



Teacher's Guide

Grade 8



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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 teens.

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 teens with the tools they need to become engaged, caring, and resourceful members of their communities (socially responsible), govern themselves while balancing their interests with those of others (autonomous), and prevail in the face of adversity (resilient).

What’s in the box?

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



In this Toolkit you will find:

- **Teacher Materials:** A guide with structured lessons, a list of materials you will need to implement each lesson, key concepts, tips for teachers and parents, and answers to frequently asked questions.
- **Student Materials:** A workbook for each student with illustrated worksheets to use as part of the lessons.
- **Classroom Materials:** Posters that will aid in social and emotional learning, as well as children’s storybooks and a CD with songs for primary school.

1. For example work by CASEL (www.casel.org), Cohen, Diener, Duckworth, Durlack, Dweck, Furlong, Heckman, Kabat-Zinn, Seligman and others (see references at the end of this introduction).

Table 1. The Step by Step Framework in short

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

What are the pedagogical principles behind its design?

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

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

What are the keys for implementing it successfully?

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

Personally, a successful facilitator:

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

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

3. CASEL (2015)

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

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

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

Before the Lesson

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

During the Lesson

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

After the Lesson

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

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

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

Some additional references you may want to check out

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Instructional Strategies that Promote Social and Emotional Learning

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

Setting up the classroom:

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

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

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

Starting a lesson:

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

Introducing new skills and information:

- 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 responsible person

Learning Objectives

Step

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

Introduction to Grades 7 and 8

Adolescence is a stage of rapid growth and development. The start of puberty, around age 11, triggers a series of physical, hormonal, psychological, and social changes that may be stressful not only for teens, but also for their teachers or guardians. Unlike younger children, teens seem to be more focused on themselves, while at the same time constantly worrying a great deal about what their friends may think. They are trying to establish their autonomy, learn who they are and what they value, and develop new skills that help them interact socially, and specifically in sentimental relationships.

At this age, there is a tendency to mark a rupture with childhood, something that may vary depending on the children's culture. This rupture may start showing through different rites of passage (academic, cultural, or religious) that signal their entry into adolescence and the path to adulthood. For example, a graduation party or prom is often celebrated at the end of primary school as an important event in their lives, since it represents the closure of a central stage that gives way to the start of a new one. Likewise, the "sweet sixteen" birthday party (or quinceañero, in other cultures) is a celebration held when children reach the age of sixteen (or fifteen), representing young people's entry into adulthood.

As much as most of us understand that the teen's life is shaped by factors such as family, friends, school, and community institutions, there are also powerful neurological issues at play. Neuroscience has made great strides in shedding light on the changes occurring in the teen's brains and why they behave the way they do. Scientists have discovered that very complex changes are taking place in the brain during adolescence and that the brain is not fully "installed" until between ages twenty to twenty-five. The brain is still changing during the teen years!

The part of the brain in which executive decisions are made and where ethical/moral behavior is mediated (the prefrontal cortex) is the last part of the brain to mature. In fact, this part of the brain has been dubbed "the area of sober second thought" or also known as the CEO of the brain. Thus, teens may have difficulty inhibiting inappropriate behaviors because the part of the brain needed for such control is not fully mature.

Another factor is at play in the adolescent brain that sheds some light on their often over-emotional behavior. Scientists have discovered that in the teen brain, the emotional center (the amigdala) matures before the frontal lobes. Emotion therefore often holds sway over rational processing. In terms of behavior, the adult's responses tend to be more intellectual while the teens responses tend to be more from the gut or more reactive.⁴

Teens cannot go through these changes all alone. They need their teachers and guardians to accompany and mentor them, remaining sensitive to their needs, and provide them with careful guidance. How can we support them during this transition, contributing to their development and orienting them along a positive path to adulthood? To begin with, we need to understand their feelings, thoughts, and outlook on the world.

Some of the biggest changes between the ages of twelve and eighteen include:

- Hormonal changes that lead to rapid physical growth and sexual maturity, as well as more frequent bad moods, fluctuations in self-esteem, emotional instability, and disagreements with others.
- Difficulty with executive functions that translate into problems of self-control and increased impulsiveness. Teens are often more prone to seeking out rewards instead of avoiding punishment.
- Greater awareness of and preoccupation over their own appearance and what their peers think of them. Teens at this age believe they are the center of attention and that everyone else is looking at them, which is known as the "imaginary audience."
- They believe that they are different, unique, and misunderstood, which is known as the "personal fable." They think that there is no one like them and their feelings and emotions are unique, generally more intense and awful than those of other people, and that no one will understand them.
- Sense of invincibility and an increase in risk behaviors as a consequence of the personal fable. For example, teens may experiment with drugs or high-risk sexual behavior under the idea that only other people can become drug addicts or get pregnant, since, in their minds, these things could never happen to them.
- Greater awareness of their own thought processes and their ability to control their thoughts. This is known as "metacognition." They change from a concrete thought process, in which the emphasize lies on what they see, to a more abstract one, in which they recognize what may exist. This allows them to withdraw from a situation in order to analyze it and consider multiple viewpoints at the same time.

4. Adapted from Wolfe, Patricia (2010) Brain Matters: Translating Research into Classroom Practice, 2nd Edition (<http://patwolfe.com/2011/09/the-adolescent-brain-a-work-in-progress/>).

- Increasing concern about and involvement in relationships with peers and romantic affairs. Friends and classmates become more important, and the formation of gangs is more common. Studies have shown that teens are more prone to take part in risk behaviors when they are with friends. On the other hand, when classmates serve as a model for healthy behavior, social pressure helps mold attitudes and conducts in a positive way. Teens at this age are struggling to understand and find meaning in differences in values through multiple scenarios; they may also feel confused by contradictory messages, which may come from their families and classmates.

Thus, teens develop the ability to understand themselves and others as they move from youth to adulthood. These lessons are designed to support them in this process, helping them to explore who they are and who they would like to be, how they relate to others, and how to make good decisions at this time in their lives.

Step by Step encourages the development of specific social and emotional skills that have been documented to stimulate positive development and prevent problematic behaviors common among teens. Although the challenges they face and the skills they need to develop are relatively similar throughout this time (grades 7 through 11), there are some important differences that should be highlighted.

Grades 7 and 8: Early Adolescence

The first and second years of secondary school generally coincide with puberty and mark the transition from childhood to adolescence (although for some children this may begin earlier, during the final years of primary school). For teens, these are new experiences, and they may have difficulty understanding and handling them. The hormonal changes that begin during puberty are accompanied by physical changes, more frequent bad moods, a lack of impulse control, emerging sexuality, and a greater interest in involvement in romantic relationships.

One of the most notable changes in early adolescence is the growing importance taken on by their peer group. As teens begin to define themselves and transition into adulthood, they first look to their classmates in order to understand themselves. The desire to behave in accordance with the standards of their peer group or gang is particularly evident between the ages of twelve and fourteen. They first look to their peers in order to later determine what they like and what they don't. It is common to find groups of teens who dress similarly, listen to the same type of music, speak and even walk the same way. It is not unusual for some groups to dress all in black one month, for example, only to dress in any other color except black a few months later, claiming that "black is out of style now." This conformity is focused on easily observable characteristics such as hairstyle or clothing, rather than standards of values and shared beliefs.

This over-identification with peers may lead to specific challenges or difficulties. Belonging to a specific group of classmates or a gang involves accepting specific models and behaviors, but it may also encourage acts of victimization or the risk of becoming victims themselves.

In some ways, teenagers are defining who they are based in part on what they consider themselves not to be. During this stage, bullying those outside their circle or those who are different tends to increase. Their uncomfortableness with their emerging sexuality may lead youths to make fun of or harass classmates whom they find attractive, in an attempt to establish some type of contact. The effects on the victims may be devastating to their self-esteem and emotional stability. In fact, even though self-esteem tends to increase during this period, to the extent that it is tied to their peers' approval, it can be easily diminished from one moment to the next.

Given that teens look to their peers as a point of reference, parents and teachers may have a hard time communicating with them. They often try out adult behaviors such as smoking and drinking, and they are highly sensitive to being treated as if they were still children. During this stage, family conflicts tend to increase. Teens may be sure that only their peers can understand them or know what they're going through.

However, this does not mean that they don't need guidance. In fact, the truth is just the opposite. Helping them to understand who they are and what they value can contribute, without a doubt, to avoiding dependence on the excessive influence of their peer group and help them to develop their own identities, which they will take with them into adulthood.



MODULE 1

With Myself

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Concept

MY PERSONALITY

Today I will learn to...

Describe my personality and choose what I want to improve.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

I have a question for you: Would you prefer to be an animal, a tree, or an object? Why?



Give your students a few minutes to think. Then, divide them into small groups (of two or three people) and ask them to share their answers. Listen to your students.

2 Core

My Personality

The way we are includes characteristics that we like and some others that we don't. Let's work together to explore what we're like, what we feel and think, and how we act.

In the worksheet "My Personality" in your workbooks (see Student Material), there are some phrases about different personalities. We're going to choose the phrase that best describes ourselves.

For example, someone who really likes to have different experiences, such as travelling and learning about other cultures, would choose "open to new experiences."

At the end, use the lines provided to write down the personality traits you would like to change. For now, leave the boxes blank. We're going to use them in the following activity.



Alternatively, you can give your own example response for the first case.

Remember that there are no right or wrong answers. Any of these personality traits or characteristics may be positive. It depends on how we use them.



Give them a few minutes to do the worksheet. Once everyone's finished, ask them to read the phrases they chose.

Can We Change or Improve?^{5,6}

Do you think our personality traits or characteristics are fixed and difficult to change?

In the past, people used to think that we have fixed personality traits because we were born with them. These ideas, however, have recently changed thanks to science.

We're going to look at some of the latest scientific studies about this. Let's read the worksheet "My Malleable Brain" in your workbooks (see Student Material).



With the whole group, read the text found in the worksheet "My Malleable Brain."

Now, we're going to think about those personality traits that we're not happy with and we would like to change.

What can we do to change those traits? Small actions help us to change slowly over time. For example, if I want to be more open to expressing myself and not keeping my emotions bottled up, I can try to express what I feel when someone does something that bothers me, first with people I'm close to, and then with everyone.

Please focus on the last part of the worksheet "My Personality." In the boxes to the right of the personality traits you would like to change, write down at least two specific actions that you could start changing.



Give them a few minutes to fill out the boxes in the worksheet. If possible, invite them to begin practicing these actions, starting this week.

3 Wrap-Up

- What makes us valuable human beings?

Suggested answer: We are all valuable just by being humans; we are valuable because our characteristics can lead us to construct positive life stories for ourselves and for our community. No human being is perfect. We all have things we can improve or learn, but this doesn't make us any less valuable. Instead, it reminds us of our human condition. We are valuable because we don't mistreat or harm others. On the contrary, we try to control the negative things about ourselves and learn to be better, etc.

5. The ideas from this activity were taken from: Yeager, D. S., Trzesniewski, K. H., & Dweck, C. S. (2013). "An implicit theory of personality intervention reduces adolescent aggression in response to victimization and exclusion." *Child Development*, 84(3), 970-988.
6. Medina, J. (2008). *Brain rules. 12 principles for surviving and thriving at work, home, and school.* Seattle, WA: Pear Press.

- What can make us feel less valuable?

Suggested answer: Other people's attitudes or things they say may make us feel less valuable. That's why it's important to be familiar with our positive characteristics, so we don't let others convince us to the contrary. When we make a mistake, we may also feel less valuable. This isn't true, though. Making mistakes is part of learning, and we all make mistakes. Mistakes can help us learn to be better people.

- Why is it important to know ourselves and be familiar with our personality traits or characteristics?

Suggested answers: Because this helps us to value ourselves, know what we like and what we would like to change; because this way, it won't be so easy for other people to make us believe we have nothing valuable to offer, etc.

Student Material

My Personality

The following list gives two phrases that describe different personality traits. In each pair, pick the phrase that describes you best and underline it. If neither of those two phrases describes you, you can leave them blank.

1. Open to new experience. / I like routines.

2. I pay close attention to details and order. / I'm relaxed and don't worry about the small stuff.

3. I'm extroverted and social. / I'm introverted and prefer to be alone or in small groups.

4. I change to fit the way my friends think and act. / I don't care if I think or act differently.

5. My emotions don't change much, and I'm generally in a good mood. / My emotions change all the time. Sometimes I'm very happy, and sometimes I'm very sad.

6. I like to express my emotions. / I prefer to keep my emotions to myself.

7. I prefer to read a book or watch a movie. / I prefer to play sports with my friends.

8. I like to be around people like me. / I like to be around people different from me.

9. I'm adventurous and brave. / I prefer things I know and enjoy.

10. I propose new ideas and plans and others follow me. / I follow ideas and plans that others propose.

11. When a friend wants to tell someone something very personal, they come to me and trust me. / When a friend wants to tell someone something very personal, they go to other people, not me.

12. My family is more important than my personal goals. / My personal goals are more important than my family.

13. I'm friendly and warm. / I'm reserved and not very affectionate.

What would I like to improve about my personality? On the lines below, write down two aspects of your personality that you would like to improve. These may be aspects that you have circled in the questions above, or other traits you can think of. For now, don't write anything in the boxes on the right. You'll use them in the next activity.

1. _____

2. _____

My Malleable Brain

Recently, neuroscientists have demonstrated that our brains are malleable. "Malleable" means they can be changed. If we could look at our brains up close, we would see something like a network of many, many wires connected to one another. Those wires are neurons, the cells responsible for transmitting information in our brains. When we learn new things, these neuronal connections change. Some wires separate from one another and join with other, new wires. Since we are always learning from our experience and the situations we live through, our brains are also changing.



(*) Image retrieved from [gettyimages.com](https://www.gettyimages.com)



Through studies on sea snails, Eric Kandel showed that when people learn new things, the connections and physical structures of their brains change. Kandel received a Nobel Prize in 2000 for his contributions to science.

(*) Image retrieved from www.nobelprize.org

Concepts, Tips and FAQs

1 Key Concepts

Personality: Our unique psychological qualities that influence our characteristic patterns of thinking, feeling and behaving across different situations and over time (APA, 2015; 2015).

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).

2 Tips for Teachers and Parents

- We must recognize that all of our characteristics are important and play a role in our lives.
- Accepting ourselves means understanding and valuing ourselves with our strengths and weaknesses, even those parts we don't like about ourselves. Yet, it is essential to highlight that each of your students is unique and lovable.
- The characteristics that we dislike can motivate us to be better people.
- The questionnaire taken in this lesson gives students a general idea of what they are like. It does not entirely reflect who they are. Remember, at their age, they are going through a significant change in life.

3 Frequently Asked Questions

- **Can we change the way we are?**

This is a complicated question. The essence of the way we are remains constant over time. However, our personality is open to deep transformations over the course of our lives. The more we know ourselves and acquire greater control over our emotions and thoughts, the better we will be able to make use of our strengths and recognize the weaknesses that are part of who we are.

- **How can I accept certain parts of me that I dislike?**

Accepting ourselves means recognizing the breadth of who we are, integrating our strengths and weaknesses. To accept those parts that I dislike about myself, I can start by recognizing my weaknesses. By accepting them, I can work on them.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

OVERCOMING FAILURE

Today I will learn to...
Try hard to overcome failure.

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

Lesson Guide

1 Intro

Let's think about the following questions:

- In our daily lives, what emotions do we feel when we fail or make mistakes?
Possible answers: Anger, frustration. We may also feel ashamed in front of others, or judge ourselves as incapable.
- After making a mistake, do we want to keep learning about why we failed?
Possible answers: Sometimes yes and sometimes no. Sometimes, after the anger fades and we get over our feelings of frustration, we try again; but when we feel not capable, we often prefer to leave things as they are.



Listen to your students.

2 Core

Tongue Twisters

I have a challenge for you. Let's open our workbooks to the worksheet "Tongue Twisters" (see Student Material). I'm going to give you a minute to read the tongue twisters and choose the one you're going to learn.



Time them.

Now I'm going to give you five minutes to learn the tongue twister. I'll give you a warning when you have two minutes left.



Time them.

Now I want you to split up into groups of three, and assign each group member a number from 1 to 3. Each of you will have one minute to repeat your tongue twister to the group. To do this, you are not allowed to look at your worksheet and you'll only get one chance to start over if you make a mistake. Ready? Go!



Time them, giving each student one minute and letting them know when it's the next group member's turn.

Let's do Part 4 and Part 5 of the worksheet. Those of you who made mistakes when repeating your tongue twister have to write them on the lines provided. Those of you who managed to say your tongue twister on the first try can explain your strategy, or the skills that help you repeat tongue twisters quickly.



After everyone has finished, listen to those students who made no mistakes on their first try share their answers with the whole class.

Let's turn to the worksheet "You Didn't Succeed?... Try Harder!" (see Student Material). Let's read it together.



After you finish reading, continue.

Think about your academics. I especially want you to think about a subject that is hard for you, in which you often make mistakes. How could you apply what we've just read to your own situation?



Listen to your students, bearing the following in mind: If we're not getting good grades in math, science, or gym class, we might think we aren't talented or intelligent in those areas and likely stop trying our hardest. According to what we've just read, however, what we should actually be doing is working harder, making more of an effort to learn and perform better in those subjects.

Now let's turn to the worksheet "Overcoming failure" (see Student Material) and read the story together.

- What did Tatiana do to learn from her mistakes?
Suggested answer: She identified her mistakes, made a plan, and worked hard to overcome them (by reading and researching).

3 Wrap-Up

- Can you think of a mistake you've made in a certain academic subject?
- How could you overcome that mistake and learn from it?
- Why do adults say that mistakes are learning opportunities?

Student Material

Tongue Twisters⁷

Instructions:

1. Choose the tongue twister that you like the most.
2. You have five minutes to memorize it.

How many cans can a canner can.
If a canner can can cans?
A canner can can that many cans.
As a canner can can cans.

Susan shineth shoes and socks;
Socks and shoes shines Susan.
She ceases shining shoes and
socks, For shoes and socks shock
Susan.

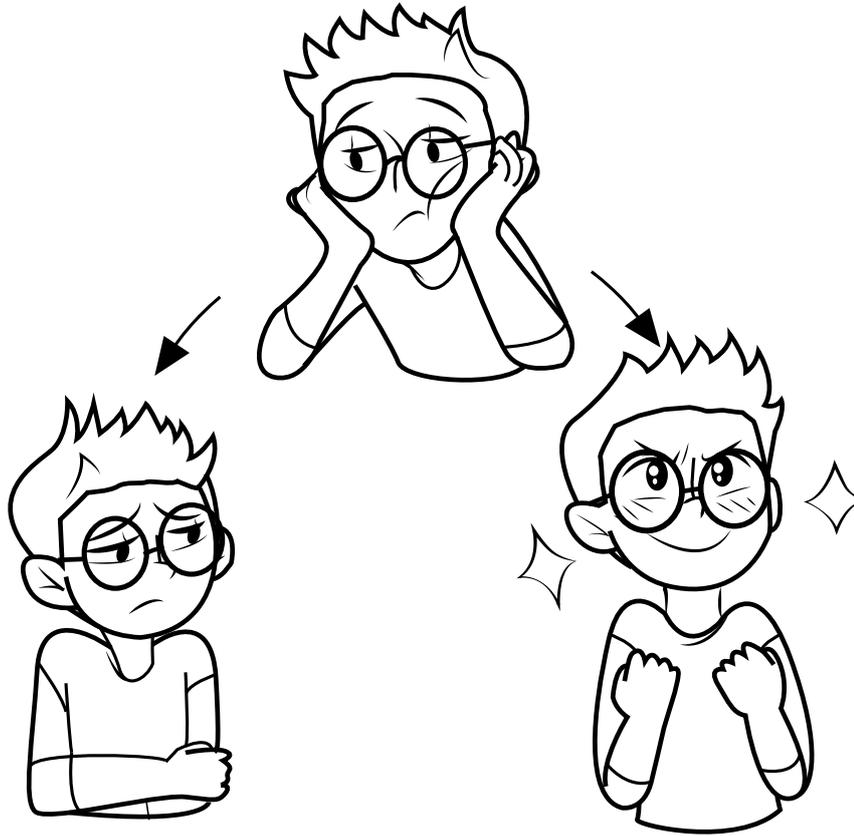
If one doctor doctors another
doctor, does the doctor who
doctors the doctor doctor the
doctor the way the doctor he is
doctoring doctors? Or does he
doctor the doctor the way the
doctor who doctors doctors?

3. Now form a group with two other classmates. You're going to repeat your tongue twister to the other members of your group.
4. Write the mistake you made on your first attempt to say your tongue twister.

5. Identify the words or parts that you have the hardest time repeating. Think of a strategy to overcome your mistakes.
6. Try learning it again!

7. Tongue twisters retrieved in September 2015 from <http://bestforpuzzles.com/word-play/tongue-twisters.html>.

The secret to success: Trying Harder!

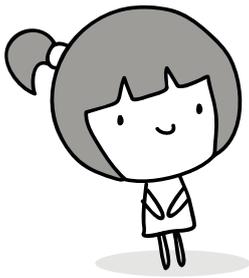
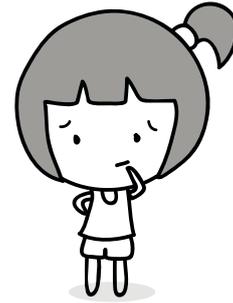


You may have heard or read about the U.S. psychologist Carol Dweck. She has spent decades studying why some people succeed in learning and developing their intelligence while others don't. One of the things she found is that when people believe they fail or make mistakes because they aren't intelligent or talented, they stop trying to learn and continue failing; but when people believe they fail because they didn't work hard enough, they make an even greater effort and they actually learn.

Overcoming failure

At school, Tatiana had serious problems with her writing composition! She made lots of spelling and grammar mistakes. She had this problem in grade school, and now that she was in high school, the same thing keeps happening.

Tatiana used to think she was **DUMB**, and that she was “a mess” when it came to spelling and grammar.



But when she found out that all of us can learn anything with a little

EFFORT,

Tatiana thought, “I can learn to be a good speller.”

She identified her mistakes. “Oh! I have trouble knowing when to use ‘their, there, or they’re’ and ‘whose or who’s’...”

This makes what I write confusing, and sometimes it doesn’t make sense.

tatiana decided to do several things:

1. Read more.
2. When reading, she noticed and underlined how these words were used.
3. Look up spelling and grammar rules so she could tell the difference between these words.



Now Tatiana knows that “they’re” is the conjunction of “they are,” “their” is a possessive pronoun, and “there” indicates a place.

her spelling and grammar have really improved!

And she never felt dumb again.

Now she knows that she just has to try harder and learn from her mistakes.

Concepts, Tips and FAQs

1 Key Concepts

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.

2 Tips for Teachers and Parents

- When our children tell us about a mistake they made, it is important to help them identify what they can learn from it, or how that mistake can help them learn or do things right.
- When our children or students have low academic achievements in a certain area, help them to identify where they are making their mistakes and how to overcome them. This will be a sure path to success.
- In our children's and students' education, it is important to always bear in mind that mistakes can be overcome with varying degrees of effort. Mistakes are actions only, they don't reflect our worth as people. Thus, help children correct the specific mistake they made without judging them for it.
- We adults have grown up in a culture in which mistakes and errors are reproached and seen as a sign of personal weakness. We may have fallen victim to this way of thinking, so we need to work on it and overcome this bias. It is critical that we teach ourselves and our students/children to value mistakes in our learning process. We also need to emphasize that mistakes are a natural part of growing up, maturing, learning and succeeding.

3 Frequently Asked Questions

- **What is the relationship between the way we perceive mistakes and our self-efficacy?**

The way we perceive mistakes plays an important role in our personal sense of self-efficacy, especially during adolescence. Often, we confuse mistakes with a lack of capacity rather than a learning opportunity. If young people understand that mistakes are natural and form part of their learning process, then, making mistakes won't affect their self-confidence. Instead, it will allow them to take on challenges with greater confidence.

- **What are the consequences for teens' self-efficacy if they consider mistakes to be a weakness?**

Their personal sense of self-efficacy may suffer. Teens may abandon their studies because they don't feel any progress. As John Lennon used to say: "A mistake is only an error, it becomes a mistake when you fail to correct it."

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

MIXED FEELINGS

Today I will learn to...

Identify different emotions I feel at the same time.

What we'll need is...

Three chopsticks for every 2 or 3 students, or three colored pencils.

Lesson Guide

1 Intro

At the age of 12, experts say that people recognize simultaneous emotions such as feeling happy for your friend who just won a school contest while feeling mad because you didn't win; or feeling enthusiastic for the start of a new school year, while feeling afraid that you will struggle with the new subjects.

Can you think of a time when you felt two emotions at the same time or had "mixed feelings" about something?



Listen to your students.

2 Core

1, 2, 3... Emotions at Once

Today, we're going to work with twelve emotions. Open your workbooks to the worksheet "1, 2, 3... Emotions at Once" (see Student Material) and let's read the clock with those twelve emotions:

- | | | |
|---------------|---------------|-----------------|
| 1. Calmness | 5. Shame | 9. Guilt |
| 2. Anger | 6. Fear | 10. Pride |
| 3. Sadness | 7. Happiness | 11. Anxiety |
| 4. Resentment | 8. Enthusiasm | 12. Frustration |



Read the emotions with the whole class. Remind your students that they worked with eight emotions up to ninth grade, and now we are adding four new emotions: enthusiasm, frustration, calmness, and resentment. Ask them what those emotions mean and explain them briefly, giving examples.

Now split up into groups of two or three. I'm going to give each group three chopsticks (or colored pencils) that are going to represent the hands of the clock found in your worksheet "1, 2, 3... Emotions at Once," which indicate the hours, minutes, and seconds.

We're going to read about several situations, and you will identify which emotions the characters may be feeling. Use the chopsticks to point to these emotions on the clock.



After reading each one of the situations in the worksheet out loud, ask some of the groups which emotions they indicated with the chopsticks. Listen to your students and highlight how sometimes we can feel different emotions at the same time.

- Where there any situation in which three chopsticks weren't enough to mark all emotions experienced by characters? Which ones?



Listen to your students.

My Mixed Feelings

Now let's turn to the worksheet "My Mixed Feelings" (see Student Material) and read the instructions together. This is a personal exercise, so you will not have to share your responses.



Give them a few minutes. After most of them have finished, ask them what conclusions can they draw from the activity or what the activity made them think of.

Important: The situations written down by the students may be personal, so it is not a good idea to ask them to share.

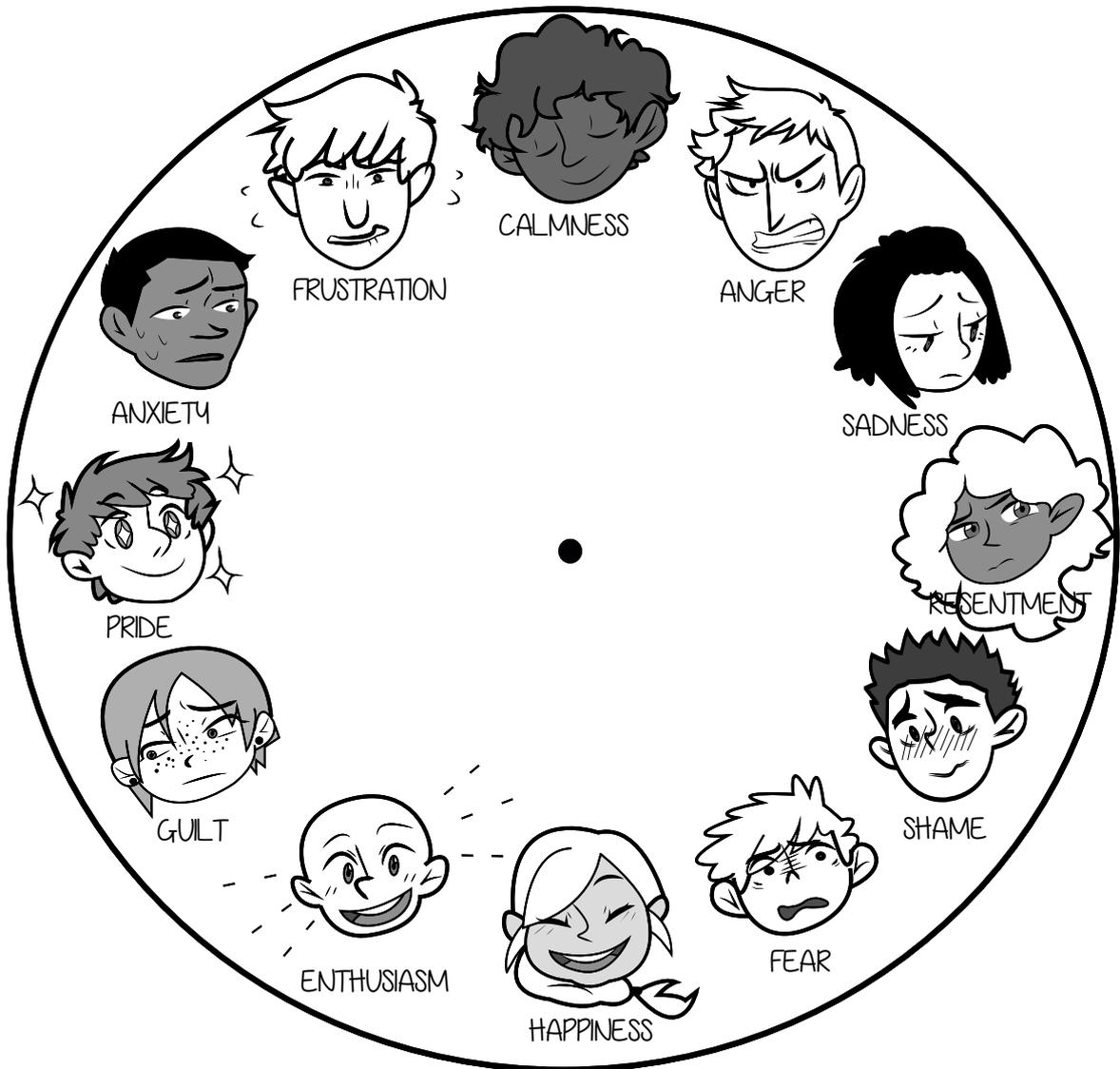
3 Wrap-Up

- Which emotions make us feel good? Which emotions make us feel uncomfortable or bad?
- Which emotions might we feel at the same time even though they are opposites or contradictory?
- What might happen if we confuse our emotions? Why is it important to be able to tell them apart?

Student Material

1, 2, 3... Emotions at Once

For each of the following cases, place the chopsticks as if they were the hands of a clock – depending on the emotions that those characters might be feeling (this may be one emotion, or two or three emotions at the same time).



1. Romina's cell phone

Romina has been very happy with the cell phone her sister bought her two weeks ago. Yet, she just noticed that her cell phone isn't in her bag where she left it earlier today.

What emotion(s) might Romina feel?



2. Solomon and the drugs

Solomon is at a party and all of his friends tell him he's a coward because he doesn't do drugs.

What emotion(s) might Solomon feel?



3. Peter and Nina

Peter likes Nina. One day, he finds out that Nina and her best male friend are going to a party that he is organizing.

What emotion(s) might Peter feel?



4. Lara and the boyfriend

Lara lost all of her friends because Rose invented a rumor that Lara stole her boyfriend.

What emotion(s) might Lara feel?



My Mixed Feelings

Describe three situations in which you have felt more than one emotion at the same time.

1. A situation in which I felt two or more emotions that made me feel good:

2. A situation in which I felt two or more emotions that didn't make me feel good:

3. A situation in which I felt one emotion that made me feel good and another that made me feel bad:

Concepts, Tips and FAQs

1 Key Concepts

Emotions: Immediate, intense physiological and psychological reactions to what happens to us or around us, which move us to act or respond. They refer to how we feel about an event or situation (generally right when it happens), the automatic reactions of our bodies (increased heart rate and breathing speed, muscle tension, etc.), and our interpretation of the experience on the spot. They are typically intense and relatively short-lived in nature (Mulligan & Scherer, 2012 ; Scherer, 2005; Ekman, 1992).

Emotional awareness: Recognizing our emotions, what causes them, and their effects (Goleman, 1995). At a higher level, emotional awareness can help us with our thinking.

2 Tips for Teachers and Parents

- It is important to help your students learn to name their emotions and use these terms in everyday life. This way, they will become more familiar with their emotions, and may expand the use of this healthy, reflective practice. This process is known as “emotional literacy.”
- When teens feel two or more emotions at once, it is very important that they are able to differentiate them as they feel them. This way, they will feel more confident in their responses to these emotions.

3 Frequently Asked Questions

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

Emotions can lead us to act first and regret our actions later. They can also cause us not to do things we want or need to. When we are able to recognize our emotions we can manage them and act constructively toward others and ourselves. This creates a sense of wellbeing and continuous learning.

• **Is it okay to feel more than one emotion at a time? Doesn't this mean that the person who feels this way has some sort of problem?**

Each emotion has a purpose. They give us information on our inner lives and our surroundings. The most important thing for teens is to understand they don't need to judge or deny how they feel, even if they have mixed feelings about something and some of those feelings are not “nice”. The essential part is to learn to recognize our own emotions in order to know ourselves better.

• **Why do I need to be able to differentiate my emotions when I feel more than one at a time?**

Knowing how to recognize and differentiate our emotions allows us to make better decisions and act in a way that is more beneficial for us and the people around us.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

DISTEND, BREATH, MOVE

Today I will learn to...

Relax when I feel angry, scared or worried.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

In the previous lesson, we saw what happens to us when we feel more than one emotion at a time, and we worked with twelve emotions:

- | | |
|--------------|------------------|
| 1. Happiness | 7. Fear |
| 2. Pride | 8. Anxiety |
| 3. Anger | 9. Enthusiasm |
| 4. Shame | 10. Peacefulness |
| 5. Guilt | 11. Frustration |
| 6. Sadness | 12. Resentment |

Today, we're going to focus on the emotions that make us feel tense, such as anger, fear, and anxiety.

- Can you think of recent situations in which you felt emotions that made you tense?
- What did you feel?



Listen to your students after each question, asking them to avoid naming the people involved when they talk about the situations they experienced.

2 Core

Strategies

- Do you use a strategy or have a way of managing your emotions; for example, anger, fear, or anxiety?



Listen to your students and write their answers on the board. Ask whether all of these strategies are constructive and point out any that are not, explaining that they should avoid using them due to their negative consequences. A constructive strategy is one that helps to control the emotion and does not have negative consequences.

Let's Learn to Relax

When we feel emotions that make us tense, such as anger, fear, or anxiety, we can practice a relaxation exercise. This will help us to manage these emotions more constructively.

Open your workbooks to the worksheet "Strategies to Help Me Relax" (see Student Material). We're going to practice the strategies in this list together.



Read the instructions out loud and help your students practice the strategies presented in the worksheet. You can do an exercise that makes their bodies feel tense before practicing each strategy (for example, jumping and then touching the floor several times in a row). This way, students will be able to feel how an agitated or tense body starts to relax after practicing these strategies.

After they are done completing the worksheet, give them a few minutes to think of an additional strategy that works for them and as a group, decide whether these strategies are constructive or not.

Listen to your students.

3 Wrap-Up

- When we feel angry, afraid, or anxious, why is it necessary to manage these emotions?

Suggested answers: These emotions can cause us to react badly or do things that we will regret later. For example, they can make us act impulsively or without thinking first. We might hurt ourselves or others, or damage our relationships, etc.

- Do you think it's important to practice strategies for managing our emotions? Why?

Suggested answer: It is important to practice these strategies so that we know how to use them. This will help make them more effectively so we can manage or control our emotions when we need to.

Student Material

Strategies to Make Me Relax

Below, you will find some strategies that will help you relax when you feel one or more emotions that make you tense, such as anger, fear, or anxiety.

STRATEGY 1: Tension – Distension

1. Sit in a comfortable position and relax your body completely. If you want, you can close your eyes.
2. Breathe in through your nose, taking the deepest breath you can, and slowly exhale through your nose again.
3. Now we're going to contract and relax the muscles of our body, one by one... Ready? Let's start:
 - **Hands.** Clench your fists as hard as you can (3 seconds). Now, extend your fingers.
 - **Shoulders.** Move your shoulders backwards, as if you were trying to make them touch your back (3 seconds). Now relax them.
 - **Neck (sides).** Bend your head slowly to the right as far as you can. Now relax. Do the same to the left.
 - **Neck (forward).** Put your chin against your chest. Now relax. (It is not recommended to tilt the head backward.)
 - **Eyes.** Open your eyes as wide as you can, and then relax them.
 - **Stomach.** Suck your stomach in as far as you can, and then release.
 - **Feet.** Curl up your toes (without lifting your legs) and then relax them. Point your toes at the ceiling, as far as they'll go, and then relax them.

STRATEGY 2: I Can Feel My Breathing

1. Sit as comfortably as you can. Separate your feet slightly and make sure you're sitting up straight. If you want, you can close your eyes.
2. Put one hand on your belly and the other on your chest.
3. Now breathe in through your nose and exhale through your mouth, making a gentle, relaxing sound, like a soft breeze.
4. Feel how your belly rises and falls.
5. Repeat several times.

STRATEGY 3: Putting My Body in Movement⁸

1. Stand up with your back straight, your arms at your sides, and your feet slightly separated (even with your hips). Take three deep breaths.
2. Slowly raise your arms, put the palms of your hands together, and stretch as if you were trying to touch the ceiling with your fingers.



3. Keeping your arms stretched as far as you can, and without moving your feet, slowly bend your whole body to the right. Exhale while you do this.



4. As you inhale, return to a vertical position.
5. As you exhale, repeat the same movement, but this time bending to the left.
6. As you inhale, return to a vertical position.
7. Repeat this movement to each side several more times.

What other constructive strategies could you practice to help relax when you feel one or more emotions that make you tense?

8. Exercise taken from Broderick, P. C. (2013). Learning to breathe. A mindfulness curriculum for teens to cultivate emotion regulation, attention, and performance. Oakland, CA: New Harbinger Publications.

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.

2 Tips for Teachers and Parents

- Encourage your students to practice muscular relaxation, which is a highly effective strategy (see the first strategy in the students’ worksheet). The classroom exercise was a demonstration. You can learn about the complete technique (Jacobson’s progressive muscular relaxation) at the following link: https://en.wikipedia.org/wiki/Progressive_muscle_relaxation
- We adults also need to have strategies to manage intense emotions, so we can be appropriate models for our students/children.
- Alcohol and drugs are often used as a way to manage certain emotions. It is a good idea to discuss this with teens in both school and family settings.

3 Frequently Asked Questions

• Why is emotional management important?

If teens develop skills to help recognize and manage their emotions, they will be more likely to engage in prosocial behavior and exhibit adaptive results. Regulating our emotions allows us to enjoy a greater sense of wellbeing and more positive relationships with others. On the other hand, teens who fail to develop these skills will be at a high risk of engaging in antisocial behavior.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

WE BOTH LIKE THE SAME BOY!

Today I will learn to...

Control my reactions to frustration so I don't hurt anybody.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

When it comes to romantic relationships, we may have very happy or very frustrating experiences. The emotions caused by frustration may lead us to do things that are negative for ourselves and our relationships. For example, what might happen if a young woman starts going out with her best friend's ex-boyfriend? That's exactly what happened to Dana and Carla.

2 Core

Let's open our workbooks to the worksheet "The Story of Dana and Carla" (see Student Material). Read the story in silence.



Ask one of your students to explain the story to the whole group.

On the following page, write down what kinds of unpleasant emotions Carla might feel when she finds out about Dana and Willi.

Possible answers: Frustration, sadness, pain, anger, etc.



Listen to your students.

Let's make a list, as long as possible, of reactions that Carla might have when she finds out. You can also include any kind of reaction you think you might have if you were in a similar situation.



Give them a few minutes to do this. After everybody has finished, go on.

Who wrote down ten or more reactions?



Ask the student who wrote down the highest number of reactions to read. Write them on the board. Ask other students to mention some more. Take one **negative** reaction and one **positive** reaction from the list. Everyone should think about what might happen after Carla has each one of these reactions. Start with the negative reaction.

Remember that negative reactions are reactions in which we hurt ourselves or others, and which also make the situation worse. Positive reactions, on the other hand, are those that do not hurt anyone and help to overcome frustration.

Here's an example:

Negative Reactions: Make the situation worse	Positive Reactions: Help overcome frustration
<p>Reaction: Carla insults Dana</p> <p>What might happen afterwards:</p> <ul style="list-style-type: none"> • They won't be friends anymore. • Emilia will have to side with one of them. • Carla will still feel bad. • Carla might keep acting negatively. • Carla might neglect her duties because she's too involved in the situation. • Willy isn't going to get back with Carla anyway. 	<p>Reaction: Carla distances herself from Willi</p> <p>What might happen afterwards:</p> <ul style="list-style-type: none"> • Carla and Dana might continue to be friends. • Carla will start to get over Willi. • Carla will feel better and better. • Carla will be able to concentrate on her duties. • She might meet another guy that she also likes.

Now turn to the worksheet "When Carla Found Out" (see Student Material). Carla found out that Dana and Willi liked each other, so she thought of different ways to overcome her frustration. You can read what Carla is going to do and suggest something else that could help her.



After everybody has finished, ask some of the students to share the suggestions they've made to Carla. Listen to your students.

3 Wrap-Up

- Is it easy to deal with the consequences of previous romantic relationships? Why?
- If you ever faced a similar situation, what kinds of suggestions might help you not to feel bad or not to hold a grudge toward the other people involved?

Student Material

The Story of Carla and Dana

Dana, Carla, and Emilia go to the same school and they're very good friends. Carla dated Willy for a little while, but they broke up a few days ago. She is still in love with him. Now Dana has become good friends with Willy.

Read the following conversation between Emilia and Dana to find out what happened...

...*dAnA*...

What's up, Dana? 

OK, happy and sad... 😞 

Oh yeah?
Why, what hppnd?
Tell me! 

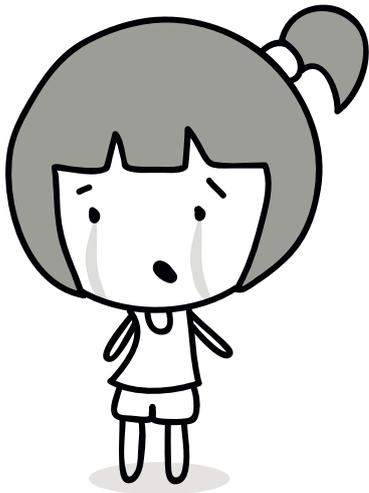
Willy and I made out ♡♡♡♡♡
But Carla's going 2 feel rilly bad
... I'm kinda worried 😞 

!! 

..... 

What Might Carla Think and Feel?

What kinds of unpleasant emotions might Carla feel when she finds out?



Make a list, as long as possible, of reactions that Carla might have.



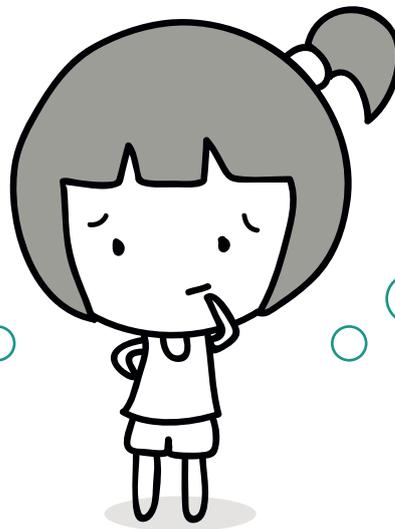
When Carla Found Out...

I will join dance class at school so I can start doing something new, something I like.

I felt frustrated, sad, and angry. I went out jogging with my brother to help me control myself and give me some space to think.

I've already shed all the tears I have to get over Willy. Things didn't work out and that's that.

I'm cute and smart. Someday I'll find someone I like who likes me back.



I will ask my friends to avoid talking about Willy.

What would you say to her?

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.

2 Tips for Teachers and Parents

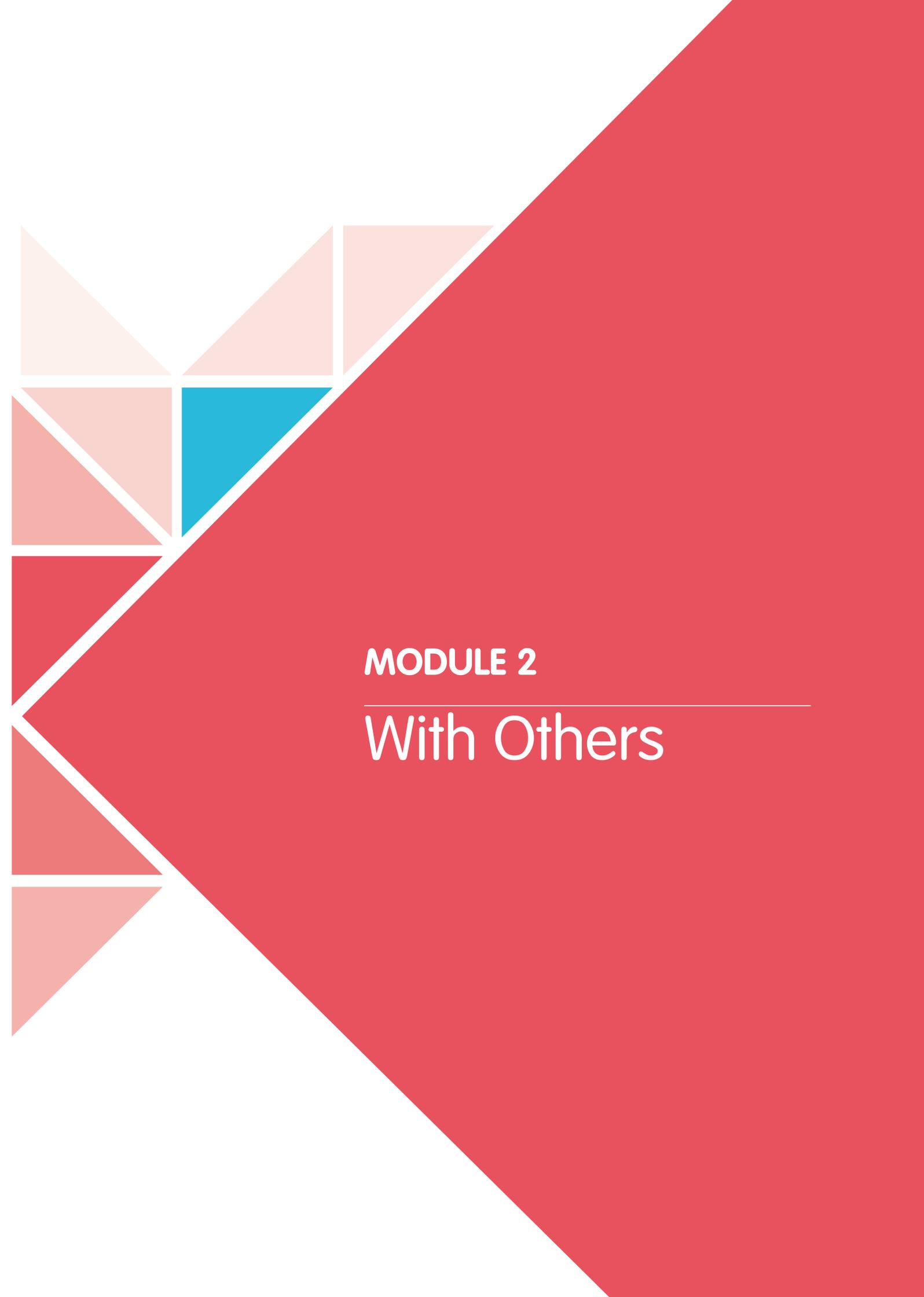
- It is critical to counteract the influence of negative models of romantic relationships that teens receive. Possessive, unequal relationships, in which suffering is a sign of love, are common stereotypes on both soap operas and songs.
- Teens need to understand that searching for a significant other is a process that can take years, and it is often guided by trial and error. This will help them to be more tolerant toward this type of frustration.
- Teens need to be educated so that they can establish healthy romantic relationships. In a constructive couple⁹, respect is shown for the other person's opinion and the way she is, her dreams are encouraged and supported, support is given in difficult situations, both people are honest about their expectations for the relationship, they express themselves openly about their feelings and desires, they treat each other equally, they listen to their partner, they are willing to change attitudes or behaviors that hurt the other person, they respect the other person's freedom, and they make their partner feel good about herself.

3 Frequently Asked Questions

- **How can I support an adolescent who is going through a frustrating situation related to her romantic life?**

The mere act of showing interest and listening may be enough for the adolescent to feel supported.

9. Foshee, V. & Langwick, S. (2010). SAFE Dates: An Adolescent Dating Violence Prevention Curriculum. Second Edition. Center City, Minnesota: Hazelden Foundation.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

IT'S NOT JUST CRAP

Today I will learn to...

Take the perspective of people from a social group different than mine.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

To start off the lesson, I'd like you to think about the following question: If you were going to give someone a present, what would you have to consider in order to decide what to give him?



Listen to your students.

Giving a gift involves thinking about what the person wants or needs. In other words, we have to think almost as if we were that person.

2 Core

Let's all read the mysterious situation in the worksheet "Sweden Runs Out of Garbage!" that you will find in your workbooks (see Student Material).



After you finish reading, go on.

Think about the reasons why this might be bad news in Sweden. Come up with some logical answers and write them down in your workbook.



Afterwards, listen to your students. The main point is to successfully identify that garbage is critical.

Great job! You came up with some very logical answers. I'm going to tell you more about what's going on here. Under Swedish recycling policy, some types of waste are incinerated in order to produce energy for heating, which is essential in wintertime.



Tell them a bit about the country's climate, and how the temperature tends to be extremely low in the wintertime (Winter: $-3^{\circ}\text{C}/27^{\circ}\text{F}$, Summer: $18^{\circ}\text{C}/64^{\circ}\text{F}$).

Unfortunately, Swedes don't produce enough garbage to incinerate and produce the energy they need, so they've started to import 8,000 tons of trash from all over Europe.

There's more than just one way to think, and each social group has its own way of seeing things and living. As a result, we often have different points of view on the same situations.

OK, open your workbooks to the worksheet "Different Points of View" (see Student Material). Together, we're going to read the situation presented there.



After you have finished reading, go on.

Let's try to put ourselves in the place of the social groups in each situation, see things the way they see them, and respond.



Give them a few minutes. After everyone has finished the activity, listen to your students.

So Hanna and the owner had a private encounter at the café, where they disagreed on something, and then a public exchange that has gone around the world. Let's look at what different media had to say about it (see workbook).

- Why do some people take the food handed out by the candidate?
Possible answers: they don't have enough money and see no harm in feeding their children a good meal; they have seen politicians take advantage of people for their own benefit, so why not take advantage of their need for votes; they are tired of politicians promising things that don't ever happen, at least this meal is in front of them and they can enjoy it with their families.
- What would it take to make you take the food handed out by the candidate?
Listen to your students. Help them come up with a situation in which they would consider taking the food from a candidate so they can truly put themselves in the position of those who do.
- Many citizens disagree with the candidate's behavior and they are offended by his way of thinking. Why do you think they disagree?
Possible answers: Because they think politicians should earn their votes based on ideas and proposals, not handouts; because they can't put themselves in the position of people who are in need; because they are proud of earning their living on their own and do not want handouts even if they are in need; because they think bad candidates resource to bribery and people that play along endanger the principles of democracy; etc.

3 Wrap-Up

Today we practiced looking at situations through the eyes of other social groups, which will help us to see things from other people's perspectives.

- Why is it important to learn to see things from other people's perspectives?
Possible answers: So we can gain a better understanding of why other groups think and act in a certain way, to understand certain social problems, etc.

Different Points of View

Carefully read the following situation and identify the points of view of the social groups involved:

During his campaign, a candidate for town mayor goes around giving out tasty meals to voters. In his opinion "...you can't reach these people with ideas and proposals, you reach them through a full stomach."

Why do some people take the food handed out by the candidate?

What would it take to make you take the food handed out by the candidate?

Many of the citizens disagree with the candidate's behavior and they are offended by his way of thinking. Why do you think they disagree?

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: Ability to empathize and see things from the perspectives of people from different contexts and cultures, so that we understand the norms of social and ethical conduct and recognize support resources available from family, at school, and in the community.

2 Tips for Teachers and Parents

- Encouraging teens to read novels from all over the world is a wonderful way for them to identify different ways of living.
- Getting involved in community-oriented projects will help teens to “put themselves in other people’s shoes” and understand different points of view.

3 Frequently Asked Questions

- **Is it always necessary to understand the perspectives of different social groups?**

Yes. By identifying beliefs, socioeconomic and political situations, and other aspects of the context, teens will be able to understand various points of view of different social groups. It is important to encourage critical thinking as well, which will help them determine whether or not those perspectives are ethical.

- **What is the relationship between seeing things from other’s perspectives and empathy?**

Both skills are linked. In some ways, feeling what others experience (empathy) in a given situation involves gaining perspective. Sometimes, it is necessary to understand how others see things in order to successfully feel empathy. These processes are fundamental, not only to develop prosocial behaviors (helping, cooperation, etc.), but to show some openness to negotiate the resolution of conflicts.

- **What is the relationship between seeing things from other’s perspective and critical thinking?**

In order to interact in society, we not only need to understand how certain groups see and experience different situations. It is also important that we think critically about those perspectives that are harmful to the common good or to human rights.

- **What is the relationship between learning to see things from other's perspective and flexible thinking?**

Realizing and understanding that there are many ways to see different aspects of life helps us avoid rigid thinking, as well as "absolutist" or "black and white" positions, which are harmful if we take into account the wide range of nuances and the complexity of life.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

THE SCREAM... WHEN OTHER PEOPLE CRY OUT

Today I will learn to...

Put myself in my friends' place when something happens to them.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

To start off today, I want everyone to imagine the following situations:

- A person eating a lime.
- A person whose finger gets caught in a mousetrap.
- A person who burns herself with a match.



Give them a few seconds to imagine each situation.

When you imagined these situations, did you feel anything?



Listen to your students.

2 Core

Open your workbooks to the worksheet "What Emotion Do You Feel?" (see Student Material) and do Parts 1 and 2.



Give them a few minutes. After everyone has finished, ask the following questions and listen to your students.

- Can three of you tell us about the emotions you felt when you looked at the image? The rest of us will listen closely and add to your answers.
Possible answers: Fear, distress, anxiety, nostalgia, solitude, desperation, etc.
- Are these images similar to those that the painter felt?
- Does anyone remember what we call the ability to feel something similar to what other people feel?

Suggested answer: Empathy.

Let's finish reading the worksheet so we can find out more about this painting.

OK, we're going to look at some situations that might cause us to feel empathy. Open your workbooks to the worksheet "What Do You Feel?" (see Student Material). Do the whole worksheet. I'm going to give you fifteen minutes, so it's important that you concentrate.



After everyone has finished the activity, go on.

Now we're going to talk about the first situation. Would anyone like to read it out loud?



Ask for a volunteer to read the situation.

I'd like three of you to tell us what you would feel in the situation your classmate is going through. I'll write your answers on the blackboard.

Possible answers: Sorrow, pain, rage, shame, etc.



Some students may answer "nothing," "laughter," or something similar. In this case, you can ask them, "Would you like it if something like that happened to you?" or "What would you feel if you were in that situation?" It is also possible that someone may say, "He deserved it." In this case, it is essential to clarify, saying, "Remember that nothing justifies abuse."

Congratulations. You feel empathy when someone is having a tough time.

Now we're going to continue to the second situation. Three of you can share your answers with us. Don't forget that all of us can add to these answers.

Possible answers: Rage, pain, sadness, shame, frustration, disappointment, etc.



Listen to your students and validate their feelings.

Now we're going to talk about the situation that made you feel empathy. I'd like two of you to share your answers with the whole class.



Listen to your students and validate their emotions.

It is important to give your students feedback on whether the situations they're talking about truly involve empathy or not, and why.

3 Wrap-Up

- When do you find it easy to feel empathy? Can you give some examples?
Possible answers: When the other person is someone very much like me (same age, gender, social group, etc.), when I have experienced many times what the other person is experiencing, etc. Let your students give examples of things they have felt empathetic about.
- When do you find it harder to feel empathy? Can you give some examples?
Possible answers: When the other person is someone very different than me (different age, gender, social group, etc.), when I have not experienced what the other person is experiencing, etc. Let your students give examples of things they have had a hard time feeling empathy for. Validate their feelings and don't preach to them.

It is important to try to imagine how others may be feeling, but also to try to feel it ourselves so we can understand them better. This will help us care for other people better, prevent and manage conflicts and offer the right kind of help to people who need us. However, it's not always easy to feel empathy and we can't force ourselves either. Some people we just can't connect with, and that's okay too.

Student Material

What Emotion Do You Feel?

Part 1: Look at the image for a few minutes.



What emotions do you feel?

Part 2: Now compare what you felt with what the painter experienced. Edvard Munch was inspired to create this painting by something he had lived through, which he described in his diary in January 1892:

"I was walking down the road with two friends. The sun was setting. I felt something like a gust of melancholy. The sky suddenly turned blood red. I stopped to lean on a fence, feeling dead tired. Blood and fiery tongues lurked above the dark blue sea and the city. My friends continued on and I stayed behind. Trembling with anxiety, I felt an interminable scream run through nature."

Learn More: "The Scream"¹¹

"The Scream" is one of the most famous paintings in the world, and is considered the most important work by the Norwegian artist Edvard Munch. Munch's interest in depicting emotions through art and the way in which he was able to capture them in his paintings have earned him a place as one of the most influential forebears of Expressionism (an artistic and literary movement that began in Europe in the early twentieth century, marked by the intensity with which it expresses feelings and sensations).

11. Information taken from <http://arte.about.com/od/Obras-De-Arte/ss/El-Grito-Edvard-Munch.htm>

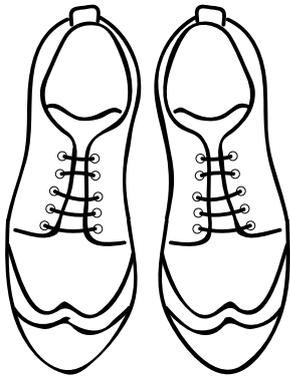
And What Do You Feel?

Situation 1: During class, a teacher yells at one of your classmates and attacks him because he was distracted and he didn't answer the question...



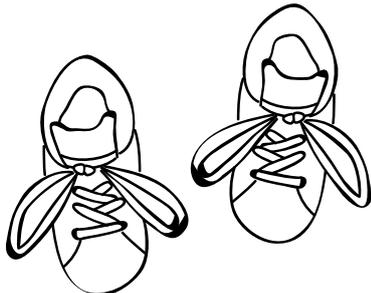
Put yourself in your classmate's "shoes."
What would you feel in that situation?

Situation 2: You're part of a group of four friends. One of your friends attacks, criticizes, and makes fun of a classmate several times a day.



Put yourself in the "shoes" of your classmate who is being constantly attacked. What would you feel in that situation?

Your Situation: Try to recall a situation in which you witnessed something that happened to a friend or classmate, that made you feel empathy towards him. Describe it below:



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).

2 Tips for Teachers and Parents

- Teens can talk with their parents or teachers about certain situations that inspire empathy in them. It is crucial to help them see the importance of their emotions toward others' experiences: "It was great to see you show such solidarity," "I'm so glad you did something," or "Thanks for telling me this. I can see you really care about what's going on with others."
- Feeling jealousy and envy is human nature. These emotions have undoubtedly survived over the course of human history because they can push us to set goals for ourselves. However, they can also be very harmful. The conviction that each one of us will have our own chances and that we can carve out a happy life for ourselves should help teens feel happy for others and their wellbeing. Whether at home or at school, it is essential to avoid creating an atmosphere of competition in which some stand out while others go unnoticed or feel underappreciated.
- It is easier to feel empathy toward people who are close to us. As such, it is important that teens be exposed to things happening all over the world, so that they learn how to empathize with strangers, too.

3 Frequently Asked Questions

- **Does empathy always inspire us to help others?**

No. When the situation that inspires empathy is so negative that it causes us to confuse our own feelings with those of the person involved, this may lead us to distance ourselves or give it no further thought.

- **Why is empathy known as "social glue"?**

Empathy brings us closer together. Jeremy Rifkin, author of *The Empathic Civilization*, says: "Empathy is the social glue that has allowed increasingly individualized and diverse populations to forge bonds of solidarity over ever broader domains. To empathize is to civilize." Empathy, explains biologist Frans de Waal, is the social glue that keeps human society joined together. This author highlights the fact that many animals don't survive because they kill one another off or they keep all of their resources for themselves, instead of cooperating and sharing.¹²

12. Taken from <http://www.psychologytoday.com/>

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

DOING MY PART

Today I will learn to...

Take responsibility for preserving the environment.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We're going to start today by reading "Changing the World from Where We Are," which you can find in your workbooks (see Student Material).



After you have finished reading, ask the following questions and listen to your students.

- What do you think about what this girl did?
- Who benefits from initiatives such as hers?

Suggested answer: This initiative benefits her community, because it promotes recycling; it benefits children of Children's Villages and our planet, by contributing to their wellbeing, etc.

2 Core

Open your workbooks to the worksheet "And What Do You Suggest?" (see Student Material). We're going to think of some initiatives that each of us could undertake in order to convince other people to help care for our planet. Then, we're going to write them down.



Given them a few minutes. After everyone has finished, go on.

Now that you've all come up with a few ideas, we're going to share them in groups of three. Each will have five minutes to tell the rest of your group what you plan to do. The others will then have three minutes to tell what they like about your idea and possibly give you suggestions. I'll let you know when your time is up.



After they have finished sharing their ideas and discussing them in groups of three, go on.

Now that you've all shared your ideas, I'd like some of you to tell us about the ideas that you liked best.



Listen to your students.

As they share their ideas, it is important not to judge them on whether they are good or bad, feasible or unfeasible, etc. The bottom line is to encourage students' initiative and proactivity.

3 Wrap-Up

- What did we learn today?



It is important that your students recognize their potential to create change and help make positive social transformations involving, for example, caring for the planet and the environment.

- Aside from caring for the environment, what other things would you like to help with or care for in our country?

Student Material

Changing the World from Right Where We Are:

Interview with Belén de los Heros Montori¹³

Belén de los Heros Montori is a student who has just turned fifteen. She loves to cook, but writing is her true passion. In the future, she sees herself studying something related to law. Her friends tell her that they can imagine her as a defender of the environment. Her biggest flaw is also her greatest virtue: she's very stubborn. Once she has decided to do something, she has to go out and do it, and do it her own way.

Five years ago, Belén started a paper recycling project to help the children of SOS Children's Villages. She put a garbage can (with a printed notice or cardboard sign) in the park in front of her home, she called up her neighbors, and they began to collaborate. Today, paper comes from all over Lima. She's already accumulated 88 tons. The amount of paper that Belén has collected over the last five years is equal to the weight of twelve African elephants.

Your parents must be very proud of you, but I don't think they're very amused about all that paper in the garage...

[Laughs] "Yes. And every Saturday, they wake up to the sound of the truck that comes to take the paper away. That, plus the scale, the allergies to all that paper..."

When did you start all of this?

"I was eleven. I was in fifth grade and I had to do a project to help the world. With other two girls, we did our research and we decided to recycle. We read about three organizations, and one of those was SOS Children's Villages. We sent them an email and Flavia de la Barra wrote back to me within the hour. We visited them and they told us that Kimberly [Clark] collects the paper, sells it, and each ton makes enough money to feed a child three meals a day for a month. I was shocked to learn that you could feed a child by collecting paper. We put a little garbage can in front of my house and we got started."

Who helped you first?

"The neighbors who live near the park. We sent emails to everyone and text messages, we knocked on every single door. We were just little kids running around the park, convincing people to recycle, and it worked."

How much did you collect the first month?

"Three thousand and five hundred kilos!" (3.5 tons).

That much?! What would you say to people?

"We took pictures of ourselves with the children of Children's Villages so that people would know who they were helping, and we hung those pictures on the garbage can. We would also announce how many kilos of paper we'd collected."

It is true that now people come looking for you from as far away as Mala (90 kms / 60 miles South Lima) to bring you paper? (continues in the next page)

13. Taken from <http://elcomercio.pe/lima/sucesos/belen-chica-15-anos-recicla-papel-ayudar-ninosvideo-noticia-1668424>

"Yes. They call us from La Molina, from Surco, from all over, so we can go pick up paper. And we go. Everyone in my house is involved in this."

What do your parents say about it?

"My mom is the one who has helped me the most. Especially when I had problems with the town hall."

What kind of problems?

"Someone complained because they said the two garbage cans ruined the aesthetics of the park. They bother her when she takes her dog out for a walk. I'm surprised that an adult woman can't understand that we use that paper to help children who really need it."

Of the three of you who started the project, you're the only one still doing it. Why?

"Because I want to help, I want to motivate people. Since I started with this, I wanted to meet the children, and when I saw their faces for the first time, I knew I had to do whatever it took to help them more. Every time I go to the village in Zárate, I learn something new, about them and about myself. I've watched them grow up and I've grown up with them. I've been doing this project for almost five years now. I remember one day when we brought them cake, and the youngest ones stored some away under their shirts because they were afraid that they wouldn't have anything to eat that night. That makes a big impact on you."

Didn't it make it harder for you being so young?

"I've been lucky. Sometimes, people don't trust you. That's why I hang up the pictures I took of me with the children and I announce how much paper we've collected. Also, people know where I live and they come up to me and ask me, 'How are we doing?' It's like teamwork! That always feels so great. I remember when I was coming back from my first party and an older woman came up and said, 'Belén, how you've grown!' I didn't know who she was, but she knew me from the pictures that we'd been hanging up for all those years. She'd watched me grow up since I was a little girl."

How long are you going to keep doing this?

"Everyone always asks me when I'm going to stop. The only thing that would make me stop is if the law forced me to."

You've written a children's book...

"Yes. The idea is to help children realize how important it is to recycle through the story of two best friends: Alejandro, a rabbit, and Belén, an elephant. Mateo Alayza did the pictures. He helped me a lot. All the proceeds, 100%, will go to SOS Children's Villages. My goal is to help children realize not only the value of a piece of paper, but to understand that they can undertake projects like mine if they're determined to do it. I was eleven when I started. At school, everybody said I wouldn't even manage to collect ten kilos, and I kept on with it anyway. I think each one of us has to look for any possible way to help someone, and to do it. If people tell you that you can't do it, but you know it's for a good cause, do it anyway. We need to realize just how lucky we are.

If you would like to help out with the paper recycling project, I would like to invite you to visit Melitón Porrás Park in Miraflores. There, you can find two garbage cans. You can also drop us a few lines reciclaconamor@gmail.com."

And What Do You Suggest?



Design an initiative to convince others to get involved in caring for our planet.

Who is the target audience of your initiative? Children, teenagers, young people, adults, the government, businesses, family, specific groups, etc.

What would you like to focus on? Recycling, saving water, consuming less. You can read the worksheet "How Can We Care for Our Planet?" to help you come up with ideas.

What would you do to promote your initiative? Make a list of things you could do to convince others to get involved in caring for our planet through the activity you chose; for example, workshops, talks, pamphlets, advertising, social media campaigns, etc.

Are there any additional benefits that you could achieve with your initiative? Think about this and provide examples of specific benefits. For example, in some countries in Latin America, schools and businesses collect and donate plastic lids to foundations that help children with serious illnesses. These foundations later earn money from recycling.

How Can We Care for Our Planet? 14

make less waste

- Use rechargeable batteries.
- Avoid using disposable products.
- If you have to buy disposable bottles, buy larger ones.
- Avoid using plastic bags when you can use other types.

recycle everything you can

- Reuse pieces of paper.
- Recycle your garbage and anything else you can.
- Sort your garbage.
- Buy recycled products.
- Avoid using aluminum and plastic containers.

use less water

- Save water whenever you can.
- Whenever you can, collect and reuse water.
- Keep the faucet closed when you don't need water, so you don't waste it.
- Water your lawn or garden in the morning or late at night so the water doesn't evaporate right away.

save electricity

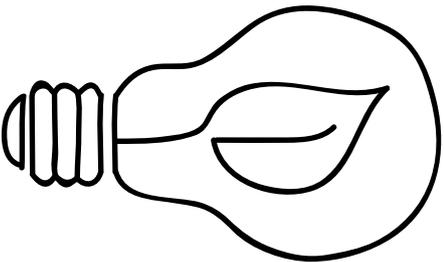
- Turn off the lights.
- Use energy-saving light bulbs.
- Avoid using home appliances and energy unnecessarily.
- Use less air conditioning, electric heaters, and indoor heating.
- Disconnect electrical devices and home appliances.
- Take advantage of natural light.

pollute less

- Use your car less.
- Whenever you can, use public transportation.
- Save fuel.
- Use less gas.

more tips

- Avoid buying and using sprays.
- Plant a tree.
- Don't throw paper or garbage in the streets.
- Don't put used oil down the drain.



14. Ideas taken from <http://cuidarelplaneta.wordpress.com/>

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 responsibility: Being active, caring, and responsible members of our social and political community (Berman, 1997). It means feeling connected to people in need, being thoughtful in analyzing social problems, having the vision to imagine solutions, and acting with courage to make it happen (Berman, 1997).

Wellbeing: The quality of people’s lives. It is a dynamic state that is enhanced when people can fulfil their personal and social goals. It is understood both in relation to objective measures, such as household income, educational resources and health status; and subjective indicators such as happiness, perceptions of quality of life and life satisfaction (Statham & Chase, 2010).

2 Tips for Teachers and Parents

- Ideally, some of the students’ ideas can be turned into projects to be implemented, whether in class or through other school activities.
- Whether in their families and at school, it is important that teens have the chance to help others, in both tangible and intangible ways. Teaching music, giving English classes, and helping others learn a certain skill are all good ways to practice prosocial behavior and feel the satisfaction that this brings.
- Encouraging helpfulness among our families, recognizing it and thanking those who help us will cause them to feel emotions that will foster their desire to contribute to others’ wellbeing.

3 Frequently Asked Questions

- **Are there unfavorable environments for fostering prosocial behavior?**
Yes. Environments in which competition is highly encourage lead to feelings such as jealousy, envy, selfishness, and pride at doing better than others, which hinder prosocial behavior. Environments marked by cooperation are much more effective for instilling a desire to provide help and support.
- **Are there ways to fight apathy in teens?**
Teens may have “learned to lose hope.” This is harmful to their lives, as well as for the country as a whole. As adults, we can act as models of optimism, insisting that things can be changed if we really want them to. Learning about the lives of young, prosocial entrepreneurs (and there are many of them out there) can help motivate teens and make them feel that they, too, have something to contribute.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

EMOJIS, EMOTICONS, GESTURES, AND WORDS

Today I will learn to...

Use non-verbal language to show interest in what I am listening.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Do you all use emoji or emoticons in text messages, on social media, or other types of messages to your friends or families?



Listen to your students.

2 Core

Open your workbooks to the worksheet "How Can I Express It?" (see Student Material) and do the activities there.



After they have all finished, ask the following questions and listen to your students.

- Why do we use these images instead of using only words?
Possible answers: To communicate how we feel; to emphasize certain words; to say things faster; to say something that is hard to express in words, etc.
- When we talk face to face, what replaces those emoticons?
Suggested answer: Our facial expressions, our body's movements, and our tone of voice. All of this communicates our emotions and what we are really feeling (trusting, distrusting, secure, insecure, etc.).



You can give them an example by repeating the same phrase using different tones of voice (enthusiasm, boredom, anger, indifference, insecurity, confidence, etc.): "The class is about to start."

Open your workbooks to the worksheet "A Job for Luisa" (see Student Material). We're going to read together. Now answer the questions in the worksheet based on your opinion.



Give them a few minutes. After everyone has finished, go on.

Everyone who thinks Luisa should take the job, raise your hands. Now, those who think she shouldn't take it, raise your hands.



Count how many students said yes and how many said no. Depending on the number in each group, perform one of the following two activities.

If at least ten students think she should take the job (even if there are twenty in the other), perform the first alternative. If the class is not divided between yes and no, and almost all of them gave the same answer ("Yes, Luisa should take the job" or "No, she shouldn't take it"), perform the second alternative.

First Alternative:

We're going to form two groups. All of those who think Luisa should take the new job will stand in one row, and everyone who thinks Luisa shouldn't take it will stand in the other. Each row will express the arguments or reasons behind their opinion, following these rules:

- We are going to use the ping-pong technique: one row will offer an argument, and then the other row will respond with another argument.
- We're going to use a "speaking stick" (this may be a marker or any object that may be easily passed from one student to another), and only the person with the speaking stick can talk.
- We are not going to attack other people, only their arguments. For example, say "I don't think the age difference is a valid reason because..." instead of "Marcos' reason is wrong."
- We're going to pay close attention to what the people say and how they say it. To do this, we're going to read non-verbal language: facial expressions, body movements, tone of voice, etc.
- Remember to look in the eyes the person who is speaking and to show interest by using appropriate expressions and posture.



Begin the discussion. When the arguments become repetitive, you can end it.

Second Alternative:

We're going to form groups of four people max and share our arguments with other group members, following these rules:

- All members will get a turn to formulate their arguments.
- All members will have a certain amount of time to speak, and I'll let you know when it's time to change.
- We're going to pay close attention to what people say and how they say it. To do this, we're going to read non-verbal language: facial expressions, body movements, tone of voice, etc.

To wrap up either one of the alternatives:

- Could you tell that someone felt angry over a certain argument?
- Did anyone seem very confident about what they were saying?
- Did anyone seem a little insecure about what they were saying?



Listen to your students, emphasizing they should focus on the things they noticed about the non-verbal language used.

Keep in mind that:

- 1. "A Job for Luisa" presents a moral dilemma. Discussing dilemmas may lead us to reassess our own arguments and help to develop these arguments further.*
- 2. The teacher should not offer her arguments or opinions on the situation. Likewise, she should not judge or evaluate the students' arguments.*
- 3. If the group is not split in two and the majority think that Luisa should NOT take the job based on the division of gender roles, cross-cutting work needs to be done at school on this issue in an attempt to further develop students' critical thinking toward social constructs.*

3 Wrap-Up

- When we listen to people, why is it important to pay attention to their non-verbal language?

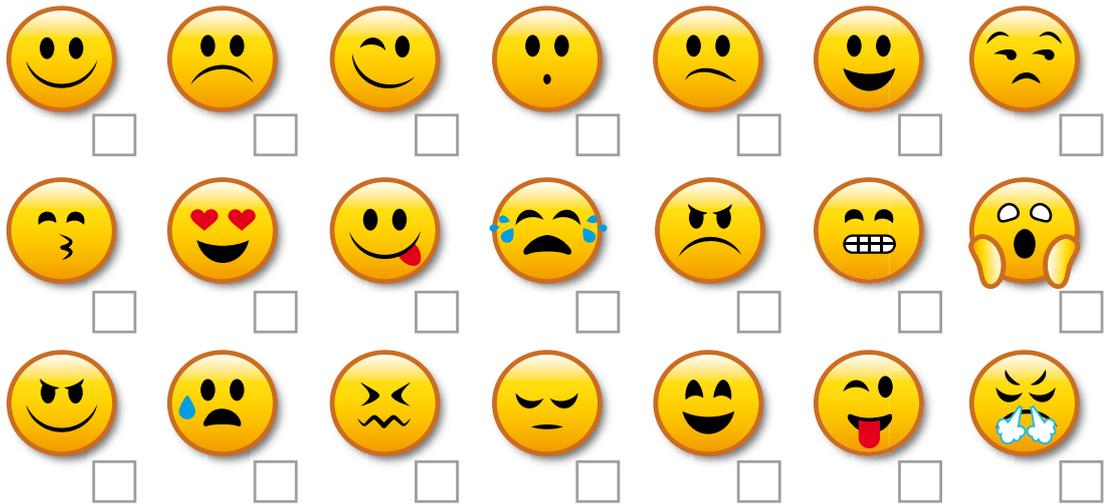
Suggested answer: To identify how they feel or what emotions they are experiencing; to understand them better; to add to what they're telling us with their words, etc.

- What are some of the main difficulties we may have when trying to listen actively, and how can we overcome those difficulties?

Suggested answer: (1) We may have a hard time concentrating on what other people are saying to us. In these cases, it would be better to suggest talking some other time soon or to start listening, trying our hardest to concentrate. (2) Our inner voice won't let us listen. When this happens, look for ways to shut that inner voice off; for example, think about how we'll have to repeat what they said after they're done speaking. (3) We're not interested in what people want to say to us. We need to make an effort and concentrate more on their need to be heard than about ourselves, or think about how we also need someone to listen to us actively.

Student Material

How Can I Express It?



Write the corresponding number beside the emoji/emoticon that would help you to express each one of the following phrases or feelings:

- 1) I'm really mad!
- 2) I'm just kidding!
- 3) Phew, I got out of it!
- 4) I'm hopelessly in love...
- 5) What a nightmare!

Now write down your own phrases or feelings and look for the emoji(s) that would help you to express them:

- 6) _____
- 7) _____
- 8) _____

A Job for Luisa¹⁵

Juan and Luisa are a married couple who live and work in Lima. Both of them work, although their jobs aren't the best, and they have a young son. Since Luisa's job is only part-time, she's the one who spends the most time taking care of both their house and their son. Recently, she was offered a better job, with the possibility of getting a quick promotion and a salary that pays more than what she and Juan currently make now. If she takes the job, however, they would need to leave town. In the new place, it might take some time for Juan to find a new job. This means that, for a few months, he would have to be in charge of the household chores and take care of their son while finding a job.

Should Luisa take the job? Mark your answer with an "X."

YES

NO

Below, offer at least two arguments or reasons for your answer:

15. Adapted from <http://hazloquedebas.wikispaces.com/Dilemas+morales>

Concepts, Tips and FAQs

1 Key Concepts

Active listening: Placing all of our attention and awareness at the disposal of another person, listening with interest and appreciating without interrupting (Knights, 1985). It is a specific communication technique that requires paying close attention to the other person's words and body language, repeating back key ideas and phrases from time to time to confirm our understanding of what the person has said, and asking non-judgmental clarification questions to better understand the other person's perspective. Demonstrates respect for, but not necessarily agreement with, the other person's feelings and views.

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

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

2 Tips for Teachers and Parents

- In order to help teens improve their listening skills, it is important to listen to them actively and with interest, without judging their feelings or minimizing their concerns.
- Some strategies to improve active listening you can use are: cooperative learning, discussing moral dilemmas, and participating in community projects.
- Teens tend to pull away from adults. Don't give up. Ask your children what they enjoyed most or least that day, what they think about certain current affairs, or things that they're interested in.
- If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

3 Frequently Asked Questions

- **Do we always have to listen to teens?**

Sometimes, we're not in the mood to listen: We may be tired or busy, with lots of problems on our minds. In this case, it's important to be open and honest with teens. Try telling them, "I can't give you the attention you deserve right now. If you'd like, we can talk in a little while or tomorrow," and then seek them out so you can listen to them.

- **What means active listening?**

It means that the person listening asks questions to clarify or go into more depth about what is being said, paraphrases or repeats with her own words whatever it is that the other person is saying, expresses feelings ("I can see that you feel..."), and validates the speaker's feelings. A person who listens actively does not interrupt, give advice, evaluate or judge. She simply tries to make the other person feel that he is being listened to and that she understands what he is trying to express.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

HOW WOULD YOU SAY IT?

Today I will learn to...

Tell my friends how I feel and what I need and don't need from them.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Some situations may arise with classmates and friends that bother, offend, or hurt us. If we want to build positive relationships and healthy environments, it is important to let others know how we feel, why we feel that way, and what we want them to do or stop doing. Sometimes, we think other people can read our minds and they know what we want, but this is not true. We need to tell them what bothers us and what we want.

2 Core

Today we're going to talk about three situations. Open your workbooks to the worksheet "I Communicate Assertively" (see Student Material). Let's read the first two situations together.



After you are finished reading, ask your students to do the activities in their worksheets. Then ask them to share their answers (make sure they cover all the situations).

Situation 1

- How does this affect you?
Possible answers: I might lose my relationship; it makes me feel insecure, etc.
- What do you feel?
Possible answers: Anger, jealousy, frustration, fear, etc.
- What would you like, need, or want to happen?
Suggested answer: To clear up what my friend wants from my girlfriend.
- How would you tell him this?
Suggested answer: I get mad when you talk to my girlfriend all the time. I want to know if you're interested in her as more than a friend.

Situation 2

- How does this affect you?

Possible answers: I don't like to fight; I don't like getting involved in problems; I don't like to be called a bad friend; I don't like it when people put pressure on me to do something, etc.

- What do you feel?

Possible answers: Concern, anger, etc.

- What would you like, need, or want to happen?

Suggested answer: To stop putting pressure on me to do something, and stop calling me a bad friend.

- How would you tell them this?

Suggested answer: I am your friend, but I don't like fighting; I don't want to go and I want you to stop trying to convince me.



Afterwards, ask them to find a partner so they can act out the situation they've thought up.

1. You have to tell each other about the situation that bothered you.
2. First you're going to act one person's situation, and then the other. In both cases, the conversation has to end with an assertive answer. Remember that even if you responded passively or aggressively in the real situation, this time you have to respond assertively by expressing what you felt and what you want the other person to do or stop doing.
3. When I tell you to, you're going to stay in your places and act out one of the two situations. I'll tell you when to switch and act out the other situation.



Walk around the classroom and observe the activity. If there's enough time and you feel it would be helpful, ask two or three couples to act out their situation for the whole class. Ask the rest of the class to identify whether the message was assertive, and not passive or aggressive. Give them examples of assertive messages when necessary.

- What would prevent you from using assertive communication?

Possible answers: It sounds ridiculous or fake; everyone else might think we're scared or weak; the fear we feel outweighs the urge to communicate, etc.



Listen to your students.

The more we practice being assertive, the more natural it will sound to us. It's a good idea to think about the consequences for our relationships and us when we decide to act passively and we don't do anything; or aggressively, by saying things in a way that hurts other people, instead of acting assertively.

3 Wrap-Up

- What are the advantages of saying what bothers us and what we want?
Possible answers: We act in our own best interest and we help maintain our relationships; we avoid making these situations worse; we avoid ruining or ending relationships; we act without using aggression, etc.
- If we were in a situation like those that we looked at today and we responded aggressively or we didn't do anything, what might happen afterwards?
Suggested answer: People would continue to disrespect our rights; the situation might get worse; we might help perpetuate violence, etc.

Student Material

I Communicate Assertively

Situation 1: You've notice that one of your best friends spends a lot of time talking with your girlfriend on social media. You think he likes her.

How does this affect you?

What do you feel?

What would you like, need, or want to happen?

How would you tell him this?

Situation 2: Several of your classmates have made a plan on social media to meet up and fight with kids from another school. Some of your best friends have asked you to go with them. When you say you don't want to, they say you haven't got their backs and that you're not being a good friend to them.

How does this affect you?

What do you feel?

What would you like, need, or want to happen?

How would you tell them this?

Your own situation: Think of a situation that you experience or have experienced with your classmates or friends and that bothers you.

How does this affect you?

What do you feel?

What would you like, need, or want to happen?

How would you tell them this?

Concepts, Tips and FAQs

1 Key Concepts

Aggression: Behavior that causes psychological or physical harm to another individual (APA, 2015). This definition focuses in the effects (harm) of the behavior and not in its intent. If one causes harm involuntarily to another person, it is considered an aggression.

Assertiveness: Being able to advocate for ourselves or our own positions without resorting to aggression or harming the rights of others (Peneva & Mavrodieva, 2013).

2 Tips for Teachers and Parents

- Using assertive messages is one of the best ways to teach teens this skill. For example, “When you make that face at me, it makes me feel both furious and offended. Please stop doing it,” or, “You can tell me if something bothers you.”
- It is important to remember that emotional self-control is often necessary in order to be assertive. Therefore, recognizing and managing emotions help to develop assertiveness skills. Teens also need to learn the appropriate time to say certain things.

3 Frequently Asked Questions

- **What are the most common difficulties for teens to act assertively?**

When it comes to communicating assertively, the most difficult thing is to identify the emotion(s) caused by the situation that teens would like to change. Encourage them to take the time they need to figure out what emotions they feel. They may also feel like a fake or silly when speaking assertively, but the more they do this, the less odd it will sound. Teens may also think that talking about things that bother them makes them seem weak or vulnerable, but it is necessary to insist that doing so will help them build positive relationships. No one can guess what we are feeling. That’s why we need to communicate and make sure others know the way we prefer to live.¹⁶

16. Ideas taken from Torrego, J. (2003). *Mediación de conflictos en instituciones educativas*. Madrid: Editorial Narcea

Module 2
With Others

General skill
Positive Communication

Specific Skill
Conflict Management

THE THIRD SIDE

Today I will learn to...

Mediate between two friends so they don't hurt each other.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Have you ever seen a fight in public or at school? What did you do?



Listen to your students.

2 Core

Open your workbooks to the worksheet "The Third Person in the Conflict" (see Student Material). Let's read the text together.



After you have finished reading, ask your students to share their answers.

- What can we do in our role as the "third side" to avoid or put a stop to aggressiveness in conflicts?

Suggested answers: Avoid making comments or acting in a way that might increase the aggression; if we know there's going to be a fight, we might look for someone who can put a stop to it; not encourage fights; act as mediators so that people will stop behaving aggressively or resolve the problem, etc.

Today we're going to learn how mediators can play a constructive role in society.



Ask the following questions and listen to your students.

- Does anyone know/remember what mediation is?
- Do you know/remember the steps involved in mediation?

Open your workbooks to the worksheet "Four Steps... One Mediation" (see Student Material) and let's review the steps involved in a mediation process.



Read the steps together, explaining where necessary. If you have a computer or TV and DVD player available, watch two videos with the students. Otherwise, it will be helpful for you to watch the videos before class in order to be better prepared.

<http://www.youtube.com/watch?v=M29IVbp7EaI&feature=related>

In this video, the Spanish professor Juan Matt Torrego, an expert on peer mediation, explains the characteristics of this method. This video also includes the conflict that will later be mediated. It lasts approximately five minutes.

<http://www.youtube.com/watch?v=jDjkM2VuUfo>

This is the continuation of the first video. It presents the different parts of the peer mediation process. It lasts approximately ten minutes.

Now we're going to play a roleplaying game in which we act out a mediation situation in a conflict between two students. You have to form groups of three. Each one will read your role and act it out as if you were in that situation. Listen carefully to the instructions:

- One of you will play the mediator, and the other two will be the students who have a conflict. Each one will play your role as realistically as possible.
- You are not allowed to know anything about the other roles or share the instructions.
- You will have five minutes to prepare, and then fifteen minutes to mediate.



Ideally, the groups should be assigned at random in order to make sure they take the activity seriously. Once the groups have been chosen, give each student a role from the worksheet "Fieldtrip Cancelled!" (see Student Material): One of them will belong to the "outgoing" group; another will be from the "studiers" group; and the third student will be the mediator. If there are too many students, some groups may include two mediators. In this case, they should prepare for their role together.

Give them a few minutes to study their roles and to prepare the process. Then, ask them to sit so that the two students in conflict are sitting side by side across from the mediator. Then ask them to begin the process. Walk around to make sure they are playing their roles according to the instructions.

Finally, listen to your students about the process.

- What did the mediator do best? What did she forget to do?
- What was the result of the mediation?
- How could this result have been improved?

3 Wrap-Up

- Have you ever had the chance to perform informal mediations in real life?
- What did we learn today?



Stress the role that all of us must play as the "third side" in order to contribute to our wellbeing as a society.

Student Material

The Third Side in a Conflict¹⁷

The term “third side” refers to all of those people that are not involved in the conflict. William Ury is a researcher at Harvard University in the United States, and an expert in conflict mediation. He offers the following analogy with regard to third-side intervention in conflicts:

“The body’s immune (or immunological) system is a good analogy for the third side. When a virus attacks a cell, the latter sends a chemical alarm that awakens the dendrites sleeping in all of the body’s tissues. The dendrites, in turn, mobilize the T cells, which come to the rescue. If the T cells are roughly equivalent to the police and those who keep order in the world, the dendrites would be the surrounding community, the ones who have to be woken up in order to put a stop to the destructive conflict. The third side, then, is a kind of social immune system that prevents the virus of violence from spreading” (Ury, 2000, p. 35).

What can we do as a “third sider” in order to avoid or put a stop to the aggressive management of conflicts?

17. Ury, W. (2000). *Alcanzar la paz*. Buenos Aires: Paidós.

Four Steps... One Mediation

①
Explain the rules

- Each party will have their turn to speak.
- Each one must listen to the other.
- They will not behave aggressively in any way.
- The conversation is confidential.
- They will make an effort to remain calm and look for alternative solutions.
- The mediator's role is to help encourage conversation.

②
Listen to each party's side

- Ask each of them to tell you what happened.
- Ask questions in order to clarify and get to the heart of the matter.
- Recognize their emotions and help them to remain calm.
- Identify what each of them wants or needs.
- Do not judge them or play favorites.

③
Ask for solutions

- Remember, you must not provide or suggest solutions.
- Ask each of them to think and suggest solutions.
- Listen to the solutions.
- Ask them to choose a win-win solution.

④
Sum up the agreement

- What each one of them has to do: behaviors
- How much time they have to do it.
- Ask whether they are in agreement.

Fieldtrip Cancelled!¹⁸

Confidential Instructions:

Representative of the "Outgoing" Group

Because of the "studiers" group, they're going to suspend some of us and cancel the class trip. Everyone is mad at us.

Last Friday, during assigned reading time, we got into a fight with the "studiers" group. They hate us because a girl from their group was going out with a guy from our group and they broke up. Since then, they take every chance they can get to give us dirty looks. We've had a few run-ins with them.

On Monday, when they were putting on a play during advisory class, we burst out laughing when the alarm on our classmate's watch went off and she jumped up, tripped, and made a super funny face. They thought we were laughing at their play, so when they finished, they started to give us dirty looks again... and bother us. We couldn't take it anymore, so we started a big fight just before class got out. The teacher got really mad and went to the principal. Then they said they were going to suspend some of us and the whole class was going to miss out on the fieldtrip we were so excited about.

It looks like the principal might change his mind now, though. A teacher suggested that a representative from each group could take part in a mediation process, so we could find a fair solution instead of getting suspended, as long as we promise that there won't be any more fights.

We want to go to mediation, and my group named me as their representative. Even though I still feel furious, I think this is a good idea so we can prevent further problems.

18. Case taken from Rodríguez, G. and Chau, E. (2013). Programa "Conflictos entre grupos adolescentes en el contexto escolar." Colombia: Universidad de los Andes.

Confidential Instructions:
Representative of the "Studiers" Group

Because of the outgoing kids, they're going to suspend some of us and cancel the class trip. Everyone is mad at us.

Last Friday, during assigned reading time, we got into a fight with the outgoing kids. They hate us because a guy from their group was going out with a girl from our group and they broke up. Since then, they give us dirty looks and we've had some run-ins.

On Monday, when we were putting on a play during advisory class, they started laughing at. We got distracted and they made us ruin the play. We felt awfully angry. We couldn't take it anymore, so we started a big fight just before class got out. The teacher got really mad and went to the principal. Then they said they were going to suspend some of us and the whole class was going to miss out on the fieldtrip we were so excited about.

It looks like the principal might change his mind now, though. A teacher suggested that a representative from each group could take part in a mediation process, so we could find a fair solution instead of getting suspended, as long as we promise that there won't be any more fights.

We want to go to mediation, and my group named me as their representative. Even though I still feel furious, I think this is a good idea so we can avoid further problems.

Confidential Instructions:
MEDIATOR

Not long ago, you helped start a peer mediation program at school. So far, you hadn't had a chance to practice what you learned, but the time has come. In class, there are two groups that have had some conflicts: the "outgoing" kids and the "studiers."

A teacher suggested that they name a representative for each group and take part in a mediation process to avoid getting suspended and having to cancel the fieldtrip for the whole class. They agreed. Now you have to act as a mediator and you're very nervous. Luckily, you found the piece of paper they gave you with the steps for the process. They are as follows:

1. Establish clear rules for the process (don't interrupt, don't attack or hurt the other party in any form, keep all information confidential, etc.).
2. Listen to each person's side (instead of looking for guilty parties, try to find out how each one contributed to the problem; sum up each side; help them calm down; identify what each of them wants, etc.).
3. Brainstorm about possible win-win solutions.
4. Reach a win-win agreement.

Now it's mediation time...

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: Interpersonal conflict: An expressed struggle between two or more people, as a result of incompatibility, disagreement or differences between them (Rahim, 2011). Conflict is part of life in society and reflects the diversity of human beings. In these situations feelings and emotions play an important role, and the relationship between the parties can be strengthened or weakened based on how conflict is managed (Torrego, 2003)

Mediation: Process in which a neutral third person (mediator) facilitates communication between or among conflicting parties (New Jersey State Bar Foundation, 2001).

2 Tips for Teachers and Parents

- As adults, we can use some of the ideas involved in mediation to handle conflicts between children and teens, such as listening to each side, recognizing the emotions felt by each party (for example, "I see that this has made you really mad"), asking the students themselves to come up with possible solutions, etc.
- It is important to identify our own role as "third siders" in other people's conflicts: Do our comments or behavior "add more fuel to the fire" (escalate the conflict), put a stop to it, or help cool tensions?
- Conflicts arise naturally because we are different. The way we manage a conflict may be constructive or destructive. A conflict can help us transform ourselves and become better human beings, or the complete opposite, depending on our behavior when faced with these conflicts.

3 Frequently Asked Questions

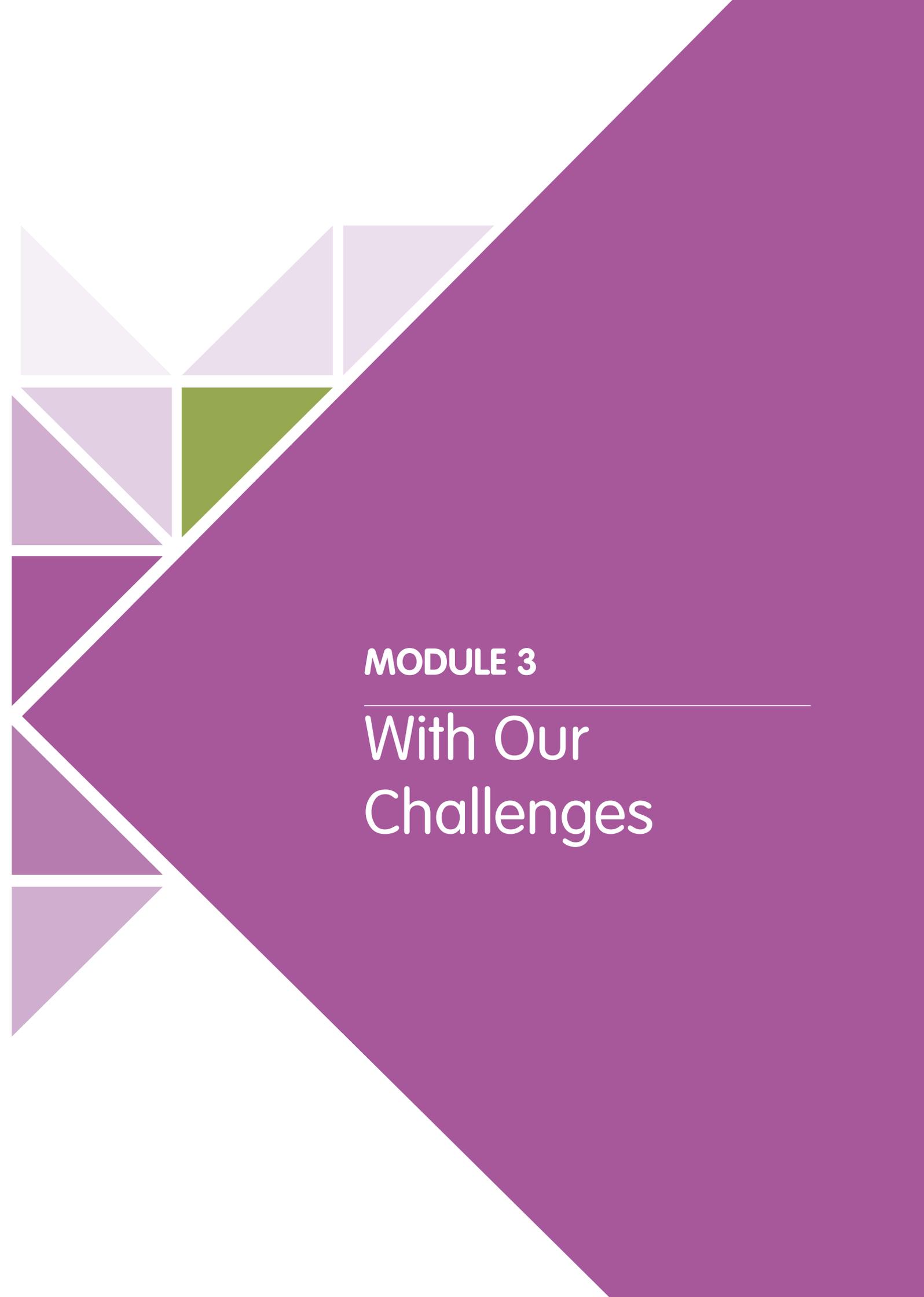
- **Can mediations only be conducted formally, as part of a structured program?**

We can also conduct informal mediations. While the conditions and stages of a formal mediation are more regimented and structured, the techniques used in informal ones are more flexible and typical of day-to-day interpersonal communication. The mediator can be any person who is able to act intuitively and spontaneously in situations of conflict that he has witnessed. The rules are more flexible, since the parties in conflict are not necessarily the ones who seek out an informal mediation.

- **What are some of the guidelines to be taken into account when using mediation as a conflict resolution method in school?**

Students should never be forced to participate in a mediation process. They may be persuaded to consider mediation as a possible step before punishment, but they are the ones who ultimately decide whether or not to go. In order to make these processes more formal, everybody at school should know what mediation means and avoid situations in which the mediator may be judged as a meddler, etc.¹⁹

19. Ideas taken from Torrego, J. (2003). *Mediación de conflictos en instituciones educativas*. Madrid: Editorial Narcea.



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

EASY IS OVERRATED

Today I will learn to...

Enjoy the effort it takes to take on a challenge.

What we'll need is...

A pencil and eraser for each student.

Lesson Guide

1 Intro

Today, I have some challenges for you. Let's start with the first of these. These are mental challenges.²⁰ Think hard about the answers to the following questions.



You can write the questions on the board or simply read them out loud. After asking each question, listen to your students.

- Can a man marry his widow's sister?
Correct answer: He can't get married. If "his widow" exists, it's because he's dead.
- How many times can you subtract 10 from 100?
Correct answer: Only once. The next time, you'd be subtracting from 90.
- Why can't a person living in Paris be buried in Mexico?
Correct answer: He can't be buried if he's still living.

2 Core

What is a challenge?



Listen to your students.

Keep in mind: A personal challenge is a challenge we set for ourselves. It is a way to motivate ourselves to achieve objectives that are constructive for our lives in the short, medium, and long term. Challenges can also be proposed by other people who feel that we can work hard to achieve them, and that succeeding will be of benefit to us.²¹

20. Exercises retrieved in September 2015 from <http://mentat.com.ar/descanso.htm>.

21. Some of the ideas in this definition were adapted from <http://www.definicionabc.com/deporte/desfio-2.php>, retrieved on July 28, 2015.

Have any of you ever done a Sudoku?



Listen to your students.

A Sudoku is a Japanese game that has become very popular around the world.

Please open your workbooks to the worksheet "Challenge No. 1: Sudoku" (see Student Material). Do you all understand how the game works?

Explain that they have to fill in the empty boxes with a number from 1 to 9, without repeating the same number in each row, column, or any of the boxes.

Give them 10 minutes tops to do this activity. Suggest that they use a pencil and tell them that they can use their erasers as needed.

During the process, cheer them on and encourage them to make their best effort, helping them to identify the satisfaction they get from their small achievements, using phrases such as "Great job, give it another try"; "Remember to enjoy it when you fill out a whole row or column"; or "If your mind is blank, close your eyes, take a deep breath, and try again." Tell them not to give up.



After ten minutes, ask those students who have finished to help two other classmates to keep trying, so they can finish the Sudoku, too. Give them a few more minutes for this.

If nobody finished the Sudoku in the given time, encourage them to keep trying in their free time. Emphasize that some of us have to make more effort than others, but we're all capable of doing it.

Here is one of the possible solutions:

1	4	5	6	9	7	8	2	3
8	6	7	1	2	3	5	4	9
9	3	2	5	8	4	1	7	6
2	7	1	8	3	5	9	6	4
4	5	6	9	1	2	3	8	7
3	9	8	7	4	6	2	5	1
6	2	4	3	5	9	7	1	8
7	1	3	2	6	8	4	9	5
5	8	9	4	7	1	6	3	2

Now let's turn to the worksheet "Challenge No. 2" in your workbooks (see Student Material) and do the activity there.



After everybody has finished, ask your students to share their answers. Then have the other students supplement these answers on how to enjoy making an effort. Write their ideas on the board.

3 Wrap-Up

- Why is it important for us to make an effort to achieve our objectives or to tackle our challenges?

Suggested answer: Because there are many important things in life that can only be achieved by making an effort; for example, finishing each grade of high school and then graduating; practicing at sports; playing a musical instrument; keeping ourselves healthy, etc.

- What might happen if we don't place value on the effort we have to make to achieve our objectives?

Possible answers: People might become conformists and spend their time just surviving instead of truly enjoying life. Effort gives us motivation to improve our lives.

Student Material

Challenge No. 1: Sudoku²²

The objective of a Sudoku is to fill each box with a number from 1 to 9, based on certain numbers that have already been provided. The trick is not to repeat the same number in the same row, column, or 3x3 box. Here's an example to help guide you.

2	1	5	3	4	9	7	6	8
7	6	3	1	5	8	4	9	2
9	4	8	6	2	7	1	5	3
5	9	1	8	7	3	2	4	6
3	8	4	2	9	6	5	7	1
6	7	2	4	1	5	3	8	9
4	3	9	5	6	1	8	2	7
8	5	6	7	3	2	9	1	4
1	2	7	9	8	4	6	3	5

Now try solving your own Sudoku:

	4		6		7		2	
8								9
		2	5		4	1		
	7		8	3	5		6	
	5						8	
	9		7	4	6		5	
		4	3		9	7		
7								5
	8		4		1		3	

22. Activity retrieved on July 28, 2015 from <http://www.sectormatematica.cl/Sudoku/sudoku.htm>.

Challenge No. 2

Write down a challenge that you would like to overcome and that will bring you benefits and wellbeing.



How much effort will you have to make to overcome that challenge? Mark your answer with an "X."

Little effort

Medium effort

A huge effort

What will you have to make an effort at? What will you have to do?



How could you enjoy making that EFFORT?



I'll think about how good I'll feel when I overcome that challenge.

I'll think of the benefits of conquering the challenge... I'll imagine them.

I'll feel good about myself for making my best effort.

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

- During adolescence, low effort may suggest a way of demonstrating independence or lack of confidence in oneself and one's possibilities of achieving objectives. The psychologist Carol Dweck refers to this situation as "Low-Effort Syndrome."²³ One way to counteract this is by pointing out teens who have achieved something through effort, emphasizing the effort made to reach their goals rather than stressing talents and abilities.
- When teens feel that effort will make it possible to overcome challenges, develop abilities, and increase their intelligence, it no longer makes sense for them to stop trying. Adults around them need to encourage them to keep working hard.
- Highlighting the talents and abilities of other teens can cause resentment among those who do not have them. A better alternative is to point out the effort that each of them makes to become a better person.

3 Frequently Asked Questions

- **Why don't some teens want to make an effort?**

Some teens believe their abilities and intelligence are innate and, therefore, that they cannot be developed. They may also be afraid of making mistakes, in the belief that this makes them look incapable and weak. Helping them to change these ideas and perceptions on intelligence, abilities, and mistakes will allow them to see the value of making an effort.

23. Dweck, C. (2008). *Mindset: The new psychology of success*. The Random House Publishing Group: New York.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

IN THE DRIVER'S SEAT

Today I will learn to...

Pursue my goals with discipline and autonomy.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

I would like you to recall something you would have liked to achieve, a goal you wanted to reach but that you abandoned at some point because it was too hard or taking too long.



If you feel comfortable doing so, you can tell them about a personal experience in this regard. Ask your students to share their experiences.

2 Core

Let's open our workbooks to the worksheet "Self-Monitoring" (see Student Material). Together, let's read the definition given in the first paragraph, followed by the description of the activity.



Before they actually try to solve the challenge, give them some time to answer the questions in the worksheet and listen to their answers.

- What is the task you have to do?
Suggested answer: Identify which profession corresponds to each person.
- What can you do to make sure you remain concentrated on the activity, so you don't get distracted?
Possible answers: Not look around; not pay attention to other things, such as noises, and just think about the activity; start writing the answers, etc.

You're going to have five minutes to solve this challenge. It's important that you observe your own behavior while you do this.



Time them. When the five minutes are up, ask the questions provided below, listen to your students.

- What strategies did you use to solve the challenge?
- Did you change strategies if the first one didn't help you solve the challenge?
- Did you use the tricks you planned on using to help keep you from getting distracted?
- Did you give up at any point?

This activity helps us to identify how perseverant we are. Would anyone like to share his or her answer?

If no one figured out the answer, you can explain it to them:

- *Based on Point (1), we can deduce that Matt is not the teacher.*
- *Based on Point (3), we know he's not the lawyer, either.*
- *Point (4) tells us that the engineer is friends with two of the other three men.*
- *If we look at Point (1) again, we can see that Matt is enemies with two of them. Therefore, Matt can't be the engineer.*
- *The only choice left, then, is that Matt is the doctor. Let's look at Point (1): the teacher isn't Victor or Matt, and according to Point (2), it isn't George, because he gets along well with the doctor, whom we already know is Matt. That means the teacher must be Raul.*
- *Of the two men left, let's look back at Point (1): Victor doesn't get along with Matt, so based on Point (4), we know Victor can't be the engineer.*
- *So then, George is the engineer and Victor is the lawyer. Summing things up: Matt is the doctor, Raul is the teacher, George is the engineer, and Victor is the lawyer.*



All of us can learn to be more perseverant. Self-monitoring our own behaviors when we want to achieve an objective will help us to develop discipline and organization skills.

Let's turn to the worksheet "Self-Monitoring Guide" (see Student Material) and read the introduction together.



After you have read the introduction together, give your students a few minutes to think about one of their present objectives in their lives and the list of tasks they need to carry out to achieve it.

3 Wrap-Up

- How can you use self-monitoring in your daily life?
- Why is it important to increase our perseverance?

Possible answers: Perseverance is essential for personal growth and learning. By persevering, we can make reach our full potential. If we don't persevere, we may abandon important goals in our lives, etc.

Student Material

Self-Monitoring

Self-monitoring is a strategy that you can use to persevere in your goals and objectives. It consists of monitoring your progress on the actions necessary to reach your goals. Self-monitoring helps you become more and more disciplined.

Below, you are given a challenge to solve. Try to monitor your concentration as you work on this challenge. Read the following text, answer the questions, and start solving the challenge when your teacher tells you to.

The Meeting²⁴

At a meeting, an engineer, a teacher, a lawyer, and a doctor were gathered. Their names were Victor, George, Matt, and Raul, but these names aren't in the order of the professions mentioned above. Below are some clues to help you figure out what profession corresponds to each man:

1. Victor and the teacher do not get along with Matt.
2. George and the doctor are very good friends.
3. Matt gets along well with the lawyer.
4. The engineer is close friend with Raul and the doctor.

What is your goal in this activity?

What will you do to keep from getting distracted and help stay focused?

Now try to solve it! Who is who? Use a line to match name and profession.

Victor	Engineer
George	Teacher
Matt	Lawyer
Raul	Doctor

24. Dweck, C. (2008). *Mindset: The new psychology of success*. The Random House Publishing Group: New York.

Self-Monitoring Guide

Below you will find a tool that can help you keep track of your performance, so you can develop discipline and perseverance in achieving your goals. First, you need to describe a goal or objective. Then, make a list of the tasks or activities you have to perform in order to achieve it, and then you can monitor each one of them.

For example, Lucy wants to learn to play the violin (**goal or objective**). To achieve this, she has to: take lessons (**Task 1**); practice every day (**Task 2**); study her music sheet (**Task 3**), etc. This way, she can monitor her goal each day or each week.

What about you? What Do You Want to Achieve?

Goal/Objective: _____					
Tasks	Did I avoid distractions?	Did I overcome obstacles?	Did I make an effort?	How well did I do?	Did I spend enough time doing it?
Task 1	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement
Task 2	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement
Task 3	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement
Task 4	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement
Task 5	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Needs improvement

Concepts, Tips and FAQs

1 Key Concepts

Grit: Perseverance and passion for long-term goals. It entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress (Duckworth, Peterson, Matthews, & Kelly, 2007).

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

Self-monitoring: Capacity to keep track of our progress toward our goals and determine whether we are taking the steps we identified to attain them.

2 Tips for Teachers and Parents

- At first, we may have to monitor our children's or students' behavior to help them achieve their goals. Saying things like, "It's better to start sooner than later"; "Remember not to get distracted by the TV, the computer, or instant messenger"; "It's important to organize your time well so you can do everything you want," etc., is helpful, but at some point we need to allow them to practice their own organization, discipline, and self-monitoring.
- Perseverance, like other abilities, requires support from adults in order to foster its development in children and teens. Suggesting things like, "You could practice for two hours and take a one-hour break"; "You could eat a piece of chocolate and then get more exercise today," etc., help teens to learn how to regulate and organize themselves.
- Several factors may cause teens to stop trying: the frustration they feel when they fail; the obstacles that arise; a lack of confidence in their own chances of success, etc. It is critical to encourage them in any of these circumstances and show them that, as adults, we trust in their ability to continue forward and achieve their goals.
- Routines are essential in teens' lives, in order to help them create and consolidate discipline. Little things like having a regular time to wake up, regular schedules for meals, family activities, and extracurricular activities, help young people to organize themselves.

3 Frequently Asked Questions

• What is the relationship between perseverance and discipline?

It is hard to think about perseverance without discipline. Discipline is related to the organization and self-demand that each person places on themselves in order to achieve their objectives. Discipline makes it more possible for a person to persevere and keep trying to achieve his or her goals.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Stress Management

BAD TRICKS, GOOD TRICKS

Today I will learn to...

Manage stress using constructive strategies.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Physical and emotional changes in family relationships and our relationships with friends can cause to feel stressed out.

What is causing you stress these days?



Listen to your students.

Today we're going to identify our stress levels and we're going to learn a few effective strategies for managing stress.

2 Core

Do you know how stressed you are? Open your workbooks to the worksheet "How Stressed Out Am I?" (see Student Material) and let's read the instructions together. Then, you're going to fill out the questionnaire.



Give them a few minutes to do this individually.

Now each of you is going to interpret your results:

1. You get 2 points for each statement that you marked "Frequently." Add up these scores and write down the subtotal.
2. You get 3 points for each statement that you marked "A Lot." Add up these scores and write down the subtotal.
3. Add up the total subtotals to obtain your total score.

Those of you who scored a low stress level (between 1 and 33), raise your hands. Now, those of you who obtained a medium stress level (between 34 and 63), raise your hands. Now those of you who obtained a high stress level (between 64 and 99), raise your hands.



If any of the students gets a "high" stress level, talk to each of them in private after class to assess their situation. If necessary, give them guidance so they can seek medical or psychological support. You will also have to assess whether it is necessary to contact their families. If so, explain to your students why this is necessary and what channel you will use to make this contact.

All of us may feel different levels of stress at different times in life. When this happens, we run the risk of resorting to bad anti-stress tricks.



Ask them to open their workbooks to the corresponding worksheet (see Student Material). Read each trick and ask:

- *Why does this seem to help us control stress?*
- *What might happen to teenagers who use this trick?*

Listen to your students. Go over the following ideas with them.

- **Binge Eating:** This is a momentary pleasure that seems to decrease anxiety. However, it can produce more stress and severe health problems in the future.
- **Getting high:** These seem to relax us, but they can make us feel anxious when we aren't consuming them. At the end, both cause addiction and produce even more stress.
- **Getting drunk:** It seems fun and relaxing, since it disconnects us from reality. Even though its effects are temporary, alcohol can become addictive. At the end, it deteriorates our bodies and affects our relationships.
- **Cutting ourselves:** There is always the risk of cutting an artery and inadvertently bleeding to death. Cutting yourself until you bleed also leaves a scar behind, and they don't fade away entirely.

Now let's try to think of alternatives for managing stress constructively. A constructive strategy is one that decreases tension and avoids negative consequences.

Suggested answers: Playing sports, painting, singing, getting exercise, laughing, dancing, etc.



Listen to your students, write down their ideas on the board and underline those that meet the criteria for being constructive. They can find some suggestions in the "Some Good Anti-Stress Strategies" worksheet (see Student Material). You can read that worksheet out loud with your students.

3 Wrap-Up

- What strategy can I practice to reduce my stress level this week?



Listen to your students.

Great! Let's commit to practice this constructive strategy for managing our stress level this week and see how it goes.

Student Material

How Stressed Out Am I? ²⁵

Read each statement and mark the answer that best describes you with an "X."

Sign	Never	Sometimes	Frequently	A Lot
1. I feel tension in the back of my neck.				
2. I have a headache.				
3. I have a backache.				
4. I have trouble relaxing.				
5. I sleep poorly.				
6. I eat more or less than normal.				
7. I feel tired.				
8. I sweat a lot. I have clammy hands.				
9. I have palpitations (my heart beats fast and hard).				
10. My stomach burns.				
11. My face feels tense (jaw clenched, forehead wrinkled, etc.).				
12. I'm almost always impatient.				
13. I'm anxious (tense, sweating, negative thoughts, shortness of breath, dizziness, trembling).				
14. Mood swings.				
15. I get mad at every little thing.				
16. I feel pressured.				
17. I'm worried.				
18. I feel depressed.				
19. I feel like things are getting out of control.				
20. I have a negative attitude. Everything seems bad or wrong to me.				
21. I look for anything else to do before my homework or chores.				
22. I've lost confidence in myself.				
23. I've lost my sense of humor.				
24. I've thought that I would be better off dead.				
25. I feel discouraged.				
26. I do everything fast (eat, walk, move, etc.).				
27. I spend a lot of time on mindless entertainment (e.g., watching TV).				
28. I bite my lips or nails.				
29. I have trouble concentrating.				
30. I have memory problems.				
31. Everything seems complicated or difficult.				
33. I get distracted when I'm with others.				
33. I isolate myself.				
		Subtotal 1		
			Subtotal 2	
			Total	

25. Instrument adapted from *Estrés en la Adolescencia (n.d.)*. Bogota: Editorial Panamericana.

How to figure out your score:

Assign 2 points for each statement you marked "Frequently." Add up all of these scores to get your subtotal. Then, assign 3 points for each statement you marked "A Lot." Add up these scores to get your second subtotal. Now add up the two subtotals to find your total score.

How to Interpret Your Results

If you got a score:

- **Between 1 and 33:**

Low Stress Level: Your stress level is normal. As a preventive measure, it is important that you establish strategies for managing stressful situations so that you can maintain this low stress level.

- **Between 34 and 63:**

Medium Stress Level: You need to look for solutions, because your stress level is rising and may reach high levels. Ask an adult for help finding things you can do about this. Trying alternative medicine, psychotherapy, or playing a sport regularly are just some of the things that can help you lower your stress levels.

- **Between 64 and 99:**

High Stress Level: This is a dangerous level of stress. You run a major risk of health problems. You need to seek help from a teacher or your parents, so that they can take you to a health professional who will help you overcome this situation (doctor or psychologist). Other people's company in this situation will make you see things in a more hopeful light. Ask yourself: how long have I felt like this? A high stress level that continues for more than six months may have serious consequences on your physical and mental health.

Bad Anti-Stress Tricks

**BINGE
EATING**



Why does this seem to help me control stress?

What might happen if I resort to this trick?

**GETTING
HIGH**



Why does this seem to help me control stress?

What might happen if I resort to this trick?

**GETTING
DRUNK**



Why does this seem to help me control stress?

What might happen if I resort to this trick?

**CUTTING
MYSELF**

Why does this seem to help me control stress?

What might happen if I resort to this trick?

Some Good Anti-Stress Strategies

SING!



Singing:

- Calms down your vocal cords.
- Forces you to breathe with your belly, a great antidote against stress.
- Helps your body to get more oxygen.

WORK
OUT!



Working Out:

- Increases the blood flow to your brain. It boosts your inner strength.
- Makes your body pump serotonin, which makes you feel physically and mentally relaxed.
- Choose your favorite type of workout or any other physical activity!

LOL



Laughing:

- Relaxes your muscles.
- Helps lower blood pressure.
- Stimulates the production of endorphins, the hormone that reduces physical and psychological pain
- Brings feelings of wellbeing.

SLEEP
TIGHT!



- When you get enough sleep, you'll get up all on your own.
- Try reading a book for fifteen minutes before going to sleep.
- Avoid consuming coffee, caffeinated beverages, and tobacco.

Concepts, Tips and FAQs

1 Key Concepts

Self-harm: When somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress. The intention is more often to punish themselves, express their distress or relieve unbearable tension. Self-harm can also be a cry for help. (National Health Service, n.d.)

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

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

2 Tips for Teachers and Parents

- The way you manage stressful situations is the best example and model when teens are going through these kinds of experiences.
- If teens are suffering from high stress levels, it is vital that they receive a professional evaluation by a doctor or psychologist, in order to ensure that they get appropriate support. This is an urgent situation.
- Alternative medicines are a very good option for treating stress, provided that they are performed by licensed doctors specialized in this type of treatment.

3 Frequently Asked Questions

- **What kind of treatment is appropriate for teens who exhibit high stress levels?**

When teens exhibit physical symptoms, such as headaches, eating disorders, dizziness, etc., it is best to check with a doctor to be sure that these are manifestations of stress. After this has been confirmed, many types of alternative medicine may be adequate, provided they are administered by a doctor specialized in acupuncture, floral essences, certified homeopathy, etc. Psychotherapy with a psychologist is also a good idea. This process will help teens develop abilities to positively deal with pressure situations.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

MIND MAPS

Today I will learn to...

Organize my ideas using mind maps.

What we'll need is...

- Blank pieces of paper (half a sheet for each student)
- Pencils and colored pencils

Lesson Guide

1 Intro

I'd like each of you to write down five titles for books of which humanity is in desperate need. I'll give you a few minutes to think this over.



Give them a few minutes to think and write down the five titles on the half-sheet of paper you just gave them. Walk around the classroom to make sure all of your students are writing down their five titles. After everybody has finished, listen to some answers and write them on the blackboard.

2 Core

Have you ever made a mind map?



Listen to your students.

Let's open our workbooks to the worksheet "What Is a Mind Map?" (see Student Material) and let's read together what it says.



After reading the worksheet with your students, give them time to carefully observe the examples provided in the worksheet.

Now we're going to make a mind map about "Global Warming." But first, we're going to have a conversation about what we know about this topic. What do you know about global warming?



Listen to your students and make sure the the whole class is paying close attention. Write all of the ideas on the blackboard.

Now I'd like each of you to read the worksheet "Global Warming" in silence (see Student Material).



Give them a couple minutes to do this. Once everybody finished, ask them the question provided below.

- Did you find any ideas in the text to add to what we've already written on the blackboard?



Listen to your students.

Before you make your mind map about global warming, it's important to organize your ideas into different categories. To do this, you should identify secondary ideas (that are based on or help explain the main topic); for example, what is global warming, who is responsible for it, etc. In some cases, you may come up with new ideas; for example, how can we use cars less? Or how can we generate less garbage?

Each of your mind maps don't necessarily have to be exactly alike. In fact, it's helpful to make different maps on the same topic.

Now let's open our workbooks to the worksheet "My Mind Map" (see Student Material).



Give them around fifteen minutes to create their maps. After everybody has finished, ask your students to share their maps.

3 Wrap-Up

- How can it help you to make mind maps?
Possible answers: This is a learning strategy that works in all areas of life; it can be used as a study method, for example, to create summaries, to prepare for presentations or tests, to gain a better understanding of the ideas on a topic, etc.
- Why is it helpful to divide a topic or problem into several categories?
Possible answers: Oftentimes, the topics and problems we need to learn and solve are complicated, and it is impossible to approach them as a whole. By dividing them up, we can understand them better and search for more effective solutions.

Student Material

What Is a Mind Map?²⁶



Created by Gregor Gessner
from Noun Project

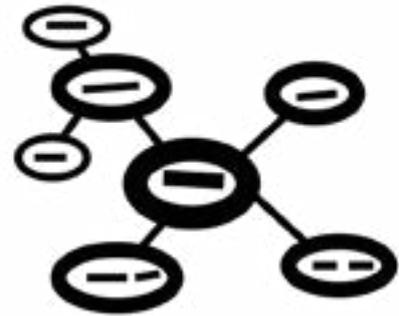
Order, comprehension, memory, creativity, openness to new ideas, acceptance of change as an attitude in life, and the capacity for synthesis, analysis, abstraction, planning, and classification are just some of the skills that are developed in a person when creating mental maps.

Mind maps are a learning tool that helps to clarify and manage information: interrelating it, processing it, and associating it with other parts of the same information.

These maps are created on paper, although there are also apps that allow us to create them on the computer, tablet or smartphone. It is recommended to use words, drawings, colors, and clippings.

A mind map is characterized by its images, since the brain processes them easier than words. The map is based on a central idea from which secondary ideas spring, like the branches of a tree. These secondary ideas are then used to establish categories that differentiate them.

When the map has been created, the brain then has an easier time comprehending the information.



Created by Leslie Tom
from Noun Project

Use the following instructions to help you create a mind map:

1. A mind map begins in the **middle** of a page with a word and an image or colorful symbol that expresses the main topic of the map.
2. The **secondary ideas** (which are based on or explain the main topic) are added to the central image, using capital letters, like branches that sprout from the main topic.
3. **Images** or **symbols** are created to represent these secondary ideas, and words are added to specify the most important aspects.
4. **Lines** are used to make connections or associations.

26. Part of the conceptual information for this worksheet was taken from: Roncancio, S. (2015) "Mapmentales, una estrategia de aprendizaje." Bogota. Publicaciones especiales: Colegios. Diario El Tiempo.

Global Warming²⁷

The term “global warming” is also known as climate change, and consists of the increase in the temperatures of our planet’s atmosphere and oceans. It is believed that these temperatures will continue to rise if the issues that are making them increase are not solved.

The majority of the scientific community warns that there is a 90% certainty that this increase is due to the accumulation of greenhouse gases caused by human activities, including the felling of trees and the burning of fuels such as oil and coal.

An increase in the global temperature will produce the rise of sea levels, greater amounts of rain and flooding, the melting of the North and South Poles, etc.

Other effects may include more frequent extreme weather events, such as droughts, heatwaves, hurricanes, and heavy rains.

Animal species are expected to become extinct due to temperature changes and significant variations in crop yields. If the situation continues as it has to date, we may reach a point at which there are not enough natural resources to support human life.

Global warming, and the climate change that comes with it, are based largely on the secondary effects of our consumer society, a society that lives to consume, that is educated to work and buy, and that bases its levels of “happiness” on the material objects that it owns and consumes. This trend is expressed in ideas such as: the bigger the house, the better; or the newer the car, the better.

Factors such as the use of automobiles, the excessive use of lights, and the accumulation of garbage have a direct impact on global warming. The use of automobiles, for example, contributes significantly to carbon dioxide (CO₂) emissions, which are the leading cause of this worldwide emergency. The excessive use of lights is also a major problem, since much, if not all, electricity is generated using oil, coal, or gas, resulting in CO₂ as a waste product. Finally, garbage is also related to the emission of gases that cause global warming.

All of the world’s citizens and companies can help out and do our part to reduce global warming. For example, we can be more responsible in our habits of consumption (consuming only what is necessary or sufficient), decreasing the amount of garbage we produce, recycling our waste, and optimizing the use of resources such as water and electricity.

27. Adapted from “¿Qué es el calentamiento global?” (n.d.). Retrieved on October 25, 2015 from <http://cambioclimaticoglobal.com/que-es-el-calentamiento-global>.

Concepts, Tips and FAQs

1 Key Concepts

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

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

Social responsibility: Being active, caring, and responsible members of our social and political community (Berman, 1997). It means feeling connected to people in need, being thoughtful in analyzing social problems, having the vision to imagine solutions, and acting with courage to make it happen (Berman, 1997).

2 Tips for Teachers and Parents

- Both at home and in school, it is very important to motivate teens to come up with original and creative ideas to respond to everyday needs. When facing a problem or challenge, you can suggest that they divide it up into different parts or categories so they can come up with ideas for each one of them, thus responding more creatively and effectively.
- It is important to bear in mind that all of us can come up with creative ideas, given that this is a skill that can be developed and strengthened. At school, it is vital to evaluate whether the teaching strategies used in the different academic areas stimulate creative thinking, or if, on the contrary, they put a damper on it.
- Learning to classify information into different categories stimulates creative thinking. The ability to break down information and then synthesize it is fundamental for this strategy. Ideally, teachers from different academic areas should encourage students to use mental maps as a teaching tool, thus helping to foster the development of creative thinking.

3 Frequently Asked Questions

- **Why does dividing a problem into several parts help promote creative thinking?**

Because the simple act of identifying categories requires classifying, organizing, assigning names, etc., all of which involves the use of creative thinking. Furthermore, when there are several categories rather than a single whole, ideas can be generated more efficiently by focusing on each part. This is especially helpful when we are dealing with complex problems or situations.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

MANUFACTURED EXCUSES²⁸

Today I will learn to...

Question excuses people use to get away with harming others.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

"Everybody cheats, so why not me"

"I was so upset, I couldn't help it"

"You have to break the rules to get ahead because the system is broken"

"She was asking for it"



You may write these in the board if you think it helps.

- What do you think these excuses are about?

Possible answers: cheating, losing control, corruption, violence against women.



Listen to your students brainstorm.

- Do you think the excuses are valid? Do they excuse the behavior?

Today we will talk about something we call "manufactured excuses". We will learn to think critically when someone is using a bogus reason to get away with doing something that is not okay, like hurting somebody else.

- What does this mean to "think critically"?

Suggested answers: Being able to use critical thinking means thinking for yourself; that you don't accept others' ideas and opinions just because the majority says so... Instead, you think about them, you check out their arguments, and make your own decision whether that is true or false, acceptable or unacceptable, suitable or unsuitable, etc.

28. Ideas taken from http://motivacion.about.com/od/aprendizaje_estudios/a/El-Pensamiento-Critico.html

2 Core

Sometimes we hear some ideas that lead us to perceive wrong behaviors as if they were okay. We're going to call them "manufactured excuses" because they are based on faulty reasoning to excuse unacceptable behavior.

Open your workbooks to the worksheet "Is Vincent Innocent?" (see Student Material). Before we read the story, I'd like you to guess what it might be about.



Listen to your students.

Now let's read the story and find out what "Is Vincent Innocent?" is about.



After you are finished reading, ask your students to answer the questions in the worksheet. The correct answer to both is option "d."

When everyone has finished, ask those who answered a, b, c, or d to each question to raise their hands. You can ask those who answered correctly why they chose that answer, so others understand that any of the first three choices for the first question could have made Vincent feel guilty ("thinking about how he hurt Mr. Octavio," "having done a bad deed," "thinking about how he acted like a bad person," etc.) and that any of the first three choices for the second question are "manufactured excuses" that helped Vincent keep away from feeling guilty, despite the fact that he acted wrongly ("thinking that Mr. Octavio deserved it," "trying to make himself feel better," "thinking that everyone does stuff like that," etc.).

Now open your workbooks to the worksheet "Ciro" (see Student Material) and let's read the story of *Ciro* (Part 1) together.



After you are finished reading, ask the following question and listen to your students.

- What manufactured excuses did you find in the text?

Suggested answers: "There are worse things in the world, like driving drunk"; "politicians haven't done anything to give him a raise and he barely makes enough to eat"; "all of his other coworkers do it, too."

In *Ciro's* story, we found some of the most common manufactured excuses: "There are worse things," "Other people or the situation are to blame"; and "Everybody does it." Now do Part 2 of the worksheet.



Give them a few minutes. After everyone has finished, go on.

Now I'd like some of you to share your arguments for and against the traffic officer's manufactured excuses. I'll write them down on the blackboard.



Explain, emphasize, or make your students' points more specific. Use the following ideas as a guide.

"I barely get paid enough to eat and politicians are doing nothing to solve the situation"	
Arguments in favor of the policeman's manufactured excuse:	Arguments against the policeman's manufactured excuse:
<ul style="list-style-type: none"> • The policeman doesn't earn much and that's not his fault. • The policeman needs to support his family. • Politicians rob a lot of money. The policeman is only taking a little bit from people who actually break the law. • People who break the law deserve to be punished. If he gave them a ticket, they'd have to pay more. 	<ul style="list-style-type: none"> • Not earning much doesn't justify not giving out the corresponding fines. Furthermore, the consequences of this act may be very serious. • People who break the law put their own lives and other people's lives at risk. Paying a fine might help them learn to obey traffic laws. • The policeman is stealing from the city's residents, because the fines are used to pay for public works. • The policeman's actions are corrupt.

Think about whether you've ever seen how people use manufactured excuses; for example, "Everybody does it" or "He deserved it." Would any of you like to share your experience with us?



Listen to your students and validate their feelings. Emphasize the negative consequences to society generated by wrong behaviors which are justified using manufactured excuses.

3 Wrap-Up

- Why does it harm society when people use "manufactured excuses"?
Possible answers: They're up to no good and their actions harm us all. They might be involved in acts of corruption, stealing public money for their own benefit, awarding public contracts to unsuitable suppliers, or using their influence to get good jobs for their relatives.
- How can manufactured excuses harm us all at school?
Possible answers: Cheating on tests because other people do it leads us to fool ourselves because we don't learn what we're supposed to learn. It also sets a bad example.

Student Material

Is Vincent Innocent?

Vincent wants to buy a soda but the only money he has is a forged bill that he got on the bus when they gave him his change. Other places have already refused to accept it. He goes to the convenience store on the corner and buys a soda with the forged bill. On his way home, he runs into Antonio and he tells him what he's just done. Antonio says, "Hey! What did you do that for? You just tricked Mr. Octavio into taking a forged bill?" Antonio's question makes Vincent feel guilty, because now the convenience store owner won't be able to use the money for anything. Vincent doesn't like to feel guilty, so he says to his friend, "Yeah, but everybody does that... And anyway, Mr. Octavio is a cheapskate and he didn't want to let me pay him back tomorrow... He deserved to get that bill." After answering Antonio, Vincent feels relieved: His guilt has disappeared and he can keep drinking his soda in peace.

Answer the following questions, marking the right answer with an "X":

1. What made Vincent feel guilty after Antonio's question?

- a) Thinking that he had hurt Mr. Octavio.
- b) Having done a bad deed.
- c) Thinking about how he acted like a bad person.
- d) All of the above.
- e) None of the above.

2. What helped Vincent to stop feeling guilty about what he'd done?

- a) Thinking that Mr. Octavio deserved it.
- b) Trying to think of things that made him feel better.
- c) Thinking that everybody does stuff like that.
- d) All of the above.
- e) None of the above.

Ciro

Part 1

Read the following story and underline all manufactured excuses.

Ciro and his family are traveling. His dad is driving at a safe speed, but then he accidentally runs a red light. A traffic officer stops them. His dad slips the policeman some money and the officer walks off.

Ciro's dad is proud that he avoided getting fined. "Anyway," he says, "I didn't do anything wrong. There are worse things in the world, like driving drunk."

For his part, the police officer thinks about how politicians haven't done anything to give him a raise and he barely makes enough to eat. Anyways, all of his coworkers do it, too, and he isn't hurting anyone after all.

Part 2

Write below arguments for and against the police officer's manufactured excuse:

"I barely get paid enough to eat and politicians are doing nothing to solve the situation"	
Arguments in favor of the policeman's manufactured excuse:	Arguments against the policeman's manufactured excuse:

Concepts, Tips and FAQs

1 Key Concepts

Corruption: Generally speaking “the abuse of entrusted power for private gain”. Corruption can be classified as grand, petty and political, depending on the amounts of money lost and the sector where it occurs. Petty corruption refers to everyday abuse of entrusted power by low- and mid-level public officials in their interactions with ordinary citizens, who often are trying to access basic goods or services in places like hospitals, schools, police departments and other agencies. (Transparency International, 2016)

Critical thinking: Calling into question the assumptions underlying our customary, habitual ways of thinking and acting, and then being ready to think and act differently on the basis of this critical questioning (Brookfield, 1987).

2 Tips for Teachers and Parents

- One possible topic that can be addressed in order to foster students’ critical thinking is the violation of human rights, whether locally or around the world.
- When we live in a community, we are all political constituents and we have the duty to take part in decision-making processes that will determine the direction taken by our group. It is very important to talk about political situations, both in a family setting and at school.
- During election seasons, investigate and debate different candidates’ proposals and arguments. This is an excellent chance to help teens practice critical thinking and prepare them for their future duties as voters.
- It is vital that they learn to take a critical stance against arguments and behaviors, rather than against perceptions and people themselves. Family settings are an excellent chance to learn this skill. For example, instead of parents criticizing their children by saying things like “You’re so irresponsible,” you should offer criticism by saying things like “You might not be spending enough time studying. You’re only concentrating on things that don’t require much effort.”
- Likewise, parents should not allow teens to criticize them or other family members using attacks on personal identity. For example, if children say, “It’s because you’re a bitter person,” we have to draw the line, saying, for example, “There’ll be no offending anyone here. When you’re ready to talk without attacking anyone, I’ll be willing to hear about the things I do that bother you.”

3 Frequently Asked Questions

- **When it comes to critical thinking, what things should be avoided?**
Critical thinking does not mean trying to identify flaws and negative aspects about someone or something. Rather, it means analyzing, questioning, and evaluating situations and information by reflecting and acting autonomously when making decisions, and offering arguments that are based on knowledge and good judgment.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Responsibility

NO IFS, NO BUTS

Today I will learn to...

Be accountable for what I say and do, without excuses.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We're going to start today's lesson by thinking out loud about a specific time: Have you ever regretted doing something or saying something? Why did you regret it?



Listen to your students.

Today we're going to talk a little more about how we can assume responsibility in these situations in which we said or did things that we later regretted.

2 Core

Let's split up into pairs. Open your workbooks to the worksheet "No Excuses" (see Student Material). In these stories, we're going to read about situations in which other teens made up excuses for saying or doing things they regretted later.

Your job is to change the ending of those stories: What else could these young people have done instead of making up excuses for what they said or did? First, let's read the example together to make sure everyone understands the activity.



After going over the example together with your students and clearing up any doubts, give them approximately twenty minutes to complete their worksheet in pairs. Meanwhile, walk around the groups to make sure they are working and answer any other doubts that may arise.

Let's listen to some of your answers.



Listen to answers for each case and write them down on the board.

- Have you ever been in similar situations?
- What could you do in those situations to assume responsibility for what you said or did instead of making up excuses?



Listen to your students

Now let's recall the excuses used by the characters in the stories: "It's not my fault"; "There are worse things in the world"; "He deserved it"; "That'll make him learn." There are other common excuses, too, like "I did it because everyone does it," or "It's not that bad."



Write these excuses on the board.

- What other excuses have you used before?



Using the students' examples, add to the list of excuses on the board.

Now we're going to use this list of excuses and choose the three that we use most often.

- For the first excuse you chose, how could we assume responsibility instead of making up an excuse?



Write down some ideas on how we can assume responsibility in the case of the chosen excuse. Repeat the process for the other two ideas.

3 Wrap-Up

Let's think again about the situation that you identified at the beginning of the lesson, in which you said or did something that you later regretted.

- What could you have done to assume responsibility for what you said or did?
- Why is it important to assume responsibility for what we say and do?
- What do you understand by the phrase "no excuses"?

Student Material

No Excuses

These young people make up lots of excuses when faced with situations that they regret. Your mission is to change the ending (Scene 2), in each one of these stories: How could these young people take responsibility for what they did instead of making up excuses? First, let's read an example:

Example With Excuses

Scene 1:

Amberine didn't do her part for a group assignment that she has to present today, together with Maria and Pavel.

Scene 2:

Amberine feels really ashamed in front of her classmates, so she decides to make up excuses for what she did.



It's not my fault that you gave me the hardest part of the assignment. That's why I didn't finish it.



How could Amberine take responsibility for what she did instead of making excuses?

Example Without Excuses

Scene 1:

Amberine didn't do her part for a group assignment that she has to present today, together with Maria and Pavel.

Scene 2:

Amberine feels really ashamed in front of Maria and Pavel, so she decides to find a solution so that her classmates aren't negatively affected by the fact that she didn't finish. For example, trying to talk to the teacher and tell her that she didn't do her part for the group.



Teacher, I'm worried because I didn't finish my part of the project and I don't want Maria and Pavel to get a bad grade because of me. What could we do so they don't pay the consequences for what I did?



Story 1 - With Excuses

Scene 1:

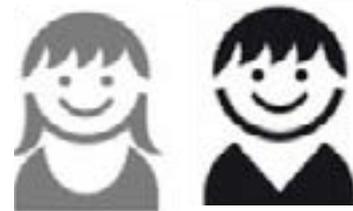
Amaranta told a secret to Rachel, and Rachel told it to her boyfriend Jake. Jake told it to his friends. Amaranta is mad at Rachel because she found out that all of Jake's friends know her secret now.

Scene 2:

Rachel feels guilty about revealing Amaranta's secret, so she decides to make up excuses for what she did.



I told your secret to Jake because he promised me not to tell anyone. Don't be like that; there are worse things in the world.



How could Rocio take responsibility for what she did instead of making up excuses?

Story 1 - Without Excuses

Scene 1:

Amaranta told a secret to Rachel, and Rachel told it to her boyfriend Jake. Jake told it to his friends. Amaranta is mad at Rachel because she found out that all of Jake's friends know her secret now.

Scene 2:

Rocío feels guilty about revealing Amaranta's secret, so she decides to ...

In this box, draw the Scene 2 that you came up with.

A large empty rectangular box with a green border, intended for drawing a scene.



Story 3 - With Excuses

Scene 1:

Manuel is mad at Sandra and he shouts at her, telling her that she's stupid.

Scene 2:

Manuel feels guilty for yelling at Sandra and insulting her, so he decides to make up excuses for what he did.

You deserved to get yelled at and insulted for making me mad. That'll teach you that no one messes with me.

How could Manuel take responsibility for what he did instead of making up excuses?

Story 3 - Without Excuses

Scene 1:

Manuel is mad at Sandra and he shouts at her, telling her that she's stupid.

Scene 2:

Manuel feels guilty for yelling at Sandra and insulting her, so he decides to

In this box, draw the Scene 2 that you came up with.

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 (APA, 2015).

2 Tips for Teachers and Parents

- When we feel ashamed for things we have said or done, sometimes, we create excuses to make us feel better instead of taking responsibility for our actions. Some common excuses involve blaming others or the situation. For example, "I said that to him because he deserved it." Other times, we try to minimize the seriousness of what we did; for example, "Don't make such a big deal out of it," or, "There are people who do worse things"; or we try to deny our responsibility; for example, "Everybody does it," or, "I was just doing what everyone else was doing." It is important that your students learn to identify those moments in which they may be making up excuses for their words or actions, and evaluate ways in which they could take responsibility instead of making up excuses.
- After they make mistakes, it is a good idea for young people to have the chance to reflect upon these questions: Who was affected, directly or indirectly? How? What can I do right now to improve the situation? How can I repair the damage I caused? What can I do differently in the future?

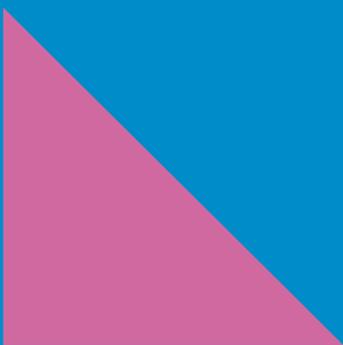
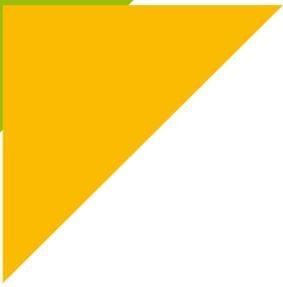
3 Frequently Asked Questions

- **Why is it important to learn to take responsibility for our actions?**

Understanding how our actions affect ourselves and/or others and how we can assume the consequences for what we do is critical to prevent further problems and to improve the situation, e.g., repairing the damage we have caused.

At a more general level, it is essential to educate citizens who justify anti-social behavior with simple excuses. For example, "It's the government's fault that I don't want to pay my taxes," or, "I bribed a police officer because it's a normal thing to do and everyone else does it."

Using excuses increases our possibilities of breaking the law or violating our own moral principles (what we think is right or wrong). It also makes it harder for us to take responsibility for the damage we have caused (e.g., looking for ways to repair the damage).





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