



Student Workbook

Grade 7



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KEY PARTNERS:



Today I will learn to:
Understand the changes I am going through.

What I Like



What I like to watch or see:

A place I like to go to:



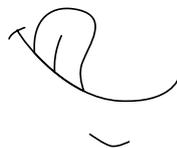
A smell I like:



Music I like to listen to:

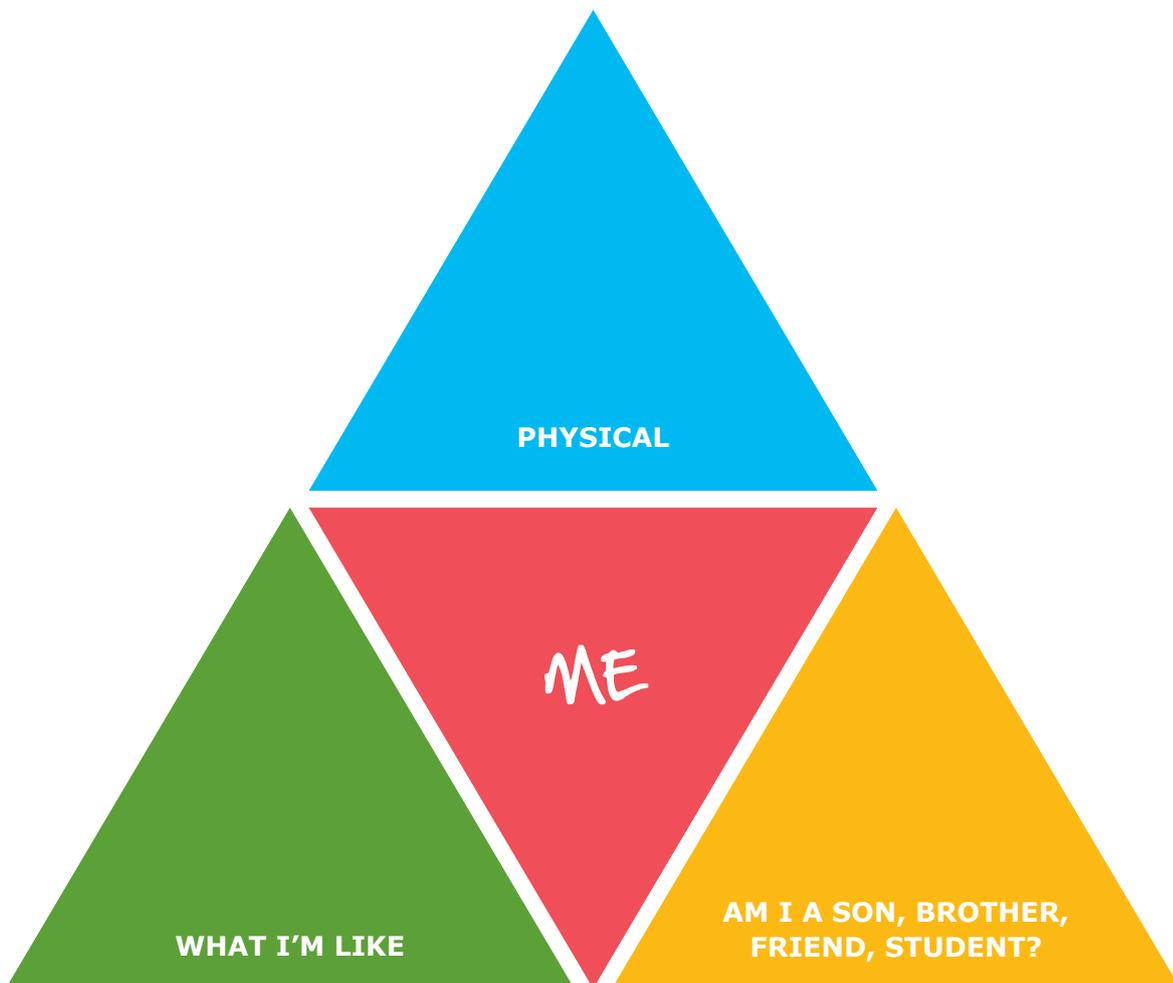


Flavors and tastes I love:



What I'm Like

Fill out each part of the triangle with your personal characteristics, the ones that describe what you're like. Write down four characteristics for each dimension.



Growing Up

Read the following statements and put an "X" beside the three that best describe your experiences at this time in your life.

	I like the changes that have happened in my body.
	I have more friends and I really like to do things with them.
	I have the same friends as always, but now we do different things that I really enjoy.
	Now my body has sensations that I didn't have before... and I like that
	I make many decisions that other people used to make for me.
	I still have some of the same characteristics as I did during my childhood. For example, _____.
	I'm still processing all these changes in my body and the way I am. It hasn't been easy, but I can do it.
	My mood changes a lot: from joyful to angry, from happy to sad ... this is a bit difficult.
	I question the ideas and behaviors of the adults around me. I like that because _____.

Today I will learn to:
Grow my intelligence through practice.

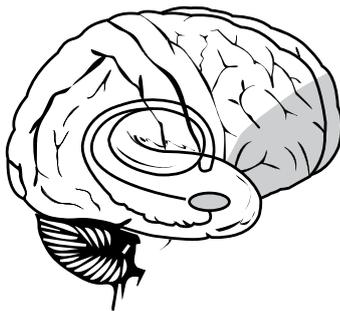
You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart or average or dumb –and stays that way for life.

But new research shows that the brain is more like a muscle –it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

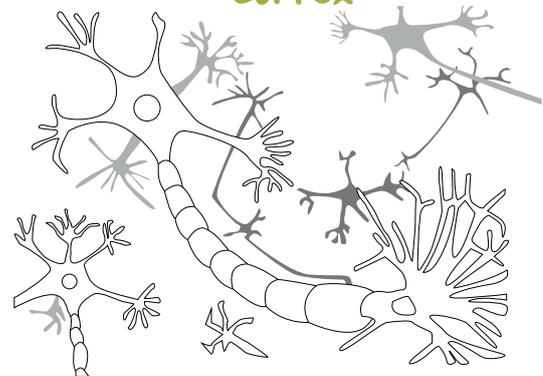
Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can lift 20 pounds when he starts exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"



But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



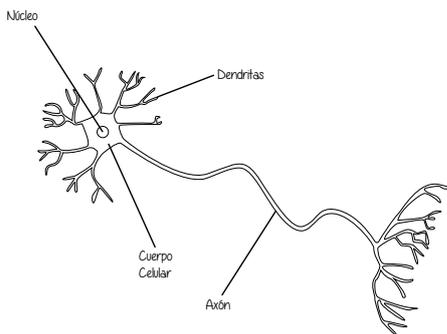
A section of the cerebral cortex



Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

2

A typical nerve cell



When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more you challenge your mind to learn, the more your nerve cells grow. Then, things that you once found very hard or even impossible to do –like learning a foreign language or solving math problems– seem to become easy. The result is a stronger, smarter brain.

3

How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with other animals and different toys were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.



Nerves in brain of animal living in cage

Brain of animal living with other animals and toys.

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 100% heavier than the brains of the animals who lived in cages.

The animals who were exercising their brains by playing with toys and each other were also "smarter" –they were better at solving problems and learning new things. When scientists put the caged animals with other animals and toys, their brains also grew by about 10%!

4

Children's Brain Grow

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first years of life. How can they do this?

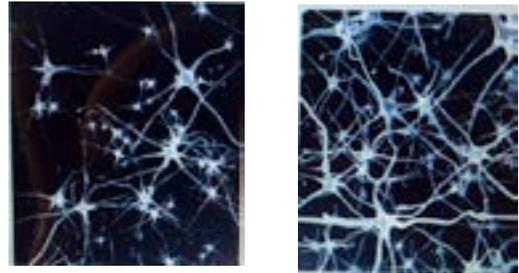
The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk. They have to try to make sense of these strange sounds and figure out what they mean. In that way, babies are exercising their brains by listening hard.

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds, then, words start coming; then, by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed – it has actually gotten smarter. The baby's brain cells grow new connections between them, making the baby's brain stronger and smarter.

Growth of neuron connections in a child from birth to 6 years old.



5

The Real Truth About "Smart" and "Dumb"

No one thinks babies are dumb because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if he can't solve math problems, or spell a word right, or read fast –even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things –because the brain "muscles" have gotten stronger!

So, that student that appears to be smartest because she reads faster, may not have been born any different from anyone else. Maybe, she just started practicing reading before going to school, starting to build up her "reading muscles" before her classmates. What her classmates should do is build up their "reading muscles" in that same way, practicing!

6

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way –just as a basketball player learns new moves.

But many people miss out the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming physically stronger or becoming a better player in any sport does. Sometimes it even hurts! But when you feel you get better and stronger, all the work is worth it!

You Can Grow Your Intelligence

Instructions:

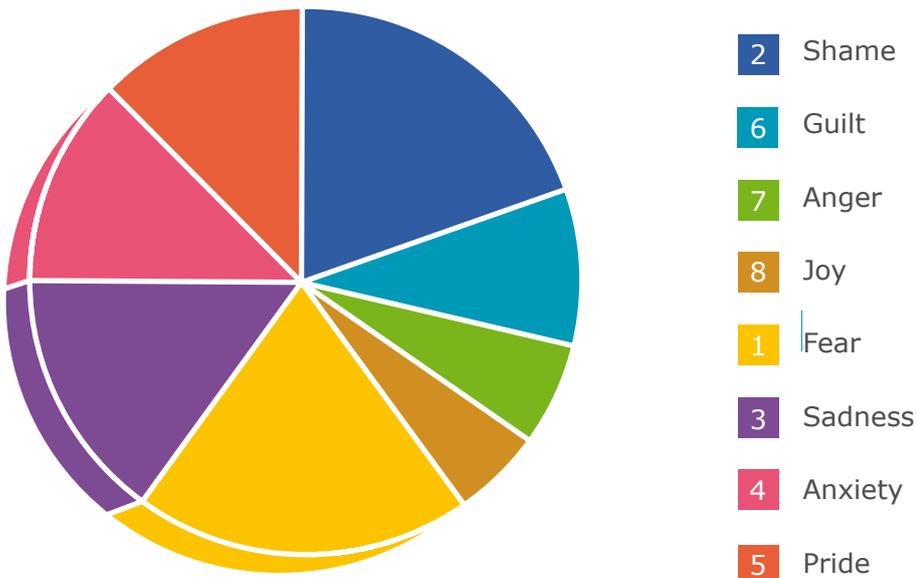
1. Identify each section, numbered from 1 to 6. Then, read each section following your teacher's directions.
2. After reading each section, draw an image that captures the main idea of that part of the article.
3. After you finish drawing, show your picture to a classmate and tell him/her why it captures the main idea of the text.

1	This image captures the main idea because... Tell your classmate about it. _____ _____ _____
2	My image depicts the branches (dendrites) growing between the brain cells because... Tell your classmate about it. _____ _____ _____
3	My image shows the difference between animals that have toys to play with and live with other animals and those animals that don't because... Tell your classmate about it. _____ _____ _____
4	My image depicts the branches (dendrites) growing between the brain cells because... Tell your classmate about it. _____ _____ _____
5	The way in which babies learn to talk is captured in my image because... Tell your classmate about it. _____ _____ _____
6	We all have brains that can be exercised, and I have shown this in my image because... Tell your classmate about it. _____ _____ _____

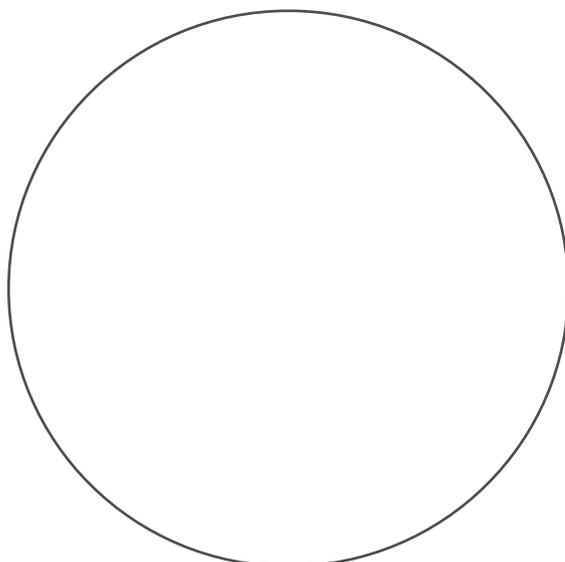
Today I will learn to:
 Recognize how I feel and how I would like to feel.

My Emotion Pie Chart

Example: Didier's Emotion Pie Chart



Use a different color to match colors and emotions and numbers from 1 to 8, where 1 is the most frequent emotion and 8 is the least frequent emotion. Then, use the pie chart to represent the proportion of time that each emotion has been present in your life this past week.



- Shame
- Guilt
- Anger
- Joy
- Fear
- Sadness
- Anxiety
- Pride

Mixed Emotions

Some situations may cause us to feel several emotions at the same time. Below, you will find different situations in which this might happen. Write the emotions you would feel if you found yourself in the following situations (you can refer to the emotion guide below).

Situation: Athletic Competition

You are participating in an athletic competition. You lose the competition, but your best friend wins.

You feel: _____

Situation 2: Possible Boyfriend

You get the feeling that a classmate is really interested in you. He acts like he might want something more than friendship but someone else tells you that he is already going out with someone else.

You feel: _____

Situation 3: The Recovery

You're having a tough time in Communication class. The teacher gives you the chance to give a presentation to improve your grade. He gives you the topic and the date you have to give the presentation.

You feel: _____

Situation 4: The Trip

You get the chance to travel to another country, but you have to take the plane alone (without your family). It's a trip of several hours.

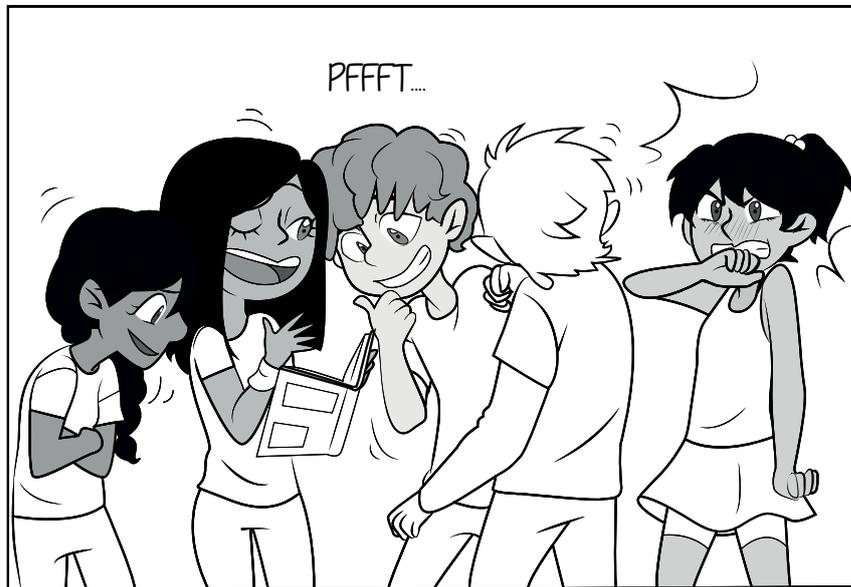
You feel: _____



Today I will learn to:
Talk to myself to make me feel better.

The Story of Mildred

Mildred likes to write down what she thinks and feels in a secret journal that she always carries in her backpack. One day, Mildred walks into her classroom to find that her friends have taken her journal without permission and are reading out loud as they make fun of what she has written there. This makes Mildred furious. Her hands and legs start to tremble and her face gets red and hot.



In order to control herself in this situation, Mildred could use the TaReDiM strategies. Let's turn to the next worksheet to find out what this is all about.

TaReDm

Talk to yourself

When we feel a very intense emotion, we can repeat short phrases to help ourselves calm down. For example, "I can deal with this"; "I won't react right now"; "Calm down"; "Be patient"; or "I can calm down."



Can you think of your own word or phrase to help you calm down?

Relax

This means practicing taking deep breaths to help calm your body, control yourself, or think of a peaceful place in your mind. You can also help yourself by counting from 1 to 10 and then back to 1 to relax your muscles and control yourself. 10... 9... 8... 7... 6... 5... 4... 3... 2... 1...



What makes you feel relaxed?

Distract yourself

Do something that you like, something that you find pleasant, to distract your mind and keep you away from experiencing that unpleasant emotion. For example, taking a walk, playing a sport, watching your favorite TV show, listening to music, reading, etc.



How could you distract yourself?

Imagine

Imagine something that helps you calm down; for example, an ice cube melting and cooling your emotions or a quiet place.



What could you imagine to help you calm down?

Talk to Yourself

I can control myself.
Be patient...

What is your word or phrase to help
calm yourself down?

Relax

Take deep
breaths...
Count from 1 to 10
and
back again.

What makes you feel relaxed?

Distract Yourself

I'll listen to music
I'm going to read...

How could you distract yourself?

Imagine

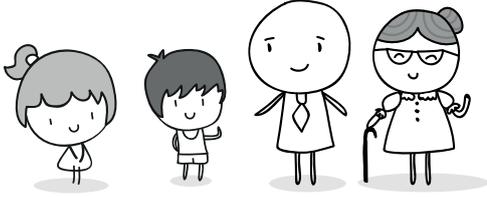
Imagine a
melting
ice cube ...

What could you imagine to help calm
down?

Today I will learn to:
Put off distractions until it's a good time for them.

Dave's Decision

Dave and Ranya are brother and sister. He's 12 and she's 13. They live with their dad and their grandmother.



For the past month, Ranya has gone to an internet café every day, telling her grandmother that she's there to do her homework.



Even though she starts off trying to do her work, Ranya soon shifts to entertainment: she logs in to social media, chats with her friends, watches videos, and plays online games. Before she realizes it, it's already night out and she does her homework as fast as she can.



Ranya tells Dave what a great time she has at the internet café and she invites him to go with her the next day.



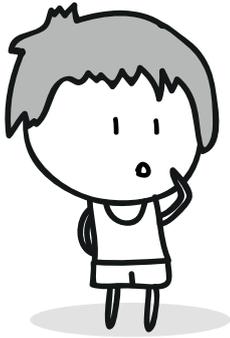
Do you think Dave should go with Ranya the next day?

Yes

No

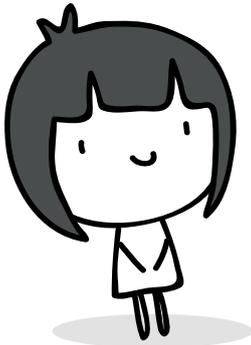
Below, write the reason you think Dave should or shouldn't go with Ranya:

My Strategy



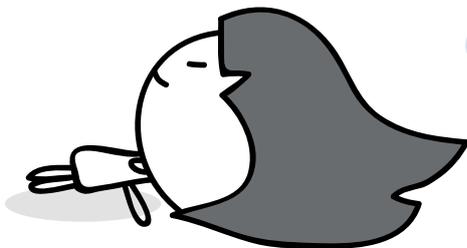
I prefer to do things I want or like to do... and not what I have to do...

What's the problem?



To do what I have to do... and put off what I want to do...

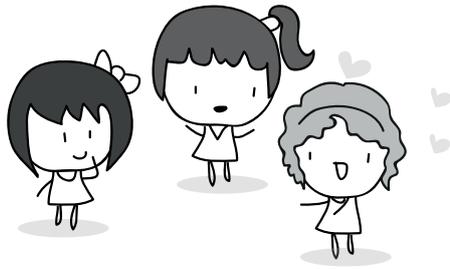
What is the strategy for?



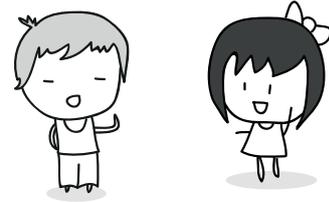
My strategy is...

Today I will learn to:
Replace frustrating thoughts with positive thoughts.

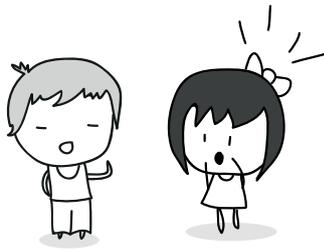
The Story of Sameen



Sameen told her friends that she has a big crush on Misael...



One of Sameen's friends asks one of Misael's friends to ask him if he likes Sameen...



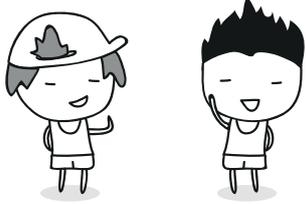
Misael's friend tells Sameen's friend that Misael isn't interested in Sameen...
Her friend tells Sameen so that she doesn't get her hopes up...

Now you continue the story... including what Sameen could be feeling.

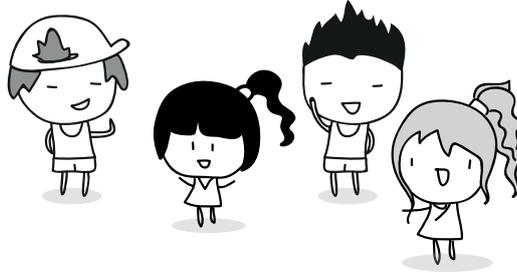
Think of two different endings for this story. They have to be something that could happen in reality.

Two large, empty rectangular panels with a grey border, intended for students to write their own endings to the story. Each panel is divided into two smaller sections by a diagonal line.

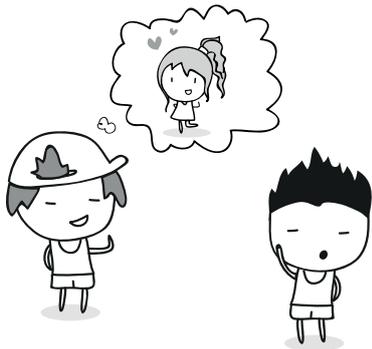
The Story of Leo



Oliver and Leo have been friends ever since they were little...



Now that they're all grown up, they have lots of other friends...

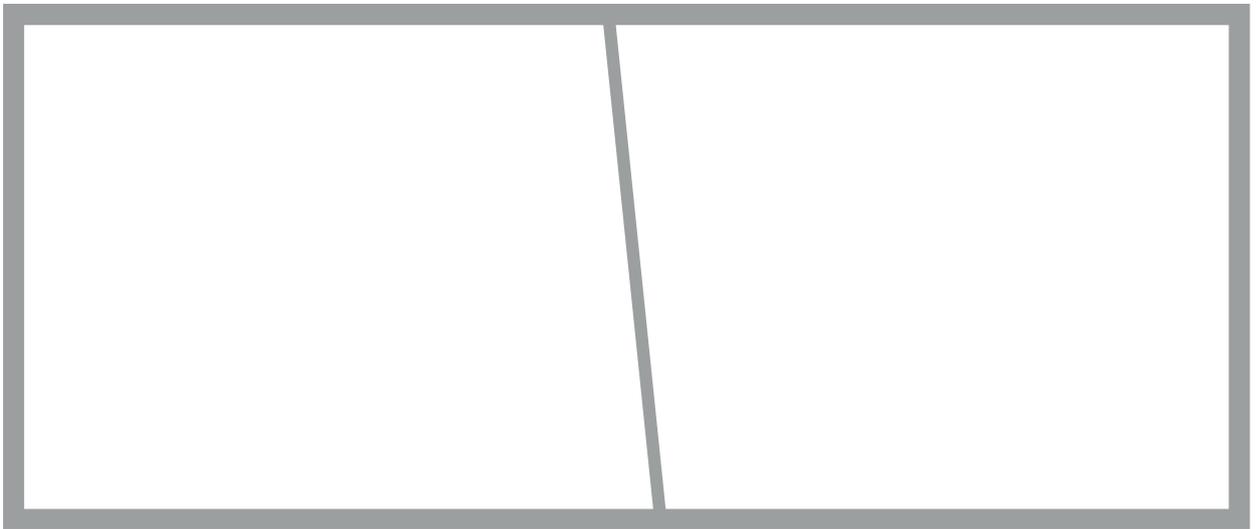


Oliver told Leo that he kissed Eliza and that now they're more than just friends...

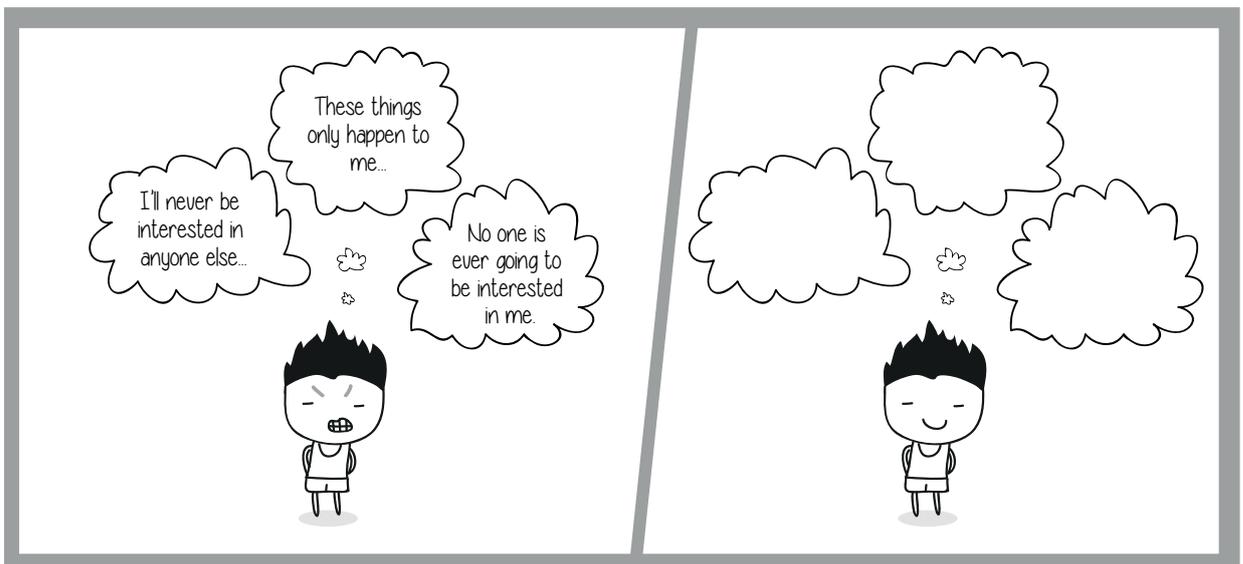


Leo felt surprised because he has a crush on Eliza, too.

Leo uses two positive ways to manage his emotions caused by frustration:



He changes his frustrating thoughts for positive thoughts:



Today I will learn to:

Understand members from a different social group than mine by taking their perspective.

What Would You Name It?

Observe the following painting closely:



Write the name you would give the painting below:

Learn More...¹

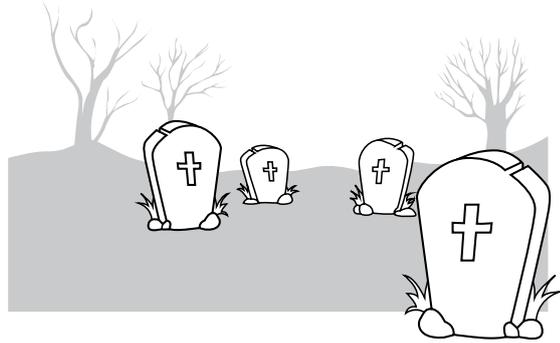
This work was painted by Pablo Picasso, who was born in Malaga, Spain, in 1881, and died in Moulins, France, in 1973. His oeuvre, immense in number, variety, and talent, was established over more than sixty-five years of creative activity, which the painter sagely combined with love, politics, friendship, and a contagious joy for life.

1. Adapted from <http://www.biografiasyvidas.com/monografia/picasso/>

Seeing From Other People's Perspectives

Situation 1

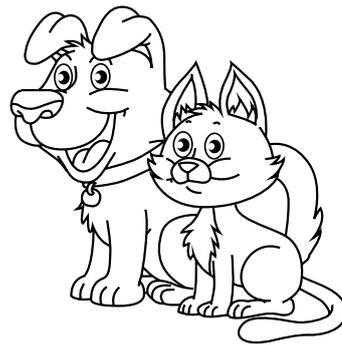
"The residents of a city are against the construction of a cemetery near their homes."



What reasons might these citizens have against the cemetery?

Situation 2

"The residents of a city ask the authorities to force pet owners to sterilize them (have them operated on so they can't have babies)."



What reasons might these residents have to ask this?

Situation 3

“In some countries, people like immigrants and encourage them to come to their cities from different parts of the world, while other countries prefer to limit their number as much as possible.”



What reasons might those who welcome immigrants have?

What about those who do not welcome immigrants?

Today I will learn to:

Put myself in my parents or siblings place when something happens to them.

Let's Take a Trip!²

The Miranda family is finally going on vacation! For three years, the parents had to save... and save... During all that time, they didn't even buy new clothes so they could take a trip with their two children and relax and have fun for a whole week.

Finally, the big day arrived. They all agreed to do activities together so they could make the most of the valuable time they had to share.

By the end of the week, the parents had done everything their two children (aged 12 and 13), had wanted to: they spent lots of time at the pool, they went bowling, played soccer, billiards, mini-golf, they went on the water slides, and lots of other things.

For the last day, the parents thought it would be a great idea to go for a walk in the mountains, up to a gorgeous lake. The kids went into a rage over the idea and started to complain. "Please! That sounds horrible! What a boring idea!"



Put yourselves in the parents' "shoes" and think of three things they may be thinking about why their children should go with them on the walk.

1. _____
2. _____
3. _____

*"Please! That sounds horrible!
What a boring idea!"*

What emotions might the parents have felt when their children said this?



2. Adapted from Nelsen, J. & Lott, L. (2003). *Disciplina positiva para adolescentes*. México: Editorial Ruiz.

Today I will learn to:
Care for the environment in my daily life.

Your Grain of Sand³

If you've ever asked yourself what more you can do for your planet besides recycling, consuming less energy, and watching how much water you use, here's the answer: Try to use as few plastic bags as possible, or don't use them at all, replacing them with other types of materials.

Every day, we use plastic bags for countless things, but we're not really conscious of the pollution they cause. There are large numbers of non-biodegradable bags produced each year, and each one will take hundreds of years to decompose. What's more, they are manufactured using fossil fuels, which involves the emission of pollutant gases.

They also affect wildlife, causing the death of many species of birds and animals, including seals, whales, and turtles that accidentally eat these pieces of plastic, confusing them with food.

According to the Blue Ocean Society for Marine Conservation, it is calculated that nearly 100,000 sea mammals and one million birds die each year from eating or becoming trapped in plastic bags.

But that's not all. This garbage will accumulate at an alarming rate in the future, with several tons of it gathered together in each dump around the world.

Although some supermarkets have replaced plastic bags with biodegradable ones, there are still many businesses that continue to use the non-environmentally friendly version.

Biodegradable bags are environmentally friendly and are designed to disintegrate within approximately eighteen months after they are manufactured. In the meantime, you can reuse them at home. When you go out to buy something, you can use any old cloth bag, just like the ones that people used to have. You can even make one yourself and customize it to fit your style. This way, you can do your small part for the environment, and you won't bring home so many plastic bags.

There are also cloth bags with cardboard bases, which you can use like a box when you need to buy heavier items or things that won't fit in a normal bag. If you find them unwieldy, there's another option: small carts made with cloth, which even have pockets to keep your belongings safe.

The idea is to gradually diminish the consumption of plastic bags around the world, so that they will stop being produced in large quantities, and eventually stop being produced at all.

Remember that you can lead by example. The more people who see how you change your attitude toward conserving the environment, the more awareness you will raise so that they will follow your lead.

Why is the story called "Your Grain of Sand"?

3. Taken from: <http://elcomercio.pe/ciencias/planeta/listo-dejar-usar-daninas-bolsas-plastico-noticia-1451112>

How Can We Care for Our Planet?⁴

make less waste

- Use rechargeable batteries.
- Avoid using disposable products.
- If you have to buy disposable bottles, buy larger ones.
- Avoid using plastic bags when you can use other types.

recycle everything you can

- Reuse pieces of paper.
- Recycle your garbage and anything else you can.
- Sort your garbage.
- Buy recycled products.
- Avoid using aluminum and plastic containers.

save electricity

- Turn off the lights.
- Use energy-saving light bulbs.
- Avoid using home appliances and energy unnecessarily.
- Use less air conditioning, electric heaters, and indoor heating.
- Disconnect electrical devices and home appliances.
- Take advantage of natural light.

use less water

- Save water whenever you can.
- Whenever you can, collect and reuse water.
- Keep the faucet closed when you don't need water, so you don't waste it.
- Water your lawn or garden in the morning or late at night so the water doesn't evaporate right away.

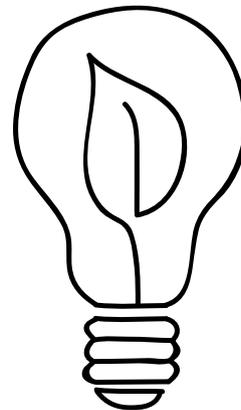
pollute less

- Use your car less.
- Whenever you can, use public transportation.
- Save fuel.
- Use less gas.

more tips

- Avoid buying and using sprays.
- Plant a tree.
- Don't throw paper or garbage in the streets.
- Don't put used oil down the drain.

do you have any other ideas?



4. Ideas taken from <http://cuidareplaneta.wordpress.com/>

What Else Am I Going to Do?

Write what other things you are going to do to care for our planet.

When are you going to start?

Where?

How?

It would be great if we could convince or persuade someone else to do some of the things we learned about today to care for the planet. Choose a person: your mom, your dad, siblings, grandparents, cousins, friends, etc.

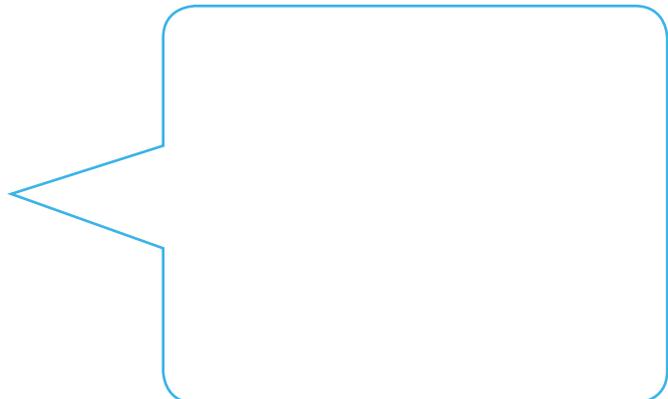
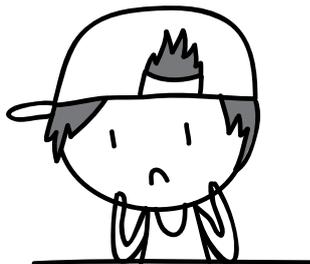
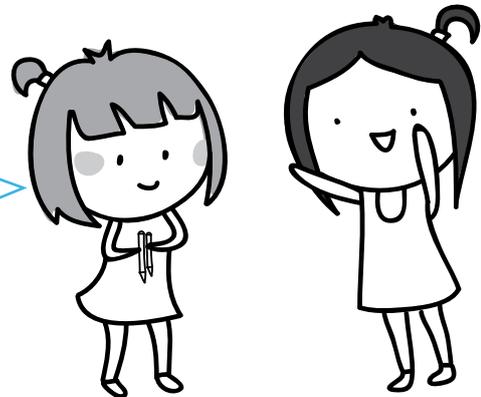
Who are you going to try to convince?

How are you going to do it?

Today I will learn to:
Read non-verbal language when
somebody is telling me something.

What Are They Expressing?

Observe the body language and facial expressions of the kids, and write what they're expressing in each of these situations.



Today I will learn to:

Put a stop to a situation that is offensive or hurtful to me.

The Whizz of a Paper Ball⁵

When we finished filling out the forms, the teacher asked to read a big green book called *Adventure Today*. The story took place in the nineteenth century, which suggested that the author had taken “today” to mean a relatively broad period of time, and I couldn’t get into practically any of the adventures. It’s no surprise, then, that silent reading time became one of little reading and lots of noise.

Right before the class ended, I heard the whizz of a paper ball as it flew over my head, followed by a “Hey... you” from the girl it was directed at.

Apparently, I looked up just in time to seem guilty.

“Ian, did you throw that paper?” asked the teacher, arching her brows in a signal that she had once again identified the “troublemaker.”

“No,” I answered. I performed a quick analysis of the path taken by the paper, and I concluded, beyond a doubt, that Joel had thrown it.

“You don’t seem to be making much progress...,” said the teacher.

I ignored the implicit accusation and I kept quiet. The rest of the group, hoping to see me slaughtered, remained gloriously silent. The teacher stared at me and I started at her. This went on until two girls stifled a giggle, provoked, perhaps, by the appearance of my ears.

“Would you be so kind as to pick up the paper?” asked the teacher.

“I would prefer not to,” I said, trying to sound friendly but firm. “I think the person who threw it should pick it up.”

“I think the same thing,” said the teacher. I noticed a vein in her neck throbbing visibly as she said this.

“Well, I didn’t throw it. I don’t do childish things like that.”

“Could you act like an adult, then, and pick it up?” she asked.

“No,” I answered.

“Then we’re going to sit here until someone picks it up,” decreed the teacher.

So we all just sat there. The class bell rang, students from other groups started to wander around the hallways, and we continued sitting there. The teacher looked at me threateningly. Joel maintained an expression of complete innocence.

Finally, a boy sitting on the other side of the room—a boy who, according to the laws of physics, could not have thrown the paper, got up and threw the evidence of the crime into the wastebasket. The teacher said “Thank you” and set us free.

Read the underlined part. Did Ian respond assertively?

YES

NO

Why?

5. Fragment adopted from *Moonkid and Liberty* by Paul Kropp, a writer of young adult fiction born in New York in 1948. This book tells the stories of Ian and his sister at school.

What Would Happen If...?

Imagine that you're experiencing the following situations with your classmates or friends, and answer the questions.

Situation 1: Someone gives you a nickname that annoys you.

How does this affect you?

What would you feel?

What would you like, need, or want to happen?

How could you say what you feel and what you want in an assertive manner (without offending or hurting anyone)?

Situation 2: Someone blames you for a mistake that someone else made.

How does this affect you?

What would you feel?

What would you like, need, or want to happen?

How could you say what you feel and what you want in an assertive manner (without offending or hurting anyone)?

Situation 3: Someone interrupts you constantly while you're talking.

How does this affect you?

What would you feel?

What would you like, need, or want to happen?

How could you say what you feel and what you want in an assertive manner (without offending or hurting anyone)?

Four Steps... One Mediation

①
Explain the rules

- Each party will have their turn to speak.
- Each one must listen to the other.
- They will not behave aggressively in any way.
- The conversation is confidential.
- They will make an effort to remain calm and look for alternative solutions.
- The mediator's role is to help encourage conversation.

②
Listen to each
party's side

- Ask each of them to tell you what happened.
- Ask questions in order to clarify and get to the heart of the matter.
- Recognize their emotions and help them to remain calm.
- Identify what each of them wants or needs.
- Do not judge them or play favorites.

③
Ask for solutions

- Remember, you must not provide or suggest solutions.
- Ask each of them to think and suggest solutions.
- Listen to the solutions.
- Ask them to choose a win-win solution.

④
Sum up
the agreement

- What each one of them has to do: behaviors
- How much time they have to do it.
- Ask whether they are in agreement.

The Case of Fernando and Jonah (I)⁶

Confidential Instructions for FERNANDO

You are Fernando, a freshman in high school. Jonah is your classmate. He's a smart boy, but he doesn't like to study and he's had trouble at school. Sometimes he talks back to his teachers and classmates because he can't stand having anyone contradict him. You're new at school this year, but you knew Jonah because you live in the same neighborhood, although you're not part of his group.

The other day, at a party, one boy pushed another boy and a girl fell on top of you. After apologizing, she started talking to you. She turned out to be really nice, and you had a good time talking to her. Suddenly, Jonah shows up with his group and he pushed you aside, telling you to stay away from "his girl". You told him you can talk to anyone you feel like. He insulted you and then he and the other guys from his group started pushing you. To avoid problems, you left.

During the first recess last Monday, you looked for Jonah and said that you wanted him to repeat what he had said at the party now that he was alone. You agreed to look for each other after school. When class got out, you met up in a nearby park and had a fight. You split his lip and he gave you a black eye. For a moment, you couldn't see and that scared you.

When you got home, your parents got really scared and they took you to the eye doctor. After examining you, the doctor told you that you could have lost your vision. Your parents pressed charges against Jonah with the police.

You think Jonah was the one who started everything, but you would like to resolve this issue before the school authorities hear about it, as long as he apologizes and stops bothering you and everyone else.

You would like to forget about the whole thing as soon as possible. A classmate advised you to take the problem to the school mediators, and you're willing to go see them.

6. Case adapted from Torrego, J. (2003). *Mediación de conflictos en instituciones educativas*. Madrid: Editorial Narcea.

The Case of Fernando and Jonah (II)

Confidential Instructions for JONAH

You are Jonah, a freshman in high school. Fernando is your classmate. He's new this year, although you already knew him from your neighborhood. He comes from a private school. You think that sometimes he "thinks too much of himself," and he acts stuck-up in class. Because of that, you don't like him at all.

The other day, at a party, he was flirting with your girlfriend, and you weren't about to let him or anyone else to do that. When you saw that, you and your friends surrounded him and made him leave.

You had already forgotten the whole thing, but then Monday at school, he came over to you during the break and he challenged you. He said now that you were by yourself, you wouldn't dare repeat the things you said at the party when you were with your friends.

You agreed to look for him after school. The two of you met up in a park and you got in a fight in front of all of your classmates. He split your lip, but you gave him a black eye. You just found out that Fernando's parents pressed charges against you with the police. According to the doctor, Fernando almost lost his sight. You don't think it was that bad.

At school, the authorities were threatening to expel you both, but the teacher suggested that you try to resolve the problem with the school mediators. Even though you're not really interested, since you don't think you can fix much, you finally decide to take the teacher's advice and go to mediation.

You're willing to forget everything that happened, but you want Fernando's parents to drop the charges, for him to stay away from your girl, and you don't want to be expelled from school.

The Case of Fernando and Jonah (III)

Confidential Instructions for the MEDIATOR

Not long ago, you helped start a peer mediation program at school. So far, you hadn't had a chance to practice what you learned, but the time has come. Fernando and Jonah, two high school freshmen, came to ask for help. If they don't fix their problem, they run the risk of being expelled. Now you have to act as a mediator and you're very nervous. Luckily, you found the piece of paper they gave you with the steps for the process. They are as follows:

1. Establish clear rules for the process (don't interrupt, don't attack or hurt the other party in any form, keep all information confidential, etc.).
2. Listen to each person's side (instead of looking for guilty parties, try to find out how each one contributed to the problem; sum up each side; help them calm down; identify what each of them wants, etc.).
3. Brainstorm about possible win-win solutions.
4. Reach an agreement that is favorable to the interests of all parties involved.

Now it's mediation time...

Today I will learn to:

Prevent fixed mindset from affecting my motivation.

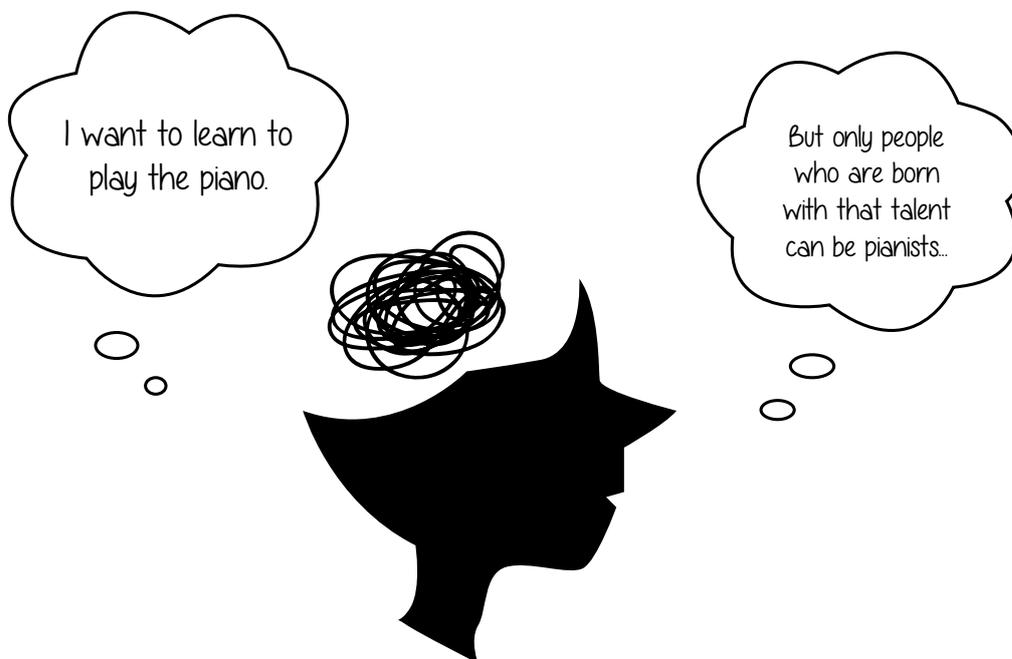
What Is Your Mindset?

Below, you will find a series of statements that will help you find out what mindset you have. Write TRUE or FALSE (or T or F) in the right-hand column, depending on what you think about each statement.

Do you think the following statements are true or false?		TRUE or FALSE
1	You have personal characteristics that cannot be changed, even if you don't like them.	
2	Whenever you think you don't have the right talents or abilities to take on a challenge, you prefer to avoid it or ignore it.	
3	We can all develop any talent or ability we want to. The key is working hard to do so.	
4	Your level of intelligence is an innate characteristic that you cannot change.	
5	No matter what kind of person you are or what characteristics you have, you can change anything you want to change about yourself.	
6	Each one of us is born with personal characteristics, talents, and a level of intelligence that cannot be changed.	
7	Some people are born with talents and others are born without them, and this is the way they'll be for the rest of their lives.	
8	You can do different things, but the most important parts of who you are cannot be changed.	
9	You like challenges and you tackle them with gusto, even if they require you to learn new things or work very hard.	
10	There are people who are very intelligent, somewhat intelligent, or not very intelligent, and they'll be that way forever because intelligence is something that doesn't change.	
11	When something is hard to achieve, this makes you want to work harder at it, instead of quitting.	
12	When you have to work too hard to achieve something, this makes you feel like you don't have many abilities or that you're not intelligent.	

The Growth Mindset⁷

Professor Carol Dweck of Stanford University in the United States has spent several decades researching motivation, success, and achievement. She was particularly curious to find out why some people are unafraid of challenges, while others are, or why some people achieve what they set out to do while others don't, and what kinds of things people do to stay motivated. She uses the term "mindset" to describe the beliefs that each person has about their qualities and abilities. Professor Dweck has found that people have two types of mindsets: a "growth mindset" and a "fixed mindset." People with a growth mindset believe that they can develop their intelligence, talents, and abilities. This outlook leads them to develop a passion for learning, a drive to grow, and to work hard and overcome difficulties by learning from them. On the other hand, people with a fixed mindset believe that intelligence, talents, and abilities cannot be developed. They also believe that only talent leads to success, leading them to view hard work as a sign of weakness instead of an effective and necessary strategy for the development of personal potential. Below, you will find two different mindsets: which is a fixed mindset and which is a growth mindset?

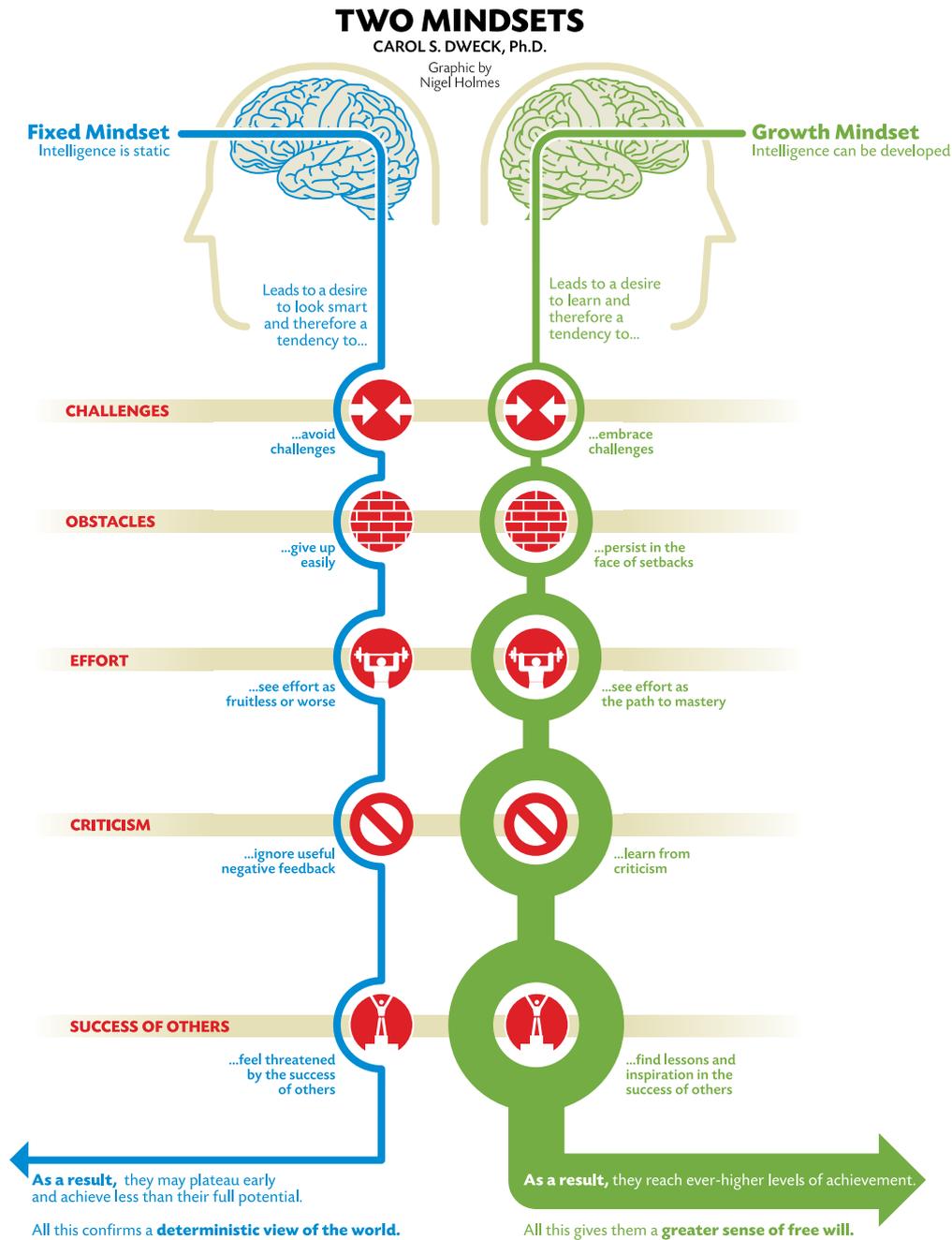


7. Adapted from "Brainology: Part III, Lesson and Material Guides for Teachers." (2002-2015) Retrieved in May 2015 from www.mindsetworks.com



In the image on the following page, you can identify how people with each one of these mindsets respond to different situations.

Two Mindsets⁸



8. Dweck, C. Retrieved in May 2015 from <http://nigelholmes.com/graphic/two-mindsets-standford-magazine/>

How to Interpret the Results of "What Mindset Do You Have?"

If you considered Statements 1, 2, 4, 6, 7, 8, 10, and 12 (or at least five of them) to be FALSE, and Statements 3, 5, 9, and 11 (or at least three of them) to be TRUE, you have a **growth mindset**.

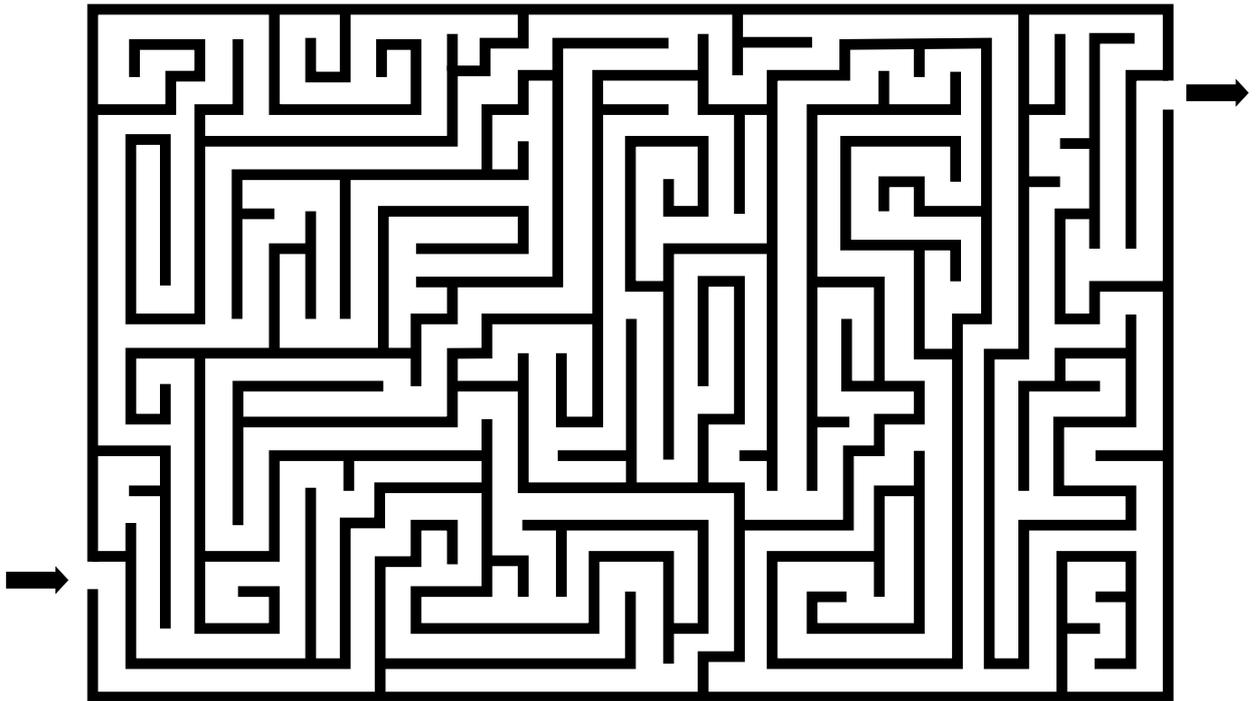
If you considered Statements 1, 2, 4, 6, 7, 8, 10, and 12 (or at least five of them) to be TRUE, and Statements 3, 5, 9, and 11 (or at least three of them) to be FALSE, you have a **fixed mindset**.

If you don't fall into either of the two possible categories because your answers were mixed, your mindset may not necessarily be defined as a strictly fixed or growth mindset.

Today I will learn to:
Value my efforts to achieve my goals.

Maze⁹

Find a way out of the maze:



9. Image taken from <http://www.epasatiempos.es/laberintos.php>.

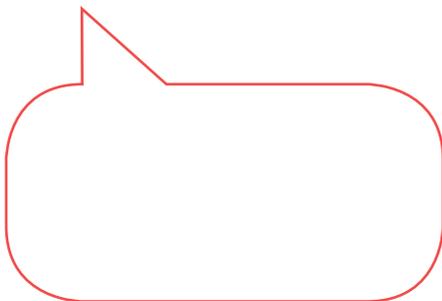
Effort

Think about a personal achievement, something you were able to do with a lot of effort. It may be something related to one of your interests or a sport, or something academic, or simply something in your daily life.

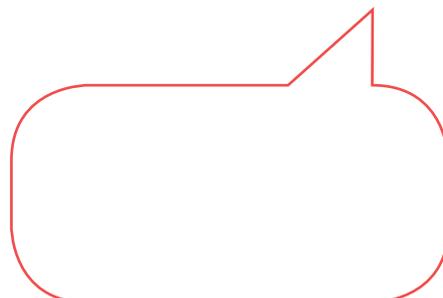
Write your achievement here:

Think about that situation and draw a picture of the "effort" you had to make to achieve your goal.

Which emotions do you associate with that effort?



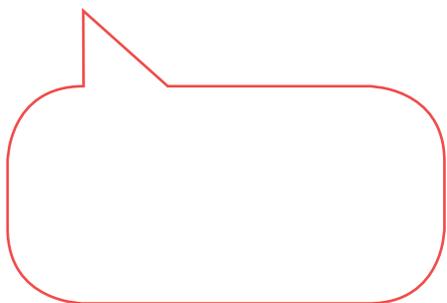
What emotions do you feel now as you recall the results of your effort?



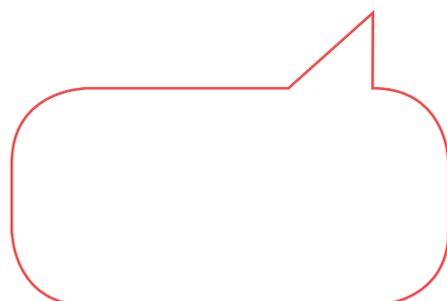
Can you remember something you had or wanted to achieve, but you abandoned it because you didn't want to keep making the effort?

Think about that situation and draw a picture of what stopped you.

Which emotions are associated with stopping that?



What emotions do you feel now about that?



Today I will learn to:
Identify my own biases when assessing
how stressful a situation is.

And Me... What Do I Feel?

People feel different ways when they're tense, anxious, or stressed. Below, circle the letter or number that describes what you feel.¹⁰

1. You feel tension in:
 - a) your forehead
 - b) the back of your neck
 - c) your chest
 - d) your shoulders
 - e) your stomach
 - f) your face
 - g) other parts of the neck
2. You sweat.
3. Your heart beats fast.
4. You can feel your heartbeat.
5. You can hear your heartbeat.
6. You feel hot or your face turns red.
7. Your skin feels cold and clammy.
8. Your _____ start to tremble:
 - a) hands
 - b) legs
 - c) other parts
9. Your stomach feels empty.
10. You feel nauseated.
11. You realize you grip things too tightly.
12. You repeatedly scratch a part of your body.
13. When your legs are crossed, you move the one on top up and down.
14. You bite your nails.
15. You grind your teeth.
16. You have language problems (you stutter, get tongue-tied, etc.).
17. Other (explain) _____

10. Adapted from <http://www.alezeia.org>. Health Education Association. Seminars for Teens. Segovia: Spain.

Cognitive Distortions

Are mistaken interpretations of reality...
Mistaken thoughts...



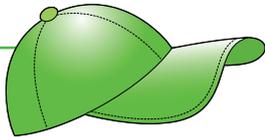
Today I will learn to:

Assess potential solutions to an issue using the thinking hats .

Six Thinking Hats!

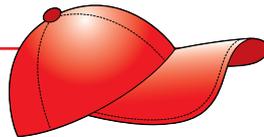
1

Put on the **green** hat and think: what characteristics will our country have? Let your ideas flow without judging them.



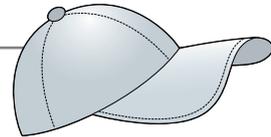
2

With the **red** hat on, identify: what emotions and fears do you experience when thinking about your country's characteristics?



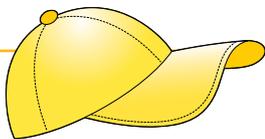
3

With the **white** hat on, think: what is needed in order for these characteristics to be possible?



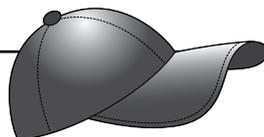
4

Using the **yellow** hat will help you to think: what are the advantages and positive aspects of your country's characteristics?



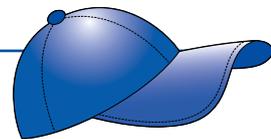
5

With the **black** hat on, think: what difficulties may arise with these characteristics?



6

Use the **blue** hat when you feel you need to revisit another hat or reorganize the process.



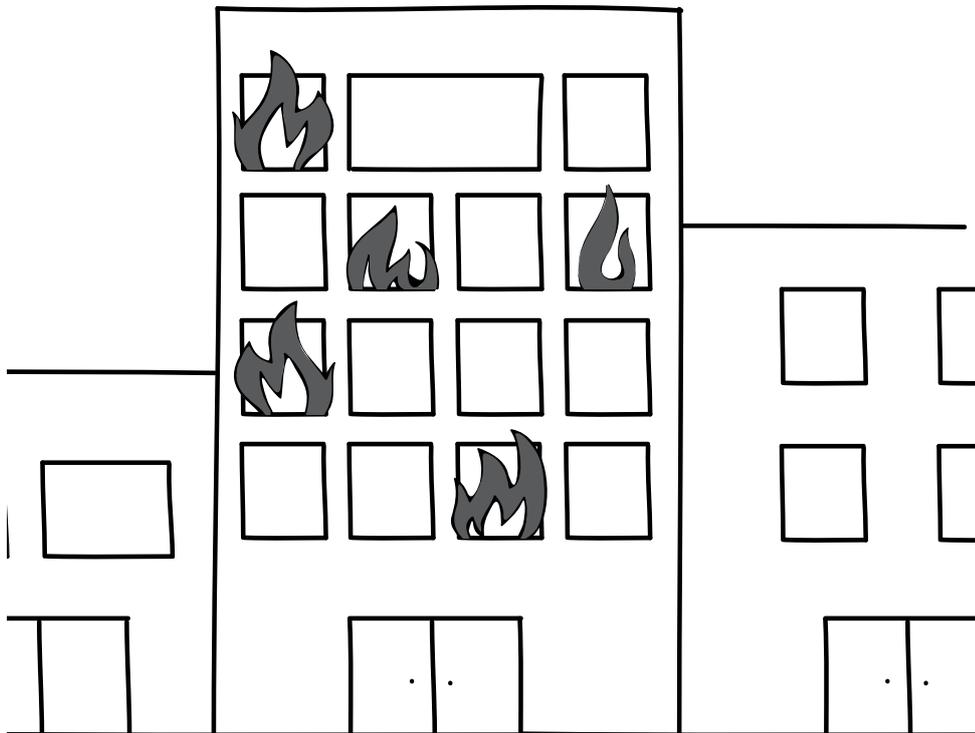
FACT OR OPINION?

Today I will learn to:
Sort between facts and opinions.

Is It a FACT or an OPINION?

This just in! A fire has broken out and our reporter is on the scene. "Today, at 7am, a well-dressed woman was on her way to work when she saw smoke coming out of the windows of a tall building. Just then, she spotted two strange-looking men who hurriedly got into a green truck and took off at high speed. The woman says she's sure that those two started the fire and that someone paid them to do it. She called the fire department from the payphone on the corner. After arriving, the firefighters succeeded in putting out the blaze. Although the damages are very serious, luckily, no one suffered any burns."

Now use one color to underline the FACTS and a different color to underline the OPINIONS found in the news story.



Today I will learn to:
Embrace honesty when facing the consequences
of my actions.

Pinocchio's Nose

1. **Milena** is twelve years old, and she recently started smoking without her parents knowing. When her mom finds a pack of cigarettes in Milena's backpack, Milena tells her that they're her older brother's.

What responsibility is Milena avoiding?

Think about the possible consequences of this lie for:

- (1) Milena;
- (2) the people around her; and
- (3) her relationships.

Write down some of these consequences in the order given:

2. **Bernardo** would rather go play soccer with his friends instead of doing his homework. He decides to pay a classmate to do his work for him and tell his teacher that he did it himself.

What responsibility is Bernardo avoiding?

Think about the consequences that cheating may have for:

- (1) Bernardo;
- (2) the people round him; and
- (3) his relationships.

Write down some of these consequences in the order given:

3. **Julieta** wants to go to a party, but her parents don't want to let her go because there will be lots of people they don't know there. Julieta decides to lie to them and tell her parents that she's going to sleep over at a friend's house to study and do their group project, when she's really going to the party.

What responsibility is Julieta avoiding?

Think about the consequences that this lie may have for:

- (1) Julieta;
- (2) the people around her; and
- (3) her relationships.

Write down some of these consequences in the order given:

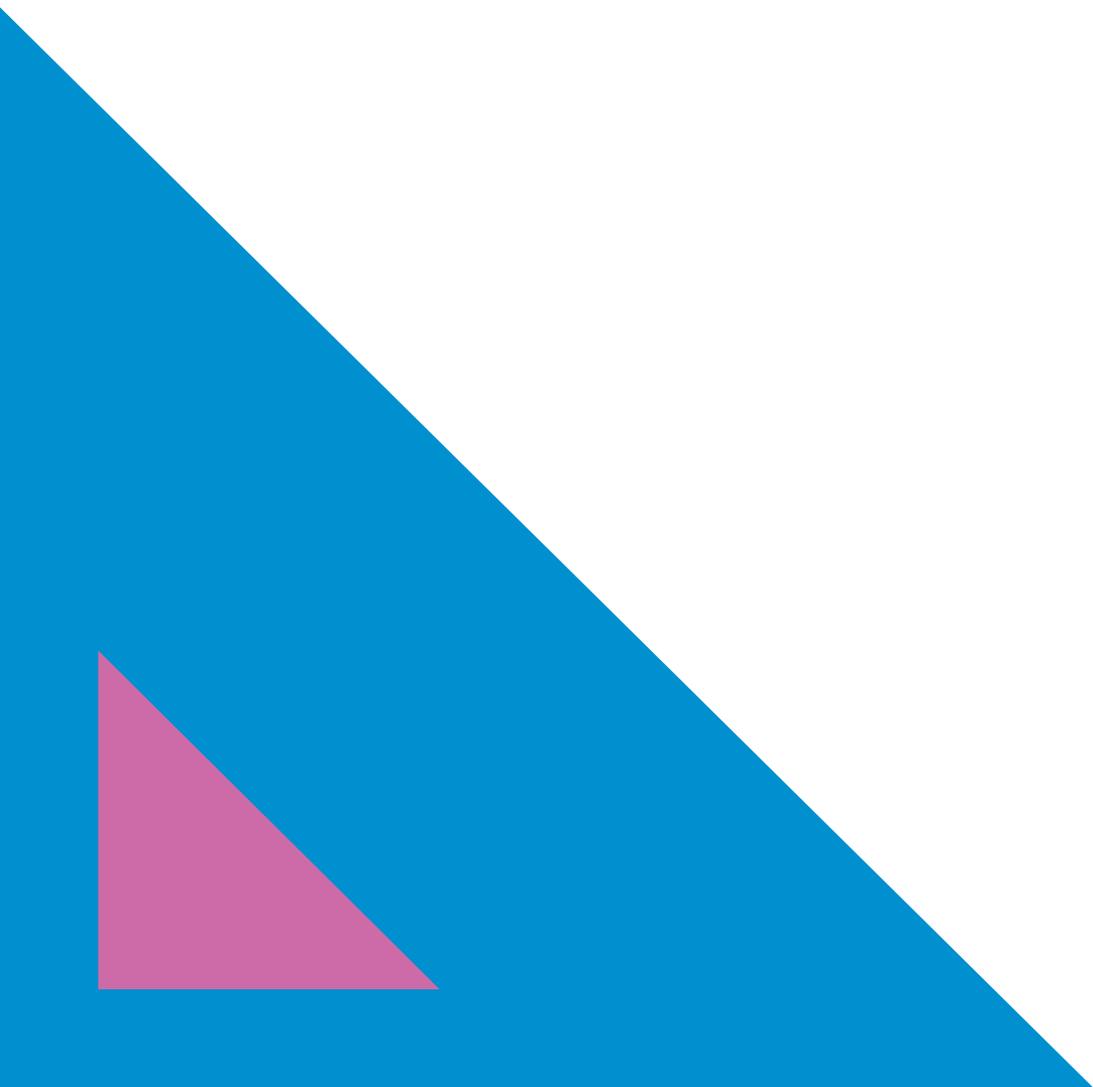
4. **Horacio** wants to finish his homework quickly so he can watch television. He decides to look on the internet for a text that someone else wrote and turn it in to his philosophy teacher as if he had written it himself.

What responsibility is Horacio avoiding?

Think about the consequences that cheating could have for:

- (1) Horacio;
- (2) the people around him; and
- (3) his relationships.

Write down some of these consequences in the order given:





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