



Teacher's Guide

Grade 4



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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 citizen

Learning Objectives

Step

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

Introduction to Grades 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.

CAPTAIN MINDFUL

Today I will learn to...

Listen mindfully.

What we'll need is...

- "Captain Mindful" poster
- Adhesive putty

Lesson Guide

1 Intro

Was there ever a time when someone was talking to you, but your mind was somewhere else?



Listen to your students.

You can tell your students about a time when this happened to you.

Today, we're going to read the story of Dreamy and his very special friends who is going to teach us a trick to help us calm down and pay more attention.

2 Core

Today, we're going to walk around the school.

Open your workbooks to the story of "Dreamy and Captain Mindful" (see Student Material).



Read the story aloud while the students follow along in their workbooks.

Dreamy and Captain Mindful

At another school not far from here, there was a boy called Dreamy. His favorite thing to do at school was to play with his friends at recess.

What do you like to do most at school?



Listen to your students.

He had lots of friends, but the one he spent the most time with was Helga. She loved to read scary stories, and he loved it when Helga told them. Lately, Dreamy had noticed that she preferred to tell her stories to others. Didn't she want to be his friend anymore?

- What do you think?
- Do you think Helga doesn't want to be friends with Dreamy anymore?
- Why do you think she preferred to tell her scary stories to her other classmates?



Listen to your students.

One day, he asked Helga to tell him scary stories again. She got very excited and asked, "Do you really want to hear one?" He answered, "Of course! I love your scary stories!" She sat down beside him and said: "OK, I'm going to tell you a story about Count Dracula. He lived all alone on top of a mountain, very, very far away from the city. Where no one could see him."

As he listened, his mind started to think of other things: he thought about the time he had gone with his grandparents to a very beautiful mountain, where there were big trees... He remembered the story his grandfather told him about the tree that was born over a hundred years ago... A hundred years! His mind came back to the present when he heard Helga say, "And that's the story of Count Dracula. What do you think?" Dreamy answered, "Um... well... you know, I started to remember the other day when I was with my grandfather, and I saw a 100-year-old tree!" Helga got very mad. He hadn't been paying any attention to the story she had told him. So she said, "You see? That's why I don't like to tell you anything! You don't pay attention to me!" And she went off to talk to her other classmates.

- Has anything ever happened to you like what happened to Dreamy? Did you get distracted thinking of other things when someone was talking to you?
- Why did Helga prefer to tell her scary stories to other classmates instead of Dreamy?



Listen to your students.

Dreamy felt very sad. His friend didn't want to tell him scary stories anymore, and he didn't know what to do. As he was walking back home, a very fun-looking man greeted him:

"Hi, my name is Captain Mindful and I'm here to show you a trick that can help you feel better."

He was very happy now. He really needed someone to help him!
 Captain Mindful told him, "The same thing happened to me. My mind would drift like a boat on the ocean, going from one thought to another. It was then that I thought, 'I have to take a deep breath and pay attention to what other people are saying to me.' So, I pretend that my mind has an anchor so it can stay still and pay attention only to what I'm hearing. I pretend that my hands are the anchor and put them behind my ears so I can listen better. Now my friends love to be with me and tell me fun stories!"

- Why did Captain Mindful's mind seem like a boat on the ocean?
- What is the trick that Captain Mindful uses to listen to his friends?
- Do you know what an anchor is for? Why does Captain Mindful think of an anchor to tell his mind to stay still?



Listen to your students.

Now we're going to practice Captain Mindful's trick, so we can pay close attention when someone is talking to us.⁴

Everyone find a partner. Each will have five minutes to tell your partner about your favorite movie. Those who are listening are going to pretend that you're putting an anchor on your mind so you focus on the story. This way, you can be quiet and pay attention to what the other person is telling you, no matter what.

- Were there times when your mind tried to start moving like a boat, thinking about something else? Were you able to put an anchor on your mind so it would stay still again?
- How did you feel as you paid close attention to your partner's story?



Listen to your students and validate their feelings.

3 Wrap-Up

Today you did a great job practicing the trick we learned from Captain Mindful.

- Why is it important to pay close attention when others talk to us?
- What other times in life can we use Captain Mindful's trick to listen to others?

If we learn to make our minds stay still when someone is talking to us, we will have the chance to learn lots of new things from him you're your friend will enjoy talking with us.

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

Now we're going to hang up the poster of Captain Mindful somewhere in the classroom, where everyone can see it.

This poster will remind us of the trick we have learnt today, so we can practice it every time we need it.



You will find the poster in the box of materials for this Program, and your students can look at it in their workbook.

Dreamy had lots of friends, but the one he spent the most time with was Helga. She loved to read scary stories, and he loved it when she told them.

Student Material

Dreamy and Captain Mindful

At another school not far from here, there was a boy called Dreamy. His favorite thing to do at school was to play with his friends at recess.

He had lots of friends, but the one he spent the most time with was Helga. She loved to read scary stories, and he loved it when Helga told them.

Lately, Dreamy had noticed that she preferred to tell her stories to others. Didn't she want to be his friend anymore?

One day, he asked her to tell him scary stories again. She got very excited and asked him, "Do you really want to hear one?" He answered, "Of course! I love your scary stories!" She sat down beside him and said: "OK, I'm going to tell you a story about Count Dracula. He lived all alone on top of a mountain, very, very far away from the city. Where no one could see him."

As he listened, his mind started to think of other things: he thought about the time he had gone with his grandparents to a very beautiful mountain, where there were big trees... He remembered the story his grandfather told him about the tree that was born over a hundred years ago... A hundred years! His mind came back to the present when he heard Helga say, "And that's the story of Count Dracula. What did you think?" Dreamy answered, "Um... well... you know, I started to remember the other day when I was with my grandfather, and I saw a 100-year-old tree!" Helga got very mad. He hadn't been paying any attention to the story. So she said, "You see? That's why I don't like to tell you anything! You don't pay attention to me!" And she went off to talk to her other classmates.

Dreamy felt very sad. His friend didn't want to tell him scary stories anymore, and he didn't know what to do. As he was walking back home, a very fun-looking man greeted him: "Hi, my name is Captain Mindful and I'm here to show you a trick that can help you feel better."

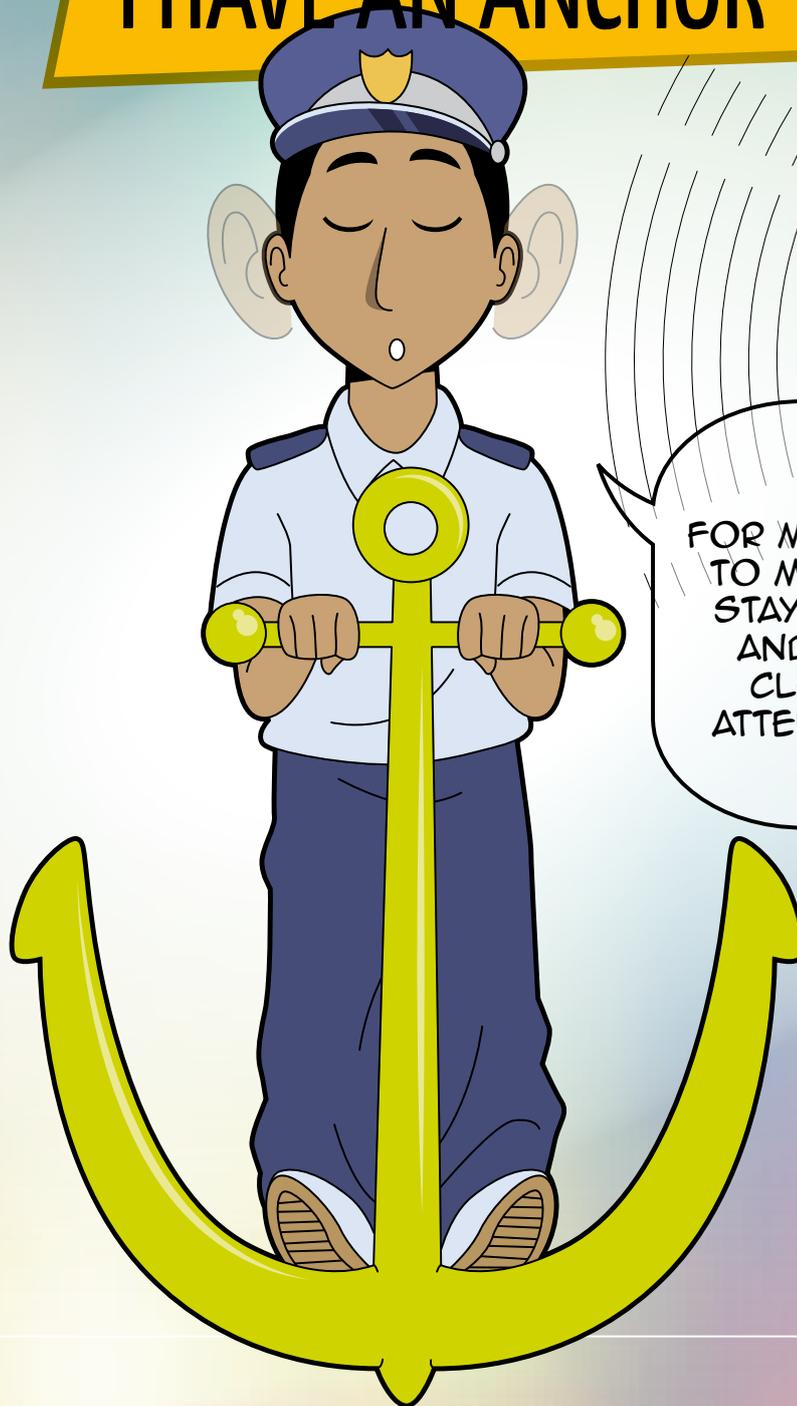
He was very happy now. He really needed someone to help him!

Captain Mindful told him, "The same thing happened to me. My mind would drift like a boat on the ocean, going from one thought to another. It was then that I thought, 'I have to take a deep breath and pay attention to what other people are saying to me.' So, I pretend that my mind has an anchor so it can stay still and pay attention only to what I'm hearing. I pretend that my hands are the anchor and put them behind my ears so I can listen better. Now my friends love to be with me and tell me fun stories!"



WHEN SOMEONE IS TALKING TO ME,
I PRETEND THAT

I HAVE AN ANCHOR



FOR MY MIND,
TO MAKE IT
STAY STILL
AND PAY
CLOSE
ATTENTION.

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

MY SUPERPOWERS

Today I will learn to...

Identify what makes me unique and different.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We all have characteristics that make us unique (how we see ourselves, the way we are, what we like, where we come from, etc.). Can you imagine what would it be like if we were all the same: if we all looked the same, we all had the same name, and we all dressed the same? We're going to stand up and play a game in which we pretend to be mirrors. Everyone find a partner and stand looking at one another. One of you is going to move however you want and the other is going to try to follow along as if you were a mirror.



After a minute, ask them to switch roles.

Was that easy or hard? Today we're going to think about what makes each of us unique.

2 Core

Have you ever seen groups of superheroes? Do you like them? Do they all have the same powers or do they have different powers?



Listen to your students.

Just like a group of superheroes is strong because each one has different powers, each person has different characteristics that are like our very own superpowers. These are things that we do really well or things that we know, and others don't. These superpowers make stronger both each of us and the group.

In this lesson, we're going to learn to recognize our "superpowers" (what makes our group stronger).

Each one of us has one or more superpowers.



You can write down a word or two on the blackboard for each type of superpower.

- Some of us are very good at a certain class (math, science, history, etc.). That gives us the superpower to help our classmates, for example, when they don't understand something.
- Some of us can run very fast, jump very high, or play soccer very well. That gives us the superpower to think up fun games or help the group win a competition.
- Others have the superpower of communicating with people who speak other languages. This makes us very special and allows us to get to know people, places, and cultures that other people don't know, so we can share what we learn.
- Others have the superpower of doing something really well. For example, some of us know how to bake yummy cakes, and others know how to make pretty pictures or sing and dance really well.
- Some of us have the superpower of knowing when someone is sad, so we can help her feel better. Others have the power to calm down when we're very mad, and others even have the power to make people laugh with jokes.
- Can you think of any other superpowers? Which ones?



Listen to your students. Ask your students to open their workbooks to the worksheet titled "This Is My Superpower" (see Student Material) and draw themselves as a superhero with a superpower that they have, which they can contribute to the group.

Finally, those students who want to share their superpower with the rest of the group can do so. They can tear out the worksheet on which they made their drawing and hang it on the wall for everyone to see.

3 Wrap-Up

- Are we all the same? Do we all have the same superpowers?
- How does it help us to have people with different superpowers in our group?
- Do you think there's anyone who doesn't have a superpower?

We are all different and each one has special characteristics that make the group better. For example, being different helps us contribute different skills, tastes, etc., to the group. Sometimes, it's hard to find all of our superpowers, but when we do that, we can feel better about ourselves and others.

Student Material

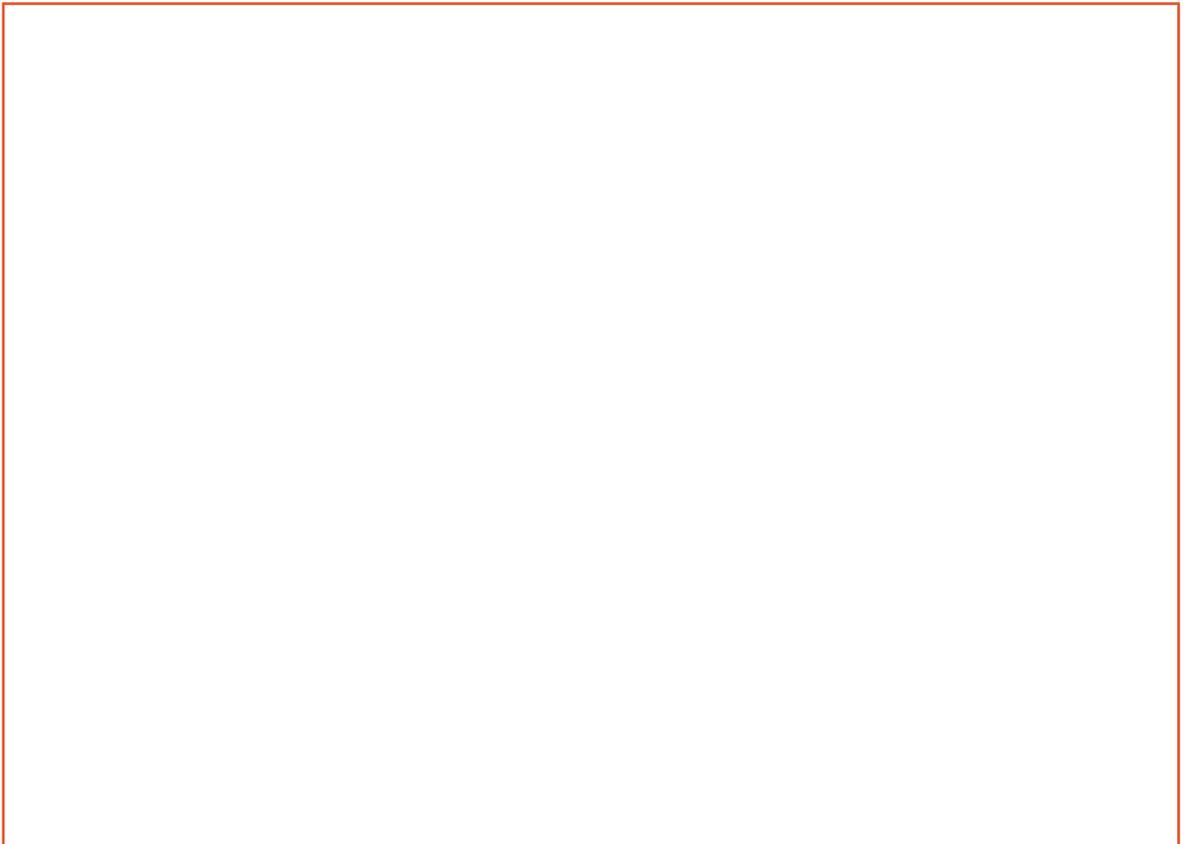
This Is My Superpower:

(Write one or more superpowers in the box.)



This Is How I Look With My Superpower:

(Draw a picture of yourself with one or more superpowers in the box.)



Concepts, Tips and FAQs

1 Key Concepts

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

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

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

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. Foster an environment of equality and respect in order to recognize our differences without judging them.
- Parents can help their children engage in self-awareness at home by encouraging activities for the identification of personal characteristics. For example, ask them 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 and self-perception.

3 Frequently Asked Questions

- **Why is it important to recognize the characteristics with which we identify ourselves?**

Because this is the basis of our self-concept (what we think about ourselves) and self-esteem (feeling good about ourselves), which in turn affects our performance of different tasks and our wellbeing as a whole.

- **How can I help my child or students to improve their self-concept?**

Children may have positive characteristics that they are unable to see, focusing instead on very general or extreme perceptions of themselves (for example, “I’m so ugly,” “I’m a bad person,” or “I’m a bad student”). Parents and teachers can help children to identify specific, visible, and concrete characteristics; for example, “You help others with their schoolwork when they don’t understand”; “You sing really well”; “You share your snack at recess”; “You always have a smile on your face every morning”; or “You do a great job taking care of your pet”).

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

It is important to always emphasize specific positive characteristics in your child or your students, even before showing them something they can improve or change. For example, “I noticed you’re very organized with your school supplies. I would like it if you leave your clothes in their place before you go to school, too.”

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

JOHN FIXED AND CANDY CANDOIT

Today I will learn to...

Take on challenges that will help me grow.

What we'll need is...

- Colored pencils

Lesson Guide

1 Intro

We've had to learn almost everything we know in life. Sometimes we forget that we learned to talk, walk, run, jump, and make friends. We didn't know how to do any of that when we were born. Many of those things seem easy to us now, but when we were learning, they were very hard. Do you think it's easy to learn to walk? Or to talk?



Listen to your students.

There are times when certain things seem very hard to us and we don't think we'll ever be able to do them. But just think: everything that seems easy now was hard at some point.

2 Core

Today we're going to hear the story of two students. Their names are John Fixed and Candy Candoit. Listen carefully:



Read the story of John Fixed and Candy Candoit presented below. After reading each paragraph, ask the questions provided and listen to your students.

John Fixed and Candy Candoit

John Fixed is a fourth-grade student who has always been very good at math. He really likes this subject, and it seems easy to him. John Fixed believes that when people are good at math, they can solve any math problem; and that people who have a hard time learning math will never be able to solve certain problems, no matter how hard they try. Candy Candoit, on the other hand, has had to work very hard in math class. There are things that seem difficult to her, but she has always gotten good grades. Candy Candoit knows that no matter how hard a math problem may be, she can solve it with effort and dedication.

- Do you agree with John Fixed or Candy Candoit?
- Do you believe you can achieve things, even if they're very difficult?

One day, the math teacher came in with an especially hard problem, the hardest one he'd shown them in class so far. John Fixed was happy. He thought that even if the problem was difficult, he was good at math and he would be able to do it. Candy Candoit, on the other hand, became very worried and thought about how hard she would have to try to solve the problem.

Who do you think will be able to solve this problem? John Fixed or Candy Candoit?

Candy Candoit immediately started to solve the problem. She knew she had no time to lose, because the problem was extremely hard. John Fixed, on the other hand, became distracted with other things and didn't get started. He assumed he would be able to do it quickly.

- Who started working on the problem first?
- Do you think starting right away can help Candy solve the problem?

When John Fixed started to work on the problem, Candy Candoit had already been trying for a while. It really was a very difficult problem. John Fixed started to read the problem, and he didn't know how to solve it! He read it again and again. He tried to do some addition and then some subtraction, but he didn't understand how to do it. He couldn't figure out what was wrong. He'd always been good at math. Could it be that he was actually bad? Maybe he'd never be able to solve difficult problems!

- How do you think John Fixed is feeling now?
- Do these emotions help him to solve the problem?

Since Candy Candoit had already been working on the problem for a while, she, too, had realized just how hard it was. She had also tried adding up some figures, but that didn't help. Then she tried to do some subtraction, but that didn't help either. She started to get a bit worried, but she knew that math was hard and she had to make an effort and try again and again if she wanted to succeed.

- How do you think Candy Candoit is feeling right now?
- Do these emotions help her to solve the problem? What is the difference between John Fixed and Candy Candoit?
- Who do you think will succeed in solving the problem? John Fixed or Candy Candoit?

Time kept ticking by and both of the students kept trying to solve the problem, without succeeding. They felt more and more worried. John Fixed couldn't understand what was happening, and he began to feel many emotions at once. He was scared of not being good at math; he was angry and sad over not being able to solve the problem. All these emotions were too strong for him, and when he couldn't take it anymore, he closed his workbook and stopped trying, thinking to himself, "I can't do it." Candy Candoit, on the other hand, kept on trying despite the fact that she, too, felt sad, angry, and scared. She knew that even if it was hard and it took her a long time, she could do it. After all, she had learned many difficult things in life, and she'd had to make an effort and practice to achieve all of them.

Which of the two students will be able to solve the problem now? John Fixed or Candy Candoit?

Class ended and the teacher walked over to the two students. He saw that John Fixed hadn't made much progress and he gave him some tips. When the teacher came to Candy Candoit, he saw that Candy was very close to solving the problem. He congratulated Candy for her effort, and told the class to finish the problem for homework. John Fixed didn't work on the problem at home. He felt like doing other things. Candy Candoit kept working when she got home, and she figured out the solution by the end of the day. She had succeeded, even though it had been very hard! She run out to tell her family. She felt so proud and happy!

Do you think John Fixed feels proud and happy, too?

The things that are difficult now may seem easy once we have learned them.

Now open your workbooks to the worksheet "What's Hard and What's Easy" (see Student Material). There, you'll find several tasks related to the things we do at school. I'm going to read each activity, and each of you will decide whether you think it's hard or easy and use a bright color to mark your choice. If you're not sure, because sometimes that activity seems hard to you and sometimes it seems easy, you can put a mark in the center.

I want you to do this activity in silence. You don't need to share your answer with your classmates.



Give them a few minutes to do this.

Now let's see how we did. Hold up your worksheets so we can all see them:

- Did you all have the same answers, or different answers?

Suggested answer: We all have different ideas on the things that seem hard or easy to us, depending on our own skills and tastes.

- Do you think the things that seem hard to you might eventually seem easier? How could you achieve this?
Possible answers: By practicing, making an effort, persevering, trying new ways to succeed, etc.
- In order for this to happen, how should we think: like John Fixed or like Candy Candoit?



Listen to your students.

3 Wrap-Up

We're always going to encounter things that seem hard to us. When this happens, it's always possible to find ways of overcoming these challenges.

- Do you think hard things can become easy? How?

With practice and time, it is always possible for activities that seem hard to us now to become easier and easier to do. For example, when you didn't know your alphabet and you were learning to write, writing your name was pretty hard. Now, though, it's easy for you. Once we realize this, we can tackle challenges as something we can achieve, even if it takes us time and effort. Just remember Candy Candoit.

Student Material

What's Hard and What's Easy

Spell	Divide	Write a letter	Use a computer	Write with good grammar
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Do mental calculations	Recite a Poem	Copy from the board	Read in my mind	Draw
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Dance	Solve problems with decimals	Read out loud	Memorize	Sing
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Subtract fractions	Learn a song	Play a musical instrument	Play soccer	Give a presentation
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Concepts, Tips and FAQs

1 Key Concepts

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

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

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.

It is important that you help children to:

- Identify those activities at school that are easy for them and those that are hard for them.
- Recognize strategies for finishing tasks that may seem hard at first.
- Develop a growth mindset, so that they are able to develop their intelligence and their skills through practice.

2 Tips for Teachers and Parents

- It is important to help children reflect on the importance of effort in achieving many things, even those that seem hard to them.
- 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.

- Avoid praising children for their capacity. This may lead them to believe that capacities are fixed. Instead, praise their effort and dedication. This will help send the message that goals are attained with hard work, and do not depend on individual characteristics that cannot be changed. This also helps turn mistakes from failures into learning opportunities on the natural path toward developing a skill or understanding something better.

3 Frequently Asked Questions

- **Why is it important to recognize the things that seem easy to us and those that seem hard to us?**

The process of thinking about this allows us to practice self-efficacy. In this way, we reinforce our commitment to those things we are good at and we recognize that we need to improve in other areas.

- **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 develop, they will view challenges and mistakes as learning opportunities and feel capable of overcoming them.

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

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

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

BARRY, THE EMBARRASSED BEAR

Today I will learn to...

Identify what makes me feel embarrassed.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

Lesson Guide

1 Intro

Have you ever felt embarrassed?



Listen to your students and validate their feelings.

Everyone stand up. Each one is going to stay in his place and act like a person who feels embarrassed. What would your face look like? How would you stand? What would you do with your hands if you felt embarrassed?



Give them minutes to represent the role and encourage them to be very expressive.

Everyone have a seat. Today we're going to learn how to tell when we are feeling complex emotions like embarrassment (shame) in everyday situations when we're with other people.

2 Core

Sometimes, we feel embarrassed because we think something we did might seem wrong and we're afraid that others will laugh or reject us. For example, when we have to go up to the blackboard, speak in public, when the teacher asks us something and we don't know the answer, etc.



Show them the Barry's silhouette, which they can also find in their workbooks (see Student Material), and tell them his story.

The Story of Barry the Embarrassed Bear

Barry is a bear who lives in a forest and has lots of friends. Sometimes, when everyone looks at him and pays attention to what he's doing, Barry gets scared that his classmates may laugh at him or reject him. He feels very nervous in these situations. His hands begin to sweat, he turns red, and sometimes he can't talk well. This happens to him, for example, when the teacher asks him something and everyone looks at him, when he has to go up to the blackboard, or when he is asked to sing in front of his classmates.

The last time that Barry felt very embarrassed was when he had to recite a poem in front of his whole class. It was awful! He started off well, but then he forgot part of the poem and he started to feel very nervous. He didn't know what to say! He just stopped talking and everyone stared at him!



Ask the following questions and listen to your students.

- What did Barry feel?
- What do you think his body felt like? What did his face look like?
For example, pale or red, cold or hot, etc.
- What other emotions could he have been feeling?
For example, fear, sadness, etc.
- What kinds of situations might make us feel this way?



Write the answers down on the blackboard.

- How can we help someone who feels embarrassed?



Make a list of ideas.

Now everyone turn to the worksheet "My Letter to Barry" in your workbooks (see Student Material). You're going to write a letter to Barry, telling about a time when you felt embarrassed so that he'll feel better and realize that this happens to all of us. We're also going to give some advice to help him.



Give them a few minutes to do this activity.

Now we're going to share three letters from whoever would like to read theirs. Who would like to read a letter?



Listen to your students.

3 Wrap-Up

We came up with some really great ideas!

- What could be some of the consequences of feeling embarrassed?
For example, if I feel embarrassed when I have to talk in front of lots of people...
- How does this affect us?

We all feel embarrassed at some time or another, and it's very important to know when we feel this way, so that we can handle this emotion and don't let it affect us. For example, we can learn to manage our embarrassment so we can talk to the whole group, or so we don't get so nervous when we have to go up to the blackboard.

Student Material

My Letter to Barry



Dear Barry,

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).

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

- Identify the bodily sensations that accompany emotions. These sensations may include temperature (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. To do this, it is important that children are not only able to name embarrassment/shame, but also related emotions such as fear or sadness.

2 Tips for Teachers and Parents

- Use everyday conversations to ask the children how they feel. It is especially important to help them identify those situations that make them feel embarrassed; for example, when they have to do things in front of other people.
- If children have trouble identifying this emotion, first ask them if they would feel good or bad. Then use this answer to ask for more details about how their bodies would feel.
- Don’t pressure children into doing things that make them feel embarrassed, because such situations may intensify this emotion even more and cause them to feel insecure. Instead, accompany them and make them feel supported. Give them tasks that will help them to gradually confront their shame in a way that makes them feel secure.
- Learning is tied to many emotions: the happiness of learning something new and knowing that we achieved something, but also sadness and anger over not being able to perform a task that seems very hard. You can help your students or children to recognize their emotions when they’re doing their homework or chores, or participating in an activity. Recognizing these emotions helps children to learn more and learn better.

3 Frequently Asked Questions

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

Emotions can cause us to do things we regret. For example, anger can cause us to hurt someone. They can also prevent us from doing things we want or have to do. It is vital that we be able to manage our emotions in order to act constructively, both with ourselves and others. The first step in managing them is to be able to identify what we are feeling.

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

Emotions make our bodies feel very strong sensations. Thinking about these sensations allows us to quickly identify what we are feeling. It also helps us to manage our emotions, because if we know what is happening in our bodies (for example, our muscles feel tense), we can think of ways to calm down (relax our muscles).

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

Sometimes, by talking about emotions, we will promote their expression, which causes us to feel things such as fear or worry. When faced with strong emotions in children, we can give them the space to express and value these emotions. We can say things like “I can tell this makes you very sad,” “You’re very angry,” or “I understand that you’re afraid. I would be, too.” Then, you can put into practice one of the emotion management techniques that we will cover in later lessons.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

THE POSITIVE TREASURE CHEST⁵

Today I will learn to...

Feel emotions that are good for me.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

Lesson Guide

1 Intro

Everyone stand up (in an open space, or in the classroom, previously set up for this purpose), touch the tips of your toes, and then jump in place, as high as you can. Like you just win the scored the winning point for your team. Do it again, now shouting "Yeah" and imagining everyone else is shouting with you and sharing the victory. How does that feel?



Listen to your students.

Who here likes feeling good? How does it feel to feel good?



Write down the emotions and feelings they describe (happy, proud, amused, entertained, motivated)

2 Core

Some people call these "Positive emotions". They don't just feel good, they're good for you. We all feel negative and positive emotions, but when we experience more positive emotions we feel better and we do better.

Today, we're going to talk about how to boost our positive emotions. We will learn two cool tricks to do that.

"Know'em, track'em"

The first trick is called "Know'em, track'em" and it means being able to know what emotions make you feel good and are good for you, and how often do you experience them. In your workbooks, look at the first activity. In the left column, write down the names of the positive emotions you already know, the ones you feel in your daily life. Make a list.

5. Adapted from http://kidshealth.org/teen/your_mind/emotions/positive-emotions.html# © 1995-2015 The Nemours Foundation



Give students time to complete this task.

Now look at your list. Think about (and write down) which activities, situations, or people are involved when you tend to feel each emotion.



Give students time to complete this task.

How did it feel to do that?



Listen to your students.

Tracking positive emotions helps us be more aware of the positive feelings we already experience, and the situations or activities that bring them.

You can keep adding new emotions as you notice them. You also can look over your list of emotions at the end of the day and write down when you felt different positive emotions. Start building your own log of positive emotions.

My Positive Treasure Chest

Now let's learn the second trick: build your own positive Treasure Chest to boost positive emotions.

Sometimes we need some help remembering things that make us feel positive. For that, we will create a "Positive Treasure Chest". In the treasure chest in your workbook start writing down words, phrases or drawings that remind you of the positive experiences you've had: a joke that made you laugh, a movie you saw with your parents, a trophy you won, a nice place you went on vacations, a phrase a friend told you to comfort you. Anything goes! Whatever makes you feel positive things. You can write or draw.



Give students time to complete this task.

How did you feel building your Treasure Chest? What things did you put in there?



Give students time to complete this task.

These things are your treasures.

3 Wrap-Up

Today we've tracked our positive feelings and we have filled in our positive treasure chest. In these two ways you will be able to remember and treasure the good moments in your life, your strengths, joys, and accomplishments, the fun you've had, your favorite books and songs, the people who are important to you. If you like, you can go home and build a real box, for example in a shoe box, and start collecting those reminders in there.

Student Material

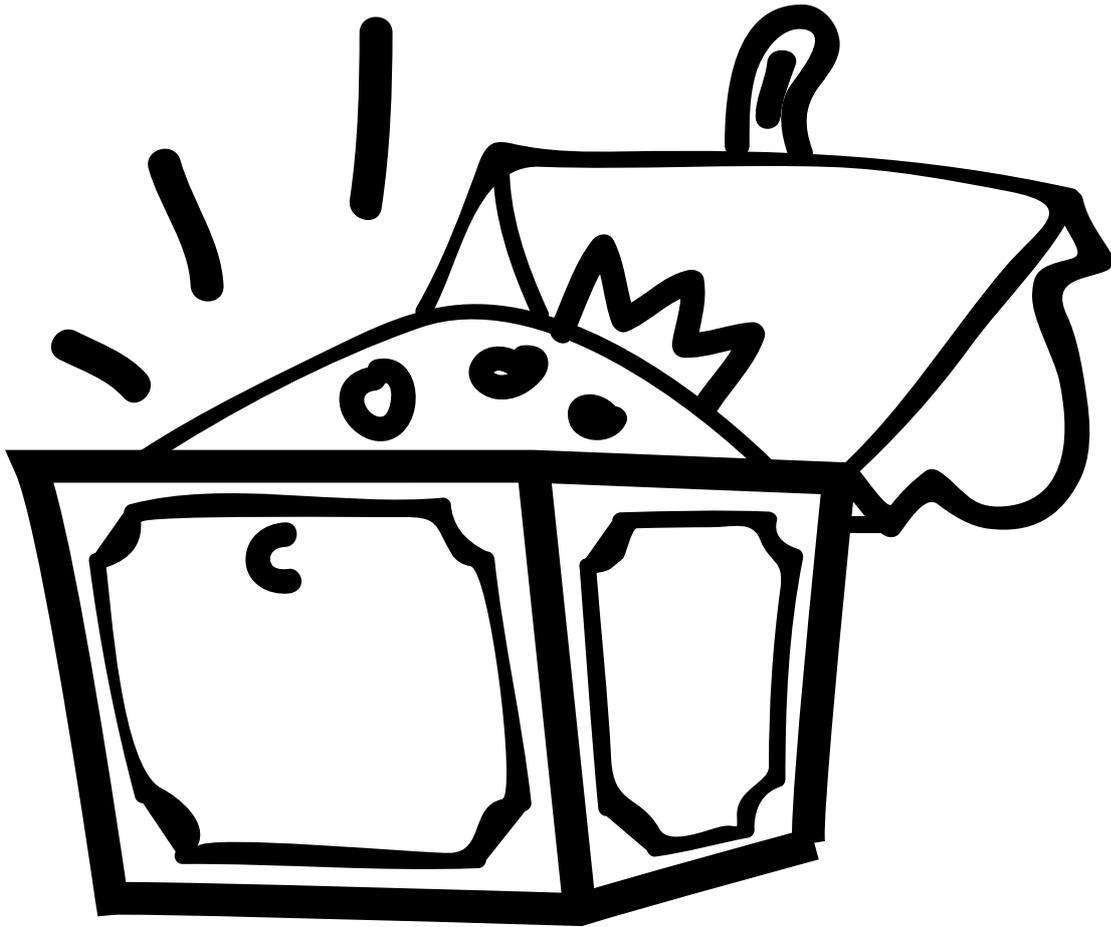
(1) Know'em, track'em

In the log below, name the positive emotions you're already familiar with, the ones you've experienced in your daily life. Make a list. Add new emotions as you notice them.

My positive emotions	When I feel them

Tracking positive emotions helps us be more aware of the positive feelings we already experience, and the situations or activities that bring them.

(2) The positive Treasure Chest



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 children enjoy positive emotions it is important that you:

- Help the children to identify what they are feeling.
- Encourage the use of concrete techniques for making the most of these emotions; for example, stop what you’re doing, write it down, take a picture, share that moment with your best friend, call your parents.

2 Tips for Teachers and Parents

- Celebrate your child/student is happy.
- Help them identify their emotions, saying things like, “You’re really excited about this,” “What do you like the most of feeling this way?”
- Managing emotions is very important for learning. You can help students or children to recognize their emotions when they are doing their homework or participating in an activity; for example, happiness or sadness at not being able to do a task that seems very hard. Recognizing emotions will help them to learn more and learn better.
- Remember, you teach by example. Enjoy.

3 Frequently Asked Questions

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

Use everyday situations that may cause children to feel emotions. Get to know them so you can recognize what types of situations cause certain emotions. For example, say, “Remember how did you feel when you won the competition?”.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

RIDDLES

Learning target

Understand how I feel when I can't do what I want.

What we'll need is...

- Riddles
- Cut out sheets from the student's workbooks
- Ball or soft object
- Adhesive putty

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 wait. For example, sometimes we want to go out and play, but we have to do our homework or chores first. Can you think of other situations in which you really wanted something, but you had to wait?

2 Core

Today we're going to hold a riddle contest. The rule is that you have to raise your hand to ask to talk if you think you know the answer.



Use a ball or soft object to be passed to the person who wants to speak (and who has raised his hand). Tell the students that only the person with the object may talk. Others have to wait for their turn. If all of them start to speak at the same time, stop the activity and remind them of this rule as many times as necessary.

First, I'll give you ten minutes to try to solve the riddles in your workbook (see Student Material). Everyone should work quietly, without showing your answers to your classmates. After you solve the riddles, you will have five minutes to cut out each one of the answers along the dotted line. For the whole fifteen minutes, you can't tell the answers to anyone, or you'll be disqualified!

Riddles and Answers (Only for the Teacher)

1. If you have it, you want to share it. If you share it, you don't have it. What is it?
Answer: A secret.⁶
2. The more you have of it, the less you see. What is it?
Answer: Darkness.
3. What gets whiter the dirtier it gets?
Answer: A chalkboard.
4. What goes up and never comes down?
Answer: Your age.
5. What grows when it eats, but dies when it drinks?
Answer: Fire.
6. You heard me before, yet you hear my again. Then I die, 'til you call me again. What am I?
Answer: An echo.
7. The more it dries, the wetter it gets. What is it?
Answer: A towel.



After the fifteen minutes are up, the contest will begin!

On the blackboard, write down the names of the children who guessed the correct answer to each riddle and share their answer only when they "have the floor," to find out who the winners are. If a student answers the riddle while not holding the object, do not write his name down. Remind him that he needs to wait for his turn and then "give the floor" to another person.

Begin by reading the first riddle out loud. Give those children who have raised their hand several chances to guess the answer. Remind them that they need to wait for their turn to speak. Once someone guesses the correct answer, write the answer and the winner's name on the blackboard. Repeat this process with the rest of the riddles.

At the end, all of those students who wrote the correct answers in their workbooks can stand up and stick their cutouts below the winning answer on the blackboard.

How many people guessed the right answer for each riddle?



Ask the following questions and listen to your students.

6. Taken from <https://answers.yahoo.com/question/index?qid=20080207172809AA7mfyh>.

- Did you feel like shouting out the answer before it was your turn to speak?
- What emotions did you feel while you waited for your turn to speak?
For example, desperation, anxiety, anger.
- Has there ever been a time when you couldn't fight the urge to speak even though it wasn't your turn? What happened then?
For example, it was hard to hear everyone's answers at the same time, or the people who were waiting for their turn lost their chance to answer.

3 Wrap-Up

Today you did a great job. You controlled your impulse to do something you wanted to do (all shout the answer to the riddle at the same time) while you waited for your turn to speak. There are times when we have the urge to do something we want, but we have to control those urges.

- Why do you think it's better to control those urges?
- How do you feel when you manage to wait; for example, when you answered the riddle after waiting for your turn?

There are lots of situations in which it's worth controlling ourselves and waiting for the right moment. For example, if we wait for our turn to speak, we can give our opinion and everyone will pay close attention to what we're saying. On the other hand, if we all yell at the same time, no one else will hear what we want to say.

Student Material

Riddle Me This

1. If you have it, you want to share it. If you share it, you don't have it.
What is it?

Answer: _____

2. The more you have of it, the less you see. What is it?

Answer: _____

3. What gets whiter the dirtier it gets?

Answer: _____

4. What goes up and never comes down?

Answer: _____

5. What grows when it eats, but dies when it drinks?

Answer: _____

6. You heard me before, yet you hear my again. Then I die, 'til you call me again.
What am I?

Answer: _____

7. The more it dries, the wetter it gets. What is it?

Answer: _____

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:

- In order to help them understand why postponing is sometimes better, parents and teachers may ask questions and help them identify these positive consequences. For example, if children say that they want to leave their homework for later, you can ask them to think about how they would feel if they got it done now so they could do other things.
- As teachers, we can help our students develop their capacity for delayed gratification by using school rules as opportunities to learn to wait. However, this should not be a punishment. Children need to calmly understand that there are things that have a time and a place.
- Identify and practice strategies that they can use to control their desires or emotional impulses, such as shifting their attention from the situation or thing they want to put off or avoid. 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 the immediate fulfillment of certain desires or needs?**
Because it pays off.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

THE SUPER PALS

Today I will learn to...

Know when I can change a frustrating situation and when I can't.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

Lesson Guide

1 Intro

Often, we want to form part of a group. For example, we may want to be on our favorite sports team or be friends with the people we admire the most. Sometimes, we aren't able to form part of those groups and we might feel frustrated, mad, or upset. Today, we're going to meet three people who will help us when we feel frustrated or when we can't do what we want to.

2 Core

Now we're going to meet the Super Pals. Do any of you know them?

Who knows Corey Courage?



Invite your students to explain what they know about Corey Courage, whether from the storybook about Otto or because they read about him in a previous grade.

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 find courage to change the things I can." He will arrive and use his superpower to help us find the courage we have inside to solve or face that difficult situation. We have to focus our minds on our goal and make a plan to reach it.

Who can tell me about Pat Patience?



Invite your students to tell you what they know about Pat Patience. If they didn't know who Corey was, you can skip this step and simply explain to them who she is.

Pat Patience is a superhero who we can call when we need to calm down and accept the things we can't change in a situation. To ask for her help, we can call her like this: "Pat, help me calm down and accept things I cannot change." She will show up and use her superpower to enter our bodies through our breathing and help us to calm down and accept the situation.

And who is Wilma Wisdom?



Invite your students to tell you what they know about Wilma Wisdom.

Wilma Wisdom comes to help us when we feel frustrated and we don't know when to call Corey or Pat. Her superpower is to help us figure out what we can change and what we can't about the situation that frustrates us. This way, she can help us decide when we need Corey's help, to change something that we can, or Pat's, to accept the things we can't change.

Now we're all going to read the story of Catalina and the Super Pals that you will find in your workbooks (see Student Material):

Catalina and the Super Pals

Catalina is in fourth grade of primary school. She has always been a very happy girl, and she loves to laugh. She is new in her class, and has realized that there is a group of very popular girls who everyone knows and likes. She wanted to be friends with them, but the girls told her there was no place in the group for a new girl.

Catalina felt very sad because she really wanted to be part of that group. She insisted, but she always got the same answer: a big NO. "You can't be part of our group, Catalina."

She felt even worse. Now she was mad, because she felt that the girls had really embarrassed her. Catalina started to think, "No one in class is going to want to be my friend. I'm going to feel so bored. I wanted to be friends with those girls. If I can't be friends with them, I don't want to be friends with anyone." She found a place far away from everyone else and started to cry.

When they heard her crying, a group of tiny people came flying down from the sky. They looked like fairy godmothers from a fairy tale. But they weren't fairy godmothers, they were the Super Pals: Wilma, Pat, and Corey. The Super Pals asked Catalina what was wrong. Still crying, she told them, "No one in my class is going to be my friend. I wanted to be friends with those girls. If I can't be friends with them, I don't want to be friends with anyone."

Then, Wilma, who was wearing a beautiful hat, took it and put it on her head, saying, "Catalina, right now you feel very bad, and that makes your mind become flooded with sad thoughts. Put my hat on and ask yourself again: Could you do something to make friends in your classroom?" Catalina put the hat on, and suddenly she could think clearly. She realized that she couldn't force people to be her friend if they didn't want to, but that those girls weren't the only ones in class. Other children had friends that weren't part of that group.

But how could she work up the courage to ask someone else to be her friend when it feels so bad when they tell you 'no'? Then, she decided to call on Corey. "Corey, help me find courage to change the things I can."

Corey answered her, "Catalina, I'm here to help you find the courage to look for new friends. Take a deep breath and repeat after me: 'I can do something. I just have to calm down and find courage.'" She gathered up all her courage and went to ask other kids that she wanted to be their friend, and they told her, "Yes."

Once Catalina had some good friends and felt happy, she started thinking again of the group of girls who didn't accept her. What should she do? She asked Wilma, who lent her the hat. Catalina realized that she still felt hurt because they had rejected her, but that she couldn't make them change their opinion because that was the way they were. So she called on Pat to help her accept that situation.

Pat said to her, "Catalina, some people are just like that. Sometimes, it's going to be very hard to make them change their opinions, even when they're wrong. So breathe deep and repeat with me: 'I have to accept it. Now I want to calm down. I have to take deep breaths.'" When she finished taking deep breaths, she felt much better. Then Pat said, "Now that you accepted that those girls didn't want to be your friends, you can go out and play and have a good time with your real friends, being a good friend to them, too."

- How did Wilma help Catalina?
- How did Corey help her?
- And what about Pat?



Listen to your students.

Let's take a look at our workbooks, where we'll see some situations that may cause frustration (see Student Material). These are situations that happened to children just like you. Read them carefully, remember the Super Pals' story and think about how they could help you in each case. We're going to read the situations below one by one, and we're going to answer the questions:

Carolina wants to be friends with some classmates who are older than her. They won't let her into their group, she feels jealous and mad, and she wants to cry. She's thinking, "I'll never have any friends." She needs to calm down.

- What do you think that Wilma would say to Carolina?
Answer: What CAN'T you change about this situation, Carolina? What CAN you change?

Write down the answers to Wilma's questions in each column in your worksheets.



Give your students a few minutes and then ask if someone would like to share his answers.

Now let's think:

- How could Corey help change the things that can be changed?
- How could Pat help Carolina to accept the things that can't be changed?

Simon can't be part of the school choir, and this makes him feel very frustrated. He doesn't want to give up on his dream of singing someday, but he doesn't know what to do to achieve that dream.

- What question do you think Wilma would ask Simon?

Answer: What CAN'T you change about this situation, Simon? What CAN you change?

Write down the answers to Wilma's questions in each column in your worksheets.



Give students a few minutes and ask if someone would like to share the answers.

Now let's think:

- How could Corey help change the things that can be changed?
- How could Pat help Simon to accept the things that can't be changed?

3 Wrap-Up

To finish up the lesson, ask the following questions and listen to three answers per question:

- Has anything similar ever happened to you?
- What did you think? How did you feel?
- How could the Super Pals help you?

Sometimes, when we aren't accepted into a group, we may feel different emotions. Just like we saw today, we can call on Wilma, Pat, or Corey, who will help us to calm down, accept things, think of new ideas, and find the courage to make these ideas come true.

Student Material

Catalina and the Super Pals

Catalina is in fourth grade of primary school. She has always been a very happy girl, and she loves to laugh. She is new in her class, and has realized that there is a group of very popular girls who everyone knows and likes. She wanted to be friends with them, but the girls told her there was no place in the group for a new girl.

Catalina felt very sad, because she really wanted to be part of that group. She insisted, but she always got the same answer: a big NO. "You can't be part of our group, Catalina."

She felt even worse. Now she was mad, because she felt that the girls had really embarrassed her. Catalina started to think, "No one in class is going to want to be my friend. I'm going to feel so bored. I wanted to be friends with those girls. If I can't be friends with them, I don't want to be friends with anyone." She found a place far away from everyone else and started to cry.

When they heard her crying, a group of tiny people came flying down from the sky. They looked like fairy godmothers from a fairy tale. But they weren't fairy godmothers, they were the Super Pals: Wilma, Pat, and Corey. The Super Pals asked Catalina what was wrong. Still crying, she told them, "No one in my class is going to be my friend. I wanted to be friends with those girls. If I can't be friends with them, I don't want to be friends with anyone."

Then, **Wilma**, who was wearing a beautiful hat, took it and put it on her head, saying, "Catalina, right now you feel very bad, and that makes your mind become flooded with sad thoughts. Put my hat on and ask yourself again: Could you do something to make friends in your classroom?" Catalina put the hat on, and suddenly she could think clearly. She realized that she couldn't force people to be her friend if they didn't want to, but that those girls weren't the only ones in class. Other children had friends that weren't part of that group.

But how could she work up the courage to ask someone else to be her friend when it feels so bad when they tell you 'no'? Then, she decided to call on Corey. "Corey, help me calm down, find courage, and act."

Corey answered her, "Catalina, I'm here to help you find the courage to look for new friends. Take a deep breath and repeat after me: 'I can do something. I just have to calm down and find courage.'" She gathered up all her courage and went to ask other kids that she wanted to be their friend, and they told her, "Yes."

Once Catalina had some good friends and felt happy, she started thinking again of the group of girls who didn't accept her. What should she do? she asked Wilma, who loaned Catalina her hat. Catalina realized that she still felt hurt because they had rejected her, but that she couldn't make them change their opinion because that was the way they were. So she called on Pat to help her accept that situation.

Pat said to her, "Catalina, some people are just like that. Sometimes, it's going to be very hard to make them change their opinions, even when they're wrong. So breathe deep and repeat with me: 'I have to accept it. Now I want to calm down. I have to take deep breaths.'" When Catalina had finished taking deep breaths, she felt much better. Then she said, "Now that you accepted that those girls didn't want to be your friends, you can go out and play and have a good time with your real friends, being a good friend to them, too."

My Super Pals



Wilma⁷

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.



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

Frustrating Situations

Carolina wants to be friends with some classmates who are older than she is. They won't let her into their group, she feels jealous and mad, and she wants to cry. She's thinking, "I'll never have any friends." She needs to calm down.

What can Carolina change?	What CAN'T Carolina change?
How can Corey help her?	How can Pat help her?

Simon can't be part of the school choir, and this makes him feel very frustrated. He doesn't want to give up on his dream of singing someday, but he doesn't know what to do to achieve that dream.

What can Simon change?	What CAN'T Simon change?
How can Corey help him?	How can Pat help him?

Concepts, Tips and FAQs

1 Key Concepts

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

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

Self-regulation: Managing our emotions, thoughts, and behaviors effectively in different situations (CASEL, 2015).

It is important that you help your students to:

- Handle the emotions associated with frustration, in situations in which they are unable to form part of a group.
- Evaluate the irrational/negative thoughts caused by frustration and change them for rational/positive thoughts.
- Think of alternatives that are within their control and help them to find the courage to carry out these alternatives.

2 Tips for Teachers and Parents

- When children feel frustrated because they cannot belong to a group or team, help them to manage the emotions associated with frustration by working on techniques for calming down. Give these techniques fun names. This way, it will be easier to remember and apply them.
- You can also help 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?**

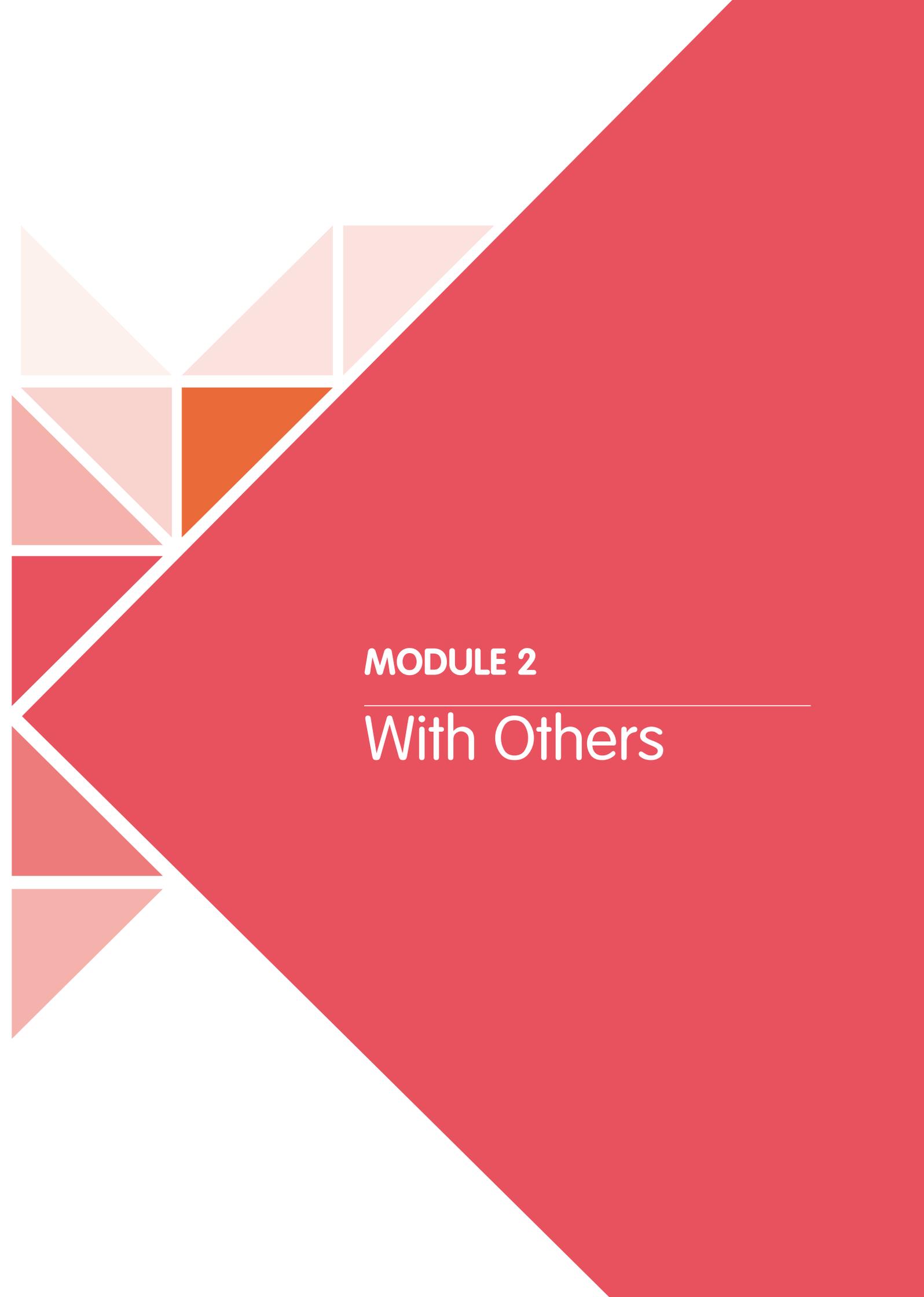
Because this helps us realize that irrational/negative thoughts, such as “I can’t” or “It’s impossible,” can be changed for rational/positive ones, such as “It’s hard, but I can do it” or “Maybe I can’t do it all, but I can do it by parts.” This will help us to better manage the emotions associated with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

- **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 these 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 they have set.

- **Is it OK to keep children from feeling frustrated by completing tasks for them?**

Frustration is part of life. It is important to become familiar with it and learn that we can't always get what we want right away. Avoiding frustration too often may make it difficult for children to handle future situations where it will be necessary to wait, persevere, or try again and again until getting something right. This doesn't mean that it is healthy to create frustrating situations, only that it is important that children learn how to handle them.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

STOP! LOOK FURTHER!

Today I will learn to...

Seek more information to fully understand other people's views.

What we'll need is...

Role descriptions cut out from students' workbooks: one role per student.

Lesson Guide

1 Intro

Each person perceives things differently. Today we're going to talk about this. We're going to see if this is true. Quickly now, everyone who likes soup stand up! Now have a seat. Now everyone who likes to watch TV stand up! Have a seat. Now everyone who likes spicy food stand up! Have a seat. Today we're going to talk about how we all see things differently.

2 Core

We are going to quietly observe the pictures we will find in the worksheet "What Do You See?" in our workbooks (see Student Material). Don't say anything to anyone else. Identify what you see in each picture and write it beside each image.



Give them a few minutes. Remember that the answers may be different. Ask the following questions and listen to your students. Let them show each other how to see the images they identified.

- What did you see in Picture 1? Who saw a young woman? Who saw an old woman? Did anyone see anything different?
- What did you see in Picture 2? Who saw two faces? Who saw a glass? Did anyone see anything different?
- What did you see in Picture 3? Who saw a cat? Who saw a mouse? Did anyone see anything different?
- Are there any wrong answers? Why or why not?

There are no wrong answers, because each of us may see different things in the same picture. The important thing is to observe carefully and pay close attention so you can understand why others perceive things differently from us.

Sometimes, it's hard to understand why others behave in a certain way. Has there ever been a time when you couldn't understand why someone else did something?



Listen to your students.

Just like we can look at pictures in different ways, people can also have different points of view on the same situation. Now I'm going to read you a story:

The Race

At recess, everybody likes to play different games. Some chose tag, others prefer cops and robbers, others play hopscotch, etc. Today someone suggested a running match. But the fun part is that they have to form teams of three. Laura wants to be in a group with Camilo and Jessica, because she knows they are fast.

The contest begins, and suddenly Laura and Camilo start to fight because Camilo isn't running fast enough. Camilo looks bored and doesn't say anything. Laura keeps yelling at him and pulling on his arm to make him run faster. Jessica gets mad because she thinks that they don't want to run with her anymore. They just let her keep on running alone ahead of them, so she goes off to play somewhere else.

- Why do you think Camilo isn't running fast?
- Why do you think Laura is yelling at Camilo?
- Why do you think Jessica went off to play somewhere else?



Listen to your students.

Your ideas are all very good. However, we need more information about the characters and why they acted like that. I have three pieces of paper with more information. One is about Camilo, one is about Laura, and the last one is about Jessica.



In the Student Material section, you will find three boxes with information on each character. Cut them out and give each one to a different student.

Let's see what Camilo has to say.



Ask the student with Camilo's paper to read it out loud. Do the same with the girls who have Laura's and Jessica's papers. Ask the following questions and listen to your students.

- Why wasn't Camilo running fast? What did Laura think about this?
- Why was Laura pulling on Camilo's arm? What did Camilo think about this?
- Why did Jessica go off to play somewhere else?
- What would have happened if we didn't have all the information?

3 Wrap-Up

- What did we learn today?
- Do we all see things the same way?
- Why do we see things differently?

Suggested answers: Because we have different experiences; because each person has her own point of view; because we experience situations that are different from others', etc.

We all have a way of understanding things that may be different from how others understand them, depending on what we think, feel, and the information we have. As we saw today, it is important to put ourselves in other people's shoes and try to understand why they are acting in a certain way. If we need to, we should ask them to clear things up so we can understand.

Student Material

What Do You See?

Observe the pictures below and answer the questions:

Picture 1



What do you see in this picture?

Picture 2



What do you see in this picture?

Picture 3



What do you see in this picture?

Roles

You will play **Camilo**:

You want to run the race with Laura and Jessica, but as soon as you start running, your stomach starts to hurt a lot. You don't want to stop, but the stomachache is really bad. Laura starts to yell at you just like she always does, telling you to hurry up and run faster. You don't want to run anymore because your tummy really hurts, and you get mad at Laura because she keeps pulling on your arm.

Now explain to Laura and Jessica what you thought and felt.

You will play **Laura**:

You want to win the race, but you see that Camilo doesn't feel like running. You think it's because he's lazy. Since you don't want to lose, you tell him to run faster. Maybe this will encourage him. When you see that Camilo doesn't want to run fast, you get mad and you start to pull on his arm to make him go faster, but he won't do it.

Now explain to Camilo and Jessica what you thought and felt.

You will play **Jessica**:

You are happy that you get to run with Laura and Camilo, because you think that together you can win. Suddenly, you see Laura and Camilo falling behind. It looks like they're playing a different game, because Laura is holding on to Camilo's arm. You think they don't want to run with you anymore because they're far behind now, so you decide that it would be better to go play by yourself somewhere else.

Now explain to Laura and Camilo what you thought and felt.

Concepts, Tips and FAQs

1 Key Concepts

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 or that person think?" You can also ask questions to help them think about and imagine different explanations, such as, "What might have happened?" or "What really happened?."

3 Frequently Asked Questions

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

People may have different points of view. Seeing things from other people's perspective helps develop thinking and allows us to strengthen our ability to understand what others may think or feel. Children who have developed the ability to see things from others' perspective can more easily resolve their interpersonal conflicts, have a more flexible thought process (they are able to find several explanations), and tend to respond assertively instead of resorting to aggression.

- **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, or we at least experience emotions similar to theirs.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

OSWALD AND LION

Today I will learn to...

Put myself in the place of someone being treated badly by their classmates.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

There are situations that may make people feel sad, mad, or upset. How would you feel if one of your classmates is hit and insulted all the time?



Listen to your students and validate their feelings.

2 Core

At some schools, there are people who bother others all the time. For example, they may hit them, give them mean nicknames, or make fun of them every day. Today we're going to hear one of those stories. Open your workbooks to "The Story of Oswald and Lion."



Read the story with your students.

The Story of Oswald and Lion

Lion is the biggest and strongest student in fourth grade. He has lots of friends, and his classmates do whatever he says. For example, the other day Lion was hungry, and forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Lion ordered. However, Oswald wasn't happy about the situation.

Oswald, on the other hand, is a small, shy, and quiet student. He doesn't have many friends, and some people say he is weird because he is always by himself during recess. He would like to have more friends, but he doesn't know how to approach them. He's afraid that they might act like Lion, who always bothers him.

Lion thinks Oswald looks funny, and he makes fun of him all the time, saying, "Oswald is a dweeb!" Some of their classmates think this is funny, and they make fun of him, too, which just makes him feel worse.

He feels very frustrated. Going to school has become a nightmare, as he knows Lion will make his school-day unbearable from beginning to end. He would like that Lion stops bothering him, but he's afraid to say anything or to talk back, because that could make the situation even worse.

Now, working on your own, each one is going to try to put yourself in Oswald's place and think about what he has to deal with every day. Finish Part 1 of the worksheet "Putting Myself in Oswald's Place" in your workbooks (see Student Material).



Give them five minutes.

A couple of volunteers can share their pictures. They should explain the emotions they feel as they listen to this story and why they used different colors and bodily expressions to depict those emotions.



After a few volunteers have shared their pictures, ask the questions provided below, listen to your students and validate their feelings.

- In general, how does this story make us feel? How do you think Oswald feels? How does Oswald feel when his other classmates laugh at the things Lion says and does to him?
- If you were in a similar situation, how would you feel?
- What would happen if this situation didn't make us feel anything?
Suggested answer: No one would worry about Oswald, Lion would keep bullying him, and Oswald would feel even worse.

Now we're going to tell Oswald that we feel empathy for him. We're going to share with him what we feel when we put ourselves in his place. So we're going to finish Part 2 of the worksheet.



Give them five minutes and then ask if anyone would like to share their message. Listen to your students.

3 Wrap-Up

Today we practiced our ability to feel empathy for people who are having a hard time at school.

- How does it help us to understand and feel others people’s emotions in these types of situations?
- What would happen if we didn’t feel anything when a person is having a hard time?
- How do you feel after showing your emotions to Oswald?
- Do you think you could find a way to help him?

Understanding and feeling other people’s emotions helps us to understand others better. We can even find ways to make them feel better. It is important to ask ourselves how we would feel if we knew that someone was facing a difficult situation, like the one we heard about today. Later on, we will learn that there are different ways to respond when we see this happening to others, and we will think about the best way to act.

Student Material

Oswald and Lion

Lion is the biggest and strongest student in fourth grade. He has lots of friends, and his classmates do whatever he says. For example, the other day Lion was hungry, and he forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Lion ordered. However, Oswald wasn't happy about the situation.

Oswald, on the other hand, is a small, shy, and quiet student. He doesn't have many friends, and some people say he is weird because he is always by himself during recess. He would like to have more friends, but he doesn't know how to approach them. He's afraid that they might act like Lion, who always bothers him.

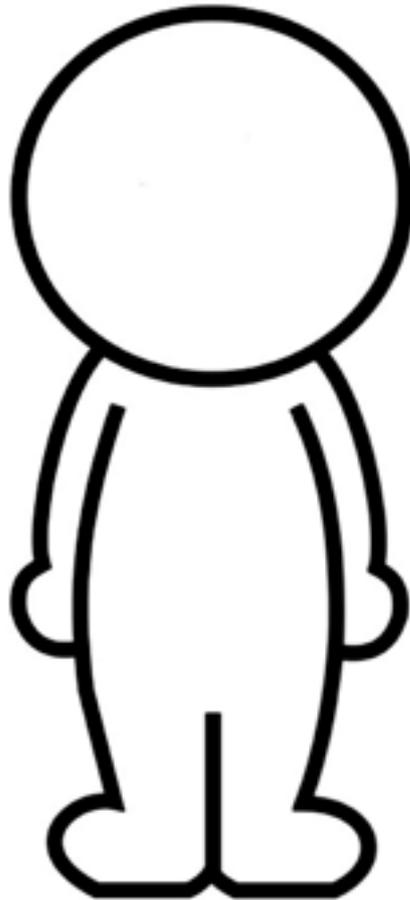
Lion thinks Oswald looks funny, and he makes fun of him all the time, saying, "Oswald is a dweeb!" Some of their classmates think this is funny, and they make fun of him, too, which just makes him feel worse.

He feels very frustrated. Going to school has become a nightmare, as he knows Lion will make his school-day unbearable from beginning to end. He would like that Lion stops bothering him, but he's afraid to say anything or to talk back, because that could make the situation even worse.

Putting Myself in Oswald's Place

Part 1

Use different colors to show how Oswald's story makes you feel.
"When I read Oswald's story, I feel..."



Part 2

What would you like to say to Oswald?

Concepts, Tips and FAQs

1 Key Concepts

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

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

It is important that you help children to:

- Identify the emotions they feel when they hear about what is going on with others in common situations in everyday life, like bullying at school.
- Ask themselves how they would feel if they were in the other person's place.

2 Tips for Teachers and Parents

- Take advantage of times when children are able to put themselves in other people's place so they can feel their emotions. For example, when watching cartoons, use questions such as, "How would you feel if that happened to you?" You can help them form the habit of examining their own reactions to others' emotions.
- When children act aggressively toward others, you can develop empathy using questions such as, "How do you think those you hurt feel?" or "How does that make you feel?"
- Cases of bullying (harassment, intimidation, pestering), i.e., those situations in which there is repeated (many times) and systematic (the same people) aggression between students, and in which there is also an imbalance of power that makes victims unable to defend themselves, may be good opportunities to practice empathy. This is very important, especially among students who see the aggression, since they are the ones who can defend the victims and find a way to support them. Talk with your students or children about what others feel when they are repeatedly and systematically hurt and don't have any way to defend themselves.

3 Frequently Asked Questions

• Why is it important to develop empathy?

Empathy is an essential skill for preventing aggression and ensuring a healthy coexistence. When we put ourselves in other people's shoes—mentally and emotionally—and we feel what others may be feeling, we will probably avoid hurting them in the future and we will be more considerate of their emotions and reactions to our behavior. Children with high levels of empathy are less aggressive, have an easier time reaching agreements, and can more easily understand other people's perspectives. This helps them improve their interpersonal relationships.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

LIVE: LISTEN, VALIDATE, AND ENCOURAGE

Today I will learn to...

Comfort others.

What we'll need is...

Description of roles cut out of students' workbooks: Role 1 for half the class, and Role 2 for the other half.

Lesson Guide

1 Intro

All of us have experienced difficult situations in which we would have felt better if someone had comforted us. I bet you can all remember a time when someone comforted and helped you. Would anyone like to share a story? What did that person do to comfort you?



Listen to your students. You can share your own story, too.

2 Core

What can other people do to comfort and help us feel better?



Listen to your students' ideas.

Alright, then. Those ideas can be grouped into three things that we can do to help comfort another person:

- **L**isten carefully to what happened to her and how she feels.
- **V**alidate her emotions, telling her that we understand why she feels that way.
- **E**ncourage her by doing something she likes.



Ask for examples of simple things, like telling a joke, going out to eat something she likes, spending time with her, or playing with a ball.

We're going to call these three steps **LIVE**: I **L**isten, I **V**alidate, and I **E**ncourage. This way, we'll remember them better.



Ask your students to repeat the three steps.

Now I'm going to give you an example of how to use the "LIVE" strategy.



Ask for a volunteer to act as if he was very sad because of an argument he had with his best friend. Listen to him carefully and ask questions to find out details. Then, validate his emotions by saying things like, "I understand that you feel _____," or, "It's a tough situation." Finally, when the student has finished telling what happened, encourage him by asking if he would like to do something to help him feel better. At the end, ask the students if they were able to identify the "LIVE" strategy in your example.

Now we're all going to practice the "LIVE" strategy to help comfort someone. We're going to play a roleplaying game with a partner. Each one will be given a role.



Allow students to find a partner, and then give each one a different role.

Read your role silently, without letting your partner see what's written on your paper. You're going to represent a sad situation, where people often feel hurt and don't know what to do because they feel very, very bad. Remember not to look at your partner's role.

First, one of the two partners will be the one to comfort the other, while the second person will be comforted. The person being comforted will begin by telling his story, and the person comforting him will have to practice the three steps of the LIVE strategy.



Give them ten minutes to represent the situation. When they're done, ask them to swap roles. Walk around the groups to make sure they are acting out the assigned roles.

When they finish, ask two groups of volunteer partners to come up in front of the class and represent one of the roles. Analyze with everybody whether the person comforting the other is listening carefully, whether they validated their partner's emotions, and whether they thought of an activity to encourage the other person. Encourage reflection using the following questions. Listen to your students and validate their feelings.

- How did you feel when you comforted your partner?
- How did you feel when your partner comforted you?
- What other things could you do to comfort people when they're having a hard time?

3 Wrap-Up

Now we've learned and practiced the three steps to help comfort others. We all have the ability to use LIVE at times when someone needs our help and feels sad. LIVE is not only helpful with our friends and classmates. You can use it with anyone who needs us to help and comfort her.

- How do we know if someone else needs our help?
- What sorts of things do you think it would be a bad idea to do when we're comforting someone?

Possible answers: Scold them, hurt them, make fun of them, etc.

- What would happen if the person doesn't feel better, even though we made a big effort? How would we feel? What could we do?

Many times, we can see that people feel sad or something is wrong with them, but they won't necessarily come to us to be comforted. Even so, we can approach them and ask if they're all right or if they want to talk about it. If they want, we can use LIVE. If not, we can give them a little time and space until they're ready to talk. It's important to remember that LIVE won't always work. Sometimes, those who are suffering need time to recover and handle their emotions, and they may not feel better even though we tried to comfort them. We won't always get the result we expected, since we all have different personalities and reactions. That's why we shouldn't give up on trying.

Student Material

Practicing the Three Steps of LIVE

Role 1

You have a problem in class. Even though you really like going to school because you can spend time with your friends and have fun at recess, you're having a hard time in class. The classmate who sits behind you says horrible things to you all the time. He calls you names to make you feel bad and he criticizes everything you do.

The other day, when the teacher was asking a question, he started to bother you. He said things like, "Ohhh, you don't know the answer, you don't know the answer!" or "Just say you don't know because you're dumb." You told him to be quiet, but he ignored you. Since you were so distracted, you couldn't give the right answer and the teacher was very disappointed. You felt very mad.

Role 2

Every day, you feel less and less like going to school. At first, you liked it, but then two classmates started bothering you. First, they took away your lunch and threatened to hit you if you didn't give it to them. Then, they started to ask for money. If you didn't give it to them, they pinched you, pushed you, or pulled your hair.

Now, every time you get to class, they grab your backpack and start playing with it and throw your things on the floor. You haven't told anyone because they said that if you did, they were going to beat you up. Since they're bigger, you're afraid they might actually hurt you. You feel both scared and sad. You can't stand this situation any longer.

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Although children may have different levels of motivation when it comes to involving in prosocial behaviors, it is important that we, as adults, try to give them opportunities and encourage them to practice such behaviors. The more opportunities they have to see the positive social consequences in others and themselves when they engage in prosocial behavior, the more motivated they will feel to increase the frequency of these behaviors. For example, you can help them identify situations in which they could comfort someone who feels bad, encourage them to do so, and think of creative ways to achieve this.
- Since direct observation is a very powerful form of learning, it is important that you frequently practice prosocial behavior in your life and model for your children. For example, if you comfort your children or students, they will learn how to do the same with others.
- Empathy is a skill that is closely related to prosocial behavior. Ask them how people feel in situations in which they are hurt, when others treat them badly, or when people make fun of them all the time.
- As teachers, it is important that we pay close attention in order to identify bullying. This is not easy. Oftentimes, a joke that may seem harmless to us may be actually be part of a bullying situation, i.e., a situation involving repeated and systematic aggression among students, in which there is also an imbalance of power that makes victims unable to defend themselves. In these cases, we must intervene immediately to put a stop to the aggression and protect the victims. We also need to help our students learn the skills to confront these situations. One is the ability to intervene. If we succeed in encouraging observant students to report the incident and comfort the victims, we will have taken a big step toward reducing or even putting a stop to the bullying.

3 Frequently Asked Questions

- **Why is it important to promote prosocial behavior?**

Although this question may seem obvious, we as adults 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 the classroom and the 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, "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 children's characters increases the frequency with which they exhibit these behaviors.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

PARAPHRASING⁸

Today I will learn to...

Make sure I understand what someone is trying to tell me.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

Lesson Guide

1 Intro

Even though we can all hear each other, listening and understanding what other people are trying to tell us can be very hard, especially when we have a conflict with someone. Have you ever seen people having a very loud argument? How do they talk to each other? Do you think they're listening to each other? Why would it be important for them to listen to each other?



Listen to your students.

Today we're going to learn how we can listen better to other people.



Ask a student (preferably one who talks a lot) to tell you about the place he most likes to go play. When he starts talking, take one minute and look around, talk to other students, and interrupt him. Then stop and ask him: Do you feel like I'm listening to you? Why? Now keep telling me your story. This time, pay close attention. Crouch down at his level, look him in the eyes, and use your own words to repeat what he's telling. Stop again and ask him: Do you feel like I'm listening to you? Then ask the group: Why do you think your classmate feels like I'm listening to him now?

One way to listen is to repeat back what the person has already said, but using other words. This helps us make sure that we've understood and show that we're paying attention. Let's practice.

8. Adapted from the Aulas en Paz Program, Class Sessions 3 and 5 (www.aulasenpaz.org).

2 Core

Find a partner and open your workbooks to the worksheet “I Say It in My Own Words” (see Student Material). Your mission as a pair is to tell and write Luigi and Marina’s stories using your own words.



Once everyone has completed the exercise, ask some of the partners to share their work. After each one has participated, ask the rest of the class if they think the partners’ words correctly reflect what the main character (Luigi or Marina) was trying to say. Then, ask the following question:

Why do you think it’s important to use your own words to repeat to others what they are telling you or trying to say?



Listen to your students.

Now we’re going to see how the ability of paraphrasing, which means “the ability to use our own words to repeat what we hear from others,” can help us resolve a conflict. I’m going to read a story in which two people have a conflict. Pay close attention, because afterwards I’m going to ask two people to come up to the front of the class and represent this situation for the group.



Read the following story and write the main ideas on the blackboard.

Lili and Marcos have the same problem every day. They’re classmates. They sit two to a desk, and they sit together. They fight every day because Marcos stretches out his elbows and she doesn’t have enough space to write. On the other hand, Lili takes up a lot of space with her notebooks and pencils, and he doesn’t have anywhere to put his things. Both are very annoyed. Marcos feels mad because his pencils have already fallen on the floor several times, since she is taking up so much space. Lili is also mad because she has messed up taking notes several times when he stretched his elbows and accidentally bumped into her, making her draw a big line across the notes she was writing. Even though they drew a line down the middle of the desk to mark off their space, this didn’t work. Now Lili and Marcos are going to listen to each other so they can find a good solution to this problem.

Now I need two actors. Who wants to come up to the front of the class?



Give the following instructions to the two actors. If they are two boys or two girls, you can change the characters’ names.

One of you is going to play the role of Lili, and the other the role of Marcos. You will take turns explaining your side of this conflict. Try to imagine what your character would feel like in this situation. When Lili speaks, Marcos is going to use his own words to repeat what she said and make sure he understood her point of view correctly. When it's his turn to speak, she will do the same for him.



While the students represent the situation, you can ask for feedback or ideas from the rest of the class. The following are some examples of questions you can ask:

- Do you think Lili/Marcos used her/his own words to repeat what Marcos/Lili said to her/him?
- What other way could Lili/Marcos use her/his own words to repeat what Marcos/Lili is saying to her/him?
- Do you think Lili/Marcos understood Marcos's/Lili's point of view?



You can also ask the children who are playing their role:

- Did you feel like Lili/Marcos understood what you were saying?



Then ask the following questions and discuss with the group:

- Why do you think using our own words to repeat others' message can help us to handle a conflict?

Suggested answer: Because when others feel like they are really being listened to, they feel like their point of view is being respected despite any differences. Paraphrasing can help make them less angry.

- If we don't listen, could there be misunderstandings?

Suggested answer: Yes. Usually, this happens when people haven't made sure their message was effectively communicated. This may happen due to a lack of clarity or when others don't properly understand a message. Paraphrasing helps avoid misunderstandings.

3 Wrap-Up

Today we practiced the ability of "paraphrasing," which is very important to help us actively listen to others.



To wrap up the lesson, ask the following questions:

- What does paraphrase mean?
- What are the advantages of paraphrasing or using our own words to repeat what other people are telling us?



Listen to some of the answers and emphasize or supplement them based on the following ideas: (1) Make sure we understood correctly; (2) Show others that we understood; (3) Clear up misunderstandings; (4) Resolve conflicts in a friendly way.

- In what kinds of situations can we use this technique? When we have a conflict, when we're in an argument, when we want others to know we're listening to them.

Student Material

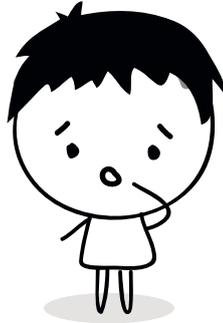
I Say It in My Own Words

"My Own Words" Team

Name: _____

Name: _____

CASE 1: Luigi



I have a cousin, and every time he comes over to my house, he spends the whole time telling me that the pictures I make are ugly, and that I should make new ones. I think my drawings look pretty and he doesn't have any reason to tell that because I never say anything mean about his things.

In my own words, what happened to Luigi was...

CASE 2: Marina

Yesterday, my mom got really mad at me because she made me lentil soup for lunch and I didn't want to eat it.



In my own words, what happened to Marina was...

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 them, asking what's going on, looking them in the eyes, and paraphrasing what they say (repeating their own words). Validate their emotions (showing them that you understand why they feel like they do). But above all, listen with genuine interest to what children are communicating.
- In class or at home, you can use an object that symbolizes to "have 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, and the person who has it can decide whether to speak or hand it to the next classmate.
- Gently emphasize the importance of not interrupting others or you, and waiting for the appropriate time or their turn to speak. Some children are so excited or impatient to tell you something that they may do so at inappropriate times. You can nicely say to them, "I understand that you want to tell me something, but right now I'm busy/doing _____. But I'd love to talk (offer a specific time)." It is important that you remember when you've offered to listen and follow up as needed. This consistency will tell children that you are interested in what they have to say, and will teach them to do the same with others. Also try to be consistent in following the order of the turns when dealing with larger groups of children.
- Offer positive reinforcement for specific active listening behaviors that 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. 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 them in order to facilitate the learning process. You can help children who tend to be easily distracted by saying 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.

- **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

I FEEL

Today I will learn to...

Express my feelings and opinions without hurting others.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

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 something mean to us.



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

Has anything like that ever happened to you?



Listen to your students and validate their feelings.

2 Core

When we face a situation in which others make us feel upset or mad, we may respond in three different ways:

1. Passively: We do not express what we feel or think, and we do not defend our rights. That means, we don't do anything or just keep silent.
2. Aggressively: We do express what we feel or think, and defend our rights, but hurting other people.
3. Assertively: We express what we feel or think, and defend our rights without hurting other people.



Write these three concepts on the blackboard using the following headings: passive responses; aggressive responses; and assertive responses, underlining this last concept (assertive responses).

Responding assertively to situations that make us feel upset or mad lets us express to others what we are feeling and thinking. If we respond passively or aggressively, the situation will probably continue or get worse (for example, the person won't stop doing whatever it is that bothers us or we may end up fighting with her).

That's why we're going to learn a strategy today so we can respond clearly and firmly, but without aggression, to a situation we don't like. We are going to begin with Part 1 of the worksheet "Learning to Respond Assertively" in the workbooks (see Student Material).



Once everyone has finished the exercise, continue.

There's a trick for responding to the situations you wrote about without acting aggressively, but making it clear to others what things we don't like or what we want them to stop doing. This trick is called "I Feel." To do it, we have to express:

1. How we feel.
2. What situation makes us feel that way.
3. What we would like to change about that situation.

Write down these three steps on the blackboard: (1) How we feel; (2) What situation makes us feel that way; and (3) What we would like to change about that situation.



Give the following examples:

- *I feel mad when you call me rabbit ears and I would like you to stop it.*
- *I feel mad when you use my crayons without asking my permission and I would like you to ask me before doing it.*

Now you can do Part 2 of your worksheet using the "I Feel" trick.



Once everyone has finished their worksheet, propose the following activity:

Let's all form a circle (you should stand in the middle). Now, some of you are going to practice the "I Feel" trick after acting out the situations that you wrote about in Part 1 of your worksheet.

Help them represent the situations by playing the role of the other person that was involved in each situation. The exercise is as follows:

- 1. A volunteer will stand in the middle of the circle and tell everybody about the situation she wrote about.*
 - 2. Then, she will represent how she responded (you will play the other person involved).*
 - 3. The student will then represent the situation again, but this time using the "I Feel" trick.*
 - 4. Ask the group to give feedback on how their classmate used the technique:*
 - Did she say how she felt?*
 - Did she say what situation made her feel that way?*
 - Did she say what she wanted to change about the situation?*
 - Was her response clear, calm, and firm?*
 - Was her response non-aggressive?*
 - What are the advantages of an assertive response compared to the way she responded at first?*
 - 5. Now the student can represent the situation once more using the "I Feel" trick and incorporating her classmates' feedback.*
- If time allows, repeat the exercise with other volunteers.*

3 Wrap-Up

Today you did a great job practicing the "I Feel" trick.

- Why do you think it's better to use the "I Feel" trick instead of responding passively or aggressively to situations that we would like to change?
- When can the "I Feel" trick help us in our lives?

Responding clearly and firmly, without aggression, in those situations that make us upset or mad allows us to tell others what we feel and think.

Student Material

Learning to Respond Assertively

PART 1

There are times when other people (our classmates, our friends) do or say things that we don't like and that make us feel upset, mad, sad, or offended.

Can you think of a recent situation in which someone made you feel that way and you responded passively or aggressively? Try to remember what you did, what you said to that person, and how you responded to the situation. Describe it below:

THE "I FEEL" TRICK

1. I feel...
2. When...
3. And I would like...

PART 2

Now that you've learnt the "I Feel" trick, you know that there are ways to clearly, calmly, and firmly express what you feel and what you want, without hurting other people. Below, write how you could have responded to the person in the situation you thought of in Part 1 of this exercise, using the "I Feel" trick:

I feel (write what you felt) _____

When (write the situation that made you feel that way) _____

And I would like (write what you would like to change) _____

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. 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?" 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, calm and firm, non-aggressive ways of talking about what they feel, think, and want, using questions such as, "Without yelling, how you can tell your brother that you don't like it when he takes your notebooks?"
- It is critical to lead by example. For example, you can react assertively when you correct children after they do something that bothers us, 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 refers to those situations in which there is repeated (many times) and systematic (the same people) aggression between students, and in which there is also an imbalance of power that makes victims unable to defend themselves.

3 Frequently Asked Questions

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

In general, we can respond in three different ways to situations that make us mad or bother us: **passively** (for example, not saying anything or avoiding the other person); **aggressively** (for example, insulting or hitting the other person); or **assertively**. Responding passively or aggressively will probably make the situation worse. For example, if we don't do anything in response to an insult or if we respond aggressively, the other person will probably continue to hurt us even more frequently or with greater intensity. Likewise, responding passively or aggressively can affect us, too, as well as our relationships. For example, if we have a conflict with a friend and we don't do anything and bottle up our feelings, we may start to feel bad and discontent. 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

COOLING THINGS OFF

Today I will learn to...

Regulate the temperature of a conflictive situation.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We all have had problems with a friend or classmate at some point. It is normal that sometimes we don't agree on certain things or have different points of view. When we have a conflict, we can look for solutions that are good for both of us. Sometimes, though, finding them is harder because the problems have gotten bigger and have "heated up." Today we're going to learn how we can let those situations cool off so that we can find solutions that are good for everybody.

2 Core

Sometimes, when we have a problem with someone, we do or say things that make things worse. Has something like this ever happened to you?



Listen to your students.

For example, sometimes we feel so mad that we say mean things to other people. Then they feel bad and react by saying things that are even worse. This makes the problem grow and grow, and the situation starts to heat up.

We're going to hear about an example in which two people have a problem. As I tell you what happened, think about whether the situation is heating up or cooling off. If it's heating up, raise both arms. If it's cooling off, shake hands.



Practice these motions a few times.

I'm also going to draw a staircase on the blackboard to tell whether the conflict is heating up (stairs going up) or cooling off (stairs going down). OK, let's start!



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

Lola and Lalo have been close friends since first grade. They really like to play together. One of their favorite games is to see who can run the fastest. Both of them run really fast, and they both like to win. One day, they raced each other and they had a problem. Lalo came up with the game, and he said to Lola, "How about we race from the classroom door to the bench in the schoolyard?" Lola liked the idea, and she said, "All right, but no cheating!" The two counted off, "On your marks... Get set... Go!" Lola started running first and she got to the bench very fast.

Lalo lost the race, and he thought that Lola had cheated because she got to the bench first.

- How do you think Lalo felt after he lost?
- How did he feel because he thought Lola had cheated?

Lalo felt really mad because he doesn't like to lose, especially when the other person cheats. He went over to Lola and he yelled at her, "You're a cheater! You cheated! We have to do the race over. This one didn't count!" Lola felt very bad, because she doesn't like it when people call her a cheater. She responded, "I'm no cheater! You lost because you're so slow!"

- What is the situation like? Is it heating up or cooling off?
Suggested answer: It's heating up. Everyone should raise both arms and you should draw a set of stairs going up.
- What are they doing to make the situation heat up?
- What's better? For the situation to heat up or cool off? Why?
Suggested answer: Cool off. That way they'll feel calmer, they won't treat each other badly, and they can look for a solution that suits both.

After saying these things, Lalo and Lola felt very bad. They were so mad that they started to push each other back and forth.

- What is the situation like? Is it heating up or cooling off?
Suggested answer: It's heating up. Everyone should raise both arms and you should draw another set of stairs going up.
- How do you know it's heating up?
Suggested answer: Because they feel madder and madder and they went from mean words to pushing each other.

While Lola and Lalo were pushing each other, some of their classmates saw them and started to shout, "Fight! Fight!" Before they knew it, they were surrounded by a group who wanted to see them fight.

- What is the situation like? Is it heating up or cooling off?
Suggested answer: It's heating up. Everyone should raise both arms and you should draw another set of stairs going up.
- Their classmates' action did help heat up the situation? Why?
- Does this help the situation or make it worse? What might happen?
Suggested answer: It makes it worse, because they might hurt each other and they wouldn't be friends anymore.

When Lola realized what was happening, she thought about how she didn't want to stop being Lalo's friend and she didn't want to make him feel bad, either. All she wanted was to have fun. She thought about what she could do, and she realized that if they kept fighting, she wasn't going to get what she wanted, so she decided to stop pushing Lalo and calmly tell him, "I don't like it when you call me a cheater, but if you think I cheated then we can do the race over after we've calmed down."

- How do you think Lalo felt when Lola said this to him?
- What is the situation like? Is it heating up or cooling off?
Suggested answer: It's cooling off. They should shake hands and you should draw a set of stairs going down.

Lalo was really surprised at Lola's words, but he was happy that she offered to do the race over. In the end, all he really wanted was to have fun and to stay friends with her, so he said, "I'm sorry I called you a cheater. I just get really mad when I think something is unfair. I think it's a good idea to do the race over after we calm down."

- How do you think Lola felt when Lalo said this to her?
- What is the situation like? Is it heating up or cooling off?
Suggested answer: It's cooling off. They should shake hands and you should draw another set of stairs going down.

When everyone who was watching realized that there wasn't going to be a fight, they went back to what they had been doing before and left Lola and Lalo alone.

- What is the situation like? Is it heating up or cooling off?
Suggested answer: It's cooling off. They should shake hands and you should draw another set of stairs going down.
- What would have happened if the situation had kept heating up more and more instead of cooling off?

Let's think of all the things we can do to make a situation heat up.



Write the answers down on the left-hand side of the blackboard.

Now we're going to think of all the things we can do to make things cool off.



Write the answers down on the right-hand side of the blackboard.

Which things help us more, the ones that heat things up or those that cool things off? Why?



Listen to your students.

3 Wrap-Up

- What did we learn today?
- Why is it hard sometimes to do things that cool situations off?
- When can we use what we learned to cool things off?

When we have conflicts with our friends or classmates, we can do things that make them worse, or things that help us reach a solution that's good for everyone. We already know what sorts of things we do or say can heat up a situation and what can cool a situation off. The next time we have a conflict with someone, let's use what we learned today to cool things off.

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.

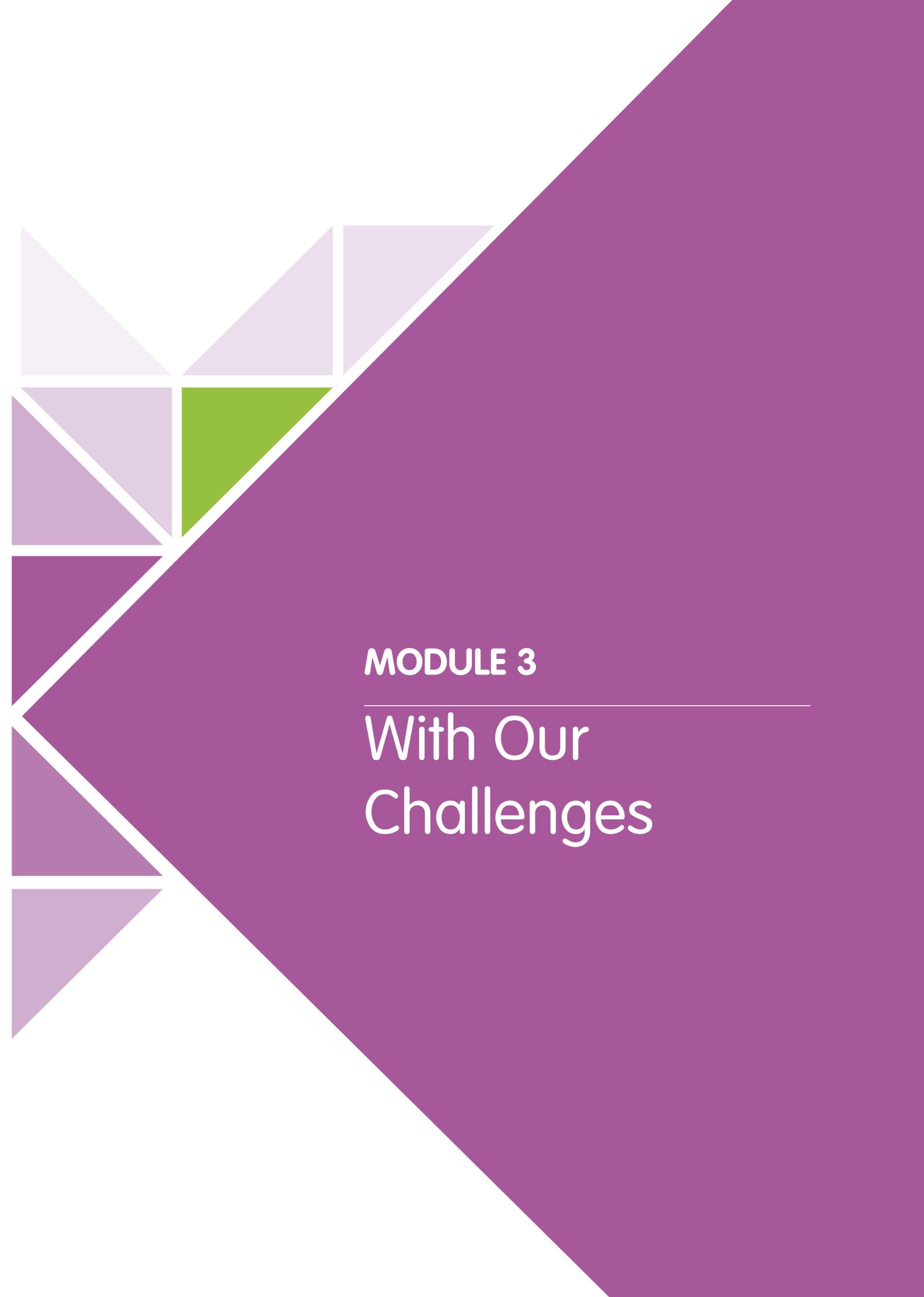
Interpersonal conflict: An expressed struggle between two or more people, as a result of incompatibility, disagreement or differences between them (Rahim, Managing conflict in organizations, 2011).

2 Tips for Teachers and Parents

- Firmly put a stop to any aggressive situation that may occur (e.g. insults, hitting).
- 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.
- Show them how aggressive actions can make the situation worse.

3 Frequently Asked Questions

- **Are conflicts bad?**
No. Conflicts are a normal part of human interactions. They are not good or bad in and of themselves. 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. Fights usually occur when a conflict has been handled poorly. 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 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 actions that will cool these situations off (e.g. breathe, take 10 minutes off).



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

MISTAKES TO LEARN

Today I will learn to...

Learn from my mistakes.

What we'll need is...

- 1/8 of a piece of poster board or blank sheets of paper
- Markers or crayons

Lesson Guide

1 Intro

Almost everything we know in life, we've had to learn. Sometimes we forget that when we were born, we didn't know how to talk, walk, or make friends. Have you ever watched a baby learn to walk? What does it look like? Do they have to work hard at it? Do they make mistakes? What are some of the mistakes they make?



Listen to your students.

Learning takes time. Just like babies don't stand up on day one, we can't always achieve things perfectly the first time we try. Just like babies fall down and walk very slow at first, losing their balance, we make mistakes, too, when we're learning to do something. These mistakes help us learn. Thanks to our mistakes, we can improve the things we do. No one criticizes a baby if she can't walk well on the first try, or because she doesn't talk perfectly when she says her first words.

2 Core

Now we're going to form groups of four, and each group is going to prepare a short presentation for the whole class. Each group can choose what it's going to do: (1) A short scene from a play; (2) A well-known song and practice part of it; or (3) A short dance routine. Your show should not last more than two minutes. I'm going to give you ten minutes to prepare for your first rehearsal. Each group is also going to have to pick a name and write it on the poster board (or white piece of paper) that I'm going to hand out.



While the teams prepare their presentations, let them know how much time they have left to make sure that there is enough time for all of the groups to give their presentations. Once their preparation time is up, tell them it's time for their first rehearsal.

Now each group is going to do a first rehearsal. To do this, I want you to find another group. One group will present its first rehearsal, and then the other group will present theirs. This way, each group can get ideas on how to improve. After each presentation, you're going to tell that group what you liked and what they could improve. Each group will have five minutes to present their rehearsal and receive ideas from their classmates.



Keep track of the time and let your students know how much time they have left. After they have all finished, ask the following questions and listen to your students

- Did you find things that you could improve?
- Was it helpful to identify the things you weren't doing so well?
- Do mistakes help us to learn and improve?

Now I'm going to give you all five more minutes to prepare again before your presentation.



While each of the groups work on their own, keep track of the time and let your students know how much time they have left. If your class is a large one, you may need to go to the wrap-up and continue with the presentations in the next lesson. If your class is small, continue with the following step.

Ask each group to give you the sign with their name on it. At random, choose who is going to give their presentation first, second, etc. Encourage the students to applaud after each presentation.

After all of the groups have presented their show, foster discussion using the following questions.

- Why did you choose the show you presented?
- What was the hardest part about organizing the presentation?
- What was the easiest part?
- What was the most fun about organizing and practicing your show?
- How did you feel after your presentation before the whole class?
- What could you have done better if you had more time to practice?
- What do you think professional actors, singers, or dancers need to make sure their work comes out well? Do you think they have to practice?
- Do you think they do things perfectly the first time they rehearse something?
- What mistakes did you make in your rehearsal that helped you to improve your presentation?

3 Wrap-Up

You all did a great job today.

- What did we learn today about mistakes?
- Could we learn anything if we never made mistakes?
- Does this only apply to the presentations we gave today, or does the same thing happen at other times in our lives?
- Do mistakes help us learn at school?

Mistakes are learning opportunities. When we make a mistake or when we see someone else make a mistake, rather than criticizing or making fun of them, we can use the situation to learn and improve.

Concepts, Tips and FAQs

1 Key Concepts

Achievement motivation: Being driven to succeed and to attain excellence through personal efforts (McClelland, 1953).

People with high achievement motivation set realistic but challenging goals for themselves, take responsibility for goal accomplishment, persevere in the pursuit of these goals, and take calculated risks to achieve the goals.

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

2 Tips for Teachers and Parents

- Motivation is inside each child, allowing him to perform better and not to please others or avoid being scolded. Do your best to help children see mistakes as learning opportunities. Ask them "What did you learn from that?" instead of correcting them or scolding them.
- As a teacher or parent, share examples from your own life in which mistakes helped you to learn and improve. This way, your students or children will realize that mistakes are a natural part of the learning process.
- Show children that everything they know how to do now was achieved through a process in which mistakes taught them to learn; for example, falling when they were learning to ride a bike.
- 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 their performances 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?

Encourage them to learn from their mistakes and to keep focusing on their goals. We are used to punishing mistakes and judging them, instead of learning from them. This not only makes people feel bad but also discourages them. If you believe that mistakes are learning opportunities, you will be much more tolerant toward your own mistakes, as well as those of children. Likewise, if

children see that you use your mistakes to learn and improve, they will learn to do the same. When faced with a mistake, ask yourself what we can learn, how we can improve, and how any damage that may have been caused can be repaired.

- **What can I do to make sure children achieve the goals they set for themselves?**

If you helped them establish realistic goals that are within their reach, you can more easily monitor the progress of these goals using specific indicators. For example, if a child wants to finish reading a short book by the end of the week, at mid-week you can ask her to tell you about some of the interesting things she has read in the book up to that point, the progress she has made, and how far she has to go. If she hasn't read anything or can't remember what she read, ask her how she could do better and what she learned from that experience.

- **What happens if mistakes affect others and not only the child who made them?**

Many of the mistakes we make affect ourselves. For example, making a mistake when reading, writing, or solving math problems. Other mistakes affect other people, too; for example, letting our anger get the worse of us and mistreating someone. If we realize the damage we have caused and we do something to repair it and make sure it doesn't happen again, then we will have used this mistake as a wonderful opportunity for learning and growth.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

I WILL SUCCEED!

Today I will learn to...

Not get discouraged by setbacks.

What we'll need is...

Pencils, colored pencils or crayons for all students to write or draw with.

Lesson Guide

1 Intro

Everyone stand up. We're going to do a trick. Pat your head with your right hand and rub your belly in circles with your left hand.



Show them how to do this. You will need to practice beforehand, since this may be difficult the first few times.

- Does this seem easy or hard to you?
- Do you think you could manage to do it?
- What would you need in order to do it?
- What would happen if someone said "I'll never do it" and then never practiced again?

It's easy for us to give up when we face difficult challenges, but if we really want to learn, the right decision is to keep practicing. Today, we're going to talk about the importance of continuing to try until we achieve what we want. It is essential to keep a positive attitude and continue persevering, because this approach will help us achieve our goals.

2 Core

I'm going to read you a short text about perseverance. For every difficulty or failure I read, each of you is going to draw a step in your workbooks, gradually forming a flight of stairs. Everyone open your workbooks to the worksheet "The Stairs of Perseverance" (see Student Material) so you can draw your stairs there.



Slowly read the story below. As you read, draw a flight of stairs on the board, step by step. For each step, ask the students what emotion the main character may have felt, saying, "Let's try to image the emotion or emotions that this man probably felt." After you finish the story, ask you students to count the total number of steps they draw and write "Yes, I Can!" in big letters on the highest step.

This is a true story about a man who dreamed of becoming the president of the United States.⁹ This man:

1. Failed at business when he was 31.
2. Was defeated in an election campaign at age 32.
3. Failed again at business when he was 34.
4. His wife died when he was 35.
5. Suffered a nervous breakdown when he was 36.
6. Lost another election campaign at age 38.
7. Failed to be elected representative to Congress when he was 43, 46, and 48.
8. Failed to be elected senator when he was 55.
9. At age 56, he lost in his attempt to become vice president.
10. Finally, he was elected president of the United States at age 60.

This man was Abraham Lincoln, one of the most important presidents of the United States, who put an end to slavery, strengthened the government, and modernized his country's economy.



Encourage the group to discuss the following questions. You can split them into pairs if you prefer.

- What did you feel as you drew each step?
- What do you think were the main emotions this man felt when faced with each difficulty or failure?
- What do you admire most about the man in the story?
- What do you think we can do to keep our spirits up and remain passionate about our dreams, despite any difficulties or failures?
- What would have happened if the man had given up after his first few failures?
- Think about some words of encouragement that Abraham Lincoln might have said to himself to keep from giving up. For example, "It doesn't matter, I have to keep fighting."



Write your students' suggestions on the blackboard.

Now let's think about the strategies you use to help you persevere when you are facing difficult tasks.

9. Vargas, G (2012). *Cómo triunfar en el trabajo*. Mexico: Penguin Random House Grupo Editorial. Retrieved from books.google.es/books?isbn=6071113067, 9786071113061.



Listen to your students.

Why is it important for us to repeat to ourselves “I will succeed!” when faced with obstacles?



Listen to your students.

3 Wrap-Up

Congratulations on all of your ideas about the importance of persevering and not giving up in the face of difficulties, and for being so creative with your words of encouragement that help us keep from giving up!

- Why is it sometimes so hard to keep trying after a failure?
- What can we do if we don’t achieve what we want, even after trying several times?
- Which people in your life are a good example of perseverance?



Guide the reflection based on the following idea: The emotions of sadness, anger, and frustration can sometimes be so strong that they take away our motivation to keep trying and they make us think that our goals are impossible. In order to keep trying, we can: (i) think of other ways to achieve the goal; or (ii) repeat phrases to ourselves and think positive thoughts that encourage us to continue.

Student Material

The Stairs of Perseverance

Listen closely to the story your teacher tells you and draw a step for each difficulty or failure that occurred in the life of the person in the story.

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 children to:

- Realize that even when things are hard and demand a lot of work, they can achieve them if they persevere.
- 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 possible failures, to:

- Validate their emotions of frustration, anger, or sadness. For example, you can tell them, “I understand that you’re sad because you didn’t do well on the test, even though you studied a lot,” or “I get mad, too, when things don’t come out how I wanted.”
- Remind them how they achieve difficult things in the past thanks to their perseverance, showing them that they can achieve what they want, even if it takes time.
- Help them regulate their emotions, looking for different strategies to overcome those failures and continue trying to reach the objective they have set. Some strategies 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 know that studying in silence and trying to memorize information doesn’t work to help us pass our tests, we can try other ways of studying, such as using drawings and/or creating summaries.
 - Set small goals that are achievable and help work toward the final objective. For example, if we want to be really good guitarists, we can start by playing easier songs very well, and then, little by little, we can learn other, harder songs.
 - Learn from others. For example, when studying for a test, we can ask other classmates what strategies help them study.

- Stop for a moment and then come back to the task later. There are situations in which stopping for a moment and trying again later can help calm us down and clear our minds a little. For example, if we aren't able to do a math problem, it may help to rest for a bit and try the problem again in a few minutes.
- Use stories about people whom the children admire as models of perseverance. Athletes, artists, businesspeople, etc., have had to make a great deal of effort and persevere in order to achieve what they wanted. Their example can help us realize that in order to achieve what we want, we need to make an effort and persevere.

3 Frequently Asked Questions

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

Success is commonly associated with perseverance. In order to become experts at something, we need to try to achieve the goal several times. By persevering, we learn better and develop our skills more fully.

- **How can 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. To do this, we can use children's previous experiences, tell them about our own experiences, or think of stories involving famous people whom the children admire.

- **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 happy."

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Stress Management

TAMMY COPES

Today I will learn to...

Spot my stressors and deal with them.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

Lesson Guide

1 Intro

We all feel stress sometimes. This is something that we feel in our bodies and our minds. How does a person who feels stressed look and act? Let's all stand up and walk around the classroom as if we were stressed. Make 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. Stress is our body and mind's response that occurs when we face a challenge or difficult situation. Some things make us feel more stressed than others (you can give a personal example of something that stresses you out, but does not stress out a friend). Although certain levels of stress are normal, others are not. High stress levels can affect our wellbeing. Today we're going to focus on creating our personal stress management plan.

2 Core



Read Part 1 of Tammy's story to the group. Draw a scheme similar to that shown in the worksheet "My Stress Factors" (see Student Material). Encourage reflection and fill out Boxes 1 and 2 on the blackboard. Allow two students to help you fill in each box.

Tammy's Story – Part 1

Tammy is nine years old, and she's in fourth grade. Lately, she hasn't had enough time in class to finish her activities. It takes her longer because sometimes she doesn't understand the teacher's instructions. But instead of asking, she sits and waits to see if the teacher will explain the instructions again. So Tammy takes lots of work home. She stays up late working and goes to bed late. Sometimes, she comes to school very tired because she hasn't slept enough the night before. Some of Tammy's classmates, who sit in front of her, talk a lot and they don't let her hear the teacher, but she feels too embarrassed to say anything.

Tammy also has a classmate who sits near her, and who seems to always understand the instructions and finish her work quickly. This makes Tammy feel stressed. Lately, she's been much more restless and nervous at the beginning of class. What's more, there's an important test coming up, and Tammy hasn't been able to study much for it. Not long ago, she started crying, but the teacher didn't understand what was wrong. Tammy hasn't felt like telling anyone what's going on. Since this situation started, she has stopped listening and dancing to her favorite music, two things she used to really like to do.



Ask your students to think about Tammy's stress factors, and then about their own lives and fill out Boxes 1 and 2 in their workbooks. These factors should involve school related stress. Then, read Part 2 of Tammy's story.

Tammy's Story – Part 2

A month has gone by now, and Tammy has started to feel better. She talked to her mom, who suggested to ask the teacher to change her place and put her further toward the front of the class so she could hear better. Although this change isn't for all of the classes, Tammy now asks when she doesn't understand something, she asks for help from nearby classmates who have understood, or sometimes, she is able to nicely ask her noisy classmates not to interrupt the lesson. Although she doesn't bring as much work home, Tammy still has some tasks that she has to stay up late working on. To relax, however, she puts on music. Sometimes, she takes a little break to dance. Tammy has felt more prepared on the last two tests.



Ask the group the following questions and fill out Boxes 3 and 4 on the blackboard. If time is running out, allow a maximum of two answers per question.

- How did Tammy get help from others?
- What solutions did she come up with herself?
- How do you think it helps Tammy now that she sings and dances again while she studies?



Finally, ask students to fill out Boxes 3 and 4 in their workbooks, and ask for two volunteers to share what they wrote.

3 Wrap-Up

Congratulations! Not only did you identify stress factors in your lives, but you also came up with your own ways of handling them!

- What would have happened to Tammy if she hadn't asked for help?
- What can we do when we can't see any clear solutions to a stressful problem?
- Why is it important to practice hobbies and physical activities?



Encourage reflection in such a way that students recognize the importance of receiving support from adults and peers in stressful situations. It is also important for students to understand certain factors that are out of our control and that we cannot resolve immediately. However, while tackling the problem, distracting ourselves, having a good time, and doing some exercise help us manage stress.

Student Material

Tammy's Story

Part 1

Tammy is nine years old, and she's in fourth grade. Lately, she hasn't had enough time in class to finish her activities. It takes her longer because sometimes she doesn't understand the teacher's instructions. But instead of asking, she sits and waits to see if the teacher will explain the instructions again. So Tammy takes lots of work home. She stays up late working and goes to bed late. Sometimes, she comes to school very tired because she hasn't slept enough the night before. Some of Tammy's classmates, who sit in front of her, talk a lot and they don't let her hear the teacher, but she feels too embarrassed to say anything. Tammy also has a classmate who sits near her, and who seems to always understand the instructions and finish her work quickly. This makes Tammy feel stressed. Lately, she's been much more restless and nervous at the beginning of class. What's more, there's an important test coming up, and Tammy hasn't been able to study much for it. Not long ago, she started crying, but the teacher didn't understand what was wrong. Tammy hasn't felt like telling anyone what's going on. Ever since this situation started, she has stopped listening and dancing to her favorite music, two things she used to really like to do.



Part 2

A month has gone by now, and Tammy has started to feel better. She talked to her mom, who suggested to ask the teacher to change her place and put her further toward the front of the class so she could hear better. Although this change isn't for all of the classes, Tammy now asks when she doesn't understand something, she asks for help from nearby classmates who have understood, or sometimes, she is able to nicely ask her noisy classmates not to interrupt the lesson. Although she doesn't bring as much work home, Tammy still has some tasks that she has to stay up late working on. To relax, however, she puts on music. Sometimes, she takes a little break to dance. Tammy has felt more prepared on the last two tests.



My Stress Factors

1. **Stress** in my relationships and activities at school

2. What is my stress like?
(body, emotions, actions)



3. Who can I ask for help and how?

4. What activities can help me to relax?

Concepts, Tips and FAQs

1 Key Concepts

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

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.

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."

It is very important that you help your students to:

- Recognize that we are exposed to different factors that may cause us stress, and that these may occur at the same time.
- Recognize that sometimes changes in our body, our mood, and our behavior may be signs that we are feeling stressed.
- Think of different alternatives that we all have to confront stress and remember fun things like games or distractions, because these are part of taking care of ourselves, too.

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.).
- If children find it difficult to think of other ways to positively manage stress, remind them that they can seek out social support and ask who usually helps them when they need a hand, or which person they could ask for help.
- 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 come to you to tell you their concerns, listen to them attentively and validate their emotions, helping them to identify them (for example, "I can see that this situation makes you nervous."). 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 that problem?"
- Many children often just need consolation and emotional support when they feel stressed, for example, with a hug, or by telling them, "Everything will be all right. If not, I will be there to help you."

3 Frequently Asked Questions

- **Why is it important for children to identify those factors in their environment that may cause them stress?**

Because stress is cumulative, and sometimes subtle things in different environments may weigh heavily on children despite the fact that they are not aware of it. If children are able to identify different sources of stress, they are more likely to look for specific strategies to take action.

- **Why is it important for children to know how to create their own strategies to manage stress?**

At this age, children reinforce their autonomy and sense of control over the world. So, it is very important for children to feel that they can resolve their own problems. If, on the other hand, they feel that strategies or ideas come from others, they are less likely to use them.

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

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

Stress may be related to very intense emotions. If the children express these types of emotions, we may find them very difficult to handle. Above all, stay calm. Give the child the chance to express what he is feeling, and then validate these emotions, saying things such as, "I can see this makes you very mad"; "It's a tough situation"; or, "It's very scary." After the child has expressed the emotion, you can help him to calm down. You can say something like, "Let's take a moment to calm ourselves down." Remember that you can use the emotion management tools proposed in this Program. When the child has calmed down, help him think of ways to handle the situation and evaluate whether he needs additional support from other people inside or outside school.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

WHAT IF

Today I will learn to...

Elaborate an idea further.

What we'll need is...

Pencils, colored pencils or crayons for all students to write or draw with.

Lesson Guide

1 Intro

Have you ever wondered what would happen if things were different; for example, if people could fly. What would happen if we could fly? What would you do? Where would you go?



Listen to your students.

Everyone stand up. We're going to pretend we can fly. You could fly like a superhero, like a bird, or like a plane. How do superheroes fly? How do birds fly? How do planes fly?



Listen to your students.

Decide whether you'd like to fly like a superhero, a bird, or a plane. Now we're going to imagine the whole classroom is the sky. As you fly around the classroom, take care not to trip or bump into anyone. On the count of three, we're all going to start flying. Ready? One, two, three!



Allow your students to move freely around the classroom as if they were flying. Make sure they don't hurt themselves, trip, or bump into one another. Give them approximately two minutes for this activity.

Today we're going to think about what would happen if fanciful things occurred.

2 Core

Imagine you're walking along one day with some friends and suddenly, you look down, and at the bottom of one of the school's walls, you see a kind of entrance. It's the secret entrance to an unknown world located beneath the school. It's an ancient, mysterious world inhabited by people like us. What makes this world special is the fact that it's underground and nobody knows about it. It also has another interesting characteristic, however: there, no one ever makes fun of others. There are no mean nicknames or jokes that make other people feel bad. There, everyone laughs and has a good time, but never at the expense of others. Can you imagine this world? What would it be like? How would the people there live?



Listen to your students.

Now, each one of you is going to imagine this world, and you're going to depict it in your workbooks, in the worksheet "What Would an Imaginary World Be Like Where No One Makes Fun of Anyone Else?" (see Student Material). To do this, you can make a drawing showing this mysterious, unknown world just like you imagine it, or you can write a text with your description.



Give them approximately fifteen minutes for each of them to make their drawing or write their text. Encourage them to include details about this world. You can ask them things like: What kinds of people live there? How do they dress? What do they eat? How do they get around? What are their houses like? After their time is up, continue with the lesson.

You all came up with great ideas about what this world might be like. Now I want you to find a partner and share your work with each other. Your partner can ask you questions or make suggestions on how to include more details in your drawing or your text. The idea is for our work to be as detailed as possible. For example, if you drew a house, you can add more doors or windows, draw people inside, curtains, electrical appliances, etc. You can ask your partner questions like: What else could you draw? How could you describe it in more detail? What colors are these things?



Give them ten minutes to work with their partners. Keep track of the time and let them know when it's up. Encourage your students to be creative with the details, elaborating on the ideas they already came up with. Assign a space in the classroom to hang their work up. After their time is up, continue with the lesson.

Now we're going to hang your work on the wall so we can all see it. Let's take a minute and look at everyone's work.



After all of the students have looked at their classmates' work, ask them the following questions and Listen to your students.

- Which of the drawings or texts surprised you the most? Why?
- Which ideas had the most details?

3 Wrap-Up

Today we had a chance to be very creative by using some of our ideas and expanding and building on them. Based on a story, we managed to create an entire world!

- How can it help us to build on preexisting ideas?
- Can we be original even if we start off using other people's ideas?

Many original and creative ideas can be built by expanding on other ideas. When we have a problem that we need to solve, or when we want to be creative, we can start with one idea and build on it.

Student Material

What Would an Imaginary World Be Like
Where No One Makes Fun of Anyone Else?

Make a drawing or write a text describing what this imaginary world would be like.

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 to help children to develop their creative thinking, it is important for them to:

- Laugh and have fun by thinking of creative ideas in a playful setting; for example, by thinking, “What would happen if...?”
- Use certain ideas to elaborate on them, expanding on their details.

2 Tips for Teachers and Parents

- Invent games in which your students have to elaborate on preexisting ideas. One of these games may be “What Would Happen If...?” You can complete the phrase with any situation you like. For example, what would happen if we were invisible? If we could fly? If we lived at the bottom of the sea? If we were millionaires? If we had a time machine? Etc. Based on the proposed situation, play a game with the children to come up with ideas about what would happen in that situation. This game can be a lot of fun and help foster their creativity.
- To encourage them to elaborate on ideas, do not judge or evaluate the children’s ideas based on whether or not they are viable or realistic. On the contrary, encourage them to think of things that seem absurd, fanciful, or unreal. This will help them come up with creative ideas that they may not have thought of otherwise, as well as being lots of fun.
- Use situations from everyday life to stimulate children’s creativity. School assignments can be an excellent opportunity to do this. If children have to write, design, or build something, you can start from their ideas and ask them to provide more details in the assignment. For example, if they have to write a story and they’re thinking of writing about aliens, you can ask them questions to help them elaborate and expand on this idea, such as: Where are these alien? What are they like? What do they want? How do they dress? How do they communicate? How do they get around? What problems do they have? Etc.
- Use stories or television programs as an opportunity for children to elaborate on the situations found there. For example, if they’re reading a book, you can ask your children or students to make up an alternate ending or a different version. For example, what would happen if Batman were a zombie and Superman were a motion-impaired teen?

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, solving problems, or building and creating. We build and create our own lives, so the greater a child's creativity and ability to elaborate, the more we use this skill will help them in everything they set out to do, from making up a story to making plans for their lives in order to achieve their goals.

- **How can creativity be developed by elaborating on other ideas?**

Creativity can be developed in multiple ways. In previous grades, we have seen other ways, while in this grade we have used the concept of elaboration to encourage children to build on other ideas, describe them, expand on them, and transform them. Elaboration involves starting with a basic idea and making it more complex and nuanced. This concept is not just about coming up with ideas, but articulating them and describing them in as much detail as possible. This stimulates creativity by making us think of a whole range of different, innovative ideas.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

ONCE UPON A TIME, A DIFFERENT STORY

Today I will learn to...

Question what I read to form my own opinion.

What we'll need is...

Photocopy of the stories provided in the Student Material: a set of fragments from each story for each group of students.

Lesson Guide

1 Intro

Sometimes, we're so used to what we see on TV or what we read in books that we think this is how things are, and that what the characters do is what we should all do. Today we're going to read a story that we all know and we're going to think of other ways of looking at it.

2 Core

We're going to form groups of three. I'll go around to each one and give you some pieces of paper. Each sheet has part of the story, and what you have to do is put them in order so that the story makes sense. You're all going to start at the same time, and the first group to finish will read the story in the order they put it in.

Let's get started! The story is called "Sleeping Beauty." Do any of you know it? What is it about? Let's see if we can put it in order quickly. The first group to finish should remain silent, and all of the members will have to raise their hands at the same time. Who's finished?



Give the students a few minutes to put the story in order.

When a group finishes and follows instructions (remains silent, with hands raised), allow it to read the story. Then ask the group the following questions:

- What did you think?
- Is the story in the right order?
- Did any of the groups put the story in a different order?



If any of the groups put the story in a different order, discuss with the class why one way is better than the other.

Sleeping Beauty – Original Version

Once upon a time, in a faraway kingdom, there was a queen who had a beautiful daughter. The queen invited all the fairies in the kingdom to her daughter's baptism, but she forgot to invite the evilest of all.

The evil fairy was furious, and she cast a spell on the princess. "When you turn sixteen, you'll prick your finger on a spindle and you'll die!" One of the good fairies who was nearby heard the spell and tried to make it better. "Instead of dying, you'll fall asleep until a prince comes to wake you up."

The king decided to forbid spindles in his castle to protect his daughter. Even so, when the princess was sixteen she used a spindle by accident, pricked her finger, and fell asleep in her enchanted castle.

One day, a handsome prince was walking nearby and discovered the enchanted castle in the bushes. The prince walked in and found the princess. Dazzled by her beauty, he gave her a kiss. With the prince's kiss, the spell was broken and the princess woke up.

The prince and the princess got married and lived happily ever after.

Now we're going to look at another version of the same story. You have to put the pieces of the story back in order so that the story makes sense. Let's see which group puts it in order first.



When a group finishes and follows instructions (remains silent, with hands raised), allow it to read the story. Then ask the group the following questions:

- What did you think?
- Is the story in the right order?
- Did any of the groups put the story in a different order?



If any of the groups put the story in a different order, discuss with the class why one way is better than the other. Once again, if other groups want to read it, allow them to so long as they do it creatively.

Sleeping Beauty – Adapted Version

Once upon a time, in a faraway kingdom, there was a queen who had a very happy and intelligent daughter. The queen invited all the fairies in the kingdom to her daughter’s baptism, but she forgot to invite the evilest of all.

The evil fairy was furious, and she cast a spell on the princess. “When you turn sixteen, you’ll prick your finger on a spindle and you’ll die!” One of the good fairies who was nearby heard the spell and tried to make it better. “Instead of dying, you’ll fall asleep until a prince comes to wake you up.”

The king and the queen decided together to forbid spindles in their castle to protect their daughter.

When the princess was sixteen, she discovered the truth about the spell and she decided to read lots of books so she could find a way to break it. She read constantly until she discovered that the antidote was to learn something completely new every day.

So the princess spent her time learning new things every day. She learned where birds fly to, the names of a thousand stars in the sky, and lots of other things.

One day, the princess met a prince, and she shared all of the marvelous things she knew with him. The prince was dazzled by how intelligent the princess was.

In the end, the evil fairy’s spell never came true and the princess continued to share all the wonderful things she learned every day with the prince for the rest of their lives.



Which version did you like best? Why? Encourage reflection using the following questions. Write down your students’ main ideas on the blackboard:

- What was the princess like in the first story, and what was she like in the second one?
- Who made the decision to forbid spindles in the first story, and who made the decision in the second one? Close your eyes for a moment and think about the option you like best. Now open your eyes. Would anyone like to share an opinion?
- What did the prince like about the princess in the first story, and what did he like about her in the second one?
- In general, what differences did you notice between the first and the second story?

Now that we’ve thought a little about the two versions, close your eyes for a moment and think: Which story did you like best? Keep your eyes closed. Those of you who liked the first story can put your hands on your heads, and those who liked the second one can put your hands on your waists. Now open your eyes and look around. Did we all like the same story or did we have some different opinions with our classmates?

3 Wrap-Up

Today you all did a great job telling stories and identifying your opinions about what happened with the characters.

- Who already knew the story of “Sleeping Beauty”? Did you ever think that the characters might have other choices?
- How often do we think about our opinions on the stories we read or see on TV?
- How can it help us to think about our opinions on what we read or see?

It is possible that we may not always agree with what we read or see in the media, like on TV. Whenever we receive information (for example, when we read a story or watch a movie), we can think about our opinion on what we’re reading or watching. Remember that in real life, things don’t necessarily have to be like what we’re shown.

Student Material

Sleeping Beauty - Original Version

1.- Once upon a time, in a faraway kingdom, there was a queen who had a beautiful daughter. The queen invited all the fairies in the kingdom to her daughter's baptism, but she forgot to invite the vilest of all.

1.- The evil fairy was furious, and she cast a spell on the princess. "When you turn sixteen, you'll prick your finger on a spindle and you'll die!" One of the good fairies who was nearby heard the spell and tried to make it better. "Instead of dying, you'll fall asleep until a prince comes to wake you up."

1.-The king decided to forbid spindles in his castle to protect his daughter.

1.- Even so, when the princess was sixteen she used a spindle by accident, pricked her finger, and fell asleep in her enchanted castle.

1.- One day, a handsome prince was walking nearby and discovered the enchanted castle in the bushes.

1.- The prince walked in and found the princess. Dazzled by her beauty, he gave her a kiss. With the prince's kiss, the spell was broken and the princess woke up.

1.- The prince and the princess got married and lived happily ever after.

Sleeping Beauty - Adapted Version

2. Once upon a time, in a faraway kingdom, there was a queen who had a very happy and intelligent daughter. The queen invited all the fairies in the kingdom to her daughter's baptism, but she forgot to invite the evilest of all.

2. The evil fairy was furious, and she cast a spell on the princess. "When you turn sixteen, you'll prick your finger on a spindle and you'll die!" One of the good fairies who was nearby heard the spell and tried to make it better. "Instead of dying, you'll fall asleep until a prince comes to wake you up."

2.-The king and the queen decided together to forbid spindles in their castle to protect their daughter.

2. When the princess was sixteen, she discovered the truth about the spell and she decided to read lots of books so she could find a way to break it. She read constantly until she discovered that the antidote was to learn something completely new every day.

2. So the princess spent her time learning new things every day. She learned where birds fly to, the names of a thousand stars in the sky, and lots of other things.

2. One day, the princess met a prince, and she shared all of the marvelous things she knew with him. The prince was dazzled by how intelligent the princess was.

2. In the end, the evil fairy's spell never came true and the princess continued to share all the wonderful things she learned every day with the prince for the rest of their lives.

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.
- Make informed decisions and offer informed arguments.

2 Tips for Teachers and Parents

- Critical thinking may be promoted at different times in everyday life, both at school and at home. We as adults may encourage students to identify their own points of view and opinions on certain topics or situations by asking questions such as “What do you think about this?” or “I think this way. Do you agree with me, or do you have a different idea or opinion?”
- Adults can also encourage children to have critical attitude toward information coming from our surroundings; for example, the things that other people say or what the media shows us. Ask the children questions such as “Do you 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 others. 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) and to put a halt to that situation (for example, by 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

A CLEAN WORLD

Today I will learn to...

Care for a clean world.

What we'll need is...

A pencil, colored pencil or crayon for each student to write with.

Lesson Guide

1 Intro

How do you like to see your house? Do you like it when it's clean and organized, or when it's disorganized and dirty? I'd like everyone to stand up. Pretend that you've just gotten out of school and you arrive home to find it recently organized. Everything is clean, and all the things are in their place. It smells nice. Raise your hands and take a deep breath, imagining how nice your house smells.

Now have a seat. It feels so nice when our house is clean and organized. If you found garbage on the floor at home, would you pick it up and throw it away?



Listen to your students.

Have you seen garbage around school? Is there garbage in the classroom? Is their garbage in the street in your neighborhood? Would you like to live in a cleaner world in which we all took care of it?



Listen to your students.

2 Core

Today we're going to walk around the school. We're going to leave the classroom in an organized manner and we're going to walk around different spaces to check whether they're clean or if there's any garbage there. Let's start with the classroom. Take a look at the floor, the walls, the desks, the chairs. Are they clean? Is there garbage? Write your observations down in the worksheet "A Walk around School" in your workbooks (see Student Material).

Now we're going to go out into the hallways. What are they like? Then we'll go out to the schoolyard. Is it clean? Let's check the offices. Is there garbage there? Let's take a look at the bathrooms. Have they been cleaned?



Modify the walk as needed for your school and the spaces available. The walk can be real or imaginary, depending on the conditions and the group. In either case, ask them to write down their impressions in their workbooks.

If we left school, in what conditions would we find the streets? Are they clean? Is there garbage? What is the neighborhood like? Is it clean?



Listen to your students.

Imagine we could get on a spaceship that takes us around the world, all around our country: the highlands and their mountains, the jungle and its trees, the coast and the ocean. We get further and further away, until we can see the whole planet, with its oceans, its mountains, the North and South Pole. What does it look like? Is it clean? Is there pollution? Is there garbage?



Listen to your students.

Now each one of you is going to think up some ideas for a cleaner school and neighborhood, and you're going to write them down in the worksheet "Ideas for a Cleaner World" in your workbooks (see Student Material).



Give them at least three minutes to do this activity.

Have you written your ideas down? Now form groups of three or four. In your groups, you're going to share these ideas and you're going to pick the ones you like best. Then each group is going to tell the whole class about their ideas.



Give them five to ten minutes for this group activity.

Now each group is going to tell us about their ideas and I'm going to write them down on the blackboard.



Listen to each group's ideas and write them down on the blackboard.

You came up with some really great ideas! What could each one of us do so that we have a cleaner school and neighborhood? I want each one of you to write down two commitments in your workbooks so that we can have a cleaner school and neighborhood.



Invite your students to read their commitments.

Do you think that if we all hold up the commitments we set for ourselves, we could have a cleaner planet, too? How can each one of us help make the planet less polluted?

3 Wrap-Up

We're going to finish today's lesson by imagining that we all held up our commitments. Close your eyes and think again about your house, all cleaned up and organized. It makes us happy to see our homes like that. Take a deep breath and smell the cleanness. Now imagine that you're leaving your house and the neighborhood is clean, too. The park is clean. You get to school and you find it perfectly clean and organized. Now imagine that we all get on a spaceship and we fly far out into space. We can see that everything is clean. There's no garbage or pollution. The city, the jungle, the rivers, the coast, the ocean, the whole planet is clean! Now open your eyes.

- Would you like to live in a world like that?
- Are you willing to help us all have a clean world to live in?
- What can you do to hold up the commitments you've made?

Student Material

A Walk around School

Area	Is it clean? Is there garbage there?
Classroom	
Hallway	
Schoolyard	
Bathrooms	
Offices	
School Store	

Ideas for a Cleaner World

Ideas for a Cleaner School

Ideas for a Cleaner Neighborhood

My Commitments

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

- Recognize problems; for example, the problem of garbage and pollution.
- Realize that they can play a role in solving this problem; for example, putting garbage where it belongs, recycling, cleaning up, and organizing.

2 Tips for Teachers and Parents

- Assign children small responsibilities involving organization and cleaning at home and in school. Make sure they are clear on where to put garbage and waste, separating it for recycling in accordance with your city’s regulations.
- Think with them about times when we throw garbage on the ground or make things dirty and the consequences of these actions. Instead of scolding them, try to help them reflect and realize that we are all part of the problem, and that, as such, we can also contribute to the solution.
- Use activities in which children observe the spaces around them to talk with them about their city, school, and house. What are these places like? Is there garbage there? Is anything dirty? How could they make it prettier? When do we feel better: when we see garbage everywhere or when things are clean?
- Organize cleanup and recycling projects. These could be beyond simply separating waste to also address the use of our resources. For example, the children could help think of ways to reuse paper, plastic, and other waste several times, whether for the purpose for which it was originally intended (for example, reusing “disposable” containers or utensils or paper that has only been used on one side) or for other uses (to decorate or do crafts).

3 Frequently Asked Questions

• Why is responsibility important?

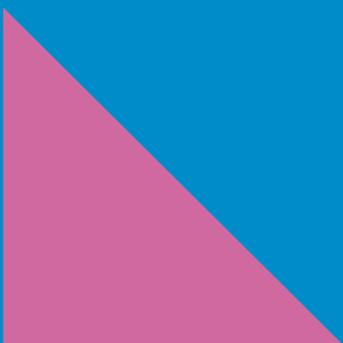
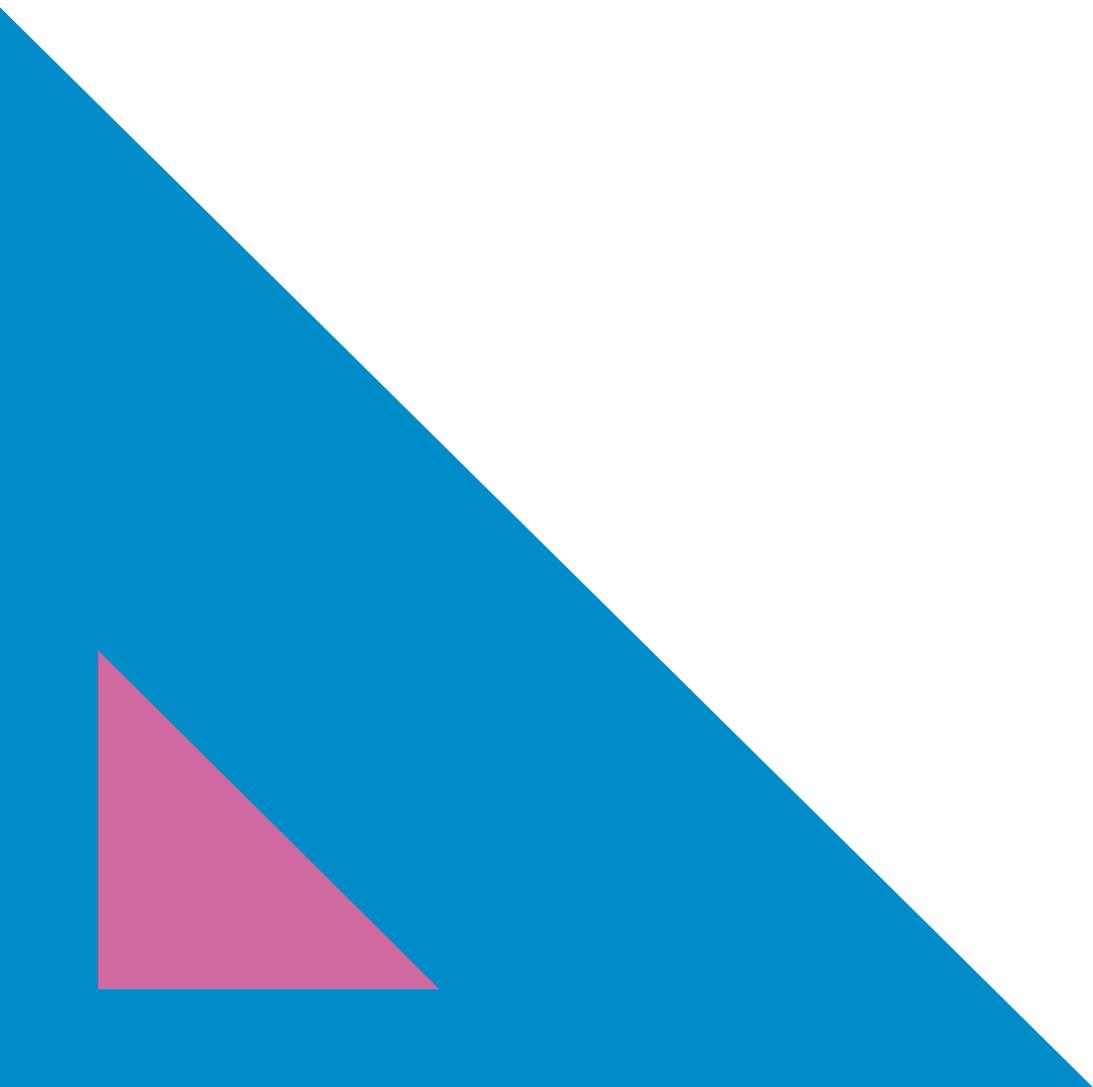
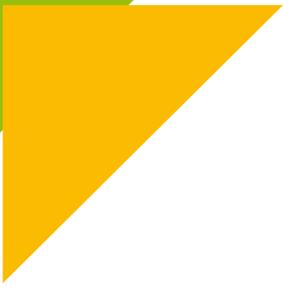
Developing a sense of responsibility will help children adapt better to the demands of their surroundings, build better relationships with adults, and develop abilities that will enable them to achieve their goals in the future.

- **Why is it important to think about garbage and its relationship to the environment?**

The majority of children (and many adults) know that they should not throw garbage in the street and that they need to take care of things. Nevertheless, they are not especially aware of the reasons they should do so. Oftentimes, they avoid doing it to keep from being scolded or punished. We can help children to understand that by not throwing garbage on the ground, they are helping to improve themselves and make others happier. We can also help to realize that, just like we like our homes to be clean and organized, we can apply this same concept to help keep our school, our neighborhood, our city, and our whole planet clean.

- **What should I do if children continue to litter?**

Changes are not made from one day to the next. Remember this lesson seeks children to interiorize the reasons to help keep different spaces clean, so that these actions come from them and not from a fear of authority. As such, try not to scold them. Instead, ask them if they like to see garbage everywhere like that, what would happen if we all littered, how they would like to see the school, etc.





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