



Teacher's Guide

Grade 11



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Welcome

Welcome!

Dear teacher,

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

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

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

What’s in the box?

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



In this Toolkit you will find:

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

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

Table 1. The Step by Step Framework in short

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

What are the pedagogical principles behind its design?

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

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

What are the keys for implementing it successfully?

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

Personally, a successful facilitator:

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

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

3. CASEL (2015)

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

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

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

Before the Lesson

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

During the Lesson

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

After the Lesson

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

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

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

Some additional references you may want to check out

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Instructional Strategies that Promote Social and Emotional Learning

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

Setting up the classroom:

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

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

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

Starting a lesson:

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

Introducing new skills and information:

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

Preparing students for guided practice:

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

Managing discipline in a safe and respectful way:

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

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

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

Learning Objectives

Step

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

Introduction to Grade 11

Adolescence is a stage of rapid growth and development. The start of puberty, around age 11, triggers a series of physical, hormonal, psychological, and social changes that can be stressful not only for teens, but also for their teachers or guardians. Unlike younger children, teens seem to be more focused on themselves, while at the same time constantly worrying a great deal about what their friends think. They are trying to declare their autonomy, learn who they are and what it is that they value, and develop new skills that help them interact socially, specifically in sentimental relationships.

At this age, there is typically a tendency among teens to mark a rupture with their childhood, an event that may vary depending on the culture to which they belong. This rupture may manifest itself through different rites of passage (academic, cultural, or religious) to indicate their entry into adolescence and the path to adulthood. For example, a graduation party or prom is often celebrated at the end of primary school as a significant event in children's lives, since it represents the closure of an important stage that gives way to the start of a new one. Likewise, the "sweet sixteen" birthday party (or *quinceañera*, in other cultures) is a celebration held when children reach the age of sixteen (or fifteen), representing young people's entry into adulthood.

Nevertheless, youths cannot go through these changes all alone. They need their teachers and guardians to accompany and mentor them, remaining sensitive to their needs, and providing them with careful guidance. How can we accompany them during this transition, contributing to their development and orienting them along a positive path to adulthood? To begin with, we need to understand their feelings, thoughts, and outlook on the world. Some of the biggest changes between the ages of twelve and eighteen include:

- Hormonal changes that lead to rapid physical growth and sexual maturity, as well as more frequent bad moods, fluctuations in self-esteem, emotional instability, and disagreements with others.
- Difficulty with executive functions that translate into problems of self-control and increased impulsiveness. Adolescents are often more prone to seeking out rewards instead of avoiding punishment.

- Greater awareness of and preoccupation over their own appearance and what their peers think of them. Youths at this age believe they are the center of attention and that everyone else is looking at them, which is known as the “imaginary audience.”
- They believe that they are different, unique, and misunderstood, which is known as the “personal fable.” They believe that there is no one like them and their feelings and emotions are unique, generally more intense and awful than those of other people, and that no one will understand them.
- Sense of invincibility and an increase in risk behaviors as a consequence of the personal fable. For example, teens may experiment with drugs or high-risk sexual behavior under the idea that only other people can become drug addicts or get pregnant, since, in their minds, these things could never happen to them.
- Greater awareness of their own thought processes and their ability to control their own thoughts. This is known as “metacognition.” They change from a concrete thought process, in which they emphasize lies on what they see, to a more abstract thought process, in which they recognize what may exist. This allows them to withdraw from a situation in order to analyze it and consider multiple viewpoints at the same time.
- Greater preoccupation over and involvement in relationships with peers and romantic relationships. Friends and classmates become increasingly important, and the formation of gangs becomes common. Studies have shown that teens are more prone to take part in risk behaviors when they are with their friends. On the other hand, when classmates serve as a model for healthy conduct, social pressure helps mold attitudes and behaviors in a positive way. Adolescents at this age are struggling to understand and find meaning in differences in values through multiple scenarios, and they may feel confused by contradictory messages. For example, these contradictory messages may come from their families and classmates.

Consequently, teens develop the ability to understand themselves and others as they move from youth to adulthood. These lessons are designed to support them in this process, helping them to explore who they are and who they would like to be, how they relate to others, and how to make good decisions at this time in their lives.

Step by Step promotes the development of specific social and emotional skills that have been documented to stimulate positive development and prevent problematic behaviors that are common among teens. Although the challenges faced by teens and the skills they need to develop are relatively similar throughout adolescence (from the first to the fifth year of secondary school), there are some important differences that should be highlighted.

4. Adapted from Wolfe, Patricia (2010) Brain Matters: Translating Research into Classroom Practice, 2nd Edition (<http://patwolfe.com/2011/09/the-adolescent-brain-a-work-in-progress/>).

Grade 11: Late Adolescence, Transition into Adulthood

By the time they reach the fifth year of secondary school, teens are preparing for the transition into adulthood. This means that they are developing a consistent set of values and beliefs that will help orient them in the future. As they approach eighteen years of age, they are better able to describe and discuss their personal value system, which may include religious, cultural, political, and family values.

Adolescents are becoming less concerned with what their classmates think, and more concerned with understanding their own values. They are more capable of thinking about and reflecting on themselves and their future.

Hormonal and mood changes begin to stabilize during this period, with extreme highs and lows typically diminishing or disappearing entirely. Adolescents are actively involved in romantic relationships that last longer than they did during early or middle adolescence. They have also begun thinking about forming their own families, and they generally have fantasies about the person whom they will marry, how many children they will have, and what their lives as adults will be like.

Although they face situations and decisions as if they were adults, their brains have not yet completely matured and they continue to have problems with self-control and impulsiveness. It is not uncommon for them to make decisions without carefully considering the consequences or for them to live their lives thinking more about the present than the future.

It is important that the Step by Step lessons aimed at youths of this age help them to understand themselves and their future. Many of the decisions that they will begin to make at this time (such as what kind of job they aspire to have or whether they will pursue higher studies) may potentially affect the rest of their lives.



MODULE 1

With Myself

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Concept

ME: PRESENT AND FUTURE

Today I will learn to...

Think about who I want to be.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We are constantly getting better at identifying who we are. When we recognize ourselves, this gives us the chance to think about the past, the present, and the future.

Today, we're going to take a trip into the past and think about when we were little and what we said we wanted to be when we grow up. We can also take this opportunity to think about when we used to play grown-ups and what job we would imitate. I want you to form groups of two or three to share your memories.



Give them two or three minutes for these group conversations.

Would anyone like to share some of their memories?



Listen to your students.

2 Core

My Ideal Occupation

Now we're going to imagine an ideal scenario in which we face no outside obstacles and we have everything we need to dedicate ourselves to the profession or occupation that we want; for example, we have our families' support, enough money to pay for college, the resources to move to another city to study, etc.

Using the worksheet "My Ideal Occupation" (see Student Material), we're going to reflect and fill out the boxes with simple words or basic drawings that describe what we think about ourselves.



Give them a few minutes to do this.

Now you're going to look for other people in the classroom who have chosen the same or at least a similar occupation (for example, one occupation related to sales and another related to business). After forming your groups, you're going to talk about your ideal occupation (the one each of you wrote down) and the reasons that led you to that occupation or profession.



Give them a few minutes to share their ideas with their classmates.

- Would anyone like to share your answers about your interests?
- What about your abilities?
- Who would like to share their ideal occupation or profession?
- Why did you think that occupation or profession would be the most ideal for you, out of so many choices?
- What aspects of your choice are tied to what you're like right now? For example, with your current interests and your abilities.
- Are there any similarities between what you want now and what you wanted when you were little?



Listen to your students. Try to listen to at least one student from each group.

3 Wrap-Up

- How does it help us to recognize our tastes, interests, and abilities?
- Despite any obstacles we may face, how does it help us to identify the occupation or profession we would like to have?

Student Material

My Ideal Occupation

Fill out the boxes with simple words or basic drawings in response to each one of the questions.

My Tastes and Interests	My Abilities	My Ideal Occupation
<p>What are the activities I most enjoy doing?</p> <p>What subjects am I interested in?</p>	<p>What do I consider myself good at?</p> <p>What do my family and friends tell me I do well?</p>	<p>If I could choose without taking any obstacles into account, what would I do for a living?</p>

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Their final year of high school is critical. Teens are on the verge of “going out into the world” and seizing the reins of their lives. For this reason, it is vital to ensure that they have a solid compass to orient their personal and professional goals.
- Oftentimes, young people are labeled as dreamers, or their aspirations for the future are the subject of mockery or irritation among adults, who feel that teens are unrealistic and still need to grow up. For a variety of reasons, adults tend to forget their dreams and abandon their former plans. This quality should be encouraged and strengthened in teens, because it is a tool for helping them overcome difficulties and achieving a fuller, more satisfying life.

3 Frequently Asked Questions

- **What can I do if students tell me that they don’t see the point in dreaming of their ideal occupation, arguing that they come from a social, economic, or cultural background that will never allow them to be that person and that such daydreams will only end in disappointment?**

We all have limitations and barriers, both personal and those stemming from our environment (family, community, friends, etc.). Some of these barriers are visible, while others are not.

What sets those who achieve their dreams apart from those who don’t is not where they are born or the situation they are born into, but what they do with who they are. Those people who recognize their strengths and weaknesses and successfully identify which limitations they can overcome are those who have the possibility to achieve their dreams.

Albert Einstein, for example, flunked his Math and Physics courses at school, and all of his teachers told him he would never make a career for himself in either of these fields. If Einstein had taken those opinions as fact, we would have lost one of the most incredible geniuses in the history of humankind. Barriers are only really barriers if we believe they are and if we allow them to affect our deepest desires (if the students are not familiar with Einstein, you can use a local or national figure who had to overcome personal or environmental difficulties in his or her life).

We can also adjust our goals so that they are more in keeping with our possibilities, but still related to our interests and motivations. For example, if

I think it would be too hard to become a NASA astronaut, I can identify other occupations related to physics and astronomy that are within my grasp.

We can also adjust our goals so that they are more in keeping with our possibilities, but still related to our interests and motivations. For example, if I think it would be too hard to become a NASA astronaut, I can identify other occupations related to physics and astronomy that are within my grasp.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

OFF: ORGANIZATION, FOCUS, AND FLEXIBILITY

Today I will learn to...

Boost my brain through organization, focus, and flexibility.

What we'll need is...

Blank sheets of paper (half a sheet for each group of three students)

Lesson Guide

1 Intro

Let's start today's lesson by answering the following questions:

- Do you think it's important to know how our brains work? Why?
- Do you think we can strengthen how they work? How?



Listen to your students. Supplement their ideas if needed, using the following information as a guide: Learning about how our brains works is very important to better understand our behaviors, attitudes, and the way we are. The more we know about it, the better we will be able to understand our behavior and recognize the things we can do to stimulate its development, making us more effective and helping us to achieve our goals.

2 Core

True or False?

Now I want you to form groups of three. Each group will receive half a sheet of paper. Number the paper from 1 to 5 and leave a space to write true or false beside each number.

I'm going to read some information about the brain. You're going to write whether that information is true or false. I'm going to read the information and then give you three minutes to deliberate in groups and decide which answer to write.



Read each one of the statements provided below, giving the groups a few minutes after each one to write down their answer.

1. The brain's size doesn't change much after childhood. True or false?
2. The connections between brain cells grow rapidly during childhood, but there are too many connections during adolescence and these connections may start to come undone. True or false?
3. Our brain is completely developed and mature by the time we turn 18. True or false?
4. The brain causes teenagers to either not think about the consequences and act impulsively based on their emotions, or to think a lot before doing something. True or false?
5. Teens are more prone to taking risks when they're with their friends. True or false?



After you have read all the statements, ask your students to share their answers.

Now we're going to check the answers:

1. The brain's size doesn't change much after childhood.

- Who wrote that this is true? Who wrote that this is false?

The answer is TRUE. By age 6, the brain measures between 90 and 95 percent of its adult size. But the connections in the brain continue to develop as we grow up. We can think of these connections as "the wiring." The brain's wiring continues to develop as we grow and gain experience.

2. The connections between brain cells grow rapidly during childhood, but there are too many connections during adolescence and these connections may start to come undone.

- Who wrote that this is true? Who wrote that this is false?

The answer is TRUE. The majority of the brain's connections are formed, for girls, by the age of 11; and for boys, by the age of 12. During adolescence, these connections are pruned, just like we cut wilted flowers off a plant. The connections used will become stronger, and those that are not used will disappear.

3. Our brain is completely developed and mature by the time we turn 18.

- Who wrote that this is true? Who wrote that this is false?

The answer is FALSE. Scientists have proven that our brain does not completely mature until the age of 25. The area of our brain responsible for decision-making, planning, organization, and impulse control is known as the prefrontal cortex. It is one of the last areas to mature. The prefrontal cortex supervises our actions, decisions, and behavior.

4. The brain causes teenagers to either not think about the consequences and act impulsively based on their emotions, or to think a lot before doing something.

- Who wrote that this is true? Who wrote that this is false?

The answer is TRUE. Changes in the brain's functioning involve an increased participation by multiple regions of the brain in the tasks that require the processing of emotional information. This doesn't mean that these tasks are more emotional, only that they are less likely to activate cortical and subcortical areas simultaneously.

5. Teens are more prone to taking risks when they're with their friends.

- Who wrote that this is true? Who wrote that this is false?

The answer is TRUE. Adolescence is associated with an increased search for sensations. This may be due to changes in the brain's reward system, in which there is an increase in the substances responsible for satisfaction and pleasure, dopamine and oxytocin, which increases teens' attention and memory of social information. As a consequence of these changes, teens are more likely to take risks in order to obtain rewards, a situation that increases when they are with their peers. This increase in the search for rewards reaches its peak at age 15, after which it starts to diminish.

- Which pieces of information surprised you?



Listen to your students.

Improving My Brain – OFF

When we practice certain strategies, we can make our brain function more efficiently.

Today we're going to practice strategies to help us be more efficient in the things we want or have to do. First, we're going to review the strategies given in your workbooks, in the worksheet entitled "Bring it OFF" (see Student Material).

OFF means Organization, Focus and Flexibility. We'll go one by one:

ORGANIZATION includes organization strategies using calendars and personal planners, as well as strategies to identify small steps when we have activities that are very long or complicated. How could we use these strategies in our lives? Complete Strategies 1 and 2.



Give them some time and then ask them to share. Find below some ideas to complement their answers.

- *Strategy 1: I create a work schedule, indicating the days and times in which I'll do my work so that I can do it well and turn it in on time, etc.*
- *Strategy 2: I divide my work into several parts; for example, I do research for two days; the next day, I make a list of the topics I'm going to cover; then, I work topic by topic on different dates of my work schedule, etc.*

FOCUS, means paying attention to the present, the positive things in life, and having goals. Now let's complete Strategies 3, 4, and 5.



Give them some time and then ask them to share. Find below some ideas to complement their answers.

- Strategy 3: *I concentrate on the things I do day today, moment to moment; for example, I don't worry about whether I got a bad grade on another assignment for that course or things like that.*
- Strategy 4: *I focus on the fact that I'm finishing high school and all the things I have achieved up to this point in my life.*
- Strategy 5: *I think about some of my goals: to keep studying, or work and study at the same time.*

FLEXIBILITY requires us to recognize thoughts and define ways to interrupt negative thoughts. Let's complete Strategy 6.



Give them some time and then ask them to share. Find below some ideas to complement their answers.

- Strategy 6: *I change negative thoughts for positive ones.*

3 Wrap-Up

- What does it mean for me, as a teen, to recognize that my brain is still developing?

Possible answers: It means that I can continue to do things to become more and more efficient and achieve the things I want.

- How does it help us to practice strategies for doing activities in an organized, focused, and flexible manner?

Possible answers: It helps us to be more efficient and finish what we want or have to do; it makes our brain develop and increases our confidence in our own skills to achieve goals, both big and small.

Student Material

Bring it OFF

Read each phrase and write your answer, thinking about your day-to-day life.

Organization

Strategy 1: I organize myself using calendars and personal planners.

For example, if I have to do a big assignment for school, how could I use this strategy?

Strategy 2: I use small steps to finish a very long activity.

For example, if I have to do a big assignment for school, how could I use this strategy?

Focus

Strategy 3: I pay attention to what is happening now, not what happened in the past.

For example, _____

Strategy 4: I focus on the positive things in life.

Each day, I can think about what is important for me right now and in the future.

Positive things in my life include _____

Strategy 5: I have goals to achieve in my life.

Some of my goals are _____

Flexibility

Strategy 6: I can recognize my thoughts and realize when I am clinging to negative thoughts.

When I feel like I'm clinging to these negative thoughts, I can _____

Concepts, Tips and FAQs

1 Key Concepts

Growth mindset: Believing that our most basic abilities can be developed through dedication and hard work; brains and talent are just the starting point. Believing that we can learn more or become smarter if we work hard and persevere (Dweck, 2006).

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

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

2 Tips for Teachers and Parents

- It is important that students finish high school with a highly developed sense of self-efficacy. This will allow them to continue achieving their goals. Learning to establish and use organizational strategies will make them more effective, while also increasing their self-confidence.
- Ideally, the skills of Organization, Focus, and Flexibility should be familiar to all teachers, so that they can recommend using them in the assignments for their classes.
- You can encourage students to identify in which of these three skills they were making mistakes (for example, not splitting a big assignment into several parts and making progress, instead leaving everything until the “last minute”) and spend more time practicing the suggested strategies (in the case of the example, Strategies 1 and 2 are part of the skill of organization).

3 Frequently Asked Questions

• Why is it important to understand the brain’s development?

Students need to understand that they have a brain that works in a specific way during adolescence, under the influence of hormones and emotions, and that their brains will continue to change as they become adults. This knowledge will give them a better understanding of their thoughts, emotions, actions, and decisions. It will also help them to develop strategies to improve the functioning of their brains.

• Why do we review the skills of organization, focus, and flexibility?

These three skills are an important part of self-efficacy. As such, they are skills that teens need to practice. The teen brain has to work hard to think rationally. If teens practice these skills, they will be more likely to use strategies, do so more skillfully, and think more rationally in their everyday lives.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

MY EMOTIONS AND THEIR CONSEQUENCES

Today I will learn to...

Connect my emotions with their consequences.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro



Write the following words on the board.

Situation – Emotions – Actions – Consequence(s)

It is very important to realize that all situations, no matter how small or trivial they may seem, cause us to feel emotions. We then act in a certain way based on the emotions that we feel, and our actions cause short-, medium-, and long-term consequences.

Today we're going to concentrate on the consequences that can result from our emotions.

2 Core

Let's open our workbooks to the worksheet "A Fight in the Middle of the Race" (see Student Material) and read, out loud, the article about what happened to two cyclists.



Read the article in the worksheet with your students.

In the article that we just read, let's try to identify the situation (what happened), the emotion(s) of the people involved (what they felt), the action(s) of the people involved (what they did or how they acted), and the consequences of these actions (what happened afterwards because of how the people involved acted).

Suggested answers:

- **Situation:** *Brambilla thought that Rovny wasn't working together with the group. Rovny was one of the frontrunners.*
- **Emotion(s):** *Disgust, anger, frustration.*

- **Action(s):** Brambilla grabs Rovny's bike seat. Rovny responds by punching Brambilla. Both of them exchange blows.
- **Consequence(s):** The two cyclists are thrown out of the race. They couldn't continue competing. They displayed a poor image to their teams, their fans, and the general public.



Listen to your students and write their answers on the board.

Now let's take a moment to remember the emotions we're going to be working with:

- | | |
|--------------|------------------|
| 1. Happiness | 7. Fear |
| 2. Pride | 8. Anxiety |
| 3. Anger | 9. Enthusiasm |
| 4. Shame | 10. Peacefulness |
| 5. Guilt | 11. Relief |
| 6. Sadness | |



Go over each emotion with your students.

Emotions and Consequences

Look at the worksheet "Emotions and Consequences" in your workbooks (see Student Material). Do the activity you will find there, paying special attention on the consequences that followed each emotion that you felt. Before you get started, let's go over the example together on the board.



After your students are finished doing the worksheet, ask them to share what they wrote with the whole class, but only if they feel comfortable doing so. Bring to their attention especially the resulting consequences and ask other students to offer their opinion on these consequences.

3 Wrap-Up

Today we've identified some of the consequences that may be brought about by the expression of, and sometimes the failure to regulate, our emotions.

It is very important to remember that everything we do has consequences, to a greater or lesser extent.

- What did you take away from today's lesson?
- Why do you think it's so important to develop the ability to visualize the consequences of our actions?
- What can I do to learn to anticipate my actions?

Student Material

A Fight in the Middle of the Race

Read the following news article about what happened during the “Vuelta a España 2014”, a famous cycling competition.



Gianluca Brambilla and Ivan Rovny Thrown Out of the *Vuelta* after punching each other⁵

Gianluca Brambilla, a racer for Omega Pharma, and Ivan Rovny, of Tinkoff-Saxo, were the stars of the *Vuelta*’s tensest moment. Brambilla scolded Rovny for not helping the group enough, and grabbed ahold of his bike seat. Rovny shoved Brambilla, and the Italian answered with a punch. The two riders got into a fight as they advanced, and the organizers decided to eject both athletes.

The Italian Gianluca Brambilla (Omega Pharma) and the Russian Ivan Rovny (Tinkoff-Saxo) have been ejected by the technical jury of the *Vuelta* 2014 on the ascent to La Farrapona, in stage 16, after getting into a fight several kilometers before.

In a thirteen-man breakaway, Brambilla and Rovny exchanged several blows in mid-race. Apparently, Brambilla had scolded Rovny for riding at the front of the breakaway without helping the group out, and then grabbed the back of the Russian’s seat.

This led to both riders exchanging blows as they continued to pedal away before the technical jury. Before the day was done, the jury decided to disqualify both of them.

5. Text adapted from http://www.lasexta.com/noticias/deportes/gianluca-brambilla-ivan-rovny-expulsados-vuelta-liarse-punetazos_2014090800834.html

Emotions and Consequences

Think about two situations in which you have felt strong emotions that were difficult for you to manage. Then, describe the situation, what emotion(s) you were feeling, what you did at that moment (how you reacted), and what happened afterwards (what consequences your actions or reactions had). You can use the example in the first row as a guide.

Situation	Emotion(s) (What I felt)	Action(s) (How I reacted, what I did)	Consequence(s) (What happened afterwards because of my actions)
Example A friend took my notebook from my desk without asking me for permission.	Anger	I yelled at him in front of the whole class and snatched my notebook from his hands.	He doesn't talk to me anymore and I'm too embarrassed to say I'm sorry.
Situation 1			
Situation 2			

Concepts, Tips and FAQs

1 Key Concepts

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

Emotional awareness: Recognizing our emotions, what causes them, and their effects (Goleman, 1995). At a higher level, emotional awareness can help us with our thinking.

2 Tips for Teachers and Parents

- It is important to talk about the difficulties that your students may face in managing anger, since, in certain cultures, aggressive reactions have become normalized. Specifically, there are cultures in which males are permitted and encouraged to use aggressive reactions, in the belief that these are inherently masculine reactions. Explain to them that aggressive reactions are unhealthy: they do not relieve the emotion, but rather, they increase its intensity without providing positive solutions, resulting in unfavorable and sometimes long-lasting consequences.

3 Frequently Asked Questions

- **During an emergency, such as a fire or a person having a heart attack, isn't it better to act impulsively and quickly, instead of stopping to think about our emotions and their consequences as time goes by and the situation gets worse?**

As we learn to recognize our emotions and what they are telling us, we can reduce the time between emotion and action, and improve the resulting consequences. This way, we can learn to act more effectively in different situations as if it were an acquired instinct. Regardless of the situation, panic or impulsive behavior are not recommended.

- **What are the consequences of failing to recognize our anger or rage?**

Responses of anger, rage, and ire bring negative consequences at the social, personal, and even physiological levels. There is a proven relation between anger and hypertension, heart disease, and stomach problems. People who are angry all the time and act aggressively tend to be isolated or distanced from others, since many times they do not know how to enjoy situations of social interaction.

- **Is love an emotion?**

No, love is a feeling that is stable over time. It forms gradually, based on the affection and attachment we feel toward people we consider important. It may cause a series of related emotions, such as happiness, sorrow, anxiety, etc.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

COOLING MY THOUGHTS

Today I will learn to...

Connect my hot thoughts to the emotions that provoke them, to replace them with cool thoughts.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

In the last lesson, we talked about how certain situations can lead us to feel different emotions, and those emotions can lead us to act in certain ways.

Today, we're going to continue working on the same idea, but this time we're going to include the role played by our thoughts, too. Thoughts affect our actions, since they cause emotions that can be intense or difficult to control.



Draw the graphic below on the board, using a different color for the "thoughts" box, which is the new element being added today to the series of subjects that we worked on during the previous lesson.

Situation: *I am taking a test tight now.*

Thought(s): *"This is too hard. I'll never get a good grade."*

Emotion(s):

Action(s): *I have a hard time concentrating and I just sit there looking at the wall instead of trying to do the test.*

Consequence(s):

Shall we try to complete the sequence in this example? First, let's identify the emotions I may be feeling in this situation. Now let's identify the possible consequence of acting this way.



Complete the sequence with your students. Below are some ideas on what could be used for each point. Remember that these are only suggestions, since the idea is for the students themselves to propose answers.

- **Emotion(s):** Anxiety, fear of failure.
- **Consequence(s):** Failing the test or getting a bad grade even though I studied hard.

2 Core

Did you know there was such a thing as hot thoughts that tend to increase our emotions; for example, frustration or anger? But there are also Cool thoughts that help us to calm down, act, and make better decisions. That's why, when we want to manage our emotions, we can replace our hot thoughts with Cool thoughts. Today we're going to learn three steps to help us do this:

1. After identifying a hot thought in your mind, stop and review that thought. Ask yourself whether you're exaggerating a minor incident or whether insulting yourself and constantly pointing out your flaws helps you or harms you.
2. Visualize that hot thought in your mind and substitute it with the opposite thought, i.e., a Cool thought.

For example, if you find yourself thinking "I can't do anything right," immediately visualize the phrase in your mind and transform it into the opposite of that thought. In this case, the Cool thought could be "I can do anything I set my mind to. I have confidence in myself." Visualize that new thought.

Learning to Replace Hot Thoughts with Cool Thoughts

To help practice these steps, let's open our workbooks to the worksheet "Learning to Replace Hot Thoughts with Cool Thoughts" (see Student Material). First, let's read the example together.



Do the example with your students and make sure to solve any doubts that may arise.

After the example, you will find three boxes with situations. The first two boxes contain situations that you will have to fill out; the last box gives you the guidelines to practice this strategy with a situation that you have to come up with yourself, using the situations you are currently facing or that you have faced at some time in your lives as a reference point.



Walk around the room to help the students work on this worksheet and answer any doubts that may arise.

If you like, you can share your answers with the person next to you after you finish.

3 Wrap-Up

- What would happen to us if we only had hot thoughts, or if we had hot thoughts too often?
- What if we had more Cool thoughts?
- What do you think about the steps presented in this lesson?
- Do you think we can try to practice them this week?

Student Material

Learning to Replace Hot Thoughts with Cool Thoughts

Carefully read the following example:

Example: I had a fight with my girlfriend/boyfriend.
Hot Thought(s): "It's my fault. It's always my fault."
Emotion(s): Sadness

Steps for replacing hot thoughts with cool thoughts:

1st. Stop and review the hot thought as soon as you detect it. Ask yourself whether you're exaggerating, and whether that thought helps you or hurts you.

Is it always my fault? Am I exaggerating? We don't actually fight that much, and if we've fought, he/she was responsible for what happened, too.

2nd. Visualize that hot thought in your mind and flip it around, substituting it with a cool thought.

I'm going to change "It's my fault, it's always my fault" to "This situation is both our fault. After we've calmed down, we can talk it over and fix the situation."

Now, using the example as a guide, complete the information for the following two situations:

Situation 1: You really want to study at a certain university or get a job at a certain company. You have an appointment for an interview.

Hot Thoughts: "I won't know what to say. They'll never choose me."

Emotions: Anxiety, fear.

Steps for replacing hot thoughts with cool thoughts:

1st.

2nd.

Situation 2: I'm really happy with my boyfriend/girlfriend, but he/she might move to a different town.

Hot Thought: "I won't be able to live without him/her."

Emotions: Anxiety, fear, frustration, sadness.

Steps for replacing hot thoughts with cool thoughts:

1st.

2nd.

Finally, create your own complete situation using something that once happened to you or often happens to you, in which it would be a good idea to use the strategy by which you change hot thoughts for cool thoughts.

Your own situation:

Hot Thought(s):

Emotion(s):

Steps for replacing hot thoughts with cool thoughts:

1st.

2nd.

Concepts, Tips and FAQs

1 Key Concepts

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

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

Hot thoughts: Thoughts provoked by an intense emotion that drive us to act impulsively without regard for what is best for ourselves or others.

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

2 Tips for Teachers and Parents

- Emotions are an essential part of our human nature. While every emotion fulfills an adaptive function (for example, anger allows us to identify what we like and what we don't), they may cause difficulties. The important thing is how we manage our emotions and how we act when we feel them. Emotional management is crucial in order to develop our capacity for facing conflicts and difficult situations in a constructive manner, without harming ourselves or others. For this reason, it is very important for teens to learn to identify their emotions and use strategies that help them to calm themselves down or avoid the escalation of these emotions (for example, when we feel more and more angry until it becomes unbridled rage).
- The example we set as adults is essential to teens' learning process with regard to how they can recognize their emotions, express them, and manage them. For example, when adults feel very angry, they can show their children or students that this is normal, that they can openly express their anger to those around them, and they can practice strategies to help calm themselves down (for example, taking deep breaths or walking away for a moment to think and gain some distance from the situation).

3 Frequently Asked Questions

- **Why is it important for teens to understand the connections between situations, thoughts, emotions, actions, and consequences?**

It is important that they understand that there are connections between what they think and feel and what they do in life. Teens need to understand that, once they learn to manage their thoughts and emotions, they can put a positive spin on their actions and the respective consequences.

- **How is connecting situations, thoughts, emotions, actions, and consequences related to teens' future?**

With this knowledge in hand, they will be able to understand that what they do now will have an impact on their future. This is critical, since they are now in their final year of high school and will soon be facing new scenarios, in which everything they do will have greater consequences than when they were younger.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

THANK YOU, WILLPOWER

Today I will learn to...

Harness my willpower to gain control over my impulses.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Let's take a moment to think about our normal activities: getting up, eating breakfast, getting ready, going to school, going to classes and studying, taking break time, playing, going back to class, eating lunch, etc.

- What would happen if we woke up one day without any willpower? Meaning what if we weren't able to control ourselves, we said the first thing that came to mind, and we acted on all of our impulses?
- How would this change the way we act?

Possible answers: We would sleep in late and we wouldn't make it to school on time because we wouldn't have the willpower to get up; we would probably spend all our money at once or we would eat way too much.



Listen to your students. Then, stress the idea that willpower is necessary for self-regulation and delayed gratification.

In this lesson, we will understand the importance of waiting and thinking about the future, and we'll learn how to wait by using our willpower.

2 Core

My Willpower

Our willpower allows us to self-regulate and put off immediate satisfactions that we want. This can be very hard for all of us, some times more than others. For example, there are times when we want to watch TV instead of studying (immediate gratification), but our willpower helps us to self-regulate and wait to watch TV until after we've finished studying (to achieve greater satisfaction later, i.e., getting good grades and not having to take makeup or remedial classes).

- Can you think of some other situations in which you want to do something immediately, but you know it's better to wait so you can get something better later?

In your workbooks, there is a worksheet titled "My Self-Regulation Challenges" (see Student Material), where you have to think more in-depth about those situations in which you know it's better to self-regulate and wait. First, let's read the example together.



After they have finished, ask your students to share the strategies that they wrote down in their worksheets, and write them on the board.

3 Wrap-Up

- Why can it be helpful for you to practice self-regulation?
- Does thinking about the future help us to self-regulate?
- Is it easy or hard to use our willpower?
- How can you practice using your willpower more and more?

Student Material

My Willpower

Write down two situations in which it's hard for you to self-regulate and put off immediate gratification. Using these situations, fill out the tables below.

Example:

When is it hard for me to put off immediate gratification?	It's hard for me to save money. I always want to spend it all on the weekends with my friends.
What are the consequences of not self-regulating in this case?	Not having any savings. Not having enough money to buy the supplies I need for school or other things I want to buy.
What kinds of strategies will help me self-regulate and delay gratification in this case?	<ul style="list-style-type: none">- Ask someone in my family to put my savings away for me.- Make a plan with clear goals regarding the amount of money I have to save each week.- Set clear goals on what I want to buy or get with my savings. This will motivate me to save.- Tell my friends that I want to save up, so they can help me achieve my goal.

Situation 1:

When is it hard for me to put off immediate gratification?	
What are the consequences of not self-regulating in this case?	
What kinds of strategies will help me self-regulate and delay gratification in this case?	

Situation 2:

When is it hard for me to put off immediate gratification?	
What are the consequences of not self-regulating in this case?	
What kinds of strategies will help me self-regulate and delay gratification in this case?	

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Teens need to practice delaying gratification more frequently at this stage of their lives than during childhood, since they are exposed to pressure from their friends or other teens. This pressure may involve the use of alcohol and other drugs, participation in violent acts, sexual initiation, and other issues. When you do this lesson with your students, you can take the opportunity to talk about some of these pressures.
- It is important that they understand that being pressured by their friends is something that may happen frequently, and that self-regulation includes resisting negative influences that are not healthy for them. If you are worried about one of your students, you can talk to him after class and assist him in seeking help from qualified people, if necessary.
- If students have trouble thinking of how to apply self-regulation skills in their lives, help them think of different situations in which they need to wait or delay gratification; for example, choosing to do their homework instead of going to a party with their friends; choosing to eat healthy food in order to stay in shape instead of eating something they like more, but which is bad for them; or choosing to wait to have sex until they are old enough to make a voluntary choice based on their mental and emotional maturity, instead of becoming sexually active at an age at which they are not prepared to assume the consequences of this decision.
- If students still have trouble thinking of behaviors and situations in their own lives in which they need self-regulation, try to get them to think of examples involving their family members or friends.

3 Frequently Asked Questions

• Why is it important to delay gratification?

Researchers specialized in psychology have reached the conclusion that children and teens who have developed this ability have better results in life. For example, they exhibit better academic performance and better social skills. Those people who have developed the ability to delay gratification also have better careers and a lower rate of participation in criminal acts during adulthood than people who have trouble delaying gratification.

- **Why is it important that your students learn strategies to help them wait?**

Adolescence is a stage marked by many difficulties in waiting to get what we want. Students who are able to reflect on different situations and realize whether or not they need to delay gratification are more likely to make better short-, medium-, and long-term decisions. or not they need to delay gratification are more likely to make better short-, medium-, and long-term decisions.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

I'LL TAKE FRUSTRATION DOWN!

Today I will learn to...

Face the obstacles that may interfere with my goals after high school.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Let's start today's lesson by answering the following question: What happens when what we dreamed about or wanted to happen doesn't turn out the way we expected it to and we feel disappointed?

Suggested answers: We feel bad, frustrated, and sometimes we lose hope; sometimes this discourages us from continuing to do something, even though we can try and understand or bounce back and keep going, etc.

Today we're going to talk about situations that frustrate us, that don't turn out how we thought they would or wanted them to, and we're going to think of some ideas on how to manage these situations.

2 Core

Malala

Open your workbooks to the worksheet "Malala" (see Student Material), and let's read the story together.



After you have finished reading, ask your students to do the activity. Give them a few minutes for this.

- What were Malala's frustrations?

Possible answers: Not being able to study; the girls in her community had no access to education; she lived under a regime that violated her rights and those of the other girls, etc.

- What did Malala do with her frustrations?



Listen to your students.

And now that I'm finishing high school...

Now turn to the worksheet "And Now That I'm Finishing High School..." (see Student Material). Let's read the instructions together, and then you're going to do the activity.



Give them a few minutes to do this. After everybody has finished, depending on how much time is left and your students' characteristics, ask them to form groups of three and share their answers, working together to come up with ideas on how to manage the emotions we feel when facing obstacles and the things they could do to overcome them. If you don't feel this option is suitable, you can ask some volunteers to share their answers with the entire class, and then have them work together as a group to come up with options on how to manage emotions and overcome obstacles in these situations. If you consider it necessary, you can supplement your students' answers to the part entitled "What Can I Do?" using the following ideas:

- *Give it some time and distract yourself to help manage unpleasant emotions.*
- *Manage unpleasant emotions caused by frustration by remembering that the situation will pass, playing sports or engaging in physical activity, or looking for constructive activities to help you relax.*
- *Frustration can also fill you with courage. You can use this courage to make constructive decisions.*
- *Seek advice from someone you trust.*
- *Come up with steps you can take to carry out your plan. If you wanted to be a university-educated professional: work during the mornings and study at night; start by pursuing vocational studies; work for a time and save money so that you can study later, etc.*

3 Wrap-Up

- Why is it helpful to identify and understand frustrating situations?
Possible answers: Because we face them on a daily basis and we need to learn to manage them, to look at them from the right perspective without downplaying them or blowing them out of proportion; because frustration can lead us to do destructive things; if we plan ahead, we can manage them better, etc.
- Are there situations that we can't change, but we need to tolerate? Can you give me an example?
Suggested answers: Yes, in the case of an illness that we will have to deal with for a time or for our whole life; the death of someone we love, etc.

Student Material

Malala⁶

In the province where Malala was born in Pakistan, of the 700,000 children who don't receive an education, 600,000 are girls, who will continue to be denied the right to an education until they are guaranteed the resources and safety necessary to attend school.

In 2012, after suffering an attack on her life due to her struggle for young women's rights, Malala defined her return to school as the most important day of her life. "I am excited that today I have achieved my dream of going back to school. I want all girls in the world to have this basic opportunity," she stated in a press release.



"I miss my classmates from Pakistan very much but I am looking forward to meeting my teachers and making new friends here in Birmingham," declared the young student. Malala will carry out a complete study plan at the school before preparing for the exams taken by all 16-year-olds in Great Britain, where she is now studying. "I am so proud to wear this uniform because it proves I am a student and that I am living my life and learning," said Malala.

This young woman, who has been an activist since the age of 10 and began writing a BBC blog when she was 11, describes the climate of fear created by Taliban followers. Despite being a teenager, she gained first-hand experience of mistreatment at the hands of some Taliban members and spoke out against it, leading her to be viewed as a threat to this extremist religious group.⁷

In an interview, Malala told she and her father Ziauddin lived in constant fear: "We didn't know what the future held for us. We wanted to speak out, but we didn't know that our words would lead to change, that we would be heard around the world. We didn't know just how much power there is in a pencil, a book. And yet, it's been shown that the Taliban, who had rifles and bombs, were weaker than the people with pencils and books."

Malala seemed older than her age because of her fierce defense of women's rights, and her clear political and religious positions, as demonstrated by her words. "I felt it was my duty to call out for girls' rights, for my own, for the right to go to school," said the young woman.

Despite the attacks she has had to endure in order to continue living and defending her position, this young Pakistani continues to believe that there is hope "in a corner of the heart," as she puts it.

Malala was the youngest winner of the Nobel Peace Prize, which was awarded to her in 2014. She lives with her father, her mother, and two brothers in the English city of Birmingham, where she attends a local school.

Reread the story and point out the frustrations Malala faced. What did Malala do when faced with these frustrations?

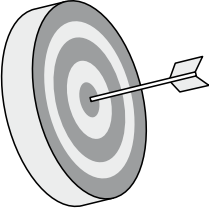
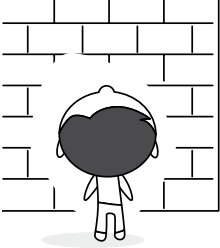

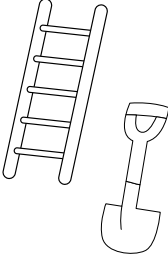
6. Information taken and translated from: <http://www.semana.com/mundo/articulo/cinco-meses-del-ataque-malala-regreso-colegio/337409-3> and <http://www.semana.com/mundo/multimedia/malala-estuvo-onu/350634-3> y recuperados el 20/02/2015.

7. These groups are characterized by the use of religious beliefs to foster hate, discrimination, marginalization, the denial of rights, violence, etc.

(*) Photograph taken from: <http://cdn2.upsocl.com/wp-content/uploads/2014/03/malala-yousafzai-fty.jpg>.

And Now That I'm Finishing High School...

Now that you're finishing high school, you probably have some idea about what you want to do. In the first column, write down what you want to do; in the second, the obstacles that you may face; in the third, the emotions that you may experience when faced with that situation; and in the fourth, what you can do to manage those emotions. What will you do? Do what you want or change what you want? The decision is yours!

WHAT I WANT 	WHAT I MIGHT FACE 	WHAT I WILL FEEL 	WHAT CAN I DO? 
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Stress to your students that reality is not always consistent with what we want or what we have imagined, and that this is normal. An important part of growing up and maturing is learning to accept reality, just as it occurs.
- It is important to reflect with students on the fact that, while there are situations in life that we can't change, we can learn to manage our emotions and tolerate our frustration when faced with them. As adults, it is important that we point out to teens those situations that cannot be changed and which simply need to be addressed in the best possible way, managing the feelings of frustration that they cause in us.
- Likewise, it is necessary to point out to teens those situations that will pass and that will change eventually, encouraging them to manage the frustration they feel at any given time in a positive way.

3 Frequently Asked Questions

• Why is it important to have a tolerance for frustration?

Tolerance for frustration is important because daily life is often far from ideal. We can't learn, grow, or achieve our dreams if we don't learn to tolerate our frustration. If we fail to do this, the actions we take will likely have negative or unexpected consequences.

• What can we do when facing a frustrating situation that we can't change?

It is important that students understand that some situations are not ideal and are not going to change. The important thing is to manage our frustration and accept the things in life that are not going to change.

• What do we gain by learning to tolerate our frustration?

Tolerance for frustration is a skill that is related to positive results in all aspects of our life. For example, it helps us to maintain healthy, respectful relationships with our family members, friends, and partner. Likewise, it helps us to overcome any failures we may experience, achieve academic and professional goals, and, in the long run, it helps us to keep fighting for our dreams when it feels like we aren't making any progress. This will help us to remain constant and continue working to achieve them.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

PERSPECTIVES IN CONFLICT

Today I will learn to...

See the different perspectives in a social conflict to better understand its root and ramifications.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro



Write the following words on the blackboard, in the order they appear:

We see a truth everything is not perspective the.

Using these ten words, try to form a sentence that makes sense. You can use a comma if you find it necessary.



Listen to your students.

The hidden quote is "Everything we see is a perspective, not the truth," attributed to Marcus Aurelius, a philosopher and emperor of Rome.



Ask one of the students who correctly unscrambled the quote to come up and write it on the blackboard. Read the sentence with the group and ask the following questions.

- What does this phrase mean?

Suggested answer: When looking at the same situation, people can have different ways of interpreting it. We all need to identify and understand other people's perspective in order to gain a complete understanding of any given situation.

- Do you agree with this quote? Why or why not?

2 Core

Community

Now let's open our workbooks to the worksheet "Community" (see Student Material) and read the text together.



After you have finished reading, ask your students to do the activities in the worksheet. If you prefer, they can work with a partner to help enrich their answers and ideas. Give them a few minutes to do this.

- Which of the community's human rights are being violated?
Suggested answers: Civil or individual rights. The right to life, since the community members' lives are at risk because of the environmental and water pollution. Their right to a healthy environment is also being violated. Some of the community members probably work in the mines, so their right to dignified work may have been violated.
- What does the community think?
Possible answers: They feel that harm is being done to them, their health, and the environment due to the irresponsible mining practices; that the government needs to act quickly to resolve the situation; that this problem goes beyond each individual and affects them all.
- What do you think the people engaged in informal mining think?
Possible answers: That the system has never helped them and no one cares what happens to them; that they have to look out for the best interests of their children and their families now; that other ways of making a living are harder or out of their reach; that if the government cared about the community, it would provide them with education, healthcare, and jobs; that the environmental problem is the government's responsibility, along with the problem of poverty in the communities, etc.
- What do you think that the people engaged in formal mining think?
Possible answers: That the technical studies on environmental impact prove that they are not the ones responsible for this situation; that their company's image and their relationship with the community is being affected by illegal mining activities; that the government, formal mining companies, and the community in general need to confront this situation to prevent the spread of illegal mining, etc.
- What perspective should the government take?
Possible answers: It needs to enforce the law; investigate those responsible for this situation; put a stop to the situation that is occurring; impose fines and make those who caused harm to the environment remedy the problem, and take the actions and impose the sanctions necessary; protect the community's rights and make others respect them; formalize artisanal and small-scale mining operations and make sure they operate in accordance with the law, etc.

- What kinds of problems are there in your community that can be analyzed from the perspective of the rights being violated or ignored?



Listen to your students and encourage the entire class to identify the rights being violated in each situation.

3 Wrap-Up

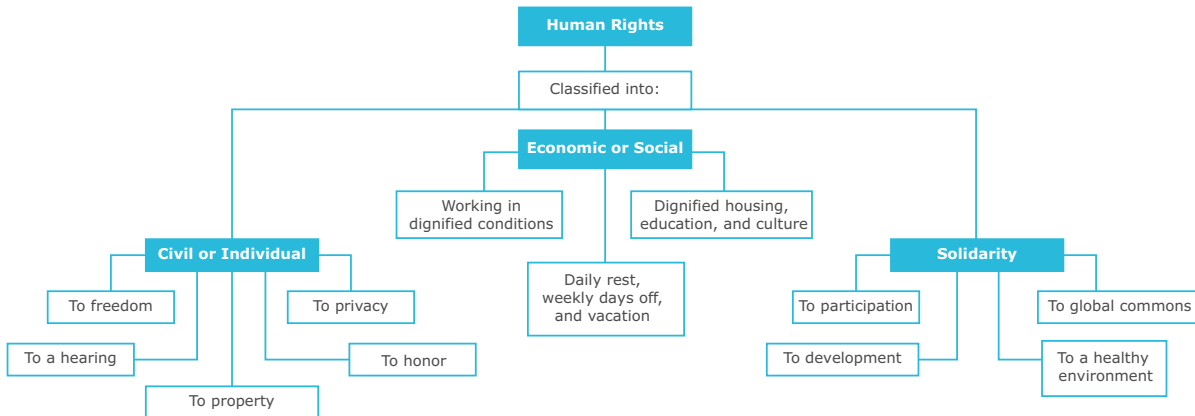
- What kinds of difficulties arise when trying to understand the perspective of another person or group, or the way this person or group thinks and sees things?
Suggested answers: It can be hard to identify what other people or groups think and understand them; when there are drastically different points of view, it may be hard to try to see things the way they do; we might also feel mad over what some people or groups do, and this can prevent us from trying to see things the way they do, etc.
- Why is it important to bear in mind the rights perspective when we want to understand a situation better?
Suggested answers: Because this way we can determine whether rights are being respected or violated; because it helps us to be fair and equitable, and to promote the exercise of rights for all, etc.

Student Material

Community

A rural community that lives near the main river basin in their region filed a public complaint with the government over the effects of the mining activity. This activity has been going on in the area for years now, mainly illegally, and its pollution is causing serious health and safety problems. The community leaders created a water quality monitoring plan for areas where natural resources are extracted. The two main sources of pollution are the illegal mining and coal production that are carried out in the hill in the area. The community has carried out several campaigns to clean up and take care of the river basin, but this hasn't been enough. "The tributaries that empty into the river are extremely polluted. The water has turned black and you can see sediments and pollution, whether due to arsenic, cadmium, or copper," says the community leader responsible for the public complaint. "As a rural community, we have carried out clean-up campaigns, and we're currently seeking the help of the ombudsman's office in denouncing those responsible for this problem, which has polluted our area and our space. We hope that the authorities can solve this problem immediately."

In the following diagram, circle the human rights of this community that are being violated or ignored:



In the following table, indicate the perspectives of each party involved in the situation:

What does the community think?	
What do those engaged in illegal mining think?	
What do those involved in informal mining think?	
What do those involved in formal mining think?	
What should the government's perspective be?	

Concepts, Tips and FAQs

1 Key Concepts

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

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

Social awareness: Ability to empathize and see things from the perspectives of people from different contexts and cultures, so that we understand the norms of social and ethical conduct and recognize support resources available from family, at school, and in the community.

Social responsibility: Being active, caring, and responsible members of our social and political community (Berman, 1997). It means feeling connected to people in need, being thoughtful in analyzing social problems, having the vision to imagine solutions, and acting with courage to make it happen (Berman, 1997).

2 Tips for Teachers and Parents

- Whether at school or at home, it is important for teens to have the chance to get to know other cultures and ways of seeing the world. Contact with people from different religions or who come from different parts of the country or the world will open youths' minds and allow them greater flexibility in identifying perspectives.
- It is very important that teens have contact with real problems in their own communities, as well as other communities, allowing them to identify different perspectives and offering their own points of view. This will help them realize that they are able to get involved and create social change.

3 Frequently Asked Questions

- **What is the relationship between seeing things from other people's perspectives and social awareness?**

The ability to understand how a community, a political party, a group of activists, or others think or feel will enable teens to assume a stance, gain a broader understanding of complex situations, and develop their ability to see from multiple perspectives, while also promoting social justice and equality.

- **Why is seeing things from a rights perspective important for social awareness?**

Because the exercise of rights fosters equality and social justice. It is vital that young people be able to identify when rights are being respected or violated so that they can take a critical and active position in order to defend them, when necessary.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

IN THE WRONG PLACE

Today I will learn to...

Use my empathy to guide my sense of social responsibility.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Have you ever felt sadness or sorrow because of a situation that another person was going through? Would any of you like to tell us about that time?



Listen to one or two stories.

2 Core

Is He Playing?

Let's open our workbooks to the worksheet "Is He Playing?... No, he's working!" (see Student Material) and perform the suggested activity after looking closely at the photograph.



After everybody has finished, continue.

- What emotions did you identify in the child?
Possible answers: Sadness, fear, worry, etc.
- What emotions did you experience and what did you feel?
Possible answers: Anger, frustration, indignation, sadness, worry, sorrow. They may have felt that the situation is quite unjust or that the adults who make the child work are abusers. After listening to answers to these two questions, ask, "Why are these stories presented under the title 'In the Wrong Place?'" Listen to some answers and sum up your students' ideas. Add to their points where necessary, based on the following guidelines.



Listen to your students.

In the Wrong Place

Now we're going to look at the next worksheet, "In the Wrong Place" (see Student Material). Let's read the two stories and the article together, so that you can do the activity afterwards.



After everybody has finished, ask your students to read the parts they underlined and comment on the emotions they felt.

During this part of the activity, it is important to emphasize those emotions that show that the students reject forced child labor.

- Why are these stories presented under the title of "In the Wrong Place"?
Possible answers: Children and teens must be protected by adults and the state; they should be studying, not working; a proper education and adequate care allow them to develop with physical, emotional, and social wellbeing; child labor is a social injustice; some children and teens grow up in optimal conditions for their development, while others do not, etc.
- What other injustices do you see in your surroundings, your community, or your country?
Possible answers: Poverty; some people have a great deal of material wellbeing while others do not; neglect of senior citizens; neglect of indigenous groups, etc.

3 Wrap-Up

- Why is it important to take into account other people's emotions and feelings?
Suggested answers: Because this helps us to understand them; if they feel happy or joyful, we know that they are experiencing positive things, but if they feel sad or worried, this helps us to recognize that they need support or help.
- How does thinking of other people's feelings help us develop our sense of justice?
Suggested answers: We can identify injustices and show solidarity, express our disagreement in pacific ways or do something to improve or change the situation.

Student Material

Is He Playing?... No, He's Working!⁸



Observe the picture closely for a minute. Now answer the following question: What emotions do you think this child is feeling?

What emotions are you experiencing and what do you feel when you observe the child's situation?

8. Photograph taken from the United Nations (UN) News Center: <http://www.un.org/spanish/News/story.asp?NewsID=29696#.VM-i2GiG-So>

In the Wrong Place

Underline the parts that make you feel one or more emotions. In the margins, draw a doodle that represents those emotions.

A Glass Chip Fell in My Eye⁹

My name is Bertha, and I'm 14 years old. I've been working in a glass factory for over a year now. Another girl and I pack drinking glasses, other girls check them, and others stack the boxes. I like my job. I prefer doing this than wandering the streets. There are people to talk to here, and anyways, we get out of work at five and we can go home. We get paid minimum wage, plus production bonuses. About a month ago, something fell in my eye. It really hurt, so they took me to see the staff doctor. He examined me and said it was just a chip of glass that had grazed my eye, but that it was nothing serious. The thing is that it hurts a lot, especially when it's sunny out. But I went back to see the doctor again and he says I'm just jumpy. Just in case, I'm going to buy some sunglasses, because my eye is getting redder and redder.

I Don't Play Because I Don't Have Time

My name is Andrea and I work in an office. I'm 12 years old. It's my job to clean and do errands for the office: go pay the bills for the electricity, water, phone, and everything else. I go to work every day at 9 a.m., and I get out in the afternoon, but I don't have a specific time I get off. I leave when my boss tells me I can go. She's the owner of the office, and she's also my mom's boss. At noontime, I go eat at the home where my mom works, at the boss's house, which is far away... When I get there, they always make me sweep the floors, water the plants, and wash the windows and the cars. They pay me well. They give the money to my mom. Before I started working there, I spent all my time watching TV, until one day my mom said, "You're going to work for my boss instead of lounging around here all day." So I started working. Now I only watch TV on Sundays, because on Saturday I have to go with our boss to the market, and we get home really late. I have my primary school diploma, so I'm just waiting to grow up a little before I start working in a factory or finish school so I can get a better job. That's how I spend my days. I don't play games or anything at all, because I don't have time.

Big Business

Several years ago, the international press reported that major multinational companies (including well-known brands of clothing and athletic shoes) were employing children at their factories located in developing countries. According to the articles published, the exploitative conditions at those factories were terrible. Violating children rights, these companies were able to manufacture goods at much lower prices.

9. These stories were taken and adapted from: <http://www.mediavaca.com/index.php/es/colecciones/ultimas-lecturas/153-no-hay-tiempo-para-jugar>.

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Schools must provide academic spaces for debate over social injustices. It is important that students be familiar with and discuss government initiatives and bills aimed at overcoming these injustices, and educate them about how they can get involved and participate in government.
- One way to learn empathy is to feel that others express empathy toward us. Listen to teens and reflect their feelings back by saying things like "I can see you feel really sad." Seeing their emotions recognized will help them experience others' support.
- Social or community work done by teens with children or animals is a pedagogical form of practicing empathy.

3 Frequently Asked Questions

• **Is empathy a skill that teens can improve with practice?**

Some teens may find it harder than others to improve their empathy. Some of the factors that explain this difference include: personality; experiences during childhood; and the models they have had. Teens can increase their empathy with practice, but this requires a constant effort to put themselves in others' places. Roleplaying games that allow teens to experience others' emotions can be extremely helpful for this purpose.

• **What is the relationship between empathy and social sensitivity?**

Empathy is the foundation for a healthy and democratic coexistence. People who feel empathy are more cooperative and better able to regulate their emotions by recognizing, understanding, and validating others' emotions. Empathy helps us to develop greater sensitivity to others and their experiences, which goes hand-in-hand with an ethical and social development that emphasizes respect for all human beings and their rights. Some authors call empathy "our social glue."

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

MY SKILLS, OUR COMMUNITY

Today I will learn to...

Use my skills to make my community a better place.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Do any of you:

- Know how to play a musical instrument?
- Play a sport?
- Know how to grow plants, fruits, or vegetables?
- Know how to do a craft, draw, or make any kind of art?
- Know how to use a computer?
- Would any of you like to share your abilities with others?



Listen to your students.

2 Core

Anonymous Heroes: Escape

Let's open our workbooks to the worksheet "Anonymous Heroes: Escape" (see Student Material). Let's all read together.



After you have finished reading, ask the following questions.

- What did you find most interesting about "Escape"?

Possible answers: It's a children's music group and a project that teaches children and young people to play music in workshops; they help children and teens to develop their abilities and distance themselves from risk situations, etc.

- What do you think they decided to call it “Escape”?
Possible answers: Because it’s a vulnerable community, with many needs, and both children and teens are at risk of joining gangs, getting involved in the consumption of psychoactive substances (including alcohol), dropping out of school, etc. Giving them something constructive to do with their time helps keep them out of risk.
- Why are the youths from “Escape” anonymous heroes?
Possible answers: Precisely because they do work that changes—and even saves—lives, and no one else knows about it. Let’s turn to the worksheet “I’ve Got What It Takes!” and do the activities.



Listen to your students.

Now let’s turn to the worksheet “I’ve Got What It Takes!” (see Student What we’ll need is...) and do the activities.



After everybody has finished, ask them to form groups of three. Each student will tell the other group members about: (i) the problem that they would like to help overcome; (ii) why they picked that problem; and (iii) the skills they think they could use.

Afterwards, invite your students to tell the whole class about the problem they chose and their abilities.

- What conclusions can you draw from this activity?
Suggested answer: We can all make our own contributions to overcoming social problems. This doesn’t mean that we relieve the government of its responsibility, but simply that we can each do our part from right where we are.

3 Wrap-Up

- What arguments would you use to convince primary school students to help each other out instead of competing with one another?

Student Material

Anonymous Heroes: "Escape"¹⁰

"Escape" is the name chosen by five young people for the initiative they created, and which is now changing the lives of many children in their community. It all started a year and a half ago, when a mutual interest in music brought them together and they decided to take this interest to their community, so that others had a chance to engage in cultural expression. To make their goal a reality, they had to make a plan to buy the musical instruments necessary to organize music workshops. They now have guitars, a bass, and a drum set, and they are raising funds to buy microphones, a mixing console, and baffles. These youths have no plans to stop! After that, they want to get a piano and a keyboard to expand their music group, along with the workshops they hold in their community with children and youths.

This process has required them to educate themselves more so that they can educate others on musical expression. For the community, the changes brought about by this group of youths have been visible. The youths who take part in the "Escape" program say that "...the time that we used to spend not doing anything, we now spend educating ourselves and educating others. The time we used to have free, we now occupy with the responsibilities that each of us takes on"; "...I used to get up to no good, but I was always interested in music, so I took a two-month workshop and I decided to keep learning. That's how I ended up joining the project. Now I spend all my free time on music."

There are currently around thirty children involved in the workshop, and the project also works with youths between the ages of 17 and 20. These youths have made for a new experience and new challenges: "...they want to learn more and more, so in addition to the classes they receive, they teach themselves and use tools like the internet to become better and better musicians."

These youths are filled with hope and expectations. They want to continue bettering their craft as singers and musicians. They want to record their songs and help others to record. Not to mention that they want to continue with the project so that more young people will be encouraged to get involved in the arts, helping others, and providing an "escape" route from their daily lives.

Where before, there was a rift between the people in the neighborhood, these projects have encouraged people to come out and get to know others, making "the community more of a community."

10. Taken and adapted from: <http://www.techo.org/colombia/opina/una-iniciativa-de-jovenes-para-jovenes>.

I've Got What It Takes!

Identify some of the skills you have developed up to this point in your life that you could share with others. Sometimes, it isn't easy to recognize these abilities. To help you, you will find a list below in which you can underline the skills you have. Of course, this list doesn't contain all the skills in the world, so a few lines have been provided at the end to fill in any skills you may have that are not listed here.

- I know how to be nice to others and I have an easy time making them feel accepted.
- I feel sad when I see someone suffering and I get the urge to help.
- I'm good at sports.
- I know how to play a musical instrument.
- I can sing.
- I'm talented at one or more classes in school.
- I'm fun. I have a knack for making others laugh without making fun of anyone.
- I'm good at crafts or I'm a good electrician or mechanic.
- I have an easy time relating to children.
- I have an easy time relating to adults.
- I have an easy time relating to other young people.
- I have an easy time getting people to go along with my ideas.

Now list some needs or problems you have observed in your community. You can split them up by age groups in order to then decide what you would be good at and what you would like to help with.

Children	Teens and Young People	Adults	Senior Citizens

Can you think of any problems that affect the community as a whole?

Lastly, write the problem you would like to help overcome (pick only one). Beside it, write the skills you have that would help you do this.

Concepts, Tips and FAQs

1 Key Concepts

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

2 Tips for Teachers and Parents

- It is vital to remember that all human beings have the freedom to decide whether or not they want to accept the help that we are offering them. Sometimes we make a mistake in identifying the kind of help that someone needs. It is important to make sure the person we think needs help responds positively to our offer before proceeding.
- Both at home and in school, it is important to encourage teens to think about how their actions can have a positive (or negative) impact on the society of which they form part.
- Planning community work in which teens feel they can make a difference with their actions is the best way to help them develop and practice prosocial behavior.
- Agreements should be reached in each class regarding prosocial behavior toward classmates, teachers, and other people at school.

3 Frequently Asked Questions

- **How is prosocial behavior related to social awareness?**
These are two aspects that should go hand-in-hand in the life of every young person and adult. Social awareness without prosocial behavior may make a person critical but uncommitted to specific actions that help change reality.
- **What is the difference between prosocial behavior and charity?**
In some ways, performing “charity works” puts people in positions of superiority and inferiority. Prosocial behavior involves a situation of equality and dignity. For example, in a group governed by cooperation, each person makes an effort to achieve a common goal in equal conditions. All of us need someone to console or help us at some point in our lives. This does not make us inferior. It makes us human.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

A GOOD DEBATE

Today I will learn to...

Debate ideas listening and understanding well the other's arguments and point of view.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

An ancient Arabic proverb says "If I listen, I have the advantage; if I speak, others have it." Write this proverb on the blackboard.

- What do you think this proverb means?

Suggested answer: That you can make more mistakes when speaking than by keeping quiet and listening.

- What do you think about the message behind this proverb?

Possible answers: You have to really watch what you say; think carefully about the arguments or ideas that you want to communicate to others; if you're not sure about what to say, it's better to focus on listening.

2 Core

Debates

Today we're going to hold a debate in which we will practice active listening strategies. First, we're going to pick the debate topic. I'm going to propose three topics and you're going to choose one of them. Let's take a quick vote by raising your hands. I'll write the three topics on the blackboard and then we'll vote:

1. Social media: is it a help or a hindrance in maintaining good personal relations?
2. Do you think violence in the media encourages acts of violence in real life?
3. Should human beings stop eating animals and become vegetarians in order to help protect animals?



After voting, erase the other topics and leave only the topic they chose for the debate on the blackboard.

Now let's open our workbooks to the worksheet "My Arguments" (see Student Material). I'm going to give you a few minutes to do the activity.



After everybody has finished the activity, divide the students up based on their opinion on the debate topic they chose: 1. It helps/it's a hindrance; 2. They do encourage violence/they don't encourage violence; 3. Yes/no.

Organize them into groups of four students with the same opinion on the topic and ask them to share their arguments amongst themselves. The idea of this part of the activity is for them to consolidate and enrich the arguments or ideas that support their opinion on the issue.

Now we're going to form two big groups, divided up based on the two opinions on the topic we chose. Now listen carefully to the rules of the debate:

- We're going to use the ping-pong technique: a person from one of the groups will offer their argument and then a person from the other group will give a counter-argument or one of their own arguments. Only the person holding this object (this can be a marker or something similar) in her hand can speak. Neither side can offer two arguments in a row.
- Responses shall be aimed at arguments and not at people. Instead of saying "You're wrong," it's better to say "That argument may be refuted by the idea that..."
- Before expressing your argument, summarize or use your own words to describe the previous argument offered by the other group.
- You can use one of your turns to ask questions in order to clarify an argument given by the other group. These questions should not be aimed at attacking the argument, only clarifying it or going into greater depth.



Hold the debate, making sure it is carried out in an orderly fashion and that the rules are followed. Pause where necessary to remind students of the rules. Stop the debate ten minutes before class ends.

- Which of the other group's arguments did you think were good?

3 Wrap-Up

- How does it help to practice active listening strategies when we disagree with another person's argument?

Suggested answers: Paraphrasing or summarizing what the other person says makes us really pay attention to what they have to say; focusing our response on their arguments (and not the person) helps us show respect for other people and avoid harming our relations or hurting others (offending them, yelling at them, etc.); asking questions makes it possible to clarify points and go into more depth about what the other person is saying, etc.

- What are some of the difficulties we face (or we might face) if we try to practice active listening when we disagree with what the other person says?

Suggested answers: Sometimes we get too excited about our own ideas and that makes it hard to listen; other times, it might feel more like we're defending ourselves than discussing arguments, which also makes it harder to listen. When this happens, it's better to leave the discussion for later, when we can debate more rationally and calmly.

Student Material

My Arguments

Write the issue you decided to debate:

Below, note down your answer and justify it by giving at least two ideas or arguments that support your answer:

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- As adults, we sometimes tend to be radical in our ideas or positions on certain issues. Although it is very important to be clear on our ideas, being radical may cause us not to understand other positions. It is necessary to be flexible in our thinking and understand that the world and life are diverse. Absolute truths do not exist.
- It is very important for teens to come into contact with people with a wide range of thoughts and experiences. For example, becoming familiar with the thoughts and beliefs of different religions from around the country and the world through people who practice those faiths, or different political thoughts, encouraging students to paraphrase, ask questions, identify different arguments, etc., will help them develop skills such as active listening, seeing from other people's perspectives, and empathy, as well as fostering flexible thinking.
- Likewise, in family settings, we tend to only interact with people similar to us in terms of beliefs and customs. It is important to have contact with a diverse range of people, since this enriches our lives and fosters flexible thinking, which is a wonderful educational experience for teens.

3 Frequently Asked Questions

• Why is it important to practice active listening skills?

Active listening is an acquired skill, which means that it takes practice. Listening actively to other people can make it easier to understand their thoughts (which also calls for the ability to see things from others' perspectives) and feelings (which also calls for empathy). Active listening can help us to solve conflicts more effectively and it can aid us in establishing profound connections with others.

• Can teens really improve their active listening skills?

Some teens may have a harder time perfecting their active listening skills compared to others, but all of them can improve with practice. It is quite common for teens to have difficulties listening to others, since, while the other person is speaking, they tend to think about what to say in response rather than focusing on understanding, confirming, or connecting with the other person. For this reason, teens can benefit enormously from specific practice activities that involve these components of active listening.

- **Why is it important to practice active listening in debate situations?**

Active listening, and the strategies of understanding, confirming, and connecting, are extremely important in general. They are especially important in situations in which there are conflicting opinions, as in the case of debates. It is highly challenging to use these skills when faced with differences in opinion and emotions are running high. As such, active listening requires other skills developed in the program, such as recognizing and managing emotions.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

ASSERTIVE THINKER

Today I will learn to...

Assert my thinking over groupthink to avert a faulty decision.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Children often have trouble saying "NO" in a good way and this causes problems such as giving away or lending their things when they don't really want to, for example. Do you think it is still hard to say "NO" at your age? Can you give some examples of times when it is hard to say "NO"?



Give your students a few minutes to think this question over and then listen to their answers.

2 Core

Let's open our workbooks to the worksheet "Groupthink" (see Student Material) and read the text together.

- What is groupthink?

Suggested answers: It's when there is pressure to make decisions involving all of the group's members. These decisions are generally risky and it is difficult to oppose or reject the group's idea.

- Can you think of any examples you may have witnessed, experienced, or seen in a movie or book?



If no one offers an example, you can give them the following one yourself: "For example, when a group of fans of a sports team decides to attack another group just because they support the rival team."

- How can we resist groupthink?

Suggested answers: By walking away, distancing ourselves from the group, openly expressing our disagreement, resisting even if we are rejected and have to look for a new group to belong to, etc.

Now let's turn to the worksheet "Assertive Thinker" (see Student Material) and read the text in the boxes. Now you're going to practice being assertive thinkers. I'm going to give you a few minutes to do the activity in the worksheet.



After everybody has finished, listen to some answers. Offer feedback on your students' answers, making sure the actions they suggest are firm and express what they think and want without using aggression. Below are some ideas that may help you complement your students' points:

- **Revenge:** *"Milagros, what you're thinking about doing might get you in a lot of trouble. I care about you, but I'm not going to have anything to do with this plan. I know you're feeling hurt, but I don't think this is a good idea"; "Milagros, no one stole your boyfriend because no one is anyone else's owner. I'm not going to get involved in this. I think you need to just forget about it all," etc.*
- **The Changed Grade:** *"I don't think this is a good idea. We could get expelled from school. I'm not going to take such a big risk, and I would suggest you to not do it, either."*
- **The Fans:** *"I don't think fighting shows how much we love our team, so I'm not going to be a part of this. We might get hurt or hurt someone else. I refuse to get involved in these kinds of problems, and I don't think you should do it, either."*

3 Wrap-Up

- Do you think the idea of being an "assertive thinker" could work for you? Why or why not?
- Have you ever been the assertive thinker with your group of friends, family, boyfriend or girlfriend, or other people?

Student Material

Groupthink"

The psychologist Irving Janis dedicated his career to studying why people sometimes make worse decisions when they are in groups, compared to decisions made on their own. He called this "groupthink." This occurs when a group makes faulty decisions and all of its members go along with them. According to the psychologist's findings, this happens because group pressures lead to a deterioration of individual "mental efficiency" and judgment on the correct or incorrect course of action. A group is more prone to groupthink when its members are similar in background, when the group is insulated from outside opinions, and when there are no clear rules for decision making.

Janis found some indicators or symptoms of the existence of groupthink in a group: the group believes itself to be "invulnerable" and professes an excessive optimism that encourages taking extreme risks; they believe in the rightness of their causes; the group members are under pressure not to express arguments against any of the group's opinions or decisions, among others.

This means that the group members conform to the groupthink. Conformity refers to the desire to be like others, which can lead us to change our own ideas or actions to feel like we belong. During adolescence, we are more prone to conform with groupthink because it is very important to us to be accepted by a group.

Assertive Thinker

An assertive thinker is one who reasons better, tries to get the friends from his group to avoid doing things that may have negative consequences for themselves or others, and who communicates his thoughts clearly and firmly, without resorting to aggression.

We can all be assertive thinkers. For each one of the following situations, write what an assertive thinker might say:

Situation 1: Revenge

Milagros thinks Cecilia stole her boyfriend. She meets up with a group of friends to plot her revenge. Milagros wants to hurt Cecilia.

What would an assertive thinker say?

Situation 2: The Changed Grade

Raj found the gradebook of one of his toughest teachers, who writes down students' grades in pencil. Raj is with five of his friends, and they all want to change their bad grades in the gradebook and write in good ones.

What would an assertive thinker say?

Situation 3: The Fans

Gabriel, Andrea, Janak, and some other friends are all fans of a certain soccer team. They know that some other students at their school are fans of a rival team, and some of them want to challenge the other kids to a fight in order to prove who loves their team more.

What would an assertive thinker say?

Concepts, Tips and FAQs

1 Key Concepts

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

Group or peer pressure: The social influence a peer group exerts on its individual members, as each member attempts to conform to the expectations of the group.

2 Tips for Teachers and Parents

- For teens, the sense of belonging to a group is fundamental. Belonging to a group gives teens security, a reference point, and the feeling of being part of something. This occurs at a stage marked by instability in the development of identity, turning into a priority for many young people. As such, conforming to a group is a common, ongoing phenomenon. Talking with your children about what they do with their group is a good chance to ask them questions that help them reflect on the risks they take and whether or not these risks are worth it.
- It is very important to help students recognize that being assertive does not mean sacrificing friendships. On the contrary, it helps consolidate them. True friendship and healthy bonds revolve around respecting and valuing people just as they are, despite any disagreements or discrepancies.
- This lesson addresses certain risk behaviors such as cheating on grades or becoming involved in other negative actions. Other risk behaviors include sexual experimentation, consumption of drugs and alcohol, and missing school without a good reason. Reflecting on risk behaviors, in family settings and at school, is one of the best ways to help protect teens.
- During this lesson, students may reveal personal information on risky behaviors that worry them or incite emotions. In such cases, it is important to talk to them privately after class and refer them to the school psychologist, or someone else who can help them. If you think s/he could be in danger, talk to your principal and find out what to do.

3 Frequently Asked Questions

• How negative is conforming to a group?

Conforming to a group is a human necessity. By abandoning our individuality and being recognized as part of a group, we satisfy one of our most important needs: the sense of belonging. It is important to set limits in this process. Belonging to a group and identifying with it does not mean that we have to agree with all of that group's ideas. If conforming to a group is combined with the notion of diversity, it becomes possible to construct a sense of coexistence that places priority on common accords and decisions, without affecting each person's individuality.

- **Can we all develop assertive thinking?**

Assertiveness is a skill that all of us can develop, starting at a young age. The development of assertiveness is preceded by self-awareness, the recognition of emotions, and the recognition of others. Once these skills have been developed, it becomes possible to defend our own rights and those of others, and recognizing the way in which a situation causes other people discomfort, unease, or pain. In order to be assertive, we need to first develop an internal alert that lets us know when a situation is dangerous or negative for us and others. Our bodies and our emotions can alert us that the situation must be stopped, instead looking for other possible alternatives that prioritize our own wellbeing, as well as the common good.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Conflict Management

DESTEREOTYPING CONFLICT

Today I will learn to...

Pinpoint and challenge gender stereotypes when they affect my relationships.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

To start today's lesson, I want you all to think about the following situation: "Some families have conflicts because the boys don't have to help out with house chores, while the girls do."

- Why do you think these conflicts arise?

Possible answers: The daughters must feel that the situation isn't fair to them and that they're being discriminated against; they probably express their disagreement, whether to their parents or their brothers, and that's where the conflict occurs.

- What do you think about this kind of situation?

Possible answers: The situation is unfair and unequal; it's the result of mistaken social and cultural beliefs about what men's duties are and women's duties are, etc.

2 Core

Why can't men cook?

Let's open our workbooks to the worksheet "Why Can't Men Cook?" (see Student Material). Together, we're going to read the situation presented there and learn how the main character handled it.

- What do you think about the way Miguel handled the situation?

Possible answers: Miguel managed the conflict constructively, even though Raj was trying to offend him and everyone else supported Raj; Miguel expressed his way of thinking firmly and confidently, and questioned a mistaken social and cultural belief about gender roles.

Does being in love mean giving up who you are?

Now let's turn to the worksheet "Does Being in Love Mean Giving Up Who You Are?" (see Student Material). Working with a partner, you're going to read the situation and plan the conversation that Carla is going to have with Marco.



Give them a few minutes to do the activity and then, listen to some of the conversations prepared by your students. Supplement their points where necessary, using the following ideas as a guideline.

- What is going on?
Suggested answer: Marco, you're trying to control my life and make very personal decisions for me, like the way I dress; I really like you, but that doesn't give you the right to behave this way.
- How do I feel?
Suggested answer: Your attitude really bothers me; it makes me feel sad, mad, frustrated, etc.
- Do we need to apologize?
Suggested answer: I feel like you owe me an apology for your behavior, but it's up to you to think about whether or not you want to apologize.
- How can we solve this?
Suggested answer: For me, a health, positive relationship between two people is based on respect for each person and the way they are. There is trust, and no one tries to control the other. I only want to stay with you if we can have a relationship like that. Otherwise, I would prefer to end this relationship.
- How can we act from now on?
Suggested answer: This is an opportunity to have a good relationship or to end this now if you don't have the same ideas as I do about what a healthy relationship should be.

3 Wrap-Up

- Why are the conversations we saw today a good way to handle conflicts constructively?
Suggested answers: Because we say what we think and we defend our own rights without hurting others; if other people understand our point of view, the relationship will be better, etc.
- What happens in a society when people manage their conflicts with physical, verbal, or psychological aggression?
Suggested answer: Violence breeds more violence.

Student Material

Why Can't Men Cook?

It was a Saturday morning. Raj, Julio, and some other friends were waiting for Miguel at school so they could work on a group assignment. Miguel was going to get there late because he was cooking for his little brothers, since his mom had to leave early for work, like every other day, and that was his way of helping her. Only Raj and Julio knew about this situation.

When Miguel arrives, Raj says to him, "Hey little girl, what did you cook for us today?" All of his groupmates laughed, even Julio. Inside, Julio thought the comment was dumb, but he was worried that everyone else would make fun of him, too, if they discovered that he also likes to cook and that he really likes making lunch for his family on Sundays.

Read below how Miguel responded to the situation:

What is happening?

I don't believe it's right to think that cooking is only for women. I think all housework is for both men and women. And anyway, there are lots of great male chefs in the world. I like to cook and help my mom out. Finally, it doesn't bother me if you call me "little girl," because I know I'm not.

How do I feel?

I'm really irritated. It makes me sad that people so young think that way...

Do we need to apologize?

I think you owe me an apology...

How can we resolve this?

I'd like you to stop making comments like that, and stop trying to make fun of me.

What agreement have we reached?

YOU DO NOT NEED TO WRITE ANYTHING HERE.

How can we act from now on?

I'll always defend my ideas calmly. I think there are ideas that do us more harm than good as a society and I won't sit by quietly while people try to impose them.

Does Being in Love Mean Giving Up Who You Are?

Carla and Gaby are best friends. They tell each other everything and they trust each other completely. Carla has been going out with Marco for a month. Gaby is happy that Carla has a boyfriend. One Saturday, both friends ran into Marco in the street, and when he saw the skirt Carla was wearing, he started to yell at her because he thought it was too short and she had decided to hang out with her friend without telling him anything. He "ordered" her to go straight home and told her he would come by later to see her.

At the time, Carla didn't say anything to him, but now she's at home planning the conversation she is going to have with Marco...

What is happening?
How do I feel?
Do we need to apologize?
How can we resolve this?
What agreement have we reached?
YOU DO NOT NEED TO WRITE ANYTHING HERE.
How can we act from now on?

Concepts, Tips and FAQs

1 Key Concepts

Aggression: Behavior that causes psychological or physical harm to another individual (APA, 2015). This definition focuses in the effects (harm) of the behavior and not in its intent. If one causes harm involuntarily to another person, it is considered an aggression.

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

Conflict management: Limiting the negative aspects of conflict while increasing the positive aspects of conflict so as to enhance learning and group outcomes (Rahim, 2002). According to Rahim (2011), to achieve this we need to have concern for ourselves and for the others involved, and collaborate to reach a mutual and acceptable solutions through openness, exchange of information, and examination and exploration of differences.

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

2 Tips for Teachers and Parents

- Some of the beliefs that we have learned from our social surroundings can cause conflicts to arise or make them more complicated. However, it is necessary to bear in mind that conflicts are a chance to improve and grow as human beings. No matter how old we are, we can always question our beliefs and change them when necessary. It is very important to be careful about what we transmit to teens and how these ideas may have negative effects on their lives and perpetuate the social problems that have plagued us for most of our history.
- Given that teens are at a point in their lives when they start to think more about their identity, they are likely to have many preconceived ideas about gender roles as a result of the way in which they were raised and their own sociocultural backgrounds. It is critical to debate and challenge gender stereotypes, since many of these ideas cause inequality and violence.
- As parents and teachers, we need to ask ourselves “What beliefs, attitudes, and behaviors on gender roles in our society are we transmitting to our children and students?” In some parts of the world, the murder of women by their partners is a frequent occurrence. Many of these situations are rooted in the rigid gender perspectives that we transmit as a society.

3 Frequently Asked Questions

- **Why is it important to understand and discuss gender stereotypes?**

Understanding the ways in which gender stereotypes can interfere with healthy friendships and romantic relationships is very important in order to help teens to learn how to resolve problems and be more aware of other people's points of view. One of the goals of this lesson is to raise awareness among students regarding the way they see things and how other people see those same things.

- **Why do teens have to learn to manage interpersonal conflicts?**

Many times, teens do not reflect on their own behavior or manage their interpersonal conflicts constructively. It is important to ensure that students have the tools to manage their interpersonal conflicts, since this will have a positive impact on their relationships with others and their sense of personal wellbeing. Furthermore, the constructive management of conflicts fosters personal growth, promotes a culture of peace, and significantly improves a harmonious coexistence at school.

- **Can teens really improve their conflict management skills?**

Although some teens may know how to manage their conflicts better than others, all of them have the ability to improve this skill through practice and learn from each other. The more they practice these skills, the more chances they will have to improve them.



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

GROWTH MINDSET FOR LIFE

Today I will learn to...

Think of my life plan with a growth mindset.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Do you think life can be planned? Meaning that each one of us can put together a life plan? Why or why not?



Listen to your students and supplement their answers using the following information as a guide: Life CAN be planned by making decisions, setting goals based on our dreams and wishes, and planning how to achieve them. For example, we can decide what we want to study, where we want to do it, whether we want to get married, whether we want to have children, at what age we want to have them, etc. This means that all of us can have a life plan. Things may happen in life that were not part of our plans. Sometimes those things can bring us closer to our goals, while other times they may prevent us from reaching those goals for some time, but if our goals are firm, we will get back to working toward them at some point.

2 Core

Let's open our workbooks to the worksheet "Two Mindsets" (see Student Material) and read what it says together.



When reading the worksheet, emphasize the differences between a fixed mindset and a growth mindset. After you have finished reading, ask the following question and listen to your students.

- Why do you think it's important for our life plan that we have a growth mindset?
Possible answers: With a growth mindset, we won't be afraid of challenges. Instead, we'll be ready to take them on. We'll make as much effort as necessary, because we'll know that's the way to achieve what we want. We'll overcome all obstacles, because we'll look at them as a natural part of the process. We'll learn from criticism and the success of others, etc.

Now let's turn to the worksheet "Growth Mindset for My Life Plan" (see Student Material). There, you'll have to do the following:

1. First, write three goals that form part of your life plan. These goals can be related to any aspect of your lives: social, family, sentimental, academic, professional, as citizens who form part of a country, etc.
2. Then, go to whichever growth mindset station you want. There, you'll have to:
 - Write whether each one of your goals represents a challenge for you.
 - Write an obstacle you may encounter for each one of your goals and a few ideas about how you could overcome those obstacles.
 - Write the areas on which you'll have to focus your efforts for each one of your goals.
 - Write how you'll use criticism to your benefit and what you can learn from others who have achieved similar goals.

I'm going to give you a few minutes to do the worksheet.



After everybody has finished, ask them to find a partner and share their goals and their answers on how they will apply a growth mindset to achieve them. Tell them that they can help each other out; for example, they can suggest what to do about obstacles or criticism, or what they can learn from people who have already achieved similar goals. After they finish sharing, ask the questions below and listen to your students.

- What will you do with the obstacles you may encounter?
- What about any criticism?
- What can you learn from those who have already achieved similar goals?

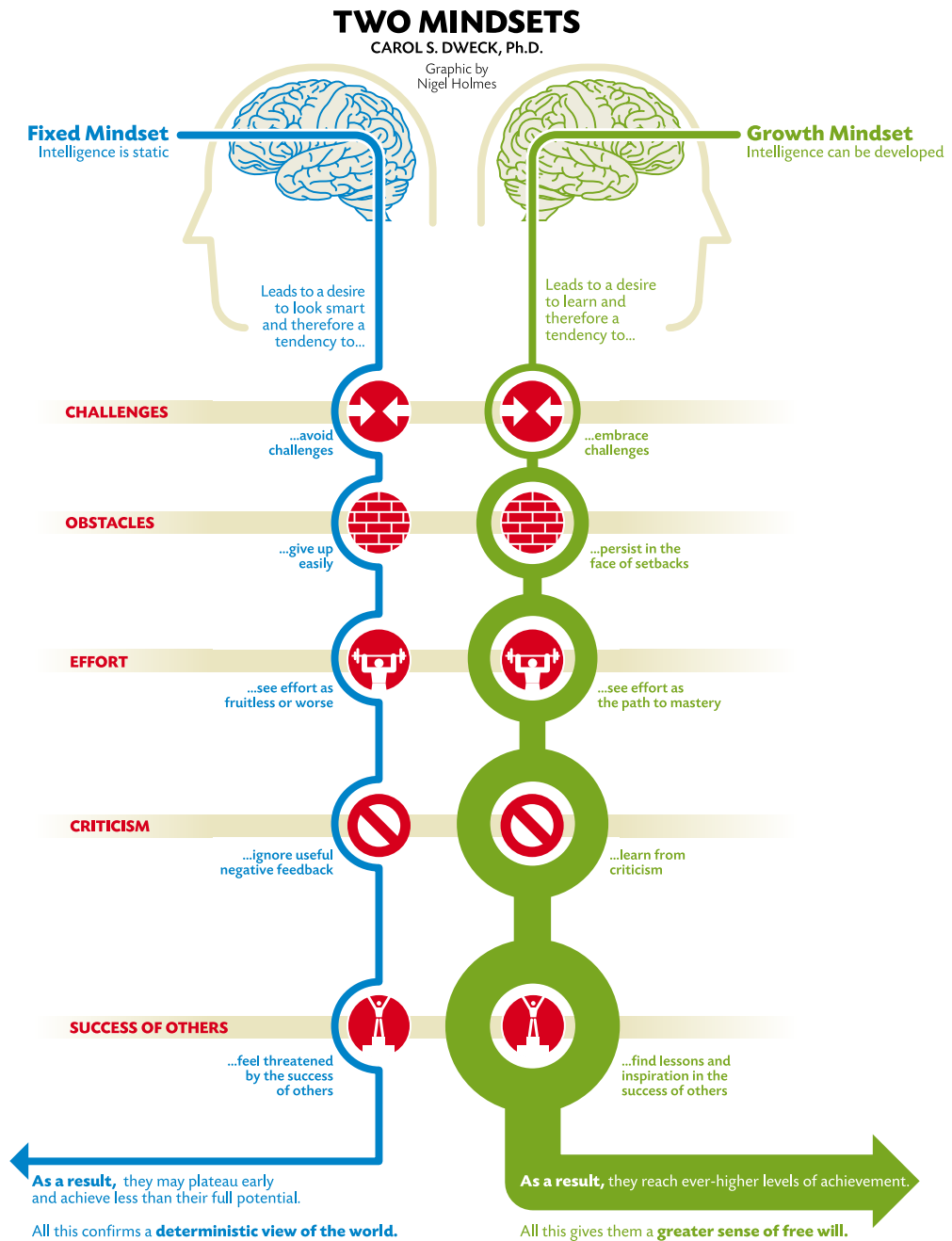
Possible answers: Obstacles are there to be faced; as such, they can make a plan to overcome them. As for criticism, they can use it to figure out how they can improve and do things better. Finally, they can learn from other people how to organize themselves, use certain strategies to persevere, etc.

3 Wrap-Up

- Why is it important to have a life plan?
Possible answers: Having a life plan keeps us motivated and focused on constructing our lives in a way that is positive for us and our community. Having a life plan helps us to be autonomous and manage our lives the way we want, based on our own criteria; it also helps us when unexpected setbacks come up in our lives, making it easier to overcome them by always focusing on our life plan.
- How can it help us to identify some of the personal obstacles that may come between us and achieving our life plan?
Possible answers: It will help us be prepared in case they come up, and that way we can overcome them more easily.

Student Material

Two Mindsets¹²



12. Graphic designed by Holmes, N. (n.d.). Two mindsets: Carol Dweck. Diagrams. Retrieved on September 28, 2015 from <http://nigelholmes.com/graphic/two-mindsets-standford-magazine>.

Growth Mindset for My Life Plan

Goal 1:

Goal 2:

Goal 3:

Challenges

Goal 1

Is it challenging?

Yes No

Goal 2

Is it challenging?

Yes No

Goal 3

Is it challenging?

Yes No

Goal 1

Goal 2

Goal 3

Obstacles

What will you do to overcome these obstacles?

Effort

Goal 1

Where will you have to focus your effort?

Goal 2

Where will you have to focus your effort?

Goal 3

Where will you have to focus your effort?

Criticism

How will you use criticism?

1. _____

2. _____

3. _____

Inspiration

Do you know anyone who has accomplished similar goals who might inspire you?

What can you learn from him/her?

Concepts, Tips and FAQs

1 Key Concepts

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

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

Fixed mindset: Believing our basic qualities, like our intelligence or talent, are simply fixed traits that cannot be changed, and thinking that talent alone creates success—without effort. Believing that we are either “smart” or “dumb” and there is no way to change this (Dweck, 2006).

Growth mindset: Believing that our most basic abilities can be developed through dedication and hard work; brains and talent are just the starting point. Believing that we can learn more or become smarter if we work hard and persevere (Dweck, 2006).

Mindset: Way in which we perceive our own basic capabilities, in particular, regarding how smart we are and whether we can change it or not (Dweck, 2006).

2 Tips for Teachers and Parents

- Ideally, parents and teachers should know what a growth mindset is, how to differentiate it from a fixed mindset, and start to use a “growth language” to communicate with teens on what they can do in their future: “Yes, it seems hard, but by making effort and taking things step by step, you can do it”; “That’s only an obstacle. Make a plan on how to overcome it and continue forward,” etc.
- Adolescence is a good time to define a life plan: Do I want to get married or not? Do I want to have children or not? To which job or profession would I like to dedicate my life? What kind of citizen do I want to be for my community and my country? It is very important for both parents and teachers to provide young people with spaces to think and talk about their life plans.
- Parents and teachers are extremely important models for teens to learn how to organize themselves and put together a life plan. It is a good idea to talk to your children or students about your own plans and show them how you achieve what you set out to do. You can also tell them what your life plan was, what you’ve been able to achieve, what you haven’t, how, and why, etc.
- As parents and teachers, it is essential to be attentive at all times to teens’ levels of motivation. At this age, it is common for young people to change moods easily. We need to consider this when planning their life. One helpful way to do this is for students to have not only short-term goals, but medium- and long-term goals, as well.

3 Frequently Asked Questions

- **How can we help teens establish a life plan?**

Firstly, by giving them opportunities to have a range of experiences related to academic, artistic, and athletic aspects, interact with different groups and people, etc. This will help them identify what they want and what they don't want to do with their lives. Secondly, by giving them opportunities to imagine and define what they want their lives to be like. Thirdly, by proposing that they set some goals based on the two previous steps.

- **Why is learning to plan important in helping teens achieve their goals?**

Our goals in life are not achieved by chance. We must always be organized and make plans in order to fulfill them. The earlier this is learned in life, the more it will benefit both you and your society.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

STEPS TO MY LIFE PLAN

Today I will learn to...

Breakdown my life plan into steps I can follow.

What we'll need is...

To invite five high school seniors to talk with third-year students for fifteen or twenty minutes. If this isn't possible, an alternate activity is provided in this lesson guide.

Lesson Guide

1 Intro

- What do you think we need to do in order to be able to accomplish our life plan?
Possible answers: Periodically review our goals and remember why they're important to us; break up large goals into smaller goals and evaluate whether or not we are getting closer to what we want to achieve; update our plan when necessary, depending on new experiences and our expectations for our life, etc.



Listen to your students.

2 Core

Let's open our workbooks to the worksheet that you did in the last lesson, entitled "Growth Mindset for My Life Plan" (see Student Material). On your own, I want you to silently read the three goals you want to accomplish as part of your life *plan*.



Give them a few minutes to do this. Then continue.

Later in this lesson, we're going to come back to these three goals. For now, let's read the example given in the worksheet "Catherine Ibargüen 1" (see Student Material).



After you have finished reading, ask the following questions and listen to your students.

- What were Catherine's three goals?

Suggested answers: Help her family economically; go far as an athlete; be a nurse

- What difficult scenarios did Catherine face that made it hard for her to reach these goals?

Suggested answers: There was a lot of poverty in her family and her city; she was unable to finish high school; she didn't qualify for a worldwide event; she works but she doesn't earn enough money to help her family financially

- How could Catherine have faced those obstacles?

Possible answers: By finishing high school; continue to try or persevere in her sport, even if she didn't do well at an important qualifying event; working and studying to get her nursing degree so she could help others and provide economic support to her family, etc.

In "Catherine Ibarguen 1," the true story was changed. Let's find out what really happened in the life of this Latin American athlete by reading the worksheet "Catherine Ibarguen 2" together in your workbook (see Student Material).



After you have finished reading, ask the following questions and listen to your students.

- What happened when Catherine faced difficult situations?

Suggested answer: Catherine looked for a way to overcome them and achieve her goals.

- What are some of the steps Catherine took to achieve her goals?

Possible answers: Despite the fact that she didn't have much food or money, she: 1. Finished high school; 2. Moved somewhere where there were more resources to improve her sport performance; 3. Listened to other people's recommendations; 4. Focused on a single area of her sport; 5. Began studying and earned her nursing degree. As a result, she has been able to win major competitions and help her family.

Now let's turn to the worksheet "My Life Plan: Steps to Follow and Adverse Situations" (see Student Material) and read the instructions together.



Make sure your students understand what they have to do. Then give them a few minutes to do the activity.

After everybody has finished, ask your students to share the goals from their life plan with the whole class, explaining the steps they will follow to achieve those goals, what sorts of adverse situations they may face, and how they will overcome these situations.

Each volunteer can talk about just one of her goals so that more students have a chance to share their answers.

3 Wrap-Up

- Why is it important to define our life plan and the steps we need to take to achieve it?
- How can it help you to imagine some of the adverse situations you may encounter when making your life plan?

Possible answers: To be prepared and ready to persevere; these situations may not happen, although others undoubtedly will, but as long as we have strategies, these will help us remember that each of us has the power to overcome any difficulties we may face.

Student Material

Catherine Ibargüen 1

My name is Catherine Ibargüen Mena. I spent most of my childhood with my grandmother Ayola and my older brother, since my parents, Francisca and William, were divorced. My father moved to Venezuela and my mother worked as a live-in maid. I was born in Apartadó, a small town in Antioquia, Colombia (South America). As Colombians, all of us were affected by violence, but I love my country. No matter what anyone says, I wouldn't trade Colombia for anything in the world. We didn't have much food at home or money to go to school, so I never managed to finish high school. My goal was always to get ahead in life and be able to help my family financially.

I love sports. I started playing volleyball, and one day my physical education teacher had me try out for track and field. I started to win medals in competitions with other schools. From that point on, I decided that I wanted to go far as an athlete. When I was 14 years old, I moved away from Apartadó because there was nowhere to practice my sport. In Medellín (the capital of Antioquia), a Cuban coach convinced me to focus on jumping (the high jump, long jump, and triple jump). The first medal I won in a formal competition was a bronze, and I earned it in the high jump. It was at the 1999 South American Track and Field Championships, when I jumped 1.76 meters. I was 15 years old. I competed in the high jump at the 2006 world championships on an indoor track in Moscow, but my results weren't very good. Then came the worst part: I didn't qualify for the 2008 Beijing Olympics, so I decided to retire and stop competing in sports as a profession.

I also wanted to be a nurse so I could help people, but since I never finished high school, it's been difficult to achieve this goal. I'm 29 years old now, and I have a job, but I don't make enough money to help my family.

Catherine Ibarguen 2¹³

My name is Catherine Ibarguen Mena. I spent most of my childhood with my grandmother Ayola and my older brother, since my parents, Francisca and William, were divorced. My father moved to Venezuela and my mother worked as a live-in maid. I was born in Apartadó, a small town in Antioquia, Colombia (South America). As Colombians, all of us were affected by violence, but I love my country. No matter what anyone says, I wouldn't trade Colombia for anything in the world. We didn't have much food at home or money to go to school. Even so, I studied hard and graduated from high school. My goal was always to get ahead in life and be able to help my family financially.

I love sports. I started playing volleyball, and one day my physical education teacher had me try out for track and field. I started to win medals in competitions with other schools. From that point on, I decided that I wanted to go far as an athlete. When I was 14 years old, I moved away from Apartadó because there was nowhere to practice my sport. In Medellín (the capital of Antioquia), a Cuban coach convinced me to focus on jumping (the high jump, long jump, and triple jump). The first medal I won in a formal competition was a bronze, and I earned it in the high jump. It was at the 1999 South American Track and Field Championships, when I jumped 1.76 meters. I was 15 years old. I competed in the high jump at the 2006 world championships on an indoor track in Moscow, but my results weren't very good. Then came the worst part: I didn't qualify for the 2008 Beijing Olympics, which almost made me retire from track and field.

But four years ago, still looking to make it far, I made a drastic change in my life. I decided to move to Puerto Rico, where I began training with a Cuban coach who advised me to focus exclusively on the triple jump.

I left behind my grandmother Ayola and my brother, my friends, the parties, my Medellín and my memories of Apartadó. As a way to help me deal with my nostalgia, I decided while I was in Puerto Rico that I wanted to study to be a nurse, a dream that I'd always had in the back of my mind, because ever since I was a little girl, I've always liked the idea of helping those who need it most.

Now I'm 29, and I've finished my nursing degree. At the World Championships in South Korea, I won a bronze medal. At the Pan-American Games in Guadalajara, I took home the gold, and in London, I won a silver medal. In Russia, with a triple jump of 14.85 meters, I gave Colombia its first gold medal ever in a Track and Field World Championship.

Thanks to the money I make now, I've been able to help my family, which makes me feel truly happy.

13. The information presented here was taken from <http://www.vanguardia.com/deportes/otros-deportes/220841/la-historia-de-como-catherine-ibarguen-derroto-la-pobreza-y-conquisto-y>, and from the newspaper El Tiempo (<http://www.eltiempo.com/archivo/documento/CMS-12993163>)

Steps to Follow and Adverse Situations

Using the three goals you've set for yourself, write two stories about your life plan.

In the first story, include: (1) your three goals; (2) why they're important for your life plan; and (3) some of the steps you could take to achieve them.

In the second story, include: (1) your three goals; (2) some of the obstacles or adverse situations that may come between you and achieving your goals; and (3) different solutions you could use to overcome these situations.

The stories do not need to be long, but they should have enough detail to identify the aspects required.

Story 1: _____

Story 2: _____

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- As adults, we need to instill teens with optimism toward the future. As a well-known saying on human creativity goes, "People who say it cannot be done shouldn't interrupt those who are doing it." An increase in the quality of life in vulnerable communities can usually be seen as a result of the goals that young people set for themselves and their perseverance in achieving those goals.
- Both parents and teachers need to imbue teens with confidence in the fact that they will be able to achieve their life plans. Having plans for the future is one of the greatest motivating factors that keeps young people from abandoning their studies and makes them distance themselves from risk situations.
- In most cases, adverse situations are going to complicate the accomplishment of our life plans. These must be viewed as a challenge to be overcome, and teens should practice imagining different solutions to these adverse situations. Learning about biographies and life stories, as well as the lives of the adults around them, can give them a model on both how to create their life plan and identify the steps to making it a reality; and how to tackle any obstacles that arise in their own lives.

3 Frequently Asked Questions

- **What is the relationship between the steps to be followed to accomplish a life plan, adverse situations, and perseverance?**

Life is not linear and predictable. Just the opposite: it is complex, always changing, and oftentimes full of uncertainty. Having a clear idea of what we want to accomplish in life, and making this into a plan, is an essential activity, but teens should not grow up thinking the path will be easy. Ideally, they should be aware that they will face obstacles that will undoubtedly force them to modify the process, and that perseverance will be a fundamental skill in these cases in order to make their life plan a reality.

- **Why is it important for students to identify obstacles ahead of time?**

Because they will be prepared to overcome any obstacles and challenges they may encounter along the way, making them feel more secure and confident in their own possibilities of achieving their goals. Teens will also be able to make plans or think of strategies to get a jump on such situations, all of which will help them persevere.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Stress Management

STRESS SCALE

Today I will learn to...

Assess my level of stress and cope with it effectively.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

You're almost done with high school now. This moment is one of satisfaction and happiness for you all, but also uncertainty about the future and what will happen afterwards.

What is it that makes you feel the most stressed about the future or whatever comes after high school?



Listen to your students and validate their feelings.

2 Core

My Stress Scale

All of us have a personal stress scale that we can use to identify the stress level that each situation causes us.

We're going to make our own stress scale (where 1 is the lowest level of stress and 10 is the highest possible level) using the worksheet "My Stress Scale" in your workbooks (see Student Material). To do this, first we're going to identify five current causes of stress in our lives. For each cause identified, we're going to define how it makes us feel, and the stress level according to the scale.



Remind them that the score they assign to each one of the stressful situations in their lives is personal and subjective. When facing the same stressful situation, one person might rate it a 10 while another might give it a score of 7.

Now we're going to add up the scores for all of the causes of stress chosen to obtain our total (this total may range from 5 to 50).



Give them a few minutes to do this, then continue.

Now we're going to split up into five groups, depending on the total amount of stress we obtained:

- (G1) Stress from 1 to 10
- (G2) Stress from 11 to 20
- (G3) Stress from 21 to 30
- (G4) Stress from 31 to 40
- (G5) Stress from 41 to 50

In each group, we're going to share our experiences and reflect on the intensity with which we feel stress.



Many of the students will probably have high stress scores. Reflect on this with them by telling them that we may feel intense stress at different times in life, but the most important thing is to identify the ways that stress harms us and what we need to do to diminish it.

Coping with stress my way

Each person has different strategies for managing stress. Can you think of any stress management strategies? Let's make a list of constructive strategies, meaning strategies that don't harm ourselves or others.



Listen to your students and write their ideas on the board. If the students do not mention the following strategies, add them yourself:

- *Taking deep breaths*
- *Listening to music*
- *Talking to a friend or family member*
- *Getting exercise or playing a sport*
- *Thinking about positive memories or thoughts*
- *Meditating*

Some strategies work better for certain people than others. Now we're going to identify which strategies might be helpful to us and which people can support us and help encourage us in difficult situations. In the worksheet "My Personal Strategies and The People Who Can Help Me" in your workbooks (see Student Material), we're going to write down those strategies that help us face stressful situations. To do this, you can use the list on the board or write down new strategies, so long as they're constructive. We're also going to identify the people who can help us and encourage us in such situations.



After everyone has finished the worksheet, ask for volunteers who would like to share their answers.

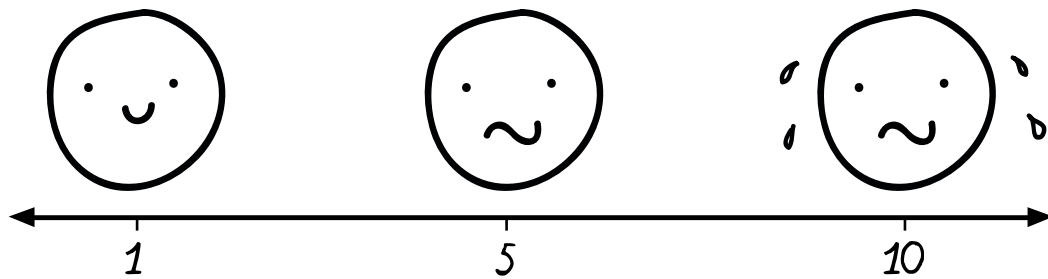
It is important to explain to your students that the people they can turn to if their stress levels are very high should include a doctor or a psychologist to orient them on what to do. Don't forget that intense stress can seriously affect our physical and/or mental health.

3 Wrap-Up

- Is it important to identify the causes of stress in our lives? Why?
- How does it help us to identify the intensity with which we feel stress and our emotions?
- Who can help us reduce our stress?

Student Material

My Stress Scale



Some stressful situations in my life...	On a scale of 1 to 10, this situation stresses me out...
Being in a new place or situation in which I don't know anyone.	
Trying to get good grades and graduate this year	
Making the right decision about what I want to do or study when I finish high school	
Being far away from my boyfriend/girlfriend or my friends when I finish high school	
Meeting new people or making new friends	
TOTAL SCORE:	

My Personal Strategies and the People Who Can Support Me

Identify and write down the particular strategies that help you deal with stressful situations in your life.

Identify and write down the people who can support you and encourage you when you're dealing with stressful situations.

Concepts, Tips and FAQs

1 Key Concepts

Coping: The process of dealing with internal or external demands that are perceived to be threatening or overwhelming (APA, 2015).

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

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

2

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

Tips for Teachers and Parents

- Stress varies from person to person. Therefore, each person may manage stress using different strategies. It is important for students to understand that there is no one right answer to questions like "What are the causes of stress in your lives?" or "How are you going to manage that stress?" However, there are coping styles that are healthier and more effective than others.
- It is a good idea for adults, too, to take the time to reflect on the stress levels in their lives and identify strategies that may help them to constructively cope with this stress and the people who can support them or encourage them when they are facing stressful situations. You can share your strategies with your children or students in order to support each other as you put these strategies into practice in your daily life. Observing adults practicing strategies for coping with stress can also be a valuable example for young people.
- Depending on its duration over time, stress may be acute or chronic. Acute stress disappears after the event ends; for example, the stress related to a test at school. Chronic stress, on the other hand, is long-lasting and continues over a period of time; for example, the stress related to violence in the community, noise at school, or a difficult relationship with a family member.
- Some teens have not previously thought about the idea that some causes of stress may be positive; for example, winning an award or starting something new. If your students have trouble understanding that some positive situations can also cause stress, tell them that this happens because a new situation involves uncertainty.
- Some teens do not feel comfortable talking about the stress in their daily lives and have a hard time thinking about it. If a student reacts this way, validate his reaction and suggest he reaches out to someone he trusts to talk about the matter when he's ready.

- Teens with high stress levels need immediate help. It is critical that they be evaluated by professionals, such as doctors and psychologists, so that they can get the treatment they need as soon as possible.
- When teens establish healthy and long-lasting interpersonal bonds, they gain a source of emotional expression that helps them process their experiences. As human beings, we shape ourselves through our bonds with others. Belonging to a healthy social group helps us to better withstand difficult situations.
- During adolescence, our peer group plays a crucial role in our lives. That's why it's important to get to know the people closest to each teen and strengthen those bonds that help them grow into well-rounded human beings.

3 Frequently Asked Questions

- **Why is it important to identify stress in daily life?**

All people suffer from stress at some point in their life, but many people do not talk about it. When students identify the causes of stress in their own lives, they will be able to understand their emotions, their physical reactions to stress, and begin to practice stress management strategies.
- **Why is it important to manage stress?**

Living with chronic stress or experiencing a very high level of acute stress may have negative consequences on our physical and mental health. It is important that teens identify the causes of stress in their lives, develop personal strategies for managing it, and recognize which people around them can give them support. This is especially important, since, by practicing stress management strategies and seeking help, teens learn that they can control their emotions, and face adversities.
- **How does social support act as a resource for diminishing stress?**

The relationship between social support and health is based on the following:

 - Development of better eating and sleeping habits,
 - Prompt resolution of problems,
 - Development of self-care skills and reduction in the risk of substance consumption,
 - Building of self-esteem and self-confidence,
 - Social relationships that provide social support help us to assess and overcome stressful situations.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

WHAT I WANT FOR MY LIFE

Today I will learn to...

Envision all the things I could be, do, and achieve in my life.

What we'll need is...

- Stars made from thick construction paper with the suggested questions written on the back, or, alternately, pieces of paper with the questions written on them and a bag.
- Adhesive putty, when using the stars.

Lesson Guide

1 Intro

Edward de Bono, an expert on creativity, suggests using a technique called "PNI" to help us be more creative. This technique involves identifying the Positive, the Negative, and the Interesting things about an idea. To start today's lesson, we're going to perform a PNI on the following idea: "It has been proposed that all tests for high school students be eliminated throughout the country." I want each one of you to think of at least two positive, two negative, and two interesting aspects of this idea.



While your students are thinking, write the idea ("Eliminate all tests for high school students throughout the country") at the top of the blackboard. Then, divide the board into three columns. After you have given your students a few minutes, listen to their answers and write down the positive, the negative, and the interesting things about the idea, based on your students' answers. Below is a list of possible answers:

- *The positive: Students would no longer feel pressure or anxiety over tests, teachers would have less work since they wouldn't have to grade them, there might be less cheating, etc.*
- *The negative: Students would be less prepared to take international exams, we would lose a quick way of determining whether students are learning, etc.*
- *The interesting: Other ways of determining whether students are learning would have to be invented; there would no longer be numerical ratings, but qualitative or descriptive ratings, etc.*

What conclusions can you draw from the application of the PNI technique to an idea?



Listen to your students.

2 Core

Let's open our workbooks to the worksheet "I Imagine" (see Student Material). I'm going to give you a few minutes to do the activity there. Remember to let your ideas flow as much as possible.

Now let's turn to the worksheet "The Life I Imagine" (see Student Material).



Give them a few minutes to do this activity.

I want you to each think of a question you would like to ask one of your classmates about the life they imagine. Now stand up and walk freely around the classroom for a moment. When I give you the signal (this can be a sound), you will have to stop and talk to the person standing nearest to you. You both will ask your questions and respond in turns.



Do at least a few rounds of this activity.

While your students share with one another, you can stick the stars you have prepared on the blackboard.

Now I'd like you to form groups of four. The stars hanging on the blackboard (alternatively, the pieces of paper in the bag) have questions written on them. Each group is going to pick one of them and answer the question among the four group members. Then, stick your star back on the board (or put the paper back in the bag). When your group finishes with its question, you're going to choose another, if we have enough time. Make sure you pick a different question each time.



Give them a few minutes to do this. After they finish the activity, ask some of the groups to share their answers with the rest of the class.

3 Wrap-Up

- Why is it important to use our imaginations to think about our future?
Possible answers: Because the imagination has no limits and each achievement in our lives starts when it is imagined by us. Furthermore, using our own imagination helps us follow a path that is not necessarily set by other people, but the one we choose ourselves using our own creativity.
- There are people who say that all major achievements start with a wish or a dream. What do you think?

The Life I Imagine

Based on the previous worksheet (“I Imagine”), group or classify all the wishes and desires you have for your life. Although you can use conventional groups or classifications, such as, for example, emotional wishes, family-related wishes, professional wishes, material wishes, etc., you can also be creative and group them together however you want.

Use words, drawings, symbols, or whatever else you feel like!

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Both in school and at home, it is important to identify how much space teens are given to stimulate their imaginations. An excellent way to stimulate them is through art, whether as a spectator or by participating directly in the experience of making art.
- Changing daily routines and doing things in a different way is another form of stimulating the imagination, since this forces teens' brains to think differently and come up with ideas on aspects of their lives they do in a mechanical manner; for example, trying to take a different route to get somewhere, or using a pencil or toothbrush with their other hand.
- Reading is an incomparable means of stimulating the imagination. Motivating teens to read is one of the greatest contributions that both teachers and parents can make to their lives. If a teen says she doesn't like to read, we need to tell her to keep exploring until she finds a genre or subject that makes her feel motivated. For this purpose, it is critical to schedule periodic reading assignments covering a wide range of genres and subjects in classes such as language, literature, the social sciences, philosophy, etc.

3 Frequently Asked Questions

- **Why it important for creative thinking to use our imaginations?**

Coming up with multiple, diverse ideas is the foundation of creative thinking. However, it is one of the skills that tends to be neglected as we grow. It is essential to constantly stimulate our imaginations so that we do not stop developing our creative thinking. Our imagination allows us to come up with lots of ideas when making decisions in different areas of our lives.

- **Can it be prejudicial for teens to let their imaginations run wild and think about lots of different wishes and desires for their lives?**

Many major achievements in life begin when a person wishes or longs for them. It is extremely important to have desires and dreams, since these lead us to act and help keep us motivated. Adolescence is a time in life when we can start to plan big dreams for the future. Imagining lots of desires and wishes for their lives is prejudicial to teens only if they stray from reality, which is extremely rare and only occurs in cases where teens suffer from some type of mental condition.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

THE QUESTION IS TO QUESTION

Today I will learn to...

Question beliefs that may have a negative influence on my decisions and my future.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Today we're going to start a new unit. Every day, we face challenges in our lives. Over the next three lessons, we're going to work on some skills to help us tackle these challenges. You're almost done with high school! Now you face the challenge of making decisions about your future. What are the important decisions you have to make at this time in your lives?



Listen to your students and sum their ideas up, seeking to draw connections between what they have in common.

2 Core

Now find a partner and read the worksheet "Elena's Difficult Decision" in your workbooks (see Student Material). Working with your partners, one of you will read what Elena wrote in her chat session and the other will read what Farid wrote, until you have finished the conversation.



Give them time to finish. In the meantime, write the following questions in the blackboard.

- What do you think about this statement?
- Are there people who think like this in your communities?
- Are there similar ideas about what man can or should do after they finish high school?

Now go ahead and discuss with your partner Elena's statement: "Around here, people say that women should just think about getting married and having children...." Use the questions in the blackboard to guide your discussion.

Elena also says that she likes graphic design, but that “there’s no money” in that field. What kinds of things do you need to consider when choosing what to study?



Give them a few minutes to think this question over. Then listen to your students.

Now let’s to read the worksheet “Five Golden Rules for Choosing a Career” in the workbooks (see Student Material).

3 Wrap-Up

Today you used your critical thinking skills to question certain social ideas that may influence the decisions you make in your lives.

- How can we apply critical thinking in our daily lives?

Student Material

Elena's choice

Farid:

Hey, Elena!!! I'm Farid. Do you remember me? We were friends in grade school.

Farid:

I'm great. I'm working and studying, but my family went back to my hometown. What about you? What's going on in your life?

Farid:

Yeah! The same thing happened when my sister graduated... But she went to college. And now she's got a serious job.

Farid:

All I can say is that it's your life. If you need anything, you can count on me.

Elena:

Hi, Farid. Of course I remember you! How are you?

Elena:

Well, I'm finishing high school this year and I'm trying to figure out what to do with my life. Around here, people say that women should just think about getting married and having children. Ughhh.

Elena:

I love graphic design, but they say there's no money in that field...

Elena:

Thanks. That's really encouraging.

Five Golden Rules for Choosing a Career¹⁴

- 1. Get to know your strong and weak points.** You can get a general idea by thinking about which classes you like best at school and those in which you get the best grades. Also take into account the things you like to do in your free time, your hobbies, the feedback you receive from others on what you do well, etc.
- 2. Choose centers of higher education (vocational schools and universities) and majors approved by your national department of education.** You can usually find this information on the department's website.
- 3. Familiarize yourself with the study plan for the major you would like to study.** When it comes time to picking the best academic program for you, you need to be familiar with the study plan, i.e., the classes you will take each semester. This will help you make connections between your academic strengths and the classes included in the academic plan. You will also be able to identify the skills that you will be able to offer in the job market.
- 4. Research the current situation for your "future colleagues" in the job market.** Find out how much people earn in the career of your choice with a diploma, Bachelor's degree, etc., and how many of them are formally employed.
- 5. If necessary, research the financial plan or economic aid you will need so you can afford your higher studies.** There are many sources of financing or economic support offered by public and private entities.

14. Adapted from <http://www.mineduacion.gov.co/sistemasdeinformacion/1735/article-235003.html>

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- As adults, parents, and teachers, it is our responsibility to help break the cycle of poverty that has been a scourge to our country. One way to do this is by encouraging young people to continue their education and supporting them in this endeavor.
- There are many widely-held social ideas that are passed down from generation to generation which perpetuate inequality and injustice. These ideas must be identified and questioned, both at home and at school.
- It is important for teens to have the chance to evaluate the consequences for themselves, for others, and the social consequences of the decisions they make or those that others have made; for example, in the history of their country or of humanity, or in the country's current situation, as is the case with politicians or authorities. In addition to fostering critical thinking, this will help them identify both positive and negative models of behavior.

3 Frequently Asked Questions

• **Why is it important for a society to encourage critical thinking among its youths?**

Educated citizens capable of thinking critically are a key to enabling social transformations that help break cycles of poverty and violence. Critical thinking helps develop the ability to analyze different situations that occur in a community and propose changes and solutions.

• **How does critical thinking help us to be more consistent and coherent?**

Critical thinking helps us to further explore our own beliefs and ideas, questioning them and comparing them with new information and our experience with others. This allows us to develop more sound beliefs, as well as helping us to exercise autonomous thought. Oftentimes, we interiorize beliefs and ideas without questioning them, which causes us to make bad decisions, since we use superficial information that is not necessarily accurate. Critical thinking challenges us to be more responsible to ourselves and others, and to seek out new answers in order to come closer to the truth instead of conforming to whatever we are given. Critical thinking helps orient us on the path to becoming responsible citizens, and to enjoy a healthy coexistence with others.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Responsibility

THE BUTTERFLY EFFECT

Today I will learn to...

Take responsibility for making the world a better place.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

- Does anyone know what the butterfly effect is?



Listen to your students.

The butterfly effect refers to the idea that small changes can cause big results in the world. It's called the "butterfly effect" as a comparison to the fluttering of a butterfly's wings, which can have major effects on the other side of the world. The term arose from the research of the meteorologist and mathematician Edward Lorenz, who discovered that the weather is very difficult to accurately predict over the long term because there are so many tiny variations that can have significant effects on the final result.

- What do you think about the idea of the butterfly effect? Do you think it could be true that small changes can have big results in the world?



Listen to your students.

2 Core

Try to think of a situation in which you had to make a decision; for example, deciding whether or not to change schools; deciding whether or not to help someone who was in trouble; deciding whether or not to go to a party. Think about what might have happened if you had made the opposite decision.

- What do you think would have been different for you and the people around you?

Possible answers: For example, they wouldn't have met someone very important in their lives or they would have a different idea about what they want to do when they graduate from high school.



Listen to your students.

All of our actions and decisions, no matter how small they may seem, have an impact on our lives and the lives of those around us. In the same way, the actions of those around us have an impact on other people, creating an extremely powerful chain of changes.

Now we're going to think about situations around us (these can be in our classroom, our school, our city, our country, our continent, or the world) that we disagree with and we think can be improved. Let's think about situations that have to do with different subjects. I'll write them on the board.



Divide the board in two and use half of the space to write down the list of ideas the students suggest.

Now, let's pick two situations out of all of the ones we have on the board.



You can take a vote to see which two situations the group is most interested in.

Now that we've picked two situations, we're going to do a brainstorming session to think of actions that we could put into practice as young people to improve or transform these situations. Remember that when we brainstorm, we are not judging whether the ideas are possible or impossible. The important thing is to come up with lots of creative ideas. An idea that seems crazy may help us to come up with a better idea afterwards.



On the blank part of the board, write down the ideas suggested. Start with one situation and then continue with the other.

Now, each of you is going to choose one of the actions on the blackboard. The action you choose has to meet the following requirements:

1. It must be an action that helps improve the chosen situation. Remember the butterfly effect: even the tiniest actions can help bring about changes in our surroundings, whether near or far.
2. It must be an action that is respectful to ourselves and others. For example, it cannot be an aggressive action that harms others, an action that puts us in danger, or one that has negative effects for someone.
3. It must be an action that we can begin to put into practice right now.

Let's open our workbooks to the worksheet "My Commitment" (see Student Material). Each one of you is going to sign your own personal commitment, and then we're all going to hang these sheets somewhere visible in the classroom to remind us of our commitments.



Give them five minutes to do the worksheet and then help your students hang their commitments on a bulletin board or another visible place in the classroom.

3 Wrap-Up

No matter how small they may be, our actions have an impact on our surroundings. This means that all of us are responsible for making the world a better place.

- Who wants to tell the rest of the class about the action they committed to put into practice?

Student Material

My Commitment

I, _____,

hereby take responsibility for improving my surroundings by contributing

through the following action: _____

(Your signature above the line)

Concepts, Tips and FAQs

1 Key Concepts

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

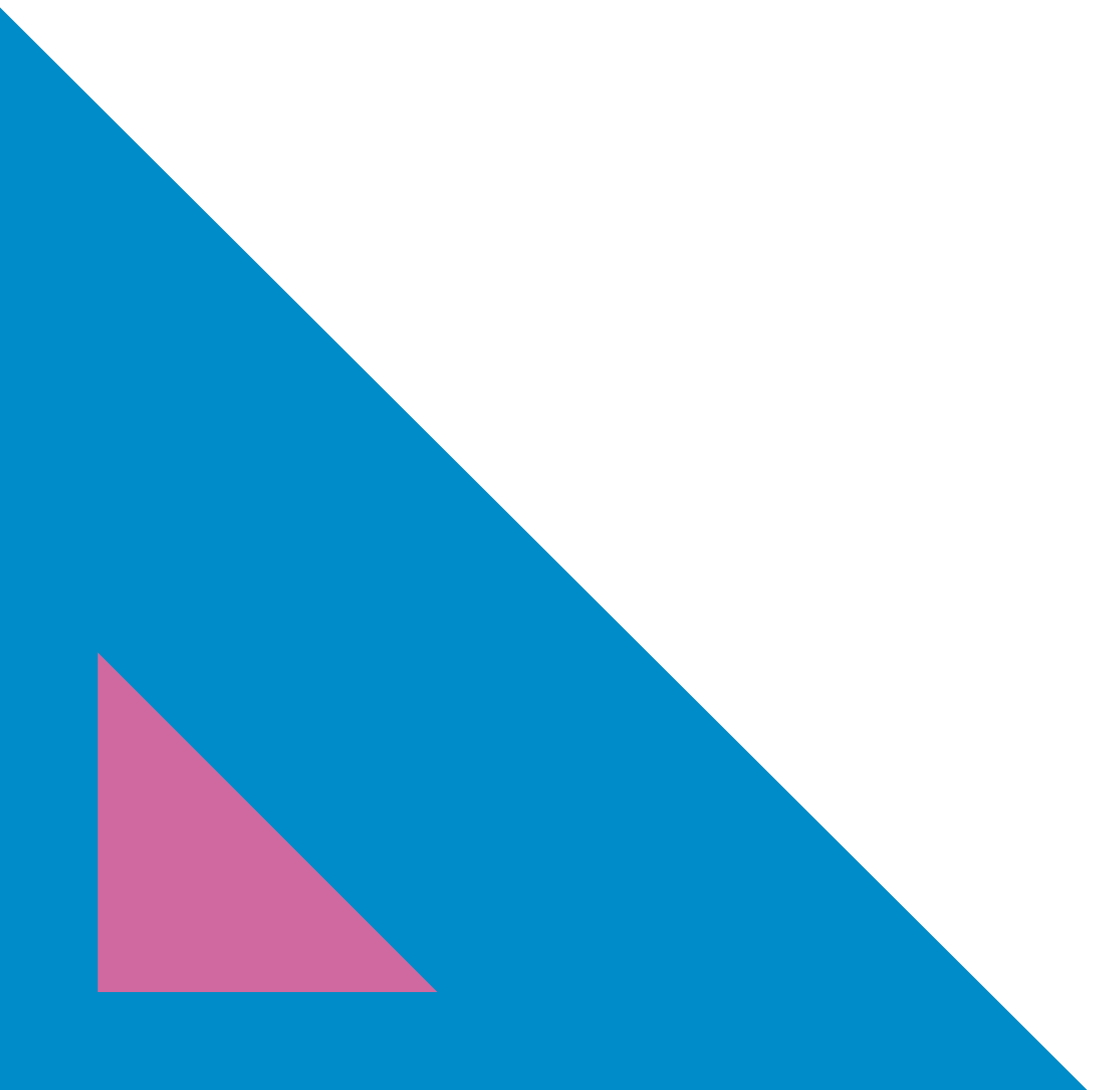
2 Tips for Teachers and Parents

- It is critical that young people develop a sense of responsibility for making the world a better place. It is important that they understand that this doesn't require them to organize campaigns or enormous actions that call for lots of money or effort, and that small contributions can be quite meaningful in improving their surroundings. It may be helpful to show them some examples that can be found on the internet or in videos that reinforce this idea, such as one boy's initiative to get people to plan trees around the world: <http://www.plant-for-the-planet.org/es/participa>.
- When asking students to come up with strategies or actions to transform situations with which they are not in agreement, they may suggest options that have negative effects for themselves or others; for example, sending a threatening email to a corrupt politician. It is essential to reflect on the possible short-, medium-, and long-term risks of these kinds of options. It is important to encourage them to think of other options that are effective, but do not bring negative consequences.

3 Frequently Asked Questions

- **Why is it important to learn to take responsibility for transforming our surroundings?**

Oftentimes, we assume that the situations (in our town, our country, or the world) with which we are not in agreement are out of our control. However, our actions, as small as they may seem, can help us contribute to improving our surroundings. Incentivizing this sense of responsibility is essential in order to educate active citizens who get involved and form part of the solution.





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