



Teacher's Guide

Grade 3



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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.
↓		
AUTONOMY: Governing ourselves while balancing our interests with those of others. SOCIAL RESPONSIBILITY: Working hard to make the world a better, more just place. RESILIENCE: Prevailing in the face of adversity.		

What are the pedagogical principles behind its design?

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

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

What are the keys for implementing it successfully?

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

Personally, a successful facilitator:

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

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

3. CASEL (2015)

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

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

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

Before the Lesson

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

During the Lesson

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

After the Lesson

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

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

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

Some additional references you may want to check out

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Instructional Strategies that Promote Social and Emotional Learning

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

Setting up the classroom:

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

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

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

Starting a lesson:

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

Introducing new skills and information:

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

Preparing students for guided practice:

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

Managing discipline in a safe and respectful way:

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

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

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

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 3 and 4

The Step by Step lessons for grades 3 and 4 are designed to be implemented with children ages 8 and 9. At this point in their development, children have successfully gotten used to attending school, are familiarized with school routines, and have developed a sense of their place in a given group. They also have a clearer idea of their social role at school or in the family, and they increasingly value their independence.

Their cognitive development allows them to understand more abstract and complex concepts than students in Cycle III, although they may require concrete reference points to help them learn, including direct experiences (for example, references to the bodily sensations that accompany emotions or stories about characters who experience these sensations). Children in this age range can identify complex emotions such as shame, as well as recognizing that it is possible to experience more than one emotion at the same time.

At this age, not only is the opinion of the teacher important, along with comments and feedback from adults in general; children also need acceptance from their friends and people in their immediate surroundings, such as their family. What we say about children may have very influential and significant consequences, both positive and negative, not only because of the impact of our words on them, but also because of their social repercussions. For example, their friends may reject them because of a negative comment that we make about them.

During this stage, friendships are important, and children even begin to form longer-lasting friendships. Friends' opinions are highly valued, and social reference points become fundamental in the construction of each child's own identity. As such, social pressure at this age may lead children to feel that they must do something that they may not want to.

Children also begin to exercise greater autonomy and are able to recognize different points of view regarding the same situation; for example, that of their friends, family members, or school authorities. This helps them to better grasp norms and understandings, as well as recognizing different points of view, placing less emphasis on adults' authority. Children no longer do things just because "a grownup said so," but out of an awareness that these norms and understandings exist to guarantee our wellbeing. For example, we don't make fun of others so that we can all live in a safe

and secure environment, and so other people don't make fun of us. Similarly, they are able to make decisions and assume their consequences, although these are still very concrete and immediate. This greater decision-making power and autonomy foster the search for their own independence. Children begin to prefer to do things on their own, and are capable of recognizing different ways of seeing the world and a greater diversity in people.

In line with the level of development of this age range, Step by Step lessons for grades 3 and 4 should offer a very concrete context to children on the skills to be fostered, while also posing more abstract and complex challenges that stimulate their development. This involves presenting situations that are easily understood by students, as well as the use of straightforward, clear language. The activities proposed in these lessons are aimed at stimulating students' development, not only from a cognitive standpoint, but especially from an emotional and social point of view, in such a way that emotions play a lead cross-cutting role. As such, it is better to ask questions instead of offering answers, as well as encouraging the children to discuss and reflect on different situations involving 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 movement and fun activities for children, without losing sight of their pedagogical purpose. These introduce different characters to facilitate the understanding of the themes addressed and make them easier to remember, not only during the lessons, but also across school activities. Your job as a teacher consists of facilitating the lessons, as well as encouraging students to implement and regularly practice the skills we seek to develop. In order for this to be possible, it is necessary to give them opportunities, instead of simply lecturing them. With this in mind, rather than transferring knowledge, the teacher proposes activities, stimulates the development of children's thoughts and emotions, and builds a safe and nurturing learning environment.

THE TIME MACHINE

Today I will learn to...

Be mindful.

What we'll need is...

Bell with a gentle, relaxing sound (you may use a cell phone app that sounds like a bell).

Lesson Guide

1 Intro

Has anyone ever heard stories about time machines? What happened in those stories? What do time machines do? Where do they travel to? Do you think they only travel to the past and the future, or can they travel to the present, too?



Listen to your students.

Today, we're going to imagine that we have a time machine in our classroom, which will help our minds travel to the past, the future, and most importantly of all: to the present!

2 Core

Now we're going to walk around the school. First, you're going to write down the story I will read to you – which is in the "Exercise 1" worksheet in your workbooks (see Student Material). Write as quickly as possible, as if you were in a race to write superfast. I'm only going to read each part of the story twice. As soon as you finish writing it, you have to close your workbooks immediately. Here we go:

Marta says, "Ana, a cat and a rat ran all day."



Pause. Repeat once more.

And the cat stays at a barn.



Pause. Repeat once more.

Ana asks Marta, "What barn can a cat stay at?"



Pause. Repeat once more.

Remember to keep your workbooks closed. If any of you haven't closed them, do it now. Now that we wrote down the story, let's all try to answer these questions together.



Divide the blackboard in two and write some of your students' answers to the following questions on the left-hand side:

- What were the names of the characters in the story?
- What was the story about?
- Is it easy or hard to remember what happened to the characters?
- How did your body feel while you were writing the story? Relaxed or tense? Calm or anxious?

Now we're going to put aside the story of Marta and Ana for a moment (and we'll come back to it at the end).

We're going to imagine that we're in a time machine. We can travel to the past, the future, and then return to the present! Close your eyes and imagine that we're all inside our time machine. When I ring the bell, the time machine will transport us to a time in the past when we were very happy. Keep your eyes closed and imagine that you are reliving a happy moment. It could be yesterday, last week, last year... It may be a moment when you were with your classmates, with your family... When I ring the bell again, the time machine will bring us back to the present and you can open your eyes.

Does anyone want to tell the group about the moment from the past that you just experienced?



Listen to your students.

We're going to do the same activity again, but this time we will travel to the future. Close your eyes, and when I ring the bell, imagine that you're in the future. It may be a moment from your life next week, next year, or many years from now, when you're a grownup. What is it like in the place where you are? What are the cars like? What are the telephones like? Who are you with in that moment? When I ring the bell again, the time machine will bring us back to the present and you can open your eyes.

Does anyone want to tell the group about the moment from the future that you traveled to with our time machine?



Listen to your students.

Let's close our eyes again. When the bell rings, our time machine will remind us that our minds are right here. We are not in the past, so we won't be thinking about things that happened yesterday or last week. We are not in the future, so we won't be thinking about recess or the things we have to do tomorrow. Our minds are in the present. Pay close attention to what's happening right now, in the present. Without talking, stay where you are sitting and think:

- How does your body feel? Hot or cold?
- What emotions are you feeling? Happiness? Boredom? Tiredness? Calmness?

- What sounds do you hear?
- What smells can you smell?
- What is your breathing like? How does the air go in and out of your body?



After reading each question, make a pause.

Any time your mind starts to travel to the past or the future, remember that you're in the present and try to feel what's happening in this moment, in the place where you are: the smells, the sounds, the sensations. We're going to take a few more seconds to pay attention to the present.



Wait a few seconds in silence.

When you hear the bell, open your eyes.

- Would someone like to share how you felt paying attention to present time?
- What sounds did you hear?
- What was your breathing like?
- What smells did you smell?
- How did your body feel?



Listen to your students.

Now, we're going back to the story of Marta and Ana. I'm going to read it again, repeating each part once, and you will to copy it on the "Exercise 2" worksheet in your workbooks (see Student Material). This time, you will start writing after you hear the bell on our time machine. This will make us remember that we are in the moment. This means that we have to pay close attention to what we are writing at this moment. Since we are in the present, we are NOT going to feel like we are competing or that we have to finish quickly. We will simply concentrate on what we are writing and how we do it.

Marta says, "Ana, a cat and a rat ran all day."



Pause. Repeat once more.

And the cat stays at a barn.



Pause. Repeat once more.

Ana asks Marta, "What barn can a cat stay at?"



Pause. Repeat once more.

As soon as you finish writing it down, close your workbooks. Now that we've written the story for the second time, but paying close attention, let's try to answer these questions together.



Write some of the students' answers on the right-hand side of the blackboard.

- What were the names of the characters in this story?
- What was the story about?
- Did you notice anything strange about the story that you didn't notice the first time?

Suggested answer: The only vowel used is "A."

- How did your body feel while you were writing the story? Relaxed or tense? Calm or anxious?

Now let's all look at the blackboard.

- Is there any difference between both columns?

Suggested answer: The second time, they were able to remember more information and their bodies felt more relaxed.

- Why do you think it was easier to remember the story and notice strange details about it when you were paying closer attention the second time?

3 Wrap-Up

Today you did a great job traveling to the present with our time machine.

- How does it help us to have our mind in the present, instead of being worried about the past or the future?

Suggested answer: We can concentrate and pay close attention to what we're doing at this very moment.

- What other times in life can we use our time machine to bring our minds to the present?

Paying attention to the present moment without worrying about the past or the future calms us down, and helps us focus on our daily activities; for example, when we have to do homework.

Student Material

Exercise 1

Exercise 2

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

REPORTERS

Today I will learn to...

Identify what I have in common with my friends.

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 soup. Now we're going to pretend we're eating an imaginary soup, one we really like. But other people don't like soup so much. Now let's pretend that we're eating something that we don't like, something 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

First, we're going to fill out the box in the worksheet "Who Shares My Characteristics?" in your workbook, using information about ourselves (see Student Material). Let's begin by writing our name, and then filling out the rest of the information in the first column (don't fill out the next column yet). You have ten minutes.



Wait until everyone finishes.

Now we're going to pretend we're reporters. Your job is to interview your classmates in order to find people who have the same characteristics as the ones you've written in your workbooks (one person per characteristic). For example, if I wrote that I was born in "Peru," I have to find someone else who was also born in Peru, and write his name in the box on the right. You have ten minutes. Don't worry if you have to leave some of the boxes blank, just try to fill in as many as you can.



Tell them that the most important rule in this game is not to make offensive comments or make fun of their classmates. If necessary, repeat this rule during the activity.

When everyone has finished their table, encourage reflection by using the following questions:

- Was it easy or hard to find classmates with the same characteristics as us? Which ones were easy and which ones were hard?
- Are we all the same?
- What is the most common characteristic among us?
- Was there a characteristic that you didn't share with anyone else? Which one?

3 Wrap-Up

We are all different, and each one of us has special characteristics that make our group better. For example, being different enriches our group with different skills, tastes, etc.

- What would happen if we were all alike?



Listen to your students.

Remember a time when you felt special. It might be, for example, because you achieved something, someone important said something about you, or you did a great job at something. What can you think of?



Listen to your students.

We're all special and different. There are characteristics that we share with others, and some characteristics that are more special because they make us unique.

Student Material

Who Shares My Characteristics?

My name is:		Write the name of the classmate who shares this characteristic with you:
My last name is:		
The country where I was born is called:		
The city or town where I was born is called:		
I speak another language that's called:		
My favorite color is:		
Something I really like to do is:		
My favorite food is:		
My favorite class at school is:		
Something I really like about my body or my face is (e.g. my hair color, my height, etc.):		
I think I'm very good at... (e.g. painting, telling jokes, running, swimming, doing math, etc.):		

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 make 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 the characteristics with which we identify ourselves?**

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

BRAINING

Today I will learn to...

Train my brain to become smarter.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Do any of you like sports? Which athletes do you like?



Listen to your students.

There are athletes who have made major achievements. We have swimmers like Michael Phelps, soccer players like Lionel Messi and tennis players like Pat Williams. Do you know these athletes? Which other athletes do you know? Do you like to watch them?



Listen to your students, making sure to give examples that appeal to both males and females.

How do you think these athletes were able to achieve what they have? Do you think they're just naturally good at what they do, without having to practice? Or do you think they train hard to stay at the top of their games?



Listen to your students.

Athletes have to work super hard, training many hours each day, in order to compete and win. Just like they have to make a huge effort to achieve what they want, we have to do the same to achieve our goals.

2 Core

As we can do physical exercise to become faster or stronger, we can also exercise our brains to become smarter. How do you think we can exercise our brains?



Listen to your students.

There are lots of things we can do; for example, reading, talking with our friends, solving problems, studying, etc. Today, we're going to do some exercises that will make us think hard. Some of them may be easy for us, but others will be harder. Let's start with some riddles.⁵ Do you know what a riddle is?



Listen to your students.

Here's the first one:

Two bodies have I, though both joined in one,
the more I stand still the faster I run.
What am I?

Answer: An hourglass.



For each riddle, listen to your students and discuss what the answer could be and why.

Let's try another one:

I'm easy to catch, but hard to take away.
Try not to hold me, or it's you that will pay.
I'm the great enemy of candles,
And to dragons an ally.
But go long without me, and you're sure to die.
What am I?

Answer: Breath.

And another:

*I soar without wings, I see without eyes.
I've traveled the universe to and from.
I've conquered the world
yet I've never been anywhere but home.
What am I?*

Answer: Your imagination.

- Do you like riddles? Why?
- How can we get really good at guessing the answers to riddles? What do you think we would have to do?



Listen to your students.

Do you know what tongue twisters are?⁶ What are they like? Why are they called that?



Listen to your students.

5. Taken from <http://www.just-riddles.net/>

6. Taken from <http://www.uebersetzung.at/twister/en.htm>

Let's try to say one:



Write the tongue twister on the board.

Five fuzzy French frogs frolicked through the fields in France.

- Can you say it slowly?
- Can you say it fast?
- Faster?



Listen to your students.

How about this one? It's a little harder.



Write it on the board.

How much ground could a groundhog grind
if a groundhog could grind ground?

Let's take it by parts. First, let's say the first part slowly. Now the second part. Repeat it slowly until you feel like you can say the whole thing. Are you ready yet? Who can say it slowly, without making a mistake?



Listen to your students.

- Who can say it faster? What would you need to do in order to say it very fast?
- Do you think you could exercise your brain in order to say many tongue twisters? How?



Listen to your students.

Now we're going to solve some problems. I'm going to tell you a story and you have to keep track:

John has five candies that his mom gave him. He gives one to best friend Mary, and he eats two himself. How many does he have left?

Answer: He has two candies left.

Later, John gets home and his grandmother gives him 10 dollars. John had already saved up 23 dollars. He takes all his money and goes out to the store. How much money does he have?

Answer: He has 33 dollars.

At the store, John buys six chocolates. Each one costs a dollar. Then he feels very thirsty and buys a bottle of water for \$1.25. Finally, he buys a piece of candy for 50 cents. How much money does he have left?

Answer: He has \$25.25 left.

- Was that easy or hard?
- Do you think you could exercise your brains so you could solve many problems?
- How do you think you could do that?



Listen to your students.

3 Wrap-Up

As we can do physical exercise to become faster and stronger, we can exercise our brains, too, to become smarter.

- Do you think the things we did today can help us exercise our brains so we can become smarter? Why?
- If something we're studying at school is really hard and takes a lot of work, do you think we can learn it eventually? How? What could we do to learn it?

Even if things take a lot of work at first, if we practice and exercise our brains, we can learn anything we want.

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 that intelligence is not permanently fixed and the brain, like a muscle, can grow and become stronger with hard work and practice.
- Recognize different learning strategies that allow them to successfully tackle a task or new subject.
- Identify new strategies that help them learn better.

2 Tips for Teachers and Parents

- It is important to help children realize that intelligence is not a fixed capacity. Rather, we can become more and more intelligent if we exercise our brains. For this purpose, avoid using descriptions about children such as “You’re very smart.” Instead, use expressions that help them understand that intelligence can grow with hard work. For example, you can say, “You worked really hard and you did something that was truly difficult.”
- Remember that self-efficacy helps develop a perception of “being able to.” As a teacher, try to organize activities in which you know your students will succeed, but also give them the confidence to try those that will be hard to do. For this purpose, you can show them what they are capable of doing and encourage them to try their best to do things that are still hard for them. For example, you can show a student that he is able to do simple additions and tell him that this will help him to do more complicated things, even if they seem hard at first.

3 Frequently Asked Questions

- **Why is it important to recognize that intelligence grows?**

If children believe that intelligence is a fixed capacity, they may quickly become frustrated when faced with adversity, judging themselves as unintelligent when they are unable to understand or do something. This is not only false, but it may also have negative consequences for children, since they won't work hard if they feel they aren't capable of achieving what they want. On the other hand, if they believe that their intelligence can grow, they will see challenges and mistakes as learning opportunities.

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

You can ask her 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 her to see that it is always possible to emphasize moments when we did something well. For example, if she says that she can say tongue twisters, show her that she is able to say some of the parts or read them slowly, so that she can eventually do it with some practice. Explain that it's hard to do it on the first try, and that each person learns how to do it at her own pace.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

THE EMOTION CLOCK⁷

Today I will learn to...

Identify when I feel two emotions at the same time.

What we'll need is...

- Scissors
- Brass fasteners (one for each student)

Lesson Guide

1 Intro

Many times, we feel more than one emotion at once. For example, we may feel very happy because we're going to do something we like a lot, but we may also be scared that something might turn out wrong. Sometimes, people say something we don't like and we feel really mad, and we may also feel very sad at the same time.

Everyone stand up. Stay where you are.

Now cover your mouths and yell as loud as you can. Since your mouths are covered up, we won't hear much, but we are all going to yell as loud as we can. Now stretch your arms up high, like you were trying to touch the sky. How do you feel? Today, we're going to use the emotion clock to identify when we feel two emotions at the same time



Listen to your students and validate their feelings.

2 Core



To perform the following activities, it is suggested that the classroom be set up ahead of time.

I'm going to tell you about some things that might happen, and you are going to think about what you would feel in that situation. First, we're going to represent those situations. Who wants to come up to the front of the classroom to? The first situation is this:



Assign turns. Each situation should last two minutes.

7. Adapted from the Aulas en Paz program (www.aulasenpaz.org).

A friend is having a birthday party. He invites almost the whole group, but he doesn't invite you.



Two students will represent this situation. One tells the other that he isn't invited to the party.

How do you think you would feel if they didn't invite you?



Write a list of emotions on the blackboard.

Now, using the worksheet "Sometimes I Feel Two Emotions at Once" in your workbooks (see Student Material), we're going to cut out the clock hands and then we're going to place them on the two emotions you think you might feel in this situation. Let's use the small hand (the hour hand) to choose one emotion, and the big hand (the minute hand) to choose another. Three students are going to show us their clocks and the emotions they chose.

Now we're going to represent other situations. After each situation, we're going to choose two emotions on our clocks.

- While you're watching your favorite TV show, your mom changes the channel.
- Your teacher hangs your drawing on the blackboard because it came out really well.
- No one in your class wants to be with you.
- You helped a classmate understand an assignment that he didn't understand.
- One of your best friends gets a really good grade, while you get a really bad one.

When feeling several things at once, it's hard to understand what we're feeling. It's important to realize that emotions are mixed sometimes. For example, if a friend does something I would like to do, I may feel happy for her, but I might also feel sad because I want to do it, or mad because I am not able to do it.

3 **Wrap-up**

- Do we all feel the same thing in the same situations? Why does this happen?
- How can we know what we're feeling?
- Why do you think it's important to recognize our emotions?

We all feel different things, and it's very important to identify our emotions and the situations that make us feel that way, so that we can feel okay with ourselves and with others.

Student Material

Sometimes I Feel Two Emotions at Once



(Cut along the dotted line, and then cut out each one of the clock hands.)

Hour Hand

Minute Hand



Concepts, Tips and FAQs

1 Key Concepts

Emotional awareness: Recognizing our emotions, what causes them, and their effects (Goleman, 1995). The ability to identify what we are feeling, think about it, and put a name to our emotions. This is a fundamental skill for children’s social and emotional learning, since it is essential that we learn about ourselves and learn to manage our emotions, forming harmonious relationships with others. Children in third grade have the ability to identify complex emotions such as shame and pride, as well as basic emotions such as happiness, sadness, anger, fear, and anxiety. They also have the ability to identify more than one emotion at a time.

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 changes in their faces (their eyes, mouths, etc.).
- Name emotions, so that they broaden their vocabulary. It is important to look for a range of words that express different emotions.

2 Tips for Teachers and Parents

- Use everyday conversations to ask children how they feel. For example, when you’re playing with them or they are telling you about things that happened to them. It is especially important to help them identify those situations that trigger 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 those emotions and explain to the children what they mean.
- If the children don’t understand some of the names, ask them what they think it means to feel that way and build on this, explaining differences: What does it mean to feel proud? How is feeling proud different from feeling happy?

- Learning is tied to many different emotions: the happiness of learning something new and knowing that we achieved something important, but also sadness and anger over not being able to perform well. 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 help children to learn more and better.

3 Frequently Asked Questions

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

Emotions can make us do things we regret later on. For example, anger can make us hurt someone. On the other hand, they can also prevent us from doing things we want or have to do. For example, fear can make us 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

THE SUPER TWINS AND THE DRAGON

Today I will learn to...

Experience my emotions at the right level.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We are going to imagine like we are wild, fairy tale dragons. Imagine that you can spit balls of fire and have very large wings to fly. Everyone stand up and move like dragons around the classroom, slowly and freely, exploring the territory, feeling safe.



Give them a couple of minutes to do this.

Now do the same, but pretend that someone is trying to control you like a horse but you don't want to and you are trying to break free, move your wings, spit fire, run around.



Again, give them a couple of minutes.

Now imagine someone nice comes and asks you gently for a ride. You trust them, you let them ride on your back and guide you. Everyone fly around happy, slowly. Imagine all the views. Imagine the new places you are being led to.



Give them a couple of minutes to do this.

2 Core

Today, we're going to talk about how to manage our emotions in a way that we can enjoy them at the right time. Our emotions are like this dragon inside us, we need to learn the right way to guide them so we can enjoy them. But what might happen to a dragon out of control? What can it do to the people and things around him?



Listen to your students.

To keep our inner dragon away from hurting ourselves or others, we have to teach him to go higher or lower, faster or slower, and when to stop when we need to. When we feel strong emotions, like anger, fear, or even happiness, we need to feel them at the right level, not too little, not too much. Now I'm going to read you the story of the Super Twins and you're going to follow it in your workbooks (see Student Material).

The Super Control Twins

Hi! We are the Super Twins. Do you know where our power is? It's not in our fists, or in our tongues... It's in our brains. And with our brains we trained our dragons. Emotions are like Dragons, they can be scary but they can also be warm and a lot of fun if you know how to train them! Like when someone pushes us, when we lose our pencils, when we feel scared or so happy we want to jump in our desks... our dragon wakes up and wants to fly and spit fire! We know how to train it, and we will tell you so you can do it too! Just follow these steps:

1. **Boy Twin:** When we are feeling too intense, like going too fast, we stop and take at least three deep breaths. This gets our heart rate down a bit. Then we count backwards from 10 to 1 or think of things we like until we feel calmed. Like helping the dragon slow down and don't get fired up.
2. **Girl Twin:** When we are not feeling much, like going too slow, we stand up and jump high, like we just scored the winning point. This gets our blood moving a little. Then we think of the feeling we like to feel (happy, proud, excited, amused) and the things that usually make us feel that way. Like helping the dragon fly higher and put some fire into it.

Now we're going to practice each one of these tricks. You're going to move around as if you were flying dragons again, first in an orderly fashion, and then, when I count to three, you'll go fast and out of control.



When this happens, ask the students to take at least three deep breaths so they can calm down and regain control. With each breath, they should slow down and once again move around in an orderly fashion. Tell them that when you count to three, they're going to lose control again. Now ask them to distract themselves from the chaos and concentrate on counting backwards from 10 to 1 as they slow down. Also ask them to think of things they like a lot and that make them feel calm.

Good job, now keep moving around in an orderly fashion, like happy flying dragons, and then, when I count to three, you'll go very, very slow, without energy, feeling bored.



When this happens, ask the students to jump very high with one fist up, like a winning jump. Then ask them to think of a nice feeling they like to feel and remember something that makes them feel that way. Hold that thought in your mind, and start moving again like happy flying dragons.

3 Wrap-up

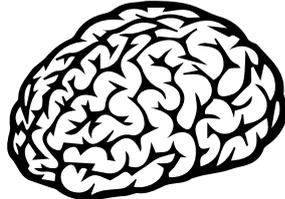
You did a great job with this activity, and you managed to control yourselves. Remember that you can use these tricks when you feel too much or too little.

When do you think you can use these tricks here at school?

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

Student Material

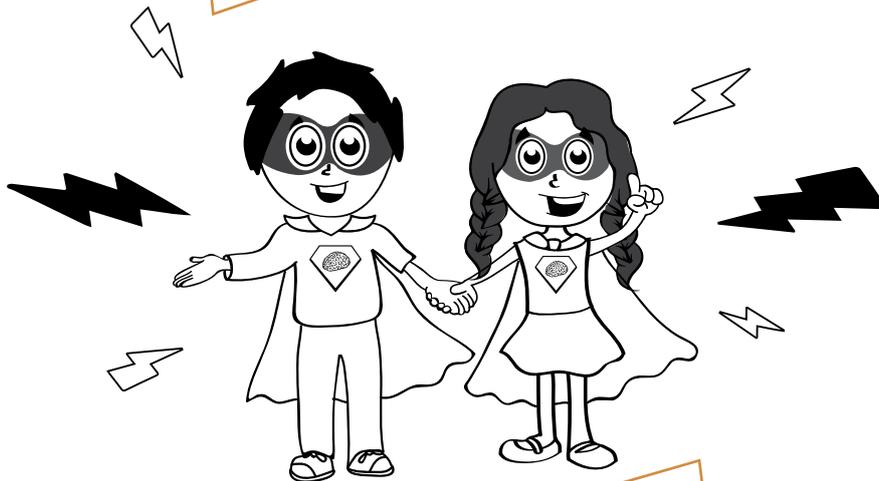
Do You Know Where Our Power Is?



It's not in our fists or tongue... It's in our brain. And with our brains we trained our dragons. Emotions are like Dragons, they can be scary but they can also be warm and a lot of fun if you know how to train them! Like when someone pushes us, when we lose our pencils, when we feel so happy that we want to jump in our desks... our dragon wakes up and wants to fly and spit fire! We know how to train it, and we will tell you so you can do it too! Just try this out:

Take Deep Breaths

When we are feeling too intense, like going too fast...
Stop and take at least three deep breaths.
Breathe in lots of air and release it slowly.



Jump-start Our Body

When we are not feeling much, like going too slow... stand up and jump high!
Get your blood moving a little! Think of the feeling you like to feel
and the things that make you feel that way.

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.

In order to manage our emotions, we need to be able to identify them. Children in third grade have the capacity to identify and manage basic emotions using techniques that involve physical actions, such as deep breathing and others that incorporate positive or peaceful thoughts.

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

- Help them to identify what they are feeling.
- Encourage the use of concrete techniques for managing these emotions; for example, taking deep breaths to tune down strong emotions or jumping high to get their emotions flowing.

2 Tips for Teachers and Parents

- Don't scold children when they are very agitated, since this may send the message that emotions are bad. Instead of doing this, you can help them to identify their emotions, saying things like, “You're really excited about this,” “You're very angry,” “You're very happy,” or “This makes you feel scared.”
- Validate the child's emotions and help him to manage them using the techniques provided in Step by Step. For example, ask him to stop and take several deep breaths or to think of things he likes.
- Once the child has calmed down, recognize this achievement and accompany him as he decides on how to act.
- Learning is related to many emotions: to the joy of knowing something new, but also to the sadness and anger of not being able to do a task that seems very difficult. You can help your students or children to recognize their emotions when they are doing their homework or participating in an activity. Recognizing emotions will help them to learn more and learn 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 manage their emotions?**

Use everyday situations. Get to know them so you can recognize what types of situations cause certain emotions on them. What makes them the maddest or the most scared, etc.? Show them how to calm down and remind them of this when they are distressed. For example, say, "Remember how we practiced calming down?" or "Take three deep breaths: one, two..." Practice these techniques yourself so you can provide a model of these behaviors 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, remain calm. If you react with an even stronger emotion, the children will learn that this is the way to handle the situation, and instead of calming down, they will feel even more intense emotions. You can give them a chance to express what they are feeling, and then validate their feelings by saying things like, "I know this makes you very mad. Let's take a minute to calm down." If you see that the children may hurt themselves or others, give them a hug and help them calm down using a gentle tone of voice.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

THERE IS A TIME AND A PLACE FOR EVERYTHING

Today I will learn to...

Wait for the right moment to do what I want.

What we'll need is...

One pencil, color or crayon for each student.

Lesson Guide

1 Intro

Many times, we experience situations in which we want to do something but we have to control ourselves and wait. Everyone stand up. We're going to stand very still, without moving, doing or saying anything, for a whole minute. I'll time you. Anyone who moves or says something has to stop playing the game and sit down.



Start timing them.

What did you feel? Was it easy or hard? There are times when we have to be patient and understand that there is a time and a place for everything. For example, there are times when we want to stay up late watching TV or playing, but we have to understand that it's time to go to bed so we won't be tired the next day. Can you think of some other examples where we may want to do something, but we have to be patient and wait?



Listen to your students and validate their feelings.

2 Core

Today we're going to relax and have fun doing the activities we like best.

What would you like to do during this class?

For example, draw, read, color, play with a ball, etc.



Once your students have told you what they want to do, tell them that today they'll have free time to do just that. The only condition is that first, they will have to complete two challenges: one mental and one physical.

You'll have five minutes for the mental challenge. Each of you will have to solve the maze that you can find in your workbooks (see Student Material).

Tell them that their task is to concentrate hard on doing this maze, in silence, for five minutes. If necessary, remind them of the silence rule during the activity.



When the five minutes are up for the mental challenge (it doesn't matter whether or not they've finished the maze, the important thing is to spend the five minutes trying), explain the physical challenge. For this challenge, they will have to stand on one foot, in a comfortable space. The physical challenge involves standing on one foot and raising their hand for five minutes. They can switch feet or hands, but they should always have one foot off the ground and one hand raised. If necessary, remind them of this rule during the activity.

Once you've completed these two challenges, the reward is free time to do whatever you like best.



Save ten minutes at the end of the lesson for the wrap-up reflections.

3 Wrap-Up

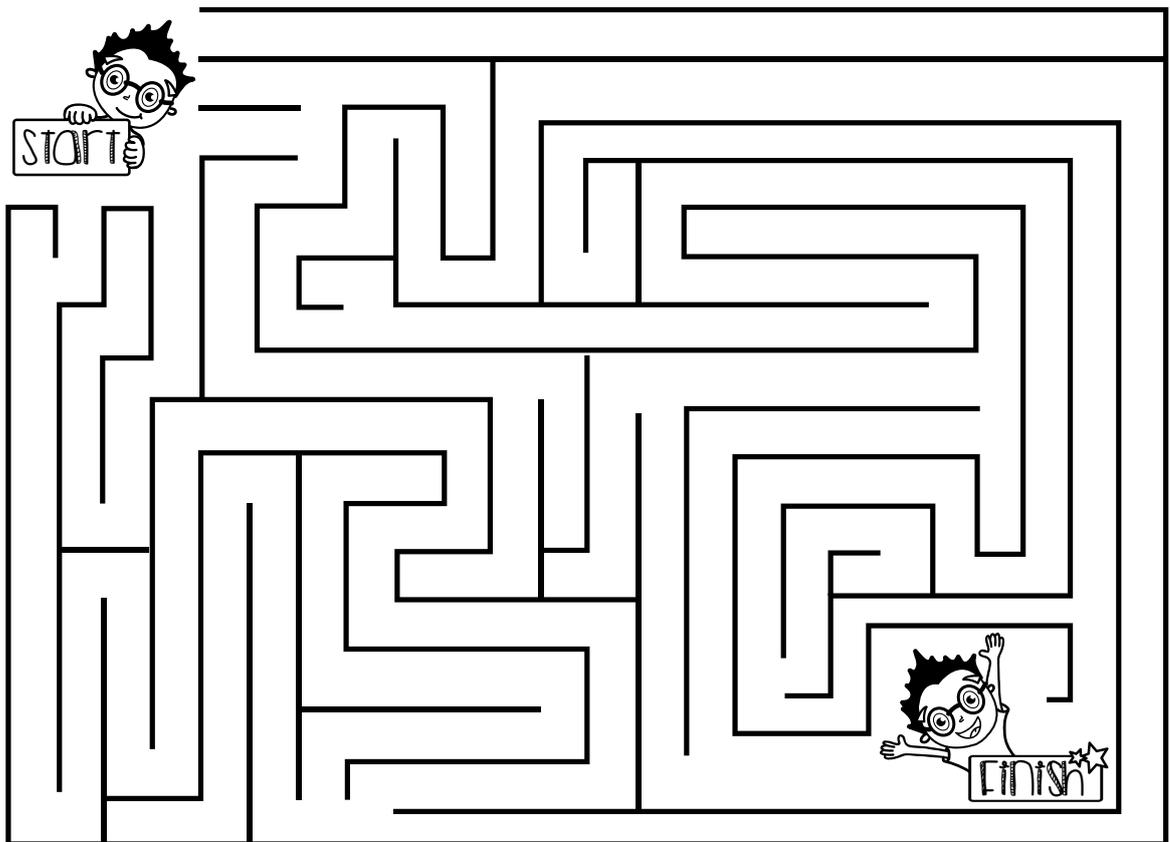
Today you did a great job with the mental and the physical challenges.

- Was the mental challenge easy or hard? Fun or boring?
- What emotions did you feel as you completed the mental challenge?
Possible answers: happiness, desperation, anxiety, tiredness, etc.
- Was the physical challenge easy or hard? Fun or boring?
- What emotions did you feel as you completed the physical challenge?
Possible answers: happiness, desperation, anxiety, tiredness, etc.
- Can you think of examples from our day-to-day lives when we have to do something challenging or things that aren't so fun before we can do what we like better?
Possible answers: finish homework, do our chores at home, etc.
- What emotions do you feel when you finish these activities?
Possible answers: pride, satisfaction, relief, etc.

Today we learned that there's a time and a place for everything, and sometimes we have to wait before we can do what we want. For example, in this lesson, we had to complete the mental and the physical challenges first, so that we could do what we liked best afterwards.

Student Material

Maze



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 we want to do something, but we have to understand that there is a time and a place for everything.
- 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

I DIDN'T MAKE THE TEAM!

Today I will learn to...

Find another way to get what I want if my way didn't work out.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Sometimes, when we want to form part of a group and we're not able to, we feel mad and sad. Today, we're going to make a mad face and growl.



Make a face and growl, and encourage them to make funny faces.

Today, we're going to hear the story of Ron. We're also going to meet the Super Friends, who will help us learn what to do in these situations.

2 Core

We're going to read the story in your workbooks all together (see Student Material).



Read the following story, pausing where suggested to encourage reflection by using the following questions. Listen to the answers from volunteers and validate their feelings.

The Goalie

Ron wants to play on his school's soccer team. He has worked hard and improved his skills so he can try out for goalie. Every day, he practices his leaps in the neighborhood park and he feels very enthusiastic.

- Have you ever wanted to belong to a group or a team?

Ron has always wanted to play for the school team, because he really admires the children who play on it. He also dreams of being a professional goalie. Today, they're going to choose the children who will be part of the team.

- How would you feel before you tried out for a team?
Possible answers: Anxious, scared, happy, enthusiastic, nervous, etc.

Ron walks towards the goal. Several boys kick the soccer ball and he stops it sometimes, but many of them score goals. When he finishes, he waits while others try out for goalie, too. At the end of the morning, the coach reads the names of those who were picked, but Ron isn't on the list.

Ron feels very bad. He feels like all the blood in his body has rushed to his head and it's going to explode: he feels hot, he wants to cry, his hands are sweating, he doesn't want to talk to anyone, and he decides to walk off.

- What emotions do you think Ron is feeling?
Possible answers: Anger, sadness, anxiety, etc.

What Ron is feeling is called frustration. He is frustrated because he wasn't chosen.

Ron goes off to a corner of the schoolyard. Because of his anger, he starts to think, "I'm no good at anything." At the same time, he feels sad because he won't get to play on the school's soccer team.

- Do you think Ron needs to calm down? What might happen if he doesn't calm down?
Suggested answer: If he doesn't calm down, he might yell at someone or hurt people.

Now, we're going to meet the Super Pals: Wilma Wisdom, Pat Patience, and Corey Courage.

Wilma Wisdom

Wilma is a superhero who we can call when we aren't able to do something we wanted to, and she'll help us calm down and think about what we can change and what we can't. Wilma's superpower is to let us borrow her hat, so that when we put it on, we can answer the following question: What can I change about the situation that makes me frustrated, mad, or sad, and what can't I change?

Pat Patience

Pat is a superhero who we can call when we need to calm down and accept something. Tell them that when they say, "Pat, help me to calm down and accept things," Pat will show up and use her superpower to enter our bodies through our breath and help us to calm down and accept the things we can't change. To do this, we have to repeat the phrase while we breathe in and let Pat into our bodies.

Corey Courage

Corey is a superhero who helps us when we need to be brave so we can change something that makes us feel frustrated. To ask him for help, we call him like this: "Corey, help me calm down, find courage, and act." Corey will arrive and use his superpower to enter our bodies through our breath, so he can help us calm down and find the courage we have inside to face that difficult situation. All we have to do is repeat the phrase while we breathe in and Corey will enter our bodies to help us feel calm and find the courage to act.

Now we're going to perform a short play. I need four volunteers. They will play Ron, Wilma, Pat, and Corey.

The person playing Wilma should help Ron think and answer the following question: "What can I change, and what can't I change?"

- What can't I change? What went wrong during the tryouts so that he didn't get picked for the team?
- What can I change? In order to make the team next year, he can practice hard for future tryouts, and look for other things to do in the meantime.



Write down the things that Ron can't change on one side of the blackboard, and the things he can change on the other side.

The person playing Pat should come out and ask Ron to take a deep breath and accept the things he can't change. He can look at the blackboard and read: "Pat, help me to accept that I didn't get picked for the team and I will have to wait until next year to try out again."



Calming down and accepting things is an important step to help us feel better.

The person playing Corey comes out and asks Ron to take a deep breath and imagine that he gets picked for the team next year. Then, he asks him: "What do you have to do to make that wish come true?" The child playing Ron offers a few ideas. Then, the child playing Corey invites the whole class to come up with more ideas to help Ron think.



Write down some ideas on the blackboard. Examples may include: keep practicing, ask the coach what he did well and what things he could improve at, look for someone to teach him or to practice with, try out for another team, etc.

3 Wrap-Up

Today, we met Wilma Wisdom, Pat Patience, and Cory Courage.

- Do you think they can help us?
- In what situations?
- How can we call them?

Sometimes, when we can't form part of a group or team, we may feel sad, mad, or disappointed. Just like we saw today, we can call Wilma Wisdom to help us figure out whether or not the problem we are facing has a solution. If it doesn't have one, we can call Pat to help us calm down, accept this, and look for other ways to achieve what we want in the future.

Student Material

The Goalie

Ron wants to play on his school's soccer team. He has worked hard and improved his skills so he can try out for goalie. Every day, he practices his leaps in the neighborhood park and he feels very enthusiastic.

Ron has always wanted to play for the school team, because he really admires the children who play on it. He also dreams of being a professional goalie. Today, they're going to choose the children who will be part of the team.

Ron walks towards the goal. Several boys kick the soccer ball and he stops it sometimes, but many of them score goals. When he finishes, he waits while others try out for goalie, too. At the end of the morning, the physical education teacher reads the names of those who were picked, but Ron isn't on the list.

Ron feels very bad. He feels like all the blood in his body has rushed to his head and it's going to explode: he feels hot, he wants to cry, his hands are sweating, he doesn't want to talk to anyone, and he decides to walk off.

Ron goes off to a corner of the schoolyard. Because of his anger, he starts to think, "I'm no good at anything." At the same time, he feels sad because he won't get to play on the school's soccer team.



Wilma⁸

Help me know the difference between things I can and cannot change.

Pat

Help me calm down and accept the things I cannot change.



Corey

Help me find courage to change the things I can.



8. Illustrations 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:

- Handle the emotions associated with frustration.
- Evaluate the irrational/negative thoughts caused by frustration and change them to rational/positive thoughts.
- Develop their ability to accept situations that can't be changed and think of other ways that they could achieve their goals.

2 Tips for Teachers and Parents

- When children feel frustrated because they cannot belong to a group or team, help them to manage 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 the children identify irrational/negative thoughts such as "I'll never be able to do this," and change them to thoughts that will help establish short-term goals to get nearer to the final objective: "I wasn't accepted this time, so I'll keep practicing."

3 Frequently Asked Questions

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

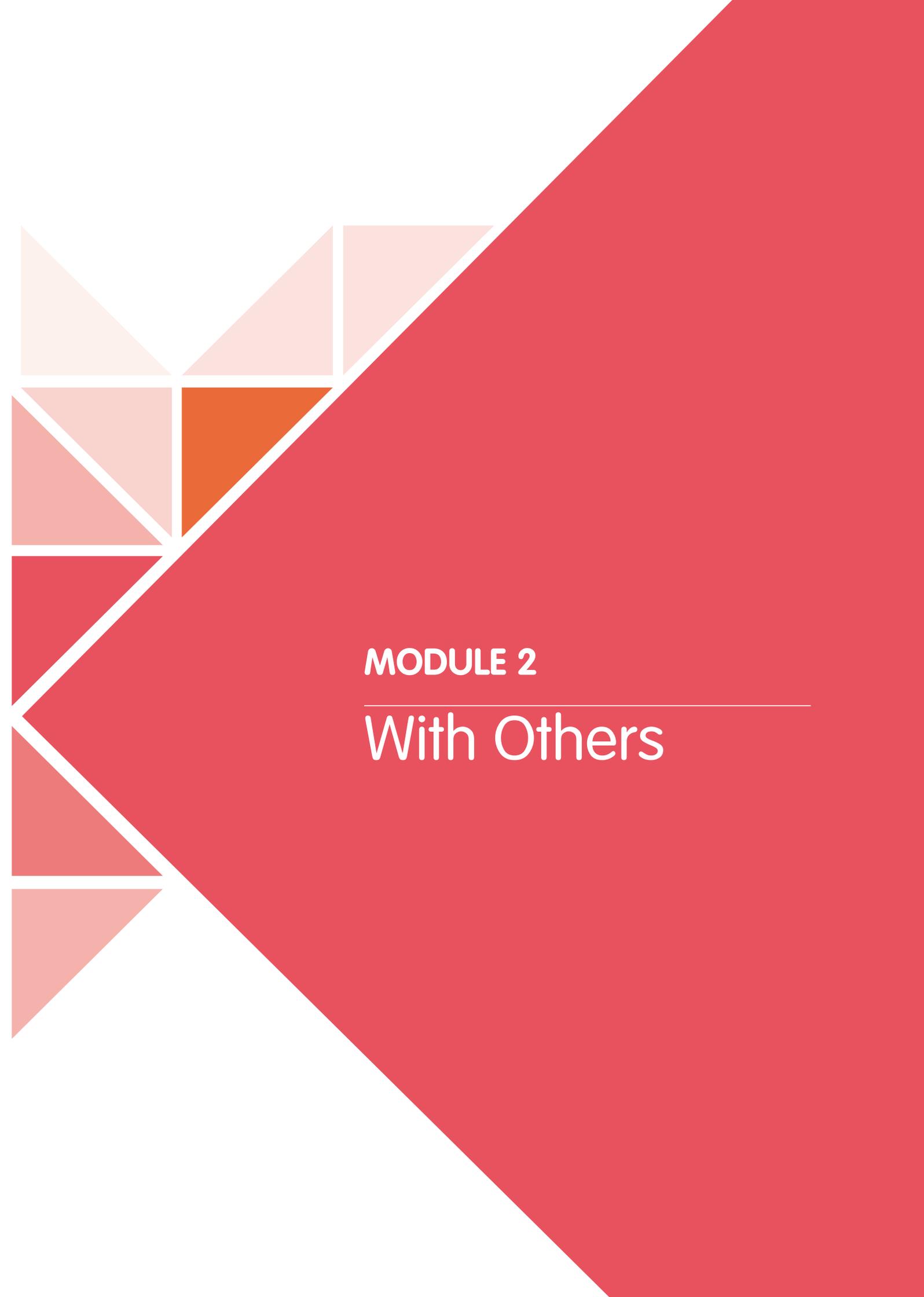
Because this helps us realize that irrational/negative thoughts, such as "I can't" or "It's impossible," can change into rational/positive ones, such as "It's hard, but I can do it" or "Maybe I can't do it all, but I can do it by parts." This will help us to better manage frustration, anger, sadness,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

- **How should we handle sadness when we are frustrated over not being able to belong to a group?**

It is normal to feel bad in these situations. We cannot expect children not to feel sad, but we can help them by validating their emotions and giving them a chance to express them. For example, we can say, "I would also be very sad if that had happened to me," or, "I understand that you feel sad." Then, encourage them to think what they can do to reach the goals set out.

- **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 how to handle frustration in future situations.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

FROM WHERE YOU STAND

Today I will learn to...

Understand what's behind someone's actions.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Each one of us has a unique way of seeing things. For example, have you ever seen figures in the clouds? What kinds of figures? Was there ever a time when you saw something (like the figures in the clouds) that was different from what a friend or family member saw?



Listen to your students.

Today, we're going to talk about that.

2 Core

Today we're going to hear about situations in which two people may think very different things.

Working together, we're going to try to understand what each of them is thinking. I'm going to read a situation and then write the name of a character on each side of the blackboard. First, we're all going to stand on the right side of the classroom, and then, on the left side, so we can try to understand what each of them is thinking.



Read the situations presented in the table below out loud, and write the names of the characters, one on each side of the blackboard. Then ask the group to stand on the right side of the classroom. They must close their eyes for a moment and imagine that they are that character; ask them the following questions and listen to some of the answers:

- What do you think _____ is thinking?
- What do you think _____ is feeling?
- What do you think _____ would do?



Then, ask them to stand on the left-hand side of the room, close their eyes, and now imagine that they are this other character. Once again ask them the same three questions and listen to your students.

What do you think _____ is thinking, ... is feeling?, ... would do?

Situation to be read out loud	Write the character's name on the right-hand side of the blackboard	Write the character's name on the left-hand side of the blackboard
<i>A cat comes over</i>	<i>Philippe, who was once bitten very hard by a cat</i>	<i>Felicia, who has never been bitten by a cat</i>
<i>The results of a contest are going to be published</i>	<i>Camille, who didn't participate</i>	<i>Lorena, who won the contest</i>
<i>Marianne wants to eat a chocolate ice cream, but her mom serves her carrots</i>	<i>Marianne</i>	<i>Her mom</i>



After the exercise, ask the following questions and listen to your students.

- What happened when we all changed sides of the blackboard?
- Why did the characters think differently in the same situation?

When faced with the same situation, people can think and feel different things because their wishes, preferences, and life experiences may be different. It's important to learn to see through other people's eyes.

Now let's open our workbooks to the worksheet "Pictures to Think About" (see Student Material). We're going to look at some pictures that show other situations. Apparently, the children are unable to agree on anything in these situations.

The Line

Look closely at everything that's happening in the first picture while I read you the first story.

The Line (Version 1)

Today, the teacher is going to hand out apples. Sandra wants to be first in line because she got to class early, and Luis wants to be first because he's hungry. Myriam is laughing out loud, when suddenly Sandra and Luis turn to look at her and say, "Myriam, don't be silly. Stop laughing at us."

Now, let's try to think like each one of the characters so we can figure out what they want and what they are thinking:

- Why do you think Sandra and Luis are fighting?
- What do you think Sandra is thinking?
- What do you think Luis is thinking?
- What does Myriam think?
- Why did Sandra and Luis treat Myriam badly?

Now let's all read the story on the next page of your workbooks. It's called "The Line."

The Line (Version 2)

Today, the teacher is going to hand out apples. Sandra got to class early and she wants to be first in line. She always likes to arrive early so she can be the first to receive an apple. Suddenly, Luis arrives and he wants to take her place because he didn't eat breakfast and he's very hungry. If he doesn't eat something soon, he's going to get a stomachache.

While Sandra and Luis fight, Myriam, one of their classmates, is laughing. Sandra and Luis think Myriam is making fun of them, and they say to her, "Myriam, don't be silly. Stop laughing at us." But Myriam is actually laughing because the school dog is behind the teacher doing headstands.

Now each of you is going to answer the questions you will find in your workbook.



Once the students have finished, ask them to share their answers and listen to your students.

- What did Luis want? Why?
- What did Sandra want? Why?
- What could we say to Sandra so she understands Luis?
- Why did Luis and Sandra think Myriam was making fun of them? What was Myriam laughing about?
- What could we say to Luis and Sandra so they understand Myriam?

3 Wrap-Up

Today we heard about situations in which people had different ideas and points of view.

- What did we learn today?
- Why is it important to understand what others are thinking?
- When can we try to understand what others are thinking?

Suggested answers: When we have a conflict with someone, when we want something and other people want it, too, etc.

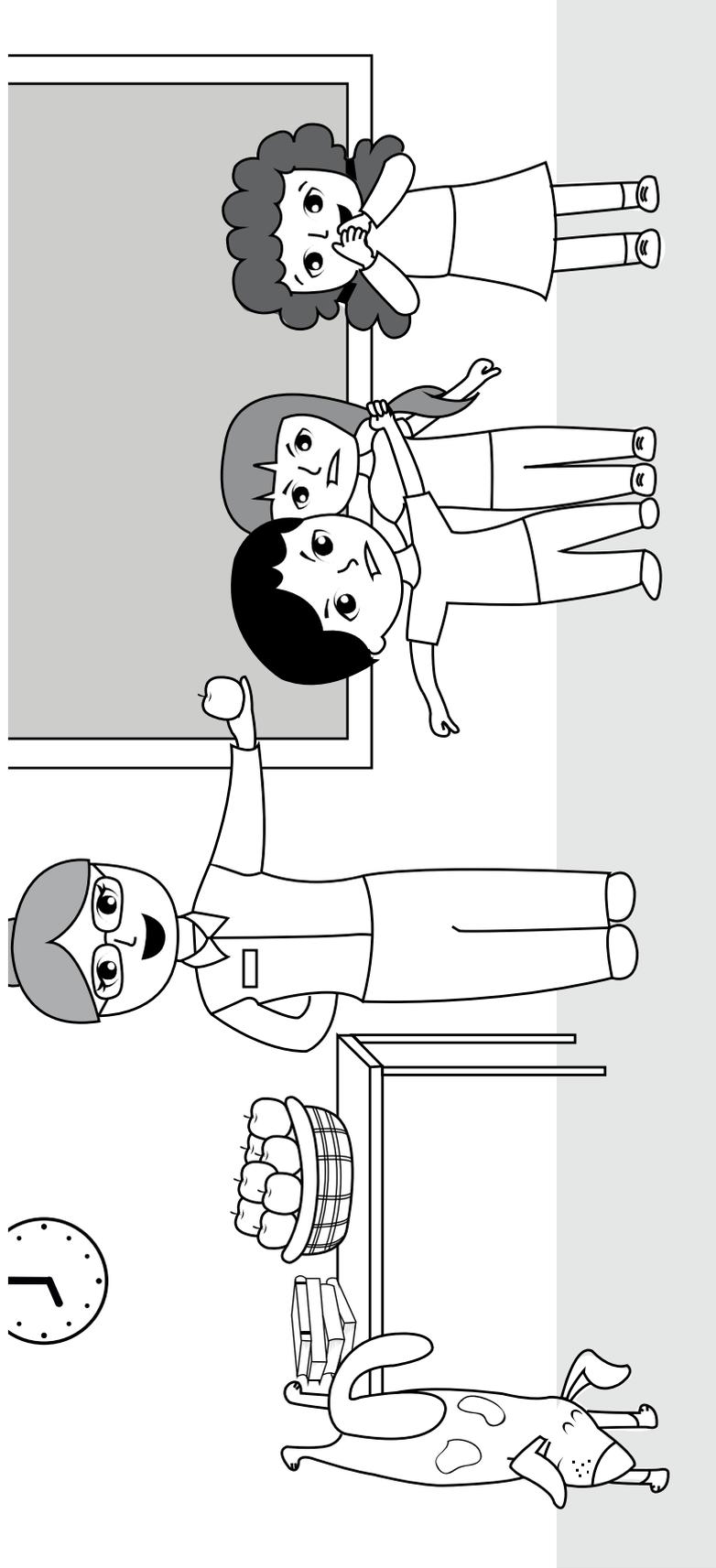
We all have a different way of understanding things, depending on what we think, feel, and the information we have. As we saw today, it is important to stand in someone else's shoes and try to understand why he is acting a certain way. If we need to, we should ask him to clear things up so we can understand him. In another class, we're going to learn tricks for listening closely to others. These tricks will help us to better understand other points of view.

Student Material

Pictures to Think About

The Line

Look closely at the drawing while your teacher tells you the story of these children.



Now read the story to find out what was really happening in the picture from the previous page.

The Line

Today, the teacher is going to hand out apples. Sandra got to class early and she wants to be first in line. She always likes to arrive early so she can be the first one receiving an apple. Suddenly, Luis arrives and he wants to take her place because he didn't eat breakfast and he's very hungry. If he doesn't eat something soon, he's going to get a stomachache.

While Sandra and Luis fight, Myriam, one of their classmates, is laughing. Sandra and Luis think Myriam is making fun of them, and they say to her, "Myriam, don't be silly. Stop laughing at us." But Myriam is actually laughing because the school dog is behind the teacher doing headstands.

After reading the story, answer the following questions:

What is Luis thinking?

What is Sandra thinking?

What is Myriam thinking?

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?"

3 Frequently Asked Questions

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

Because people may have different points of view. As such, it is important for children to develop the ability to understand a situation from different perspectives. Seeing things from other people's perspectives helps develop thinking and allows us to strengthen our ability to understand what others may think or feel in a situation in which we may think or feel differently. Children who

have developed this ability can solve their interpersonal conflicts easier, have a more flexible thinking process (they are able to find several explanations) and they tend to respond assertively.

- **Are seeing things from others' 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

THE CAT AND THE RIVER

Today I will learn to...

Understand what other people feel when bad things happen to them.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

As human beings, we are able to feel emotions similar to what others feel in certain situations. Have you ever felt emotions while a friend told you a story or while you watched a news story or a movie?



Listen to your students.

When I count to three, we're all going to laugh as loud as we can, as if we'd just heard the funniest joke in the world. One, two, three!



Let them laugh at the same time. Then, ask the following questions and listen to some of the answers.

How do you feel? What do you feel when you see someone laughing and having fun? When we are able to feel what others may be feeling, this helps us practice empathy. Today, we're going to stand in someone else's shoes in order to see how this makes us feel.

2 Core

Sometimes, people we know don't feel good, but we have a hard time understanding them or knowing what's wrong with them. For example, when a friend tells us that she doesn't want to play with us, maybe something happened to her that has made her feel mad or bored, and we don't know it "Unfortunate Stories" (see Student Material).

Today, we're going to hear the story of someone who experienced an unusual situation and we're going to see if we can understand what she feels. Open your workbooks to the worksheet.

The story is called "I Don't Like Cats!" Pay close attention.

I Don't Like Cats!

Katty's grandma makes stuffed animals and sells them. She lives in Katty's house and she told her granddaughter: "If you want, I can make a stuffed cat so you can give it to one of your best friends." Katty felt very happy, since her friend Lulu's birthday was coming up. Katty asked Lulu what color cat she would like, but Lulu became furious and yelled, "I don't like cats!" Katty didn't understand what was wrong with Lulu. She thought Lulu had been very rude, and she didn't deserve a birthday gift anymore. Feeling sad, Katty went back to her grandma and explained that she couldn't give the stuffed cat to Lulu because Lulu didn't like that animal.



After each question, listen to your students and validate their feelings.

- How do you think Katty feels?
- How would you feel if you wanted to give a gift to a friend and that friend told you she didn't like it?
- Why do you think Lulu acted that way?
- How do you think Lulu felt?

Now we're going to hear Lulu's story so we can understand her. Close your eyes and listen to this.



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

"My name is Lulu. I used to love cats but not anymore. Now I don't like anything that has to do with cats, not even pictures or stuffed animals. Nothing. At my house, we had a cat named Santino and I loved him very much. Every morning, Santino would wake me up by saying, 'Meow, meow, meow.' My dad let him into my room and Santino would get under the sheets and scratch at me gently, as if he was trying to get my attention. He wouldn't stop meowing until I woke up and said good morning to him. I remember how I used to say to him: 'Hi, Kitty! Good morning!' I always woke up feeling happy because I knew my favorite pet would be by my side every morning. But one day, Santino didn't come to wake me up. I thought that was very strange, and I got up thinking that maybe my dad hadn't opened the door for him. When I got up, my parents were talking to each other, but I didn't see Santino anywhere. I looked for him under the dining room table, behind the couch, and in a bag where he used to sleep. But Santino wasn't there. I asked my mom where my cat was, and she said, 'Sit down. Something bad happened to the kitty.' I started to feel my hands shaking and I was breathing faster than normal."

- How do you think Lulu is feeling?

"My mom started crying, and she told me that Santino had run out to the street and he got hit by a car. I remember how I cried all day. My parents wouldn't let me see him because he had been hurt very badly. They took him to a cemetery for cats, and sometimes they take me there to visit him."

- How did Lulu feel?
- How would you feel if you were Lulu and something like that happened to you?
- How would you feel if something like that happened to someone in your family or a friend?
- How do your bodies feel as you listen to this story?

"I still think about Santino and cry sometimes because I really miss my pet. He was my best friend, like a little brother. We spent lots of time together every day. I remember that whenever I came home, Santino was waiting for me in my room, and he would curl his tail around my leg to greet me. I'll always miss him. Sometimes, I dream that he's come to wake me up with his meowing and his scratching, but then I wake up and I realize it was a dream. Ever since then, I don't like to see anything that has to do with cats, not even pictures or stuffed animals. I don't like anything that reminds me of Santino, the pet who I'll never forget."

- How does Lulu feel when she sees a cat?
- How does make you feel listening to Lulu?
- Why didn't Lulu want Katty to give her a stuffed cat?

Now we're going to explain to Katty why Lulu doesn't want the stuffed cat as a gift.



Ask for a couple of volunteers. Have both of them represent a scene where they explain to Katty what happened to Lulu. While they are acting out the scene, you can ask them the following questions. Listen to your students.

- What do you think Lulu may have thought or felt when she lost her pet?
- Why doesn't Lulu want to receive the gift that Katty wants to give her?
- Why doesn't Lulu like cats anymore?
- Do you think it's important for Katty to know what happened to Lulu?
- How do you think Katty would feel if she knew what happened to Lulu and her cat?

3 Wrap-Up

Congratulations for practicing empathy for people who faced tough situations.

- How did you feel when you heard Lulu's and Lorenzo's (en el original) stories?
- Has anything like that ever happened to you or someone you know?
- What good does it do us to know how people are feeling?

Understanding and feeling other people's emotions helps us to understand others better. It is important to ask ourselves how we are feeling when something unfortunate happens to someone else.

Student Material

Unfortunate Stories

I Don't Like Cats!

Katty's grandma makes stuffed animals and sells them. She lives in Katty's house and she told her granddaughter: "If you want, I can make a stuffed cat so you can give it to one of your best friends." Katty felt very happy, since her friend Lulu's birthday was coming up. Katty asked Lulu what color cat she would like, but Lulu became furious and yelled, "I don't like cats!" Katty didn't understand what was wrong with Lulu. She thought Lulu had been very rude, and she didn't deserve a birthday gift anymore. Feeling sad, Katty went back to her grandma and explained that she couldn't give the stuffed cat to Lulu because Lulu didn't like that animal.

Now you're going to hear Lulu's story so you can understand her:

My name is Lulu. I used to really like cats, but not anymore. Now I don't like anything that has to do with cats, not even pictures or stuffed animals. Nothing. At my house, we had a cat named Santino and I loved him very much. Every morning, Santino would wake me up by saying, "Meow, meow, meow." My dad let him into my room and Santino would get under the sheets and scratch at me gently, as if he was trying to get my attention. He wouldn't stop meowing until I woke up and said good morning to him. I remember how I used to say to him: "Hi, Kitty! Good morning!" I always woke up feeling happy because I knew my favorite pet would be by my side every morning. But one day, Santino didn't come to wake me up. I thought that was very strange, and I got up thinking that maybe my dad hadn't opened the door for him. When I got up, my parents were talking to each other, but I didn't see Santino anywhere. I looked for him under the dining room table, behind the couch, and in a bag where he used to sleep. But Santino wasn't there. I asked my mom where my cat was, and she said, "Sit down. Something bad happened to the kitty." I started to feel my hands shaking and I was breathing faster than normal.

My mom started crying, and she told me that Santino had run out to the street and he got hit by a car. I remember how I cried all day. My parents wouldn't let me see him because he had been hurt very badly. They took him to a cemetery for cats, and sometimes they take me there to visit him.

I still think about Santino and cry because I really miss my pet. He was my best friend, like a little brother. We spent lots of time together every day. I remember that whenever I came home, Santino was waiting for me in my room, and he would curl his tail around my leg to greet me. I'll always miss him. Sometimes, I dream that he's come to wake me up with his meowing and his scratching, but then I wake up and I realize it was a dream. Ever since then, I don't like to see anything that has to do with cats, not even pictures or stuffed animals. I don't like anything that reminds me of Santino, the pet who I'll never forget.

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 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?**

Because empathy is an essential skill for preventing aggression and ensuring a healthy coexistence. Putting ourselves, mentally and emotionally, in other people's shoes and we feel what others may be feeling, we increase our chances to solve any conflict in a non-violent manner. Children with high levels of empathy

are not only less aggressive but also reach agreements easier and understand better other people's perspectives. This, of course, helps them improve their interpersonal relationships.

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

Both skills are closely related. However, seeing things from others' 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

YELLOW ALERT, RED ALERT

Today I will learn to...

Include someone who's on their own.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Close your eyes and pay attention to what I'm about to tell you: All of us, at one point or another, have felt very alone, and we have missed our friends and classmates. We need them not only to have fun or do group assignments, but also so they can support us. Sometimes, the best times are the ones we share, instead of the ones we spend alone.



Ask the following questions and listen to your students.

- What do you think about what I just told you?
- Have you ever felt like you were all alone?
- Have you ever wanted to share a joke or an interesting story with a friend, but you weren't able to?
- Have you ever seen someone who was all alone and didn't have anyone to play with or talk to?

Luckily, all of us have the power to help others so that they don't feel alone. To do this, we can invite them to have fun with us. This is what we call the power of inclusion.

2 Core

There are two types of situations in which we can use our power of inclusion: including a new person, and including a person who is being left out. The first situation is what we are going to call a "yellow alert," and the second will be a "red alert." We will understand the difference between these two alerts when I read the story of Emily and the story of Chalo, but try to remember these two types of situations.

I'm going to read to you from the diaries of two people. The first person is Emily, and she's a student who has just started at a new school, where she doesn't know anyone. This makes her feel a bit lonely at recess.

Emily's Diary

September 10

Dear Diary: Today was my fifth day at my new school, and I still feel very strange and a bit lonely. I miss my friends from my old school. I used to play with them at recess or sit with them at lunchtime. At my new school, I don't know anyone. I've been acting a little shy. I feel too embarrassed to introduce myself and start talking to my new classmates. I'm worried that they might not want to invite me to join their groups, because everyone already knows each other so well. What if they don't think I'm fun? I wish someone would talk to me in class or at recess... I hope things get better. If not, I'll have to go to library and read by myself.



After reading the story, ask the following questions and listen to your students.

- What is Emily's main problem?
Answer: She doesn't know anyone because she's new in school.
- Do you think Emily is a yellow alert or a red alert?
Answer: Yellow.
- Why?
- How would you feel if you were Emily?



Listen to your students and validate their feelings.

- Can you think of any ideas to help Emily feel welcome?



Write the ideas down on the left-hand side of the blackboard, under the title "Yellow Alert."

Now I'm going to read to you from the diary of Chalo, a student who has felt all alone lately.

Chalo's Diary

November 2

Dear Diary: You know how I really like going to school, except when one of the teachers asks us to form groups for an assignment. When that happens, all of my classmates form their groups very fast and they leave me out. When I try to include myself, they make up an excuse. Some of them even come right out and tell me that they don't want to be in a group with me. Today, a couple of my classmates yelled at me in front of everyone, "Go away. Nobody wants you in their group." This made me feel mad, sad and embarrassed at the same time. Since I know the teacher doesn't like it when we interrupt the class, I decided to keep quiet and do my work all by myself.



After reading the story, ask the following questions and listen to your students.

- What is Chalo's main problem?
Answer: His classmates don't want to include him in their groups.
- Do you think Chalo feels in class?
- Do you think Chalo is a yellow alert or a red alert?
Answer: Red.
- Why?
- What would you say to the people who don't want to include Chalo in their groups?
- If you were in Chalo's class, what would you do so he didn't have to do his work all by himself? How would you do that?



Write the ideas down on the right-hand side of the blackboard, under the title "Red Alert."

Now we're going to go over your ideas for including new people who feel lonely, in the case of a "Yellow Alert" (like Emily); and for including people who have been left out, in the case of a "Red Alert" (like Chalo). Can you think of any more ideas?



Listen to some of the answers, emphasizing or supplementing them based on the ideas proposed below:

Some ideas for "Yellow Alerts":

- 1. Ask the person questions so you can get to know her better.*
- 2. Invite her to do something fun.*
- 3. Tell her some things about yourself.*



Some ideas for "Red Alerts":

- 1. Try to think how that person might be feeling and how we would feel if we were in his place.*
- 2. Give him a chance to be part of your group when you're doing a school assignment or playing.*
- 3. Respectfully stop those who are leaving that person out.*
- 4. Apply the same three steps as for yellow alerts (questions, invitations, and sharing things about yourselves).*

Now we're going to play roles with a partner.



Tell them to cut out the roles that they can find in their workbooks (see Student Material), and for each to pick a role at random (each must have different roles). Number 1 is going to play the role of a child who feels lonely, like he doesn't have many friends. Number 2 is going to try to make friends with him. Suggest that they use the ideas you have just written down to include that person. At the end, a volunteer group will represent a situation in front of the class.

3 Wrap-Up

Today we learned why it's important to include others and not to leave our classmates all alone. We learned some tricks to help us do this well.

- Why is it important to include others, and not to leave them out?
- In what other situations can we include other people?

It's important to pay close attention so we notice when our classmates are being left out, or if they're spending a lot of time alone. Remember that all of us have the power to make someone feel better. A good way to do this is to include that person.

Student Material

Role 1

Instructions for the Roleplaying Game

You don't have many friends.

You feel a little sad.

Suddenly, a classmate you don't know very well comes up to you and starts to talk to you.

Answer his questions.

Role 2

Instructions for the Roleplaying Game

You have lots of friends.

You see that your classmate doesn't have as many friends.

You want to help him joining your group of friends, so you can use your power to help make him feel good.

You walk over to your classmate and you start talking to him, using the tricks you learned.



Role 1

Instructions for the Roleplaying Game

You don't have many friends.

You feel a little sad.

Suddenly, a classmate you don't know very well comes up to you and starts talking to you.

Answer his questions.

Role 2

Instructions for the Roleplaying Game

You have lots of friends.

You see that your classmate doesn't have as many friends.

You want to help him join your group of friends, so you can use your power to help make him feel good.

You walk over to your classmate and you start talking to him, using the tricks you learned.



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).

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 as adults try to give them opportunities and encourage them to practice such behaviors. The more chances they have to see the positive social consequences of prosocial acts, the more motivated they will be to act. For example, you can help talk to your children or some of your students (those you know will do a good job) and ask them to include others who may be feeling bad because they have been left out and don't have many friends.
- Since we adults lead by example, it is important for you to practice prosocial behavior in your life and model for your children. For example, if you treat everyone with respect and kindness, your children will learn that is an appropriate behavior.
- Empathy is a skill that is closely related to prosocial behavior. 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 are left out, or when they are all alone and don't have any friends.
- As teachers, it is important that we encourage children to embrace diversity and inclusion when playing with others. You can say, for example, "That was very nice of you to invite Camilo to play when you saw him all alone"). On the other hand, it is important to remain alert and intervene when you see cases of exclusion. It is also important to pay attention to children's feelings and thoughts when they are being excluded in order to help them. However, in cases where this exclusion is chronic and forms part of a pattern of bullying, the teacher or adult must intervene, talking to all parties involved and putting a stop to this behavior. Don't forget that bullying 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 the victim unable to defend himself.

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

EMMA, THE OWL

Today I will learn to...

Show interest without using words when listening to others.

What we'll need is...

Poster with Emma's picture and acrostic, previously prepared by the teacher

Lesson Guide

1 Intro

We don't always use words to communicate. Our bodies also have the ability to send many messages at the same time. How do we communicate with our bodies? What can we say with our facial expressions without using words?



Listen to your students.

When two people are talking to each other, one of them sends a message with words while the other sends a message with his body.



Ask a volunteer to come up to the front of the class and tell you the story of her name (why the child's parents named her that). Ask your students to observe you, while the volunteer tells the story, watching your facial expressions and body language (eye contact, laughing where appropriate, moving your eyebrows to express interest, nodding with your head, etc.). After finishing this exercise, encourage reflection using the following questions: Which signs showed that you were expressing interest? Which showed that you were not expressing interest? Listen to some of the answers.

2 Core

To make it easier for you to remember some tricks on how to show interest when we're listening to others, I'm going to tell you the story of Emma the Owl and Tito the Mosquito, which you can find in your workbooks (see Student Material).



Ask two students to come up to the front of the class and represent the story as you read it. One of them will be Emma the Owl, and the other will be Tito the Mosquito.

The Story of Emma and Tito

Emma’s friends know she is as a very friendly owl and a great narrator and listener. For that reason, they often looked for Emma to tell her stories. Tito the Mosquito admires Emma, but sometimes he felt sad because his friends don’t like his stories that much.

One day, Tito went to tell Emma how he felt. Emma looked at him with her great big eyes and made a tender expression with her face as Tito told her how sad he was. While he talked, Emma didn’t interrupt him. On the contrary, she nodded with her big round head every time Tito spoke. Tito felt much better after sharing his feelings, and he thanked her for listening to him. He said, “It felt really good to share this with you. You seemed so interested and kind.” Emma said, “I’m going to tell you my secret: you can find it in the name my mother gave me: EMMA…”

- **E** is for **Expressing** emotions with your face. These emotions connect us with the story the other person is telling us (if someone tells me a fun story, I will try to listen with a smile on my face). This tells the other person, “We’re connected!”
- **M** is for **Making eye contact**. When we make eye contact with the person telling us a story, we are saying to her, “You have my full attention right this minute!”
- **A** is for **Answering with a nod**. When we nod our heads gently, we are saying, “Yes, I understand you!”

Tito thought the secret of Emma’s name was fantastic. Now he understood why everyone always wanted to tell her things and confide in her. He also understood why sometimes his friends didn’t tell him things. Tito tended to be easily distracted while his friends told him stories, and he would start to look up at the sky. Sometimes, when his friends told him something sad, Tito would look for shapes in the clouds that made him laugh (which, of course, made his friends think that their sad stories seemed funny to him). Other times, when he was trying to solve a disagreement with his friend the ant, Tito would start running around instead of listening to her while she expressed her opinion. The ant thought Tito didn’t want to listen and she walked off. But now Tito the Mosquito will remember Emma’s tricks: **E**: I express emotions with my face; **M**: I make eye contact; and **A**: I answer with a nod.



After reading the story, ask the following questions and listen to your students.

- What did you like about Emma in this story?
- Have you ever felt like Tito?
- Have you ever talked to someone who was like Emma, or to someone who was like Tito?
- What was the difference?
- Briefly review the meaning of the three letters with the group.

Now, find a partner at random. Each of you is going to share a story about a time you fell down or got hurt and what happened to you. The person who is listening to the story will have to practice Emma's tricks. Then, switch roles so that each of you has a chance to tell your story and practice Emma's tricks. After you finish, ask your partner's opinion on how you did practicing the tricks we learned from Emma the Owl.



After they have finished, you can ask for a group to volunteer to tell one of the stories in front of the whole class. Then the audience can give feedback on how the person who is listening can show interest with his or her body.

3 Wrap-Up

Today, we practiced non-verbal language for when we're listening to another person.



If you have the poster with Emma's tricks at hand, hang it up somewhere in the classroom where everyone can see it.

- In what situations is it hardest to use Emma's tricks? In what situations is it easiest?
Suggested answer: When the story someone is telling us is boring and we don't like it, when we're mad at that person, when we're busy or worried about other things, when we're talking on the phone.
- How can Emma help us when we're fighting with someone?
Suggested answer: It will help us understand what the other person is feeling, because he won't be as mad if he feels like we are listening to him, etc.
- What other body signals do you think help express interest, besides the ones that Emma the Owl taught us?
- What might happen if we behave like Tito instead of behaving like Emma?

Actively listening to the other person is not always easy. It can be especially hard when we feel mad or when we don't like what we're hearing. However, if we use our bodies to show others that we are interested in what they are telling us, we can make communication easier and make them feel better. When others don't feel like we are listening to them, they might get mad or feel sad.

Student Material

The Story of Emma and Tito

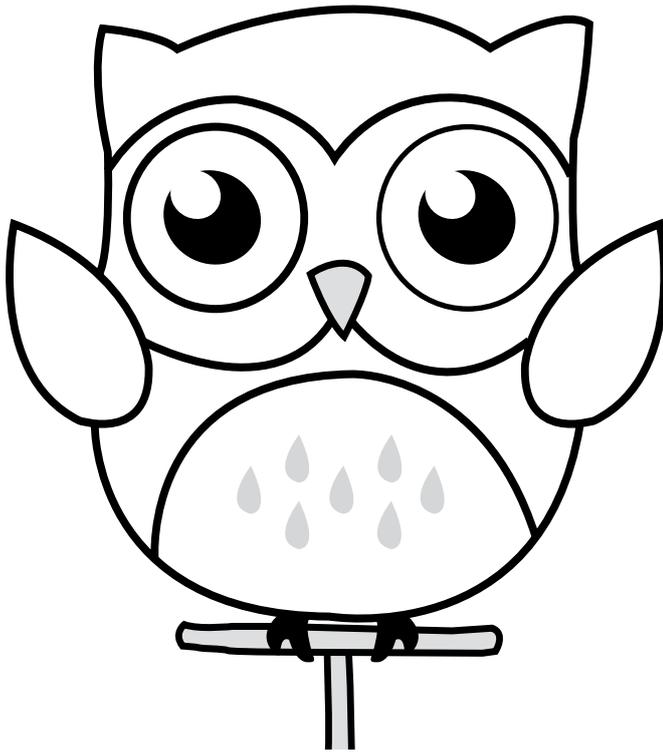
Emma's friends know she is as a very friendly owl and a great narrator and listener. For that reason, they often looked for Emma to tell her stories. Tito the Mosquito admires Emma, but sometimes he felt sad because his friends don't like his stories that much.

One day, Tito went to tell Emma how he felt. Emma looked at him with her great big eyes and made a tender expression with her face as Tito told her how sad he was. While he talked, Emma didn't interrupt him. On the contrary, she nodded with her big round head every time Tito spoke. Tito felt much better after sharing his feelings, and he thanked her for listening to him. He said, "It felt really good to share this with you. You seemed so interested and kind." Emma said, "I'm going to tell you my secret: you can find it in the name my mother gave me: EMMA..."

- **E** is for **Expressing** emotions with your face. These emotions connect us with the story the other person is telling us (if someone tells me a fun story, I will try to listen with a smile on my face). This tells the other person, "We're connected!"
- **M** is for **Making eye contact**. When we make eye contact with the person telling us a story, we are saying to her, "You have my full attention right this minute!"
- **A** is for **Answering with a nod**. When we nod our heads gently, we are saying, "Yes, I understand you!"

Tito thought the secret of Emma's name was fantastic. Now he understood why everyone always wanted to tell her things and confide in her. He also understood why sometimes his friends didn't tell him things. Tito tended to be easily distracted while his friends told him stories, and he would start to look up at the sky. Sometimes, when his friends told him something sad, Tito would look for shapes in the clouds that made him laugh (which, of course, made his friends think that their sad stories seemed funny to him). Other times, when he was trying to solve a disagreement with his friend the ant, Tito would start running around instead of listening to her while she expressed her opinion. The ant thought Tito didn't want to listen and she walked off. But now Tito the Mosquito will remember Emma's tricks: **E**: I express emotions with my face; **M**: I make eye contact; and **A**: I answer with a nod.

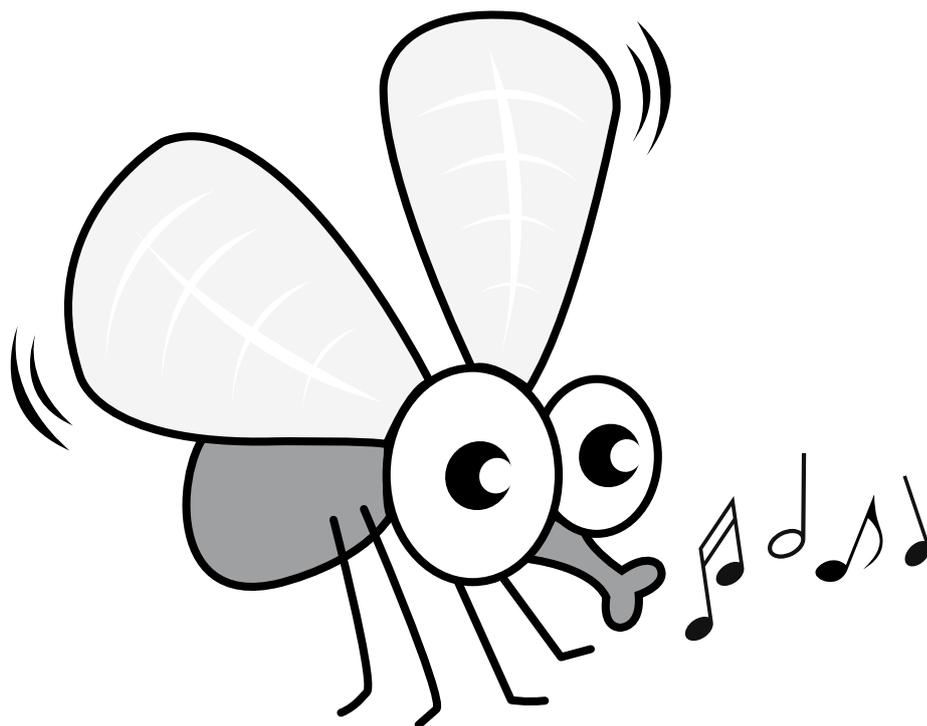
Learning to Listen Actively with Emma and Tito



E: I express emotions with my face.

M: I make eye contact.

A: I answer with a nod.



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.

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).

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 make children 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 trying to say. It is important that you provide a model and repeatedly practice active listening strategies with children in order to facilitate the learning process. You can help the 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 such 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, “Tell me in your own words the instructions I just gave you on how to finish this task.”)

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

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

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

Choosing to pay attention to a child requires a complete willingness to listen actively to him. When a child feels listened to, he feels that his ideas, emotions, and thoughts are valuable to other people and worth sharing, which reinforces the child’s self-esteem. Likewise, actively listening is a way of expressing our respect for him.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

CLEAR AND FIRM

Today I will learn to...

Respond in a clear, firm way but without being aggressive.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

There are situations in which other people say or do things to us that we don't like or that make us feel upset or mad. For example, we may feel upset or mad when someone tears up one of our notebooks, pinches us, or says mean things to us.



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

Without naming any of your classmates, would anyone like to tell us about a situation when you felt upset or mad, here at school, because of something another person did or said?



Listen to your students and validate their feelings.

2 Core

Today, we're going to learn about different ways to respond to situations in which other people have made us feel upset or mad:

1. Passively: When we don't express what we feel or think, and we don't defend ourselves. In other words, we do nothing or we keep quiet.
2. Aggressively: When we express what we feel or think, and we defend ourselves, but we hurt others.
3. Assertively: When we express what we feel or think, and we defend ourselves, without hurting others.



Write down these three concepts on the blackboard using the following headings: passive responses; aggressive responses; and assertive responses.

Now we're all going to stand up and read about different situations and different types of responses for each of them. When we hear each type of response, we have three choices on how to act: 1) when we think the response is passive, we're going to squat down, as if we were hiding; 2) when we think the response is aggressive, we're going to put our hands on our heads, as if we were surprised; or 3) when we think the response is assertive, we're going to hold our hands straight out, with our palms showing, as if we were saying, "Stop."



Practice the movements several times before the exercise. In cursive letters, you will find the types of responses for each situation. Use them only as a guide for yourself. When students perform different movements for the same response (for example, some students put their hands on their heads and others act as if they were hiding), pause and encourage reflection on why they think the response is passive, aggressive, or assertive.

Let's start!

1. Benito lost his eraser and he accuses Lorenzo of stealing it. He yells at him in front of the teacher: "Lorenzo's a thief! Where's my eraser?" Lorenzo doesn't have Benito's eraser, and he feels very mad at being accused by Benito.
 - Response 1: Lorenzo says to Benito, "What's wrong with you, dummy? You're the thief!" (Aggressive response.)
 - Response 2: Lorenzo starts crying. He doesn't say anything and he walks off. (Passive response.)
 - Response 3: Lorenzo says to Benito, "I don't have your eraser. I am happy to help but stop yelling at me." (Assertive response.)
2. Betsy and Taylor share the same desk in their classroom. For their Social Education class, they have to draw a map of the Americas. They need lots of space and concentration to do this. Betsy nudges Taylor with her arm so she can have more space on the desk, causing Taylor to ruin the map she's been working on all day.
 - Response 1: Taylor feels very mad because Betsy made her ruin the map, but she doesn't say anything and she decides to go work somewhere else. (Passive response.)
 - Response 2: Taylor says to Betsy, "I'm really mad because you made me ruin my map. Next time, just tell me you need more space instead of pushing me." (Assertive response.)
 - Response 3: Taylor feels very mad because Betsy made her ruin the map, so she pushes Betsy back. (Aggressive response.)

3. Lula thinks it's very funny to play jokes on Cleo, so she trips her and makes her fall.
- Response 1: Cleo gets up and kicks Lula. (Aggressive response.)
 - Response 2: Cleo gets up and says to Lula, "That's not funny, Lula. Stop bothering me or I will report you." (Assertive response.)
 - Response 3: Cleo gets up crying, but isn't able to say anything to Lula and she walks off. (Passive response.)

Now we're going to read the fourth situation. This time, you're going to find a partner and both of you are going to think of assertive ways for Giro to respond to Casandra.

4. The teacher asks the class for the answer to the multiplication problem they had to solve at home. Giro raises his hand and says the answer is 4. The teacher says, "Close, Giro, but the answer is 6." Casandra laughs and whispers, "Ha! Giro's a real dummy!"



Invite three or four groups of partners up to the front of the class to represent. After the groups represent their idea, ask each of them: Do you think that was an assertive response? Why?

3 Wrap-Up

Today you did a great job identifying the differences between passive, aggressive, and assertive responses.

- Why do you think it's better to respond assertively instead of passively or aggressively to situations that we would like to change?
- What are the advantages of responding assertively in our lives?

Responding clearly and firmly, without aggression, in those situations that upset us or make us mad shows others what we feel and think. If we respond aggressively or we do nothing, the situation will probably keep happening or get worse (for example, people may not stop doing whatever it is that bothers us and we will end up fighting with them).

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. We as adults can help them by asking questions such as, "Instead of hitting him, what could you have said to your friend so he would stop bothering you?" or "How you can nicely tell your classmate to stop being mean to others?" Conflicts, fights, and everyday aggression inside and outside school may be opportunities for encouraging this type of reflection.
- Parents can also help practice assertive communication at home. For example, you can encourage your children to frequently practice clear and firm, 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 the victim unable to defend him or herself.

3 Frequently Asked Questions

- **Why is it important to learn to express ourselves assertively?**

In general, we can respond in three different ways to situations that 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 do nothing in response to an insult or if we respond aggressively, the other person could hurt us even more. Likewise, if we have a conflict with a friend and we do nothing and bottle up our feelings, we may start feeling bad and discontent. If we respond aggressively, our friendship will probably suffer. 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

STOP, BREATHE AND THINK

Today I will learn to...

Think before I lash out.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Sometimes, we have some problems with our friends that may cause us to say or do things that we don't mean. For example, when we feel really mad, we can say things that may make them feel bad. Today we're going to learn how to handle these situations so that we don't say or do anything that makes others feel bad, and so we don't feel bad ourselves.

2 Core

Have you ever had a problem with someone that made you feel so mad that you wanted to say something to make him feel bad? Things like this can happen to any of us.

We're going to hear the story of Lola and Lalo and how they were about to say and do things that would have made the other one feel bad.



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

The Story of Lola and Lalo

Lola and Lalo have been friends their whole lives. They both like to play soccer and lots of other games. But sometimes they have problems. For example, one day Lalo was writing something in his notebook. It was a letter to his mom. He was trying very hard to make sure it would come out nice and that his handwriting looked as good as possible. As he was writing his letter, Lola walked by very fast, and without meaning to, she made draw a big line across the letter.

- How do you think Lalo felt? Why?

That made Lalo so mad that the first thing that came to his mind was to yell at Lola and tell her she was dumb for making him ruin his hard work. But he remembered how he had learned at school to calm down, so he didn't yell at her.

- Why do you think Lalo decided to calm down?
- What might have happened if Lalo had yelled at Lola and said mean things to her?

Answer: Lola would have felt bad, and she might have responded to Lalo.

- Would the problem have been solved, or would it have gotten worse?

Answer: It would have gotten worse, because Lola might have yelled back at Lalo.

Lalo remembered that he had also learned at school how to handle situations like this, using four steps.

1. **I STOP** and take a moment.
2. **I CALM DOWN** when I feel mad.
3. **I THINK** about what I can do to resolve the situation.
4. **I DECIDE** on the best option.



Write down the four steps on the blackboard.

Now we're going to help Lalo use these four steps.

- Why does he have to stop?

Answer: He has to stop so he won't yell at Lola or say mean things to her.

- What could he do to calm down?

Possible answers: Taking deep breaths, counting to ten, imagining pleasant things, etc.

- What could he do to handle the situation?



Allow your students to offer different options and write them down on the blackboard. Make sure there is a range of options.

- How do we know what the best option is? We can think of options that make them both feel good and help them to become even better friends. For example, let's imagine that Lalo decides to push Lola because of what she did. Do you think this will make them both feel good? Will it help them to become better friends?



Listen to your students. One example of a good option would be for Lalo to explain to Lola what happened and look for ways to fix the damage.

Let's practice! Let's think of things that happen at school with our friends that may make us feel mad.



Write the answers down on the blackboard.

Now, everyone find a partner. We're going to represent one of these situations using the four steps: (1) I stop; (2) I calm down; (3) I think; and (4) I decide.



After they have finished acting out the situation, ask one of the groups to come out to the front of the classroom to represent the situation again. Discuss the following questions: How can we stop? How can we calm down? What are some different ways that we can do this? What are the best ways? Why?

3 Wrap-Up

- What did we learn today?
- When can we use what we learned?
- Which step do you think is the easiest, and which one is the hardest? Why?
- How can we remember to use these steps?



We can write them down somewhere where everyone can see them, review them in our workbooks, etc.

I can handle situations that make me feel mad at my classmates by stopping for a moment, calming myself down, thinking about my options for resolving it, and deciding on the best one. Usually, when we treat someone badly, not only do we make that person feel bad, but he may not want to be our friend anymore. The next time we have a problem with a classmate, let's use these steps to find a good solution.

Student Material

Four Steps for Handling Situations that Make Me Feel Mad

1. **I STOP** and take a moment.
2. **I CALM DOWN** when I feel mad.
3. **I THINK** about what I can do to resolve the situation.
4. **I DECIDE** on the best option.

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

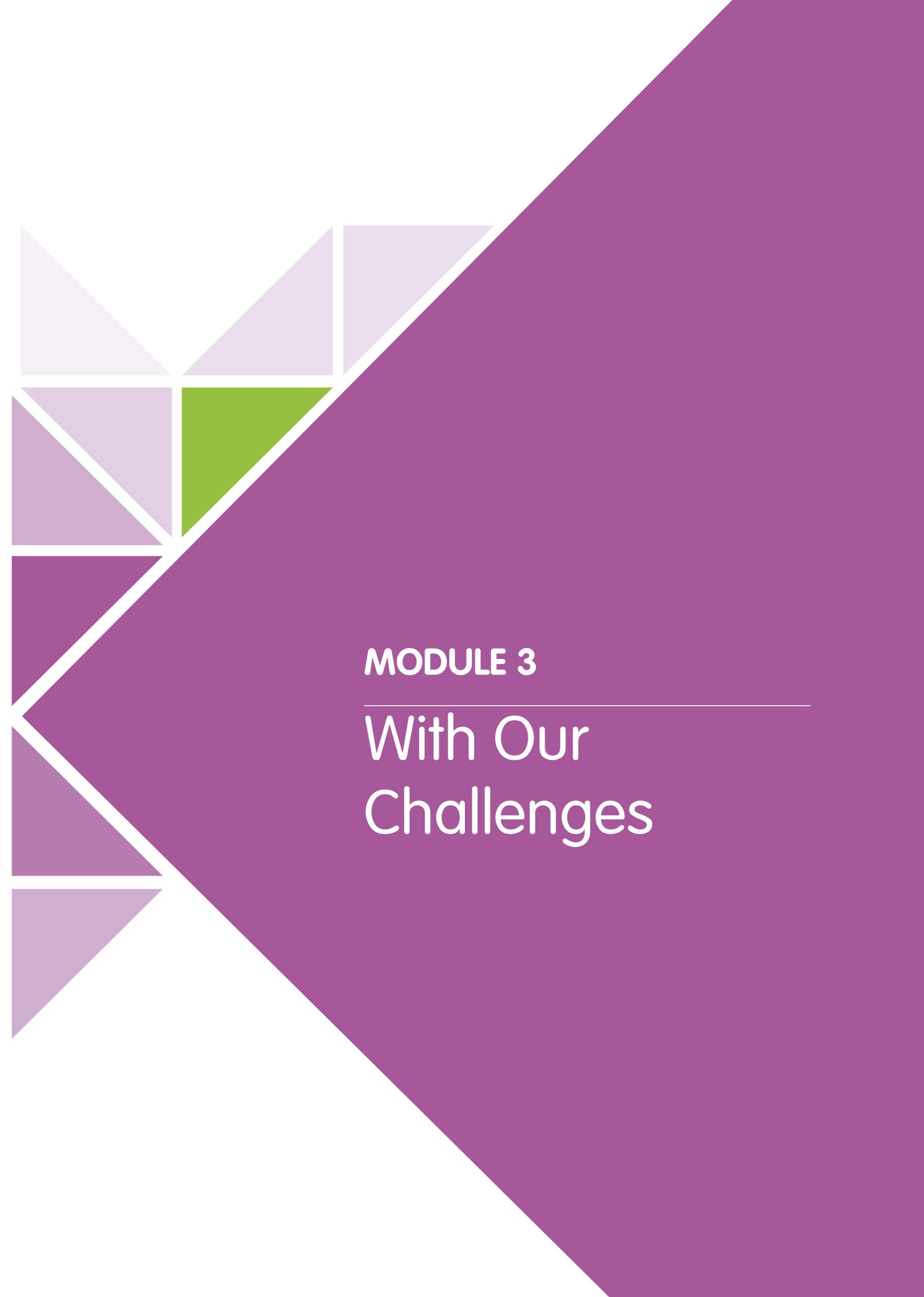
- Firmly put a stop to any aggressive situation that may occur, for example, shouting, hitting, taunts, etc.
- Do not act aggressively under any circumstance. Always act calmly. Make sure not to shout, use physical violence, or say hurtful things.
- Use conflicts as learning opportunities. Do not try 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. You can ask them questions such as, "What do you think the other person is thinking?" or "How do you think they are feeling?"
- Give them ideas on how to manage their conflicts by taking turns, sharing, or choosing something that everyone likes.
- You can help them with conflict management strategies, such as: I stop, I calm down, I think, and I decide.

3 Frequently Asked Questions

- **Are conflicts bad?**
No. Conflicts are a normal part of human interactions. They are not good or bad. When properly handled, they are opportunities to strengthen our relationships, learn about ourselves, and tackle tough situations in a constructive way.
- **Are conflicts and fights the same thing?**
No. When we have a conflict, we don't necessarily end up fighting. Situations involving aggression and violence are often the result of mishandled conflicts. However, many conflicts can be handled with mutually beneficial strategies that do not involve any aggression.

- **How can I help children to better handle their conflicts?**

First of all, review how you handle your own conflicts with others. This is a powerful model that your children or students will undoubtedly follow. Take conflicts as learning opportunities and suggest to the children that they take turns, share, or choose something that they all like. You can even help them practice the conflict management strategy learned in this lesson.



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

PAPER TOWERS

Today I will learn to...

Enjoy the challenge.

What we'll need is...

- Sheets of newspaper (one or two whole newspapers per group)
- Glue (in bottles or sticks)
- Scissors
- Masking tape

Lesson Guide

1 Intro

Sometimes we don't realize that the whole process we go through before reaching our goals can be just as important and fun as the goal itself. For example, when we want to make a card for a special person, we have to choose the colors, the message, and just the right pictures. Doesn't that sound like fun?



Listen to your students.

Then we have to work on making the card while we think about that person, so that finally, we can give her the card and see her smile as she receives it. This process and hard work probably make us feel more satisfied than if we had bought a card at the store. Do you agree, or do you think you would feel better if you just bought one at the store? Why?



Listen to your students.

2 Core

Today we're going to make a paper tower. I want you to form groups of five people each. Each group's goal is to make a tall, steady paper tower using newspaper and glue.



Give each group two whole newspapers and bottles or sticks of glue, depending on what you have on hand, as well as masking tape and one or two pairs of scissors.

Each group will have fifteen minutes to make their tower. Remember, this isn't a competition to see who can make the best tower. Making paper towers isn't so easy. It's normal for it not to work, sometimes. One way to do it could be to roll up pieces of newspaper and then make the tower out of those rolls. You could also make paper "hats" and then stack them on top of one another.



As your students work, it is important that you walk around each group giving them feedback on their effort and the strategies they are putting into practice, but not the final product. For example try to say things like, "I can see everyone in this group is working very hard," instead of "Your group's tower came out perfect." Also be sure to validate positive teamwork dynamics, using phrases such as, "I like how everyone has a different role in this group." Avoid comparing the different groups' towers.

After they finish, congratulate them, making note that, regardless of the results, each group worked hard at this activity.

Now we're going to be quiet for five minutes as we look at each one of the towers, thinking about what lessons we can learn from what the other groups did.



Ask the following questions and listen to your students.

- What was the hardest part and what was the easiest part about making the tower?
- What did you like most about the process of making the tower?
- What was the most important thing in order to achieve the final result?
- What did you learn from the other groups' towers?
- What would have happened if someone gave your group a tower that had already been put together? What wouldn't you have learned? Would you have had as much fun

3 Wrap-Up

You all worked together with your group to achieve a common goal and you learned many things putting your tower together.

- Why is it important to make an effort in order to achieve a goal?
- Can making an effort and working hard be fun?
- When do we feel better? When we achieve something easy that we didn't have to work hard for, or when we had to make a lot of effort and we achieved something that seemed very hard to us?

Effort is what enables us to truly learn lessons. Even though it may seem easier to get what we want without making an effort, when we have to work hard at something and we succeed, this makes us feel very good.

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.

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

2 Tips for Teachers and Parents

- Achievement motivation is something that is inside each child, allowing him or her to perform and enjoy the task. Help them to see that when we achieve things with hard work and effort, we feel even better than when we achieve things very easily. Remind them of situations in which they had to work hard and how they felt when they succeeded in doing what they wanted.
- Help children to choose and set their own goals, but try to make sure these goals are 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?"
- 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?

Help them set goals and enjoy the process of achieving them, even when they're difficult. To do this, you can do activities with them in which the process is hard but fun; for example, doing physical activities in which they have to work hard. Show them that achieving goals can be even better when they involve effort and hard work.

- **What can I do if the process of achieving a goal is particularly difficult?**

Use mistakes and failures as a learning experience. Just as a child learning how to walk. Ask children what they have learned when they make a mistake and things don't turn out how they wanted, and how they could do it better. You can also think of intermediate goals that help work toward bigger goals.

- **What can I do to help children enjoy the effort they put into achieving their goals?**

You can help them by setting an example and showing them that the things adults do at home or at work involve a lot of effort and passion. Set shared goals and help them to see that effort is fun; if you enjoy it together. This will help your child understand this idea better. For example, you can put together an album or collect things or set challenges. Help children to see how much fun you can have, even if you don't immediately achieve what you wanted to and the goal takes time and effort.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

TRACKING MY PROGRESS

Today I will learn to...

Keep my focus longer.

What we'll need is...

Pencils, erasers, pencil sharpeners, balls, or any other object that can be used to practice juggling (two per student).

Lesson Guide

1 Intro

Have you ever seen someone juggle? Do you think juggling is easy or hard?



Listen to your students.

Everyone stand up. We're going to try to juggle with two small objects (pencils, erasers, pencil sharpeners, balls, etc.). Let's all give it a try.



After everyone has tried, ask the following questions and listen to your students.

Everyone have a seat, please.

- Who was able to do it?
- Can anyone do it with three objects?
- Do you think we could do it with a little time and practice?
- What would happen if I said, "I'll never be able to do it," and stopped practicing?

Sometimes it's easy to give up when we're faced with difficult challenges, but if you really want to learn, the right decision is to keep practicing. Today we're going to talk about why it's important to keep trying until we get what we want. It's important to keep a positive attitude and continue persevering, because that way we can achieve our goals.

2 Core

Today we're going to talk about some strategies that will help us persevere and achieve our goals. First, we're going to think of a goal that we can achieve at school within one or several weeks. To do this, we're going to brainstorm possible goals that we could set for ourselves. I'll make a list on the board of all the ideas you come up with. What are some possible goals that you could achieve here at school?

Allow your students to participate and write down their ideas on the left side of the board. You can supplement your students' answers with one or more of the following examples:

- *Pay closer attention in class*
- *Improve my relationships with my classmates*
- *Talk less when we're supposed to be quiet*
- *Make more friends*
- *Make my friends laugh*
- *Take more care with my assignments*
- *Get to class early*
- *Learn (to play a sport, do something new, etc.)*



Wow! We came up with lots of ideas! Now we're going to think about home. What kinds of goals could we set for at home?

Allow your students to participate and write their ideas on the right side of the board. You can supplement your students' answers with some of the following examples:

- *Get along better with my parents*
- *Get along better with my siblings*
- *Read more*
- *Do my homework earlier*
- *Help with chores around the house*



We came up with lots of ideas for home, too! Now, each one of you is going to choose one of these goals. Don't worry if it's not written on the board. You can come up with a new goal, too. After you choose your goal, you're going to write it down in the worksheet titled "My Goal" (see Student Material).



Give them a few minutes to do this.

Now we're all going to stand up and walk around the classroom, showing everyone else our goal. As we walk around, we're going to tell everyone about our goal.



Allow them to walk around the classroom and share their goals. After they have shared with several classmates, ask them to go back to their seats.

- What did you think about your classmates' goals?
- Would anyone like to share his or her goal with the whole class?



Listen to your students.

Now that we have our goals, what do you think we can do to keep from giving up and make sure to persevere until we achieve them?



Write some of the ideas on the board.

One of the things we can do is to check each day or each week whether we're doing everything we need to do to achieve our goal. We can use a table like the one in your workbooks to help us do this. The table is titled "Keeping Track of My Progress."

For example, if someone's goal is to learn or get better at a sport, each day he would write down whether he practiced, worked hard, or tried at it. If he did, then he would mark "Yes"; if not, he would mark "No." In the right-hand column, you can write down, for each day, the things that helped you practice (for example, getting up early in the morning), or the things that didn't help you practice (for example, playing pickup soccer with your friends or talking on instant messenger all afternoon instead of practicing). At the end of the week (seven days), you can write down what you achieved and what you could do better next week. Let's look at some examples.



Ask the following questions and listen to your students.

- If my goal is to do my homework earlier, and the first day I go out to play and get home late to do my homework, which box would I mark?
Suggested answer: No.
- If my goal is to get better at a sport, and one day I practice all I can, which box would I mark?
Suggested answer: Yes.
- If my goal is to read more, and one day I read a lot, which one would I mark?
Suggested answer: Yes.
- If my goal is to improve my relationships with my classmates, and one day I help a friend with something she needs, which one would I mark?
Suggested answer: Yes.

What do you think about this table? How can it help you?
Starting today, we're going to use this table with the goal you chose.

3 Wrap-Up

Congratulations on your goals! Now you have something to persevere in.

- Do you think you'll be able to achieve your goal?
- What would happen if you aren't able to achieve it? What could you do?
- What would happen if you persevere, and you still aren't able to achieve your goal?

Persevering can be very hard, especially if we don't see quick results or we make mistakes. It is in these situations, however, that it is important to persevere and not to give up. The table will help us see if we're persevering or not, so that we can do better and better.

Student Material

My Goal

The goal I have set for myself is:

Keeping Track of My Progress

Day No.	Did I practice? Did I succeed?		What helped? What didn't help?
	Yes	No	
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			
At the end of the week:			
What did I achieve?			
What can I do better?			

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:

- Recognize that in order to persevere, it is important to keep track of your progress.
- Use their creativity to come up with different ideas, beliefs, and positive thoughts that help them overcome possible failures and achieve their objectives.
- 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.

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 failure, to:

- Validate their feelings 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 keep track of their progress in achieving their goal. For this purpose, you can use monitoring instruments such as the table provided in this lesson, in which children, with your help, can set goals and keep track of their progress each day. This way, their goals will be their own and not adults’. Your role is not to ask children to achieve their goals, but to help them realize how they are doing and to keep persevering
- Help keep their spirits up when they make mistakes so they don’t abandon their goals. Some strategies that you can suggest to children include:
 - Avoid making the same mistakes and change the way they approach the problem or perform the task. For example, if we didn’t practice the sport we wanted to, we can change the time of day we planned on practicing, or the places we were going to go to practice or the people we were going to go with. If the child’s goal is to fight less with his siblings and he hasn’t succeeded, he could try looking at the problem from a perspective of helping out instead of fighting, and the goal could be rephrased to “helping my brother or sister every day with something he/she needs.”

- Set achievable goals towards long-term results. 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 more difficult songs.
- Learn from others. For example, when studying for a test, we can ask other classmates what strategies work well to help them get all their homework done, do it faster, or do it earlier.
- 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.

- **Why is it important to keep track of our progress?**

Persevering requires time, effort, and remaining focused on what we want. In order to maintain this focus, it is important to keep track of our progress, because this helps us remain alert and take steps to get back on track in case we start losing sight of our goal and stop trying. Keeping track of our progress will help us persevere and provide feedback on the process in order to achieve our goals.

- **How can we persevere if things don't come out how we want, even though we try hard?**

It is important to receive support from others. Being able to trust others and talk with them about our emotions and thoughts when we are facing adversity is beneficial, and allows us to express ourselves and relieve the tension caused by stressful events. We can help children to view difficult situations in life as something that will pass, and to visualize a positive future in spite of them. Finally, we can cultivate hope and optimism in children.

- **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. 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

MY STRESS PROFILE

Today I will learn to...
Realize when I'm stressed.

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

Lesson Guide

1 Intro

Sometimes, difficulties at school or with our classmates cause us to feel nervous, scared, or restless, because we don't know how to handle those situations. What some adults call "stress" is the way in which our body and mind respond to these difficult situations. Have you ever heard adults complain about feeling stressed? Why were they complaining? Now we're all going to stand up and walk around the classroom as if we were stressed (nervous, worried, and restless). Put up a stressed face. Move your arms with stress. Make stressed sounds. Take your hands to your head as if you were feeling stressed. What else do people do when they are stressed?

Now go back to your seats. We're going to take three deep breaths. If we don't manage stress properly, it can affect our moods, our grades at school, and our health. It is important to remember that not all of us feel the same level of stress.



Listen to your students.

2 Core



Ask your students to open their workbooks to the worksheet "What Makes Me Feel Stressed and How Much" (see Student Material), where they will find three boxes with a thermometer and a list of situations. They must read each situation and pick the most stressful for them (Box 1), the least stressful (Box 2). They also have to think of another situation that makes them stressed and that is not on the list (Box 3). Then, they will color in the face on the stress thermometer depending on how much stress each of those three situations causes them. If the stress is very high, they will color in the most stressed face; if it is medium, the face in the middle; and if there is no stress, the happy face. Given them a couple examples of how you would color in the thermometer.



When they have finished, ask them to pick a partner to share with him/her:

- The most stressful situation for each of them.
- The least stressful situation for each of them.
- The new situation that each of them wrote in.

Then, draw a table on the blackboard like the one shown below and briefly explain the four proposed ways to manage stress. After that, ask the following questions and listen to the answers:

Why are some ways positive and others negative?



Ask them to think of the situations they analyzed today and help you fill in the four boxes with examples. Allow two or three answers, depending on time.

I manage stress positively...	I manage stress negatively...
... looking for support from other people:	... distancing myself and keeping my feelings to myself:
... looking for ways to solve the problem:	... taking it out on other people:

3 Wrap-Up

Thank you for sharing with your classmates about the situations that make you feel stressed.

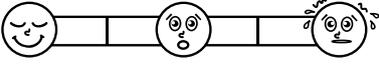
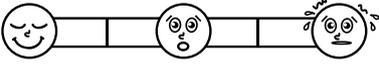
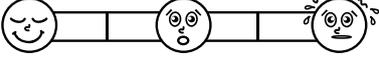
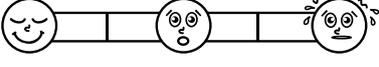
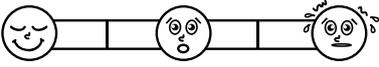
- How did you feel when you identified the most stressful situations and the least stressful ones?
- Of the four ways we identified to manage stress, which are the ones you tend to choose?
- What might happen if we only use negative ways to manage stress?
- Is it possible to feel stressed and not realize it? How?
- What does stress feel like in your body?

Recognizing the stress can help us to more quickly look for effective ways to manage it. We all manage stress in different ways, but many times, we are more likely to choose negative ways (for example, we distance ourselves from people, we yell at our loved ones, or we avoid certain situations). It is important to identify positive ways of managing stress that are the most effective for us.

Student Material

What Makes Me Feel Stressed and How Much?

_____ 's Stress Profile

<p>Most Stressful Situations</p> <p>_____</p> <p>_____</p>	 
<p>Least Stressful Situations</p> <p>_____</p> <p>_____</p>	 
<p>The Situation I Thought Up</p> <p>_____</p>	

List of Situations to Classify

1. I can't find a group for a class assignment.
2. I have to ask a classmate for help with homework, but I don't know if he will want to help me.
3. Everyone is spreading gossip about me that isn't true.
4. I have to present my assignment to the whole class.
5. My friend needs my help with a class, but I don't know how to help her.
6. I get called up to the blackboard and I don't know the answer.

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.

It is very important that you help your students to:

- Recognize that we all experience stress in situations with peers/classmates, but not everyone experiences the same levels of stress under the same circumstances.
- Recognize that there are different ways to manage stress, and that even though we all tend to use negative ways, it is important to identify and come up with positive alternatives that we can use and that meet our needs.

2 Tips for Teachers and Parents

- If children find it difficult to recognize how stress manifests itself, review the key concepts section with them and tell them that it shows through different emotions (for example, nervousness, restlessness, fear, and anxiety), or different behaviors (for example, avoiding certain situations, feeling agitated or tense, isolating from others, crying more frequently, losing interest in things we usually like, etc.).
- It is important that we, as adults, make sure that children know that we are there for them and that they can come to us when they need to. We also need to positively reinforce those times when they ask for help. For example, you can tell them, "That's a good question. I'm glad you came to me to ask me," or "I'm happy I can help you. Remember that I'm here if you need me."
- If children tell you their concerns, listen to them attentively and validate their feelings, helping them to identify them (for instance, "I can see that this situation makes you nervous.") and plan what to do in the future to prevent those situations. When they have finished, you can change the subject to something more relaxing.
- Teachers can also help children by asking different questions: "What do your parents say to help you when you're restless or nervous?" or "What would you tell one of your friends if he had the same problem?"
- Many children often just need consolation and emotional support when they feel stressed. You might consider 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?**

The manifestation of stress is different in each child. Some begin to criticize themselves more frequently for their performance or appearance, they become more irritable or anxious than normal, and others begin to avoid situations that they previously confronted without problem. Some children complain of muscle pain, tension in their necks, 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 are more present.

- **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. If they also have frequent academic difficulties with a class in particular, this is likely to increase their stress levels.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

I'M ORIGINAL!

Today I will learn to...

Generate unique ideas that others may not think of.

What we'll need is...

- Paper, colored pencils, and tools that all of the students can use to make their own personal drawings
- Adhesive putty

Lesson Guide

1 Intro

Do you know what it means to be original? Have you heard, for example, when people say a singer is original? Why do you think they would say that?



Listen to your students.

Something original is something new, unique, and different, that no one else has done. We can all be original. Everyone stand up. We're all going to make faces. Let's make faces we've never made before, something really different. On the count of three, we're all going to make our face and look at each other. One, two, three!



Everyone should make faces. You, too. While you make faces, look around at each other.

You can stop making faces now. Did everyone's faces seem original to you? Why or why not? Which ones did you like?



Listen to your students.

Today we're going to see how we can have original, different, and unique ideas, that other people might not think of.

2 Core

We're going to play "Ticket to Laugh."⁹ This game consists of making up funny fines that make us laugh. These fines can be things that we have to do. For example, when someone laughs, he has to jump three times, or when someone sneezes, she has to tell a joke to the group. Each of you is going to think up a funny fine.



NOTE: The tickets are not for disciplinary purposes. The idea is to have fun and come up with creative ideas. Give your students a few minutes to think of the fine.

Who wants to tell us about the fine they made up?



Listen to your students.

We came up with lots of ideas and the fines were very original. Had you ever thought of something like this before?



Listen to your students.

Now we're going to keep coming up with original ideas. We're going to think about ways to transform the school. How could we remodel or decorate the school in an original way? Each of you is going to draw your idea for a remodeled school. It doesn't have to be realistic, it just has to be very original. You can think about how to make it prettier, or more fun, or just better. For example, in order for it to be prettier, we could think about painting it lots of pretty colors or turning it into a museum with paintings by famous artists on all the walls or painting great big cartoons all over the school so they can be seen from far off. To make school more fun, there could be a park in each classroom or a big pool in the middle of the school with a waterslide from every classroom. To make it better, it could be a big spaceship that can fly over the Earth and into space.

Each of you is going to make a drawing, and then you're going to show it to everyone when you finish. If you prefer, you can write down your ideas in words or write a short story. You're going to have twenty minutes to do this activity.



Keep track of the time and give them a warning when time is about up. Allocate a space in the classroom for everyone to hang up their work and look at what their classmates made.

9. 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>.

Now that we're done, we're going to hang our drawings on the wall, where we can all see them.



Allow your students to hang their drawings in the allocated space and look at their classmates' work for a few minutes. Then ask the whole class the following questions and listen to some answers.

- Which drawings did you like the best? Why?
- Which seemed the most original? Why?

3 Wrap-Up

All of us had very original ideas.

- How can it help us to have original ideas?
- Can we apply any of the ideas we came up with for our school? How?
- To whom could we propose these ideas

We're going to propose some of these ideas to the principal (or whomever is most appropriate) so she can learn about them and tell us what she thinks and whether she could make them a reality. We're going to invite her to come look at the drawings, and that will give us a chance to tell her about what we think.

Concepts, Tips and FAQs

1 Key Concepts

Creative thinking: Ability to come up with new ideas, solutions to problems, or ways of acting when faced with challenging situations.

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 options on any subject matter.
- Laugh and have fun by thinking of creative ideas as a game.
- Recognize that they can come up with many ideas about different things and that they can use this skill in their lives.

2 Tips for Teachers and Parents

- Come up with games to encourage students to think up original, new, and different ideas. Humor can be a great tool for this. If you ask them to come up with funny options, they will think of more and more ideas and this will make them want to think of even more fun things.
- To foster originality, do not judge or assess children's ideas based on their viability or for not being realistic. On the contrary, encourage them to think of things that seem absurd, fanciful, or unreal. That way, they will be able to come up with original ideas that might not have occurred to them otherwise. This activity can also be a lot of fun in its own right.
- Use those situations in which it is necessary to make decisions in order to stimulate the generation of creative ideas. You can ask the children, "What could you do that no one has ever thought of before?" or "What's the craziest idea you can think of to handle this situation?"
- Use books, stories, or television programs that present situations in which a character faces a challenge. Reflect with children on what other possible responses the character might have had in order to achieve his/her objective or resolve the problem he/she faced in an original way.

3 Frequently Asked Questions

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

Creative thinking is a skill that will help children address many types of situations in life; for example, making decisions or solving problems, by thinking of many options. From the simplest to the most difficult decisions, their solutions depend on the options generated. Solving problems is much easier if we can see things from a creative point of view. This applies to both interpersonal problems and academic problems.

- **Can all children be original?**

Yes. All people can be original, especially children, due to their great imagination. However, we can still help them to be even more original. Children in third grade

of primary school are able to develop their originality, by coming up with ideas that go beyond the limits of the usual; ideas that are fun, fanciful, crazy, or absurd.

- **Is there a relationship between originality and respect for differences?**

Yes. Sometimes, originality is not just different from the things we are used to, but also challenges our ability to respect differences. Many of humankind's great geniuses ran into problems with others because they broke out of pre-established molds. Some of them did poorly in school, where, rather than being valued for their originality, they were punished or questioned for it. The point of this lesson is to value originality and stimulate it in our children, so they can grow up to be who they want to be—so long as they respect others' rights, of course.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

HE LIKES, SHE LIKES

Today I will learn to...

Question stereotypes about what boys and girls like.

What we'll need is...

- 10 signs with one of the following phrases written on each one: The Color Pink – Riding a Bike – Reading – Playing Soccer – The Color Blue – The Color Yellow – Dancing – Playing with Animals – The Color Green – Playing with racecars
- Adhesive putty

Lesson Guide

1 Intro

Girls and boys may have similar and different tastes at the same time. Who likes soup? Who likes candy? Who likes to watch TV?



Listen to your students.

Today we're going to talk a little more about the things we like.

2 Core¹⁰



Before starting, draw two lines on the blackboard, dividing it into three columns. At the top of the first column, write the word "Boys"; at the top of the second one, write "Girls"; and leave the third column blank.

We're going to try to make some predictions. Do you know what a prediction is? It's when we try to guess something that's going to happen.

I'm going to show you some signs with words on them that talk about colors, activities, or games, and you're going to try to predict whether that color, activity, or game is something that a boy or a girl would like more. We're going to hang each sign in the column that says "Boys" or the column that says "Girls," based on your predictions. In those cases where we can't agree, we're going to take a vote to decide in which column we should hang it.

10. Activity adapted from Miller, A. "Boys Like, Girls Like, Kids Like." www.humaneducation.org



Start showing them the signs and hang them in the corresponding column—the first or the second—based on the students' opinions.

Now I'm going to read you the descriptions about some of the things that boys and girls like, who are in third grade just like you. We're going to find out how many of our predictions match what we're about to read.



The procedure is as follows:

- *In those cases in which the sign is in the boys' column, but appears in the text as something that a girl likes; or when the sign is in the girls' column, but appears in the text as something that a boy likes, we're going to take it down and hang it in the third column (the one left blank).*
- *In those cases in which the sign's location matches what the story says (for example, we put the sign in the boys' column and the text says that this is something that a boy likes), we're going to leave it where it is.*

For each story, I'm going to ask for a volunteer to come up to the blackboard and help us put the sign where it should go. If necessary, you'll have to put it in the third column.



The underlined words include the phrases written on each one of the signs.

1. Merlin loves the color pink and riding a bike. Merlin can ride through his whole neighborhood on his bike in less than ten minutes!



If the signs that say "the color pink" and "riding a bike" are in the girls' column, the volunteer who has come up to the blackboard should take them down and hang them in the third column. If they are in the boys' column, the volunteer can leave them where they are. Guide the activity using this procedure for each one of the following examples.

2. Jessica likes to read in the mornings and play soccer in the afternoons. Her team's uniform is blue, because that's her favorite color.
3. Rodolfo loves the color yellow, and he also likes to dance. Every afternoon when he gets home from school, he dances with his sister Milena so he can practice new dance moves. Rodolfo also likes to play with his dog.
4. Tatiana likes the color green and she loves to play with racecars. When she grows up, she wants to have her own garage.

In the third column, we can see some colors, activities, or games that we originally thought were for boys, but in the stories we heard that girls like them, too. We can

also see some colors, activities, or games that we originally thought were for girls, but in the stories we heard that boys can like them, too.

Just like the first column on the blackboard says “Boys” and the second column says “Girls,” now we’re going to add a title to the third column. Pay close attention to the signs hanging in this third column. What title could we give to this column?



In this column, write the title that your students suggest.

3 Wrap-Up

Today you all did a great job identifying colors, activities, and games that both boys and girls can like.

- Can you think of more examples of other colors, activities, games, etc., that we may think are only for boys or only for girls, but which in fact both boys and girls can like?
- What other things do you think both boys and girls can share?

Sometimes, there are people, TV commercials, movies, etc., that tell us that certain colors, activities, games, etc., are something that only boys or only girls like. The truth is that boys and girls can like many different things, but they can also like many of the same things.

Concepts, Tips and FAQs

1 Key Concepts

Critical thinking: Ability to analyze, question, and evaluate information in a thoughtful and autonomous way, making decisions and developing arguments based on knowledge and judgment. This information may come from our surroundings (for example, what the people around us say or what the media says) or it may come from ourselves (for example, our own thoughts or beliefs).

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. For example, they can question generalizations that reinforce stereotypes and prejudices, such as the idea that women like the color pink and men don't, or that men like soccer and women don't.
- 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 children questions such as "Do you think what they're showing us in this TV program actually happens in real life?" or "What do you think about what the man in the movie 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 students may feel free to enter into a dialogue about their own opinions and thoughts, even if adults do not always agree with them.

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. This allows children to make autonomous decisions, even if they go against what others do or think, or against what the media shows us.

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

Critical thinking allows us to understand that we don't always have to agree with the people around us. Thinking critically is essential in order to resist peer pressure when others promote attitudes that are harmful to the rest of us (for example, when others are calling for a fight or making fun of someone else) and to put a halt to that situation (for example, by intervening or reporting the situation). 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 to express their own opinions assertively and carefully to others.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Responsibility

NO EXCUSES!

Today I will learn to...

Own up to my mistakes, no excuses.

What we'll need is...

- Pieces of paper to write down ideas
- Several trash baskets

Lesson Guide

1 Intro

I'm going to tell you a story. It's about what happened to Juan. He had to hand in an assignment and he hadn't done because he was too busy playing soccer. When he got to school and his teacher asked him for his assignment, he got scared and started to tell her things like "I left it at home," "I had it all ready and someone grabbed it from me," "I swear I did it but now I can't find it." He was making excuses.



Ask the following questions and listen to your students.

- Do you know what excuses are?
- When do we make excuses?
- Do excuses allow us to assume our responsibilities?
- Let's look at Juan's case. What was his responsibility? Did his excuses help him fulfill his responsibilities?

Today we're going to talk about how to get rid of our excuses so that we can assume our responsibilities.

2 Core

How have you done with the goals you set for yourselves in the lesson on perseverance? How much progress have you made? What do you have left to do?



Listen to your students.

- Did the monitoring table help you? Did you fill it out? For how long?
- Did you succeed in persevering? Why?



Listen to your students and write the main reasons down on the blackboard.

It's very easy to fall into the trap of not assuming our responsibilities. Which of these reasons are excuses?



Listen to your students.

We all make mistakes or fail to fulfill our responsibilities at some point or another. These mistakes could help us learn to do better, but excuses don't let us. Look at how many excuses were offered when we found out that we didn't use our monitoring table and we haven't gotten closer to achieving the goal we set in the lesson on perseverance. This can happen lots of times, like when we don't do our assignments, when we treat someone badly, or when we don't do our chores at home.

- What things have you done that you **SHOULDN'T** have done?
- What things **HAVEN'T** you done that you **SHOULD** have?



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

Each of you is going to choose one of these things that you did or didn't do. Choose the one you would most like to change, meaning the responsibility that you would most like to fulfill. Has everyone chosen one? If you want, you can write it down somewhere safe so you don't forget it.

Now think about the excuses you made in this situation and write each excuse down on a piece of paper. Think of at least three excuses that you made in that moment. For example, if I treated someone badly, my excuses might be "The other person started it," "They were trying to make me made look silly," "It was no big deal," or "That will teach him." If I didn't hand in an assignment on time, my excuses might be "I did it but the paper got ruined," "My mom didn't give it to me to bring," or "It was robbed."

Let's think about one of these excuses. For example, "I hit him because he hit me first," or "I said that to her because she insulted me first." Notice how even though it may be true, I'm still responsible for treating someone badly. Even if that person treated me badly, that's no justification for me treating him badly, too. My punch hurts, no matter who started it. My words are just as mean, even if someone else insulted me first. Let's not fall in the trap of making excuses.



You can give them some examples of excuses you have made yourself and situations in which you made mistakes or failed to assume a responsibility.

Some of these excuses may be true. For example, we might be on our way to school when we fall down and ruin one of our assignments, or maybe it's raining out, and we really don't have time to fix it. But other times, we know that we would have been able to assume our responsibilities and we make excuses that are exaggerated or untrue. The problem is that these excuses don't help us to learn. What could we do with these excuses?



Listen to your students.

We're going to get rid of them and throw them out. I want all of you, at the same time, to read the excuses you wrote down on your piece of paper, crumple them up, and throw them in the nearest trash basket.



Wait until everyone has finished throwing away their excuses.

Now, all at the same time, I want everyone to say, "No more excuses!" Alright, I want everyone to go back to your places. We're going to think about what other things we could do instead of making these excuses. What can you think of? What could we have done better or differently?



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

We came up with lots of ideas of things to do! Now each one of you is going to choose the ones that you like best, and you're going to write them down on a piece of paper. After you've finished, you're going to hang them up over here, like a collage. This will remind us of our responsibilities and what we can do to assume them better.



You can make the collage using a flipchart, a large piece of paper, or a space on the wall. You can leave it up to remind your students of what they wanted to do when they don't assume their responsibilities.

3 Wrap-Up

Today we talked about our responsibilities.

- How do you feel when you assume your responsibilities?
- How do you feel when you don't assume them?
- Do excuses help us to assume them and feel good?

When we don't assume our responsibilities, we feel bad and we can get into problems. Today, we came up with ideas on how to assume them and get rid of all the excuses we have.

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.
- Recognize the excuses that all of us can make when we don't fulfill our responsibilities.
- Find things that we can do to get rid of excuses and assume our responsibilities.

2 Tips for Teachers and Parents

- Explore children's general responsibilities and the responsibilities of your child or student in particular. You can make a list together.
- Think with them about times when these responsibilities go unfulfilled, and about how we feel when we don't do something we were supposed to do. Instead of scolding children for not assuming their responsibilities, it is important to help them see the sense in assuming their responsibilities so that they make that commitment on their own, out of personal conviction, and not just out of fear of punishment or the desire for a reward.
- Talk to them about the excuses that all of us may make when we don't fulfill our responsibilities. To do this, you can use stories about other children or your own experiences. Reflect on how excuses prevent us from assuming our responsibilities, and how they can be a trap that keeps us from achieving what we want.
- Look for alternatives to excuses. What could make us feel better or differently so that we fulfill our responsibility? Some of these alternatives may include: making a better plan of what we have to do, organizing our time better, always trying to do our best, apologizing instead of making excuses, thinking about how to fix the damage we've done, etc.
- Establish routines for cleaning and chores. This way, children will understand that there is a time for everything and they are expected to help out, without making excuses.

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

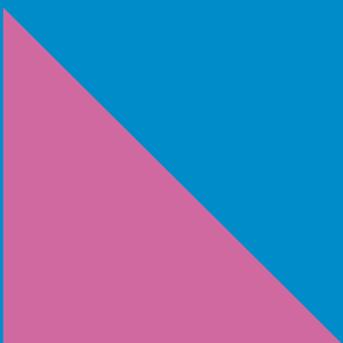
that will enable them to achieve their goals in the future, in addition to being citizens who recognize their role in their own wellbeing and that of others.

- **Why is it important to think about our excuses?**

All of us can fail to assume our responsibilities at some point. It is in these situations in which excuses appear, to make us feel better or help us escape punishment. Excuses disempower us and relieve us of responsibility. Instead of assuming our mistakes, trying to improve and fix our flaws, excuses do not allow us to take responsibility. For this reason, it is very important for us to identify them and get rid of them, so that we can achieve what we want, assume our responsibilities, and have better relationships with everyone. Without excuses!

- **Why might children not fulfill their responsibilities and continue to make excuses?**

The reasons for such behavior can be diverse. It may be that they know that if they don't do something, someone else will, so they have no reason 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 and there will always be excuses that are especially hard to get rid of, since the children have never assumed their responsibility because others always do it for them. Likewise, an authoritarian environment does not promote an interiorized sense of responsibility, but rather obedience to authority. In this case, excuses will appear to avoid punishment, and children's fear of authoritarianism will make it difficult for them to get rid of these excuses and assume their responsibility. Responsibility can be developed better in a democratic environment in which 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. In this environment, it becomes possible to identify excuses so we can "throw them out" and assume our responsibilities.





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