When I got up, my parents were talking to each other, but I didn't see Santino anywhere. I looked for him under the dining room table, behind the couch, and in a bag where he used to sleep. But Santino wasn't there. I asked my mom where my cat was, and she said, "Sit down. Something bad happened to the kitty." I started to feel my hands shaking and I was breathing faster than normal.

My mom started crying, and she told me that Santino had run out to the street and he got hit by a car. I remember how I cried all day. My parents wouldn't let me see him because he had been hurt very badly. They took him to a cemetery for cats, and sometimes they take me there to visit him.

I still think about Santino and cry because I really miss my pet. He was my best friend, like a little brother. We spent lots of time together every day. I remember that whenever I came home, Santino was waiting for me in my room, and he would curl his tail around my leg to greet me. I'll always miss him. Sometimes, I dream that he's come to wake me up with his meowing and his scratching, but then I wake up and I realize it was a dream. Ever since then, I don't like to see anything that has to do with cats, not even pictures or stuffed animals. I don't like anything that reminds me of Santino, the pet who I'll never forget.

Today I will learn to:
Include someone who's on their own,

Role 1

Instructions for the Roleplaying Game

You don't have many friends.

You feel a little sad.

Suddenly, a classmate you don't know very well comes up to you and starts to talk to you.

Answer his questions.

Role 2

Instructions for the Roleplaying Game

You have lots of friends.

You see that your classmate doesn't have as many friends.

You want to help him joining your group of friends, so you can use your power to help make him feel good.

You walk over to your classmate and you start talking to him, using the tricks you learned.



Role 1

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You want to help him join your group of friends, so you can use your power to help make him feel good.

You walk over to your classmate and you start talking to him, using the tricks you learned.



Today I will learn to:

Show interest without using words when listening to others.

The Story of Emma and Tito

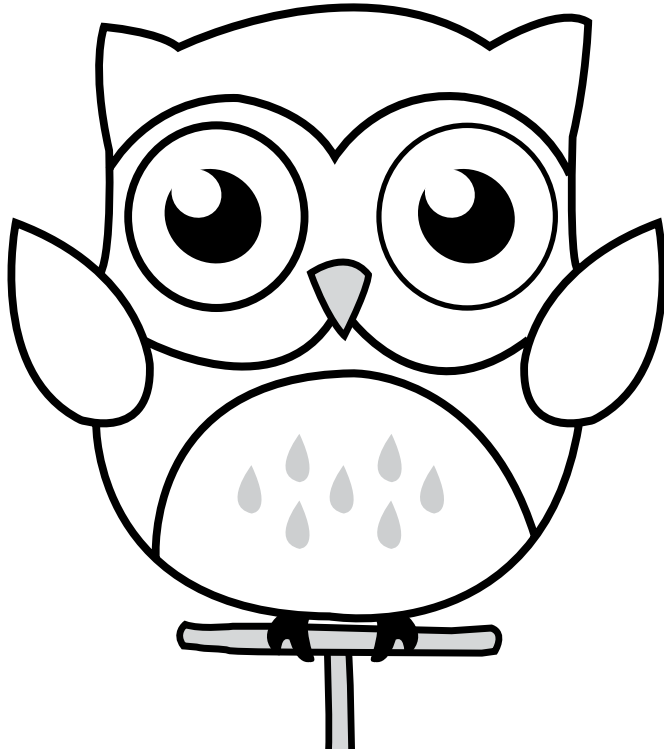
Emma's friends know she is as a very friendly owl and a great narrator and listener. For that reason, they often looked for Emma to tell her stories. Tito the Mosquito admires Emma, but sometimes he felt sad because his friends don't like his stories that much.

One day, Tito went to tell Emma how he felt. Emma looked at him with her great big eyes and made a tender expression with her face as Tito told her how sad he was. While he talked, Emma didn't interrupt him. On the contrary, she nodded with her big round head every time Tito spoke. Tito felt much better after sharing his feelings, and he thanked her for listening to him. He said, "It felt really good to share this with you. You seemed so interested and kind." Emma said, "I'm going to tell you my secret: you can find it in the name my mother gave me: EMMA..."

- **E** is for **Expressing** emotions with your face. These emotions connect us with the story the other person is telling us (if someone tells me a fun story, I will try to listen with a smile on my face). This tells the other person, "We're connected!"
- **M** is for **Making eye contact**. When we make eye contact with the person telling us a story, we are saying to her, "You have my full attention right this minute!"
- **A** is for **Answering with a nod**. When we nod our heads gently, we are saying, "Yes, I understand you!"

Tito thought the secret of Emma's name was fantastic. Now he understood why everyone always wanted to tell her things and confide in her. He also understood why sometimes his friends didn't tell him things. Tito tended to be easily distracted while his friends told him stories, and he would start to look up at the sky. Sometimes, when his friends told him something sad, Tito would look for shapes in the clouds that made him laugh (which, of course, made his friends think that their sad stories seemed funny to him). Other times, when he was trying to solve a disagreement with his friend the ant, Tito would start running around instead of listening to her while she expressed her opinion. The ant thought Tito didn't want to listen and she walked off. But now Tito the Mosquito will remember Emma's tricks: **E**: I express emotions with my face; **M**: I make eye contact; and **A**: I answer with a nod.

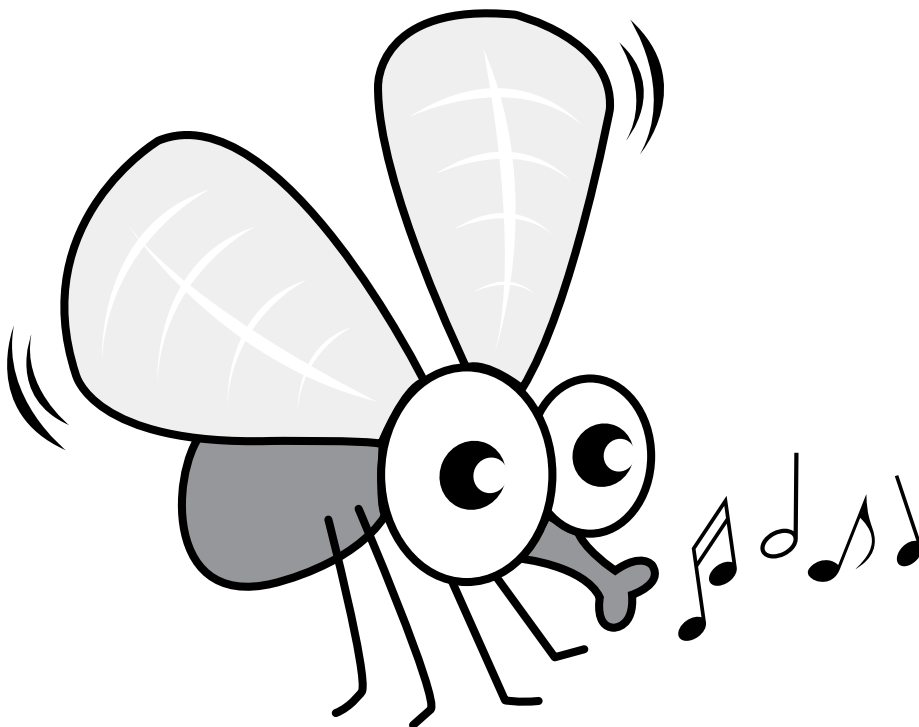
Learning to Listen Actively with Emma and Tito



E: I express emotions with my face.

M: I make eye contact.

A: I answer with a nod.



Today I will learn to:
Think before I lash out.

Four Steps for Handling Situations that Make Me Feel Mad

1. **I STOP** and take a moment.
2. **I CALM DOWN** when I feel mad.
3. **I THINK** about what I can do to resolve the situation.
4. **I DECIDE** on the best option.

Today I will learn to:
Keep my focus longer.

My Goal

The goal I have set for myself is:

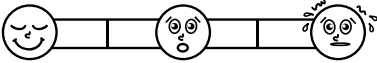
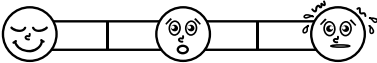
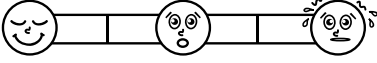
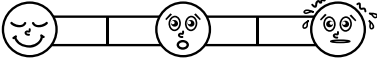
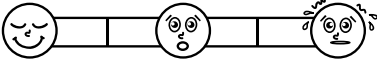
Keeping Track of My Progress

Day No.	Did I practice? Did I succeed?		What helped? What didn't help?
	Yes	No	
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			
At the end of the week:			
What did I achieve?			
What can I do better?			

Today I will learn to:
Realize when I'm stressed.

What Makes Me Feel Stressed and How Much?

_____ 's Stress Profile

<p>Most Stressful Situations</p> <p>_____</p> <p>_____</p>	 
<p>Least Stressful Situations</p> <p>_____</p> <p>_____</p>	 
<p>The Situation I Thought Up</p> <p>_____</p>	

List of Situations to Classify

1. I can't find a group for a class assignment.
2. I have to ask a classmate for help with homework, but I don't know if he will want to help me.
3. Everyone is spreading gossip about me that isn't true.
4. I have to present my assignment to the whole class.
5. My friend needs my help with a class, but I don't know how to help her.
6. I get called up to the blackboard and I don't know the answer.

