



Teacher's Guide

Grade 2



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Welcome

Welcome!

Dear teacher,

Welcome to Step by Step! This is a Toolkit designed to promote social and emotional learning (SEL) in children and 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.</p> <p>SOCIAL RESPONSIBILITY: Working hard to make the world a better, more just place.</p> <p>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:

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

Preparing students for guided practice:

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

Managing discipline in a safe and respectful way:

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

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

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

Learning Objectives

Step

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

Today I will learn to...

See mindfully.

What we'll need is...

- "Zoom with My Eyes" 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, and 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 nearby, inside this classroom.

Today, we're going to pretend that our eyes have a zoom that we can use to see both landscapes and little things.

2 Core

Let's walk around the school.

Let's form a line now. Put your hands on the shoulders of the person in front of you. Let's pretend we're train cars. We're going to walk around in order.



You will direct the walk, taking your students around the school but don't take too long. It is important for them to move quickly, but without anyone running the risk of getting hurt.

After returning to the classroom, ask them what they saw. Then split the blackboard in two and make a list on the left-hand side with your students' answers. Later on, you'll complete the right-hand side.

- What did you see on our walk? For example, did you notice if there were flowers? What color were they? Did you see people around you?



You can ask more questions about their surroundings to help your students think of more details.

Now, close your eyes and try to think of the sensations you feel in your bodies right now:

- How does your body feel? Tense or relaxed? Are you out of breath or calm?
Suggested answer: They may feel out breath or tense if they walked fast.

We're going to continue the lesson by taking the same walk again. But this time pay close attention to what you see. Concentrate on the details you missed last time. Imagine that you have a zoom in your eyes that allows you to see the landscape, which is far away (for example, the clouds up high in the sky), as well as things very close by (for example, the texture of a flower petal, the walls, or the floors). Since you're going to concentrate more on the details and sometimes you'll have to stop to observe something along the way, this time we're going to go slower and take our time before coming back to the classroom.



Once your students returned to the classroom, ask them to remember what they saw. Make a list on the right-hand side of the blackboard with the students' answers to the following questions.

- What did you see?
- Can you describe some specific details?



Listen to your students.

- What differences do you see between both lists?
- Do you think we normally pay attention to that level of detail?

Now, close your eyes and try to think of the sensations you feel in your bodies right now:

- How did your body feel after the first walk and how does it feel after the second walk?
- What would happen if we were wound-up, tired, or restless all the time? How does it help us if we're calm and relaxed?

3 Wrap-Up

Today we did a great job zooming with our eyes so we could observe the things around us.

- What do you think we learned today?
- What other times in life can you practice zooming with your eyes?
Suggested answer: At the park or at home.
- Why is important to stay calm and focused?

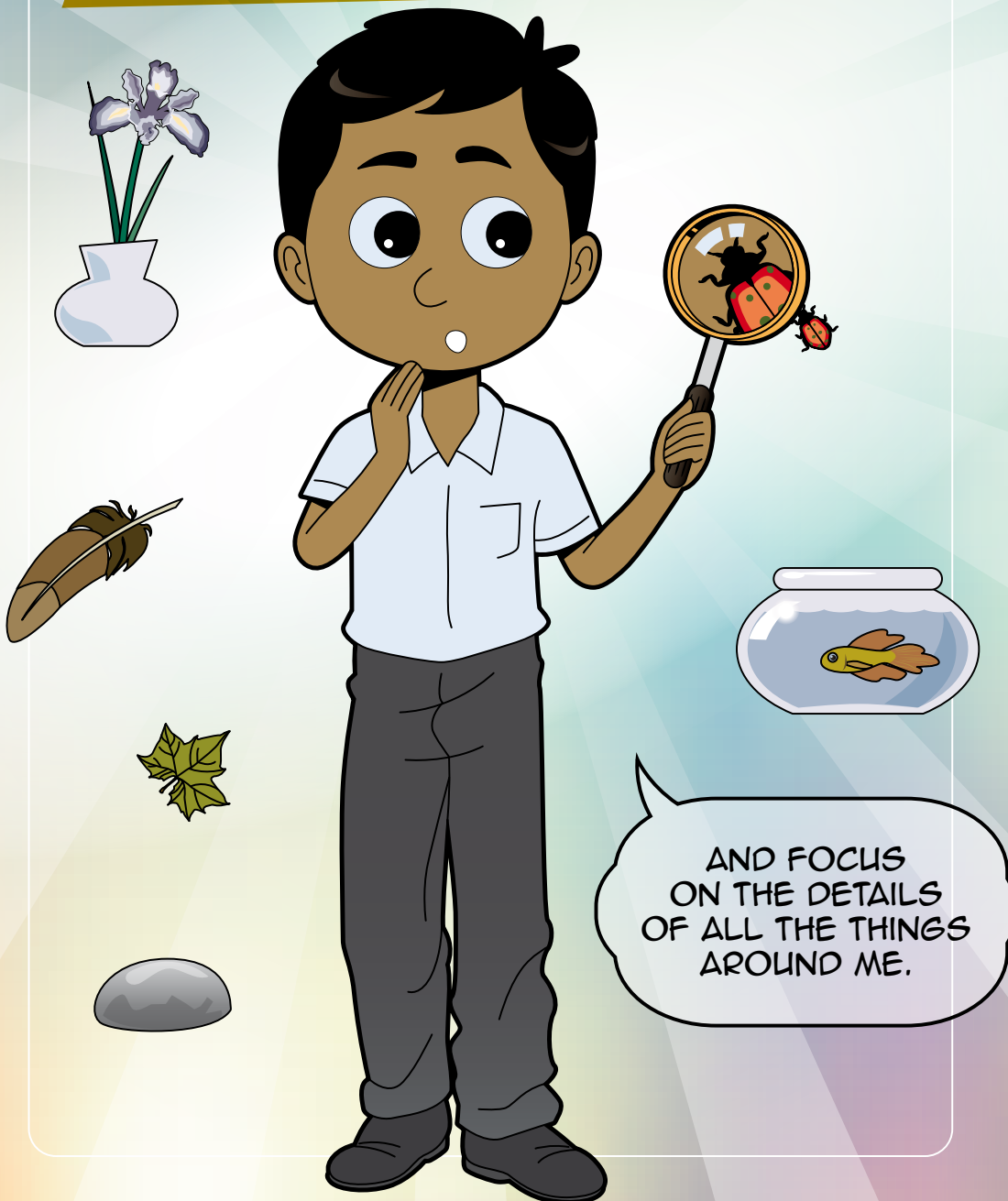
Zooming with our eyes to pay attention to the things around us is a trick that can help us calm down when we feel restless, distracted, tired, or wound-up. This way, we'll be able to enjoy our daily activities more, such as doing homework or chores, playing with our classmates, or spending time with our families.

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

Student Material

WHEN I WANT TO CALM DOWN OR PAY ATTENTION,

I ZOOM WITH MY EYES



Concepts, Tips and FAQs

1 Key Concepts

Mindfulness: Paying attention in a particular way: on purpose, in the present moment, and nonjudgementally (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.respiraeducacion.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

THIS IS HOW I AM AND I LIKE IT

Today I will learn to...

Identify what I like about myself.

What we'll need is...

Only ourselves.

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

In this lesson, everyone is going to write in your workbooks the name of an animal that you really like. This is going to be your secret word! (See Student Material.)



It is very important that none of their classmates see what the others are writing.

Once everyone has identified an animal and secretly written down its name, ask them to form groups of four. The four members of each group are going to play charades among themselves. Each student will get a turn to represent the animal he chose, without using words or sounds. His classmates have to guess what animal he or she is pretending to be. Tell them they only have one minute to do this.

- What animals did you write down in your workbooks?



Give all the students the chance to name the animal they picked.

- What characteristics do the animals you named have? (Do they have beaks? Do they have feet? Do they have wings? Do they sing? Do they howl? etc.).

All animals are different. Some have feathers and others have fur. Some have beaks and others have snouts. Some live in the water and others live on the land. Some run very fast, others walk slowly, and others can fly.

- Can you imagine what the world would be like if all animals were the same? For example, what would happen if all animals were like flies or all of them were like eagles?

Just like animals, we're all different, too. Some of us are taller or skinnier than others. Some of us have darker or longer hair. Some of us are good at singing, and some are good at memorizing lots of words at once, and some can draw better. Some of us come from different places, and that makes us very special, too.

Write down in your workbook the things you like the most about yourself. It can be a physical feature, or something about your personality or a skill.

If you'd like, you can share what you wrote with your friends.

- Would anyone like to share with us what you like about yourselves?

3 Wrap-Up

The best thing about being part of a group (in this case, the group of second graders) is that each one of us is unique and special. We have different ideas, skills, and characteristics.

- Do we all have the same characteristics?
- What would happen if we were all alike?

Being different makes us strong and special. Many times, the things we like the most about ourselves are the things that make us different from everyone else.

Student Material

My secret word is...

Write the name of an animal that you really like in the box.

What I like most about myself is...

Write one or more characteristics that you really like about yourself in the box.

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 they like the most, to help them feel good about themselves.

2 Tips for Teachers and Parents

- When you talk to children about the way they are, you can help them identify specific characteristics that are easy for them to understand. For example, you can help them by asking, "What color are your eyes?" "What do you like to do the most?," etc.
- Take a great deal of care not to encourage comparisons, since this may cause students to laugh at or reject others based on their characteristics. Recognizing the way we are does not necessarily involve making judgments about our characteristics or those of others. Foster an environment of equality and respect in order to recognize our differences without judging them.
- Parents can help their children engage in self-recognition at home by encouraging activities for the identification of their personal characteristics. For example, ask your children to recognize their physical characteristics in a mirror or ask them what they like to do.
- Both at home and at school, try to value and emphasize the 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 on, remember to always note something positive before talking about what they should change. For example, you can say, "You handle the ball well, but you could play better if you included your other classmates in the game." This applies when giving students

grades or feedback. They will always be more receptive to suggestions on how to improve if we first show them something they did well. This will facilitate learning. On the other hand, if we only show them things they can improve, this may cause frustration and affect their motivation. In fact, it may have a negative effect on 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 on them. Emphasize specific positive characteristics s/he has to then, highlight what can be improved. 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."

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

YES I CAN

Today I will learn to...

Take on a difficult task as a good challenge.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Learning new things can be fun and hard at the same time. Have you ever watched a baby learn to walk? What's it like? We often forget that those things that are easy for us now were difficult in the past. Similarly, those things that seem hard now may seem easy in the future. So, we can look at things that seem hard as a challenge. It may take us some time, but we'll feel great when we finally do it. Have you ever overcome any difficult challenge? How did you feel?



Listen to your students and validate their feelings.

2 Core

Today, we're going to hear the story of Chris and his handwriting. Everyone make a circle so that we can see each other. I'm going to read you the story and we're going to think about it.

Chris and His Handwriting

One day, a teacher asked her students, "What was the most important thing you have learned at school?" Some of the students raised their hands and started to say, "I've learned to read very well," "I write very well, but I didn't know how to do it before," "Now I can add really fast," and "I've learned to draw very well!"



Ask the following question and listen to your students. Then, continue.

What things have you learned at school?

The teacher said to them, "We've all learned things we didn't know before! We've all done so much! Did we know how to write before? Did we know how to add before?" Everyone said no. "What did we have to do to learn all this?" Some of the children started to think of lots of different things. For example, some said they had learned by paying very close attention to the teacher. Others said they had practiced a lot until they were able to do it. Others said that when they didn't understand something, they asked questions until they understood.



Ask the following question and listen to your students. Then, continue.

What have *you* had to do to learn these things?

Meanwhile, other children, like Chris, stayed very quiet and didn't say anything. Chris couldn't think of anything he had learned. He thought he hadn't learned a thing!

The teacher said to him, "And you, Chris, tell me something you've learned at school." He answered, "Nothing, teacher."



Ask the following questions and listen to your students. Then, continue.

- How do you think Chris was feeling? Sad, anxious, afraid?
- Do you think Chris really hadn't learned a thing?
- Could there be someone who hasn't learned anything?

The teacher asked him to think carefully about his answer and to think about an activity that he really liked to do, something he couldn't do before and then he learned...

Chris answered, "I like to write and copy down words when you say them out loud."

The teacher said, "See? You learned that at school."

And he responded, "Yes, but sometimes I write my letters backwards or I forget to write some of the words."

The teacher said, "But you write some letters and words very well. Could you write those letters and words before?" Chris said no. "You see? You've learned a lot. Just like you learned to write those letters and words that you can write well, with more practice you'll be able to do the ones that seem hard to you right now."



Ask the following questions and listen to your students. .

What could we tell Chris to make him realize that he *can* do it?

Now we're going to do an activity. Do you all know how to draw a circle? Do you think it's easy or hard?



Listen to your students.

Turn to the worksheet "Let's Draw a Circle" in your workbooks (see Student Material). There, you'll find a circle that's already been drawn, and a circle in dotted lines beside it. We're going to try and connect the dots by drawing a perfectly round circle. Let's give it a try!



Give them a minute to do this.

How did your circle turn out?



Listen to your students.

Now we're going to draw a circle underneath and try to make it come out just like the one in the example.



Give them a couple minutes to do this.

Did it turn out exactly the same?



Listen to your students.

Drawing a perfect circle is hard, but with hard work and practice, we can get better and better at it. Chris can do the same thing to keep improving his handwriting.

Now we're going to give Chris some advice. To do this, we're going to finish the letter that you'll find in your workbooks. It's called "Letter to Chris" (see Students Material). In this letter, we congratulate him for what he has learned and we tell him that, just like he was able to do all that, he will be able to learn the letters and words that seem hard to him right now. We're going to end the letter with some advice on how he can improve. Write three pieces of advice that you could give to Chris. For example, pay closer attention, practice more, or ask the teacher or your friends if you don't understand something.



Give them a maximum of ten minutes to finish their letters.

Would anyone like to read the advice you gave Chris?



Listen to your students.

3 Wrap-Up

Today, we saw that we've learned lots of things at school, and that we're able to learn lots more things, even if they're hard.

- Do you think we're able to learn things even if they seem really hard at first?
- What can we do when we are facing these kinds of challenges?

If we ever feel like we can't do something or something seems too hard to us, we're going to repeat "Yes, I can" and re-read the letter we wrote to Chris so we can use that advice.

Student Material

Chris and His Handwriting

One day, a teacher asked her students, "What is the most important thing you've learned at school?" Some of the students raised their hands and started to say, "I've learned to read very well," "I write very well, but I didn't know how to before," "Now I can add really fast," and "I've learned to draw cool pictures!"

The teacher said to them, "We've all learned things we didn't know before! We've all done so much! Did we know how to write before? Did we know how to add before?" Everyone said no.

"What did we have to do to learn all this?" Some of the children started to think of lots of different things. For example, some said they had learned by paying very close attention to the teacher. Others said they had practiced a lot until they were able to do it. Others said that when they didn't understand something, they asked questions until they understood.

Meanwhile, other children, like Chris, stayed very quiet and didn't say anything. Chris couldn't think of anything he had learned. He thought he hadn't learned a thing!

The teacher said to him, "And you, Chris, tell me something you've learned at school." He answered, "Nothing, teacher."

The teacher asked him to think carefully about his answer and to think about an activity that he really liked to do, something he couldn't do before and then he learned...

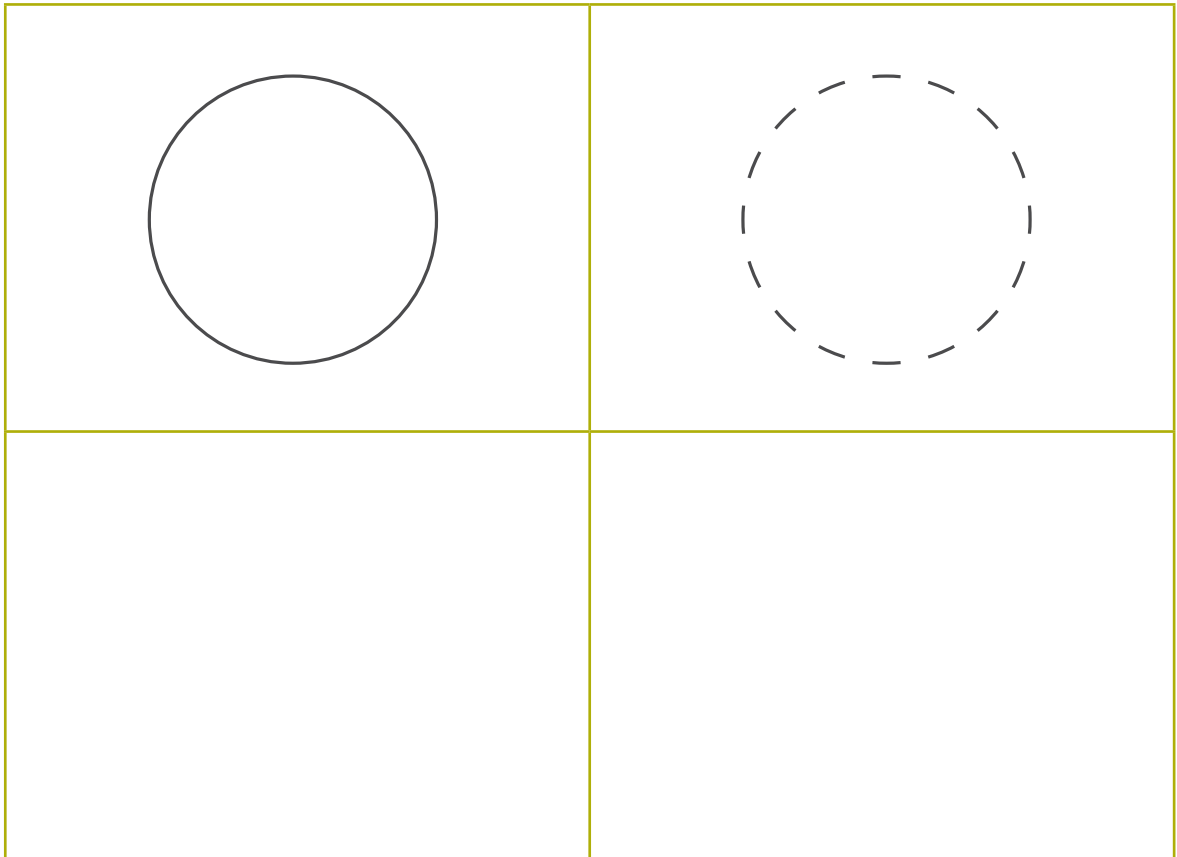
Chris answered, "I like to write and copy down words when you say them out loud."

The teacher said, "See? You learned that at school."

And he responded, "Yes, but sometimes I write my letters backwards or I forget to write some of the words."

The teacher said, "But you write some letters and words very well. Could you write those letters and words before?" Chris said no. "You see? You've learned a lot. Just like you learned to write those letters and words that you can write well, with more practice you'll be able to do the ones that seem hard to you right now."

Let's Draw a Circle



Dear Chris:

I would like to congratulate you because you have learned to write some letters and words really well. I know you are worried because you write some of the letters backwards and sometimes you forget to write some of the words. But remember that just like you learned how to write some words really well, you can also improve those that do not come out how you want.

Here is some advice so you can get better at it:

1. _____

2. _____

3. _____

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 and behaviors they have developed and achievements they have attained up to this point in their lives.
- Identify how they feel about those achievements.

2 Tips for Teachers and Parents

- It is important to emphasize those things at which children are very good. For example, by congratulating them or complementing them when they learn something new. It is also important to help them recognize what behaviors, such as paying attention, listening closely, following instructions, and asking questions, can be used as strategies to help them learn.
- 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 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 which is the foundation of more complicated things.

3 Frequently Asked Questions

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

When children are faced with a challenging task, they may feel that they can't do it. Recognizing prior achievements can help them feel capable, thus developing their self-efficacy. The idea is to encourage them to feel that they can do things, even if those things are hard and require effort.

On the other hand, the process of thinking about our developmental achievements helps practice self-efficacy. By encouraging children to participate in the exercise of recognizing those things that help them learn better, we also reinforce their confidence in themselves, thus ensuring a positive approach to new challenges and tasks.

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

You can ask him questions such as, "You're not good at this or you don't like it?" Use specific examples from the student's life, such as, "Remember that day when you danced at... You did a great job," or, "I've seen you make pretty drawings, for example, the drawing you made of..." Help him to see that it is always possible to emphasize moments when we did something well.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

CHESTER THE CAT FEELS ANXIOUS!

Today I will learn to...

Notice when I feel anxious.

What we'll need is...

Coloring pencils or crayons.

Lesson Guide

1 Intro

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

How do you feel?



Listen to your students.

When emotions are this big, we might stop doing things that we like to do. For example, when we feel scared, we freeze.

Can you freeze like a statue with a "worry face"?

2 Core

Today, we're going to talk about anxiety and how we can deal with it. Anxiety is when we feel worried or nervous about something, like when we experience a new situation, when we have a difficult test, when unexpected things happen, etc.

Let's hear the story of Chester the Cat.⁵



Read the story from the Student Material.

- Do you feel like Chester sometimes?



Listen to your students.

That is anxiety, and we all have it sometimes. To deal with it we first need to be able to spot it, like being detectives discovering clues. The first clues are in our own bodies. Look at Chester and all the things he feels in his body.

5. Adapted from © AnxietyBC, retrieved on Novembre de 2015 from:
<http://www.anxietybc.com/sites/default/files/ChestertheCatand.pdf>

- Who can tell me what he feels?



Let children read out loud the "symptoms" of Chester's anxiety.

We all feel anxiety sometimes, but we all feel it differently. Now, let's each color and draw over Chester's picture what we feel most when we are anxious. For example, if I get my face all red when I'm anxious, I will color Chester's cheeks. There is no right way! Just your own way. Be creative!



Give them a few minutes to do this. Walk around and offer help if you see someone in trouble.

- Who would like to share their drawing?



Let children share what they draw and what they want to say about it.

You all did a great job!

3 **Wrap-up**

Today we have learned to discover the clues in our bodies that tell us when we are anxious.

- How can we know if we're feeling anxious?
- Does my friend feel anxiety the same way I do?

We all have different ways of feeling anxious, and some of us get anxious more often than others. That's okay. Chester is right, anxiety is a normal feeling, but sometimes it gets out of control. If you ever feel that way, find someone to talk to, tell them what is worrying you and what makes you nervous. You can come to your parents or to me anytime if you need to talk about it.

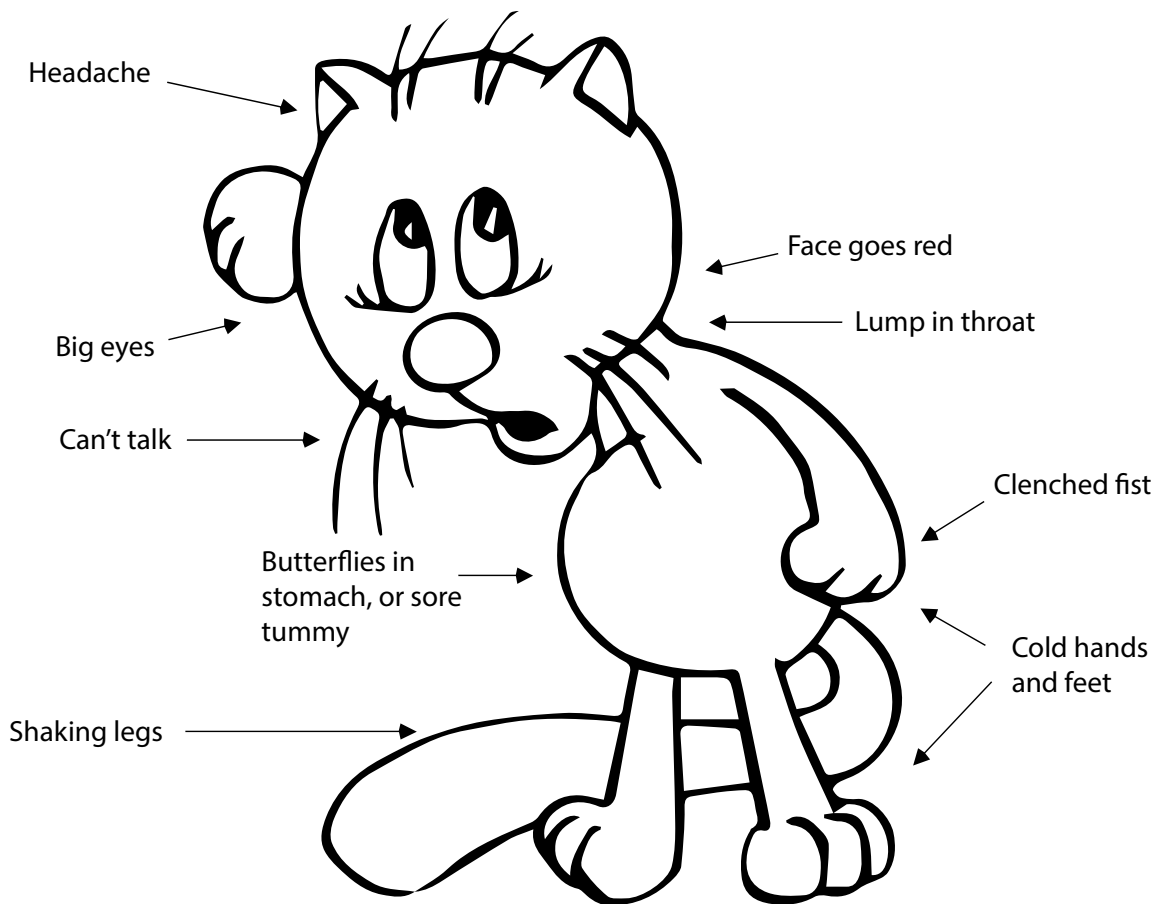
Student Material

Chester the Cat feels anxious!⁶

Hi! I'm Chester! I feel very scared and worried sometimes. You know? When you feel something bad is going to happen and you can't control it. They call that "anxiety", and it is a normal feeling, it's not dangerous and sometimes it keeps me safe because it's like an alarm inside of me that helps me be careful. For example, one day we were at the beach and I wanted to go into the water alone, but my anxiety alarm went on and I didn't. Good thing! Because I don't know how to swim!

But sometimes the alarm goes on too much and it doesn't feel good. Like before taking a test, I feel so nervous that I forget all the answers. Or when I meet new friends, I feel so anxious I don't know what to say. Do you ever feel like that?

How does Chester feel anxiety in his body?



6. Adapted from © AnxietyBC, retrieved on Novembre de 2015 from: <http://www.anxietybc.com/sites/default/files/ChestertheCatand.pdf>

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:

- Identify the physical sensations that accompany emotions. These sensations may include temperature changes (feeling cold or hot), tension (tense or relaxed muscles), feeling their heartbeat or how their faces change (what their eyes, mouths, etc., are 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 things that happened to them. It is especially important to help them identify those situations that change their emotions.
- If children have trouble identifying emotions, first ask them if they would feel good or bad in a given situation. Then use this answer to ask for more details about how their bodies would feel and what name they could give to these emotions.
- You can name the emotions and explain to the children what these names mean. Begin with basic emotions (happiness, sadness, anger, fear, and anxiety). If children have understood these emotions, you can include more complex emotions such as shame and guilt.
- Learning is linked to many different 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. 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 perform 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 to 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 make 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

KEEP COOL STOPLIGHT AND THE SCARY THOUGHTS

Today I will learn to...

Stop my scary thoughts.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Remember the last time we talked about anxiety? When we feel very anxious our bodies also feel lots of things like what we're feeling right now. We're like out-of-control cars that can't hit the brakes. What happens when a car can't hit the brakes?



Listen to your students.

We're going to learn how to hit the brakes when we start to feel anxious so it doesn't spin out of control.

2 Core

Everyone feels anxious sometimes. For example, when we have to take a difficult test, or meet new friends, or go somewhere new on our own, or pet a new dog. When we are facing these situations, all kinds of thoughts flow into our head. Scary thoughts! These are negative things we think that make us feel scared and worried. For example, "I will fail the test", "Nobody will like me", "I will get lost", "that dog will bite me".

- What other scary thoughts children your age have when they feel anxious?



Listen to your students.

When we have scary thoughts they can get out of control, so we need to stop them and think something positive.

Today we're going to meet our friend, the Keep Cool Stoplight. He helps stop scary thoughts so they don't cause a traffic jam in our heads. Look at Stoplight in your workbooks (see Student Material). What is he telling us?



Listen to your students.

Now we're going to color in Stoplight's lights.



Give them a few minutes.

What do cars have to do when they see a red light at the stoplight?



Listen to your students.

STOP. That's exactly what we're going to do when we have a scary thought. The red light will tell us to stop that thought; the yellow light will tell us to pause and keep cool, so that we can think of something positive; and the green light means we can continue doing things with helpful thoughts in our minds.

Let's practice. Run or jump again like out-of-control cars. Be careful not to hurt yourselves or hurt anyone else.



After a few minutes, shout:

1. "**RED LIGHT!** Stop!" Stop that thought!
2. "**YELLOW LIGHT!** Keep cool!" Let's all keep cool.
 - Take deep breaths and breathe out slowly. Do this at least three times.
 - Keep breathing while repeating: "It will be okay. I will be okay".
 - If you can, find new thoughts that are helpful to you
3. "**GREEN LIGHT!** Go on!" Now we can face the situation with more confidence.

We're going to repeat the process. Everyone run around again.



Repeat the process.

The next time we feel anxious, let's remember our friend the Stoplight and think "Red light!" so we can stop our scary thoughts, cool down and think positive.

3 Wrap-Up

You did a great job with this activity. Remember that you can use these ideas when you feel anxious. When do you think you can use them?

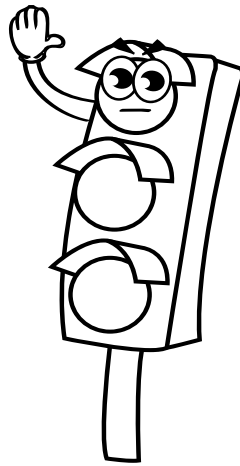


Repeat the process.

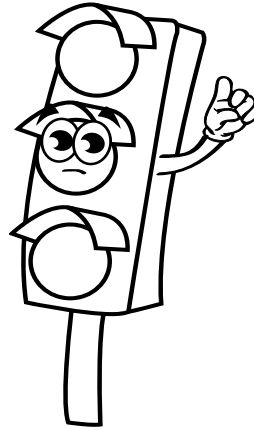
Tip for home. In your workbook you have a table where you can write, whenever you want, the situations that make you feel worried or scared. You can write down the scary thought that goes into your head in this situation, and next to it a helpful thought to replace it with and do what you want or must do.

Student Material

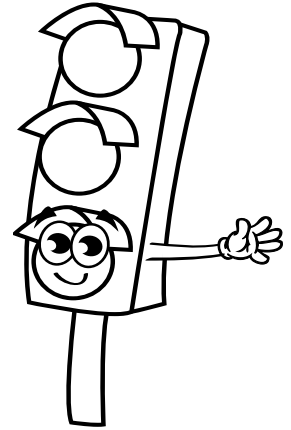
Keep Cool Stoplight and the scary thoughts



STOP THAT
THOUGHT!



KEEP COOL!



GO ON!

Scary situation	Scary Thought	Helpful thought	Action!
Taking a difficult test	I will fail the test	I will do my best and that's what matters	Do my best to ace the test

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 your students learn how to manage their emotions, it is important that you:

- Help children to identify what they are feeling.
- Encourage the use of certain techniques for managing these emotions; for example, stop what you’re doing, take a slow, deep breath, and think of things that make you keep cool.

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 children’s emotions and help them manage them by using the techniques provided in Step by Step. For example, ask them to stop what they are doing, take a slow and deep breath, and think of things that make them feel cool.
- Once children have calmed down, recognize this achievement and accompany them as they decide 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 perform better.
- The example you teach them is essential. 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 regulate their emotions?**

Use everyday situations that may generate emotions. Get to know them so you can recognize what types of situations cause certain emotions. What makes them the maddest or the most scared, etc.? Show them how to keep cool and remind them of this when they are very agitated. For example, say, "Remember how we practiced keeping cool?" or "Stop what you are doing, take a slow, deep breath, and think of things that make you keep cool." Practice these techniques yourself so you can provide a model for the children.

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

All of us can have emotional outbursts and children are no exception. Above all, keep cool. If you react with an even stronger emotion, the children will learn that this is the way to handle the situation, and instead of cooling down, they will feel even more intense emotions. You can give them a chance to express what they are feeling, and then validate their emotions by telling things like, "I know this makes you very mad. Let's take a minute to cool down." If you see that children may hurt themselves or others, stop the situation by speaking with them respectfully and kindly but firmly; you can say something like "It's ok to feel mad, but you should under no circumstances hurt yourself or others; you must stop". Then, invite the child to join you into another space so he can calm down, walking him through the process at all times: "Together, we are going to find a place where you can take your time to calm down". It's very important that the child doesn't perceive this as a form of punishment, but as an opportunity to cool down so he can feel better. It's very important to respect and validate every child's emotions, even if we find this dangerous behavior unacceptable.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

WAIT TO PLAY

Today I will learn to...

Resist temptation and get a better reward later.

What we'll need is...

- A colored balloon for each student
- Adhesive putty or tape

Lesson Guide

1 Intro

Many times, we experience situations where we want to do something but we have to control ourselves and wait. For example, we may want to eat a giant chocolate and vanilla ice cream sundae, 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. Pretend you're enjoying it a lot. 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. Can you think of any other situations when you really wanted to do something, but you had to postpone it?



Listen to your students.

2 Core

Today is going to be a lot of fun because you're going to have time to play with colored balloons!



Give students a colored balloon to blow up and stick it to the floor or on to a wall with adhesive putty, right in front of them.

Before you can play with the balloons, though, you have to wait ten minutes without touching them. While you wait, you can do whatever you want (talk to your classmates, color, etc.). The only thing you can't do is touch the balloons. After ten minutes, you can unstick your balloon and play with it for the rest of the lesson.



Stand in the doorway and time ten minutes. While you wait, observe your students. Take note of those children who begin to play with the balloon before time is up. After waiting ten minutes, continue.

Very good! Now you can play with the balloons!



Let your students play freely, setting aside ten minutes at the end of the lesson to reflect on what the students learned. Those children who did not wait ten minutes will have to sit in their places until the end of the class and cannot play with their balloons.

Ten minutes before the end of the lesson, continue. Listen to your students.

- Did you want to play with the balloon or touch it while you were waiting?
- What emotions did you feel while you were waiting to play with the balloon?
For example, desperation, anxiety, anger.
- Was there a point when you couldn't resist the urge to touch the balloon?
- Those of you who were able to wait for ten minutes, what did you do to avoid playing with the balloon even though you felt like doing it? What advice would you give to your classmates who weren't able to wait for ten minutes?
For example, they thought about other things, they walked away from the balloon, etc.

3 Wrap-Up

Today you did a great job. You controlled yourselves when you felt like doing something else (playing with the balloons). Sometimes we really feel like doing something we want to do, but we have to control ourselves and wait.

- Why do you think we can't always do what we want to right away?
- For example, what would happen if we were always at recess?
- What would happen if we ate chocolate cake all the time?

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.
- 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 to postpone the fulfillment of certain desires or needs, it is important that children:

- Understand why doing so pays off.
- If 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 not like to last longer.
- Identify and practice strategies that they can use to control their desires or impulses, such as shifting their attention to a different situation. You can help children find the best ways for them to shift their attention. For example, some children like to sing, while others like to participate in a physical activity, etc.

3 Frequently Asked Questions

- **Why is it important to learn to postpone certain desires or 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 then she can spend more time doing more interesting activities later.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

COREY: COURAGE TO ACT

Today I will learn to...

Change a frustrating situation if I can.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We're going to play a game. Look your classmate beside you in the eye, without blinking or laughing. Be very serious. The first one to blink or laugh loses. Let's see how long we can do it. I'll time you.



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

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

We can't always do what we want. Sometimes, we have to finish other tasks first. For example, before we go out to recess, we have to finish whatever it is that we are doing. Before going to bed, we have to brush our teeth. Before going out to play, we have to make sure we're dressed right for the weather. Sometimes, when we can't do what we want, we feel mad or sad. This is called frustration. Today, we're going to hear the story of Sasha and I'm going to introduce you to a superhero who will help us a lot in those hard times.

2 Core



Read Sasha's story with your students (see Student Material).

Sasha Wants to Go to Recess

Sasha is trying to copy into her notebook everything the teacher wrote on the blackboard. It's a very long sentence. It will be time for recess soon, but the children can't go out to play until they finish copying down the sentence. Sasha is worried because she knows she won't finish and she wants to go to recess as soon as possible.

Has this ever happened to you?



Listen to your students' stories.

How do you think Sasha feels? Look closely at the picture. Use your face to show me how you would feel if the same thing happened to you...

For example, desperation, anger, sadness.

What you're feeling is called frustration. It's a combination of many different emotions: anger, sadness, desperation.

After a few more minutes some of the children are getting ready to go to recess, but Sasha hasn't finished the sentence yet. She made a mistake writing "activity" and now she feels desperate because she has to erase what she wrote. She feels bad and she feels like crying. The only thing Sasha wants is to go to recess as fast as possible.

Why does Sasha feel desperate? What does she want? Why can't she do it?

Suggested answer: She feels desperate because she hasn't finished copying down the sentence and she made a mistake. She wants to go to recess, but she can't do that because she has to finish what she is doing first.

Sasha wants to go outside because it's time for recess now, but she can't because she hasn't finished writing. She starts to cry and she stops copying the sentence. Meanwhile, some of her classmates are happy to go out. Sasha feels really bad and starts to say to herself, "I'll never be able to finish this sentence."

Do you think Sasha really can't finish the sentence? What could she do? What would you say to her?

Suggested answer: "Yes, she can, because she already wrote part of the sentence. She just needs to calm down and do it."



Listen to your students.

- Has anything ever happened to you like what happened to Sasha, when you had to finish a task and you couldn't do it?
- What emotions did you feel?
- What did you think?
- What did you do?

Now we're going to meet a superhero, Bravey. He's a friend we can call when we feel frustrated because we can't do something. You can see him in your workbooks (see Student Material).

When we say, “Corey, help me find courage to change the things I can”, Corey will use his superpowers to help us find the courage we have in us to solve a problem or face a difficult situation. All we have to do is repeat the phrase while we breathe and Corey will help us.

Let’s close our eyes and imagine a situation like Sasha’s and think how we would feel (mad, desperate, anxious, sad). Now let’s call Corey so he can help us find the courage to face it and resolve it as best as we can. What could we do?

To help Sasha finish her task, we’re going to brainstorm.



Encourage your students to think of things that Sasha could do to finish her task; for example, sit back down, pay closer attention to each word, write the words one by one, do everything calmly, accept that if she doesn’t do it, she won’t be able to go to recess, etc.

3 Wrap-Up

Congratulations for calling Corey and for giving Sasha ideas to finish what she was doing.

- Do you think Corey can help us? In what situations?
- How can we call him?



Listen to your students.

Sometimes we can’t do what we want, we feel mad or sad and we think we’ll never be able to do it. But we can call Corey to help us calm down and find courage. That way, we can organize ourselves better and finish what we were doing.

Whenever you feel that explosion of emotions called frustration, you can remember Corey and call him. And you can use one of the ideas we gave Sasha today.

Student Material

Sasha Wants to Go to Recess



Sasha is trying to copy into her notebook everything the teacher wrote on the blackboard. It's a very long sentence. It will be time for recess soon, but the children can't go out to play until they finish copying down the sentence. Sasha is worried because she knows she won't finish and she wants to go to recess as soon as possible.

After a few more minutes some of the children are getting ready to go to recess, but Sasha hasn't finished the sentence yet. She made a mistake writing "activity" and now she feels desperate because she has to erase what she wrote. She feels bad and she feels like crying. The only thing Sasha wants is to go to recess as fast as possible.



Sasha wants to go outside because it's time for recess now, but she can't because she hasn't finished writing. She starts to cry and she stops copying the sentence. Meanwhile, some of her classmates are happy to go out. Sasha feels really bad and starts to say to herself, "I'll never be able to finish this sentence."





Corey,
help me find courage to change the things I can.⁷

7. 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).

It is important that you help your students to:

- Handle the emotions associated with frustration.
- Evaluate the irrational/negative thoughts caused by frustration and change them to rational/positive thoughts.
- Accept that they have to do what grown-ups tell them to, even when this means they can't get what they want right now.

2 Tips for Teachers and Parents

- When children have a hard time finishing a task and they feel frustrated, help them to manage the emotions associated with frustration by working on techniques for calming down. Give these techniques fun names. This way, it will be easier to remember and apply them.
- You can also help children identify irrational/negative thoughts such as "I'll never be able to do this," and change them to thoughts that will help to establish short-term goals to get nearer to the final objective: "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 to 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 the emotions associated with frustration, for example, anger, sadness, and desperation, and look for different ways to act that help us 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 will make children to have no idea on how to handle it in future situations.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

PERSPECTIVE DETECTIVE

Today I will learn to...

Look from other people's angles to understand what they see.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Sometimes, we don't understand why people do certain things. This may be because we aren't paying close attention to what's actually happening. People can think and feel different things in the same situation, but sometimes it's not easy to realize this.

Everybody stand up and look at the ceiling. Can you see it OK? What color is it? What grabs your attention? Let's try to look at it more closely. We're going to jump so we can get closer and try to see more details. I'm going to count to three and then we're all going to jump at the same time. Pay close attention to the ceiling and its details. One, two, three! Did you see something new? Let's do it again. One, two, three!

What about this time? If we had a ladder, would it help us see new things?
For example, we could touch it, see very close up, smell it, etc.

Sometimes, we need to pay close attention to realize certain things. Today, we're going to use an imaginary magnifying glass to observe things carefully and see if we're forgetting something important about others.

2 Core



Ask the following questions and listen to your students.

- Do you know what a magnifying glass is? What do we use it for?
Suggested answer: Magnifying glasses are used to see small things bigger.
- Who use magnifying glasses?
Suggested answer: Scientists, detectives, people who can't see well, etc.
- Have you ever used a magnifying glass?

Today, we're going to use an imaginary magnifying glass to see whether the characters are forgetting something important. Let's open our workbooks to the worksheet "The Magnifying Glass to Understand You Better" (see Student Material) and carefully observe each picture, as if we were observing it with a magnifying glass.



Read the following stories while your students observe each picture.

Picture 1: The Sales Clerk⁸

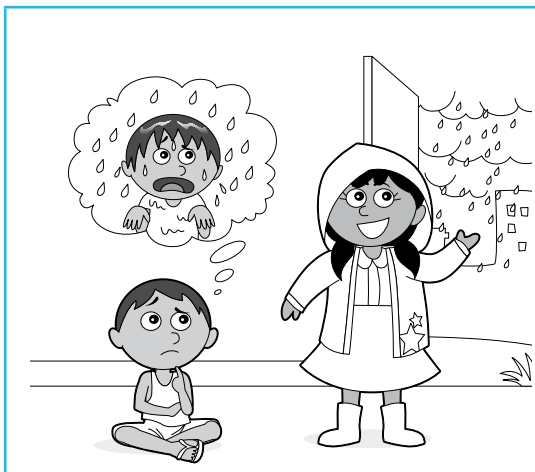


In this picture, we can see that the sales clerk is showing a dress to her customer. She's convinced that it's the right one, but she forgot one small detail. What do you think the sales clerk forgot to think of? Let's look at this drawing with an imaginary magnifying glass...

Listen to your students.

La compradora es delgada y la vendedora le está ofreciendo un vestido de una talla mucho más grande.

Picture 2: Let's Play



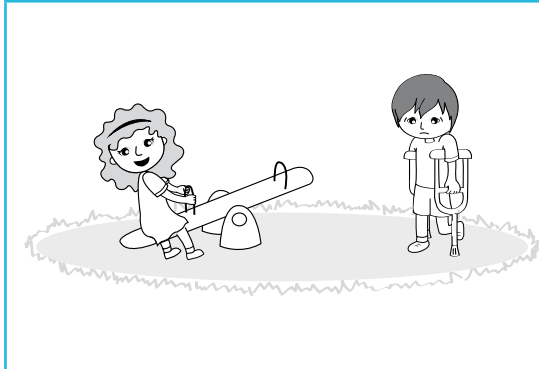
In this picture, we can see that a little girl is inviting a boy to play, but the boy, who is sitting down, seems like he doesn't want to go. Let's look at this picture with our imaginary magnifying glass...

Listen to your students.

The boy doesn't want to go out because it's raining and he might get wet because he doesn't have a raincoat.

8. Adapted from Aulas en Paz (www.aulasenpaz.org) and Feshbach, N.; Feshbach, S.; Favre, M. y Ballard, M. (1983). *Learning to care: Classroom activities for social and affective development*. Scott, Foresman and Company: U.S.A.

Picture 3: Get on the Seesaw

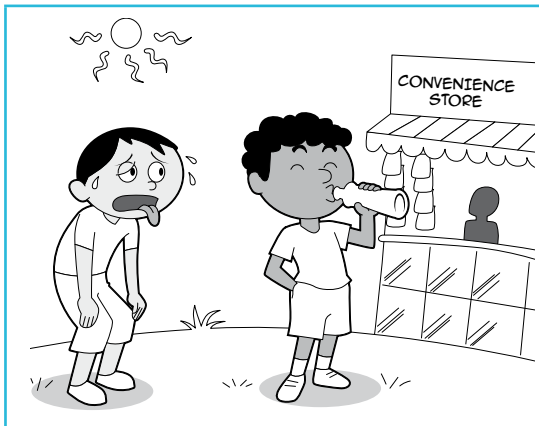


In this picture, we can see that the girl on the seesaw is waiting for the little boy to get on, too. What do you think this girl has forgotten? Let's look at the picture with our imaginary magnifying glass...

Listen to your students.

The boy can't get on because he is using crutches.

Picture 4: Just One Drink



In this picture, we can see that a boy only bought one drink. What do you think the boy forgot? Let's look at this picture with our imaginary magnifying glass...

Listen to your students.

The boy who bought just one drink didn't think the other boy was also thirsty. Otherwise he could have bought two drinks or shared the one he bought.

Did the imaginary magnifying glass help you see something each one of these characters was forgetting? How?



Listen to your students.

In everyday life, we can use this magnifying glass to try and understand what others may be thinking.

The Can of Crayons

Now I'm going to read you a story about a school for animals. Pay close attention, as if you were using an imaginary magnifying glass.

The Can of Crayons

Once, at a school for animals, Professor Giraffe asked all the little animals to color in a picture of a beautiful landscape. She said to them, "At this school, we only have one can of crayons, so you're going to have to share it. When you need those crayons, you can take them from the can, and when you're done using them, you have to return them so everyone else can use them."

Since the octopus could use all his arms at the same time, he took the yellow, green, blue, red, purple, gray, brown, and white crayons.

When the horse got up to find the red crayon, he saw it wasn't there. He went back to his desk to see what other colors he needed and he went to find the green crayon, but that wasn't there either. He went back to his desk feeling sad. He saw that he needed to color in the sky, so he went to look for the blue crayon. But the blue crayon wasn't there either. The horse got really mad. Since he colored with his mouth, he could only use one crayon at a time and the colors he needed right then weren't available.

The horse realized that the octopus had taken all the colors he needed, and he got even madder because he thought the octopus was greedy and wouldn't share the crayons so that no one else would have a prettier, more colorful picture than his.

Let's use our imaginary magnifying glass to examine this story:

- Why did the horse get mad? What did the horse think?
- Why did the octopus take all the colors? What did the octopus think? What was the octopus forgetting?
- How could we clear up this situation? What could we say to the octopus? What could we say to the horse?



Listen to your students.

Sometimes, we forget that other people might have wishes and needs that are different from ours. While the octopus could color with eight colors at once, the horse could only use one at a time. It is important to use a magnifying glass to examine each situation so we can consider other people's point of view and find options that make us all happy.

3 Wrap-Up

We did a great job using our imaginary magnifying glass!

- What can we use the imaginary magnifying glass for?
- When can we use it?

Suggested answer: When we want to understand others, when we have conflicts or problems with someone.

In the same situation, people can think and feel different things. That's why it's important to try and always use our magnifying glass and look carefully to see if we're forgetting something

Student Material

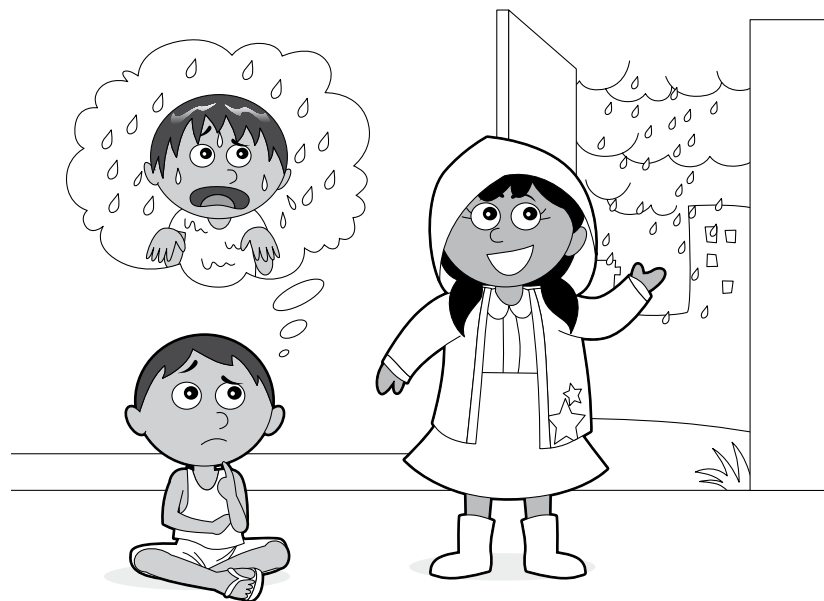
The Magnifying Glass to Understand You Better⁹

Take a close look at the following pictures. Each one shows a particular situation.

Picture 1: The Sales Clerk

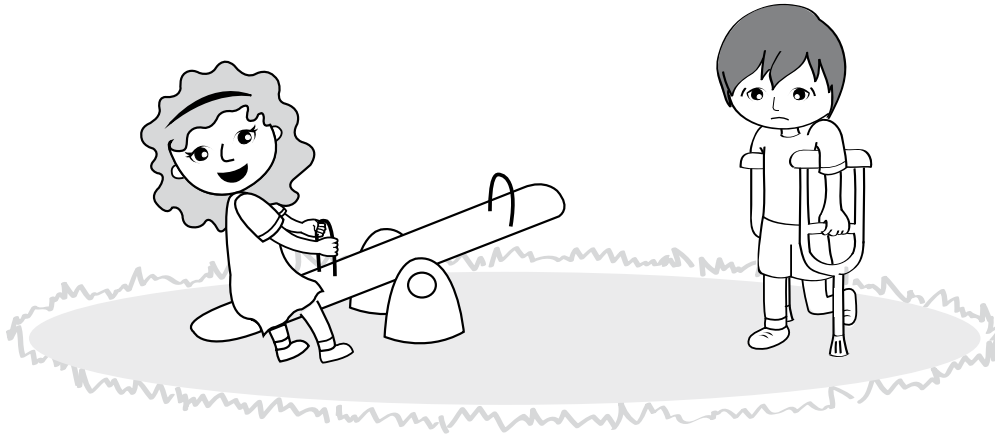


Picture 2: Let's Play



9. Adapted from Aulas en Paz (www.aulasenpaz.org) and Feshbach, N.; Feshbach, S.; Favvre, M. y Ballard, M. (1983). *Learning to care: Classroom activities for social and affective development*. Scott, Foresman and Company: U.S.A.

Picture 3: Get on the Seesaw



Picture 4: Just One Drink



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 active listening 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 in 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 person think and what does 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 the imaginary magnifying glass in those situations in which you want children to pay special attention to details, especially other people’s points of view, ideas, and perspectives.

3 Frequently Asked Questions

- **Why is it important to practice seeing things from other peoples' 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' perspective 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

MIRTLE AND LIZ

Today I will learn to...

Put myself in someone else's place to understand how they feel.

What we'll need is...

Only ourselves.

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 surprised? For example, because their friends planned a surprise party for them? What do people do when they are surprised?



Listen to your students.

Everyone stand up. We're all going to make a surprised face, as if we'd just been given the best gift in the world and we weren't expecting it. Now!



Give them a few minutes.

What other people do helps us know what they're feeling. If we know what they're feeling, we can understand them better, and maybe we can help them feel better.

2 Core

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



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

We're going to listen to different situations about other people, and we're going to use our faces—just our faces—to show how we would feel if the same thing happened to us.



Read each one of the situations presented below, listen to some of the answers from volunteers, and validate their emotions.

1. Federico found some money in the street. How would you feel if you were Federico?
2. Rebecca is afraid of the dark, and the lights went out at her house. How would you feel if you were Rebecca?
3. It's Liz's birthday today. How would you feel if you were Liz?
4. Jo got into an argument with her best friend. How would you feel if you were Jo?
5. Teresa's classmates won't let her play basketball because she's very short. How would you feel if you were Teresa?
6. Everyone planned a surprise party for Camilo. How would you feel if you were Camilo?

When you showed these emotions with your faces, what did you feel? Have any of these situations ever happened to you? Even if none of these things has ever happened to you, you are able to understand what other people feel in these situations and you feel something like that yourself. Now I'm going to read you a story.



Read the following story, pausing when suggested to reflect with your students. Use the questions provided. Listen to your students and validate their feelings.

Mirtle and Liz¹⁰

Mirtle the Turtle and Liz the Lizard were very good friends. Liz loved to listen old stories about pirates and sailors that Mirtle told her patiently. But when they would walk or run around, Liz wasn't very patient with her friend.

—"Come on, Mirtle! Hurry up!"

Liz was small, fast, and graceful. She loved to run as fast as she could. Mirtle, on the other hand, was big, heavy, and slow, and Liz got irritated when she had to wait for Mirtle, because Mirtle did everything very slowly.

Let's put ourselves in Mirtle's place for a moment. Imagine that we're Mirtle the Turtle, and we're very heavy and we have to walk very slowly. Now, we're all going to walk around the classroom as if we were turtles and we were carrying a very heavy shell on our backs.



Let your students walk around the classroom as if they were Mirtle.

10. Story adapted from Paz, A. y Paz, C. (2014). *Tuga, la tortuga* in the "Paso a Paso" Collection. Lima: World Bank.

Now let's think about what Liz said. "Come on, Mirtle! Hurry up!" What emotions do you feel because of what Liz is saying to you?

- "I can't go as fast as you," said Mirtle to Liz.
- "Yes, you can!" said Liz. "You're just lazy and you don't feel like moving faster. Hurry up!"

Liz didn't understand that Mirtle was slow because nature had made her that way. Mirtle, on the other hand, was tolerant and had lots of patience with Liz, who was scatterbrained and hasty.

Why didn't Liz understand Mirtle? What did Liz think? How do you think Liz felt?

One morning, all the animals on the island got together to participate in the "Great Games." Mirtle and Liz were very excited and they signed up for the partners' race. Mirtle liked to compete and Liz liked to win. She liked to win so much that she had already prepared balloons, colored confetti, and noisemakers to celebrate her team's victory.

If you were the ones about to run this race, how would you feel?

Possible answers: Happy, excited, nervous, etc.

But uh-oh! During the partners' race, Mirtle had a lot of problems jumping. She was very slow... Mirtle and Liz came in last.

- "It's all your fault!" said Liz, who was really mad at the turtle. "You're slow, lazy, and I don't want to be your friend anymore."

Why is Liz mad? Do you agree with her? How do Liz's feelings make you feel? How does Mirtle feel? How do Mirtle's feelings make you feel?

Mirtle felt like answering back to Liz, but before she said anything that might hurt her friend, she decided she better retreat into her shell to think things over before speaking.

The lizard, on the other hand, threw a tantrum. She left the turtle alone and went running off as fast as she could, angry because she lost. She ran and ran until she came to a place with lots of coconut trees. Full of anger, Liz kicked a coconut that was on the ground. When she kicked it, the coconut flew up in the air and... it came down right on her back and got stuck there!

Let's imagine for a moment that we're Liz and we have the coconut stuck on our backs. How does it feel? Does it hurt? Is it heavy? Is it uncomfortable?

Liz tried to get the coconut off of her, but it was impossible. The coconut weighed too much, and that weight on her back made her feel very tired. The lizard didn't have any other choice but to walk around with the coconut stuck on her back. She started to move, but it was slow and difficult. Now she had a shell, too!

— "Oh! It's really hard to walk around with a shell! I look like a turtle!" exclaimed Liz.

At that moment, she remembered Mirtle and she realized that Mirtle wasn't lazy, she was very hard-working. Despite having to carry a weight on her back, she never complained. Liz began to admire her dear friend Mirtle

Now that Liz realizes why Mirtle is slow, what do you think she will do? What advice would you give to Liz? And to Mirtle?

It took Liz lots of time and effort to reach her friend's home. She arrived out of breath, with her tongue hanging out of her mouth.

When Mirtle saw her, she was surprised to find her friend with a coconut shell on her back and she helped her take it off.

Relieved to have the weight off her back, Liz hugged Mirtle and she apologized for being unkind. By putting herself in the turtle's place, she was finally able to understand her.

Mirtle and Liz were friends once again. Liz learned something that would help her for the rest of her life: To put herself in other people's places so she could understand them better.

Later, the two friends made a coconut shake to celebrate their friendship!

Now open your workbooks to the illustration of Mirtle and Liz and color it however you want. This picture will help us remember what we learned today with this story.

3 Wrap-Up

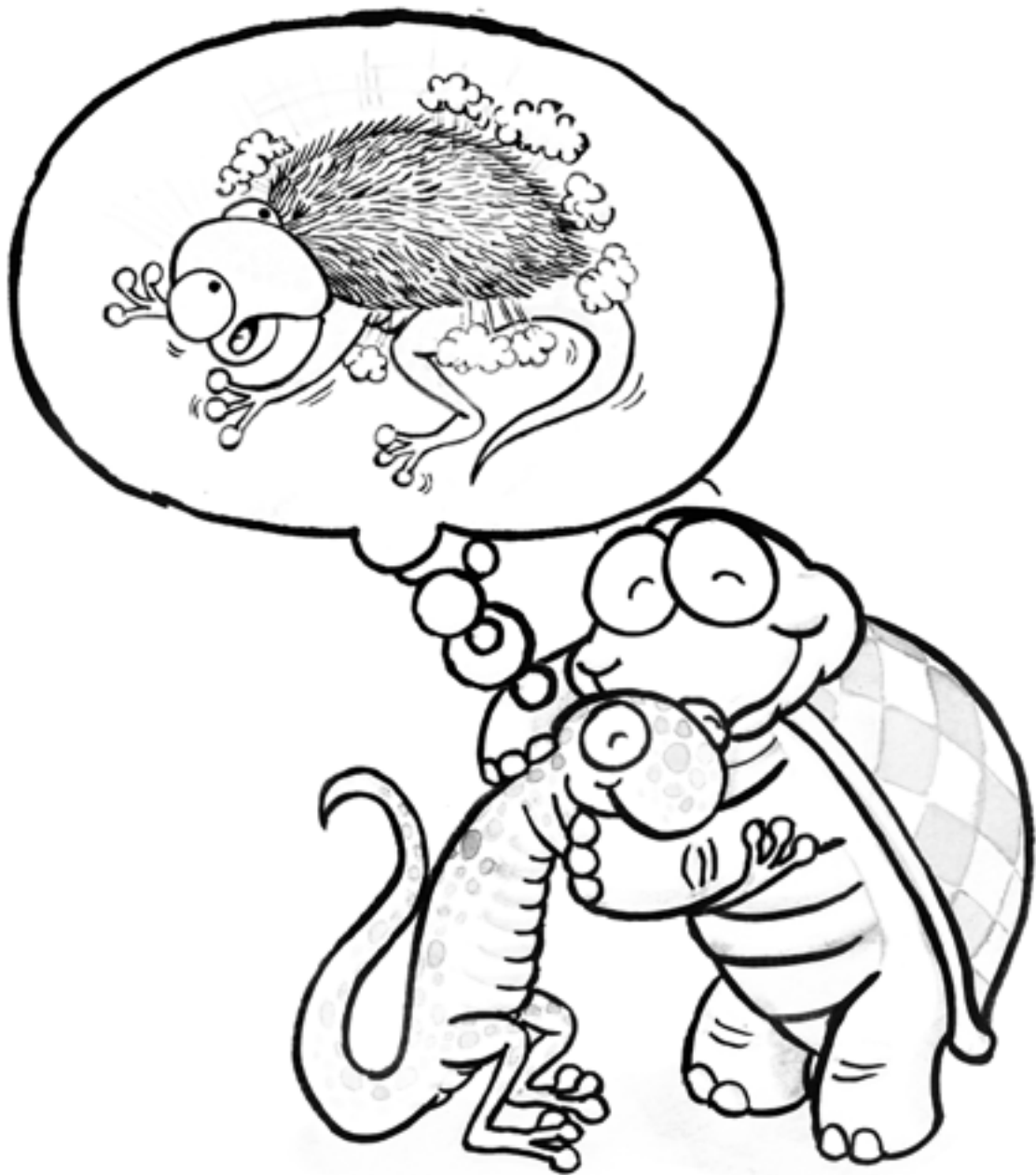
We were able to understand the emotions of different people in different situations, and we felt what Mirtle and Liz felt.

- How does it help us if we can understand and feel emotions similar to what others are feeling?
- 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. Sometimes, we can even find ways to help them feel better. It is important to ask ourselves how people feel when things happen to them. That way, we can help them.

Student Material

Mirtle and Liz"



11. Illustration taken from Paz, A. y Paz, C. (2014). *Tuga, la tortuga* in "Paso a Paso" Collection. Lima: World Bank.

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

- Take advantage of times 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 form the habit of examining their own reactions to others' emotions. While reading stories, ask the children about others' emotions and 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 this situation to develop empathy. Use this type of questions: "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?**
Empathy is an essential skill for preventing aggression and ensuring a healthy coexistence. When we put ourselves mentally and emotionally in other people's shoes and we feel what others may be feeling, we will avoid hurting them in the future and we will be more considerate. Children with high levels of empathy are less aggressive and have an easier process reaching agreements. This 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' perspectives involves a cognitive process in which we try to understand what others are thinking or feeling in a given 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

SHAREY BUTTERFLY

Today I will learn to...
Share what I have.

What we'll need is...
Different-colored crayons (including gray):
one crayon per student.

Lesson Guide

1 Intro

Sharing our things with others can be hard sometimes, and easy other times. However, sharing can help make other people feel good. It can also make us feel good, too.



Ask the following questions and invite your students to share related anecdotes. Listen to your students and validate their feelings.

- Has someone ever shared something with you that helped you or made you happy?
- Have you ever shared something with someone else? How did they feel?

2 Core

I'm going to tell you the story of three characters: Sharey Butterfly, Allmine Elephant, and Trader Lion. Pay close attention to the differences between each one of these characters.

Sharey Butterfly has lots of colors on her wings. She is very lucky, because she can use them to color in the flowers and fruits in her garden. At the end of spring, her colors run out and she has to wait a few days until they come back. Everyone knows Sharey Butterfly because she likes to share her colors with other gardens when the flowers fade or the fruits are pale because they haven't gotten enough sun. The strawberries in particular feel very happy when they ask the Butterfly for help. She flies in, gets her red and green ready, she touches the strawberries with her wings, and then they look all delicious and shiny. The Butterfly feels very happy when she sees the strawberries smile.

Allmine Elephant found a waterfall with fresh water behind his home. Every morning, he loves to take a bath here and drink water from the flower petals until his belly is very full. Not long ago, the other animals from the neighborhood were looking for water because it was very hot out and they were thirsty. When they asked Allmine if he could give them some water, the Elephant said no, because they might use it all up.

Trader Lion is a lion cub who likes to collect little rocks that he finds while he is out for a walk. He uses these rocks to build little castles, and he has fun for hours. Other lion cubs have asked him to lend them some of his rocks so they can play, too, but the Lion says on one condition: if they let him borrow some of their toys in return.



After reading the story about each character, encourage reflection by using the following questions. On the blackboard, write down the answers your students give.

- What do the Butterfly, the Elephant, and the Lion have in common?
Suggested answers: All of them have something that is valuable to them and to others.
- How are the Butterfly, the Elephant, and the Lion different?
Suggested answer: The Butterfly likes to share, the Elephant wants all the water for himself, and the Lion only shares if he receives something in return.
- What do you like most and what do you like least about these characters?
- If you could say something to the Butterfly, the Elephant, and the Lion, what would it be?



Ask to form groups of four or six students, and to open their workbooks to the worksheet "Coloring Animals," where they will see three pictures: Allmine Elephant; Trader Lion; and Sharey Butterfly.

Now we're going to color in each of these pictures, following the instructions, but we have to go in order. Don't start coloring before you hear the instructions.



Give each group member a crayon or colored pencil, trying to make sure there are different colors in each group. Explain the following.

1. For the first picture of the elephant, you're only going to use the color you already have. You can't share it with anyone else, and you can't ask anyone to give you a different one.



Once everyone has finished coloring this picture, ask them:

- Who colored in their elephant with gray, which is the elephant’s usual color?
2. For the second picture, the one with the lion, you can use the color you have, as well as a second color. You may pick a partner to exchange colors, but you cannot ask for colors from anyone else.
 3. For the third picture, the one with the butterfly, you have to use all the colors in your group. You can share your color with the rest of the group, and they can share theirs with you. In the end, everybody’s picture should use all the colors you have. Remember to wait for your turn and ask nicely to borrow other people’s colors.



After completing the activity, discuss with the group.

- What was the difference in how you colored in these three pictures?
- How did you feel while you colored each of the three pictures?
- What did you do so that everyone could use different colors in the picture of the butterfly?
- Which picture came out the prettiest?
- What would have happened if you hadn’t shared your colors when you were coloring the picture of the butterfly?

3 Wrap-Up

Today we learned that sharing can have benefits and make people happy, but others aren’t always willing to share. We saw three examples that showed us the difference between sharing and not sharing. It is important to remember what we think about the Butterfly, the Elephant, and the Lion when we are in situations in which we can share.

- What things do you have that you would like to share with others more easily?
- How can we ask nicely to borrow something?
- What do you think about sharing and not receiving anything in return? Do you think it’s worth it?
- Imagine yourselves in a classroom where no one shares and another classroom where everyone shares. What would the children be like in both classrooms? In which classroom would you like to be?

Sharing always makes us feel better. Sometimes it can be hard work, but we can just think about the Butterfly and she will help us. We can also help others share with us by asking them nicely.

Student Material

Let's Color!

Listen to the instructions to find out how to color each one of these animals.

1



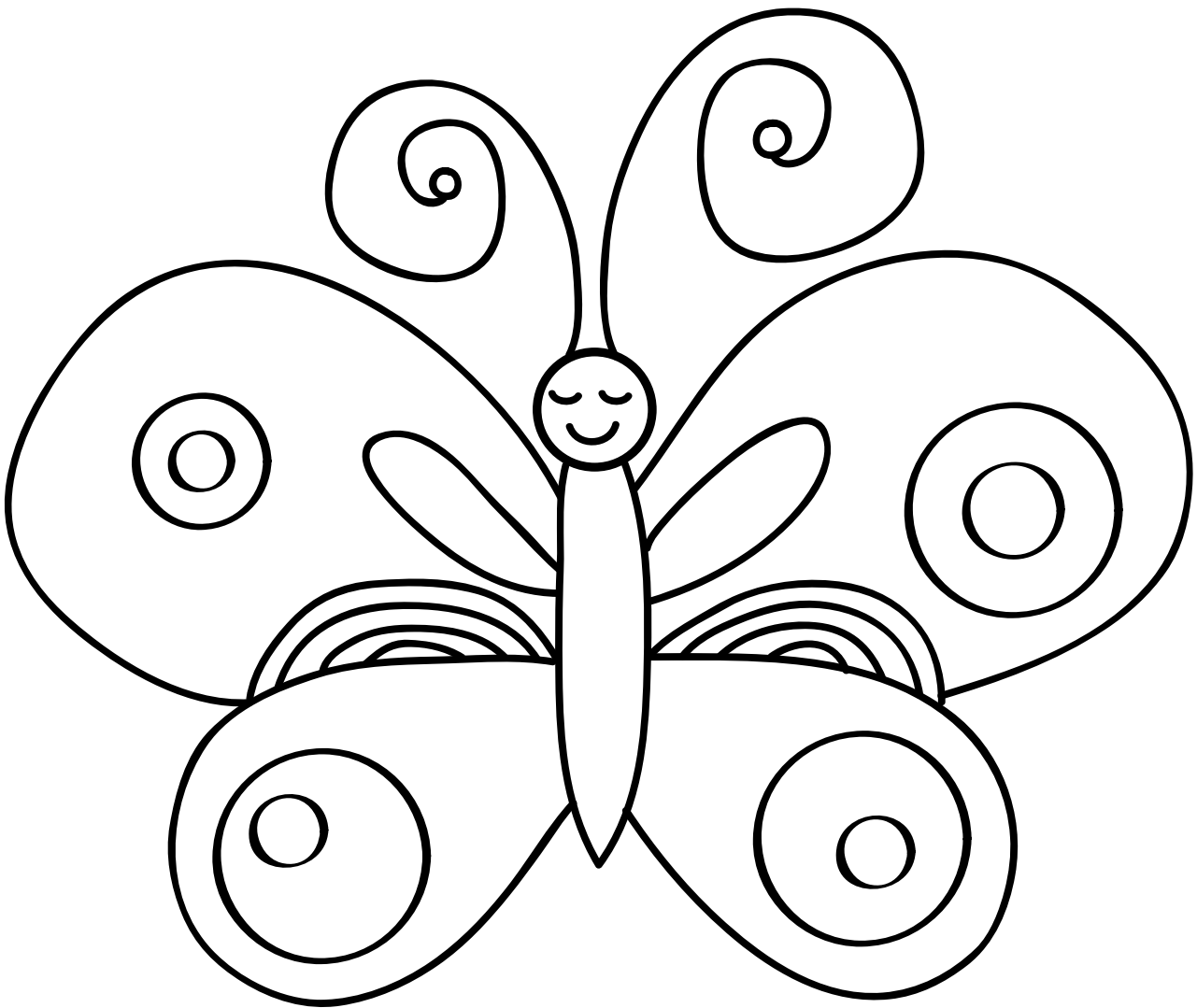
Allmine Elephant

2



Trader Lion

3



Sharey Butterfly

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 give them opportunities and encourage them to do so. 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 increase the frequency of these behaviors. For example, you can help them identify situations in which they can share, encourage them to do so, and value their actions when this happens.
- As adults, we must always set an example to be followed by children, since direct observation is a very powerful form of learning. Therefore, it is important that you frequently practice prosocial behavior with others in front of the children. When you share with others, you are acting as a model for them.
- Empathy and prosocial behavior are closely related skills. For that reason, helping children to develop empathy is an effective way of increasing the frequency of their prosocial behavior. Ask them how people feel in situations in which they may need something and others could share with 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

CROSS-TALK

Today I will learn to...

Make others feel I'm listening and I care.

What we'll need is...

Two puppets (a boy and a girl).

Lesson Guide

1 Intro

Do you like when people tell you stories?



Listen to your students.

Imagine a boy whose mother tells him stories every night before he goes to sleep. She knows that her son loves stories about knights and dragons. That's why she's going to tell him one of those stories tonight. But before she begins the story, she says, "There's just one thing you have to do to enjoy this story: listen carefully." That sounds easy, but...

- How can the boy listen carefully?
- What things could he do in order NOT to listen?

Suggested answers: Interrupt often and talk about other things, get distracted looking at other things, not look at his mom while she is talking to him, remembering other stories, etc.

- How would his mom feel if the boy don't pay attention to her story?



Listen to your students.

2 Core

We're going to play a game called "Cross-Talk."



Ask your students to think of a joke, story, or anecdote that they would like to share. Then, ask them to find a partner (whoever is next to them or close by) and ask them, on the count of three, to both start telling their story at the same time. They should try to finish their story without getting distracted by the story their partner is telling them. The idea is to keep talking without either of the two students stopping until you give them the "Stop!" signal. Give them two minutes.

Now we're going to play a game called "Interruptions." One of you will start telling your story and the other will interrupt you all the time, naming different objects (for example, table, telephone, etc.). The goal is for the person who is telling the story not to lose concentration, and for the other person to interrupt him all the time. Before you start, decide who is going to tell their story first and who will be in charge of interrupting. One, two, three!



Give them two minutes. Then, tell them to switch roles and give them two more minutes. Once they have finished, encourage reflection using the following questions. Listen to your students and validate their feelings.

- How did you feel while playing these games?



Listen to your students.

Now you will have the chance to tell your story. This game is called "Effective Talking." While one person tells her story, the other one has to look her partner in the eyes and listen without interrupting. Then, when I tell you to, switch roles. Before you start, decide who is going to tell her story first and who will tell her story later. One, two, three!



Give them two minutes. Then, tell them to switch roles and give them two more minutes. Once they have finished, use the following questions to reflect with the group. Listen to your students and validate their feelings.

- How did you feel while playing this game, compared to "Cross-Talk" and "Interruptions"?
- What did you think of your partner's story?
- How did you know your partner was listening to you?

3 Wrap-Up

In this lesson, we tried three different ways of telling a story.

- Which way did we listen better?
- Why is it important to listen to one another?
- How can we show our classmates that we are listening to them?
- What happens when we interrupt someone who is talking? How does that person feel?

Listening is a way to show our classmates that we care about what they are telling us. To listen, we not only need ears to hear the message. We also have to do everything possible so that the other person feels that we are listening to him.

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 her message 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 what you've offered 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.

- Offer positive reinforcement for specific active listening behaviors that 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 the 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 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 children and make them 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 lives, 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 AND CHOIRY

Today I will learn to...

Stand up to someone who's being mean to someone else.

What we'll need is...

Puppets, dolls, or pencils.

Lesson Guide

1 Intro

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



You can share a situation outside of school in which you saw one person mistreat another.

Without naming anyone: Would someone like to tell us about a time when you felt really mad because you saw a friend, classmate, or an adult treat someone else badly?



Listen to your students and validate their feelings.

2 Core

Today, we're going to meet two very special friends who are going to teach us how to act in situations in which someone does or says something that we don't like. Their names are Sayno the Dinosaur and Choiry the Parrot.



Sayno is a character that appeared during our first grade lesson.

Sayno the Dinosaur and Choiry the Parrot are two friends who will help us learn to tell other people, clearly and firmly but in a friendly way, to stop saying or doing something that we don't like, especially when they're hurting someone.

We're going to read the story of Sayno and Choiry, which you can find in your workbooks (see Student Material).

Sayno the Dinosaur and Choiry the Parrot¹²

Sayno the Dinosaur and Choiry the Parrot had a problem with their friends Nano and Nina, who would fight over every little thing all the time, pushing each other, insulting each other, and even hitting each other.

Sayno and Choiry didn't like when they saw their friends hurting and treating each other badly. The other day, for example, Nano got mad and shouted "You're ugly!" at Nina, who was just walking by.

Sayno says: I realized that Nina didn't like what Nano said to her, but she didn't answer him because she was afraid. I understood then that when someone does something to another person, I can tell him clearly and calmly, "Don't do that. Nobody likes to be treated that way."

But the next day, Nano went over to Nina and tried to take her storybook away, and Nina got mad and pushed him. Nano got mad, too, and he pulled her hair. Then they started to fight.

Choiry says: I realized that by shouting, insulting, and pushing, the situation got worse. Then I thought, "I have to tell them nicely to stop fighting." I thought it might be a good idea to call some of our other friends over so we could all tell them together, "Stop!"



After reading the text, ask the following questions and listen to some of the answers:

- Why do you think Sayno and Choiry say, "I realized that by shouting, insulting, and pushing, the situation only got worse"?
- What is Sayno's trick?
- What is Choiry's trick?

Now all of us are going to practice Sayno and Choiry's tricks. I'm going to read some situations in which Laisa does or says things that bother others. You have to think about what you would say to her, using Sayno's trick.



Use the following examples only as a guide. The idea is for your students to practice Sayno's tactic using their own words. Encourage reflection by using the following questions after reading each situation: What did you think of the answer? Was it clear? Was it friendly? Express Juanita's/Gabriel's/Sancha's feelings.

1. Laisa and Gabriel are in line at the school store to buy some crackers. Laisa pushes Gabriel out and takes his place, and says "Move over, dummy!" What could you say to Laisa?

Example: "Don't do that, Laisa. No one likes to be pushed."

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

2. Juanita is doing her science homework while she drinks her juice. Laisa walks by laughing and pushes Juanita to make her spill her juice all over herself. What could you say to Laisa?

Example: "Don't do that, Laisa. Nobody likes it when someone makes them spill juice all over themselves."

3. Chase is throwing a ball around with Laisa and their friends. Laisa says to him, "Chase, you pigface! You can't play on my team!" What could you say to Laisa?

Example: "Stop it, Laisa. No one likes to be talked to that way."

We've practiced Sayno the Dinosaur's trick! Now let's all practice Choiry the Parrot's trick.



Once again, read each situation aloud, but this time acting out with puppets, dolls, or, if these are not available, using pencils as if they were people. In each case, THE WHOLE GROUP will play the part of Laisa's classmates and they will use Choiry the Parrot's tactic to answer all together, acting out the part from their places and all saying at once, "Stop!"

1. Laisa and Gabriel are in line at the school store to buy some crackers. Laisa pushes Gabriel out and takes his place, and says "Move over, dummy!" Gabriel answers back, "You're the dummy!" and pushes Laisa back. They keep pushing each other.



If the group spontaneously uses a tactic other than Choiry the Parrot's, ask them: "How could you use Choiry's trick to stop this fight? Do the same for the following cases."

2. Juanita is doing her science homework while she drinks her juice. Laisa walks by laughing and pushes Juanita to make her spill her juice all over herself. Juanita turns around and rips Laisa's notebook in half. Laisa picks up Juanita's backpack and throws all her books in the trash. Juanita pinches Laisa.
3. Chase is throwing a ball around with Laisa and their friends. Laisa says to her, "Chase, you pigface! You can't play on my team! Chase is a pigface!" Chase starts to cry as Laisa continues to say, "Chase is a pigface!"



After listening to the group's answers to the third situation, ask the following questions and listen to some of the answers:

- What do you think would happen if we used Choiry the Parrot's trick in real life?
- Why do you think it's important for everyone to say "Stop!" at the same time, instead of just a few people saying it?

3 Wrap-Up

Today, you did a great job practicing the tricks that our new friends Sayno and Choiry taught us. Now open your workbooks to the picture of Sayno the Dinosaur and Choiry the Parrot (see Student Material). This picture will help you to remember the tricks that Sayno and Choiry taught us today.

- Without naming any classmates, can you think of times when we can use Sayno the Dinosaur's and Choiry the Parrot's tricks at school?
- Can you think of more situations when you can practice Sayno's and Choiry's tricks outside of school?
- How can Sayno's trick help us in our lives?
- How can Choiry's trick help us in our lives?

Learning to respond assertively, instead of aggressively, to situations that upset us or make us mad is very important to help us express what we feel or think without hurting others or damaging our relationships. There may be times when we have to try again and again, but you can do it, because now you know Sayno's and Choiry's tricks.

Student Material

Sayno the Dinosaur and Choiry the Parrot¹³

Sayno the Dinosaur and Choiry the Parrot had a problem with their friends Nano and Nina, who would fight over every little thing all the time, pushing each other, insulting each other, and even hitting each other.

Sayno and Choiry didn't like when they saw their friends hurting and treating each other badly. The other day, for example, Nano got mad and shouted "You're ugly!" at Nina, who was just walking by.

Sayno says: I realized that Nina didn't like what Nano said to her, but she didn't answer him because she was afraid. I understood then that when someone does something to another person, I can tell him clearly and calmly, "Don't do that. Nobody likes to be treated that way."

But the next day, Nano went over to Nina and tried to take her storybook away, and Nina got mad and pushed him. Nano got mad, too, and he pulled her hair. Then they started to fight.

Choiry says: I realized that by shouting, insulting, and pushing, the situation got worse. Then I thought, "I have to tell them nicely to stop fighting." I thought it might be a good idea to call some of our other friends over so we could all tell them together, "Stop!"

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

SAYNO THE DINO'S TRICK

FIRST,
NICELY
SAY "NO."

THEN,
EXPLAIN
HOW
YOU FEEL.



CHOIRY THE PARROT'S TRICK



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 in different situations inside and outside of school.

2 Tips for Teachers and Parents

- Assertiveness is a skill that requires a great deal of practice. It is important that your students reflect on how they can be assertive in situations that make them uncomfortable or mad. As adults, we 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 of school may be opportunities for encouraging reflection.
- Parents can also help practice assertive communication at home. For example, you can encourage your children to frequently practice clear and firm, but non-aggressive, ways of talking about what they feel, think, and want, using questions such as, "Without yelling, how can you tell your brother that you don't like it when he takes your notebooks?"
- It is very important to 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 responding impulsively (hurting them or punishing them excessively to make them feel bad).
- Another way to encourage assertiveness in children is by asking them to give us feedback on how we communicate. For example, when we feel mad about a situation and we say so to another person, we can ask our children, "How did I do? Do you think I responded clearly and firmly, but not aggressively?"
- Although the objective of this lesson is for children to learn to deal with different situations on their own and respond assertively, it is necessary for the teacher or adult to intervene immediately in case of bullying, talking to all parties involved and putting a stop to this behavior. Don't forget that bullying (harassment,

intimidation, pestering) refers to those situations in which there is repeated (many times) and systematic (the same people) aggression between students, and in which there is also an imbalance of power that makes victims unable to defend themselves.

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 more 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

EVERYBODY WINS

Today I will learn to...

Look for win-win solutions to manage a conflict.

What we'll need is...

A picture of one of the teacher's family members (father, mother, brother, etc.)

Lesson Guide

1 Intro

Many times, we argue with our friends because each of us want to do something different. For example, sometimes our friends want to play one game and we want to play another game. Has this ever happened to you?



Listen to your students.

Today, we're going to talk about how we can find solutions to these situations that are good for everyone and not just for some of us.

2 Core

Now we're going to listen to the story of Lola and Lalo. They're very good friends but sometimes they can't agree on certain things. For example, today, Lola wants to play soccer but Lalo wants to play charades. Lola thinks that playing charades is really boring, and that soccer is much more fun. Lalo is tired of soccer and he wants to play charades because it's a game they almost never play.

Now we're going to represent the situation. Who wants to come up to the front and represent Lola and Lalo's problem?



If there are no volunteers, pick two students. After representing this scene, ask the following questions and listen to some of the answers from volunteers:

- What is the problem here?
Suggested answer: Lola wants to play one game, and Lalo wants to play another game.
- What would happen if Lalo does what Lola wants to do?
Suggested answer: He would end up playing soccer even though he doesn't want to, and they will not play charades.

- What would happen if Lola does what Lalo wants to do?
Suggested answer: She would end up playing charades even though she doesn't want to, and she will not play soccer.
- What could Lalo and Lola do so that both of them can play a game they like?



Let your students give different options and write them down on the blackboard.

Now we're going to talk about two ways to handle this type of situation: taking turns and trying to think of something that they both like.

If they take turns, they can agree on a time to play soccer and a time to play charades, so that Lola and Lalo can play both games. What do you think of this option?



Listen to your students.

Another option is to find a different game that they both like.

Let's represent the situation again, but this time, Lola and Lalo will think of other games and choose one that they both like. We're going to help them make a very long list of games they could play. What other games could they play?



Write the options down on the blackboard.

Do you think there may be a game that both of them like and want to play?



Listen to your students.

Let's find out. We're going to represent the situation again, and this time Lola and Lalo are going to try to decide on a game that they both want to play, using the choices on the blackboard.



After acting out the situation, ask the following questions, and listen to some of the answers from volunteers:

- What do you think of the choice they agreed on?
- Was it a good thing for both of them?

Now let's practice! We're going to play Musical Chairs. I need ten volunteers with their chairs.



Have the volunteers set their chairs up at the front of the class in a row, alternating the direction each chair is facing.

Now we're going to take away five chairs, so that half of the children don't have anywhere to sit.



If your students are familiar with the game and lesson time is running out, you can go directly to the modified version of the game (see below).

Original Version

The volunteers are going to stand by their chairs with their hands behind their backs, and they're going to walk in circles while the rest of us clap. When I raise my arms, everyone who is clapping has to stand up, and those who are walking around the chairs have to find a chair to sit in. Anyone who doesn't find a seat loses.

Alright, let's start playing!

Modified Version

Now we're going to change the rules a little bit: instead of having some people lose and some people win, wouldn't it be better if everybody wins? Since there aren't enough chairs, when we stop clapping, the ten volunteers have to find a way for everybody to sit in the five chairs we have here. But without talking!

Alright, let's play!

- What did you think?
- How did the volunteers feel the first time? How did the people who lost feel?
- What did you think of the second version of the game?
- Who lost?

Suggested answer: Nobody.

- Who won?

Suggested answer: EVERYBODY.

3 Wrap-up

- What did we learn today?
- When can we use the "Everybody Wins" strategy?



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

In order to handle situations in which we can't agree on something we want to do, we can use the strategy of taking turns (you go first, then me; today you, tomorrow me) or we can think of something we all like, so we can all win. The next time we have to decide what to play or when we want to do the same thing at the same time, let's take turns or try to find a good solution for everybody

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 second grade usually get into conflicts because they want to get their way or because they want the same things that others have. One adequate 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. 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, share, or choose something that everyone likes 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, learning 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 children to take turns, share, or choose something they all like.



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

MY GOAL FOR THE WEEK

Today I will learn to...

Identify the steps I need to take to achieve my goal.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

There are acrobats who walk on the tightrope. Do you know what a tightrope is?



Listen to your students.

Imagine that there are two very tall buildings connected by a thin rope and that you can walk on that rope without falling! We're going to try to do something just like that. Everyone stand up. Now stand on one foot, without leaning on anything. Let's try to do it for one minute on one foot, and then for one minute on the other foot.



Time them.

Was that easy or hard?



Listen to your students.

Walking on a tightrope is very hard. One day, they asked an acrobat how he did it, and he said: "I just take one step at a time until I get closer to the goal." Can you imagine yourselves walking on a tightrope between two buildings? We all dream of getting to the end: finishing a task, getting a good grade on a test, learning a song, having lots of friends, painting a work of art, etc. But sometimes we forget that in order to achieve our dreams or goals, we have to walk one step at a time along that path, like the acrobat on the tightrope.

2 Core

Today, we're going to hold a goal raffle. Each one of you is going to think of a goal that you'd like to achieve in one week, and you have to write it down in the two spaces in your workbook. It has to be a realistic goal, meaning one that you can achieve in a week.



Possible realistic goals include: learning the lyrics to a song they like, getting ready faster in the mornings so they can sleep in for fifteen more minutes, or learning to make their beds. Some unrealistic goals include: learning ten songs by memory, memorizing all their multiplication tables, or painting twenty landscapes.

Cut out the bottom box with your goal for the week, without putting your name on it. We're going to put all the pieces of paper in a bag. I'm going to mix them up and then I'm going to pick one at random. When I read it out loud, no one can say whether that's their goal or not, because it's a secret. We're going to see if the goal is realistic or not.



If the goal is unrealistic, you can say, "I'd like to congratulate this student for writing this goal, but I think it would take more than a week and it's not very realistic, so I'm going to choose another. When you pick out a goal that is a good example of a realistic goal to achieve in one week, make a drawing on the blackboard like the one the children have in their workbooks (see Student Material).

Explain:

- The four boxes have to be covered by this student in order to reach the goal.*
- These boxes are the small steps or mini-goals to be reached during the week in order to achieve the goal.*

Now, with the help of your students, write down at least four steps that this child needs to take in order to achieve her goal. For example, if she wants to learn to make her bed, the first day she can pay close attention while an adult makes their own bed; the second day, she can practice, on her own, putting the sheets on the mattress; and so on, little by little, until completing the entire process. If the child wants to learn the whole multiplication table for 3 in a week, she can learn 1 to 5 by Wednesday, and 6 to 10 by Sunday.

Congratulate them for helping their classmate to break her goal down into smaller steps. Ask them to fill out the same drawing in their workbooks while thinking of the goal they wrote down. They can use words or drawings in the boxes. When they finish, ask two or three students to share their work.

3 Wrap-Up

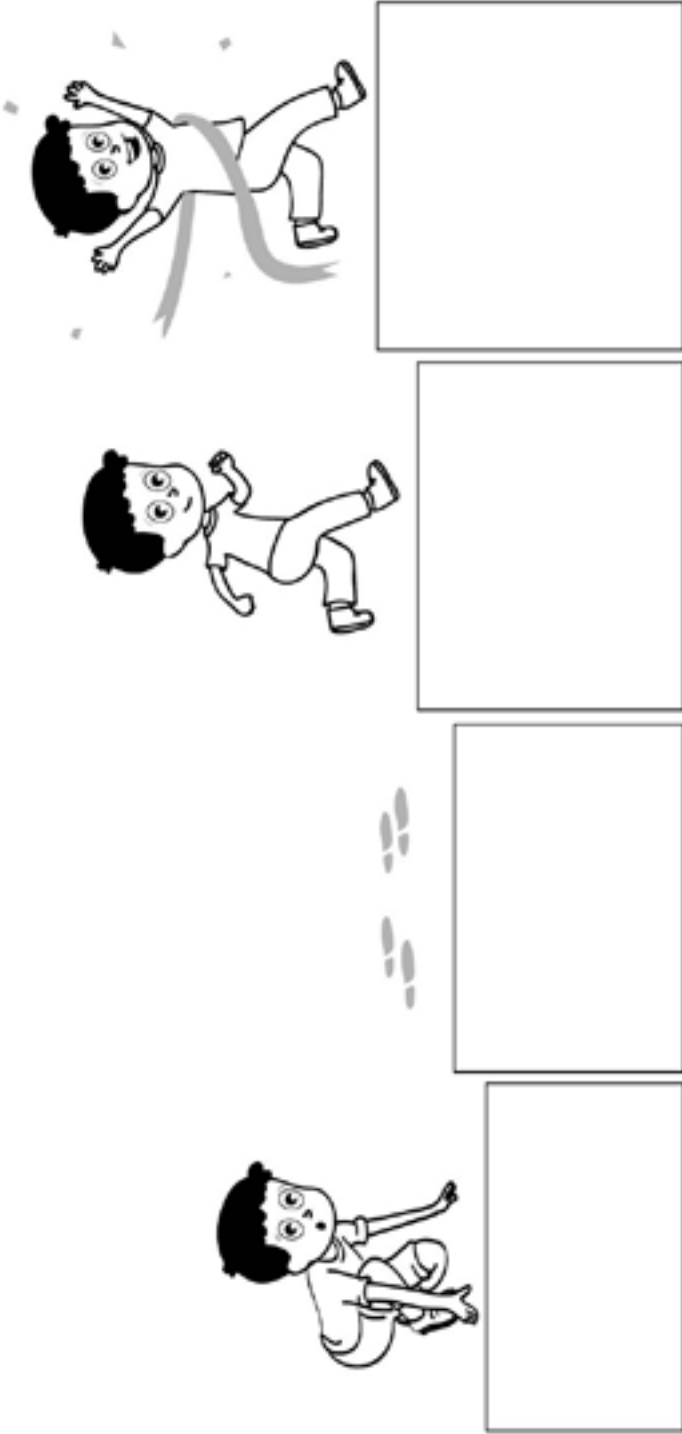
You really worked hard filling out your own path to the goals you set for yourselves. As you saw, it's not always easy to think of the small steps you have to take before you reach your goal.

- How do you think you'll feel if you reach the goal you set by the end of the week?
- What might happen if we didn't think step-by-step about what we need to do to reach a goal?

In order to make sure our goals are not just dreams and to make them a reality, we have to divide them up into small steps. This isn't always easy, but it's worth it because this way we can set goals and reach them, and that makes us feel happy with ourselves. If we don't think step-by-step about the path we need to take to reach our goals, they might seem too hard to us and we might decide to give up. Next week, whoever wants to can share with us whether or not they reached their goal for the week.

Student Material

Step-by-Step Toward My Goal



This week, I am going to set the following goal for myself:

This week, I am going to set the following goal for myself:

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

- Many of the strategies that we decide to use as adults when we want our children to perform well, whether academically or in other activities, can significantly increase or decrease their goal achievement motivation. It is important to remember that achievement motivation is something that is inside each child, allowing him to perform tasks with pleasure and the desire to be better, and not to please others or avoid being scolded.
- Help children to choose and set their own goals, but try to make sure these goals are realistic, i.e., viable and within their reach; for example, "I'm going to practice my multiplication tables for half an hour," and not "I want to learn all my tables right now." You can help them by asking questions such as "What do you want to practice today?" or "Which of these things do you want to start learning?"
- If the child has difficulty establishing his own goals, offer options so that he can choose. This helps promote the child's autonomy. For example, you can suggest, "You could start by reading this story or you could draw that picture."
- Do not compare his performance with other children's.
- Try to give feedback on his effort with phrases such as, "I like watching you practice." 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 him, "You made a really pretty picture," instead of, "You're a great kid!" 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 didn't turn out very well."

3 Frequently Asked Questions

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

One way is to express enthusiasm for your children's interests or hobbies. 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?**

If you helped them to establish realistic goals, it will be easier to monitor the progress of these goals using specific indicators. For example, if the child wanted to write his name well by the end of the week, at mid-week you can ask the child to show you the letters (or as many as he has practiced), and then you can practice them together.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

KEEP AT IT UNTIL IT'S RIGHT

Today I will learn to...

Practice over and over until I get it right.

What we'll need is...

A pencil or piece of chalk for every two students.

Lesson Guide

1 Intro

There are wonderful things that we can all achieve. But sometimes it's hard to do things right on the first try. It is important to keep trying and do your best so that each of us can achieve what we want.



Tell them about a personal example, like when you learned to ride a bike or roller skate, when you learned to write your name, or a situation in which you had to try and try again in order to learn something new. Emphasize the emotions you felt during this process.

2 Core

Today we're going to try some challenges. Everyone stand up and try to relax yourselves.



The following activities can be done in the classroom or outdoors. First, perform a brief warm-up with your students; for example, rotating their shoulders and necks, moving their arms up and down, or moving their legs. Now ask them to try to do the following challenges (give them only one chance for each challenge). Time them, where necessary.

1. Sit on the floor and touch your toes with your hands without lifting your knees off the ground.
2. Stand on one foot for a minute, without holding on to anything.
3. Cover a short distance jumping on one foot (for example, take five hops).
4. Find a partner. One of you will have to lay on the ground while the other measures his height (with chalk or pencil). Then, change roles and do the same thing. Now, both of you stand up and try to jump as far as the mark you made on the ground.
5. Sit on the ground and get up without using your hands.



Most students will probably be unable to complete these tasks in just one try.

Now let's form a circle so we can all see each other.

- Did you like these challenges? Why or why not?
- Were they hard or easy?



The students may say that they couldn't do it because they only had one chance.

- Did you manage to do the challenges? If not, how do you feel?
- Do you think you could do it eventually? How?

Suggested answer: By trying several times.



Listen to your students and validate their feelings.

Now we're going to try again, but this time you'll have lots of chances to do it.



Encourage them to try and persevere until they succeed. In order to foster optimism in the group, encourage your students, asking them to applaud each other, to repeatedly chant "Yes, you can," etc. Give them a few minutes to complete each task.

Now let's form a circle again. Lay down, close your eyes, and take slow, deep breaths for one minute. Now sit up again.

3 Wrap-Up

- Did you manage to do all the challenges? How does that make you feel?
- If you couldn't do one of the challenges, how do you think you could manage to do it? Do you think you could do it if you had enough time?
- Can you think of another situation when you had to try several times until you succeeded in what you were trying to do?
- What emotions did you feel at that moment?
- Did you try again? Did it work? If it didn't work, how could you reach that goal again?

Trying lots of times until you succeed is called persevering.

In what kinds of situations do you think you need to persevere?

Possible answers: For example, to learn how to write, solve math problems, etc. Use one of these situations as an example and reflect on the emotions that failure may cause in us.



Tell your students that it is important to control those emotions first, so that they can then try again.

There are lots of things in life that we have to practice again and again until we succeed.

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 that occur when faced with failure in order to define strategies that allow them to persevere, and thus, achieve their objectives.
- Think creatively to come up with different strategies that allow them to overcome any possible failures and achieve their objectives.
- Practice different strategies to 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. It is important, in case of possible failures, 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 wanted.”
- Help them to regulate their emotions, seeking different strategies to overcome those failures and keep trying to achieve the proposed objective. Some strategies that can 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 help us pass tests, we can try other ways of studying, such as using drawings, making summaries, or studying in a group.
 - Establish small goals that are achievable and help work toward the 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 harder songs.
 - Learn from others. For example, when studying for a test, we can ask other classmates what strategies work well to help them study.
 - 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 rest for a bit and 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 enables us to achieve goals that, at first glance, may seem difficult. Success is commonly associated with perseverance. In other words, in order to become experts at something, we need to try to achieve the goal several times. By persevering, we learn better and develop our skills more fully.

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

Help the 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. When performing the challenges proposed in this lesson, for example, help them to see that it can be more fun to practice again and again until they succeed instead of succeeding on the first try. Give them hope and help them visualize their actions beyond the present, projecting them into the future. For example, you can tell them, "You didn't do it 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

THE STRESS BLINDFOLD

Today I will learn to...

Ask for help when I feel overwhelmed.

What we'll need is...

- Blindfold for the teacher
- A blank piece of paper and a pencil for each student

Lesson Guide

1 Intro

Sometimes, we feel stressed, and it's like trying to find our way out of a dark room: We feel afraid, we know we want to get out, but it's hard to find the exit because we can't see well. Have you ever been in a dark room? How did you feel? Sometimes, we feel similar things in situations that make us nervous or anxious. Asking someone for help can make us feel much better.



Listen to your students and validate their feelings.

2 Core

You are going to show them an example: Cover your eyes and try to walk from the middle of the classroom to the door without looking or asking for help (you may use a blindfold). While you do this, ask them to watch and not to say anything.



Then, repeat the activity, but this time ask two volunteers to answer your questions as you walk without looking. For example, you can ask: "Should I turn right or left?", "Am I going to run into anything?," "Should I keep going?," "How many steps do I have left?" When you reach the door, thank them for their help. Ask them the following questions:

- How do you think I felt the first time compared to the second time?
- Which way of finding the exit was easier? Why?

Now find a partner. One of you will be Child "A" and the other will be Child "B." Get your blank piece of paper and pencil ready. When I count to three, each Child "A" will have to close her eyes and you will have just one minute to draw a landscape. Practice asking questions to Child "B" so you can finish your landscape in time. For example, "Should I draw a tree here or more to the right?"



When the minute is up, ask them to switch roles and repeat the exercise for each Child "B."

3 Wrap-Up

- How did you feel when you could ask your partner for help while you were drawing your landscape without looking?
- What might happen when we don't ask for help, even though we need it?
- Aside from asking for help, what other things can you do when you feel stressed?
- How did you feel when you were helping your partner to draw the landscape?
- Which important people in your lives is it easy to ask for help?

Sometimes, asking for help can make us feel better, even if we don't manage to solve our problem. Our family, our classmates, teachers, or friends can help us at those times when we need it, and we can help them, too. Looking for help or support is one of the different things we can do to help manage stress.

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 using these questions: "What things do adults say to help you when you're scared, anxious, or nervous?" or "What would you say to a friend if she had the same problem?"
- If children come to you to talk about their concerns, listen to them attentively and validate their emotions, helping them to identify them. When they have finished, you can change the subject to something more relaxing.
- At this age, many children have trouble asking for help when they feel stressed for different reasons: they don't know how to ask for help, they don't know who to ask for help, and they are unable to identify situations in which asking for help may be the best solution. Therefore, it is important that we, as adults, make sure they know that we are there for them. We also need to positively reinforce those times when they do ask for help. For example, you can tell them, "That's a good question. I'm glad you came to ask me," or, "I'm happy I can help you. Remember that I'm here if you need me."
- Many children often just need consolation and emotional support when they feel stressed, for example, by telling them "Don't worry, everything will be all right."
- In class or at home, don't forget to promote an environment where children help their classmates or their siblings. For example, you can have them do their tasks or work in small groups, and encourage them to help each other or give each other ideas.

3 Frequently Asked Questions

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

Stress manifestations vary in accordance to each individual's personal history. 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 stress in children of this age?**

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

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

I GROUP MY THOUGHTS TOGETHER

Today I will learn to...

Group ideas using different criteria.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Which way do you think is better: having lots of ideas or having just a few ideas? How can it help us to have lots of ideas? Having lots of ideas can be useful, for example, when we have a problem or when we want to do something fun. Today we're going to see what we can do to come up with lots of ideas. Everyone stand up. We're going to pretend that each of us have a little idea and we're going to take a little hop, right where we are. Now let's pretend we have two ideas, a little bigger now, and we're going to take two hops, higher now. Now let's pretend we have lots of ideas and hop lots of times.



Allow the students to hop in their places for a minute and then ask them to sit back in their seats.

2 Core

Now we're going to play "Wheel-eez."¹⁴ In this game, each one of you has to name all the things you can think of that have wheels. You're going to write them in the worksheet "Wheel-eez" in your workbooks (see Student Material) and we're going to see how many you can come up with.



Allow your students to write down in their workbooks all the ideas they can think of. If you find it necessary, given them a few examples. Some ideas include: bicycle, motorcycle, car, wagon, truck, bus, train, etc.

Now we're going to make one big list among all of us. One by one, I want you to tell me the things you thought of. I'll write them down on the blackboard. Let's see how many things we can think of among all of us!

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



Listen to your students. Divide the blackboard into three parts. In one of them, write the title "Things with Wheels." Write their ideas there and count them up.

We came up with lots of ideas! Now we're going to think of things that have wheels, but aren't vehicles. Write down all the ideas you can think of in your workbooks.



Allow your students to write down in their workbooks all the ideas they can think of. If you find it necessary, give them a few examples. Some ideas may include: suitcase, refrigerator, flowerpot, table, chair, bed, etc..

Tell me what ideas you came up with. I'll write them down on the blackboard. Let's see how many we were able to think up!



Listen to your students. Write their ideas down in one of the sections of the blackboard under the title "Things with Wheels That Aren't Vehicles." Then count them up.

Was that easier or harder?



Listen to your students.

Now we're going to think of all the things that could be better if they had wheels. First, we're going to do this on our own. Write down all the ideas you can think of in your workbooks.



Allow your students to write down in their workbooks all the ideas they can think of. If you find it necessary, give them a few examples. Some ideas may include: television, blackboard, desk, furniture, books, plates, shoes, etc.

Now let's complete our list. I want you to tell your ideas and I'll write them down. Let's see how many we managed to think up!



Listen to your students. Write their ideas down in one of the sections of the blackboard under the title "Things That Would Be Better If They Had Wheels." Then count them up.

As we can see on the blackboard, we managed to come up with lots of ideas. We thought of different groups of ideas. We started by thinking of things that have wheels, then the things that have wheels but aren't vehicles, and just now we thought of things that would be better if they had wheels. Look at all the ideas we came up with in this game. Now we're going to use other groups of ideas to look for solutions.

What could Amit do?

This time, we're going to help Amit, because he has a problem. Amit's problem is that he fights all the time with his older brother. Amit is tired because they treat each other badly and say things that make each other sad or mad. Amit wants to get along better with his brother and he doesn't know what to do.

We're going to help Amit by giving him lots of ideas. The first thing we're going to do is for each one of us to write down all the ideas we can think of in the worksheet "What Could Amit Do?" in your workbooks (see Student Material).



Give them a few minutes to do this.

Now we're going to think of groups of ideas. I'd like you to split up into groups of four people. Each group is going to organize its ideas into different groups, like in the first game. Can you remember the groups of ideas we used?



Listen to your students. Remind them that the groups of ideas were: 1) Things with Wheels; 2) Things with Wheels That Aren't Vehicles; and 3) Things That Would Be Better If They Had Wheels.

This time, we're going to use other groups of ideas. The groups of ideas are:

1. Ideas about things that Amit could do without talking.
2. Ideas about things that Amit could do by himself (without anyone else doing anything).
3. Ideas about things that Amit could do, in which his brother would have to do something.
4. Ideas in which a grown-up would have to do something.
5. Ideas about things that Amit could do that are really happy and fun.



If necessary, you can give your students some examples, but remember that the purpose of this activity is for them to use their creativity to come up with ideas on their own. Some examples may include:

1. Without talking:
 - a. Go somewhere else, without saying anything
 - b. Hug him affectionately
 - c. Stay quiet doing nothing else
 - d. Smile



2. *Do by himself:*
 - a. *Talk to him and tell him he doesn't want to fight*
 - b. *Walk away*
 - c. *Take a deep breath before doing anything*
 - d. *Do nothing*
3. *With his brother:*
 - a. *Look for a game that they can both play*
 - b. *Suggest that both of them keep quiet for a moment*
 - c. *Take deep breaths and calm down together*
 - d. *Talk and have each one explain how he feels about the fights*
4. *Grown-up has to do something:*
 - a. *Ask a grown-up to help them calm down*
 - b. *Have a grown-up make them do something fun*
 - c. *Have a grown-up make them laugh*
 - d. *Have a grown-up listen to them and help them find a solution*
5. *Happy:*
 - a. *Tell his brother a joke*
 - b. *Make a funny face*
 - c. *Ask him to solve a riddle*
 - d. *Ask him to repeat a tongue twister*

Can you think of any other groups of ideas?



Listen to your students. You can include the new groups of ideas in the activity.

I'm going to tell each group of students the group of ideas about which they have to think. You're going to have five minutes to think of all the ideas the group can come up with. You can also use the ideas you thought up on your own. Write down all of your ideas in your workbooks, because each group is going to have to read them to the whole class afterwards.



Assign a group of ideas to each group of students and time them.

Time's up! Now each group is going to share the ideas they came up with. First, you're going to tell us the group of ideas you had to work on, and then you're going to read your ideas.

3 Wrap-up

We came up with lots of ideas to help Amit.

- How does it help us to use groups of ideas?
- In what other situations can we use the ideas we generated today?

When we're faced with situations in which we're not sure what to do, how to respond, or how to get something we want, we can remember that we can group our ideas together and this can help us find better solutions. We can use groups of ideas like the ones we used today, but we can also use other groups of ideas.

Student Material

Wheel-eez

things with wheels

things with wheels that aren't vehicles

things that would be better if they had wheels

What Could Amit Do?

Below, write down all the ideas that Amit could use to solve his problem:

My Group of Ideas

My group of ideas is:

The ideas we came up with are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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 come up with lots of options for anything, adopting different points of view.
- Create different categories or groups of ideas.
- 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 that involve coming up with ideas in different categories. You can use the game suggested in this lesson or, change it, for example, to things with doors, or things with wings or things with legs. You can also think up different situations in which it is necessary to come up with lots of ideas, using groups or categories. For example, things we could eat today, that don't have meat, or that haven't been cooked. To think up possibilities for pet names, we can think of names of objects that we could use, names of other animals, or names of emotions. These games can be lots of fun, and help develop the ability to use our creativity to come up with lots of ideas.
- Use situations in which decisions have to be made in order to stimulate children to come up with novel ideas. You can ask them, "What can we do that doesn't cost anything?" "What things could you do that you've never tried before?" or "What things could you do on your own?"
- Use stories or television programs in which a character faces a challenge. Reflect with children on what other possible answers the character could come up with to reach his or her objective or solve the problem he or she is facing using groups of solutions. You can ask children questions such as, "What other things could the character do that are lots of fun?" or "What could he/she do if he/she had lots of money?"

3 Frequently Asked Questions

- **Why is it important to develop creative thinking?**

Creative thinking is a skill that children can use to tackle many situations in life; for example, to make decisions or solve problems. We can make better decisions—whether they are everyday issues or more difficult situations—if we are able to come up with lots of options from which to choose. Solving problems is much easier if we can look at them from a creative standpoint. This applies to both interpersonal and academic problems.

- **Does grouping ideas together help me develop my creative thinking?**

Yes. One of the purposes behind developing creative thinking is to succeed in helping children to come up with lots of varied ideas. By creating groups or categories of ideas, they are able to come up with a greater variety of ideas, thinking of novel ideas that they might not have come up with if they hadn't used categories to help stimulate them.

- **Are all children able to 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 second grade of primary school can develop flexibility, thinking up lots of ideas based on categories we propose to them or that they come up with themselves. 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

THE COOLEST JOB

Today I will learn to...

Seek information to make up my mind.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

All of us are different: we have different tastes, and we may also think differently and have different opinions. For example, if we could choose between painting or playing with play dough, who would choose to paint? Who would choose to play with play dough? Sometimes, we think differently from our friends, our families, or our teachers. Today, we're going to look at some of those differences.

2 Core

Open your workbooks and let's all read "The Story of Ben and Matilda" together (see Student Material). Pay close attention to what happens to these friends.



Read the following story, pausing where suggested. Encourage reflection using the following questions. Listen to your students and validate their feelings.

The Story of Ben and Matilda

Ben and Matilda are two friends who are in second grade. Today, their teacher asked them to describe the most fun occupation in the world.

Do you know what the word "occupation" means? It's the job people do, generally in exchange for money.

Ben and Matilda have to agree on which occupation they think is the most fun in the world so they can do their homework. They go outside to look for information. First, they go to the neighborhood's convenience store, where Mr. Loyal always serves his customers with a great, big smile. Mr. Loyal gives them a friendly greeting: "Ben! Matilda! It's so nice to see you around!" They greet Mr. Loyal and sit down to drink a juice.

"Matilda, I think I found the most fun occupation in the world," says Ben. "It's being a convenience store owner! They always get to talk with lots of people and make them happy with the things they sell!"

"You're right," answers Matilda. "Let's do our homework about the occupation of convenience store owner."

What do you think? Do you think being a convenience store owner could be the most fun occupation in the world? Why?

While Ben and Matilda are drinking their juice, Doctor Health comes into the convenience store and sits down beside the children. Matilda looks at Doctor Health carefully, and after a long pause, she says to Ben:

"Ben, I think I changed my mind. The most fun occupation in the world is being a doctor. Doctors can cure people and make them feel better when they're sick."

"You're right," responds Ben. "Let's do our homework about the occupation of doctor."

What do you think? Do you think being a doctor could be the most fun occupation in the world? Why?

Ben and Matilda leave the convenience store and walk toward Matilda's house, determined to do their homework about being doctors. On their way home, they see that two cars have gotten in an accident and there is a policeman talking to the drivers. Ben observes them for a moment and says to Matilda:

"Matilda, I think I changed my mind again. The most fun occupation in the world is being a policeman. Policemen can take care of people and help them solve their problems."

"You're right, Ben," responds Matilda. "Let's do our homework about the occupation of policeman."

What do you think? Do you think being a policeman could be the most fun occupation in the world? Why?

Just as they were about to arrive, the two friends saw a construction worker building a house.

"Ben, I think I changed my mind again," said Matilda. "Construction workers can build buildings, stores, hospitals, and houses where people can live. I think that's the most fun occupation in the world."

"You're right, Matilda. Being a construction worker could be the most fun occupation in the world."

What do you think? Why?

"But...," Ben hesitates for a moment. "We've thought of a lot of occupations. Now I'm confused. Which occupation should we do our report on? What's the most fun occupation out of aaaaaall in the world?"

Now that we've read the story of Ben and Matilda, let's make a list of all the occupations we can think of. Let's start by writing on the blackboard the four occupations that these two friends thought of (convenience store owner, doctor, policeman, and construction worker), and one that I have in mind: housewife.



Add to the list all of the additional occupations that your students can think of.

We have a good list. But let's look at our workbooks and see if there are any other occupations that we didn't think of (see Student Material).



Let your students tell you what's missing from the list, and then add those occupations.

Each one of you, individually and without talking, is going to write in your workbook the occupation you would pick if you had to choose just one.



Give them a few minutes. Then continue.

Now we're going to stand up and stretch a little. Let's raise our hands, touch our toes, jump four times in a row, touch our toes again, and then return to our original spot.

Now, still standing, we're going to be silent for a moment and we're going to close our eyes. Each one is going to imagine what it would be like to have the occupation you wrote in your workbooks: what does that person do and what tools are used in the workplace? On the count of three, everyone open your eyes and act for a few minutes as if you had that occupation. For example, if I chose "convenience store owner," when I open my eyes, I'll act as if I were attending to my clients and counting the money from the day's sales



Give them a few minutes. Ask them what occupation they chose and let some of them answer, depending on how much time is left.

3 Wrap-Up

Today you all did a great job forming your own opinions.

- What did you see as soon as you opened your eyes and started to act?
- Did everyone choose the same occupation? Or was everyone acting differently?
- What would happen if we all thought the same and we all liked the same things? For example, what would happen if we all chose the same occupation in real life?
- Ben and Matilda changed their opinion many times. Why do you think they changed their opinion?

For example, because they found more information.

- Why is it important to search for information before we decide what our opinion is on different subjects?

Just like what happened with the occupations each of you chose today, 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 have different ideas than our friends, classmates, families, or teachers, because we're all different.

Student Material

The Story of Ben and Matilda

Ben and Matilda are two friends who are in second grade. Today, their teacher asked them to describe the most fun occupation in the world.

Ben and Matilda have to agree on which occupation they think is the most fun in the world so they can do their homework. They go outside to look for information. First, they go to the neighborhood's convenience store, where Mr. Loyal always serve his customers with a great, big smile. Mr. Loyal gives them a friendly greeting: "Ben! Matilda! It's so nice to see you around!" They greet Mr. Loyal and sit down to drink a juice.

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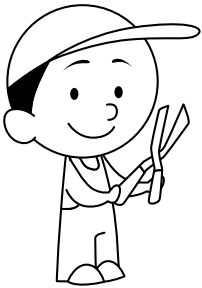
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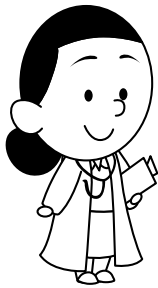
"You're right, Matilda. Being a construction worker could be the most fun occupation in the world."

"But...," Ben hesitates for a moment. "We've thought of a lot of occupations. Now I'm confused. Which occupation should we do our report on? What's the most fun occupation out of aaaaaall in the world?"

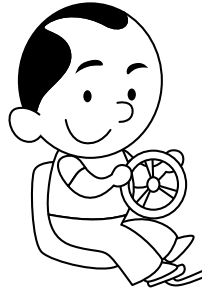
The Book of Occupations



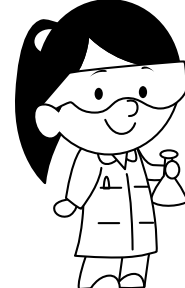
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DOCTOR



DRIVER



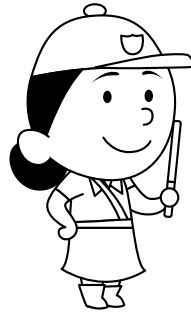
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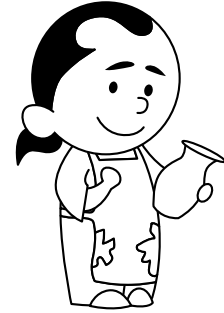
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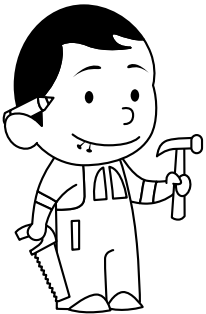
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WORKER



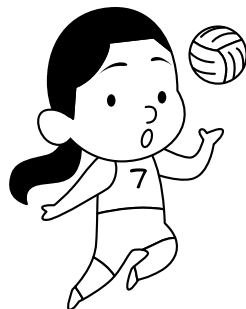
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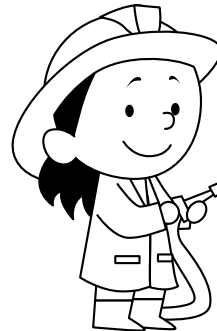
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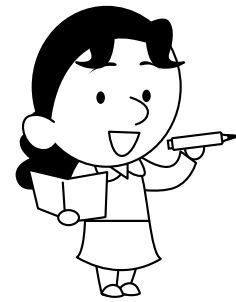
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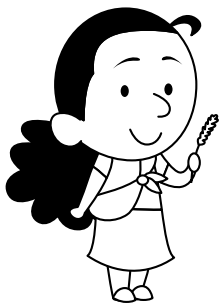
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PLAYER



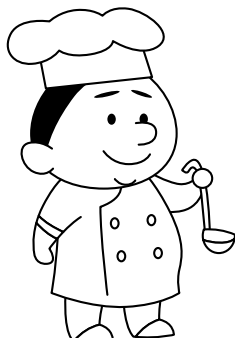
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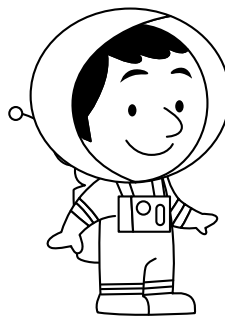
TEACHER



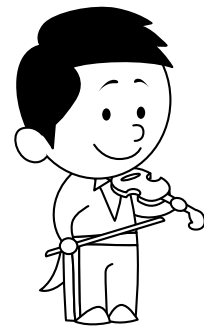
FARMER



COOK



ASTRONAUT



MUSICIAN

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 coming from our surroundings. For example, the things that other people say or what the media shows us. Ask the children questions such as “Do you really think what we are watching on TV actually happened?” or “What do you think about what the male actor 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 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 others. 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

I'M RESPONSIBLE

Today I will learn to...
Meet my obligations.

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

Lesson Guide

1 Intro

To start today's lesson, I'm going to ask you some questions.



Ask the following questions. After asking each group of questions, listen to your students and write the main ideas on the blackboard.

- What are responsibilities? Do grown-ups have responsibilities? What are your parents' responsibilities?
- What about teachers? What are their responsibilities?
- What about you? Do children have responsibilities? What are they?

Today we're going to talk about our responsibilities.

2 Core

Now we're going to separate our responsibilities at school from our responsibilities at home. Each of you is going to make a list of responsibilities at school and another list of responsibilities at home, and you're going to write them in your workbooks, in the worksheet "My Responsibilities" (see Student Material). I'm going to give you five minutes to do this.



Time them. After everybody has finished, continue with the following part.

Now we're going to share some of these responsibilities. I'd like each of you to tell me one.



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

Can responsibilities be fun?



Listen to your students.

Each of you is going to mark the happy face for those responsibilities you like to do and the sad face for those responsibilities you don't like as much. For example, if you like to give your dog a bath and that's one of your responsibilities, you're going to mark the happy face. If, on the other hand, one of your responsibilities is to be quiet in class and you don't like that so much, you're going to mark the sad face.



Draw a happy face and a sad face on the blackboard and show them how to mark them using the examples provided above.

Now we're going to share the responsibility that makes us feel the best and the responsibility that we like the least.



Listen to your students and write the main ideas on the blackboard. Then, ask them the following questions and Listen to your students.

- What are the easiest responsibilities to fulfill, the ones we like more or the ones we like less?
- How do you feel when you fulfill your responsibilities? How do grown-ups treat you?
- How do you feel when you don't fulfill some of your responsibilities? How do grown-ups treat you?
- How could you feel better and make others feel good? By fulfilling your responsibilities or not fulfilling them?

In order to better fulfill our responsibilities, we're going to use a monitoring table that you can find in the worksheet "I Monitor My Responsibilities" (see Student Material) in your workbooks. In this table, we're going to write down the responsibilities we want to fulfill, both at school and at home. We're going to choose the ones we don't like so much or those we'd like to do better. Every day, we're going to mark a happy face if we managed to fulfill this responsibility. If we didn't do it, we're not going to mark anything. For example, if the responsibility we chose is to make our bed, every day that we do it we're going to mark a happy face. That way, at the end of the week, we're going to have lots of happy faces if we made our bed every day.



To help them correctly understand how to fill out the monitoring table, do an example on the blackboard. You can use one example for school and another for home.

3 Wrap-Up

Today we talked about our responsibilities.









- Is being responsible easy or hard?
- Why should we be more responsible?
- How can the monitoring table help us?
- Can it help us to be more responsible?

When we're in situations in which we have to take care of ourselves or take care of our things, we can think about what we learned today, so we can try to do a better and better job.









Student Material

My Responsibilities





























Write your responsibilities in school:





























1.		
2.		
3.		
4.		

Write your responsibilities at home:

1.		
2.		
3.		
4.		

I Monitor My Responsibilities

My Responsibilities in School	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
1.							
2.							
3.							
4.							

My Responsibilities at Home	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
1.							
2.							
3.							
4.							

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 their responsibilities, both in school and at home.
- Assign small tasks that they can do and encourage them to do them.
- Keep track of whether or not they fulfill their responsibilities.

2 Tips for Teachers and Parents

- Work with children to identify different peoples' responsibilities, including their parents and teachers, showing them that we all have to do our part.
- Explore children's general responsibilities and the responsibilities of your child or student in particular. You can make a list together.
- Assign small responsibilities to children that they can do; for example, responsibilities related to taking care of their things or their spaces, such as organizing the things they use or putting what they use back where it belongs. When doing this, it is a good idea to make a list of responsibilities with them. This way, they'll be more willing to collaborate.
- When it comes to household chores, it is helpful for children to have small responsibilities, so they can feel like part of what goes on instead of feeling like everything is done for/by them. These responsibilities can include setting the table at mealtime, putting dirty clothes in their place, etc.
- Establish routines for cleaning and chores. This way, children will understand that there is a time for everything and when they are expected to help out.

3 Frequently Asked Questions

- **Why is responsibility important?**

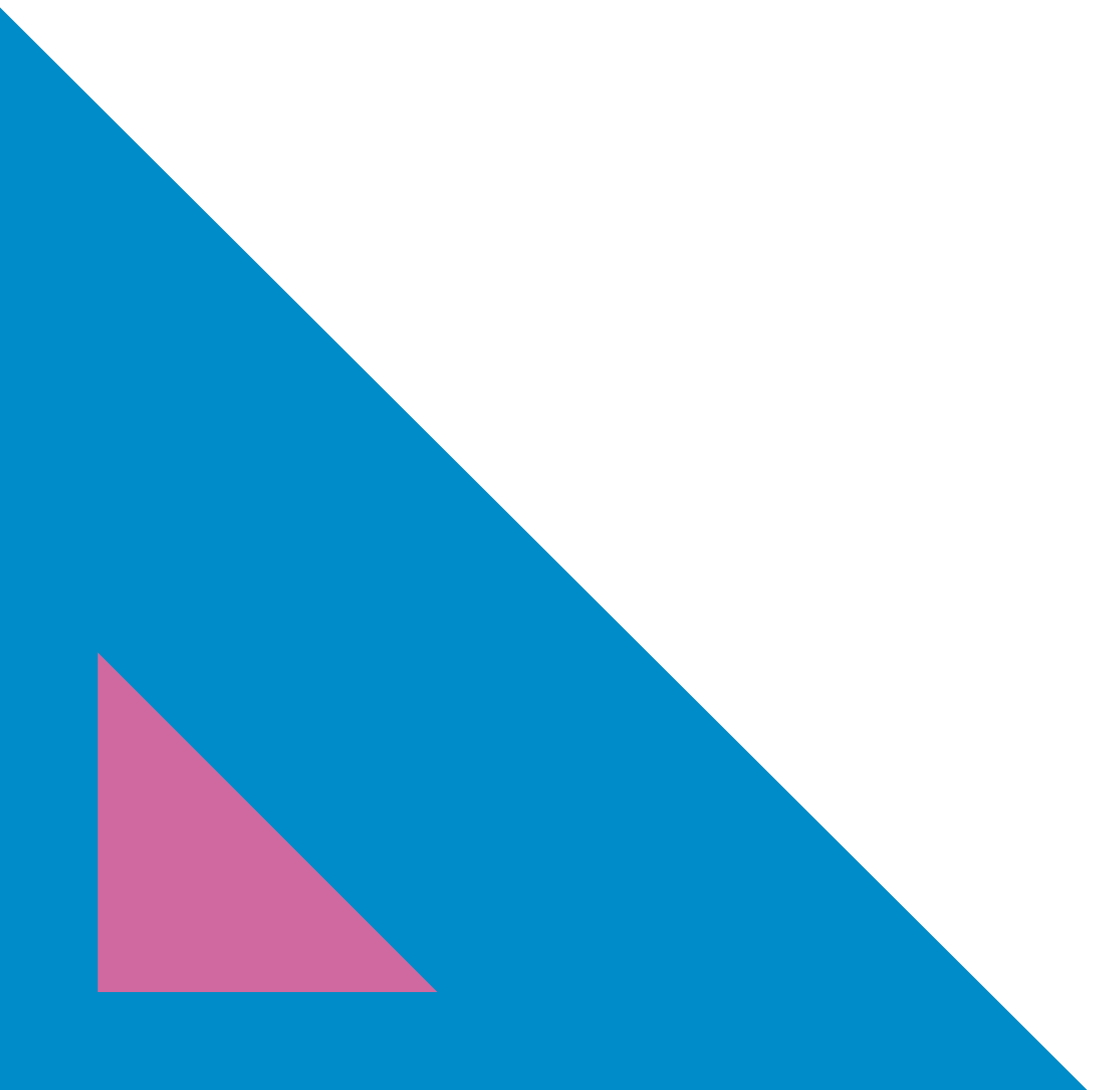
Developing a sense of responsibility will help children adapt better to the demands of their surroundings, build better relationships with adults, and develop abilities that will enable them to achieve their goals in the future, in addition to being citizens who recognize their role in their own wellbeing and that of others.

- **Why is it important for children to self-monitor?**

Self-monitoring empowers children and makes them responsible. Instead of the control coming from outside, usually from an adult's authority, self-monitoring gives children control over their own behavior, developing their abilities. It also emphasizes the idea of process and sends the message that things aren't usually achieved overnight, but instead require time and effort.

- **Why might children not fulfill their responsibilities?**

The reasons for such behavior can be diverse. Children may not see the sense in what they have to do or it may seem absurd to them. They may also know that if they don't do it, someone else will, so they don't have to make an effort. A permissive environment does not promote responsibility. On the contrary, an environment like this makes it very difficult to develop a sense of responsibility. Likewise, an authoritarian environment does not promote an interiorized sense of responsibility, but rather obedience or fear of authority. Responsibility can be developed better in a democratic environment in which the children know that they are part of a group (family or class), and that they need to collaborate by fulfilling their responsibilities so that everything functions like it should





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