



Teacher's Guide

Grade 1



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

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Production: Inés Kudó

Coordination: Joan Hartley

Assistance: Luciana Velarde

Authors:

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

Collaborators:

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

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

Illustrations: David Cárdenas, Silvia Tomasich, Ericca Alegria.

Graphic Design: Evolution Design eirl., Alejandro Cubas.

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

Posters: Hermanos Magia S.A.C.

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

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The background features a large, solid orange triangle on the right side. Overlaid on this are several smaller triangles: a light orange triangle pointing down and left at the top left; a light orange triangle pointing up and left below it; a medium orange triangle pointing down and left below that; a dark orange triangle pointing down and left further down; and a light orange triangle pointing down and left at the bottom left. A single green triangle points up and left between the medium and dark orange ones.

Welcome

Welcome!

Dear teacher,

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

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

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

What's in the box?

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



In this Toolkit you will find:

- **Teacher Materials:** A guide with structured lessons, a list of materials you will need to implement each lesson, key concepts, tips for teachers and parents, and answers to frequently asked questions.
 - **Student Materials:** A workbook for each student with illustrated worksheets to use as part of the lessons.
 - **Classroom Materials:** Posters that will aid in social and emotional learning, as well as children's storybooks and a CD with songs for primary school.
1. For example work by CASEL (www.casel.org), Cohen, Diener, Duckworth, Durlack, Dweck, Furlong, Heckman, Kabat-Zinn, Seligman and others (see references at the end of this introduction).

Table 1. The Step by Step Framework in short

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

What are the pedagogical principles behind its design?

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

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

What are the keys for implementing it successfully?

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

Personally, a successful facilitator:

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

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

3. CASEL (2015)

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

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

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

Before the Lesson

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

During the Lesson

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

After the Lesson

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

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

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

Some additional references you may want to check out

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Instructional Strategies that Promote Social and Emotional Learning

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

Setting up the classroom:

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

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

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

Starting a lesson:

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

Introducing new skills and information:

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

Preparing students for guided practice:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Model the guided practice before asking students to practice and apply new skills and knowledge. |
| <input type="checkbox"/> | Always play the role with negative behavior in a role-play; students always act out the appropriate behavior as skill-building practice and reinforcement. |
| <input type="checkbox"/> | Give timely, supportive, and clear feedback immediately after guided practice. |
| <input type="checkbox"/> | 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:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Enforce the ground rules/agreements consistently. |
| <input type="checkbox"/> | Handle problems quickly and discreetly, treating students with respect and fairness.. |
| <input type="checkbox"/> | Encourage students to discuss solutions rather than blame others. |
| <input type="checkbox"/> | 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.

Socioemotional Learning

Step by Step Guide

			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Module 1 With Myself	Mindfulness		Hear mindfully	See mindfully	Act mindfully	Listen mindfully	Breathe mindfully	
		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
		Self-Awareness	Self-Efficacy	Value what I can do know 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
	Self-Regulation	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 when I feel angry
		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 to challenges
		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 the urge to give up
		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 with resilience
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 multiple perspectives
		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 the place of people with disabilities
		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 everyone in the group
	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 clarify questions
		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 without hurting others
		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 ways to resolve conflicts
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 goals when I don't get what I want
		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 what I can control
	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 innovative 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 stereotypes about gender roles
		Responsibility	Take good care of myself and my stuff	Meet my obligations	Owning up to my mistakes, no excuses	Care for a clean world	Take responsibility for how I make other people feel	Be a responsible citizen

Learning Objectives

My Step

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Sense mindfully					
and how my loved ones and I 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
almly 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.
ustration 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
n 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
I 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 conflict 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 trying 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.
iction advertisement messages and how they shape my worldview	Sort between facts and opinions	Question excuses people use to get away with harming others	Recognize how my own biases and prejudices affect others	Think twice before I act	Question beliefs that may have a negative influence on my decisions and my future
role model for others	Embrace honesty when facing the consequences of my actions	Be accountable for what I say and do, without excuses	Own up to my mistakes and make up for them	Guard for my own safety and wellbeing, as well as others'	Take responsibility for making the world a better place

Introduction to Grades 1 and 2

The Step by Step lessons for grades 1 and 2 are designed for children ages 6 and 7. By this developmental stage, children consolidate their school experiences and face new challenges such as stepping into primary school, the cognitive demand of the courses they are taking, and the way they recognize themselves and relate to others.

The cognitive development of children at this age group allows them to think about themselves and their actions. However, their thinking is still very concrete so they need specific reference points for learning. For example, they may identify basic emotions by the body sensations that are triggered when feeling said emotions, e.g., "I feel hot when I'm mad."

At this age, the teacher's opinion is very important for the child, along with comments and feedback from other adults. What we say about children may have a huge impact on them and lead to significant consequences, both positive and negative. Thus, it is crucial that throughout the lessons you offer feedback on the effort rather than on the outcome.

Friendships grow stronger at this age, but on a "one-on-one" basis. Likewise, the idea of belonging to a group gains relevance, although not as strongly as at a later age. Nevertheless, friendships and negotiations to settle minor conflicts become part of the development process at this age.

At ages 6 and 7, children begin to understand norms and agreements per se, not requiring adult authority to comply, and recognize their foundations and meaning as a first step toward the becoming autonomous. They are able to act because they understand that these norms and agreements are constructed in order to guarantee the wellbeing of all and not just because "the teacher says so." For example, we remain quiet so we can hear each other. Along these lines, students by this age are able to make decisions and be accountable for their consequences, although these decisions are still very concrete and include limited alternatives, for example, between two or three options.

Step by Step lessons for grades 1 and 2 should offer a very concrete context to children about the corresponding skill. Students should be presented with situations they can easily understand, through straightforward and clear language. The proposed activities aim at stimulating students' development, not only from a

cognitive standpoint, but especially from an emotional and social point of view, in a way such that emotions play a lead cross-cutting role. Thus, it is better to present questions rather than suggesting answers, as well as encouraging children to discuss and reflect on different situations that involve themselves and others. Throughout these lessons, you will find questions aimed at identifying what we are feeling, what others feel, and the way in which we relate to one another.

Many of the lessons involve moving around and other fun activities for children, as a way to keep them interested but being careful not neglect their pedagogical purpose. They introduce different characters that will help them understand the topics and techniques being addressed, and will make it easier for the children to remember, not only during the lessons, but across school activities. Your role as a teacher is to facilitate the lessons, as well as to encourage students to apply and regularly practice the skills we seek to develop. In this sense, rather than lecturing them, let them express themselves and apply what they have learned. Thus, rather than transferring knowledge, by proposing the suggested activities, you will stimulate the children's thoughts and emotions, and set up a safe and nurturing learning environment for them.

ZOOM WITH MY EARS

Today I will learn to...

Hear mindfully.

What we'll need is...

- "Zoom with My Ears" poster
- Adhesive putty or masking tape

Lesson Guide

1 Intro

Has anyone ever taken a picture? Have you realized that pictures sometimes show distant landscapes, like a mountain but sometimes they show tiny details, like a little worm?



Listen to your students.

Cameras have something called a "Zoom." Does anyone know what that word means?



Listen to your students.

When we zoom in with cameras, we can focus on something very tiny from very very far away, so we can see it better in the camera later on.



Pretend like you have a camera in your hands and you are focusing on an object very far away, outside this classroom.

When we zoom out, we can see things that are close to us at their real size.



Now pretend to focus on an object inside this classroom.

Today, we're going to pretend that our ears have a Zoom, so we can use it to hear things that are very far away, but also things that are right next to us.

2 Core

Let's walk around the school.



If possible, this exercise may be performed in an open space.

We're going to stand up and pay very close attention to the instructions. When I say 1, everyone touch your feet. When I say 2, everyone turn around. When I say 3, everyone jump as high as you can. Let's practice before we start:

- 1! Everyone touch your feet.
- 2! Everyone turn around.
- 3! Everyone jump as high as you can.



Repeat the numbers, switching the order. For example, 2, 2, 1, 3, 1, 3, 2, 1, 1, 3, 3, 3, 2. The idea is for students to get physical exercise for a few minutes until they are a little tired or out of breath.

Now we're going to sit down in a comfortable position. How do you feel now? Are you tense or relaxed? Are you wound-up or calm?



Listen to your students.

Now we're going to close our eyes and take three deep breaths. Try to be quiet and listen carefully to the instructions.

We're going to focus all our attention on our ears. Feel our ears on both sides. Listen how the sounds around us enter through our ears, at the same time. Notice how there are different kinds of sounds, all around us. For example, there are cars, people, and other things all around us.

Now let's pretend that our ears have a zoom. So, let's focus on sounds from outside this school. Try to listen to the sounds as far away as possible.



Wait for a few seconds in silence.

Now we're going to zoom out a bit and focus on the space inside the school. Try to hear which school sounds come from outside this classroom.



Wait for a few seconds in silence.

Now we're going to try to listen to what's inside the classroom. The sounds our classmates make, the sounds of the things inside the classroom.



Wait for a few seconds in silence.

Finally, we're going to listen to what's happening in our own bodies, like the sound of our breathing.



Wait for a few seconds in silence.

We're going to listen to how the air goes in and out of our bodies. Focus on that now.



Wait for a few seconds in silence.

Now open your eyes.



Encourage students to share. You can use the questions below.

- What sounds did you hear outside the school?
- What sounds did you hear inside the school but outside the classroom?
- What sounds did you notice inside the classroom?
- Could you hear your breathing? Have you ever noticed the sound of your breath?
- How do you feel now? Is your body tense or relaxed? Are you wound-up or calm?

When we are wound-up or we feel different strong emotions, like sadness or anger, we can close our eyes and practice zooming in and out with our ears. Listen to far-off sounds and then zoom out until you can hear your breathing for a moment. This will help us relax.

We can also zoom with our ears when we're distracted. Zooming with our ears can help us to pay more attention to what's happening.

3 Wrap-Up

Today we did a great job listening and paying close attention to the sounds around us. We relaxed our bodies by zooming with our ears.

- What other times in life can you practice zooming with your ears?
Suggested answer: At night, before I go to bed.
- What would happen if we were wound-up, tired, or restless all the time
- Why is important to stay calm and focused?

Zooming with our ears to help us pay attention for a moment to the sounds around us. The sound of our breathing is a tactic that helps us when we feel worried or tired. This way, we can enjoy more what we do, like doing our homework, playing with our friends, or spending time with our families.

Now, let's put up the "Zoom with My Ears" poster somewhere in the classroom where we can all see it.



You can find this poster in the Toolkit. Your students also have it in their workbooks.

This poster will remind us of what we learned today, so we can stay calm and focused.

Student Material



Concepts, Tips and FAQs

1 Key Concepts

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

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

It is important that you help your students to:

- Understand that practicing mindfulness helps us to remain in peace and, consequently, to better enjoy the moment. One way to help students visualize the benefits of mindfulness is to fill a clear bottle up with water and sand. When the bottle is shaken, the sand floats around and the water turns muddy (like our mind when we are wound-up, stressed, distracted, or thinking lots of things at once). But when the bottle is still, the sand floats to the bottom and the water becomes clear (like our mind when we are in peace).⁴
- Practice mindfulness in different situations both in and out of school. Ideally, mindfulness should be practiced on a regular basis, for example, every day before class or every day when students come in from recess. The following is a suggested list of short activities (lasting approximately 5 minutes) to help students practice mindfulness on a regular basis:
 - Close your eyes and stay quiet, sitting straight up but making sure you are comfortable. Focus your attention on your breathing, feeling and mentally "observing" how the air goes in and out of our bodies.
 - Close your eyes and stay quiet, sitting straight up but making sure you are comfortable. Focus your attention on the sounds around you, starting with those furthest away and then "zooming in" closer, until you are concentrating on the sounds of your body and your own breathing.
 - Designate a path, for example, from one side of the classroom to the other, for students to walk in a straight line, paying close attention to the sensations they feel as they walk: their feet on the ground, how the muscles of their bodies feel as they move, etc. This activity may also be performed with other body movements, for example, stretching their bodies with their arms straight up, then leaning down to touch the floor with their hands.

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

2 Tips for Teachers and Parents

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

3 Frequently Asked Questions

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

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

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

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



MODULE 1

With Myself

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Concept

THAT'S ME

Today I will learn to...

Describe who I am.

What we'll need is...

- Crayons or colored pencils
- Magazines to cut up
- Scissors
- Glue stick
- Tape
- Adhesive putty or masking tape

Lesson Guide

1 Intro

We all have characteristics that make us unique and different from everyone else (how we see ourselves, the way we are, what we like, where we come from, etc.). Everyone stand up. Some people are very tall. Let's raise our arms as high as we can to make ourselves taller, as if we were trying to touch the ceiling.



Remain stretched with arms up for a few seconds.

Some people are smaller than others, that's fine. Let's make ourselves small. Squat down and make yourself as small as you can.



Remain squatting for a few seconds.

Some people like to eat ice cream. Now we're going to pretend we're eating an imaginary ice cream, our favorite kind. But other people don't like ice cream so much. Now let's pretend that we're eating an ice cream that we don't like, one that tastes really bad. Some people speak one language, and others speak two or even more! Now we're all going to say a word that we all know in another language at the same time. One, two, three! Can you think of other examples of characteristics that make people unique and different from everyone else?



Listen to your students.

2 Core

Today we're going to draw a picture of ourselves in our workbooks, trying to show the physical characteristics that identify us (the shape of your face, the color of your hair and eyes, etc.). Your drawing can also include activities you like to do (for example, a soccer ball if you like to play soccer or a paint brush if you love painting).



When students have finished their drawings, give them some magazines to cut out pictures that they can glue around their drawing to add to it. In addition to the characteristics included in their self-portrait, it is very important for them to recognize where they come from (for example, their home region or city) and their first language, since these things are also part of who they are.

While students are drawing and cutting things out of magazines, some of them may need assistance. It is important for the teacher to walk around and make sure they understand the activity. If necessary, help them to identify specific characteristics that are easy for them to understand.

Now let's hang up our self-portraits on the walls and the blackboard, so we can see everyone's self-portraits.



Encourage students to share using the following questions.

- What did you draw or cut out of the magazines?
- How did you feel while you were making your self-portrait?
- Can you find one or lots of characteristics that you share with your classmates? Please share!
- On the other hand, what characteristics make you unique?



Help them to identify not just physical characteristics, but others that highlight the value of their own origins, such as their birthplace, where their family comes from and the language(s) they speak at home, or skills (for example, being fast or jumping high).

3 Wrap-Up

Today you did a great job identifying the things that make you who you are.

- Do we all have the same characteristics?
- How do you feel now that you know you have characteristics that make you similar to your classmates?
- How do you feel now that you know you have characteristics that make you different from your classmates?

Today we learned that we have characteristics that we share with our classmates, and others that make us unique. We need to learn to value both.

Student Material

My Self-Portrait

Concepts, Tips and FAQs

1 Key Concepts

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

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

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

Skill: The ability to do something that comes from training, experience, or practice (Merriam-Webster, 2015). This means skills are acquired: they can be learned, improved, perfected through effort and practice.

It is very important to help your students to:

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

2 Tips for Teachers and Parents

- This might be the first time children talk about this. So, start using simple questions to identify specific characteristics. For example: "What is your eye color?," "What is your favorite hobby?," etc.
- Careful. We don't want children to end up bullying their classmates. Recognizing the way we are does not necessarily involve making judgments about our characteristics or those of others. Foster an environment of diversity and respect.
- Parents can also do this at home. For example, ask them to describe "the person in the mirror".
- Both at home and at school, highlight those things that children do well. For example, when they engage in physical activities or make drawings. You can say, "That came out great," "You run so fast," etc.
- Even when showing them something they can improve, start by highlighting something positive. For example, you can say, "You handle the ball v. well today. Next time, try to involve your teammates." This applies when giving students grades or feedback. This strategy make them more receptive to criticism. Otherwise, that situation may affect their motivation and even their self-perception.

3 Frequently Asked Questions

- **Why is it important to recognize our own characteristics?**

Because that is the basis of our self-concept (what we think about ourselves), identity (the sense of self) and self-esteem (how we feel about ourselves).

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

Believe in them. Take time to let them know you appreciate something they did or said. Praise their efforts to improve. Name specific positive characteristics they have. If you see something they can work on, mention it in a respectful, non-judgmental way, preferably after acknowledging what they are doing right. For example, "I noticed you're very organized with your school supplies. I would like seeing you leaving your clothes in their place before you go to school, too." Help children understand your expectations by stating what you would like from them instead of what you don't want, that way they will have more chances to succeed. For example, instead of saying "don't scream", try saying "please use a lower voice."

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

NOW I CAN!

Today I will learn to...

Value what I can do now and before couldn't.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

As we grow up, we develop many abilities that help us reach new achievements. The older we get, the more things we can do. For example, now we can talk and understand what others say to us, and we're even learning to read and write.

Everyone stand up. We're going to stand on one foot, without holding on to anything. Can you do it? Now switch feet. Were you able to do it with both feet? Remember when you couldn't do this?



Listen to your students.

Everyone have a seat, please.

- What other things can you do now that you couldn't do when you were littler?
Possible answers: Read, write our names, tie our shoes, make our bed, ride a bike, etc.
- How do you feel now that you're in first grade and you've gained so many new skills?



Listen to your students and validate their feelings.

2 Core

Let's stand up again. I'm going to ask you some questions and you're going to answer by telling me if what I say seems easy or hard. For this activity, you aren't allowed to talk or make sounds. You must answer with your body.

If what I say seems hard to you, I want you to squat down; and if it seems easy, I want you to jump. For example, if I say: "Ride a bike" you're going to squat down if you think it's hard or jump if you think it's easy.



Start the questions given below by saying, "Do you think it's easy or hard..."

To tie your shoes?	To say the same word in several languages?	To draw?
To make your bed?	To speak another language?	To write your name?
To count to ten?	To count by tens?	To color?

Now, please have a seat and open your workbooks to the worksheet "Now I can..." (see Student Material). There, you'll find all the things I've just mentioned. Mark the ones that seem easiest to you with an ex ("X").



Give them a few minutes to do this.

- Which ones did you mark?
- Do you remember when it was hard to do these things?
- What were your first tries like?
- What did you do to make them easier?
- What can we do with the things that seem hard to us?



Listen to your students.

Let's play charades. I want you to form groups of four. Then, each of you is going to secretly choose something hard that you can do now but you couldn't when you were younger. You're going to mimic that ability (without talking or making any sound), and your groupmates will have to guess what that is.



Give them an example, like running faster, jumping rope, or reading some advertisements.

3 Wrap-Up

Now we can do lots of things that we couldn't do before!

- Why couldn't you do certain activities before?
Possible answers: Because they didn't know how to do them, they needed help from others, etc.
- Why do you think you're able to do those things now?
Possible answers: They've learned, they practiced, etc.
- How do you feel about it?

As you grow up, you'll continue to develop many talents and abilities. This year, we're going to learn lots of things, like how to read, write, add and subtract or play a new sport we enjoy.

Student Material

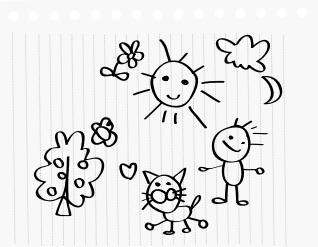
Now I can...



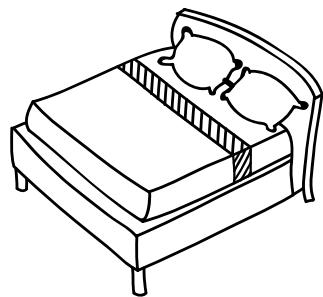
Tie my shoes



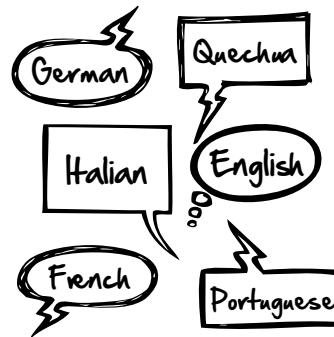
Say the same word in different languages



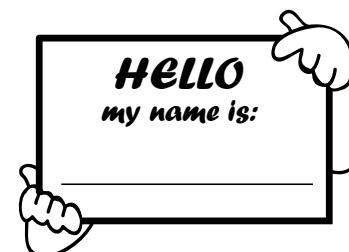
Draw



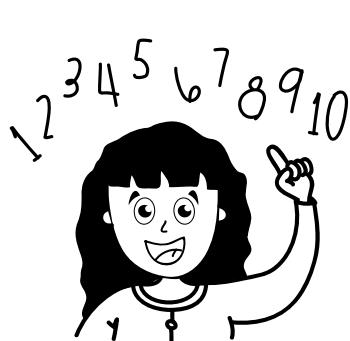
Make my bed



Speak another language



Write my name



Count to ten



Count by tens



Color

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-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

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

Skill: The ability to do something that comes from training, experience, or practice (Merriam-Webster, 2015). This means skills are acquired: they can be learned, improved, perfected through effort and practice.

It is important for you to help your students to:

- Recognize the activities, behaviors, and achievements they have developed so far.
- Identify how they feel about it.

2 Tips for Teachers and Parents

- It is important to emphasize those things at which the children are very good. Congratulate them when they improve their abilities and/or behaviors. Most importantly, praise their efforts to learn and improve, even if they don't succeed at first. Encourage them to keep practicing in order to master new skills they want. Remember, however, that you should not demand things that children at the age of 6 simply cannot do (principle of developmental achievements).
- Remember that self-efficacy helps develop a positive perception of "being able to." As a teacher, try to organize both types of activities: those in which you know your students will succeed and those in which your students will be challenged. For example, you can show students that they are able to do simple additions and tell them that this will help them to do more complicated things.

3 Frequently Asked Questions

- **Why is it important to recognize developmental achievements?**

Because this is critical for the development of self-efficacy. By recognizing our developmental (physical, emotional and cognitive) achievements, we reinforce our self-concept, self-esteem and self-confidence. This way, children are better prepared to take on new challenges.

- **Why is it important to talk with others about the things we have achieved as we grow up?**

Because this helps to associate positive emotions (e.g. pride or happiness) with our effort to achieve more. By sharing this with others, we learn from them and increase our motivation to do what has previously been difficult to achieve.

- **What do I do when a student tells me he isn't good at anything or that everything seems hard to him?**

First, show them empathy, validate their feelings ("It must be hard to feel that way"). Then, use specific examples from the student's life to show them the things they are good at, such as, "Remember that day when you danced at... You did a great job," or, "I've seen you making pretty drawings, for example, the drawing you made of...."

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

IT SHOWS IN MY BODY

Today I will learn to...

Notice how I am feeling.

What we'll need is...

- Images or magazine and newspaper clippings of people showing emotions
- Adhesive putty or masking tape

Lesson Guide

1 Intro

Do you know what an emotion is? It's what we feel when things happen. Sadness, anger, fear, anxiety and happiness. All of them are emotions.

Everyone stand up. We're going to jump as if we were very happy. Now, like we just received the best gift in the world!



Make sure your students are somewhere where they can move around safely. Let them do this for one or two minutes. Encourage them to express their happiness.

Today, we're going to talk about these emotions and how our bodies express them.

2 Core

I'm going to show you different pictures. Each of them expresses one emotion. You will have to tell me which emotion illustrates.



Show them the images or stick them on the blackboard with adhesive putty or masking tape.

Now that we've matched emotions and pictures, we're going to play the emotions game. Everyone stand up again.



We suggest using an open space. This may be outside the classroom.

Everyone is going to represent the emotions as I say them, using different parts of your bodies. First, we're going to begin with sadness:

- Let me see your sad faces. What does a sad face look like?

Possible answers: eyes partly closed, tears, saggy cheeks, crying, sobs, etc.

- Now we're going to walk like we're sad.

- What do our arms look like?

Possible answers: hanging down, no energy, still, etc.

- What about our legs?

Possible answers: moving slowly, no energy, etc.

- Now, let's make sad noises.

Wow, you all did a great job! Now we're going to do the same thing with anger.



Repeat the process with anger, fear, anxiety, and end with happiness.

- How did you feel?
- Which emotion was the easiest to represent?
- Which one was the hardest?

Today we represented sadness, anger, fear, anxiety, and happiness.

3 Wrap-Up

Everyone did a great job expressing these emotions. We all feel sad, angry, afraid, anxious, or happy sometimes and our body just shows it. Our body helps us to know what we're feeling, too. Why do you think it's important to identify our emotions?



Listen to your students.

If we recognize our emotions, we can learn how to handle them, and this will help us get along better with ourselves and others.

Student Material

I Recognize My Emotions



Emotion: Sadness



Emotion: Anger



Emotion: Fear



Emotion: Anxiety



Emotion: Happiness

Concepts, Tips and FAQs

1 Key Concepts

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.

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

Skill: The ability to do something that comes from training, experience, or practice (Merriam-Webster, 2015). This means skills are acquired: they can be learned, improved, perfected through effort and practice.

To identify these emotions, it is very important that you help your students to:

- Associate physical sensations and emotions. These sensations may include temperature (feeling cold or hot), tension (tense or relaxed muscles), or feeling their heartbeat or how their faces change (what their eyes, mouths, etc., look like).
- Name emotions and use these terms in everyday life.

2 Tips for Teachers and Parents

- Use everyday conversations to ask children how they feel. For example, when you're playing with them or they are telling you about things that happened to them.
- If the children have trouble identifying emotions, first, ask them if they would feel good or bad in that situation. Then, use this answer to ask them for more details about how their bodies would react and what name they could give to these emotions.
- You can name the emotions and explain to the children what those names mean. Begin with basic emotions (happiness, sadness, anger, fear, and anxiety). If children understand them easily, you can include more complex emotions such as shame and guilt.
- Learning is tied to many emotions: the happiness of learning something new and knowing that we achieved something, but also sadness and anger over not being able to perform a task that seems very hard. You can help your students or children to recognize their emotions when they're doing their homework or chores, or participating in an activity. Recognizing these emotions helps children to learn more and better.

3 Frequently Asked Questions

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

Emotions can make us do things we regret later on. For example, anger can make us hurt someone. On the other hand, they can also prevent us from doing things we want or have to do. For example, fear can make us stop doing something we want to do. For those reasons, it is better if we manage our emotions positively. Identifying what we are feeling is the foundation of all this.

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

Emotions make our bodies feel very strong sensations. So, if we recognize those sensations early on, we will be in a better position to make a decision on how to react.

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

When children experience strong emotions, we can empathize by saying things like "I can tell this makes you feel sad," or "I understand that you're afraid." Putting their feelings into words can help children decompress a bit and calm down. Then, you can put into practice one of the emotion management techniques that we will cover in later lessons. In contrast, confronting their feelings ("don't be a drama queen", "you are overreacting", "calm down!") can escalate those feelings even more and shut down any chance of a conversation.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

PUFFY THE BLOWFISH

Today I will learn to...

Breathe deeply to calm down.

What we'll need is...

Colored pencils or crayons.

Lesson Guide

1 Intro

Everyone stand up.

Sometimes, emotions can be as big as a hippopotamus! Extend your arms as wide as a hippopotamus.

How do you feel? When emotions are this big, we might stop doing things that we like to do. For example, when we're angry we might say things that make our friends feel bad. Or when we feel scared, we might stop participating in games that we love. Even when we're very happy and excited, we can talk nonstop and move around a lot. Today, we're going to learn to calm down.

Please have a seat guys.

2 Core

Today, we're going to hear the story of Puffy the blowfish.

Do you know what a blowfish is? It's a fish that puffs up when sensing a nearby threat. One day, Puffy realized that when he took deep breaths and puffed up, he could calm down.

I'm going to read the story of Puffy while you all read along. Let's look at the story in your workbooks

The Story of Puffy

Puffy the blowfish lives in the ocean. He has lots of friends and he really likes to play with them. At some point, however, Puffy was very worried. His friends didn't want to be around him anymore because he always got mad and treated them badly. Sometimes, he even hit them. But Puffy found a solution: he learned how to calm down! One day, he realized that if he took deep breaths and puffed way up to double his size, he calmed down and he didn't treat his friends badly anymore. Then, he could calmly tell them what he wanted. Now, when Puffy feels mad or afraid:

- 1. He stays still.**
- 2. He takes slow, deep breaths until he puffs up to double his size.**

- Why did Puffy want to calm down?
- How does Puffy calm down?

Now, in your workbook, you're going to color Puffy.



Give them a few minutes.

Is everyone finished coloring? Now everyone stand up so we can practice Puffy his trick. This will help you calm down when you have very intense feelings, like when you're very angry or very afraid.



Tell them to look at their picture and take slow, deep breaths until they puff up like Puffy, then breathe out slowly.

You can do it like this.



Show them how to do it.

Now let's do it two times.

Let's practice:

- Pretend that you just spilled juice on the picture you were making. How do you feel? Now let's take slow, deep breaths to calm down, just like Puffy does.
- Pretend that you are walking down the stairs and suddenly the lights go out and everything is dark. How do you feel? Now let's take slow, deep breaths to calm down, just like Puffy does.

3 Wrap-Up

Today we learned Puffy's trick. We take deep breaths until we're puffed up. We can use this trick when we feel very angry or afraid.

- When do you think you can use this trick here at school?

For example, when they're playing with their classmates and they run into each other by accident, when they want to say something and no one listens to them, or when someone takes away their things.

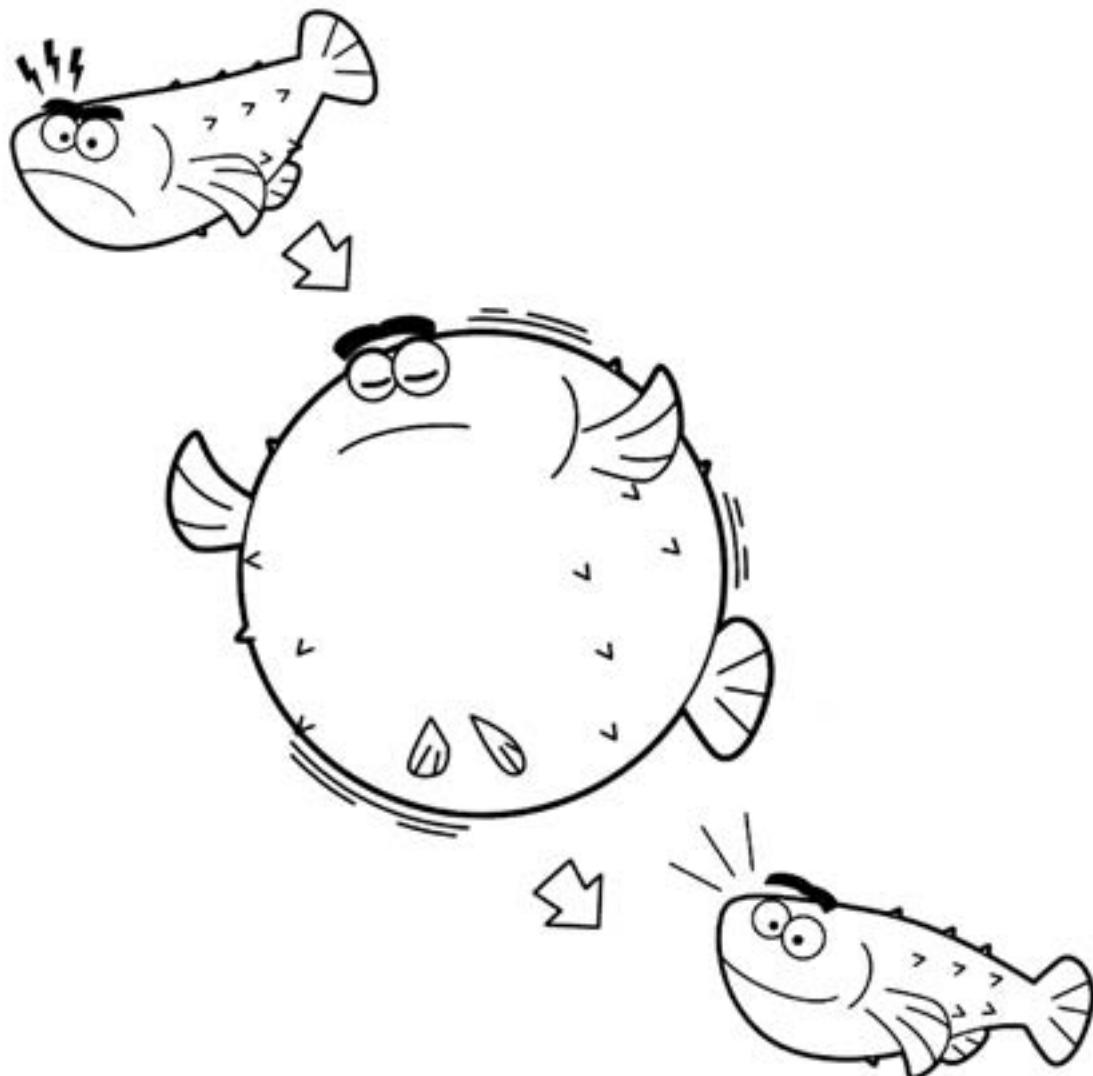
The next time we feel angry or afraid, let's remember how our friend Puffy stays cool by taking deep breaths.

Student Material

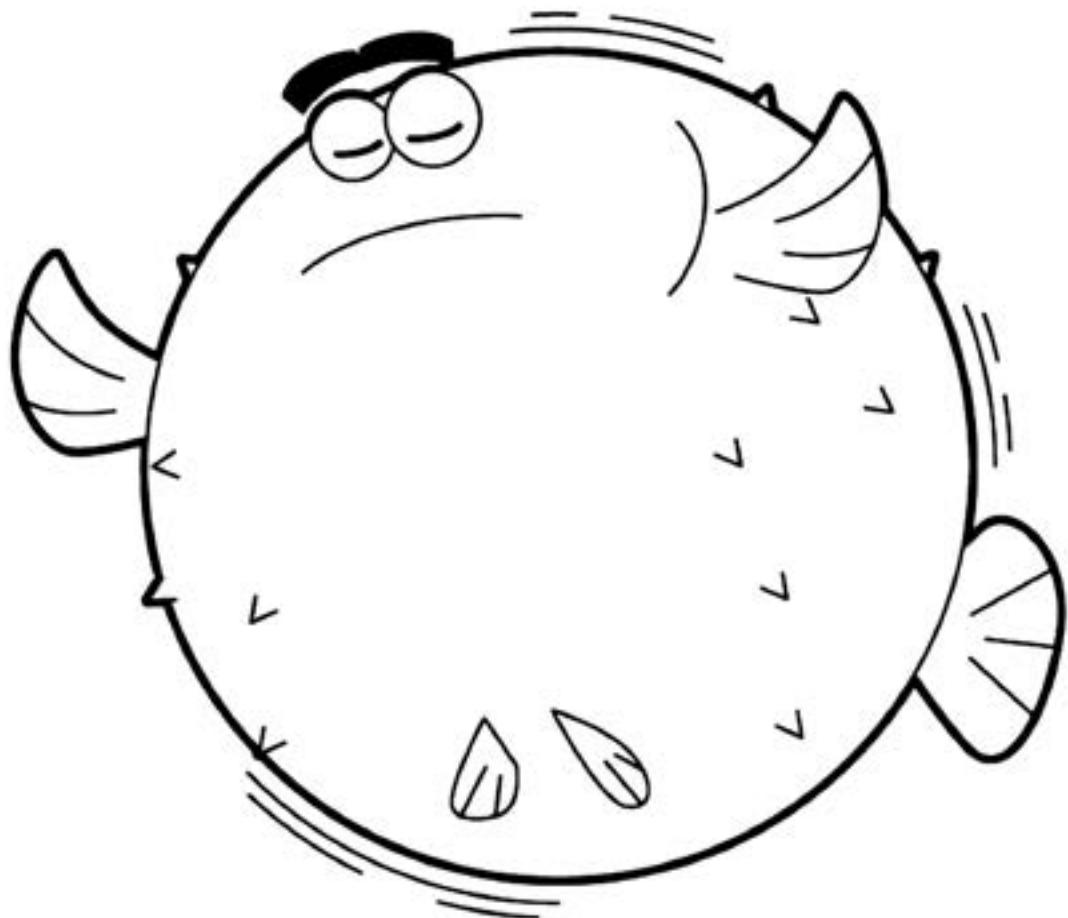
The Story of Puffy

Puffy the blowfish lives in the ocean. He has lots of friends and he really likes to play with them. At some point, however, Puffy was very worried. His friends didn't want to be around him anymore because he always got mad and treated them badly. Sometimes, he even hit them. But Puffy found a solution: he learned how to calm down! One day, he realized that if he took deep breaths and puffed way up to double his size, he calmed down and he didn't treat his friends badly anymore. Then, he could calmly tell them what he wanted. Now, when Puffy feels mad or afraid:

- 1. He stays still.**
- 2. He takes slow, deep breaths until he puffs up to double his size.**



Let's Color Puffy!



When you're mad or scared and you want to calm down,
let Puffy help you erase that frown

1. Sit still.
2. Take slow, deep breaths and try to puff up like Puffy.

Concepts, Tips and FAQs

1 Key Concepts

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

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

To help children in first grade learn to manage their emotions, it is important that you:

- Help the children to identify what they are feeling.
- Encourage the use of concrete techniques for managing these emotions; for example, taking deep breaths.

2 Tips for Teachers and Parents

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

3 Frequently Asked Questions

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

Use everyday situations. Get to know them so you can recognize what types of situations cause certain emotions on them. What makes them the maddest or the most scared, etc.? Show them how to calm down and remind them of this when they feel too agitated. For example, say, “Remember how we practiced calming down?” or “Take three deep breaths: one, two...” Practice these techniques yourself so you can lead by example.

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

All of us can have emotional outbursts and children are no exception. Above all, remain calm. If you react with an even stronger emotion, the children will learn that this is the way to handle the situation, and instead of calming down, they will feel even more intense emotions. You can give them a chance to express what they are feeling, and then validate their feelings by saying things like, “I know this makes you very mad. Let’s take a minute to calm down.” If you see that children may hurt themselves or others, give them a friendly, warm hug and help them to calm down using a gentle tone of voice.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

I CAN WAIT

Today I will learn to...

Finish what I have to do before doing what I want.

What we'll need is...

Colored pencils or crayons.

Lesson Guide

1 Intro

Often we have to control ourselves and wait. For example, we may want to eat a giant chocolate and vanilla ice cream, with lots of fruit, candy, and even fudge on top. Can you imagine it?

Everyone stay in your places and imagine you're eating a delicious ice cream. What sounds would you make to show how good it tastes? Even though the ice cream tastes good, sometimes we have to control ourselves because we could get sick if we eat too much.

2 Core

Today we're going to color a picture, but first we have to do something else. You will start coloring once you have outlined all the circles in your workbook (see Part 1 of the Student Material). Connect the dots.



Draw an example on the blackboard.

When you finish outlining all the circles, raise your hand so I can check your work. Then, start coloring the astronaut in your workbook (see Part 2 of the Student Material).



Ten minutes before the end of the lesson, ask them to stop.

3 Wrap-Up

- Was it fun or boring to outline the circles?
- Did you want to stop outlining the circles so you could color?
- What did you feel while you were outlining the circles?
For example, boredom, anxiety, etc.
- What did you feel once you finished outlining the circles and you could start coloring?
For example, relief, happiness, etc.

You did a great job today. You controlled yourselves when you felt like doing something else (coloring), because you had to finish outlining the circles.

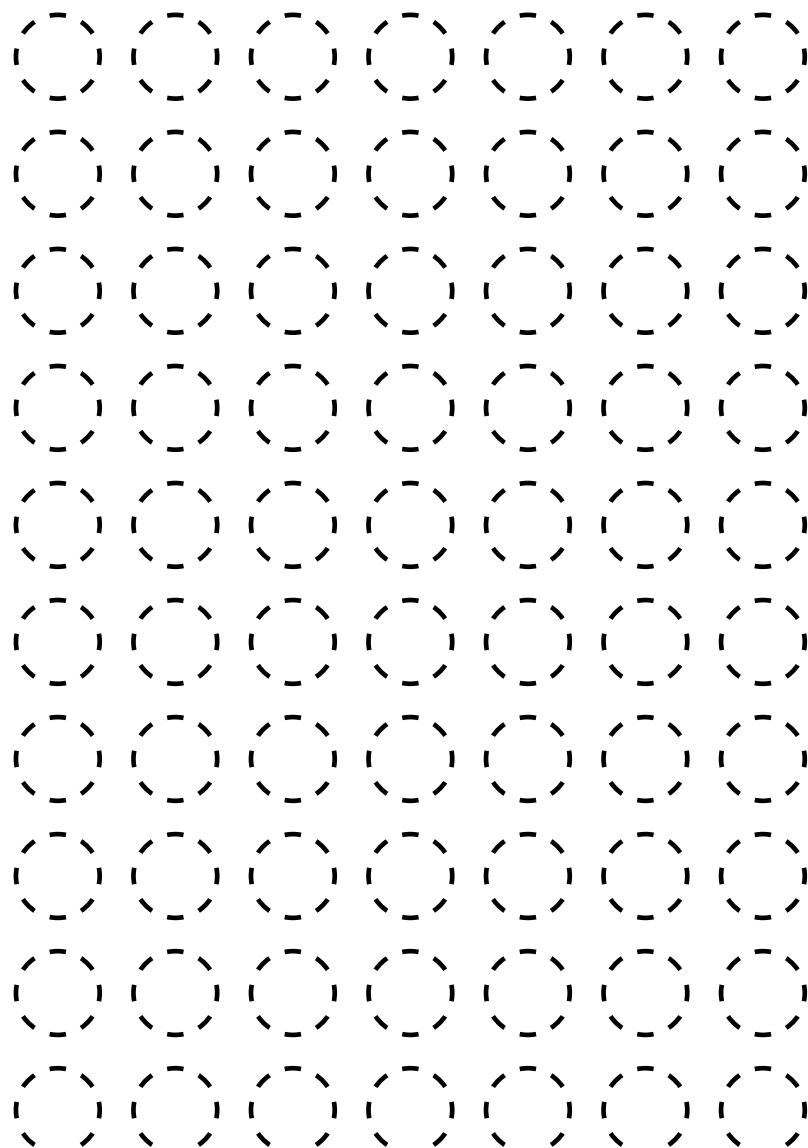
Sometimes we really have the urge to do something but we have to control our impulses so we can do something better later. For example, if we finish fast with a task we don't actually like (e.g. outlining the circles), later we can spend more time doing things we enjoy more (e.g. coloring). Can you think of other situations when it's better to do it this way?



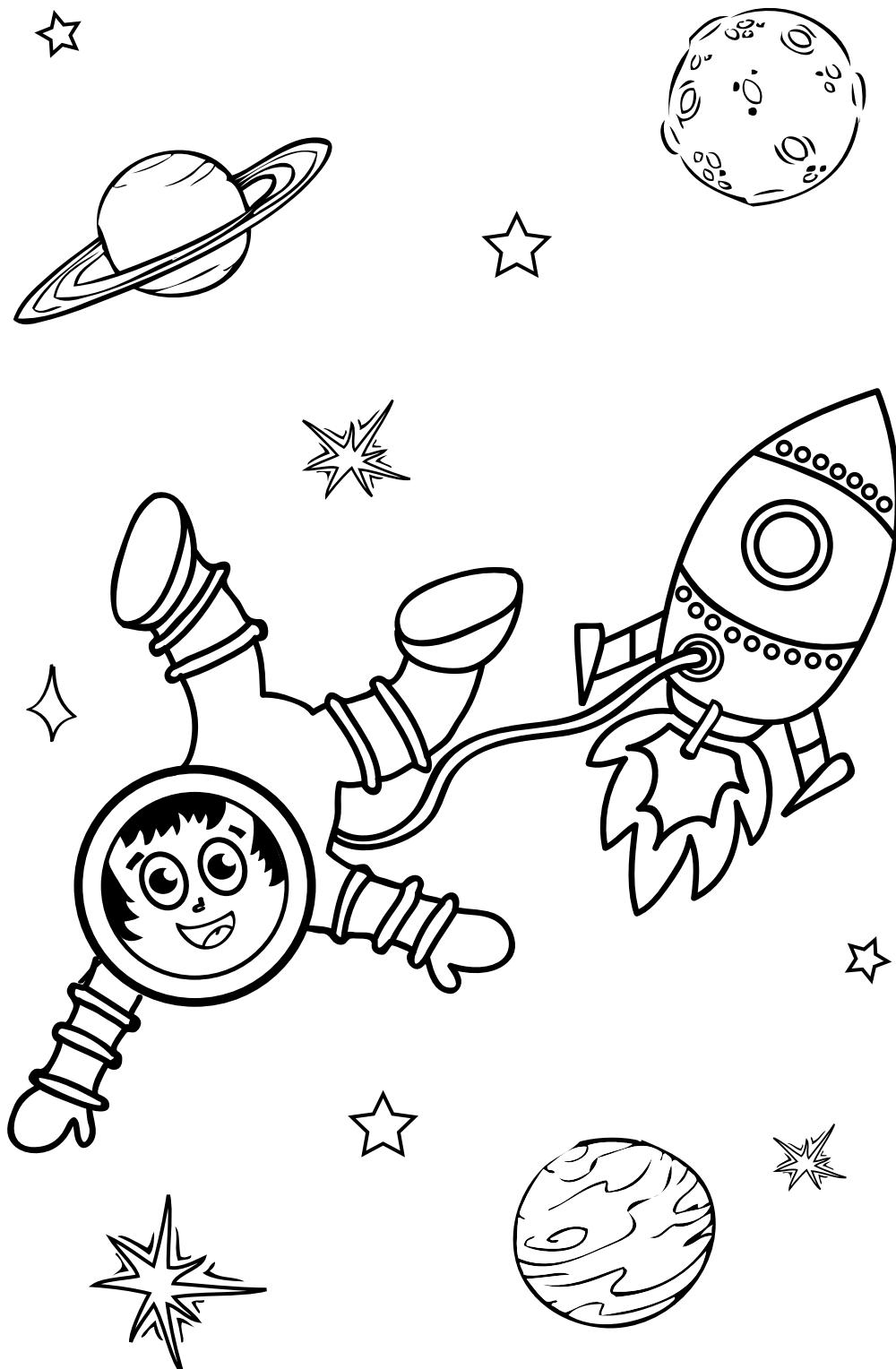
Help your students to think of everyday situations when they want to do something, but it is better if they control their impulse. For example, doing their homework quickly first and then having more time to play, or eating sweets slowly so they last longer.

Student Material

Part 1



Part 2



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. In order to manage our emotions, we need to know how to identify them.

It is important that you help your students to:

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

2 Tips for Teachers and Parents

- In order to learn how to postpone the fulfillment of certain desires or needs, it is important that children understand why doing so pays off.
- If the children say that they want to leave their homework for later, ask them to think how they would feel if they got it done now. If they want to eat all the candy they have, you can ask them if they would like to eat it little by little so it lasts longer.
- Some school situations can be used as opportunities to practice delayed gratification and impulse control. For example, waiting for the recess to go outside, taking turns to use painting materials or toys, not running in the hallways.
- Identify and practice strategies that they can use to control their desires or impulses, such as shifting their attention to a different activity

3 Frequently Asked Questions

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

Because it pays off. For example, the child may want to stay in bed rather than going to school. In that scenario, she will have to catch up later on to pass the exam. On the other hand, if the child controls her desire to sleep and goes to class, she will learn more and avoid the stress of trying to catch up.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

PAT: CALM DOWN AND ACCEPT

Today I will learn to...

Calm down when I don't get what I want.

What we'll need is...

Two puppets or paper dolls: a boy and a teacher.

Lesson Guide

1 Intro

We're going to play a game in pairs. Pair up with the student next to you. Ok, now, look him/her in the eye, without blinking or laughing. Be serious. The first one to blink or laugh loses. Let's see how long we can go without blinking or laughing. I'll time you.



Let them play and count off the time every 10 seconds. Repeat the game.

Did you like the game? A lot of you went a long time without blinking or laughing!

Things don't always turn out the way we want. Sometimes, grown-ups tell us to do something we don't feel like doing because it's best for us. Other times, we need more time, effort, or help to get things to come out the way we want. Today, we're going to hear the story of a boy who went through something like this and we will meet a superhero.

2 Core



Use a puppet, a doll or paper figure to play Marco in the following scenes (like a puppet show).

Marco: Hi, kids! How are you today? My name is Marco and I'm six years old. I go to school. I love to color. It's great to see how the different colors look on the paper: red, white, yellow. They all combine with each other to make beautiful pictures. What about you? Do you like to color?



Let the children share their answers with the puppet.



The puppet looks happy coloring, when suddenly the teacher comes along and says:

Teacher: Everyone needs to leave the classroom. Marco, you have to leave, too, because it's time for physical education.

Marco (mad): I don't want to... I'm coloring.

Teacher: You have to stop coloring right now and leave the classroom like everybody else.

Marco (very mad, shouting): I don't want to! I want to color!

Teacher: You can't right now. If you like, you can do that later.

Marco (even madder): I don't want to!! I want to color now. I don't want to do it later. I don't want to, I don't want to. I want to color now.



Hide the puppet for a moment and ask your students the following questions. Listen to your students after each question.

- Has something like that happened to you?
- How did you feel?
- What would happen if Marco didn't do what his teacher tells him to?
- Do you think Marco needs to calm down? Why?
- Do you think Marco needs to pay attention to his teacher? Why?

Now we're going to meet Pat.

Pat is a superhero. We can call her when we need to calm down and accept things I cannot change. You can see her in your workbooks (see Student Material). When you say, "Pat, help me calm down and accept the things I cannot change", Pat will show up and use her superpowers to give us strength inside. She can help us calm down and understand why adults are asking us to do something we don't feel like doing, and accept it. All we have to do is repeat the phrase while we breathe and Pat will enter our bodies.

Let's call Marco in so we can tell him about Pat. Marco! Marco! Marco!...



Marco comes in again.

Marco: Hi, kids! How are you? Were you calling me? I'm very angry. I don't want to go to physical education. I want to keep coloring. RIGHT NOW! What did you want to tell me?

Let your students talk about Pat and tell Marco about her and how to call her:



Take a deep breath, close your eyes, and say, "Pat, help me calm down and accept the things I cannot change." That way, she'll help Marco calm down and accept that you can't always get what you want.

Marco: I get it now! Pat will help me calm down and understand that I can't always get what I want, because I have to follow the rules. "Pat, help me calm down and accept the things I cannot change." Thanks, kids! You helped me a lot. Thanks for introducing me to Pat. Bye, kids! Thanks a lot! Now I feel calm. I'm going to go to physical education. At the end, I also love running. I'll finish my picture later!

3 Wrap-Up

We helped Marco today! And we met Pat.

- Do you think Pat can help us?
- When she can do that?
- How can we call her?

Sometimes, we want something to happen or we want to do something right now, and this can make us feel mad or sad if we simply can't. For example, Marco didn't want to stop coloring. When something like that happens to us, we can call our friend Pat so she can help us calm down to understand why sometimes we have to accept what adults ask us to do even when we don't feel like doing it.

Student Material



Pat, help me calm down
and accept things I cannot change.⁵

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

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.

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.

It is important that you help your students to:

- Handle emotions associated with frustration.
- Evaluate irrational/negative thoughts caused by frustration and change them into rational/positive thoughts.
- Understand why grownups, sometimes, don’t let them do what they want.

2 Tips for Teachers and Parents

- When children have a hard time finishing a task and they feel frustrated, help them manage their frustration by using techniques to calm down. Use fun names to call them. This way, it will be easier for them to remember.
- You can also help children identify irrational/negative thoughts such as “I’ll never be able to do this,” and change them into smaller goals to closer to their final goal: “This is hard, but I can do it. I’m going to pay more attention to each word.”

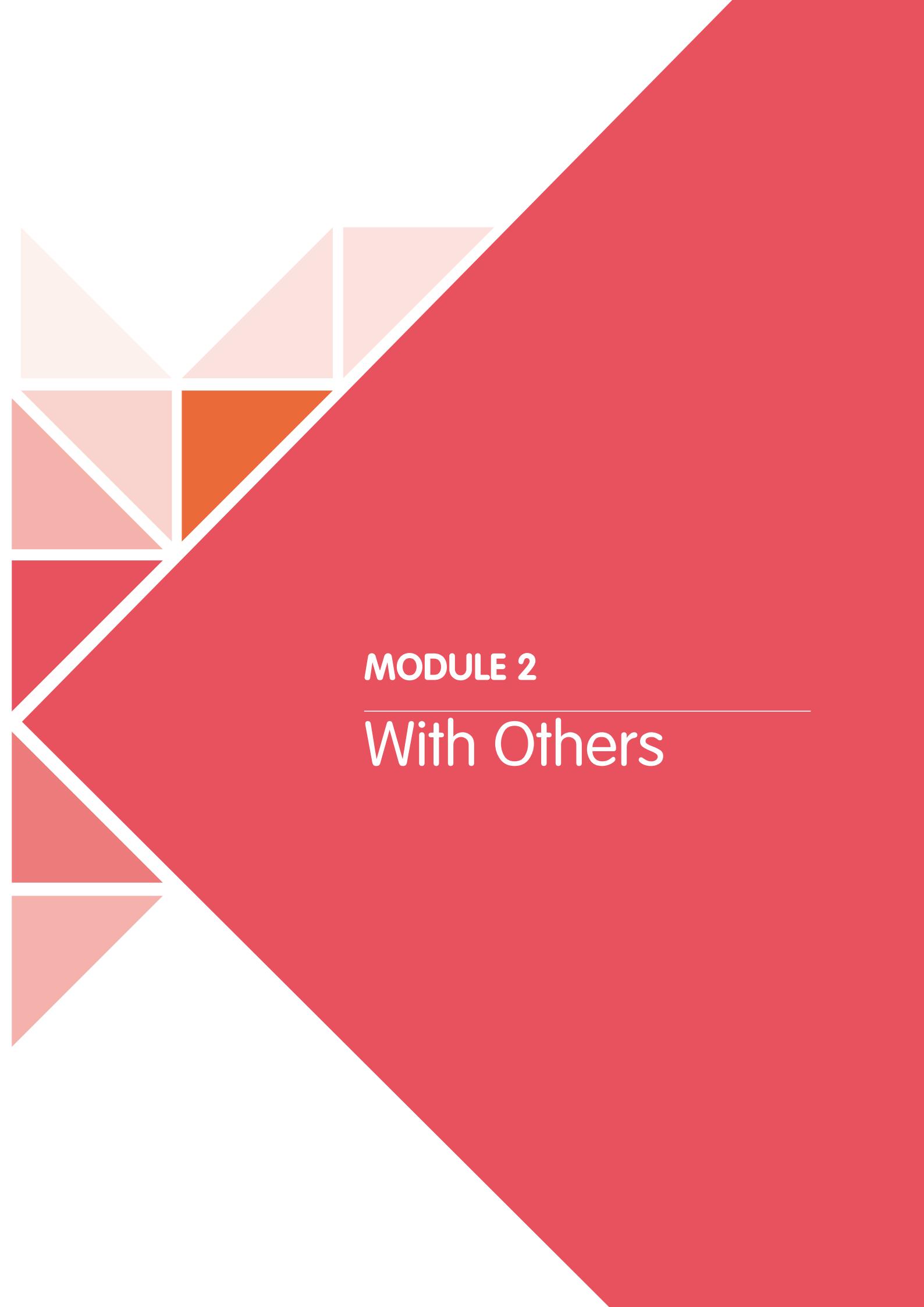
3 Frequently Asked Questions

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

Because this helps us realize that irrational/negative thoughts such as “I can’t” or “It’s impossible,” can be changed into rational/positive ones, such as “It’s hard, but I can do it” or “Maybe I can’t do it all, but I can do it by parts.” This will help us to better manage frustration, anger, sadness, and desperation, for example. Once this happens, the idea is to find different ways to achieve our objectives.

- **Is it OK to keep children away from frustration by completing their tasks?**

Frustration is part of life. It is important to become familiar with it and to learn that we can't always get what we want. Avoiding frustration is not the solution because children will not learn to handle it.



MODULE 2

With Others

Module 2
With OthersGeneral skill
Social AwarenessSpecific Skill
Perspective Taking

WHAT HAPPENED HERE?

Today I will learn to...

See through other people's eyes.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

All of us see and understand the world through our own eyes. But what would happen if we tried to see through other people's eyes? It would be like putting on someone else's glasses to understand how they see the world. Now we're going to look at the classroom from where we're standing. Pay close attention to what you see. What do the blackboard, the door, the window, other people, etc., look like from where you're standing?



Give them a few minutes to observe.

Now we're going to look at the classroom from another point of view. Everyone stand up and change desks, slowly and orderly. Those of you who are up front can go to the back. Those of you close to the door can sit far away from it. What do you see different? How do things look now?

We can always try to see things like others see them. We can all do it, and today we're going to try to understand how people can think and feel differently in the same situation.

2 Core

Do we like the same things?



Listen to your students.

Let's think about those things we actually love.

What do you prefer: chocolate or vanilla ice cream? Everyone who likes chocolate more, stand on the right side of the classroom, and everyone who prefer vanilla stand on the left side.



Write "chocolate" on the right side of the blackboard and "vanilla" on the left.

Everyone go back to your places. Let's hear Federico's condition. "Federico is allergic to vanilla. If he eats it, his whole body itches." What ice cream do you think Federico is going to pick, chocolate or vanilla? Stand on the side with the flavor you think Federico is going to pick.



After the students have made their choice, help them understand that Federico would choose chocolate ice cream because he's allergic to vanilla. Use the same process for the following situations:

Question	Option 1	Option 2	Character
How do you like to drink your water?	Cold	Room temperature	Jenny feels really hot. Do you think she would prefer cold water or water at room temperature? <i>Probably cold, because she feels really hot.</i>
What do you prefer to eat?	Carrots	Cookies	Felipe works in a cookie factory every day. Today, when he got home, they asked him if he wanted to eat carrots or cookies. What do you think he's going to choose? <i>Probably carrots, because he might be tired of smelling cookies every day.</i>
What do you prefer to do?	Play	Draw	Santiago has played soccer a lot this week. He's tired and his legs hurt. Today, he and his classmates can choose whether to draw or play. What do you think Santiago is going to choose? <i>Probably drawing, because he's tired and his legs hurt.</i>

What do you prefer?	Dance	Sing	Lina is learning how to dance, but she doesn't know the choreography and she feels embarrassed. Today at school, they asked children to choose between singing and dancing. What do you think Lina will choose? <i>She might choose to dance, because she's learning, but she could also choose to sing because she's embarrassed that her dance routine isn't coming out right yet.</i>
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Let's solve some mysteries! Do you know what mysteries are? They're situations that aren't easy to explain. Like these.



Read the two stories below out loud, pausing where suggested to reflect with your students. Read the stories with lots of emotion, expressing surprise when necessary. Use the prompt questions.

First mysterious situation:

Where's my book?

Anthony borrowed a storybook from school. He's very happy because he loves stories. He takes it home and puts it on the table. Right after, Anthony goes to the kitchen to get a glass of water.

- Why is Anthony happy with the book?
Suggested answer: Because he really likes reading stories.
- Why does Anthony want a glass of water?
Suggested answer: Maybe he's thirsty or it's very hot out.

Anthony's mom walks into the living room and sees the book. She doesn't think it belongs on the table and she puts it on the bookshelf.

- Why did Anthony's mom put the book on the bookshelf?
Suggested answer: Because she thought that Anthony forgot to put it there.
- What did Anthony's mom think?
Suggested answer: That the book wasn't where it belonged and that it should be on the bookshelf.

Anthony walks back to the living room and looks for the book.

- Where do you think Anthony will look for the book?

Suggested answer: On the table.

- Why is Anthony going to look for the book on the table?

Suggested answer: Because that's where Anthony left it and he thinks it's still there.

- Where is the book now?

Suggested answer: On the bookshelf.

Anthony says, "Where's my book?" He doesn't understand what happened.

- How does Anthony feel?

Suggested answer: Sad, confused, mad.

- Why does he feel that way?

Suggested answer: Because he can't find his book where he left it and he doesn't understand what happened.

Now open up your workbooks and find the worksheet "Mystery I". Let's look at the pictures. Let's explain to Anthony what happened. If Antonio asked us, "What happened to the book?" or "Where is it?", what could we tell him?



You can play the part of Anthony, asking what happened to the book.

Second mysterious situation:

How did my drawing get dirty?

Saray is drawing a rainbow. In the picture, she used the seven colors of the rainbow. It's coming out great. Suddenly, Saray gets up from her desk and walks away.

- How does Saray feel while she's making the picture?

Suggested answer: Happy, because it looks very pretty.

- Why did Saray get up from her desk?

Suggested answer: Maybe she had to do something, like sharpen her colored pencils or go to the bathroom.

Just then, Liliana walks by Saray's picture and accidentally trips and gets black paint on it. Liliana gets really scared and tries to clean it off.

- Why did Liliana get paint on Saray's picture?
Suggested answer: She accidentally tripped.
- Why did Liliana get scared?
Suggested answer: Because Saray might get mad.

Saray comes back to her desk and finds Liliana cleaning her picture. She sees a blob of black paint on the picture.

- How does Saray feel?
Suggested answer: Mad, sad, confused.
- What might she be thinking?
Suggested answer: That Liliana got paint on her picture on purpose, to ruin it.
- What really happened?
Suggested answer: Liliana got paint on the picture without meaning to, because she tripped, and now she's trying to clean it off.
- What might happen if Saray doesn't realize it was an accident?
Suggested answer: They could get in a fight and have a bigger problem.

Now, open your workbook to the worksheet "Mysterious Situations II" and let's look at the pictures. Let's explain to Saray what happened.



You can play the part of Saray, asking what happened to her drawing.

- Why do you think it's important to see things the way others see them?
Possible answers: To understand other people better, to avoid misunderstandings.

3 Wrap-Up

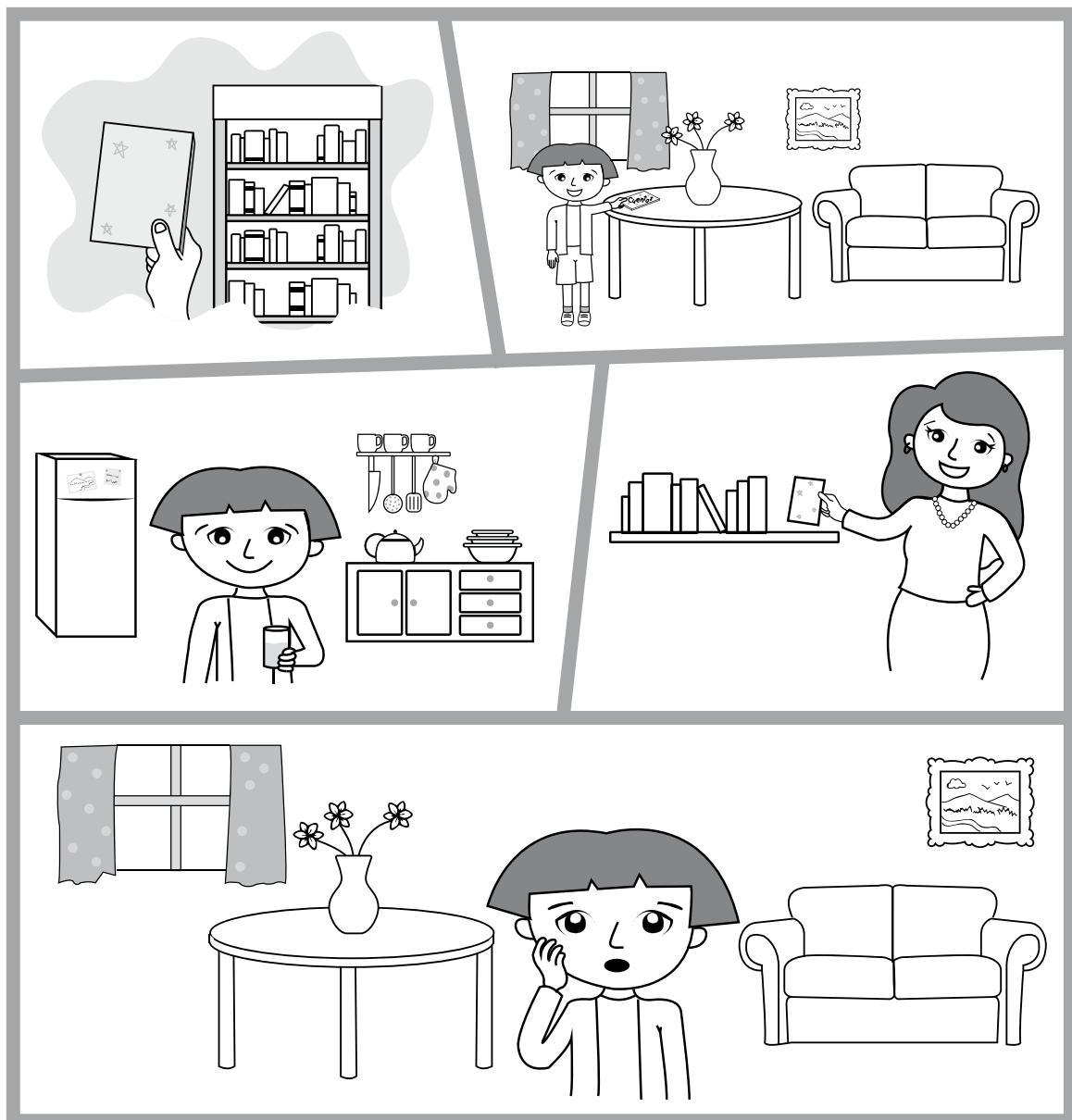
Today we solved a few mysteries and we helped Anthony and Saray understand something that happened to them.

- Has something similar ever happened to you?
- In what situations can we try to see things as others do?
Suggested answer: When we have problems with someone, when we don't understand why someone did something.

People can think and feel different things in the same situation. That's why it's important to try to see things through others' eyes.

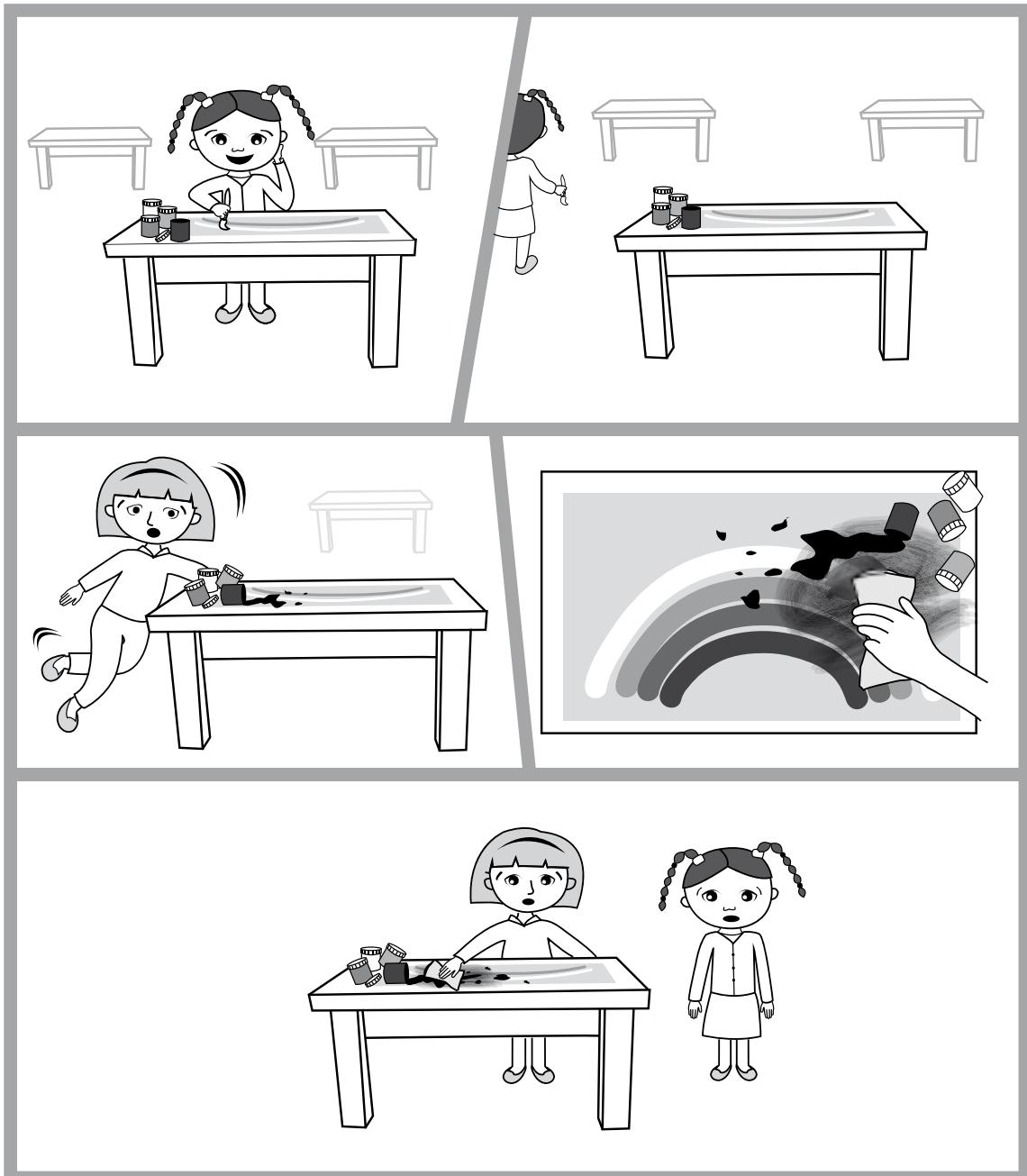
Student Material

Mystery! Where's my book?



Mystery //

How did my drawing get dirty?



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).

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

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

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

2 Tips for Teachers and Parents

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

3 Frequently Asked Questions

- **Why is it important to practice seeing things from other people's perspectives?**

Because people may have different points of view. As such, it is important for children to develop the ability to understand a situation from different perspectives. Seeing things from other people's perspectives helps develop thinking and allows us to strengthen our ability to understand what others may think or feel in a situation in which we may think or feel differently. Children who have developed this ability can solve their interpersonal conflicts easier, have a more flexible thinking process (they are able to find several explanations) and they tend to respond assertively.

- **Are seeing things from others' perspectives and empathy the same thing?**

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

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

JASON, THE MAGICIAN

Today I will learn to...

Observe someone else's face to know how they feel.

What we'll need is...

A photocopy of the pictures included in the Student Material.

Lesson Guide

1 Intro

In other lessons, we have learned about our own emotions. Now we're going to learn a little about other people's emotions. Sometimes other people feel happy, sad, mad, or surprised. Have you ever seen someone who was very happy? For example, maybe they won something in a contest? What do people do when they feel really happy?



Listen to your students.

Everyone stand up. We're going to jump like we've just won a contest! The things that people do help us to know what they're feeling; when knowing that, we can understand them better and maybe help them to feel better. Everyone have a seat.



When performing the activity above, make sure that your students are somewhere where they can jump safely.

2 Core

We can use our faces to express how we're feeling. For example, what does a sad face look like?



Make a sad face and ask your students to make a sad face, too. Repeat this process for each of the following emotions.

What does a mad face look like? What does a surprised face look like? What about a scared face? And a happy face?

Now, one by one, I'm going to show you different emotions in the other children's faces (see Student Material) and we're going to try to connect them with those emotions.



As you show each picture, ask the following questions:

- How do you think the person in the picture feels? Let's use our faces to express that emotion.

For example, when you show them the picture of the smiling boy, they should smile.



Then ask them to open their workbooks to the worksheet "Discovering Other People's Emotions" (see Student Material) and ask them to individually choose and observe one of the pictures, whichever one they want.

Give them a few minutes. Then, encourage students to share with the prompt questions below. Listen to your students and validate their feelings.

- How do you feel now?
- If we look closely at other people's emotions, is it possible for us to feel something similar?

Now I'm going to read you the story of Jason, the magician.



Read the following story, pausing where suggested to let students reflect upon the story. You can use the prompt questions.

Jason and his magic tricks

Jason was a very special boy. He had always wanted to be a magician and perform real tricks so he could surprise his friends. One day, he started attending a school for magicians, where all children can go and take classes from the best magicians in the world.

- Do you know what magic means?

Suggested answer: It means doing tricks to perform extraordinary things, like making an animal appear out of nowhere...

- Have you ever seen a magician? How did you feel when you watched him? How do you think Jason felt when he walked into the school for magicians?

Jason worked hard and studied all the tricks they taught him in class. He knew how to take a rabbit out of a hat, he could guess the number on a card without looking, and he could make a bird appear from his sleeve.

Jason got his whole family together and he told them that he was going to do magic tricks. Everyone who lived in his house was there: his mom, his grandfather, and his two brothers. They all sat down in the living room to watch Jason's show.

- How does Jason feel right now? How would you feel if you were Jason?

Jason was very happy and excited. He asked his older brother Toti for a coin and he made it disappear in the blink of an eye. Toti thought he had lost his coin. He got mad and he felt so angry that he didn't want to keep watching the show. Toti went to his room and shut the door.

- Use your faces to show how you think Toti felt when his brother made the coin disappear.
- How would you feel if you were Toti?
- How do you think Jason, the magician, feels about it?

What Toti didn't know is that magicians can make things disappear and reappear. Since Jason the magician knew this, he wasn't very worried about Toti and he went on with the show for the rest of his family.

For his next trick, he was going to make a bird appear from his sleeve. Since Jason had been taught that this was supposed to be a surprise, he asked his younger brother Roco to come up and pull on a little thread that was hanging from his jacket. Feeling curious, Roco came up and started to carefully pull on the thread.

When he finished, a little bird appeared out of nowhere. Roco didn't understand what was happening and he got really scared. He got so scared that he started crying and he asked his mother for a hug. Jason felt very sad because he had made another audience member feel uncomfortable. He wondered what his mom and his grandfather felt like, and then he saw that his grandfather had fallen asleep in the middle of the show.

Jason ended his show because he didn't want to keep boring or bothering the audience. One person had gotten mad, another had gotten scared, and his grandfather had fallen asleep. Jason just thanked them and went to his room.

- How do you think Jason feels right now? How would you feel if you were Jason?

His mom saw that all her sons felt bad. So, she decided to call them together to clear up the situation. She asked each of them what they were thinking and then Jason had the chance to explain to Toti and Roco what had happened.

He told them, "With magic, you have to let yourself be surprised by what happens. In my class, they taught me that a real magician makes people smile and surprises his audience."

Then Toti said, "But why did you make my coin disappear? You always take my things and you don't return them. That makes me feel mad." Jason answered, "The coin didn't disappear. It's right here." Jason gave it back and Toti felt better.

Then, little Roco said, "Jason, you really scared me with that trick." And Jason said, "I'm sorry, Roco. I didn't mean to scare you, I just wanted to give you a nice surprise. You'll see, someday you'll learn to enjoy magic without getting scared."

- How would you feel if you were Jason, Toti, and Roco right now, after everything was cleared up?

Jason wanted to understand why his grandfather had gotten so bored with his tricks that he fell asleep. So he asked him, "Grandpa! How come you fell asleep in the middle of the show? Didn't you like my magic tricks?"

His grandfather, who had fallen asleep again, jumped up and said, "My dear grandson, I fell asleep because I didn't sleep last night. At my age, people don't sleep all night and they feel tired and sleepy during the day. I'm sorry, I don't want you to think I was bored. The next time, you can do your magic tricks earlier in the day so I won't fall into the arms of Morpheus, the God of sleep."

Jason felt happy because he knew he wasn't a bad magician!

3 Wrap-Up

- How do you feel now that we finished reading the story?
- Do you think it was important for Jason to understand how his brothers felt? Why?
- What would happen if we didn't feel anything when something is wrong with others?

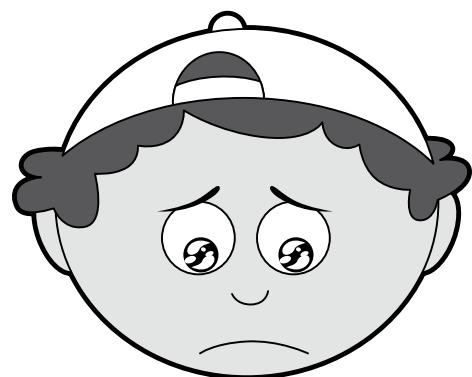
Understanding and feeling other people's emotions helps us to understand them better and explain what we meant to do.

Just like Jason asked his brothers how they felt about his magic tricks, you can ask others how they feel when you do something. You can observe their faces, like we did at the beginning of the lesson, and ask them how they feel.

Student Material

Discovering Other People's Emotions

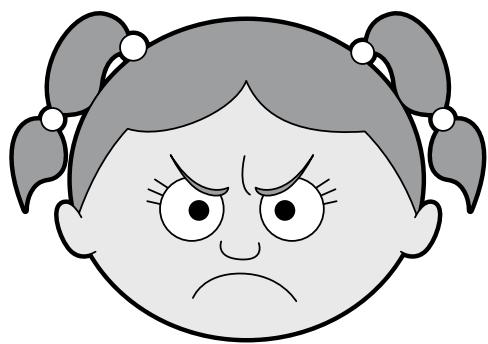
Emotion: Sadness



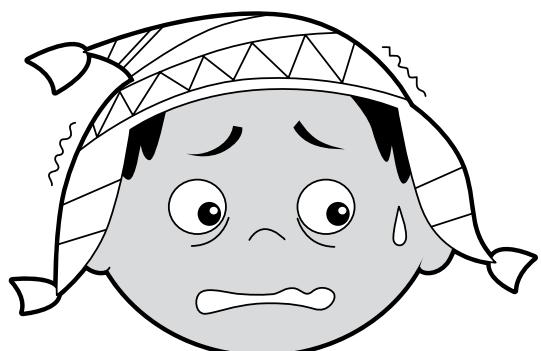
Emotion: Happiness



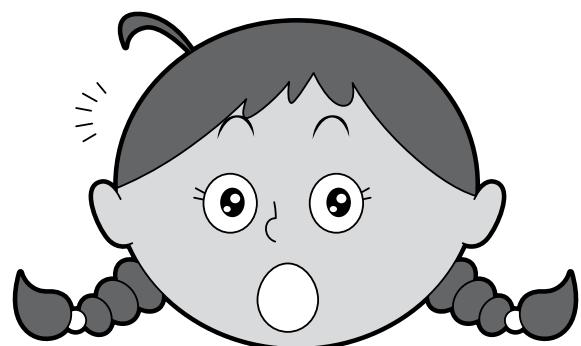
Emotion: Anger



Emotion: Fear



Emotion: Surprise



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).

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

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

- Identify the emotions they feel when they find out what is going on with others.
- Ask themselves how they would feel if they were in the other person's shoes.

2 Tips for Teachers and Parents

- Make the most when children are able to mentally put themselves in the other person's place so they can feel their emotions. For example, use questions such as, "How would you feel if that happened to you?" or "How do you feel about what happened to that person?" You can help them develop the habit of examining their own reactions to other people's emotions. While reading stories, ask the children about other characters' emotions and ask them how that makes them feel.
- Teachers may use classroom situations where the students feel different emotions, characters from stories, or people who are not in the classroom. These emotions may be both pleasant and unpleasant. For example, if someone has a hard time finishing a task, you can ask the others, "How would you feel if you couldn't finish this?" or "How do you think your classmate feels?"
- When a child acts aggressively, you can use these questions to develop his empathy: "How do you think the person you hurt feels?" or "How does that make you feel?"

3 Frequently Asked Questions

• Why is it important to develop empathy?

Because empathy is an essential skill for preventing aggression and ensuring a healthy coexistence. Putting ourselves, mentally and emotionally, in other people's shoes and we feel what others may be feeling, we increase our chances to solve any conflict in a non-violent manner. Children with high levels of empathy are not only less aggressive but also reach agreements easier and understand better other people's perspectives. This, of course, helps them improve their interpersonal relationships.

• Are seeing things from others' perspectives and empathy the same thing?

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

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

LOOK, ASK, HELP

Today I will learn to...

Notice when someone needs help.

What we'll need is...

- Two puppets the teacher has made before class
- Colored pencils or crayons

Lesson Guide

1 Intro

There are things we can't do on our own. If we had to lift a very heavy box and we couldn't do it, it would be easier to look for help. If we had to reach a book on the top shelf at the library, it would be easier if a taller person helped us. Can you think of a time when you needed help?



Listen to your students.

Just like we need help, sometimes our friends and classmates need our help, too.

- Have you ever helped your classmates? How did you help them?
- What happened when you helped them?
- Why do you think it's important to help others?

Today, we're going to practice how and when to offer our help to others.

2 Core



Introduce the puppets John and Jen. Briefly, represent the two following situations: one in which Jen needs help and John offers to help her, and the other in which John offers to help her but Jen doesn't need it. Find one example below:

Part One:

Jen is walking back and forth, agitated and looking around, saying, "Where is it? Where is it? Where is it?"

John: "Hi, Jen. What are you looking for?"

Jen: "Hi, John. I'm looking for my missing sock, but I can't find it and I'm already late for school."

John: "Do you want me to help?"

Jen: "Yes, please help me."

Both of them start looking in different places until John finds it.

John: "I found it!"

Jen: "Really? Thank you so much, John! Now I can go to school!"



After this situation, ask the following questions and listen to your students:

- How did John know that Jen had lost something?
- What did John do when he saw her looking for it?
- What emotions do you think Jen felt when John offered to help her?
- What emotions do you think John felt when he found Jen's sock?
- What would have happened if John hadn't helped her?

Part Two:

The next day, Jen looks very happy. She is humming a song while she concentrates on something.

John: "Hi, Jen. What are you doing?"

Jen: "Hi, John! I'm making a picture for my mom."

John: "Hey, hand me one of your crayons. I'll help you!" (walks over to Jen).

Jen: "Thanks, John but I don't need help."

John: "Are you sure? How come?"

Jen: "Because I like to draw and I want my mom to see that I made it all by myself."

John: "Cool. Maybe I'll make a picture for my mom too."

Jen: "Good idea!"



After this situation, ask the following questions and listen to your students:

- What was different this time?

Suggested answer: Jen looked happy making her drawing and John wanted to help her.

- What didn't John do this time that he did before?

Suggested answer: He didn't ask if she needed help.

- Why do you think Jen didn't accept his help?

Suggested answer: Because she really didn't need it.

The story of John and Jen is perfect for learning the three keys to the “Help Code”: Look, Ask, and Help. Now open your workbooks to the worksheet (see Student Material). There, you’ll find a picture showing each key.

Explain the three keys as follows:

1. *Using my imaginary binoculars, I can detect whether someone needs help (you can put your hands up to your eyes and pretend like you’re looking through a pair of imaginary binoculars).*
2. *I have to ask first if they need my help and how I can help them.*
3. *If the answer is:*
 - “Yes”: *OK! Let’s get to work.*
 - “No”: *OK! I understand that that person doesn’t need my help right now.*

Ask your students to color each picture using different colors. Then, invite them to repeat each key: (1) I look; (2) I ask; and (3) I help.

Working in pairs, you will represent a situation in which one of you falls and needs help, and the other practices the “Help Code”. Please find a partner to work with.

 *If necessary, start by giving them an example with the help of a volunteer. Give them a few minutes. Walk around to observe what they are representing. Don’t intervene.*

Now let’s do it the other way around, trade roles and choose a different situation.

 *Give them a few minutes. Walk around to observe what they are representing. Don’t intervene.*

Let’s gather up:

- How did you feel when you helped your classmate?
- How did you feel when you received help?

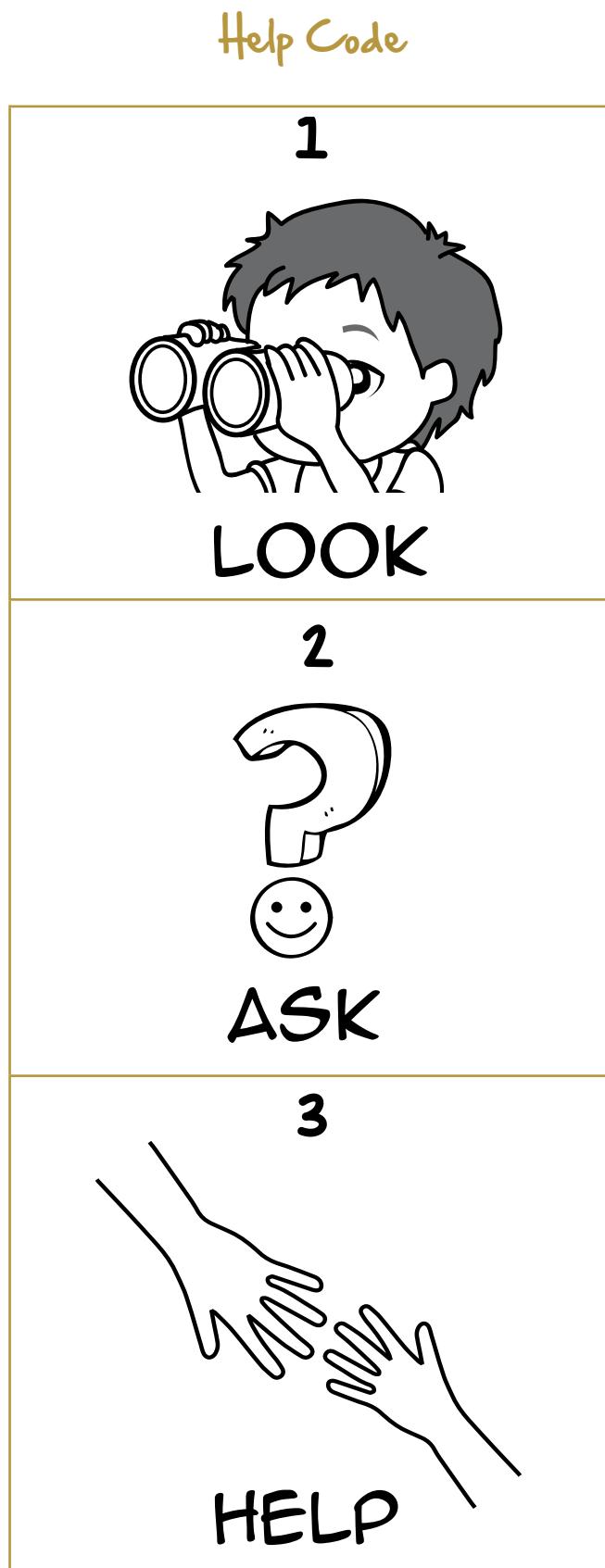
3 Wrap-Up

Today we learned the three keys for helping our friends better. Now we’re going to try to pay more attention to see if someone needs our help.

- Why do you think it’s important to ask before we offer our help?

When we help our friends and classmates, we not only make them feel better, we also feel good because we can help them solve their problems. It’s important to remember that receiving help from others is very special, but people don’t always want or need our help. That’s why it’s a good idea to ask first.

Student Material



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).

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

2 Tips for Teachers and Parents

- Although children may have different levels of motivation when it comes to involving themselves in prosocial behaviors, it is important that we adults try to give them opportunities and encourage them to practice such behaviors. The more chances they have to see the positive social consequences in others and themselves when engaging in prosocial acts, the more motivated they will feel to repeat these behaviors. For example, you can help them identify situations in which they could lend a hand, encourage them to offer help to others who may need it, ask them for help when you need it, and thank them for their support.
- Since we adults must lead by example, it is important that you frequently practice prosocial behavior with others in front of the children. When you help others, you are acting as a model for your children or students.
- Empathy is a skill that is closely related to prosocial behavior. For that reason, helping children to develop empathy is an effective way of encouraging their prosocial behavior.
- Ask them how people feel in situations in which they may need help, and how they would feel if someone helped them.

3 Frequently Asked Questions

• Why is it important to promote prosocial behavior?

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

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

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

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

YOUR TURN, I LISTEN

Today I will learn to...

Listen carefully without interrupting.

What we'll need is...

Two puppets (a boy and a girl).

Lesson Guide

1 Intro

Noise and silence are very different. Let's do a little experiment.

Close your eyes and think of your favorite fruit. On the count of three, everyone will repeat the name of that fruit at the same time, over and over, until I say, "STOP."

Now close your eyes again. On the count of three, each of you is going to mentally repeat the name of that fruit without making a sound. No noise will be made in the classroom. When I say, "STOP," open your eyes.



You may repeat the exercise.

- What was the difference between the first part and the second part of this experiment?
- What happens when we all speak at the same time?
- Did you hear your classmates' favorite fruits?

2 Core

I'd like you to meet the puppets Ramón and Ramona.



You can put one on your left hand and the other on your right. Try to make their voices sound slightly different.

We're going to watch a short play in which Ramón really wants to tell Ramona about what happened to him at the park yesterday, and Ramona wants to tell Ramón about what happened to her at the park.



Below is an example of how you can present the play. It is important that Ramón and Ramona interrupt each other constantly:

Ramón: "¡Ramona, Ramona! You won't believe what happened to me at the park yesterday. It was so exciting! I'm dying to tell you!"

Ramona: "¡Ramón, Ramón! Something really fun happened to me, too. Let me tell you first. Can you believe that I saw..."

Ramón: "Wait! Me first, me first. Can you believe I saw..."

Ramona: "No! Me first. It's a really fun story. Let me tell you, please! Yesterday at the park I saw..."

Ramón: "Ramona, I can't wait to tell you but you won't let me."

Ramona: "But I want to tell you, too. I saw a kitten!"

Ramón: "I saw a puppy! Let me go first. Whaaa. You saw a what?"

Ramona: "You saw a what?"

Ramón: "Wow! It would have been better if we took turns talking..."



After the play, use the following questions and listen to your students.

- What happened to Ramón and Ramona?
- How do you think they felt when they couldn't tell their stories?
Suggested answer: Both of them really wanted to speak, but they didn't feel like listening. In the end, they didn't get to do either of the two things.
- What would have happened if they had taken turns telling their stories?
- What else could they do to listen to each other better?

Now find a partner and sit facing each other. Each pair is going to pick a small object. It can be a pencil, a little ball, or crumpled-up piece of paper.



Tell them they're going to play a game in which only the person with the object can speak, and when you say "Switch!" they have to give the object to the other person and that person can speak. When you say "Switch!" again, they have to give the object back to the other person. The person who does not have the object has to listen very closely, without speaking, to what their partner is talking about. You can play this game with a volunteer to give the children an example. Tell them what to talk about during each round, based on the following suggestions:

Round 1	The people in your family. You can give them approximately 30 seconds before saying "Switch!"
Round 2	What's your favorite animal and why? Give them 30 seconds and say "Switch!"

Round 3	What foods do you like and what foods don't you like? Give them 30 seconds and say "Switch!"
Round 4	What did you do this weekend? Give them 30 seconds and say "Switch!"

Now go back to your seats, please.



Use the following questions and listen to your students.

- What did you use the object you chose for?
- What interesting things did you learn from your partner?
- Would you suggest to Ramón and Ramona that they use an object like this?
- What part did you like best about this game?

3 Wrap-Up

- Why is it important to listen to one another?
- How can we tell if someone is listening to us?
- How do you feel when someone listens to you?
- How do you feel when you want someone to listen to you and he doesn't?

Concepts, Tips and FAQs

1 Key Concepts

Active listening: Placing all of our attention and awareness at the disposal of another person, listening with interest and appreciating without interrupting (Knights, 1985).

It is a specific communication technique that requires paying close attention to the other person's words and body language, repeating back key ideas and phrases from time to time to confirm our understanding of what the person has said, and asking non-judgmental clarification questions to better understand the other person's perspective. Demonstrates respect for, but not necessarily agreement with, the other person's feelings and views.

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

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

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

2 Tips for Teachers and Parents

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

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

3 Frequently Asked Questions

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

Some children are more easily distracted than others and have a hard time paying attention for prolonged amounts of time. This does not mean that they are not interested in what you are saying. It is important that you provide a model and repeatedly practice active listening strategies with them in order to facilitate their learning process. You can help children who tend to be easily distracted by talking to them at eye level, using simple and familiar language, and asking questions that actively involve them in the message you are trying to get across. For those children, repetition is important. You can even make sure they have understood the information by asking them to explain it back to you in their own words (for example, "Please tell me in your own words the instructions I just gave you on how to finish this task.")

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

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

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

Choosing to pay attention to children requires a complete willingness to listen actively to them. When children feel listened to, they feel that their ideas, emotions, and thoughts are valuable to other people and worth sharing, which reinforces children's self-esteem. Likewise, actively listening is a way of expressing our respect for them.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

SAYNO THE DINO

Today I will learn to...

Say no nicely and firmly when I don't like something.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

There are situations in which other people say things about us that make us feel upset. For example, we may feel mad when someone tears up one of our notebooks.



You can share a situation in which you felt upset or mad at someone.

Without naming any of our classmates: Would anyone like to tell us about a situation where you felt really mad at a friend, classmate, or teacher?



Listen to your students and validate their feelings.

2 Core

Today, we're going to meet a very special friend who's going to teach us how to respond in situations where someone does or says something we don't like. His name is Sayno the Dino.

Let's read the story of Sayno the Dino in your workbooks (see Student Material). Pay very close attention to what our friend is going to teach us today.

Sayno the Dino⁶

Rosa feels very sad because people have been yelling at her and insulting other children at school.

For example, the other day, Clara didn't stop kicking her desk and Rosa ended up ruining the piece of paper she was drawing on. Then Rosa turned around and told Clara she was stupid. Clara answered, "You're the stupid one!" and she walked off.

Lots of other things like this happened... Rosa is tired of this ...

Rosa runs into Sayno the Dino, who tells her:

"I had the same problem, but I realized that the situation only got worse when I yelled at, insulted, and pushed others. The other day, my classmate took my pencil without asking first. I wanted to tell him to stop being mean, but I thought, 'I have to tell him clearly not to bother me so he won't do it again.' I understood, then, that we can avoid fights when other people act in a way that we don't like if we tell them clearly and calmly, 'I don't like it when you do that...' or 'I don't want you to say that to me again...', and then tell them what you're feeling: 'That really bothers me...' or 'I get mad when you say that.'"



After reading the text, ask the following questions and listen to your students:

- Why do you think Sayno says, "I realized that the situation only got worse when I yelled at, insulted, and pushed others"?
- What advice did Sayno give to Rosa? Open your workbooks to the worksheet with the picture of Sayno the Dino (see Student Material).

I'm going to read some everyday situations and you're going to tell me how you would answer using Sayno's advice.



Let two or three students talk about each situation. In italics, you'll find examples of how to use the tactic in each case. Use these examples only as a guide for yourself. The idea is for children to practice Sayno's tactic using their own words.

1. You're in line to buy some crackers. Poncio pushes you out of line and takes your place. What could you say to Poncio?

Example: "Don't do that, Poncio. I don't like it when you push me. It really bothers me."

6. Story adapted from the Aulas en Paz Program (www.aulasenpaz.org).

2. You're trying to color a picture without going outside the lines. Lucy moves your hand and laughs because she ruined your drawing. What could you say to Lucy?

Example: "Don't do that, Lucy. It really bothers me. I loved my picture."

3. Donald calls you "silly." How could you respond to Donald?

Example: "Don't call me that, Donald. It really upsets me when you call me silly."

4. You're playing soccer with some classmates. Mona tells you that she's in charge of the game and she doesn't want you to play with them. What could you say to Mona?

Example: "Mona, don't say that to me. It makes me really mad when you try to keep me from playing."

- How do you think the people in the examples feel when we use Sayno's advice?
- Do you think Sayno's advice will help others stop doing or saying things that bother us?



Listen to your students.

3 Wrap-Up

Today, you did a great job practicing the trick that our new friend Sayno taught us. Let's look at the worksheet with the picture of Sayno the Dino again (see Student Material). This picture will help you remember the advice Sayno gave us today.

- Without naming any classmates, can you think of more examples in which we can practice Sayno the Sayno's advice at school?
- Can you think of more examples of situations in which you can practice Sayno the Dino's advice outside of school?
- How can Sayno's advice help us in our lives?

Student Material

Sayno the Dino⁷

Rosa feels very sad because people have been yelling at her and insulting other children at school.

For example, the other day, Clara didn't stop kicking her desk and Rosa ended up ruining the piece of paper she was drawing on. Then Rosa turned around and told Clara she was stupid. Clara answered, "You're the stupid one!" and she walked off.

Lots of other things like this happened... Rosa is tired of this ...

Rosa runs into Sayno the Dino, who tells her:

"I had the same problem, but I realized that the situation only got worse when I yelled at, insulted, and pushed others. The other day, my classmate took my pencil without asking first. I wanted to tell him to stop being mean, but I thought, 'I have to tell him clearly not to bother me so he won't do it again.' I understood, then, that we can avoid fights when other people act in a way that we don't like if we tell them clearly and calmly, 'I don't like it when you do that...' or 'I don't want you to say that to me again...', and then tell them what you're feeling: 'That really bothers me...' or 'I get mad when you say that.'"

7. Story adapted from the Aulas en Paz Program (www.aulasenpaz.org).



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).

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

It is important that you help your students to:

- Identify the difference between being assertive, being aggressive, and not doing anything in response to a situation that affects us.
- Identify the advantages of being assertive.
- Identify the negative consequences of being aggressive or not doing anything in response to a situation that affects us.
- Practice ways to be assertive at school and outside.

2 Tips for Teachers and Parents

- Encourage children to reflect on how they can be assertive in situations that make them uncomfortable or mad. We adults can help them by asking questions such as, "Instead of hitting him, what could you have said to your friend so he would stop bothering you?" or "How can you nicely tell your classmate to stop being mean to others?" Conflicts, fights, and everyday aggression inside and outside school may be opportunities for encouraging this type of reflection.
- Encourage your children to frequently practice clear and firm, non-aggressive ways of talking about what they feel, think, and want. It is important for children to learn to stand up for themselves (say "no") when they feel mistreated. They can practice by using hypothetical situations: "How would you tell someone 'no' when he says something that makes you feel bad or hurts you?" You can suggest saying something like, "I DON'T like it when you say that to me. Please DON'T do it anymore," or, "DON'T hit me. You're hurting me."
- Set an example in our interactions with children by being assertive in situations that make us mad. For example, you can react assertively when you correct children after they do something that bothers you, rather than being aggressive or ignoring the situation.
- Ask children to give you feedback on how you communicate with them and in which ways you could improve. For example, when you feel mad about a situation and say so to another person, you can ask your children, "How did I do? Do you think I responded clearly and firmly, but not aggressively?."
- Although we want children to learn to be assertive, if bullying is taking place, don't leave them on their own to deal with it, you must intervene. Don't forget that bullying refers to aggressive behavior intended to cause harm which is repeated (many times) and systematic (the same people), and in which there is also an imbalance of power that makes the victim unable to defend himself.

3 Frequently Asked Questions

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

In general, we can respond in three different ways to situations that make us mad or bother us: passively (for example, not saying anything or avoiding the other person); aggressively (for example, insulting or hitting the other person); or assertively. Responding passively or aggressively will probably make the situation worse. For example, if we don't do anything in response to an insult or if we respond aggressively, the other person will probably continue to hurt us even more frequently or with greater intensity. Likewise, if we have a conflict with a friend and we don't do anything and bottle up our feelings, we may start to feel bad and discontent. On the other hand, assertive responses are an adequate way of enforcing our rights and respecting the rights of others, as well as expressing what we feel and think, while taking care of ourselves and our relationships with others.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Conflict Management

IF WE CAN'T AGREE

Today I will learn to...

Find a compromise with my friends when we don't agree on what to do.

What we'll need is...

Photo of the teacher when she was a child.

Lesson Guide

1 Intro

Imagine you and your friend want the same toy or the same book at the same time? What happens?

Do you have other examples like that?

Today, we will learn what we can do in these situations in order to feel better and get what we want.

2 Core

I'm going to tell you the story of two good friends who sometimes can't agree on what to do together. Their names are Andrea and Andrew.



Read the following story, pausing where suggested to reflect with your students. Use the questions provided, and listen to your students.

The Story of Andrea and Andrew

Andrea and Andrew have been friends for their whole life. They live very close to each other, and they have played together since they can remember. There are lots of games that they like, but sometimes it's not easy for them to agree on what they want to play. For example, today Andrea wants to play superheroes and chase each other around like flying. Andrew doesn't feel like running. He would rather sit still and play with a new book full of mazes and games, which he likes a lot. Andrew wants both of them to play with the book, but Andrea wants to run around and play superheroes.

- What does Andrea want to do? Why?
- What does Andrew want to do? Why?

Andrea tries to convince Andrew. "Both of us like the superhero game! We always have lots of fun!"

Andrew responds, "That's true, but today I want to play with my new book. I'm sure we'll have lots of fun with these mazes."

Andrea: "That book is so boring! I wanna run around!"

Andrew: "You're the one who's boring. You always want us to do what you say!"

- What will happen if they fight?

Suggested answer: They might feel bad and waste the time they could have used to play, etc.

- Do they want to fight or play?
- How could they play both games?

Andrew and Andrea realized that they were starting to get mad, and they remembered that they had learned how to calm down at school. They took deep breaths. Then Andrew said, "I know! Why don't we play both games? Let's play superheroes for a little while, then we can play with my book."

- What do you think of Andrew's idea?
- What do you think Andrea will think of it?

Andrea liked the idea. They started to play. They ran so fast they felt like no one could catch them. After a while, Andrea said, "Now we can play with your book. I'm tired of running." Andrew felt very happy, and they went to a quiet spot where they could do one of the mazes. It was very hard! Both of them took their pencils and started at the same time. But their pencils kept running into one another. The path that one of them traced was different from the other, and they got confused. They started to push each other so they would have more space to do the maze better. "Let me do it, I know how." And the other answered, "I know how to do it, too. My idea is better."

- What's happening now?
- What could Andrew and Andrea do?

Suddenly, Andrea remembered that the best thing to do was to calm down so she wouldn't do or say things that made them both feel bad. She said, "I know! Let's take turns! First, you do a maze, and then I'll do another activity in the book."

- Do you think this is a good idea? Why?

Suggested answer: Yes, because this way both of them will get to do what they want.

Andrew agreed, and he started to do the first maze. He came to a part where he didn't know what to do, so he asked Andrea for help. Andrea told him where she thought the path should continue, and Andrew finished it. Then it was Andrea's turn. She picked a game of connecting the dots. It turned out to be a big lion! They had a great time doing things that they both liked and taking turns.

- What did Andrea and Andrew learn?
- How will this help them?

Let's practice! I'm going to show you something that you'll really like, but you'll have to do it one by one. It's a picture of me when I was little. Who wants to see it?

What can we do so everyone can see it?



Make a line, pass the photo around so everyone can hold it for a moment and look at it, etc. Choose one of the options. If you find it necessary, keep track of the time each student has to look at the photo. Ask the following questions and encourage reflection

- Has everyone seen the photo now?
- How were we all able to see it?
- Why is it important to take turns?

3 Wrap-Up

- What did we learn today?
- In which situations did Andrea and Andrew take turns?

Suggested answer: When each one wanted to play a different game and when they both wanted to do the maze at the same time.

- Why is it hard to take turns sometimes?
- When can we use this strategy?



Ask the students to identify common situations in the classroom or at school.

Taking turns is very important for handling situations in which we can't agree on what to do, or when we want to do things at the same time. The next time we have to decide on what to play or we want to do the same thing at the same time, let's remember to take turns.

Concepts, Tips and FAQs

1 Key Concepts

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

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

Conflict management requires the development of multiple skills. As such, it puts into play many social and emotional learning skills included in this Program. Children in first grade usually get into conflicts because they want to get their way or because they want the same things that others have. One strategy for resolving conflicts at this age is to take turns and share.

2 Tips for Teachers and Parents

- Firmly put a stop to any aggressive situation that may occur, for example, shouting, insults, hitting, taunts, etc.
- Do not act aggressively under any circumstance. Stay calm always. Make sure not to shout, use physical violence, or say hurtful things.
- Use conflicts as learning opportunities. Do not try to place the blame on someone by asking things like "Who started it?" Instead, ask "What happened?"
- Help children to calm down and understand the other person's point of view.
- Give them ideas on how to take turns or share in order to manage their conflicts.

3 Frequently Asked Questions

• Are conflicts bad?

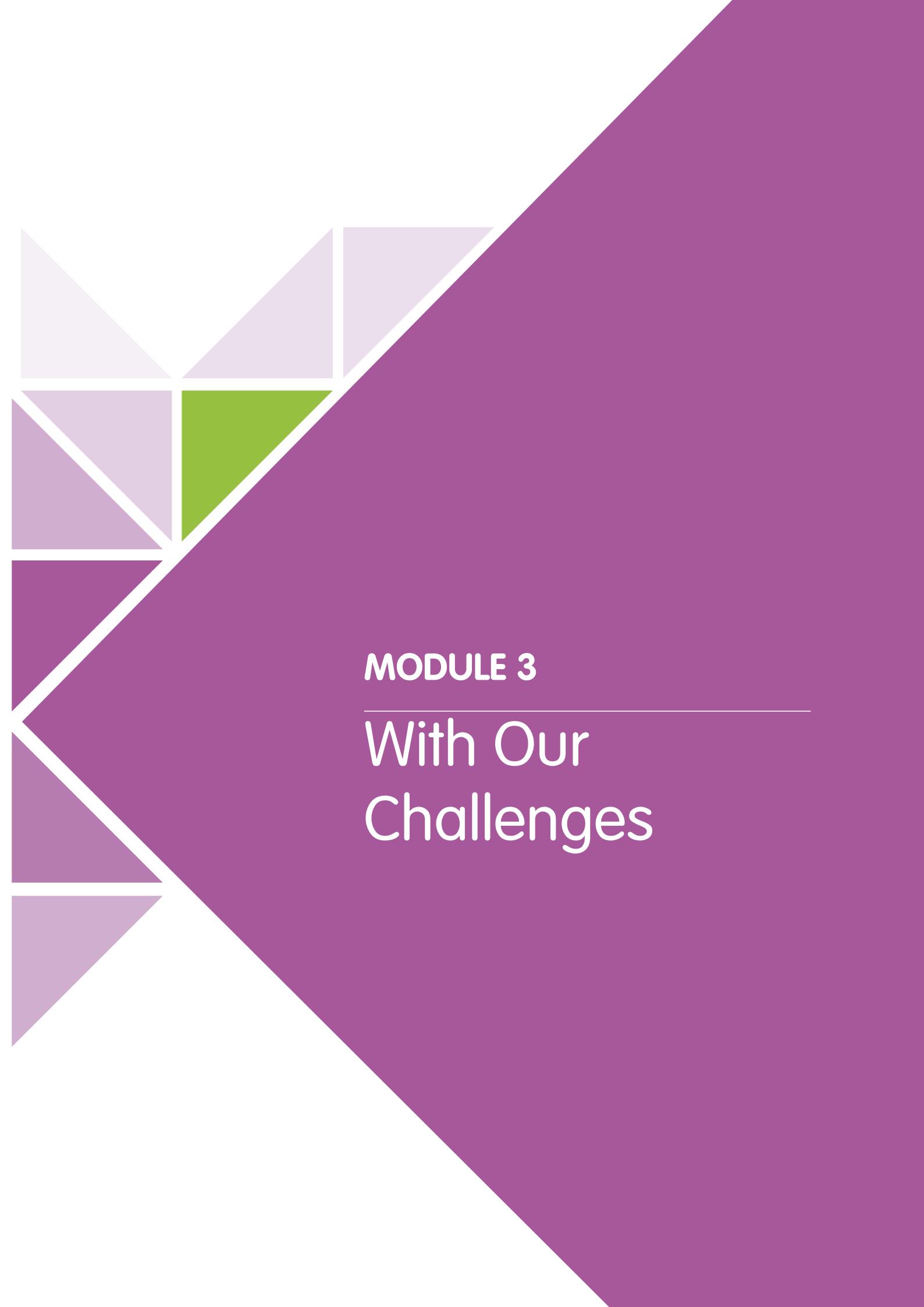
No. Conflicts are a normal part of human interactions. They are not good or bad. When properly handled, they are opportunities to strengthen our relationships, learn about ourselves, and tackle tough situations in a constructive way.

• Are conflicts and fights the same thing?

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

• How can I help children to better handle their conflicts?

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



MODULE 3

With Our Challenges

Module 3
With Our ChallengesGeneral skill
DeterminationSpecific Skill
Achievement Motivation

MANUELA THE CATERPILLAR

Today I will learn to...

Break down difficult tasks into smaller tasks that I can manage.

What we'll need is...

Different colored bars of play dough (each student should have a whole bar of the same color).

Lesson Guide

1 Intro

All of us dream of doing something really well. Sometimes, we even want to do it perfectly. Every big dream starts with a few small steps. Everyone stand up. We're going to jump on both feet a few times. Now jump on your left foot. Now on your right.



Give them a few minutes to jump and then ask them to switch feet. Repeat this for two minutes.

Now we're going to stand on one foot without leaning on anything. Let's try to do it for one minute.



Time them.

Did you do it?



Listen to your students.

Everyone have a seat, please.

This might seem easy to you, but I'm sure it took a lot of time and effort to learn how to do it. First, you had to learn how to jump on both feet, then just one.

The same thing happens with keeping your balance. First, I can lean on something, then I let it go little by little until I can keep my balance on my own. These small steps help us to achieve our bigger goals.

What would you like to be able to do really well?



Listen to your students.

2 Core

Today, we're going to make a play dough caterpillar like the one in your workbooks (see Student Material). Her name is Manuela. Look at the picture. We're going to try to make one just like her, although we can use different colors. Everyone is going to get one color of play dough, and you can share it with your classmates so you each have different colors.

Look closely at the picture. How can we make our caterpillar look as good as possible? Should we try to make the whole caterpillar at once, or should we do it by parts? What do you think we should do first?



Listen to your students.

After you have all the colors of play dough you need, each of you is going to choose where to start. You can make the little balls that form the body, or you can start with the feet.

- How many parts does she have in her body?
- How do we make the body?
- How many feet does Manuela have?
- How do we make the feet?



Listen to your students.

When you have the parts of her body and her feet ready, you can start to put the body together. We need to do a really good job making each part so that our caterpillar will turn out how we want.



Give them a few minutes to make the body and the feet.

- Now do we have the body all made? What else do we need?
Suggested answer: The tail and the eyes.
- How do we make the tail?
- How do we make the eyes?



Listen to your students and give them a few minutes to make the tail and the eyes.

- Is it all ready? How did it turn out? Did you like making it?

- Why did we do it in parts?

Suggested answer: Because it's easier that way.



Listen to your students.

Instead of making one big thing, we can make a bunch of little parts and then put them together. We can do the same with other things that are hard to do. For example, in order to write our names, we have to know how to write each letter. We can write some letters better than others. For some of the letters, we have to practice a little more.

- Which part of the caterpillar was the hardest to make and which one was the easiest?
- Are there parts that turned out better than others?
- What did you learn when one of the parts didn't come out how you wanted?



Listen to your students.

When we write our names, we have to know how to write each letter. The same thing is true when making our caterpillar: we have to know how to make each part, and some parts of the caterpillar are going to turn out better than others. When things don't come out how we wanted, we can learn from our mistakes in order to do things better next time.

Everyone put your caterpillars on your desk. Let's walk around the classroom and look at the caterpillars we made.

3 Wrap-Up

You really worked hard on each part of the caterpillar. Some parts came out really well. Why do you think it was a good idea to start building Manuela using little parts, step by step?



Listen to your students.

Just like we need to learn each letter so we can write whole words, and we made Manuela part by part, we can do the same thing with other hard things that we want to do or learn. We can think of the steps that we have to follow or the parts that we have to practice. Using little steps, we can reach big goals.

Student Material

Make Manuela, Step by Step



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.

2 Tips for Teachers and Parents

- It is important to remember that achievement motivation is inside each child, it's what drives him or her to achieve excellence, enjoy challenges and value his own efforts. Without achievement motivation, children only perform to please someone else or to avoid punishment, but not because they want to.
- Help children choose and set their own goals, but try to make sure these goals are realistic. You can help them by asking questions such as "What do you want to practice today?" or "Which of these things you want to learn first?" Encourage them to find challenges they are passionate about. Games and playing are great ways to do this.
- If it is difficult for your students to establish their own goals, offer them options that they can choose from. This helps promote the child's autonomy. For example, you can suggest, "You could start reading this story or you could draw something you love."
- Do not compare their performance with other children's or their siblings' performance.
- Try to give feedback on their effort with phrases such as, "I like the way you are doing this task." When giving feedback on the results, do not focus on the child's general positive qualities, but rather, the characteristics of the achievement; for example, tell her, "You made a really pretty picture", instead of, "You're a great kid!" or "You are so talented". When you want to give feedback on something the child can improve at, try to suggest alternative strategies such as, "You could try to put more colors in this part of the picture," instead of general negative aspects, such as, "Your picture is too plain." Instead of praising speed ("you did it so fast!"), try praising effort and focus: "I really liked how focused you were on finishing that job. I'm sure that wasn't easy."

3 Frequently Asked Questions

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

One way is to express enthusiasm for your children's interests or pastimes. Encourage them to explore topics they like. Another way is to lead by example, i.e., showing enthusiasm for things you have learned and sharing your interests with your children. Many parents only ask their children about their grades at school, and not about the subjects they are learning about or those their children find interesting.

- **What can I do so that the children achieve the goals they set?**

Monitor their progress using specific indicators. For example, if the child wanted to write her name well by the end of the week, you can suggest working on each individual letter and check every day how the letters are coming along, then put them all together.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

I KEEP TRYING!

Today I will learn to...

Control my frustration when I fail and keep trying.

What we'll need is...

A pencil and eraser for each student.

Lesson Guide

1 Intro

Everyone stand up. We're going to stand on one foot, without holding on to anything. Can you do it? Now switch feet. Could you do it with both feet?



Listen to your students.

Now we're going to make things a little bit harder. We're going to stand on our tiptoes on just one foot. Whichever one you want. Let's see if we can stand on our tiptoes on just one foot without holding on to anything. Let's count and see how long we can do it. Was that hard?



Listen to your students.

Now have a seat.

Sometimes, we want to do things that are hard, but no matter how much we try, we can't do them. When this happens, we may feel angry, desperate, or sad, and this can make us stop trying. Hard things need lots of practice, work, and effort. Think of something really hard that you were able to do. What would have happened if you hadn't tried? You wouldn't have achieved what you wanted to or you would have felt bad, wouldn't you.

2 Core

Do you know who Lionel Messi is? Many people think he's the best soccer player in the world. Do you think Messi was always good at playing soccer? Do you think the very first time he played, he was good as he is now? What did he have to do to get so good at it?



Listen to your students.

Now we're going to do the maze in your workbooks (see Student Material). To finish it, there are some rules you have to follow:

- 1) Begin at the start and try to reach the end by drawing a path.
- 2) Don't touch the lines of the maze.
- 3) If you touch the lines of the maze, you have to erase what you've done and start over.
- 4) When you hear the word "PAUSE," you have to stop and pay attention.



Walk around each student and give them feedback, saying, for example, "Very good, but remember to erase the path you made before," or, "You did great, but you can't touch the lines. You have to erase the path." This activity may be difficult for many children. As they work on the maze, tell them to PAUSE at an appropriate moment and reflect with them upon the following questions.

- What emotions are you feeling right now as you do the maze?
- What happens if we feel mad or desperate to find the answer? What do you think we can do?



Listen to your students and validate their feelings. Then suggest that they use the "Puffy the Blowfish" emotional management technique that they previously learned.

- What strategies did you use to find a solution?
Suggested answer: Going back to the beginning and trying again.
- What do you think is going to happen eventually?
Suggested answer: After trying a few times, we'll get it right.



Listen to your students. Then, give them enough time to finish the maze. Help them and let them try different strategies to find the solution, such as asking you or other classmates, drawing different paths, etc.

3 Wrap-Up

Congratulations! Today we did something that was hard to do and everyone did their best. With practice, we'll be able to get it right.

- What emotions did you feel when things didn't come out how you wanted?
- Did you try again? Did it work?
- If it didn't work, what do you think you could do?

Trying lots of times until you do it is called perseverance.

- In what kinds of situations do you think you need to persevere?
- What would happen if we don't persevere?



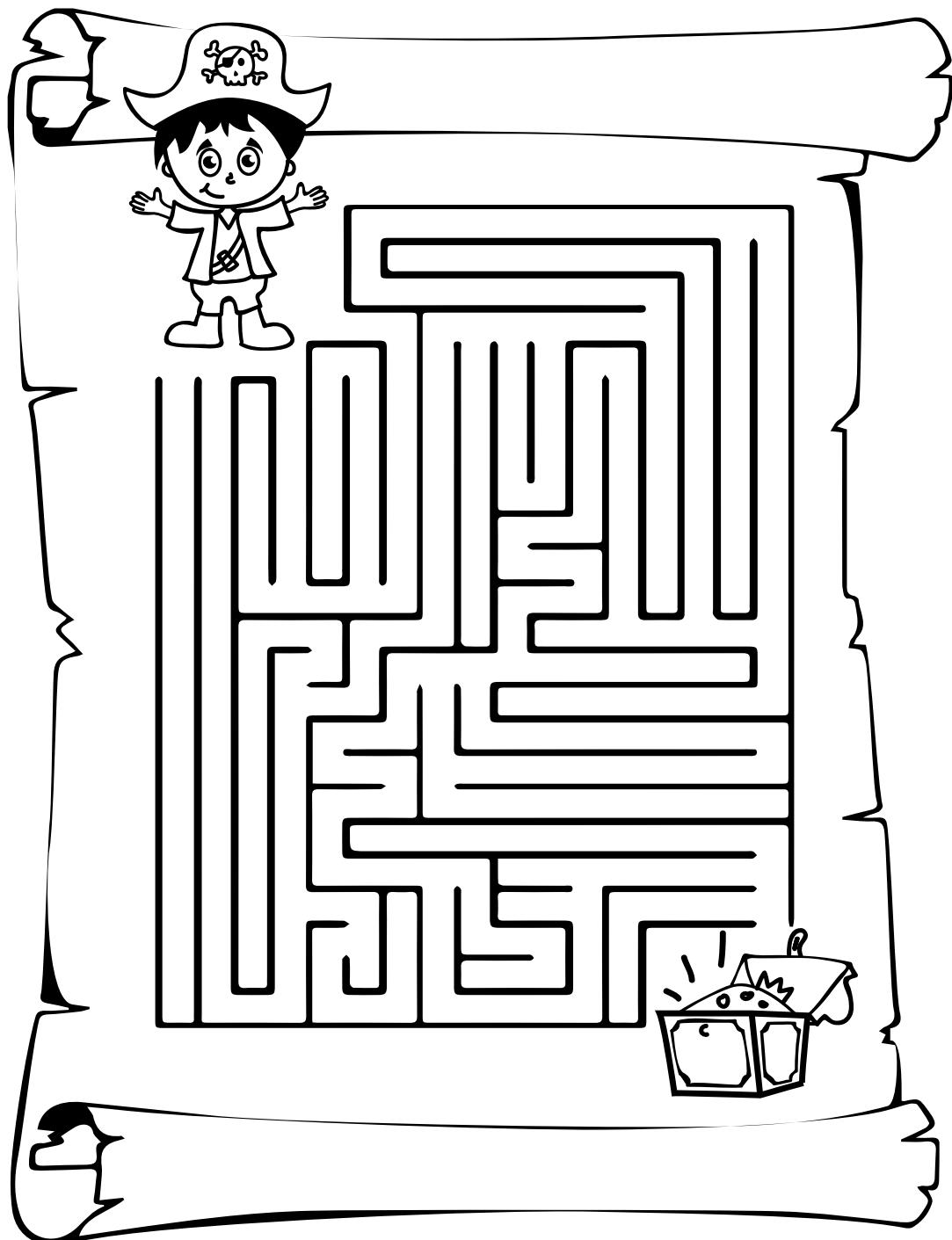
For example, learning how to write, draw, tie your shoes, etc.

Use one of these situations as an example and reflect on the emotions we may feel when we fail. Tell your students that it is important to control those emotions first, so that they can then try again.

Almost everything in life takes lots of practice, again and again, until we get things right.

Student Material

Pirate Paul's Treasure Hunt



Concepts, Tips and FAQs

1 Key Concepts

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

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

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

It is important that you help your students to:

- Reflect on the emotions and thoughts they have when they fail in order to define strategies that help them to persevere and achieve their objectives.
- Be creative when thinking of different strategies that allow them to overcome difficulties when pursuing their objectives.
- Put different strategies into practice so they can achieve their objectives.

2 Tips for Teachers and Parents

As adults, we can help children to persevere so they can achieve the objectives they set for themselves. When children fail, it is important to:

- Validate their emotions of frustration, anger, or sadness. For example, you can tell them, “I understand that you’re sad because you didn’t do well on the test, even though you studied a lot,” or “I get mad, too, when things don’t come out how I want.”
- Help them to manage their emotions, looking for different strategies to overcome those failures and keep trying to achieve the objective they have set for themselves. Some strategies that may be suggested to the children include:
 - Avoid making the same mistakes and change the way they approach the problem or perform the task. For example, if we know that studying in silence and trying to memorize information doesn’t work for us when we have a test, we can try other ways of studying, such as using pictures, putting together summaries, or studying in a group.
 - Set achievable goals and help them work towards their final objective. For example, if we want to be really good guitarists, we can start by playing easier songs very well, and then, little by little, we can learn others.
 - Learn from others. For example, when we have a test, we can ask our classmates what strategies work for them when studying.
 - Stop for a moment and then come back to the task later. There are situations in which stopping for a moment and trying again later can help calm us down and clear our minds a little. For example, if we aren’t able to do a math problem, it may help to take a break for a bit and then try the problem again in a few minutes.

3 Frequently Asked Questions

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

Persevering in spite of failures or obstacles helps us achieve goals that may seem difficult to achieve at first. Success is commonly associated with perseverance. In other words, to become experts at something, we will need to try again and again to achieve our goal. By persevering, we learn better and develop our skills further.

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

Help children to see the positive side of things. For example, you can ask them to take one minute and tell you all the good things they can think of about a situation. After finishing the maze in this lesson, for example, help them to see that it can be more fun to find the path when there are lots of options. Give them hope and help them plan their actions beyond the immediate present, thinking about what they will do in the future. To do this, you can say, "You didn't get it right this time, but if you keep trying, you're going to succeed and that will make you feel very happy."

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Stress Management

GINA AND HER IMAGINATION

Today I will learn to...

Use my imagination to reduce my stress.

What we'll need is...

- Photocopy of pictures of Gina to cut out, from the Student Material
- Popsicle sticks

Lesson Guide

1 Intro

There are situations that make us anxious or nervous. Grown-ups sometimes call this "stress." For example, there are people who get nervous when they have to sing in front of a lot of people, and there are others who feel anxious when they have lots of things to do and they don't have time to finish them. What makes you nervous? What makes you feel anxious?

Let's all stand up and walk around the classroom as if we were stressed (nervous, worried, and anxious). Make a stressed face. Move your arms like you're stressed. Make sounds like you're stressed. Put your hands on your head like you're stressed. Good, now everybody go back to your places. Let's take three deep breaths.

Today, we're going to learn a trick that can help us feel better when we feel stressed.



Ask the children to make a half-circle around you, because a friend of yours is going to tell them a story.

2 Core



Cut out pictures of Gina from the Students' Material photocopy (optionally, you can glue each doll to a popsicle stick or use puppets made from socks and buttons). Introduce the students to your friend Gina and her imagination. Use the doll to read the following story, pausing where suggested to ask questions. Optionally, you can use some soft background music for this lesson.

The Story of Gina and Her Imagination

Hi! I'm Gina and I'm almost 7 now. I don't like it when people fight. Sometimes, at home, my parents and my brothers and sisters fight, and that makes me very nervous and anxious! The other night, I ran out of the house because I didn't want to listen to them. I felt like crying and I wanted to crawl under my sheets!

I have a great imagination! Do you like imagining things?

At that moment, I closed my eyes and I imagined that I was at my favorite park, sitting on my favorite swing, and eating a delicious ice cream. I imagined it was a very sunny day and I could hear the birds chirping. Thanks to my imagination, I felt much better! When I finished, I realized that no one was fighting anymore. Do you want to try? What are your favorite places like?



After you finish reading, practice Gina's trick with the group for a few minutes. Ask the children to close their eyes and describe their favorite place. Ask some of the children to share.

You can remember Gina when you feel scared, very nervous, or anxious.

She can help you when you feel like that, but don't forget that you can always ask a grown-up for help. Can you think of some other things that Gina could do to handle this situation?

3 Wrap-Up

We learned something very important from Gina today.

- What did we learn today?
- When you feel bad or you have a problem, who do you like to ask for help?
- How do you ask for help when you're nervous or anxious?



Encourage reflection so that your students understand that we all feel nervous, anxious, or stressed in similar or different situations, but that Gina's trick will help them in all kinds of situations. Also stress the importance of asking for help from other people as an alternative strategy.

Student Material

Gina and Her Imagination



Concepts, Tips and FAQs

1 Key Concepts

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

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

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

2 Tips for Teachers and Parents

- If children find it difficult to think of positive phrases, you can help them with these questions: "What do adults tell you to help when you're scared, anxious, or nervous?" or "What would you say to a friend if he had the same problem?"
- If children find it difficult to imagine their favorite place, give them an example by explaining your favorite place in detail. If they give vague examples like "the beach," ask them questions about sensorial details (What sounds do you hear? What else do you see? etc.).
- If children tell you about their concerns, listen to them and validate their feelings. Help them to identify them and then help them relax.
- Children stress when they see people hurting each other or themselves. Violence and aggression against children is unjustifiable, not even for discipline or to teach them a lesson. If a child was hurt by an adult, DO NOT use phrases like "You must have done something to deserve it" or "You asked for it."
- At this age, many children don't know how to ask for help when they feel stressed. Therefore, it is important that we adults make sure they know that we are there for them and that they can come to us when they need to. We also need to acknowledge positively when they ask for help, by saying "That's a good question. I'm glad you came to ask me about this," or, "I'm happy I can help you. Remember that I'm here if you need me."
- Many children often just need comforting and emotional support when they feel stressed. Empathy and active listening are crucial to provide comfort and relief to a child.
- Don't forget to promote an environment where children help each other.

3 Frequently Asked Questions

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

Stress manifestations vary from child to child. Some criticize themselves more frequently, some become more irritable or anxious than normal, and others simply avoid certain situations. Some children complain of muscle pain or stomach ache. It is important to learn to identify the most common stress factors for each child, and pay attention to changes in behavior when these factors show up.

- **What causes children stress at this age?**

Although each child is different and stress factors for one child may not affect another, family problems, economic hardship, and violence and insecurity often cause stress in children. If they also have frequent academic difficulties this is likely to increase their stress levels.

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

Above all, stay calm. Give the child the chance to express what he is feeling, and then say things like "I can see this makes you very mad"; "It's a tough situation"; or, "It's very scary." After the child has expressed the emotion, you can help him to calm down. Remember that you can use the emotion management tools proposed in this Program. When the child has calmed down, help him think of ways to handle the situation and evaluate whether he needs additional support, from other people inside or outside school.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

BRAINSTORMING

Today I will learn to...

Come up with lots of ideas on a single topic.

What we'll need is...

- A box of different colored pencils
- 5 random props from home or school (e.g. belt, toy dog, spoon, lunch box and paper clip)

Lesson Guide

1 Intro

Do you all like to come up with lots of ideas?



Listen to your students.

Having lots of ideas can be very helpful for us. For example, when we have a problem or want to do something fun. Today we're going to learn what we can do to come up with lots of ideas. So many, that we're going to call them a storm of ideas. Let's think about what a storm is like. First, it starts with a few small drops. Tap the palm of your hands with one finger. Can you hear the little drops? Now use two fingers. Does it sound louder now? Now with three, four, all five fingers. Now let's all clap!

2 Core

Hello Yellow⁸

Today we're going to play Hello Yellow. In this game, we have to name all the yellow things we can think of. For example, a baby chick or a banana. Let's see how many yellow things we can think of. But don't tell me yet. I want each of you to make a mark for each thing you think of, like for counting them. You're going to have two minutes to do this. But before getting started, let's open our workbooks to the worksheet "Lots of Ideas!" (see Student Material). There, you'll find a space to draw your marks. All right, let's get started: one, two, three, go!



On the blackboard, show them how to draw the counting marks using the example of the chick and the banana. Make sure the students understand which part of their workbook they should use to draw the marks. Keep time and encourage them to think of as many things as they can.

8. Jr Imagination (n.d.) Retrieved on October 3, 2015 from <http://www.jrimagination.com/blog/2011/11/11/the-powerful-four-of-creative-thinking.html>.

Let's see now.

- Who thought of three things? Raise your hands.
- Who thought of four? Five? Six? Seven? Eight? Nine? More than nine?



Listen to your students.

Let's play the same game all together. We're going to come up with all the yellow things we can think of. I'll write them on the blackboard. Let's see how many ideas we can come up with.



Listen to your students. Write their ideas on the blackboard and count them as you go.

Wow! We came up with lots of ideas! Let's play again, this time with partners. Choose a partner to play this game. I'm going to take a colored pencil from this box at random, and whatever color I take out will be the color of the things we have to think of. For example, if I take out a green colored pencil, we're all going to think of green colored things.



Take out a colored pencil at random, and tell your students, "We're all going to think of X (the color of the pencil you took) things. If you take out a yellow pencil, choose another one."

Each group of partners is going to make a mark in their notebooks for each idea they think of and we're going to add up how many things we come up with.



Give them a few minutes to do this.

How many ideas did you come up with?



Listen to your students.

Now let's think of another color. Can anyone think of a color that would be hard?



Listen to your students and play the game again with the color proposed.

100 uses for...

Let's play another game. It's call "100 uses for". Do you see what we have in the center of the room?



Put the five props you brought in the middle of the classroom and ask children to sit in a circle around. If your classroom doesn't allow for this, you can show the props in front and keep students at their desks, though this is less ideal.

Now we are going to come up with different uses for these things. The wackier your idea, the better. I will go first to show you



Stand up, go to the center and pick up one prop, suggest a couple of uses for it.

Now you guys go! Remember we want lots of ideas! There are no bad ideas, everything goes. But you can't repeat something that was already said. One by one you can stand up, take a prop and share a new use for it, you can perform it if you like. Then you go back to your place and sit down.



Let students take turns the best way you see fit for your classroom. Give this exercise a time limit of 10-15 minutes and encourage all children to take part.

Did you like this game? Was it difficult?



Listen to your students.

3 Wrap-Up

The games we learned today can help us come up with lots of ideas.

- Do you like to come up with lots of ideas?
- How can it help us to have lots of ideas?
- What can we do to come up with lots of ideas?

When we're in situations in which we're not sure what to do, how to respond, or how to get something we want, be sure to remember that all of us can think up lots of ideas, and these ideas will help us find better solutions.

Student Material

Hello Yellow

Think of lots of things of a certain color and count them by making marks:

Color: Yellow

Color: _____

Color: _____

Concepts, Tips and FAQs

1 Key Concepts

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

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

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

- Use their creativity to have an easier time coming up with lots of options for anything.
- Recognize that they are capable of thinking of lots of ideas on different things and that they can use this skill in their daily lives.

2 Tips for Teachers and Parents

- Play games with the children in which they have to come up with lots of ideas. For example, what could we have for dinner today? If we got a new pet, how could we name it? How many round things can we think of? These games can be lots of fun.
- Use situations in which decisions have to be made in order to stimulate children to come up with creative ideas. You can ask them, "What could we do?", "What can you think of?", or "What else could we do?"
- Use children stories, movies or TV shows in which a character faces a challenge. Ask children what other solutions the character could come up with, with questions such as, "What other things could the character do?", "What would you do if you were the character?", or "What advise would you give him/her?"

3 Frequently Asked Questions

• Why is it important to develop creative thinking?

Because we can make better decisions and come up with better solutions if we can think of lots of good options to choose from.

• Can all children be creative?

Yes. All of us have the ability to be creative, and children are creative by nature. Even so, we need to help them be even more creative. Children in the first grade of primary school can practice using their creativity by coming up with lots of ideas. You can help them do this using the advice provided in this guide.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

I THINK OTHERWISE

Today I will learn to...
Form my own opinion.

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

Lesson Guide

1 Intro

We are all different: we have different tastes, and we may also think differently and have different opinions. For example, if we could choose between chocolate or vanilla cake, who would choose vanilla? Who would choose chocolate? Sometimes, we think differently from our friends, our families, and our teachers. Today, we're going to read the story of Frida and Frodo, two friends who think different.

2 Core

Open your workbooks and let's read "The Story of Frida and Frodo" together (see Student Material). Pay close attention to what happens to these friends. As you listen to the story, follow the pictures in your workbook that illustrate each scene.

The Story of Frida and Frodo

Frida and Frodo are two friends who are in first grade. Frida and Frodo love to play together and share their ideas. These two friends care a lot about one another, but they're also very different. Frida's favorite color is green, and Frodo's is purple. Frida likes to jump rope, and Frodo likes to play soccer. Frida likes rainy days. Frodo, on the other hand, likes sunny days. Frida loves to talk and laugh really loud, while Frodo is serious and quiet.

Scene 1:

One day, Frida and Frodo were at recess, looking for shapes in the clouds.
"Look, Frodo! It's a giant snail!" exclaimed Frida excitedly.
"What snail? I see a camel," answered Frodo.

Look at the picture of the clouds that Frida and Frodo are watching. Then close your eyes. With your eyes closed, everyone who thinks the cloud looks more like a snail, put your finger on your nose. Everybody who thinks the cloud looks more like a camel, put your finger over your lips. Keep your hands where they are. Now open your eyes and look around.

Does everyone have their finger in the same place? Or do we all have different opinions? Does anyone see anything besides a snail or a camel in the clouds that Frida and Frodo are looking at?



Listen to your students.

Scene 2:

While they were looking for shapes in the clouds, Frida and Frodo realized there was a line of ants walking by them.

"Look, Frida! Ants!" said Frodo.

"They look like they really want to get somewhere. Where do you think they're going?" wondered Frida.

"I bet they're going to get food," responded Frodo.

"I think something different. I bet they're going to look for someplace to live," said Frida.

Now let's all stand up and close our eyes again. With your eyes closed, everyone who thinks the ants are going to get food, lift up your right foot. Everyone who thinks the ants are going to look for a place to live, lift up your left foot. Keep your feet raised. Now open your eyes and look around you. Do we all have raised the same foot? Or do we all have different opinions? Those with your right foot raised: why do you think the ants are probably looking for food? Those with your left foot raised: why do you think the ants are probably looking for a place to live? Does anyone have a different idea? Where do you think the ants are going?



Listen to your students.

Scene 3:

Frida and Frodo were looking at the ants when something caught their attention in the schoolyard. While the rest of the children were running and playing, Renato was sitting alone on a bench.

"Look, Frida. Renato's all alone on that bench. What should we do?" asked Frodo.

"I think we should leave him alone. He's probably there because he's mad and he doesn't want anyone to bother him," said Frida.

"I'm not so sure. I think he might be sad. We should go talk to him," said Frodo.

Close your eyes again and think for a minute about what Frida and Frodo should do. Should they leave Renato alone? Or go talk to him? Remember that we can all have different opinions.

With your eyes closed, everybody who thinks that Frida and Frodo should leave Renato alone, put your hands on your head. Everybody who thinks that they should go talk to Renato, put your hands on your belly button. Keep your hands where they are.

Open your eyes and look around you. Do we all have our hands in the same place? Or do we all have different opinions? Those with your hands on your heads: why do you think that Frida and Frodo should leave Renato alone? Those with your hands on your belly buttons: why do you think that Frida and Frodo should go talk to Renato? Does anyone have a different idea about what Frida and Frodo could do in this situation?



Listen to your students.

3 Wrap-Up

You all did a great job forming your own opinions about different situations.

- Can you think of other times when you had an opinion that was different from a friend's?

Suggested answer: For example, when they had to decide what to play or what to do about something that happened at recess.

- Can you think of other times when you had an opinion that was different from someone in your family?

Suggested answer: For example, when they had to decide what clothes to wear or what to eat.

- What would happen if we all thought the same thing or had the same opinions?

Just like what happened with Frida and Frodo, we don't all necessarily think the same thing or have the same opinions. Sometimes, we agree with what others think, but sometimes we may think differently from our friends, classmates, families, or teachers, because we're all different and we can have different ideas.

Student Material

The Story of Frida and Frodo

Frida and Frodo are two friends who are in first grade. Frida and Frodo love to play together and share their ideas. These two friends care a lot about one another, but they're also very different. Frida's favorite color is green, and Frodo's is purple. Frida likes to jump rope, and Frodo likes to play soccer. Frida likes rainy days. Frodo, on the other hand, likes sunny days. Frida loves to talk and laugh really loud, while Frodo is serious and quiet.

Scene 1:

One day, Frida and Frodo were at recess, looking for shapes in the clouds.



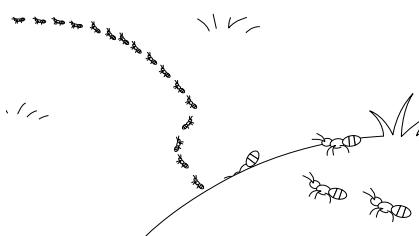
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"They look like they really want to get somewhere. Where do you think they're going?" wondered Frida.

"I bet they're going to get food," responded Frodo.

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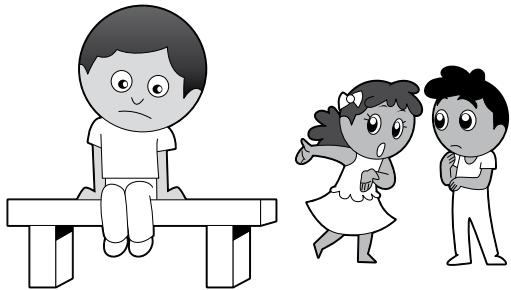
Scene 3:

Frida and Frodo were looking at the ants when something caught their attention in the schoolyard. While the rest of the children were running and playing, Renato was sitting alone on a bench.

"Look, Frida. Renato's all alone on that bench. What should we do?" asked Frodo.

"I think we should leave him alone. He's probably there because he's mad and he doesn't want anyone to bother him," said Frida.

"I'm not so sure. I think he might be sad. We should go talk to him," said Frodo.



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).

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).

It is important that you help your students to:

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

2 Tips for Teachers and Parents

- Critical Thinking may be promoted at different times in everyday life, both at school and at home. We as adults may encourage students to identify their own points of view and opinions on certain topics or situations by asking questions such as "What do you think about this?" or "I think this way. Do you agree with me, or do you have a different idea or opinion?"
- Adults can also encourage children to have critical attitude toward information around us. For example, the things that other people say or what the media shows us. Ask the children questions such as "Do you think what we are watching on TV really happened like that?" or "What do you think about what the character did?" This will help them get used to evaluating the validity and relevance of the information they receive.
- It is also important to encourage open communication, both at home and at school, where children feel free to express their own opinions and thoughts, even if adults disagree.

3 Frequently Asked Questions

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

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

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

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

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Responsibility

SO I DON'T HURT YOU

Today I will learn to...

Take good care of myself and my stuff.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Today we're going to talk about taking care of people and things. Do you know what it means to take care of someone or something? Do you know someone who takes care of someone or something? What does he or she take care of?



Listen to your students.

Does someone take care of you? Do you take care of someone? What do you have to do to take care of someone else?



Listen to your students.

What about things? Can we take care of them? What things do you take care of? How do you take care of them?

2 Core

We know that we can take care of people and things. Do you think each of us can take care of ourselves, too? What sorts of things do you do to take care of yourselves?



Listen to your students and write their ideas on the blackboard.

Let's think about some situations in which we can take care of ourselves. To do this, we're going to form five groups. Each of you is going to be assigned a number, from one through five. Everyone with the same number is going to form a group. This means we'll have five groups, Groups 1, 2, 3, 4, and 5. After you've gathered in your groups, open your workbooks to the worksheet "Situations to Represent" (see Student Material) and find the situation that your group has to represent. For each situation, you're going to think up two scenes. In the first situation, the child

doesn't take care of him or herself; and in the second, the child does take care of him or herself. Since there are two scenes, you can switch roles so that everyone gets a chance to participate. You can also have a narrator, if you want.

Each group is going to have ten minutes to plan the two scenes you're going to represent. To help plan, you'll have to decide what the scenes will be like, who is going to play each role, how you're going to divide up the roles, etc. Then you can rehearse the scenes.



Time them and help them organize themselves. You can give each group ideas if you wish.

Let's see what you come up with! Each group will have its turn to come up front and represent their situation.



After each presentation, ask the following questions and listen to your students:

- *What do you think about what the child did?*
- *What else could the child do to take better care of him/herself?*

We've just seen a series of situations in which we can take care of ourselves. Now let's think about things. What are your favorite things? We're going to go around the room and each of you is going to say your favorite thing. It can be a toy, an article of clothing, something you bring to school.



You can use a small object to signify the "use of the floor," so that only the person holding that object can speak, and the students can pass it around so that everyone has a turn to speak.

What do you do to take care of your favorite things?



Listen to your students.

What other things could we take care of at home and in school? What can we do to take care of those things?



Listen to your students.

3 Wrap-Up

Today we saw how we can take care of ourselves and our things.

- Why is it important to take care of ourselves?
- Why is it important to take care of our things?

When we're in situations in which we can take care of ourselves or take care of our things, we can remember what we saw today, so we can do a better and better job.

Student Material

Situations to Represent

Each group is going to represent the situation with their group number:

1. A child is playing in the street and a stranger walks over to talk to him.
2. A child gives another child firecrackers to set off.
3. A child is angry and doesn't want to brush her teeth.
4. It's dinner time and the child is very hungry, he has to choose between eating a chocolate bar now or wait a few minutes until dinner is served.
5. A child is playing with friends in the park and they suggest crossing the street to see what's out there.

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.

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

In order to help children develop their sense of responsibility, it is important that you help them to:

- Identify aspects in their daily lives in which they can practice responsibility: brushing their teeth, not crossing the street alone, being careful with their toys or with fragile things around the house, chores like making their own beds or putting away the laundry.
- Reflect with them on why it is good to take care of themselves.
- Identify the things they can take care of and the actions they can take to do so.

2 Tips for Teachers and Parents

- Work with the children to identify risk situations they may face, helping them to think about why these situations are risky and what they could do in each one of them. You can also set rules once children have understood the reasoning behind them; for example, don't talk to strangers or don't take things from them, even if they seem nice or they have something the children want.
- Tell children that there may be situations that make them feel uncomfortable or in which they may doubt whether or not they should do something. Prepare them so that, in these situations, they always seek advice from a trusted adult.
- Assign small responsibilities to children so that they can learn to take care of something. These may be objects, or they may also be plants or even pets. Children do not have to be the only one responsible for taking care of these things, but they should help out. We learn to care by caring.
- Establish self-care routines involving hygiene, baths, and brushing their teeth. This will help children get used to the fact that this is something they need to do and provide them with a time and a place to do these things.

3 Frequently Asked Questions

• Why is self-care important?

Self-care is a basic skill that all of us develop, and that helps us to live better, in multiple aspects. On one hand, it helps us care for our bodies and our health. On the other, it allows us to protect ourselves from threats while encourage us to react when faced with risks. If we learn to care for ourselves, it will be easier for us to care for others.

- **Why is it important to care for things?**

Things are useful to us for many purposes. If we take care of them, they will be useful for a longer time and we won't have to replace them. Caring for things also teaches us to value them while developing a shared sense of responsibility for public property.

- **Why might children damage things and what can I do about this?**

The reasons for such behavior can be diverse. The child may just be playing and experimenting, or expressing an emotion that is difficult to manage, such as anger. This may also be an expression of rebellion or even sadness. It may indicate a lack of recognition of the value of things.

In such situations, you can try to identify the causes behind those behaviors, being firm and friendly at the same time when correcting children, always stressing the ways that the damage can be repaired instead of punishing them. This will help children assume their responsibilities and develop a sense of care for objects.





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