



Student Workbook

Grade 10



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KEY PARTNERS:



Today I will learn to:
Know my strengths.

Elizabeth and Arnie

Elizabeth and Arnie have different strengths.



Elizabeth loves music and she has a great singing voice. With a lot of practice and hard work, Elizabeth has learned to play different instruments, such as the guitar and bass. She is very perseverant. Every day, she looks for information on the internet so she can study different musical techniques. Elizabeth is very good at singing in public. Whenever she gets the chance, she plays guitar or sings a song for her whole school.



Arnie, on the other hand, loves history. He tends to forget information that he sees in movies or reads in his books but he is very creative, and he figured out that he can remember things better when he draws them. So he draws pictures of landscapes, symbols, and people in his notebooks, to help himself remember the stories and information. Arnie is very sociable and has lots of friends, so he enjoys telling his friends all sorts of cool history facts, trivia and stories.

The Best Part of Me

Write down your strengths, based on the following aspects:

Positive Personal Traits and Characteristics:

Talents and Abilities:

Knowledge:

Choose the two strengths you value most about yourself. Then, think about how these strengths help you in the present or may help you in the future.

My most valuable strengths are:

These strengths help me in the present because...

These strengths can help me in the future because...

Criticism Jiu-Jitsu!

Jiu-jitsu is a martial art based on blocking an attack and using it to our benefit. Read about how you can block a criticism and go from feeling attacked to identifying how you can use that criticism to learn and improve.

When someone criticizes our first reaction is often to defend ourselves.



Or we may feel annoyed and angry. Especially if we feel that the criticism is aimed at us as a person, rather than at our work.



But criticism can be an **opportunity** to improve and learn.



Use Jiu-Jitsu. Focus on the things you need to improve:

What can you learn from what the person is telling you?



Ask questions to the person giving you feedback to understand their views.

Use that to see where you can improve



Sometimes, criticism doesn't come from a good place and is meant to hurt you.

If you feel this is the case, then you have a choice: Clarify or dodge the punch and distance yourself.



Clarify if you care about the person telling you this, and you know they care about you,

You can say something like what Tina and Tom, on the left, are saying.

You will be stronger and your relationship too!

Otherwise, **dodge** the punch and **distance** yourself. It's not worth it and it's not an accurate reflection of who you are.

Dismiss it and walk away.

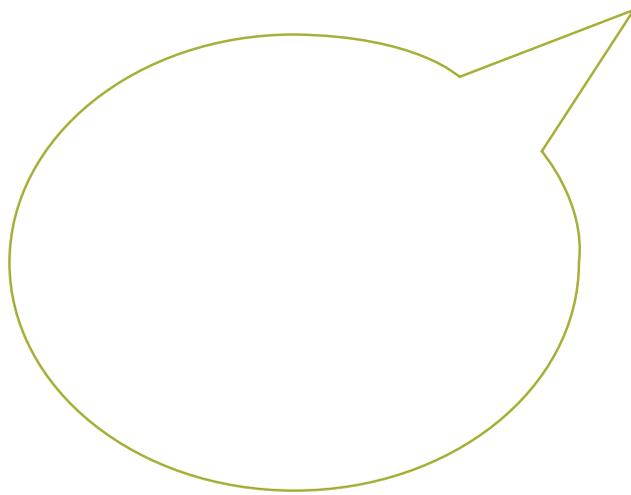
That's a valid Jiu-Jitsu move.



Criticism Jiu-Jitsu!

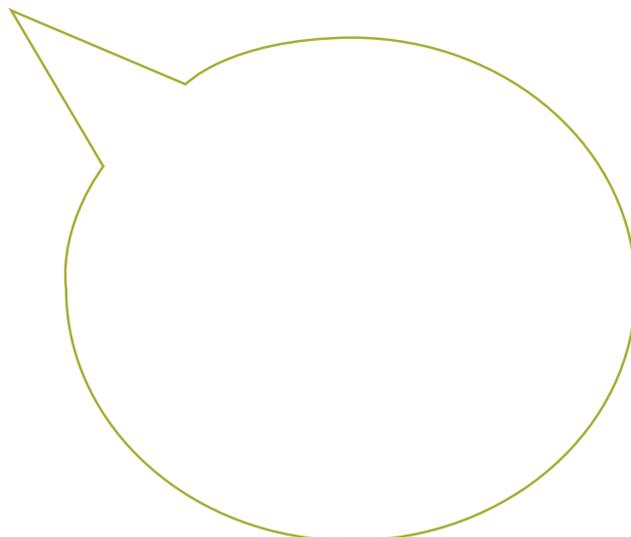
Situation 1

You finish composing a text that you have to hand in for a class. You show it to your dad and he tells you, "This text is missing a lot." Use Jiu-Jitsu on his criticism! What questions could you ask him?



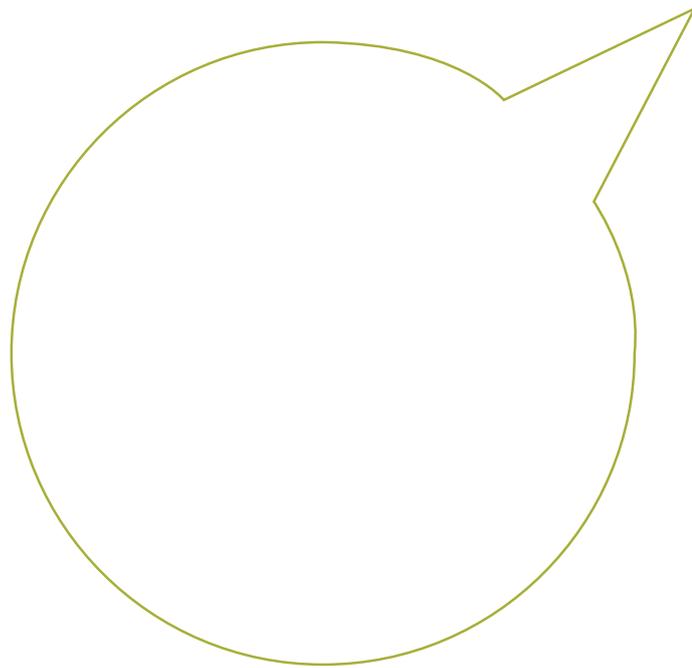
Situation 2

You turned in a research paper that you worked very hard on. The teacher tells you that the sources you consulted are unreliable and that this negatively affected your paper. Use Jiu-Jitsu on his criticism! What can you learn from this experience?



Situation 3

You finish solving a math problem for your homework but you are not sure. You show it to your older brother and he tells you, "This is wrong! You are so dumb" Use Jiu-Jitsu on his criticism! What questions could you ask him?



Today I will learn to:
Link my emotions to what triggers them.

Emotions and Physical Reactions

Choose an emotion that is particularly difficult to manage for you. Below, briefly describe the situation(s) that make you feel this emotion.

Emotion
<hr/>
Situation(s) that cause this emotion:
<hr/>

Today I will learn to:
Cool my thoughts to manage my emotions.

Leaping Lizards

A woman was waiting at a bus stop when a small lizard jumped onto her foot and ran up her leg. She screamed, stood up, and started to slap at her leg to get rid of the lizard.

Her frantic movements attracted the attention of a young man, who immediately assumed that the woman was having a seizure. He grabbed her and tried to force a pencil between her teeth to keep her from biting her tongue. Another person nearby assumed the young man was attacking the woman, and ran over to help her and save her from him.

Soon after, the police arrived.

Hot Thoughts vs. Cool Thoughts

Choose two of the hot thoughts. Then think about what kinds of emotions might cause us to have those thoughts and what behaviors they might lead us to engage in. You can use the example as a guide.

HOT THOUGHT VS. COOL THOUGHT	EMOTIONS THAT CAN BE CAUSED BY HOT THOUGHTS	BEHAVIORS GUIDED BY HOT THOUGHTS
<p><u>Example:</u> "I made a mistake, I'm a failure" vs. "What can I learn from this situation?"</p>	<p>Anxiety, frustration, sadness, etc.</p>	<p>Giving up, not trusting in my own abilities, not keep trying.</p>
<p>"I can't control myself" vs. "I know how to control myself and I'm going to do it."</p>		
<p>"I can't live without him/her" vs. "I can get over this and I'll be all right, even if that person is no longer with me."</p>		
<p>"Everyone has to accept me and love me" vs. "There are probably some people who won't like me, and that's okay."</p>		
<p>"This is how I am, I can't change" vs. "I can work hard to change the things that are not constructive for me or others."</p>		

Replacing My Thoughts

A hot thought that made me feel very strong emotions or didn't allow me to control my emotions was:

The emotion(s) I felt was/were:

I would have felt better if I had replaced my hot thought with the following cool thought:

Extra Exercise:

As a simple exercise to start identifying and challenging your hot thoughts, try writing down whatever is going through your mind the next time you feel any negative emotion (fear, hatred, anger, disappointment, a dip in confidence...). Then look at the list of thoughts and see which one seems most troubling to you – that's likely to be the hot thought. Then ask yourself questions like:

- Is there any evidence to support that thought?
- What would I say to a friend who thought that?
- Would that idea stand up in court?
- Is it helpful for me to think that?
- Can I think of any more helpful or reasonable alternatives? If so, write these down – these are your 'rational responses', which should help bring the emotional temperature down.¹

You can also watch this video: <https://www.youtube.com/watch?v=m2zRA5zCA6M>

1. From: <http://www.danroberts.com/blog/what-are-hot-thoughts>

Today I will learn to:

Wait if this leads to the best outcome.

Do I wait for what I want or what's best for me, or not?

Story 1: The shirt or the concert?

Paula receives an allowance of 10 dollars a week for her everyday expenses. Her best friend tells her that their favorite band is coming to play a concert in two weeks, and the ticket costs 40 dollars. Paula has 25 dollars saved up. After doing the math, she realized that she is able to save the 40 dollars she need to buy the concert ticket. Later, going back home, Paula sees a t-shirt of her favorite band that costs 25 dollars—exactly the amount she has saved up!

In this story, Paula can buy the t-shirt now with the 25 dollars she has, or wait and save the 40 dollars so she can buy the concert ticket.

1. What should Paula do? Why?

2. What would you do?

Story 2: Study now or study later?

Fernando has a project for class that he has to finish by the end of the weekend. He hasn't been getting good grades lately, and if he doesn't bring his grades up, his parents will not allow him to hang out with his friends for a whole month. On Friday night, his friends call him and invite him to a party.

In this story, Fernando can stay home on Friday night and finish his project so he can bring his grades up, or go out with his friends and not finish the project, which will cause him to be grounded for a month.

1. What should Fernando do? Why?

2. What would you do?

My Own Story

Now write your own brief story. Think about a situation in which you could have delayed or put off an immediate gratification that wasn't in your best interest or that it would have been best to leave until later.

[Write the title of your story here]

In this story, what strategies could you have used to put off the immediate gratification?

Today I will learn to:
Know the difference between
the things I can change and the things I can't.

Can I Change This?

Frustrating situations occur in all aspects of our lives. Sometimes we can change them, and sometimes we can't. Read each situation and answer the questions:

- 1. All of your friends decide to go to the movies together, but you don't want to see the movie they're going to.**

What's frustrating about this situation? _____

Can you do anything to change this situation? What? _____

- 2. You really want to go to a party, but you've gotten sick and you have to go to the doctor's.**

What's frustrating about this situation? _____

Can you do anything to change this situation? What? _____

- 3. You studied hard for a test, but you still got a bad grade.**

What's frustrating about this situation? _____

Can you do anything to change this situation? What? _____

- 4. You really like your boyfriend/girlfriend, but suddenly he/she doesn't want to go out with you anymore.**

What's frustrating about this situation? _____

Can you do anything to change this situation? What? _____

Frustration management

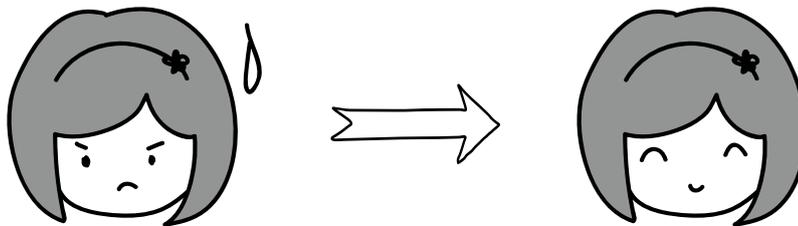
Fill in the blanks:

A frustrating situation in my life that I CAN change is: _____

This is how I need to manage this situation: _____

A frustrating situation in my life that I CAN'T change is: _____

This is how I need to manage this situation: _____



SOME IDEAS...

When we feel frustrated and we CAN change the situation, we could...	When we feel frustrated and we CAN'T change the situation, we could...
<ul style="list-style-type: none"> • Brainstorm on how we can change the situation and pick the idea that we think is best. • Work harder to achieve what we want. • Ask other people for help in changing the situation. • Think about how our frustration will pass and we'll be able to get over the situation. • Take a break from the situation and then come back to it. 	<ul style="list-style-type: none"> • Cry and allow ourselves to express what we feel without hurting ourselves or others. • Take deep breaths. • Talk to someone or ask someone to keep us company. • Lower our level of frustration by playing sports, getting exercise, or dancing. • Distract ourselves by doing something we like. • Thinking that time will help us get over the situation. • Accept the situation by thinking that there must be something we can learn from it.

Today I will learn to:

Use the rights perspective when assessing a difficult situation.

What Do You See?²



The Rights of the Child and Adolescent

In 1989, the Convention on the Rights of the Child was approved, applicable to all children and teens under the age of eighteen. The Convention consists of fifty-four articles, but it is based on four fundamental principles:

1. **Non-discrimination (Article 2):** You shall neither benefit nor suffer based on your race, color, gender, language, religion, nationality, social or ethnic origin, or political or other opinion; nor due to your caste, property, birth, or other status; or due to any disability.
2. **The best interests of the child (Article 3):** The best interests of the child shall be a primary consideration in the laws and measures affecting children, benefiting you to the greatest extent possible.
3. **Survival, development, and protection (Article 6):** The adults and authorities of your country shall protect you and guarantee your full physical, spiritual, moral, and social development.
4. **Participation (Article 12):** You have the right to express your opinion in the decisions that affect you, and for your opinions to be taken into account.

2. Photograph taken from <http://corresaltacuidate.blogspot.com>

The Rights Perspective

Situation 1³

In a certain community located in one of the country's urban areas, young girls and teen women face many obstacles to finishing primary and secondary school, creating a wide gap between boys and girls. Young girls long to graduate from high school and become professional. However, they are forced to take responsibility for tasks that should not correspond to them at their age: taking care of their younger brothers and sisters, carrying out adults' housework, and even holding jobs to help their families earn more money.

- What do the girls of this community think and want?

- What do you think these girls' parents think?

- Are any of these girls' rights being violated or ignored?

YES

NO

Which one(s)?

3. Adapted from <http://elcomercio.pe/buscar/discriminaci%C3%B3n+de+g%C3%A9nero>

Situation 2

Margarita is halfway through high school. Because of an illness she caught when she was three years old, she has completely lost her sense of hearing. Although she can talk, her speech is not the same as other teen women. Despite these hardships, Margarita has managed to get satisfactory grades at school and continue her studies. But she has a tough time in her relationships with her classmates. At recess and between classes, there is a group of students who like to bug Margarita. Sometimes her food disappears, or she finds glue in it, or other substances that make it inedible. Her notebooks get lost and only reappear when it's too late for her to take notes. When Margarita has to go up to the blackboard or tries to participate, this group of classmates starts to make gestures at her, as if imitating animals, which makes her feel "absolutely miserable." But the worst part is that all of her other classmates have started to leave her out. She had started to become friends with a girl named Lucy, but now Lucy avoids Margarita and has started hanging out with other classmates instead.

- Are any of Margarita's rights being violated or ignored?

YES NO

Which one(s)?

- Why do Margarita's classmates act as accomplices in the situation and also hurt Margarita by isolating her instead of looking for a way to put a halt to the aggression?

Today I will learn to:

Use empathy to nurture my sense of justice.

Anne Frank⁴



Anne Frank was born on June 12, 1929 in the German town of Frankfurt am Main. She was a Jewish girl who had to go into hiding during World War II to avoid the Nazis. Together with seven others, she hid in a house located behind the building where her father worked, in Amsterdam. After almost two years in hiding, they were discovered and deported to concentration camps. Anne's father, Otto Frank, was the only one of the eight people to survive the war. After her death, Anne became world famous because of the diary she wrote while in hiding. She had received a personal diary as a birthday gift, in which she immediately began to write. The diary was a great help for Anne. In it, she wrote to her imaginary friend Kitty about everything that happened while they were hidden. She also wrote short stories and collected quotes from writers in her "Book of Pretty Phrases." After the war ended, during his long return trip to the Netherlands, Anne's father Otto Frank was told that his wife Edith had died. He still knew nothing about his daughters, and harbored hopes that he might find them alive. He arrived in Amsterdam in early June. Otto tried to find his daughters, but in July he received news that both of them had died at the Bergen-Belsen concentration camp from illness and suffering. Miep Gies, the woman who helped the Frank family hide from the Nazis, gave him the pages of Anne's diary. Otto read the diary and found in those pages a very different Anne from the one he knew.

On the following page, you will find some excerpts from the Diary of Anne Frank. As you read them, underline the parts that make you feel emotions (even very mild emotions). In the margins of the page, make a symbol or drawing representing the emotion(s) that you felt.

4. Adapted from <http://www.annefrank.org/>

Dear Kitty,

I want to achieve more than that. I can't imagine having to live like Mother, Mrs. Van Daan and all the women who go about their work and are then forgotten. I need to have something besides a husband and children to devote myself to! I don't want to have lived in vain like most people. I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death! And that's why I'm so grateful to God for having given me this gift, which I can use to develop myself and to express all that's inside me! When I write I can shake off all my cares. My sorrow disappears, my spirits are revived! But, and that's a big question, will I ever be able to write something great, will I ever become a journalist or a writer? I hope so!

After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use street-cars; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; Jews were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 p.m. and 6 a.m.; Jews were forbidden to attend theaters, movies or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 p.m.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on. Jacques always said to me, "I don't dare do anything anymore, 'cause I'm afraid it's not allowed."

Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and gray military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days! I don't mean to make light of this it's much too tragic for that. In the evenings when it's dark, I often see long lines of good, innocent people, accompanied by crying children, walking on and on, ordered about by a handful of men who bully and beat them until they nearly drop.

So there we were, Father, Mother and I, walking in the pouring rain, each of us with a schoolbag and a shopping bag filled to the brim with the most varied assortment of items. The people on their way to work at that early hour gave us sympathetic looks; you could tell by their faces that they were sorry they couldn't offer us some kind of transportation; the conspicuous yellow star spoke for itself. Only when we were walking down the street did Father and Mother reveal, little by little, what the plan was. For months we'd been moving as much of our furniture and apparel out of the apartment as we could. It was agreed that we'd go into hiding on July 16. Because of Margot's call-up notice, the plan had to be moved up ten days, which meant we'd have to make do with less orderly rooms. The hiding place was located in Father's office building. That's a little hard for outsiders to understand, so I'll explain.

Today I will learn to:
Look for ways in which I can help others.

Anonymous Heroes: GEDA Group for the Ethical Defense of Animals⁵



The Group for the Ethical Defense of Animals (GEDA) is a project that brings together young people between the ages of 15 and 25. It is tied to an environmental group affiliated with the Pontific Catholic University of Peru (PUCP). This group of youths is dedicated to carrying out campaigns to help protect and raise awareness of animals' rights in different communities. Their aim is to make people more careful with animals and provide information on how to protect them. The youths from this group deal with issues such as caring for animals, the importance of preventing mistreatment, and the abandonment of pets, among others. All of the daylong workshops organized by these youths are extremely helpful, aimed at making more and more people aware of the fact that animals, like humans, need us to respect their rights, such as the right to be cared for.

5. Taken from www.equipos.pucp.edu.pe/junior/adea/index.html

And You? How Would You Like to Help?

Read, underline, or highlight three things with which you would like to help, and then write some of your own ideas:

At Your School:

- Help include students who are new at school or in class.
- Help include students who are being rejected.
- Cooperate with other classmates to organize campaigns against aggression and mistreatment at school.
- Help classmates by tutoring them in a subject at which you are good.
- Help younger students do their homework.
- Cooperate with other classmates to organize other kinds of campaigns that you think are important.

Below, write your own ideas about ways you could help:

In Your Community:

- Organize campaigns to help people who are facing difficult situations: collect food, second-hand clothing in good condition, etc.
- Help by teaching an athletic or artistic ability to children in your community.
- Cooperate with other classmates to organize educational campaigns on issues that you consider important to your community.
- Put on plays or other kinds of cultural and leisure activities in your community.

Below, write your own ideas about ways you could help:

How Would We Do It?

Talk with your groupmates about the “desires to help” that you marked in the previous worksheet. If you have one or more in common, choose one. If not, select one of the desires to help that one of your group members marked.

Now read the following example on how to do the activity:

Desire to help: Help include students who are new at school or in class.

Ideas on how to help:

- Working with other classmates, with the support of a teacher, to design a “welcome” campaign for new students.
- One individual action might be to introduce the new classmate to my friends and include her in my group.
- Being nice to her, asking her about her old school, her friends, what kind of music she listens to, talking to her.
- Spending time at break or at recess with her.
- Avoiding rejecting her or acting aggressively, even if others do, and even if we don’t get along right off the bat.

Now do the same for the desire to help that your group has chosen:

Desire to help: _____

Ideas on how to help (remember that these may be group actions or individual actions):

Today I will learn to:

Listen without advising, preaching, minimizing or blaming.

Understand, Confirm, and Connect

Read the following strategies to help you listen actively:

Understand

Make an effort to understand

- Pay attention to what the other person is saying, silence your inner voice so it doesn't distract you, and ignore whatever else is going on around you.
- Wait for your turn to speak. Do not interrupt!
- Nod when you feel sure you have understood.

Connect

Connect with the other person's emotions

- Ask her: "What do you feel?" Or, if you can "observe" his emotions, try confirming them: "Do you feel sad?"
- Ask respectfully "Is there anything I can do to help you?"
- Offer a warm gesture of support that you know will be well-received by that person.

Confirm

Confirm that you are understanding what it is that the person is trying to communicate

- Using your own words, repeat what the other person said to make sure you are understanding correctly.
- If you don't understand what's being said, ask questions to clarify.

Typical listening mistakes...

TYPICAL MISTAKE	WHAT IT IS	AN EXAMPLE
Advising	Telling him what to do or what's best for him.	"You have to..." "You must" "Drop out of school" "Don't drop out of school" "The best thing you can do is..."
Preaching	Using an outside rule or standard to tell him what he should or shouldn't do.	"Men don't cry." "You have to act responsibly."
Minimizing	Telling the other person that whatever is happening to him isn't important.	"You'll get over it." "Stop worrying about it." "The same thing happened to me. It's not that bad."
Blaming	Blaming the other person for what is happening to him.	"That's what you get for being a dummy."

Active Listening or Typical Listening Mistakes?

Identify whether the following conversations include examples of **Active Listening** or **Typical Listening Mistakes**. If you find examples of active listening, underline the parts where a specific strategy was used and name the strategy. If you identify a typical mistake (or two), underline this part and write the name of the mistake beside it.

Conversation 1:

George: I didn't understand the velocity formula. Did you get it? Could you explain it to me?

Alexandra: Yeah, sure! Why don't you come over this afternoon?

George: Umm, I don't know if I can. Things are kind of rough at my house. My dad still doesn't have a job and my mom says she can't take it anymore and she wants him out of the house... Yesterday they got into an awful fight...

Alexandra: Don't pay any attention to them. Parents are like that and nothing ever happens... You know, my parents went through something like that... and they're still together...

What did I find?

Strategy

Mistake

Which one(s)? _____

Conversation 2:

Mom: They fired me from the factory today. They told me it's because they have to downsize the staff. I don't know what we're going to do now.

Daniel: Are you feeling really worried, mom?

Mom: Yeah, I'm a little scared. It's hard to find a job these days ...I don't know how we're going to pay the mortgage and groceries...

Daniel: So you think it's going to take some time to find a new job and we won't have money to pay our bills.

Mom: That's what's got me so anxious.

Daniel: I'm sorry, mom. I'm going to try to cut back on spending. If there is anything I can do to help, just let me know.

What did I find?

Strategy

Mistake

Which one(s)? _____

Conversation 3:

Mike: I'm bored to death of Claudia's crazy jealousy problems... She can't even see me talking to another woman without starting a fight...

John: Yeah, man... I told you not to get involved with that chick. You're always complaining about her...

Mike: No, I mean, I love her. She's really helped me put more effort into everything, but I just can't stand her jealousy.

John: : You have to break things off as soon as possible. Like my grandfather always says, there are lots of women out there...

What did I find?

Strategy

Mistake

Which one(s)? _____

Today I will learn to:

Tell the difference between aggressive, passive and assertive responses to difficult situations.

Aggressive, Passive, or Assertive?

First, remember:

Aggressive responses: We say what we want or don't want, but this type of response involves mistreating, offending, insulting, or verbally attacking the other person or people.

Passive responses: We don't say anything. We just do what others want us to.

Assertive responses: We firmly and confidently say what we think, feel, and/or want the other person to do or stop doing, without mistreating or attacking him/her.

Now read the following story and identify the aggressive and assertive responses you find there, underlining the parts where these responses appear, along with the name of the person responding:

What Should I Do in the Name of Love?

Amy and Jake have just started going out and she really likes him. That's why, when Jake invited her to a party at a friend's house on Saturday night, she was so excited that she couldn't wait. When Saturday finally rolled around, she took like three hours to get ready. She tried on a bunch of outfits with her friend Melissa until she finally decided what she was going to wear. Amy and Melissa went to meet up with Jake and his friends at the party, but when they got there, something was fishy. Aside from Jake, they didn't know anyone there, and lots of people at the party seemed to be on drugs.

After a little while, two of Jake's friends, Joe and John, came over and sat down with Jake, Amy, and Melissa in the living room. John took out a bag of powder that neither Amy nor Melissa had ever seen before. It wasn't any kind of drug they had ever heard about. Jake and John started to roll the dust into cigarettes, smoke it, and pass it around. When it was her turn, Amy said "No, thanks," but Jake wasn't happy about that. "Come on," he said. "Just try it. You'll like it. Trust me." But Amy didn't do drugs and she had no idea what this stuff was. She looked at Melissa, who furrowed her brow and shook her head. "It's magic dust," said John. "Everyone here is smoking it," said Jake. Then he said, "Amy, I really like you. Now just try some."

"That's stupid!" interrupted Melissa. She jumped up and tried to grab Amy by the hand. Then she turned to Jake and said, "What's wrong with you? You're trying to get Amy to do drugs and she doesn't want to. Amy should break up with you, you idiot!" Jake stood up. He looked really mad. "You're just a dumb, boring girl, Melissa. Why don't you shut up before I make you shut up?" Then he said to Amy, "Just do it! Don't pay attention to your friend." Amy felt shocked. She didn't know what to do.

Then Jake's other friend, Joe, who hadn't gotten involved in the argument, stood up and said, "Everyone calm down. Amy can decide for herself what she wants to do. I haven't smoked any of the magic dust tonight and no one's pressuring me to do it. Amy, what do you want to do?"

My Assertive Responses

Write about a personal experience you have had that involved negative peer pressure. If you have a hard time thinking of an experience of your own, write about one that you have heard about it in your family or in the media (books, TV, or movies). Then give an example of an aggressive response, a passive response, and an assertive response.

The situation:

An aggressive response to this situation might be...

A passive response to this situation might be...

An assertive response to this situation might be...

Today I will learn to:
Use planned conversation to
find win-win solutions to a conflict.

Someone Wins... Someone Loses?

Situation Number	Overall balance	
	I WIN	YOU LOSE
	I LOSE	YOU WIN
	I LOSE	YOU LOSE
	I WIN	YOU WIN

Theresa and Hector Talk Things Out

What is happening?	
<p>Theresa</p> <p>I want to get home from school and watch TV for a little while, but this has become a major headache.</p>	<p>Hector</p> <p>I want to watch TV for a bit in the afternoon, but I don't like the shows you watch.</p>
How do we feel?	
<p>Theresa</p> <p>I feel really mad, frustrated...</p>	<p>Hector</p> <p>I'm bored...</p>
Do we need to apologize?	
<p>Theresa</p> <p>I'm really sorry I mistreated you. Please forgive me.</p>	<p>Hector</p> <p>I acted wrongly, too. I'm sorry Sis.</p>
How can we resolve this?	
<p>Theresa</p> <p>I have a few ideas:</p> <ul style="list-style-type: none"> You can watch television one day and I'll watch it the next; or You can watch television for one week and I'll watch it the next. 	<p>Hector</p> <p>I have some ideas, too: I'll tell you why I like that show and see if you like it, too, or you can tell me why you like the show you want to watch and we'll see if we can convince one another. If neither of us convinces the other, we can take turns deciding and we have to promise to respect the other person's decisions.</p>
What agreement have we reached?	
<p>Hector y Theresa</p> <p>Each one of us will watch television alone (without the other one) two days a week apiece. Once a week, we're going to watch television together, and we're going to explain why we like a certain show and decide between the two of us what to watch.</p>	
How can we act from now on?	
<p>Theresa</p> <p>I don't want us to mistreat one another. Let's not hurt each other verbally, by shoving, or any other way.</p>	<p>Hector</p> <p>Yeah, when we start to feel mad, it would be better if we're not around one another until we manage to calm down.</p>

Talking Things Out and Reaching Agreements

Pick a situation and think about possible win-win agreements that you could propose to resolve that situation:

Situation 1: My Parents

Your friends are going out Saturday evening. You ask your parents for permission, but they don't want to let you go. They say you've been going out too much this month. You've saved up some money and you don't need them to give you any, you just want permission. Think of at least two proposals that you can suggest to your mom or dad so that they let you go, in which both they and you end up winning.

Situation 2: Our Teacher

Your class has had several problems with a certain teacher. She says you're all undisciplined and that this is the reason why almost everyone is flunking her course right now. You decide to talk to her using a positive approach. Think of at least two proposals that you can offer the teacher to resolve the situation, in which both she and you end up winning.

Situation 3: Our Friend

One of the members of your group sometimes says things to you and your other friends that bother you. This makes you all feel bad. All of you care about her very much, because she's a lot of fun and she is always there for everyone when you need her. You've decided to talk to her using a positive approach and tell her how you all feel. Think of at least two proposals that will allow you to resolve the situation, in which both she and you all win.

Possible win-win agreements:

If you had a conversation with the other person, what would you say if you were the son/daughter, student, or friend?

What is happening?

How do we feel?

Do we need to apologize?

How can we resolve this?

What agreement have we reached?

How can we act from now on?

WOOP: Wish, Outcome, Obstacle, Plan⁶

Example

Wish: Today I want to get some exercise. I'll go out jogging later.

Outcome: I'll feel relaxed and healthy.

Obstacle: I'll be tired when I get home from school.

Plan (*overcome or avoid the obstacle and use a chance to make our wish come true*): If I'm tired when I get home later, then I'll grab my headphones and listen to music while I go out jogging.

Wish or Goal No. 1

Wish: _____

Outcome: _____

Obstacle: _____

Plan (overcome/avoid/use a chance): If _____

_____, then

Wish or Goal No. 2

Wish: _____

Outcome: _____

Obstacle: _____

Plan (overcome/avoid/use a chance): If _____

_____, then

6. Taken from WOOP (Wish, Outcome, Obstacle, Plan), a scientific strategy developed by Gabriele Oettingen that allows people to fulfill their wishes and change their habits. For more information, visit: <http://www.woopmylife.org>.

Today I will learn to:

Set my personal goals for the next five years
and make a plan to achieve them.

Dreams and Goals

Posted by Chris Vargas⁷

The start of each year is the best time to set goals for ourselves, in order to see them achieved by the end of that year. Honestly, this is a subject I'd never given much thought to, but goals are the driving force that pushes us to continue forward, according to my English teacher. He's around 40, born in South America, who surprised us all on the first day of class by asking us about the goals we'd set for that year.

The whole class sat there without moving. With a curious, surprised look, he gazed at us as if trying to see through our eyes. When you're a teenager, you don't think much about the future. Even if you have dreams you want to achieve, you think of them as something long-term and you just go about living your daily life.

But goals are dreams, things you want to see come true, and you have to start working toward achieving them as soon as you think them up.

That's what our teacher explained to us, going on to say:

"To make our dreams come true, we have to work toward small goals, like steps leading us up to the top. We need to spend two hours a day working toward our dreams: planning them, visualizing them, feeling them, truly desiring them."

He also told us about his own dreams:

"My greatest dream is to have lots of money."

"This teacher's so greedy," I thought to myself.

And then he said:

"If I ever became rich, I would help young people like all of you to study, because I know you each have dreams and if you don't study, it's going to be hard to make them come true."

Then I understood the teacher's attitude toward his dream and how important it was to him to achieve it.

When I got home, I looked for a piece of paper and started writing down my goals for this year: to get better grades; practice guitar more; perfect my English; organize my room; have more patience with my little brother Oliver; and try to be more understanding with my parents.

Achieving our dreams and goals is the result of a lot of hard work and perseverance, working each day to achieve them. But we must never stop dreaming. And, like the writer Dexter Yager says, "Don't let anyone steal your dreams."

7. Vargas, C. (2001). "Sueños y Metas." Retrieved on September 29, 2015 from <https://chrisvargas.wordpress.com/2009/01/23/suenos-y-metas/#more-158>.

Comments on Chris's Post

1. Marlon

Wow! At my school, they say a person without goals is lost and doesn't know what he wants. Now that I think about it, it's really the same thing. If we don't define what it is we really want, we never get anywhere.

This year, I challenged myself to persevere in following my dreams. I've already got them defined, due to an experience similar to yours. But I need more perseverance, since last year I didn't manage to achieve my goals because of a lack of consistency and perseverance.

Respond

2. John

Perseverance is the most important thing: well-established dreams and clear goals. All of us often forget about the promises we've made to ourselves... Keep doing what you're doing, keep moving forward and don't look back, even if it's just to gather momentum. And REMEMBER: PERSEVERANCE... There is nothing that's impossible, all you need is effort and discipline.

Respond

3. Naima

Just like you, I've set goals for myself, but I haven't worked to achieve them. After reading your story, I feel motivated to continue on with the goal I've set for myself. You achieve yours and I'll do the same. With a lot of hard work and dedication, I can do it.

Respond

Three Goals, Five Years

In the next five years, I want _____

How much effort I'll have to make to do it:

Low Medium High

One obstacle I may run into is _____

Plan: If *(fill in the obstacle here)* _____,
then I *(write how you could overcome this obstacle)* _____

Think:
Why is this goal important to you?

Think:
Why is this goal important to you?

In the next five years, I want _____

How much effort I'll have to make to do it:

Low Medium High

One obstacle I may run into is _____

Plan: If *(fill in the obstacle here)* _____,
then I *(write how you could overcome this obstacle)* _____

In the next five years, I want _____

How much effort I'll have to make to do it:

Low Medium High

One obstacle I may run into is _____

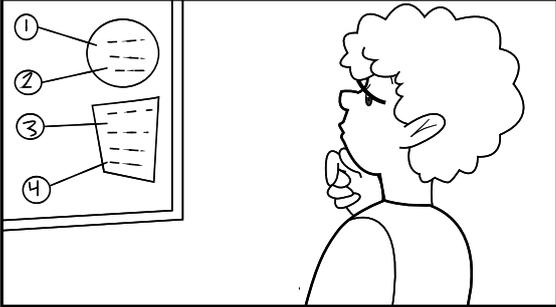
Plan: If *(fill in the obstacle here)* _____,
then I *(write how you could overcome this obstacle)* _____

Think:
Why is this goal important to you?

Today I will learn to:
Understand how I cope with stress.

Stress-Coping Styles

Stress often forms part of our lives, and we all cope with stress in different ways. "Coping with stress" means "managing stress." There are four common types of coping strategies:

<p>Emotionally-Based Coping</p> 	<p>When people try to get rid of the emotions that make them feel bad. This includes changing hot thoughts (catastrophic, unrealistic, exaggeratedly pessimistic) for cold thoughts (thoughts that help us to calm down and think coldly), thinking about how you would like things to be, or simply trying to relax by listening to music, playing sports, or doing other activities that help us achieve this.</p>
<p>Problem-Based Coping</p> 	<p>When people focus on facing the situation, creating an action plan to solve the problem that has caused the stress.</p>
<p>Coping with Social Help</p> 	<p>When people try to look for help from their friends, teachers, parents, or others.</p>
<p>Coping through Avoidance</p> 	<p>When, in their attempt to relieve stress, people resort to using drugs, alcohol, food, etc., or simply ignore their problems. Unlike the other strategies, this is a destructive form of coping.</p>

What Style Is It?

Read the following examples and identify the coping style described in each one.

John

John has applied for a job at a restaurant because he has lots of experience as a waiter. He was among the finalists for the job, but in the end, the manager hired another person with more experience than him. John feels very disappointed, because he really needs a job. He goes home, takes out a bottle of tequila, and drinks the whole thing.

What coping style is John using?

- Emotion-based Problem-based Social help Evitación

Sandy

Durante el fin de semana, en una fiesta, Sandra conoce a un chico muy chorro que se llama At a party one weekend, Sandy meets a really cute guy named Miguel. Sandy is sure that Miguel likes her, and she tells all of her friends that he's going to ask her out next weekend. During the week, Sandy sees Miguel with another girl. When Miguel sees Sandy, he introduces the girl as his girlfriend! Sandy is disappointed, but she thinks that a relationship with Miguel probably wouldn't have worked out, anyway. She starts to focus on who she'll meet later, dreaming of the day she will meet her true love.

What coping style is Sandy using?

- Emotion-based Problem-based Social help Avoidance

Masahiro

Masahiro and his best friend Leo were walking home from school. Out of nowhere, a car turned the corner and hit Leo. The driver didn't see him, because he was driving really fast. Leo was taken to the emergency room with serious injuries and broken bones. A few hours later, he passed away. Masahiro was very sad over his friend's death, but he took comfort in his friends, his family, and Leo's family. Masahiro still visits Leo's family every year.

What coping style is Masahiro using?

- Emotion-based Problem-based Social help Avoidance

Ameenah

Ameenah loves to write poetry, and she's working on writing her first book. One day, she sits down to write in her room, when suddenly she hears very loud noises outside her window, coming from a building under construction. Ameenah can't concentrate with so much noise. She takes a deep breath, closes the window, puts on some calm music, and starts writing again.

What coping style is Ameenah using?

- Emotio-based Problem-based Social help Avoidance

My Coping Style

When you're stressed out, what coping style do you use most often?

Emotion-based Problem-based Social help Avoidance

Is it a constructive or destructive coping style? _____

Why?

If you frequently use a destructive coping style, what other style could you use instead?

Emotion-based Problem-based Social help Avoidance

Today I will learn to:
Look at a problem from a different perspective.

Different Perspectives⁷

Carefully read the following problems and write your solution on the lines provided:

1. The Perez Family

There are 7 sisters in the Perez family and each sister has 1 brother. Counting Mr. Perez, how many males are there in the Perez family?

Solution: _____

2. The Twins

Theresa and Elizabeth were born on the same day of the same month of the same year to the same mother and the same father. Yet they are not twins. How is this possible?

Solution: _____

3. The Widow

Is it legal for a man to marry his widow's sister? Why or why not?

Solution: _____

4. Flash

The legendary runner Flash Fleetfoot was so fast that his friends liked to say he could turn off the light switch and jump in bed before the room was dark. On one occasion, Flash showed how he could do it. How?

Solution: _____

5. Window Washing

A window washer was washing the windows of a tall building when he slipped and fell off an 18-yard ladder onto the pavement. Incredibly, he suffered no injuries. How was this possible?

Solution: _____

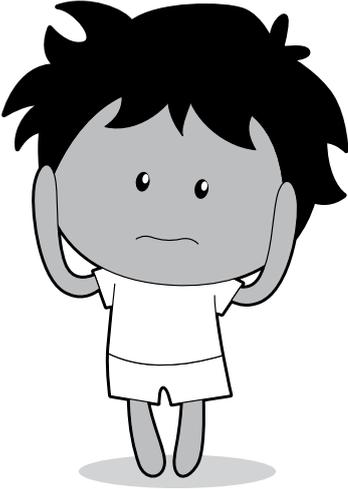
6. Feathers

Pablo is carrying a pillowcase full of feathers. Marcos is carrying three pillowcases the same size as Pablo's, and yet Marcos's load is lighter. How can this be?

Solution: _____

7. The problems presented in this worksheet were taken from: Dow, G. & Mayer, R. (2004) "Teaching Students to Solve Insight Problems: Evidence for Domain Specificity in Training." *Creativity Research Journal*, 16, 4, 389-402. They were recovered in October 2015 from http://www.indiana.edu/~bobweb/r546/modules/creativity/creativity_tests/insight_problems.html.

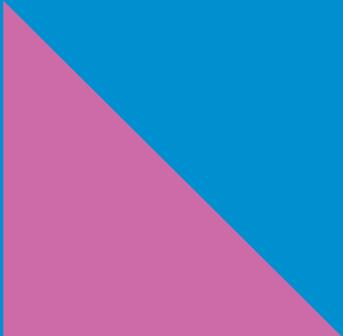
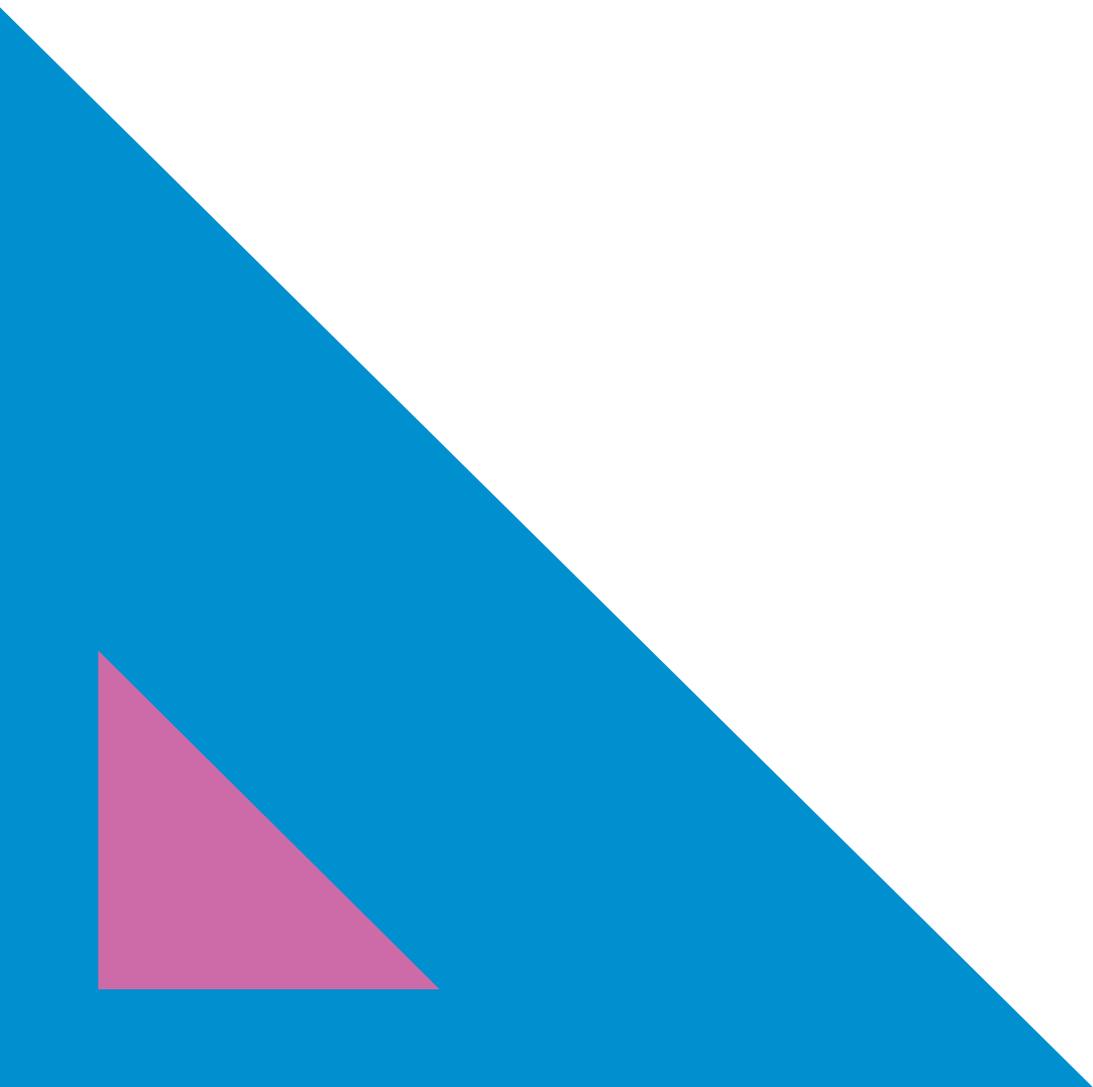
John's Decision

<p>Hi, I'm John!</p> <p>I'd like to tell you about something that happened to me... I know you'll understand me.</p> <p>Last week, I got invited to a party... I was having lots of fun dancing and laughing... One thing led to another... And I ended up having sex with Sol, my best friend... I share everything with her and we've always gotten along well...</p> <p>Until that day!</p>		<p>Sol has been acting differently since then. She avoids me all the time... She was the only person I considered a true friend... I didn't want to have sex with her... It just happened before I could really think twice...</p> <p>I don't want to go around hooking up just because... Even though I see lots of people doing just that... And that's what they expect from me as a man...</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Now John has a problem on his hands! When do you think John's problem started?

- When he decides to go to the party.
- When he's dancing and having fun with Sol.
- When he decides to have sex with Sol.

What could John have done differently? When could he have stopped to think about what he was doing?





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