



# Student Workbook

## Grade 9



© 2016, International Bank for Reconstruction and Development / The World Bank  
The World Bank, Peru Country Office. Lima, Peru  
Av. Alvarez Calderon 185, San Isidro - Lima 27 - Peru  
Telephone: +51 1 622 2300; Internet: www.worldbank.org

This work is a product of the staff of The World Bank with external contributions. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent.

### **Rights and Permissions**

This work is subject to copyright. Because the World Bank encourages dissemination of its knowledge, this work may be reproduced, in whole or in part, for noncommercial purposes as long as full attribution to the work is given.

**Translations** - A Spanish version of this work is available from The World Bank. If you create a translation of this work into another language, please add the following disclaimer along with the attribution: *This translation was not created by The World Bank and should not be considered an official World Bank translation. The World Bank shall not be liable for any content or error in this translation.*

**Third-party content** - The World Bank does not necessarily own each component of the content contained within the work. The World Bank therefore does not warrant that the use of any third-party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner.

**Production:** Inés Kudó

**Coordination:** Joan Hartley

**Assistance:** Luciana Velarde

### **Authors:**

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

### **Collaborators:**

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

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

**Illustrations:** David Cárdenas, Silvia Tomasich, Ericca Alegría.

**Graphic Design:** Evolution Design irl., Alejandro Cubas.

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

**Posters:** Hermanos Magia S.A.C.

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

### **Follow us on:**

 /BancoMundialPeru

 @BancoMundialLAC

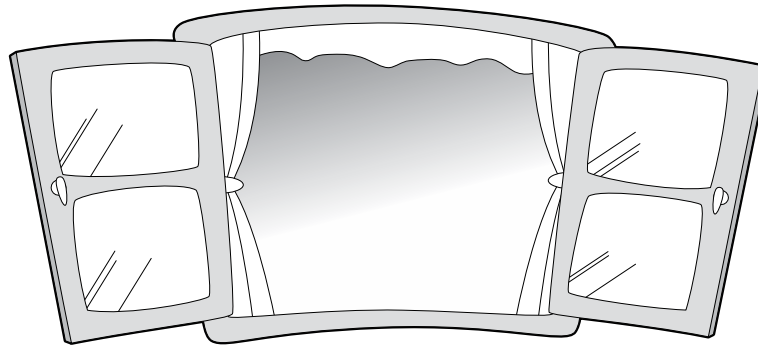
### **KEY PARTNERS:**



## THE JOHARI WINDOW

**Today I will learn to:**

Understand how other people influence my choices.



**The Johari Window** is a useful tool for analyzing ourselves. It was created by the psychologists Joseph Luft and Harrington Ingham (the first letters of their names make up the word "Johari"). According to these two psychologists, each one of us has four areas:

**Open Area:** This is what both I and others know about me, i.e., this is the part of ourselves that others can also see. For example, both others and myself may agree that I'm quiet, or talkative, studious, not very studious, etc.

**Blind Area:** That which others perceive about us but we don't. These are some of the characteristics that others can see in us but we don't know that we have. For example, others may think that we are fun, while we think that we're boring. Others may see that we are organized, while we may not recognize that characteristic as something that describes us.

**Hidden Area:** What we know about ourselves, but others don't know. For example, we may be very sensitive, while appearing to others as if we were quite strong; or sometimes we may lie, while others believe we are honest.

**Unknown Area:** This is what neither we nor others know about us. We may sometimes have reactions that neither others nor we understand, or we may do something that we do not know where it came from.

## My Johari Window

To make your own Johari Window, think about the following questions and then answer them:

What are your personal characteristics? You can use the list at the bottom of this worksheet as a guide.

---



---



---

What are the characteristics that your family and your friends think you have? You can ask two friends nearby, as well as considering the characteristics that your parents and siblings always say you have.

---



---



---

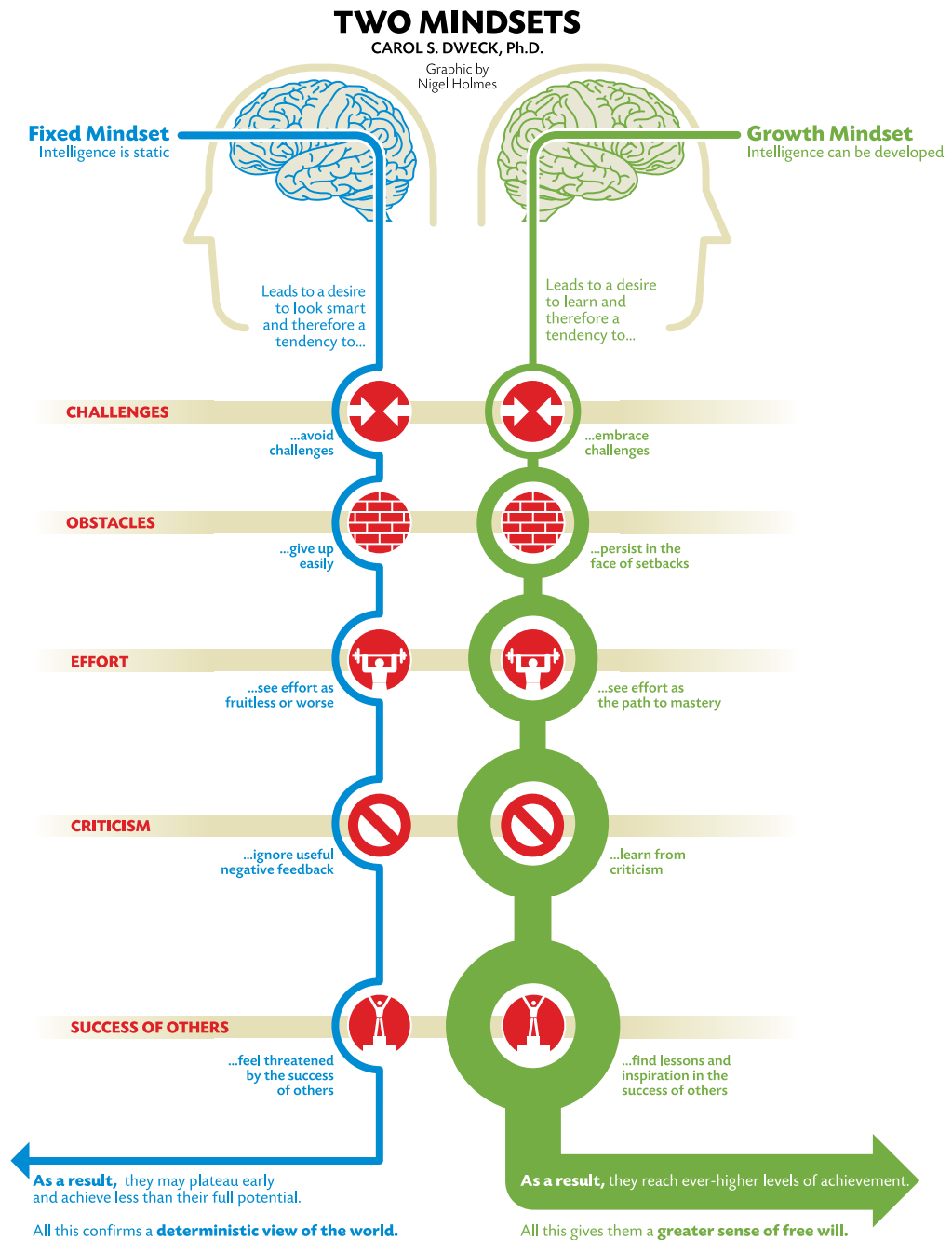
Now, figure out which of the characteristics were mentioned by you and others and write them in the open area. In the hidden area, write the characteristics that only you know you have. In the blind area, write the characteristics that others think you have and you didn't know about or don't recognize in yourself. Leave the unknown area blank ciega. Deja el área desconocida en blanco.

	<b>What I KNOW about myself</b>	<b>What I DON'T KNOW about myself</b>
<b>What OTHERS KNOW about me</b>	<b>OPEN AREA</b>	<b>BLIND AREA</b>
<b>What OTHERS DON'T KNOW about me</b>	<b>HIDDEN AREA</b>	<b>UNKNOWN AREA</b>

I am: Cooperative - Reliable - Active - Polite - Firm - Insecure - Friendly - Creative - Practical - Mentally flexible - Careful - Aggressive - Critical - Skilled - Friendly - Careful - Honest - Impulsive Punctual - Well-behaved - Imaginative - Fast - Dependable - Independent - Reasonable - Analytical Determined - High spirited - Fair - Hardworking - Thoughtful - Attentive - A leader - Respectful Discrete - Logical - Responsible - Capable - Secure - Efficient - Peaceful - Helpful - Have good memory - Sincere - Communicative - Enterprising - Conciliatory - Prudent - Concrete - Motivating Unproblematic - Enthusiastic - Constant - Stable - Optimistic - Tolerant - Constructive Organized - Treat people well - Orderly - Sensible - Demanding - Patient - Sociable - Shy

**Today I will learn to:**  
Face academic challenges knowing that I will become smarter by overcoming them.

## Two mindsets!



1. Graphic designed by Holmes, N. (n.d.). Two mindsets: Carol Dweck.

## How Can I Use My Growth Mindset in My Academic Performance?

When learning different subjects, do you think that you can develop any ability you set your mind to, or have you felt like certain subjects are beyond your personal abilities? Why?

---

---

---

---

---

---

---

---

---

---

What are some of the obstacles you need to overcome in order to achieve a better academic performance?

Name two specific things you can do to overcome each one of the obstacles that you have identified.

---

---

---

---

---

---

---

---

---

---

Do you think you have made enough effort up to this point in your life? Why or why not?

What do you need to do in order to make more of an effort?

Have you used constructive criticism as a way to improve your abilities in each area or subject? Which abilities do you think you need to improve?

---

---

---

---

---

---

---

---

---

---

What can you learn from your classmates or friends who get good grades and do well in school?





Today I will learn to:

Pay attention to how my mind and body react to an emotion.

## Emotions and Physical Reactions

Below are two lists: one of emotions, and another of physical reactions. Use colored pencils to draw lines to the physical reactions that you experience when you feel each one of these emotions. You may connect a physical reaction to more than one emotion, or the same emotion to more than one physical reaction. There are no right or wrong answers. Simply connect the emotions to your physical reactions.

Emotions	Reactions
Anger	Goosebumps
	Gasping for air
	Face becomes red
Fear	Trembling
	Sweaty hands or other parts of body
	Pulse quickens
	Strong heartbeat
Shame	Shivers
	Headache
	Stomachache
	Lack of energy, inactivity
Enthusiasm	Knots in stomach or throat
	Tickly feeling in stomach
	Hot face or head
Sadness	Crying
	Smiles
	Tension, agitation

## Thoughts - Emotions - Actions

The first column of the table below presents different thoughts. In the second column, you will describe the emotion(s) that each one of these thoughts causes in you. In the third column, write down the actions that you think might result from these thoughts and emotions. We have provided an example to help you.

Thoughts	Emotions	Actions
Imagine that you're thinking the following:	What emotion(s) does this thought cause you to feel?	What actions might result from these types of thoughts or emotions?
"I feel like everyone is ignoring me, as if they couldn't see me..."	Sadness	Withdrawal, isolation, living in a bubble
"I'm sure I'll get it wrong, I'll make a mistake..."		
"I say what I think and feel (without hurting others), because it makes me feel good to really be myself."		
"Everyone is going to criticize me, they'll laugh at me, I'll look ridiculous."		
"We're a team. If we make mistakes, we'll help each other out. Together, we can do it."		
"I don't care what anyone else does. I do my thing and that's that. They won't be there to help out if things go wrong, anyway."		
"I'll do what I promised I would do, because I like to do it, I think it's important... I'll give my absolute best."		

**Today I will learn to:**  
Manage my emotions using my inner voice.

## My Greatest Ally: My Inner Voice

Imagine that you're in the situations described below. On the left, you'll find thoughts or phrases that can make your emotions more intense, so that you're unable to control them.

For each situation, change the thought or phrase described to a thought or phrase that can help you control the emotion you may be feeling in each situation.

Use the following example as a guide:

Alex is really **afraid** of flunking a test. He tells himself, "I'm going to flunk the test. The test is going to be too hard. I'm not going to be able to do it!" In this case, Alex could change his thoughts and tell himself something that helps him to soothe his fear, like, "Hey, don't worry. You just have to get organized and study. You've worked hard. You can do it."

### Situation No. 1

You got into an argument with your brother and you're so **angry** you want to hit him.

You think:



How could you change your thought for one that helps you control your **anger**?



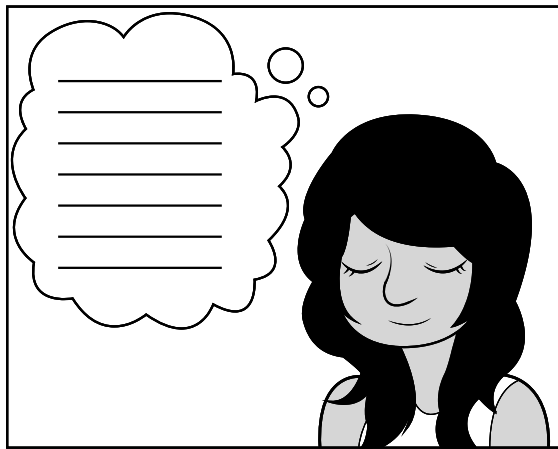
### Situation No. 2

You're **sad** because you didn't get invited to a party.

You think:



How could you change your thought for one that helps you feel less **sad**?



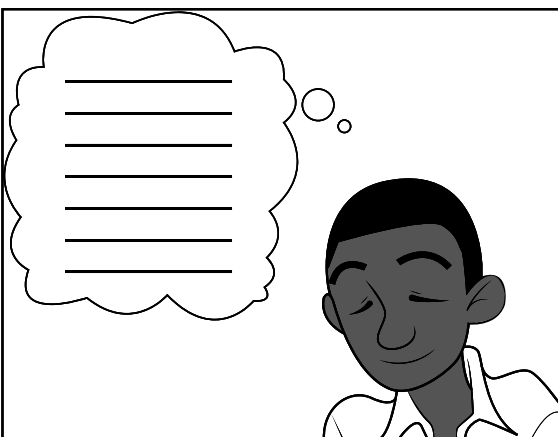
### Situation No. 3

You're **anxious** because you have to go someplace where you don't know anyone.

You think:



How could you change your thought for one that helps you control your **anxiety**?



### Situation No. 4

You have to go to school, but you just **don't feel like it**.

You think:



How could you change your thought for one that helps you feel more **motivated**?





**Today I will learn to:**

Give up immediate rewards for the chance of achieving bigger goals down the road.

## The Marshmallow Experiment



Many years ago, a well-known psychologist named Walter Mischel conducted a study known as “The Marshmallow Experiment.” This experiment tested children’s ability to delay gratification.

In the experiment, he gave four-year-old children two options to choose from: earning a marshmallow right then for doing something, or waiting 15 to 20 minutes and earning two marshmallows for doing the same thing. Some children took one marshmallow immediately, and others waited so they could get two marshmallows.

As you can see from the photos, this was a very hard task for some of the children!

Dr. Mischel also wondered if this test would predict a successful future for the children. Fourteen years later, he found that the children who waited so they could earn two marshmallows were more positive, enterprising, focused on achieving their goals, and got better grades on tests. The children who didn’t wait were more prone to having problems in school.

What are your own marshmallows now? Write down those things that are hard for you to resist but get in the way of achieving your goals or fulfilling your commitments.

---

---

---

---

---

---

---

---

---

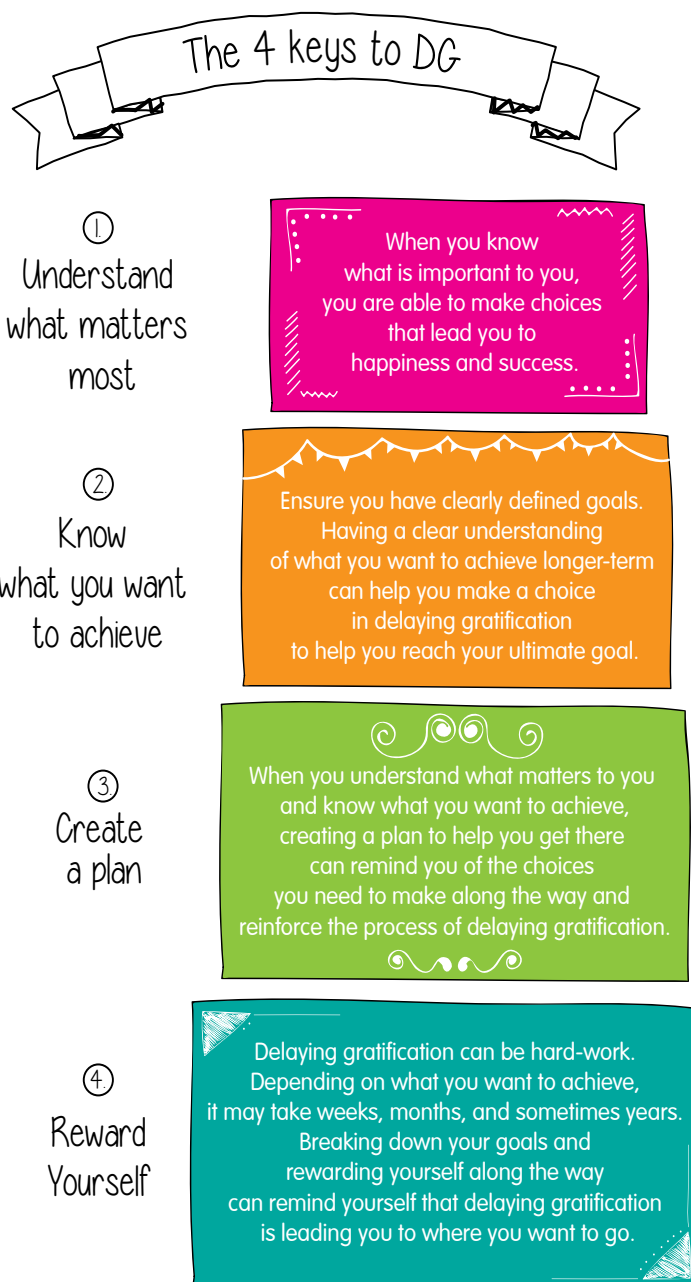
---

\* Images from: <http://www.telegraph.co.uk/news/science/science-news/9480475/Children-attempt-marshmallow-temptation-test.html>

## DG and the 4 keys to DG

Dana Gray, known as DG by his friends, loves playing volleyball and is the captain of her high school team. DG is a very good student, she puts a lot of effort to get good grades because she wants to go to a good college and her parents don't have enough money, so this means winning a scholarship. She also loves spending time with her friends, going out for ice cream or a burger (she specially loves french fries). Her best friends are always hanging out after school and want her to join. Sometimes DG ditches her volley practice to hang out with them, because when she doesn't, she feels like an outsider.

DG has found there are four keys to Delay Gratification (DG).<sup>2</sup>



2. Based on "Strategies for Delayed Gratification", from <http://www.startofhappiness.com/power-delayed-gratification>



And here are DG's 4 keys:

①

For DG, it is volley practice, doing school work, and hanging out with friends, but there is no time to do it all. She realizes that going to college is what matters most, and exceling at volley and grades may give her that chance. She also values honesty and would not be able to sleep at night if she achieved any of these by cheating. So she must prioritize training and studying hard, and hang out with friends much less. She also has to cut back on junk food and sugar because these have a negative effect on her performance as an athlete.

②

DG wants to be a veterinarian and open her own practice, specializing in farm animals. Her goal is to earn a scholarship to a good college by the time she finishes high school in two years.

④

DG's plan is going to take at least two years, if not more. She can't stop hanging out with friends for that long. So she decided that every time she aced an important test or her team won a championship match, she would take a break and spend a couple hours with her friends. Then after the state championship is over, in four months, she would spend the weekend with her friends doing fun stuff. And so on and so forth.

③

DG's plan is to be an outstanding student so she can get accepted into a good college and also qualify for merit-based scholarships. For that, she needs to excel in her classes, and take some advanced courses. But because academic scholarships are very hard to get, she would also like to qualify for an athletic scholarship for volleyball. For that, she needs to lead her team to victory to the state championship this year, and the national championship next year.

### The 4 keys to DG and you

Think of one of your “Marshmallows” in the previous exercise, choose the hardest or the most meaningful one for you and see how you’d apply the 4 Keys to DG (Delayed Gratification). Now answer the following guiding questions.

① **Understand what matters most.**

What values do you think are competing in your case? Which one matters more to you?

---

---

---

---

② **Know what you want to achieve.**

In the situation you chose, what would it be your goal? Think of something clear and concrete.

---

---

---

---

③ **Create a plan.**

What steps do you think you can follow to achieve your goal? What “temptations” would you face along the way? What can you do to keep on track and not cave in?

---

---

---

---

④ **Reward Yourself.**

How long do you think it will take to achieve what you want? At what point in your plan you think you could use a break or celebrate a partial achievement?

---

---

---

---

Today I will learn to:  
Stop the negative emotional chain triggered by frustration.

## Screenplay writing



**Protagonist (you, give yourself a cool alias):**

---

**Scene 1:** Something frustrating happens to you. You try to fix it but fail.

---

---

---

---

**Scene 2:** Anger overcomes you. Describe a close up on your face, your body. What do you say? What do you do?

---

---

---

---

**Scene 3:** Despair sets in. Nothing you did worked. You made things worse. You feel sad. Describe a close up on your face, your body. What do you say? What do you do?

---

---

---

---

**PAUSE HERE**

*Four clues to stop a negative emotional chain:*

Clue #1: Stop	Clue #2: Relax
The first time around, you tried something, didn't work, made you angry, kept trying, got angrier. This is the first domino piece! When anger starts to get to you, stop what you are doing, distance yourself.	Do something fun and relaxing until you calm down. Go for a walk, eat a snack, browse funny videos, listen to some music, exercise.
Clue #3: Focus	Clue #4: Adapt
Focus your efforts in finding a solution that will relieve the frustration. This process starts with understanding the problem. Think about what's really bothering you and what's causing it. Ask for help if you can't figure it out on your own. Here's a helpful hint: sometimes it's useful to break down the bigger problem into smaller, more manageable problems.	Sometimes the barriers may be just too great to surmount at that time. You have two options here. One, you can change your goals to ones that can be achieved in the short term. Or two, when you are just not making any progress and continue trying without success, it may be wise to deliberately "give up" and choose to fight another day.

**RESUME**

**Scene 4:** Do over! Cinematic trick, this was a bad dream. Nothing has happened yet! This is your chance to get it right. These are the clues to break the negative emotional chain:

---

---

---

---

---

---

---

---

**Scene 5:** Frustration under control. You must have two alternative endings.

Final scene A: You overcome the obstacle that caused your frustration.

---

---

---

---

Final scene B: You couldn't overcome the obstacle so you adapt and move on.

---

---

---

---

Today I will learn to:

Consider the expectations, information and feelings of others before judging a situation.

## The Very Costly Cup of Water

Hannah goes to a café in York, UK. She had little money, so she only ordered hot water and a slice of lemon. She thought the place was dreadful and will never go back. She was so upset, she went online to TripAdvisor, a popular online site to rate venues in the travel industry (restaurants, hotels, touristic sites, etc.) and gave the café a bad review.

**Read the review here >>**



Put yourself in Hanna’s place. Now, based on Hanna’s account of the facts, fill in the table below, answering the following questions as if you were Hanna:

- What were your expectations?
- What information did you use to judge the situation?
- What information were you missing?
- How did you feel about the situation and how do you think the others felt?

	Hanna	The owner
<b>Expectations</b> (what you wanted)		
<b>Information</b> (what you know)		
<b>Disinformation</b> (what you don't know)		
<b>Feelings</b> (what you felt and what other people felt)		

But then, the owner took the time to respond to this comment and explain his perspective. Take a look:

"I'm sorry that you feel that you were 'ripped off' and I'll try to explain why you weren't. You entered the cafe and the waiter showed you to your seat, gave you a menu, waited for a time and then took your order. He entered it into the till, collected a cup, saucer and spoon and took them into the kitchen. There, he selected a knife, chopping board, got a lemon from the fridge, cut off a slice and put it in the cup. There, he selected a knife, chopping board, got a lemon from the fridge, cut off a slice and put it in the cup. Then, he returned to the dining room, drew off the necessary hot water and carried the cup to your table. When you were leaving, he printed off your bill, took it to you, processed your credit card payment and cashed off the till. After you left, he cleared away your cup, saucer and spoon, took them into the kitchen, washed and dried them, along with the chopping board and knife and put away the lemon. Then, returning to the dining room he restacked the cup, saucer and spoon, wiped down your table and replaced the menu, awaiting the next customer. That's at least 2-3 minutes work for the waiter. The cost of overheads for the business, i.e rent, business rates, electricity costs, bank charges, etc works out at £27.50 per hour of trading. I pay my colleagues a decent living wage and after taking into account holiday pay, national insurance and non-productive time prior to opening and after closing, the waiter who served you costs me £12.50 per hour. Therefore, together the cost is £40 per hour or 67p per minute, meaning that the cost of providing you with 2-3 minutes of services was £1.34-£2.00. Then the government add on VAT at 20% which takes the cost of that cup of fruit infusion to between £1.60 and £2.40 irrespective of whether you had a teabag costing one and a half pence or a slice of lemon costing five pence. I have to pay my suppliers otherwise the facilities won't be available to other people who use them in the future. I accept that it makes the price of a cuppa in a city centre cafe look expensive compared to the one you make at home but unfortunately that's the cruel reality of life. Perhaps, the rudeness that you perceived in me was triggered by the disrespect that I perceived in you by your presumption that you could use our facilities and be waited on for free."

Now look at the reactions online:

**HEADLINES** 1,700-year-ol

Business News Briefs Politics Real Estate Court NewsMakers & The a List  
Culture & Art **Life & Style** World News Opinion &

Home World US / Canada Latin America Europe Eastern Europe Israel & Middle East Asia Africa Austr

Published On: Sat, Jan 16th, 2016 Dining / Europe / Life & Style | By Jewish Business News

## UK Restaurant Manager Uses **Brilliant Logic** To Shoot Down Complaint Of An Unhappy Customer










**Mashable** - VIDEO - SOCIAL MEDIA - TECH - BUSINESS - ENTERTAINMENT - WORLD - LIFESTYLE - WATERCOOLER - SHOP

Watercooler

Restaurant Menu Restaurant Jobs Restaurant Cuts Hotel Restaurant

## Restaurant owner **brilliantly** shuts down disgruntled TripAdvisor reviewer

35.0k

20298 871 100 305 0 0

ryans belfast  
January 14 at 3:45am

One of the best TripAdvisor responses from Management we've seen! Worth a read.  
\*\*Tripadvisor have now taken the review down but can be seen on link below:  
<http://www.independent.co.uk/.../tripadvisor-manager-leaves-s...>

Over-priced and very rude staff - Bennett's Cafe & Bistro, York Traveller Reviews - TripAdvisor  
Review of Bennett's Cafe & Bistro, York. Over-priced and very rude staff  
WWW.TRIPADVISOR.CO.UK

**The Tab** York About Us

## York restaurant owner leaves the best response on TripAdvisor ever

By Callum McCulloch on 14th January

Apparently the customer isn't always right

A customer who left a scathing TripAdvisor review has been cut down to size by a restaurant owner who pulls no punches.

**HELLO GIGGLES**

VIDEO NEWS CULTURE FRIENDS WORK LOVE

Thanks for the feedback! [Link]  
We'll review this ad to improve your experience in the future.  
Help us show you better ads by updating your [ads settings](#)

**This business owner shut down a negative TripAdvisor review with an exact breakdown of what it costs to run a business**

Sally Marshall / January 16, 2018 7:08 pm

TripAdvisor took out the comment and response from its site.





## Today I will learn to:

Feel what other people feel when they are having a hard time.

## The Mistake

Read the story and fill in the blanks with your own ideas:

### How Did It All Start?

Mercedes is a shy girl. She likes to study, although sometimes she gets distracted doing other things like watching TV or talking to her two best friends. One day at school, when the teacher asked her a question, she answered something absurd... She got it wrong... She made a mistake. Her classmates made fun of her badly... They even started to give her offensive nicknames.

Mercedes felt: \_\_\_\_\_

The next day, she figured everyone would have forgotten about it, but that wasn't the case... Her classmates kept harassing her, and it just got worse and worse... They locked her in the school bathroom... She had missed two classes by the time someone opened the door and let her out.

Mercedes told her friends what had happened... They felt: \_\_\_\_\_

The situation got so bad that Mercedes would hide from everyone so her classmates wouldn't bother her... She didn't want to go to school anymore... She even wished she was dead.

After reading about what happened to Mercedes, I feel: \_\_\_\_\_

### What Happened Then?

Her friends encouraged her to tell her parents about what was going on... So Mercedes decided \_\_\_\_\_

Her parents were heartbroken about the situation. They went to the school to find out what was going on. The teacher talked with the other secondary school teachers about the situation and they all decided to talk separately with Mercedes, her friends, and the kids who were intimidating and hurting her.

Those who hurt Mercedes offered a public apology and they talked about times when they had been wrong or made a mistake. They promised never to do that again and they had to work on a project for elementary school kids about how making mistakes is an important part of life and we can learn from them.

Mercedes felt \_\_\_\_\_



## HELPING, NOT HELPING

## Today I will learn to:

Offer help that is genuine, humble,  
respectful of the other person.

## Helped, Didn't Help

In the table below, read the deed done by a teen like you and imagine, for each deed, in which situation it might backfire (it didn't help or did more harm than good).

Deed	What if...
<b><i>Looked after a friend's dog and took him for a walk</i></b>	<ul style="list-style-type: none"> <li>• <i>He wanted to spend time with his dog</i></li> <li>• <i>He didn't realize I had the dog and worried sick that it ran away</i></li> <li>• <i>He got in trouble with his parents for not taking care of the dog</i></li> </ul>
Helped my brother with homework so he doesn't get a bad grade	
Convinced my best friend to break up with her bad boyfriend	
Helped an old man up the stairs	
Ran after a lady's dog that escaped her car	
Chatted on phone to a friend for 2 hours after breakup	
Helped a handicapped classmate get into the classroom he needed	
Bought ice cream for a friend	

## In My Case

Think of a situation in which you tried to help somebody but looking back you are not sure you actually helped. Ask yourself these questions about that situation as if you were to do it all over again:

In this situation: _____	
Did I truly listen FIRST?	
Does my offer to help come out of an assumption that I know better than the person I'm helping?	
Will my help in any way diminish the other person's dignity, power, or self-worth?	
Is this the kind of help the other person wants or is it the kind of help I think that person needs?	
Do we have a reciprocal relationship and would I be willing to receive the same kind of help from this person?	
Am I offering help in humility or judgement/pity/condescension?	
Am I making this about me or do I have the best interests of the other person at heart?	
Am I expecting something in return, or is this an unconditional gift?	

Today I will learn to:

Focus my attention on what other people want to tell me and show I care.

Read the following strategies to help you listen actively.

## Understand

¿How can you make sure you understand what the other person is telling you?

- Pay attention to what the other person is saying, silence your inner voice so it doesn't distract you, and ignore whatever else is going on around you.
- Maintain eye contact and pay attention to body language.
- Wait your turn to speak. Do not interrupt!
- If you don't understand what's being said, ask questions respectfully to clarify. Make sure your questions make the other person feel you care and not that you are questioning or judging his/her.

## Confirm

¿What can you do to show someone you understood what they wanted to tell you?

- Nod when you feel sure that you have understood.
- Summarize or paraphrase what the other person said using your own words to confirm you are understanding correctly. This will help you verify that you got it right.

## Connect

¿What can you do to bond with the other person during the conversation?

- Ask the other person how he/she feels or what his/her thoughts are about it.
- Ask respectfully what you can do to help.
- Offer a warm gesture of support.

Think of three situations in your real life that are not easy to explain or share:

**A situation when you felt treated unfairly:**

**An argument you recently had with someone:**

**An important memory from your childhood:**



**Today I will learn to:**  
Refuse doing something I don't want  
without offending or hurting others.

## Saying "NO"

When you are in a situation that is causing you problems or you feel pressured to do something that may have negative consequences, you always have the option of responding **ASSERTIVELY**. Being **ASSERTIVE** means:

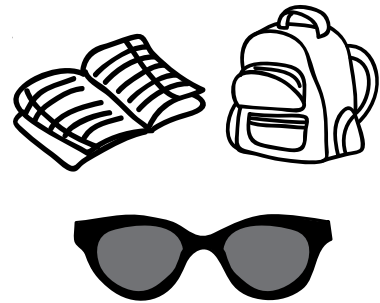
1. Being firm (your voice and your attitude demonstrate security or insecurity)
2. Not offending or hurting anyone (shouting, insulting)
3. Saying what you think, feel, and/or what you want others to do or stop doing

An answer with a "little no" is not firm, and makes you look hesitant and insecure.

An answer with a **"BIG NO"** is firm. You say what you think, feel, and want without hurting or offending anyone. This is an **ASSERTIVE** response.

### Example Situation: A Day Off

Since he was little, Julio had always known that he wanted to be a doctor. He studied hard at school and got good grades. In high school, he started to hang out with some kids who he thought were cool. The problem was that they weren't very interested in school and they always wanted Julio to skip class or do something besides studying. Julio has a science test this Friday, but his friends are planning a three-day trip. They want Julio to skip school on Friday so they can leave early. "Don't be a party pooper," they said to him. "Let's go have some fun!"



An answer with a **"little no"** is:

*I don't know... I don't think so...*

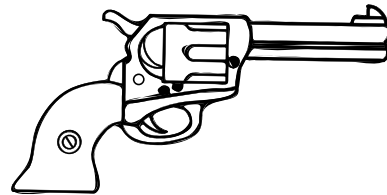
An answer with a **"BIG NO"** is:

*I'd like to hang out with you guys, but I'm not going to miss my test.*

For each of the following situations, write an answer with a **“little no”** and one with a **“BIG NO.”**

**Situation 1: Favors for Friends**

Although he was only fifteen years old, Gonzalo had already gotten into trouble several times. Two years ago, he started to hang around with friends who would always ask him to keep or steal things for them. One of them is asking Gonzalo to hide a gun in his house.



An answer with a **“little no”** is:

---

An answer with a **“BIG NO”** is:

---

**Situation 2: The Party**

Gloria and Valeria have been very close friends since primary school and they do everything together. When they started high school, Gloria began to make new friends who partied a lot. One afternoon, Gloria told Valeria that she had been invited to a big party and she wanted Valeria to come along. Valeria agreed to go, but she told Gloria she didn't want to drink or do drugs. Gloria agreed, but then, at the party, in front of her new friends, Gloria asked Valeria to take a shot with her. Valeria really didn't want to do it.



An answer with a **“little no”** is:

---

An answer with a **“BIG NO”** is:

---



## Situation 3: Your Turn

Briefly describe a situation in which you experienced peer pressure. Then think of an answer with a **"little no"** and one with a **"BIG NO"** that you could have used to respond.

---

---

---

---

---

---

---

---

---

---



An answer with a **"little no"** might be:

---

---



An answer with a **"BIG NO"** might be:

---

---



**Today I will learn to:**

Define the problem, how I feel,  
what I did wrong and how to amend it.

## Five Steps for Making Up

There are different ways to manage a conflict. A constructive way of doing it is to have an honest conversation. Because sometimes it's not easy to talk calmly with someone we are angry with, it can be helpful to plan what we want to say. That way, we will be less likely to get carried away and say things we later regret.

It is important to talk in private, when both parties are calm, rather than in a noisy place or when you are surrounded by friends.

You can follow these steps in the conversation:

- 1. What happened?** Listen to your friend's version, and then explain your own. Listen to one another. Use your active listening skills: understand, confirm, and connect.
- 2. How do we feel?** You can say, "I feel..." or, "I felt..." and name the feelings that best describe your emotional state or what you felt when the conflict occurred. Then ask your friend how he feels and give him a chance to explain. Remember to express your feelings without offending or blaming the other person. Use "I" statements: instead of saying "you insulted me" say "I felt insulted".
- 3. Do we need to apologize?** Don't forget to say "I'm sorry" if you have hurt your friend's feelings.
- 4. How can we solve this?** Work together, thinking and talking about how you could solve the problem. Try to reach a win-win agreement.
- 5. How can we act from now on?** Focus on the changes you both need to make and think about how to put them into practice. Both of you should remain flexible so that your relationship may be strengthened.

Think of a conflict that you have had with your parents, teachers, friends, etc., and plan a conversation with that person.

---



---



---



---



---



---

## Liliana and Francisco Were Supposed to Go to the Movies <sup>10</sup>

### Instructions for Francisco

You and Liliana have been dating for a while. For the first couple of months, the relationship was great. You had a good time together, walking around, going out with friends, and going to the movies all the time. But ever since she started volunteering at the community center, you don't spend as much time together. You are fed up with the whole situation. You feel like you're not important to her anymore. You made plans with her to go to the movies today. Everything was all set.

You even saved enough money to go out dancing afterwards. But Liliana never showed up. You called her house a couple of times and no one picked up. She didn't answer her cell phone either. You can't get ahold of Liliana. It's 10 p.m. now. You know your plans are ruined and you're furious. She must have forgotten. You call her cell phone one last time and Liliana answers...

### Instructions for Liliana

You and Francisco have been dating for a while. For the first couple of months, the relationship was great. You had a good time together, walking around, going out with friends, and going to the movies all the time. But ever since you started volunteering at the community center, he has gotten very distant. All he wants to do is keep having fun and he doesn't understand that you feel very committed to making a difference in your neighborhood. You feel like he doesn't value what you do and you are fed up with the whole situation. You made plans with him to go to the movies today.

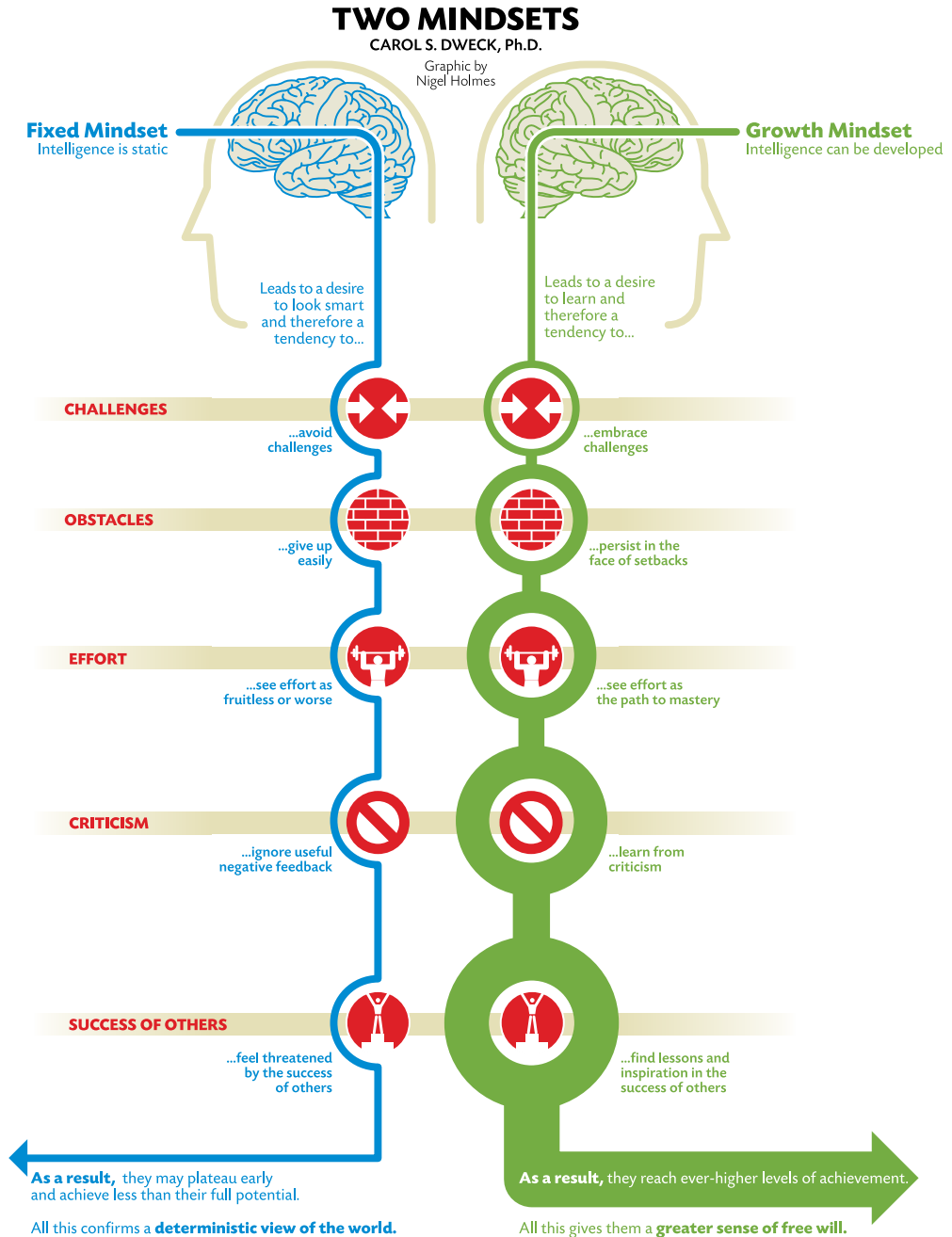
You knew it would be a good day for you because you had been organizing a big activity at the community center for this afternoon and you thought afterwards you could relax by going out with Francisco. After the activity was over, you went home to take a nap so you would have more energy that evening. But since you were so tired, you fell deep asleep. It's 10 o'clock now and the sound of your cell phone wakes you up. You answer and you hear Francisco's voice...

<p><b>Step One:</b> What happened? Each of you give your own version.</p>
<p><b>Step Two:</b> How do we feel? How does each of you feel?</p>
<p><b>Step Three:</b> Do we need to apologize?</p>
<p><b>Step Four:</b> How can we solve this? What agreements can we reach?</p>
<p><b>Step Five:</b> How can we act from now on?</p>

10. Case created by Enrique Chaux. Universidad de los Andes. Colombia.

Today I will learn to:  
Use my growth mindset to nourish my motivation.

## Two Mindsets



11. Graphic designed by Holmes, N. (n.d.). Two mindsets: Carol Dweck. Diagrams.

## Growth Inner Voice

Write down the goal that you want to achieve, the one you identified at the start of class:

---

Your fixed mindset says:

If you don't reach your **objective** you will be a failure.

You won't overcome all the **obstacles** and this will prove you are not good enough.

You're better off like you are. **Effort** is for suckers?

What if people **criticize** you? You will make a fool of yourself.

The people who have **succeeded** at this are better than you.

How would your growth mindset respond?

Five dotted speech bubble outlines arranged vertically, intended for students to write their growth mindset responses to the fixed mindset statements.

Will you give up on your objective? Or will you use your growth mindset to succeed?

---

---

**LET'S FINISH HIGH SCHOOL!**

**Today I will learn to:**

Prepare for the challenges I will face to finish high school.

1. Write down three to six challenges that you will have to face in order to graduate from high school.
2. Indicate the level of effort that you will have to make for each one of these challenges.
3. Select the challenges that will require greater effort and write down some ideas on how to overcome them.

Challenge	Level of Effort	Strategies to Overcome It
	A Lot <input type="checkbox"/> Average <input type="checkbox"/> A Little <input type="checkbox"/>	
	A Lot <input type="checkbox"/> Average <input type="checkbox"/> A Little <input type="checkbox"/>	
	A Lot <input type="checkbox"/> Average <input type="checkbox"/> A Little <input type="checkbox"/>	
	A Lot <input type="checkbox"/> Average <input type="checkbox"/> A Little <input type="checkbox"/>	
	A Lot <input type="checkbox"/> Average <input type="checkbox"/> A Little <input type="checkbox"/>	
	A Lot <input type="checkbox"/> Average <input type="checkbox"/> A Little <input type="checkbox"/>	

## Ideas for Persevering

### **When you face academic challenges:**

- Don't give up at the first sign of difficulty. Make a plan to face it.
- Ask for help from teachers, friends or family when you don't understand something.
- Trust yourself. Good things don't come easy.
- Do practice exercises or answer questions on the subject that you find difficult.
- Research the subject on trustworthy internet sites or in the course material.
- Don't skip class. If you can't avoid it, make sure to catch up quickly.

### **To stay motivated:**

- Talk to an adult you trust about feeling discouraged.
- Take a break. Rest, play sports or dance, and then go back to work.
- Think about why you want to finish high school, what you'll be able to do.
- Break down difficult tasks into smaller ones so you can tackle them one by one.
- When you feel motivated, get to work and enjoy it.



**Today I will learn to:**  
Deal with the big and small stressors in my life.

## What Stressors Do I Have in My Life?

The majority of stressors may be classified into small stressors and big stressors.

Think about the small stressors and big stressors you have had in your life over the past year.

### **With my friends:**

One small stressor I had or have is...

---

One big stressor I had or have is...

---

### **With my family:**

One small stressor I had or have is...

---

One big stressor I had or have is...

---

### **At school:**

One small stressor I had or have is...

---

One big stressor I had or have is...

---

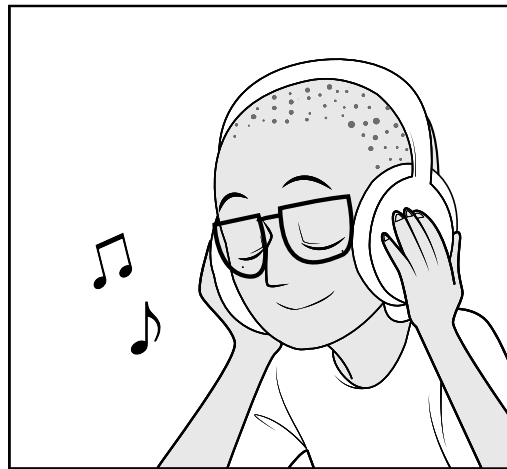
## Example Stress Management Strategies

Some strategies for managing small stressors include:

### Taking deep breaths



### Listening to music



### Thinking positively

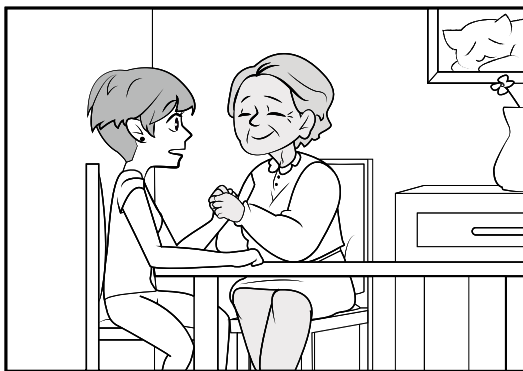


### Taking a break and getting away from the situation

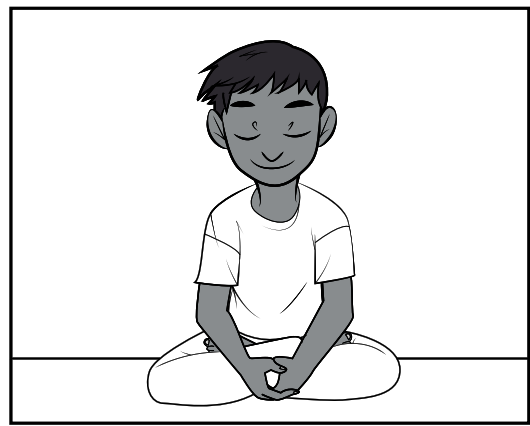


Some strategies for managing big stressors include:

**Talking to a friend, family member, or other important person in your life**



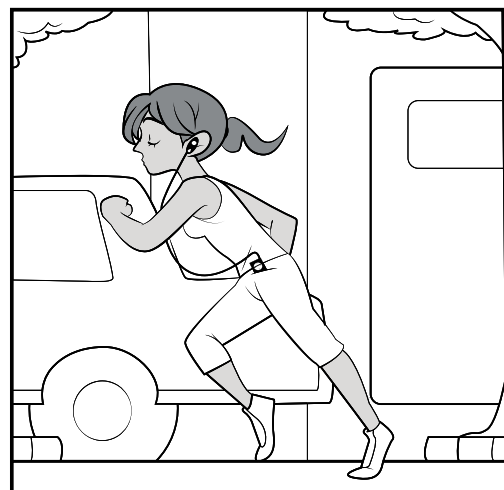
**Practicing meditation each day**



**Keeping a journal to note down your stressful thoughts and feelings**



**Working out or playing sports regularly**



## My Strategies for Each Type of Stressor

Look at the worksheet "What Stressors Do I Have in My Life?" and pick two or more big and small stressors. Write down the strategies that might help you reduce the stress caused by these stressors. To do this, pick one of the strategies offered in the previous worksheet or any new strategies that you can think of. Write them in the chart below, based on the area in which each stressor may occur (with your friends, family, or at school), and whether it is big or small.

Stress	Strategies	
With my friends	For small stressors...	For big stressors...
With my family	For small stressors...	For big stressors...
At school	For small stressors...	For big stressors...

Today I will learn to:  
Generate ideas that are different from each other.

### Three Reasons Why<sup>14</sup>

Think of three possible reasons to explain the following situations:

#### Example:

Susie did her homework but she did not turn it in.

- The assignment was a group project and one of her classmates turned it in.
- The homework isn't due until later.
- It was for piano practice and she didn't have to turn it in, she had to play it.

Amber rides her bike home from school every day, but yesterday she walked home.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Tom loves chocolate cake. His mother served chocolate cake for dessert, but Tom did not eat it.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Rover, the dog, always comes when he is called, but yesterday he did not come when his owner called.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Kate broke her pencil point but she did not use the pencil sharpener.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

James bought a new jacket but he never wore it.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

14. Lynette, R. (n.d.). Creative Thinking: Flexibility. Retrieved in September 2015 from <http://www.minds-in-bloom.com/2009/10/creative-thinking-flexibility.html>



Today I will learn to:

Recognize how my own biases and prejudices affect others.

## Okay or Not Okay<sup>23</sup>

**Instructions:** Read the following statements and rate from 1 to 4 in the scale below, how “okay” you think you would feel about each situation (how comfortable you think you would be). There are no right or wrong answers. Simply be honest with yourself and do not over-think the situations. However, the way you answer the questions may be different depending on your own social group membership, such as your race/ethnicity, gender, age, weight, or ability status. In some cases, you may not think a situation is personally applicable; if so, imagine how you would feel if it was applicable. After you have completed all sections, follow the instructions to create a total score for each section.

1  
OK! Awesome!



2  
Okay, cool.



3  
Meh, not really okay.



4  
Not at all okay!



### Section A:

\_\_\_\_\_ Your best friend starts dating an African-American.

\_\_\_\_\_ You go into a Japanese restaurant where all the patrons and employees are Asian.

\_\_\_\_\_ You realize you are the only person of your race when you visit a community.

\_\_\_\_\_ A Saudi Arabian sits down next to you on a crowded bus.

\_\_\_\_\_ Your new doctor went to medical school in India.

Total: \_\_\_\_\_

### Section B:

\_\_\_\_\_ You find out a family friend is choosing to be a stay-at-home dad.

\_\_\_\_\_ You greet someone but can't determine the person's gender.

\_\_\_\_\_ You take your car in for repairs and the head mechanic is a woman.

\_\_\_\_\_ You see a little boy playing with a princess Barbie.

\_\_\_\_\_ You see a businessman getting a manicure.

Total: \_\_\_\_\_

23. Adapted from Goldstein, S. B. (1997). The power of stereotypes: A labeling exercise. *Teaching of Psychology*, 24, 256-258.

**Section C:**

- \_\_\_\_\_ You see two men holding hands.
  - \_\_\_\_\_ A person of your same sex is flirting with you.
  - \_\_\_\_\_ You move in next door to a same sex couple who have two children.
  - \_\_\_\_\_ You go on a date with someone who used to date someone of the same sex.
  - \_\_\_\_\_ You see two females kiss lovingly in public.
- Total: \_\_\_\_\_

**Section D:**

- \_\_\_\_\_ You don't know whether to open a door for someone in a wheelchair.
  - \_\_\_\_\_ You watch someone who does not have a visible disability park in a handicap spot.
  - \_\_\_\_\_ You walk by a mentally disabled person who is talking loudly in the street.
  - \_\_\_\_\_ Your friend is dating someone with mild autism.
  - \_\_\_\_\_ You are standing in line behind a deaf person at a fast food restaurant.
- Total: \_\_\_\_\_

**Results:** Compute your total for each section by adding up the numbers from your responses. Higher numbers indicate greater discomfort with social situations in that section

- \_\_\_\_\_ Section A: Race
- \_\_\_\_\_ Section B: Gender
- \_\_\_\_\_ Section C: Sexuality
- \_\_\_\_\_ Section D: Disability



**Reflection questions**

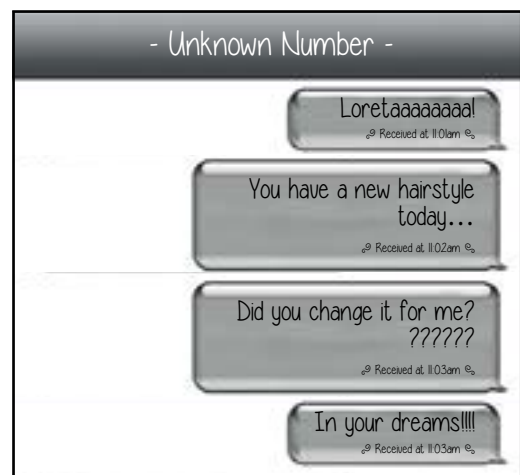
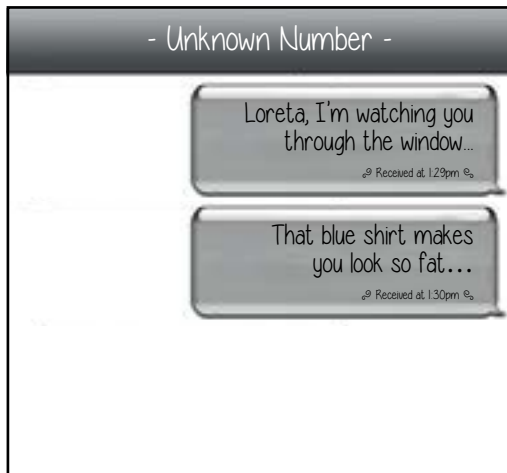
1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?
2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)?
3. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?
4. What experiences have you had that may have contributed to the way you answered the questions?
5. What does it mean if someone reports feeling uncomfortable or not okay in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?



**Today I will learn to:**  
Own up to my mistakes and make up for them.

## On Loreta's Cell Phone

**Loreta receives anonymous messages on her cell phone every single day.**



Messages like these constantly appear on Loreta's cell phone. Loreta hasn't told anyone, but she feels frustrated and hopeless. She doesn't want to go back to school.

What Loreta doesn't know is that these messages are being written by Polo, one of her classmates who thinks it's fun to see Loreta's face every time she reads her messages on her cell phone. Manuel and Lili are Polo's friends, and they have watched Polo write these messages to Loreta. Manuel laughs because he thinks it's funny, too. Lili just watches Polo and doesn't say anything.

## Our Responsibility Scale I

Imagine that you're Polo. What is your level of responsibility for the things that Loreta is thinking and feeling?

4	A lot of responsibility	<input type="radio"/>
3	A good deal of responsibility	<input type="radio"/>
2	Little responsibility	<input type="radio"/>
1	Very little responsibility	<input type="radio"/>
0	No responsibility	<input type="radio"/>

If you were Polo, how could you make up for the damage you've done to Loreta or help improve her situation? Write down several options, each one on a bandage. Finally, choose ONE of these options and cut it out so you can stick it on the board.



## Our Responsibility Scale II

Imagine that you're Manuel. What is your level of responsibility for the things that Loreta is thinking and feeling?

Imagine that you're Lili. What is your level of responsibility for the things that Loreta is thinking and feeling?

<b>4</b>	A lot of responsibility	<input type="radio"/>
<b>3</b>	A good deal of responsibility	<input type="radio"/>
<b>2</b>	Little responsibility	<input type="radio"/>
<b>1</b>	Very little responsibility	<input type="radio"/>
<b>0</b>	No responsibility	<input type="radio"/>

<b>4</b>	A lot of responsibility	<input type="radio"/>
<b>3</b>	A good deal of responsibility	<input type="radio"/>
<b>2</b>	Little responsibility	<input type="radio"/>
<b>1</b>	Very little responsibility	<input type="radio"/>
<b>0</b>	No responsibility	<input type="radio"/>

If you were Manuel and Lili, how could you make up for the damage you've done to Loreta or help improve her situation? Write down several options (each one on a bandage). Finally, choose ONE of these options and cut it out so you can stick it on the board.

