



Teacher's Guide

Grade 9



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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 my strategy
		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 what I can control
	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 and influences
		Responsibility	Take good care of myself and my stuff	Meet my obligations	Own up to my mistakes, no excuses	Care for a clean world	Take responsibility for how I make other people feel	Be a good citizen

Learning Objectives

Step

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Sense mindfully					
and how my loved ones and I how feel about it	Understand the changes I am going through	Describe my personality and choose what I want to improve	Understand how other people influence my choices	Identify my strengths and use them	Think about who I want to be
imize my time to learn better	Grow my intelligence through practice	Try hard to overcome failure	Face academic challenges knowing that I will become smarter by overcoming them	Take criticism to become better and stronger	Boost my brain through organization, focus, and flexibility.
when someone feels sad or angry	Recognize how I feel and how I would like to feel	Identify different emotions I feel at the same time	Pay attention to how my mind and body react to an emotion	Link my emotions to what triggers them	Connect my emotions with their consequences
almly 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.
ustration 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 getting 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 overcome 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.
ision advertisement messages and how they influence 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 9 and 10

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 ten 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.

Middle Adolescence

During this stage, teens become increasingly focused on themselves as they seek to develop a coherent identity. They begin to reflect on the values and norms with which they grew up, as they continue to develop their own identities and purposes in life: who they are, what they want to be, and their dreams for their future. In some cases, they may question, or even reject, the values they have learned at home or in school. This kind of adolescent rebellion is a relatively common stage, although it may be very hard for parents and teachers to understand and accept. Nevertheless, it is important to recognize that this is a natural part of growing up. On their path to adulthood, teens will first seek to set themselves apart from others and develop a clear sense of who they are and what they want to do with their lives.

Along with this greater self-awareness and self-discovery come increased fluctuations in teens' self-esteem and emotional instability. At times they seem to have a very high self-esteem and an inflated ego and sense of uniqueness, while at others they seem to feel bad about themselves and go through stages of frequent self-criticism, sadness, and anger. The intensity of their emotional highs and lows is tied to the hormonal changes that occur during puberty and their growing ability to reflect on their own thought processes. Self-esteem also becomes multidimensional: how they feel about their performance at school or at their jobs, social competition, relationships with their classmates, romantic relationships, and their power of attraction.

It is normal to observe mild to moderate changes in mood and behavior. Teens may come home in a good mood because they did well on a test, acting happy and talking with their mom about their day, but then, two days later, they may be irritable, ignore their family, and refuse to talk with their mother, only to then be friendly at dinner. All of this can leave their mom completely confused. Mood swings can often be explained by the significant emotional impact that events have in their everyday lives.

During this period, rational decision making is affected and impulsiveness increases. The areas of the brain that play a part in planning and self-control are still developing and will not mature until teens reach the age of approximately twenty. At this stage, young people are especially motivated by immediate gratification and pay less attention to the potentially negative consequences of their behavior. This may lead them to experience general behavioral problems, particularly when they are egged on by their peer group, such as the repeated failure to attend class, the consumption of drugs and alcohol, risky sexual activities, and acts of violence or aggression. For example, teens may be more likely to steal alcoholic beverages from their parents in order to share them with their friends, if they tend to drink together. Bullying also continues during this stage of development, although it tends to be of a more psychological, rather than physical nature.

The Step by Step lessons for teens in grades 9 and 10 are aimed at helping them to understand themselves, to learn and practice strategies that increase their self-control, and to understand the risks and consequences of engaging in high-risk behaviors.



MODULE 1

With Myself

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Concept

THE JOHARI WINDOW

Today I will learn to...

Understand how other people influence my choices.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Let's all think about the following question: Where can we find information to answer the question: "What am I like?"

Suggested answers: We can ask the people who know us best (our family, friends and classmates), as well as people who don't know us very well in order to find out what ideas or perceptions they have about us. Another source of information would be ourselves, since we can think about our own characteristics.



Listen to your students.

2 Core

The Johari Window

Let's open our workbooks to the worksheet "The Johari Window" (see Student Material) and read it all together. Now turn to the next worksheet so we can each make our own window. To do this, each of you is going to answer the first question on your own. Then, in order to answer the second question, you can ask two friends about the characteristics they perceive in you. I'll give you a few minutes to do that.

At the end of the worksheet, you'll find a list of personal characteristics. This is only a starting point. Use the list as a guide and add other characteristics that aren't included there



After everybody has answered the first two questions, give them a few minutes to make their own Johari window. Let them know ahead of time that they won't have to share it with their classmates.



After everybody has finished, ask the following questions and listen to your students. Add to these answers when you consider it necessary, using the following ideas as a guideline.

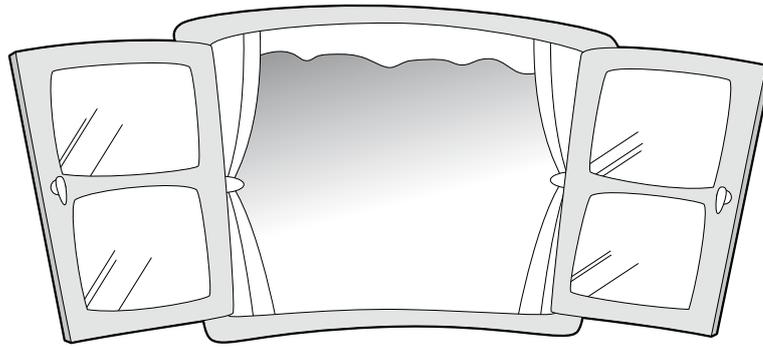
- Why is it hard sometimes to identify our own characteristics?
Suggested answers: Because we're not used to thinking about ourselves, and we generally don't talk to others about this sort of thing. Sometimes, other people only say negative things about us, because they're mad or upset or we're fighting with them.
- Considering the four areas of the Johari window, when might we run into problems?
Suggested answers: When what we think about ourselves does not match up with much of what others think about us. This is a problem because there is something going on in the way we interact with others. It may be a good idea to find someone with whom we can talk about this. It can also be a problem when what we have in the hidden area is something that hurts others or us. We need to look for a way to change that situation and seek help when necessary.

3 Wrap-Up

- Does the fact that we have certain negative traits make us bad people?
Suggested answers: No, it makes us human beings in the middle of a learning process. We need to remember that we can work on changing those characteristics we consider negative.
- How important are others in the construction of the person I am? Why?
Suggested answers: They are very important, mainly during childhood and adolescence, because we live in constant interaction with others and we need them. We take the information we receive from them to build our own identity. However, as we grow up and become more secure with ourselves and how we prefer to be, others become less important to our identity.

Student Material

The Johari Window



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

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

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

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

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

My Johari Window

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

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

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

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

	What I KNOW about myself	What I DON'T KNOW about myself
What OTHERS KNOW about me	OPEN AREA	BLIND AREA
What OTHERS DON'T KNOW about me	HIDDEN AREA	UNKNOWN AREA

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

Concepts, Tips and FAQs

1 Key Concepts

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

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

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

Skill: The ability to do something that comes from training, experience, or practice (Merriam-Webster, 2015). This means skills are acquired: they can be learned, improved, perfected through effort and practice.

2 Tips for Teachers and Parents

- Physical image is very important for teens, so don't dismiss it when they express their pride or concern about their appearance. Instead, validate their feelings and help them understand that a person is more than their physical appearance.
- We all have characteristics that we like and others that we don't like. It is important to see the big picture when it comes to who we are, recognizing our strengths and looking at our limitations as things we can work on.
- We are a combination of these two aspects: I am the way I see myself, as well as how others see me. Our lives will be healthier if we maintain consistency between both of these gazes.

3 Frequently Asked Questions

- **What can I do if a student tells me that that he can't think of any positive characteristics?**

You can ask them about something they did they are proud of, and then help them see what it took in them to achieve that. Alternatively, encourage them to ask their friends, relatives, or closest teachers to describe how they see them.

- **What happens if there is little overlap between how we think we are and how others see us?**

Oftentimes, we only show part of who we are. What the people closest to us see is probably similar to the things we know about ourselves. If there isn't much overlap, it is important to recognize that I can help others get to know me better so that they can get a more complete picture of me. I can also listen to how others describe me in order to reflect and identify how others get that idea about me. In this way, we can gradually integrate what we know about ourselves.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

MY MIND GROWS

Today I will learn to...

Face academic challenges knowing that I will become smarter by overcoming them.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

To start today's lesson, think about something you had to learn how to do that has now become one of your favorite activities. Can you remember the first time you did it? How did you learn?



Listen to your students. If you feel comfortable doing so, you can start with your own personal experience. For example: dancing; my brother taught me to dance and I remember well the first party where I danced a lot.

Do you need to put a lot of effort to master that activity? Why is that?



Listen to your students.

2 Core

Let's open our workbooks to the worksheet "Two Mindsets" (see Student Material). Do any of you recognize that image?



Listen to your students.

Professor Carol Dweck of Stanford University, in the United States, has spent several decades researching why some people achieve what they set out to and others do not, and she has found that these results depend on each person's mindset.

Together, let's read about the two types of mindsets we can have and what they consist of.



Take a few minutes to do this. Then, ask the questions provided below and listen to your students.

- What is a fixed mindset and what is a growth mindset?
Suggested answer: A fixed mindset is when people believe that intelligence and talent are things you are born with and cannot change much. A growth mindset is when people believe that they can grow their intelligence or talent through practice and effort.
- Do you think schools and society traditionally teach fixed or growth mindset?
Suggested answer: Most teach fixed mindset.
- Why do you think it is dangerous to have a fixed mindset?
Suggested answer: Because with this mindset, we would believe that only those who are born with talent, abilities, or higher intelligence are able to achieve what they want. In that case, we wouldn't have the confidence to tackle the challenges that arise in our lives; we might give up without even trying, etc.

Let's turn to the worksheet "How Can I Use My Growth Mindset in My Academic Performance?" (see Student Material) and do the activity there.



Give them a few minutes to do the activity. Afterwards, you can ask for volunteers to share their answers with the whole class.

3 Wrap-Up

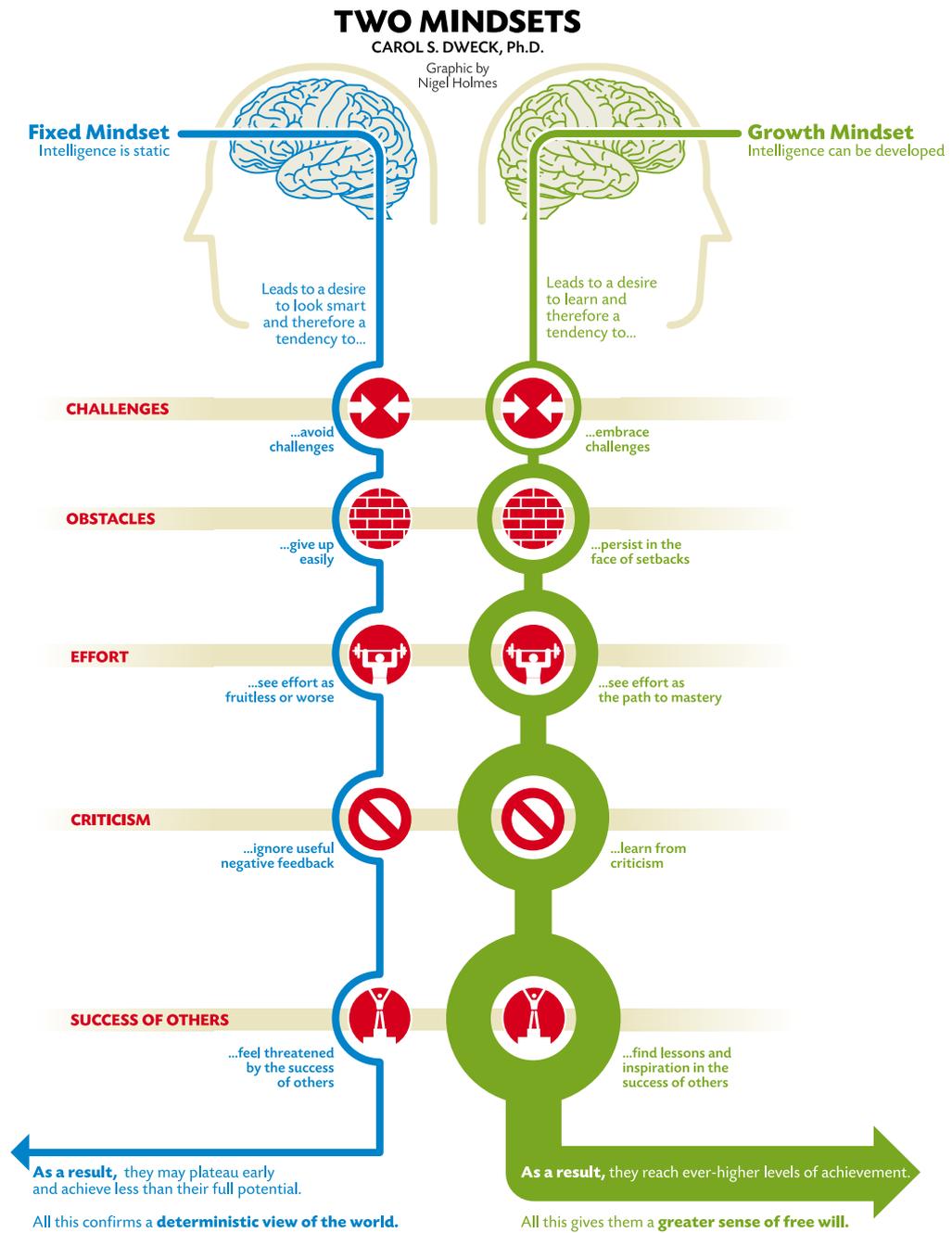
- How does having a growth mindset help us improve our academic performance?
Suggested answer: Because when we don't understand something or fail at something, instead of thinking we are not smart or talented, we keep trying until we get it and that is what makes us smarter. Obstacles, criticism and other people's success, challenge and inspire us to grow and be better, not to feel bad about ourselves.
- How does it make you feel this idea of "growth mindset"?



Listen to your students. Acknowledge if they point out inconsistencies between growth mindset theory and what they were (are) thought in school.

Student Material

Two Mindsets⁵



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

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

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

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

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

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

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

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

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

Concepts, Tips and FAQs

1 Key Concepts

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

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

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

Self-efficacy: Believing in our own capacity to execute behaviors necessary to produce specific performance attainments (Bandura A. , 1977; 1986; 1997). In other words, trusting our ability to succeed in specific situations.

Self-efficacy entails confidence in our ability to exert control over our own motivation, behavior, and social environment. This opinion determines the way in which we approach challenges and tasks. If we have high self-efficacy, we will address challenges with greater confidence because we believe we can achieve what we set ourselves to do. Self-Efficacy influences our choice of activities, the effort we put into them and our perseverance.

2 Tips for Teachers and Parents

- Academic subjects must be used as opportunities to develop intelligence. Teachers need to note that we can all develop our abilities at math, social and natural sciences, etc., and plan their classes in such a way that they offer students the chance to choose challenge and practice.
- We adults must fight the stereotypes and beliefs that lead us to pay more attention to those who display greater abilities in a specific area.
- Both parents and teachers must identify which type of mindset they have: fixed or growth. Our mindset not only affects our own lives, but the way we communicate with teens. So pay attention to the messages you send to teens when you give them praise or criticism, or when you talk to them about other people’s achievement or failures. We must send deliberate messages about the value of effort and hard work not only for achieving goals but also for growing as people. People who only do what comes easy for them won’t grow.
- The feedback that teens receive on their performance should clearly and precisely state what they are doing well, what they need to improve, where they can focus their efforts, and what they can do to overcome their specific difficulties in a given academic subject.
- A school with a growth mindset promotes effort and feedback through constructive criticism, rather than harmful comparisons.

3 Frequently Asked Questions

- **How does a fixed mindset affect teens' self-efficacy with regard to their academic performance?**

If teens struggle in school and they are given the message that they are not smart or talented enough and that there is nothing they can do about it, they may disengage from school, stop trying and eventually drop out. On the other hand, if teens find schoolwork easy and are given the message that they are smart because "everything comes easy to them", they may avoid more challenging tasks in fear of seeming incompetent or less smart, and may react badly to criticism, missing the chance to grow their minds.

- **How does a growth mindset affect teens' self-esteem?**

It makes them more resilient to failure and negative feedback because they believe challenge is an opportunity to grow, and failure is a natural part of the road to success.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

THINK, FEEL, ACT

Today I will learn to...

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

What we'll need is...

Colored pencils.

Lesson Guide

1 Intro

- Have any of you ever seen a scary movie?
- After you watched the movie, did you think about it again later that night or even a few days later and feel scared again?
- When that happened, what sensations in your body told you that you were scared

Suggested answers: sweaty hands, rapid heartbeat, hot sensation in the face, difficulty relaxing muscles.



Listen to your students.

Even though we don't realize it a lot of the time, our thoughts don't just stay in our minds. They also produce emotions and lead us to act in a certain way. For example, if we always think of negative things, we'll be sad and angry, and we'll probably behave aggressively. When we're falling in love, on the other hand, we think of positive things, we feel happy, and we may be kinder than usual.

2 Core

Emotions and Physical Reactions

Let's do the worksheet "Emotions and Physical Reactions" in your workbooks (see Student Material).



After all of your students have identified the physical reactions associated with each emotion, allow three volunteers to share their worksheets. Make sure the group notices that some emotions may share the same physical reactions, and that this may vary from person to person.

Thoughts, Emotions, and Actions

Now let's turn to the worksheet "Thoughts – Emotions – Actions" (see Student Material). Take a look at the table. The first column contains different thoughts. What kinds of emotions are caused by these thoughts? And what actions result from those thoughts and emotions?



You can use the example from the worksheet and write it on the board to help guide your students. After everyone has finished, listen to your students.

3 Wrap-Up

- Why is it important to notice the physical reactions caused by our emotions?
Suggested answer: Emotions can trigger very intense physical sensations, but sometimes these are more subtle. Becoming aware of these sensations will help us a great deal in recognizing and managing our emotions. If we know what's going on with our bodies—for example, we feel our heart beating faster—we can think about what's causing us to feel that way and address it (if needed), or how to calm ourselves down if it's too intense.
- Why is it important to identify the thoughts we may have, the emotions caused by these thoughts, and the actions or behaviors they may lead us to engage in?
Suggested answer: Because this can help us to change thoughts that are negative for us and our relationships; because it helps us identify thoughts that are more constructive for us and make us feel pleasant emotions.

Student Material

Emotions and Physical Reactions

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

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

Thoughts - Emotions - Actions

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

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

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Help your students to become more aware of what is going on in their bodies and minds when they feel certain emotions. This way, they'll learn how to orient and reorient their thoughts, gradually becoming better prepared to manage their emotions.
- Expressing emotions is a skill that has its own development and learning processes. In our society, there are even prejudices against emotions and their expressions: "It's awful to feel angry" or "Only weak people cry." As such, during these lessons, we need to emphasize the idea that all emotions help us take notice of something that is going on with us. The important thing is to learn to recognize them and then manage them.

3 Frequently Asked Questions

- **Why is it important to connect our emotions to our bodily sensations?**
Emotions make our bodies experience a range of sensations. Becoming aware of these sensations enables us to identify what it is that we're feeling, while in turn helping us to manage our emotions. If we know what's going on in our bodies (for example, our muscles feel tense), we can then think about how to calm ourselves down (relax our muscles, take deep breaths).
- **Why is it necessary to understand the relationship that exists among our thoughts, emotions, and actions?**
Because it helps us to become more aware of how our thoughts influence our emotions, as well as allowing us to assess just how constructive (or unconstructive) our thoughts are. For example, if I'm feeling anxious about a test, I start to sweat, my heart beats faster, and I think, "It's just a test. I'll be fine," then I'll deal with the situation positively. On the other hand, if I think, "Now what? There's no way I'm passing this one," my reaction will be negative. Our actions are conditioned by what we think and feel.

- **Is it possible to control the physical reactions we experience when we feel emotions such as anger or fear, for example?**

Yes. One way of managing our emotions, especially those that cause unpleasant sensations (or that can lead us to engage in behaviors that may have negative consequences), is by managing our breathing, taking deep breaths through the nose and slowly exhaling through the nose. This will help us slow down our heartrate and decrease or stop the blushing in our cheeks or the trembling in our hands.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

MY INNER VOICE

Today I will learn to...

Manage my emotions using my inner voice.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

It isn't easy to identify and manage our emotions. Oftentimes, we try to hide what we feel, but our emotions exhibit themselves in our bodies, our minds, and our actions. For this reason, we can't hide them, but we do have the ability to learn to regulate them so we can feel good and relate well with others.

Are you in the habit of talking to yourselves? Do you do this silently or out loud? What do you say to yourselves?



Listen to your students.

Remember, it's okay if you talk to yourselves out loud. Each of us has a different style of thinking, reflecting, and conversing with him or herself!

2 Core

Listening to My Inner Voice

Now you're going to practice talking to yourselves out loud. What are you going to talk about? Whatever you like! Let's take a few minutes to talk to ourselves out loud. I'm going to participate in this activity, too.

What did you think? Did you like the activity?



Listen to your students.

We all have an "inner voice" that guides us, like thoughts. This inner voice can help us to manage our emotions when we need it to.

Any emotion can become extremely intense, making it necessary to manage it; for example, when you start laughing so hard your stomach hurts and you need to calm down.

There are thoughts or phrases we tell ourselves that intensify our emotions and don't let us calm down. Likewise, there are thoughts or phrases that we can tell ourselves that help us to better manage our emotions. If someone is very nervous, she can say to herself, "Don't worry, everything's going to be okay. Don't worry, everything's going to be okay. Don't worry, everything's going to be okay..."

Let's do the activity in the workbooks (see Student Material) to help practice using our inner voice.



After the students have finished, ask for four volunteers—one for each situation—to share their worksheets.

3 Wrap-Up

- Why is it important that we each have our own inner voice that helps us manage our emotions?
- In what kinds of situations do you think you could use your inner voice?



Listen to your students.

In addition to using your inner voice to control your emotions, you can also use additional strategies. What other strategies do you think might work for you?



Listen to your students. You can write some of their ideas on the board. Make sure these are all constructive and do not have unintended negative consequences. If your students suggest strategies that may hurt themselves or others, discuss their implications in a safe, respectful manner.

Student Material

My Greatest Ally: My Inner Voice

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

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

Use the following example as a guide:

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

Situation No. 1

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

You think:



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



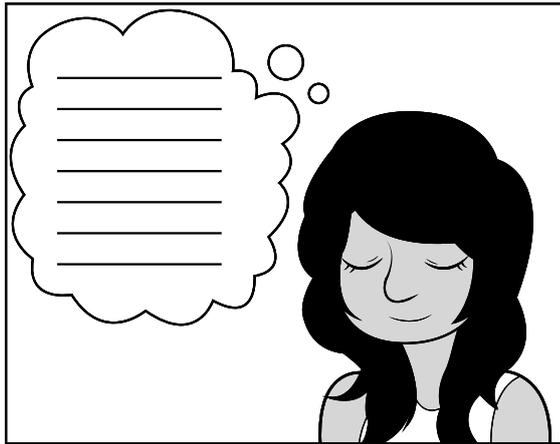
Situation No. 2

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

You think:



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



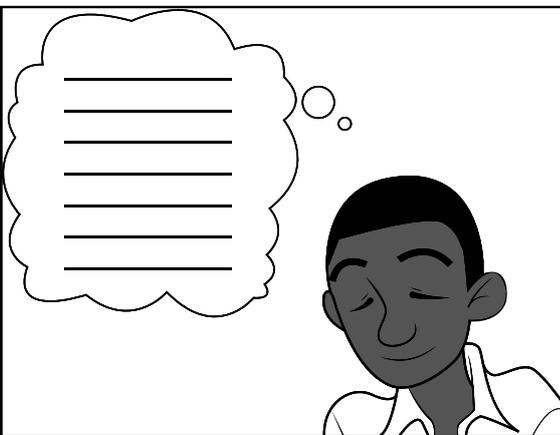
Situation No. 3

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

You think:



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



Situation No. 4

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

You think:



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



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).

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).

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

- In response to the same event, people can experience different emotions and feel them at different degrees of intensity. It is important to validate all of the emotions that teens may feel, but we also need to help them see whether the intensity of that emotion and the way they manage it are appropriate for them and their relationships with others.
- For most teens, it is difficult to think about their own thoughts. If students are unable to think about their thoughts, suggest that they imagine what one of their relatives or friends would think or do in each situation.

3 Frequently Asked Questions

- **Is it possible to learn to control the ways in which our emotions manifest themselves?**

It is possible to be alert to what is going on inside us and understand what we feel, as well as reflecting on our actions and recognizing the consequences of these actions. Learning to regulate our emotions does not mean ceasing to feel them, but regulating them so that they are expressed in a way that fosters harmony in us and others.

- **What should I do about those emotions that I can't control?**

There are some emotions that are more intense in each of us, just like there are certain subjects or situations that affect us more than others. As such, we can sometimes feel as if we can't control ourselves. If we manage to identify how we feel and understand what things affect us more, we can accept ourselves and recognize that there are certain situations in which we will need more specific strategies, or even help from others in order to feel better.

- **How can we use our inner voice to manage difficult emotions?**

Our inner voice can mediate between the difficult emotion and impulsive reactions we might have. Our inner voice, used right, “delays” those actions and helps us stop, regain control, and react in a more regulated, healthy manner. Our inner voice can also be used to advise ourselves on how to proceed when a situation is too overwhelming to deal with in the spot.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

THE 4 KEYS TO DG

Today I will learn to...

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

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Some of you get an allowance from your parents or earn some money in gigs here and there. Some choose to spend that money on little things throughout the week, while others save their money so they can spend it later on something more valuable.

- Which group do you think you belong to most of the time? Why do you prefer one thing or the other?



Listen to your students.

Today we're going to learn why it's important to develop our ability for delayed gratification, which means postponing an immediate reward (like spending the allowance now) for better outcomes later (like buying something valuable to us).

2 Core

The Marshmallow Experiment

In your workbooks, there is an activity called "The Marshmallow Experiment" (see Student Material). Let's read the story together.

- What do you think you would have chosen when you were four years old?



Listen to your students.

- Now let's make a list of our "marshmallows". What are the things that are harder for us to resist? Write them down in your workbooks.



Give them some time to think, then invite them to share if they want to. Do not force anyone. Be careful not to judge and make sure nobody makes fun of anyone.

The 4 Keys to DG

Now let's deal with our Marshmallows smartly. Open your workbooks to the worksheet "The 4 Keys to DG" (see Student Material) and take a few minutes to read the story of DG.



Give them some time to read.

So to sum up, the 4 keys to Delayed Gratification are:

1. Understand what matters most.
2. Know what you want to achieve.
3. Create a plan.
4. Reward Yourself.

Now it's your turn to apply them. Think of one of your "Marshmallows" in the previous exercise, choose the hardest or the most meaningful one for you and see how you'd apply the 4 Keys.



Give them some time to do this. After they are finished, invite them to share their answers but do not force them. It's okay if no one wants to, just move on to the wrap-up.

3 Wrap-Up

- What do you think about these 4 keys?
- Could you think of other keys that would help you DG?



Listen to your students.

Student Material

The Marshmallow Experiment



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

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

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

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

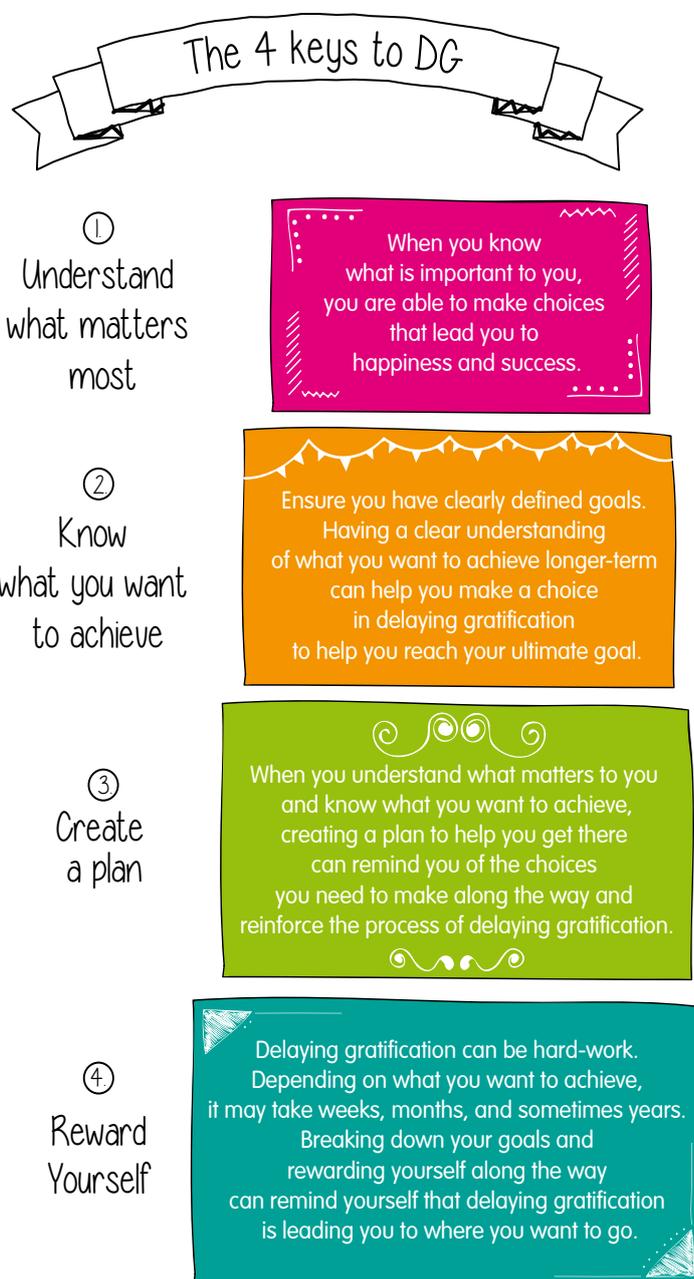
What are your own marshmallows now? Write down those things that are hard for you to resist but get in the way of achieving your goals or fulfilling your commitments.

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

DG and the 4 keys to DG

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

DG has found there are four keys to Delay Gratification (DG).⁶



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

And here are DG's 4 keys:

①

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

②

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

③

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

④

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

The 4 keys to DG and you

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

① **Understand what matters most.**

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

② **Know what you want to achieve.**

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

③ **Create a plan.**

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

④ **Reward Yourself.**

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

Concepts, Tips and FAQs

1 Key Concepts

Delayed gratification: Postponing immediately available gratification in order to attain delayed but more valued outcomes (Mischel, Shoda, & Rodriguez, 1989).

Self-regulation: Managing our emotions, thoughts, and behaviors effectively in different situations (CASEL, 2015). In our framework we use self-regulation mostly as emotional self-regulation (emotional management, tolerance to frustration, impulse control), while “determination” encompasses those self-regulating behaviors that relate to goal setting, motivation, perseverance and managing stress.

2 Tips for Teachers and Parents

- The objective of this lesson is to help understand that delaying gratification is a part of self-regulation, and that these two skills help us get better results when we are adults.
- Teens need to practice delaying gratification more frequently at this stage of their lives than during childhood, since they are exposed to pressure from their friends or other teens. This pressure may be related to the use of alcohol and other drugs, participation in acts of violence, sexual initiation, and other issues. When you do this lesson with your students, you can take the opportunity to talk about some of these pressures.
- It is important that they understand that being pressured by their friends is something that may happen frequently, and that self-regulation includes resisting negative influences that are not healthy for them. If you are worried about one of your students, you can talk to him after class and help him seek help from qualified people, if necessary.
- If you have internet access and you would like to show your students a video, visit the following link to watch a video of the marshmallow experiment:
http://www.youtube.com/watch?v=QX_oy9614HQ

3 Frequently Asked Questions

- **Why is it important to delay gratification?**
Researchers specialized in psychology have reached the conclusion that children and teens who have developed this ability have more adaptive results. For example, they exhibit better academic performance and better social skills. Those people who have developed the ability to delay gratification also have better careers and a lower rate of participation in criminal acts during adulthood than people who have trouble delaying gratification.
- **Why is it important that your students learn strategies to help them wait?**
Adolescence is a stage marked by many difficulties in waiting to get what we want. Students who are able to reflect on different situations and realize whether or not they need to delay gratification are more likely to make better short-, medium-, and long-term decisions.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

NEGATIVE EMOTIONAL CHAIN

Today I will learn to...

Stop the negative emotional chain triggered by frustration.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Look at the picture in your workbooks. What do you think it is?

Suggested answer: The "domino effect": you push one piece and all of them fall one by one in a chain.

You have the title "Negative Emotional Chain" and the picture of the domino line. How would you relate the title and the picture?

Suggested answer: Sometimes emotions are like domino pieces lined up, if one moves, others move too.



Listen to your students.

Today we are going to talk about frustration, how it can have a "domino effect" on our emotions and how we can stop it.

2 Core

Negative Emotional Chain

You are going to write a screenplay for the new movie "Negative Emotional Chain", in which you are the protagonist too. It starts with something frustrating. The bulk of almost any screenplay shows the hero (in this case, you) struggling against difficulties in order to reach a final goal. This movie is no different.

Think about what things make you feel frustrated. You know, when you feel like "Aaargghhh!" about something not going your way. This is what your movie will be about.

Now take some time to think about the scenes of your movie. Write down the main ideas in your workbook, scene by scene, until you get to the sign "PAUSE HERE", after scene 3.



Give your students some time to think about this. Then invite them to share some of their ideas.

Four clues⁷

So your characters have gone full speed into the negative emotional chain! This makes for an exciting Hollywood movie. We now have to take the story to its climax. The story climax is the high point of your movie. It's the final showdown. The hero (you) cannot be defeated. So I will give you four clues to break the negative emotional chain (see workbook).

Negative Emotional Chain, broken

Now get back to your movie. We will resort to a cinematic trick for a do over: maybe travel back in time, or it was a bad dream, things are just about to happen, or maybe you are now in a parallel universe. Take your pick and do it over! Use these four clues to do things differently: Stop, Relax, Focus and Adapt.



Give your students some time to think about this. Then invite them to share some of their ideas.

3 Wrap-Up

Life is full of frustrations. From the minor irritations of losing your phone to the major anxieties of a failed relationship, frustration is not a pleasant emotion in any magnitude. But since frustration is unavoidable, the trick is being able to manage it. And in particular, being able to stop the negative emotional chain.

- What do you think about the four clues? Do you see yourself applying these?
- In which situations do you think this would be useful?
- Why do you think frustration is not a bad emotion if it feels bad?



Optional homework and follow up

If you think it could be useful, and if your students show interest in it, you could continue next class having them present some of these movies in groups. They would have to find a group, choose one of the movies, rehearse it, and then present it in class next week.

7. Inspired in <https://www.psychologytoday.com/blog/the-power-prime/201009/parenting-frustration-in-children-aarrgghh>

Student Material

Screenplay writing



Protagonist (you, give yourself a cool alias):

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

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

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

PAUSE HERE

Four clues to stop a negative emotional chain:

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

RESUME

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

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

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

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

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).

Executive function and the adolescent brain: Executive function is an umbrella term for the management (regulation, control) of cognitive processes, including impulse control, working memory, reasoning, flexibility, and problem solving as well as planning and execution. Remember that the part of the brain in charge of executive function (the prefrontal cortex) is not yet mature in the adolescent brain, while the emotional center of the brain (the amygdala) has a head start. This means that emotion often holds sway over rational processing. Thus, teens' responses tend to be more from the gut or more reactive. So when dealing with frustration, they are quite likely to go into the full negative emotional chain. That is why they can benefit from useful strategies to deal with frustration, along with the loving guidance of patient adults.

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

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

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

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

- It is a good idea to emphasize to our students and children that reality isn't always what we want it to be or imagined it would be, and that this is normal. It is critical to help them realize that circumstances change and the most important thing is the way we handle them when they are adverse, so we can learn from them and avoid negative consequences.
- During adolescence, emotions are intense and change rapidly. It is natural for teens to get their hopes up or get disappointed easily. Breakups are also a bit harder to overcome. In these types of situations, teens need adults to respectfully accompany them.

- While there are situations in life that we can't change, we can manage our emotions in order to help overcome them. If we succeed in identifying the situations that we can change and those we can't change, we can deal better and more effectively with both of them.

3 Frequently Asked Questions

- **Is frustration a bad thing?**

Most people think of frustration as a bad emotion because it's unpleasant, but it is actually more complex than that. The fact is that frustration is hard wired into us and has tremendous adaptive value. Frustration starts as a good emotion because when we get frustrated, we are motivated to remove the obstacle that is blocking our path toward our goals. We try harder and that extra effort frequently results in clearing that path enabling us to continue pursuit of our goals. Unfortunately, if, despite our best efforts, we can't overcome those roadblocks, frustration can become a destructive emotion.⁸

- **Why is it important to have frustration tolerance?**

Tolerance for frustration is important because daily life is often far from ideal. Tolerating healthy levels of frustration makes us more motivated to overcome obstacles and grow, it also helps us avoid the negative emotional chain. Frustration tolerance helps us in all aspects of our life: our relationships, our studies and work, our health, the pursuit of our dreams.

- **Why is it important to think about how we can manage frustration?**

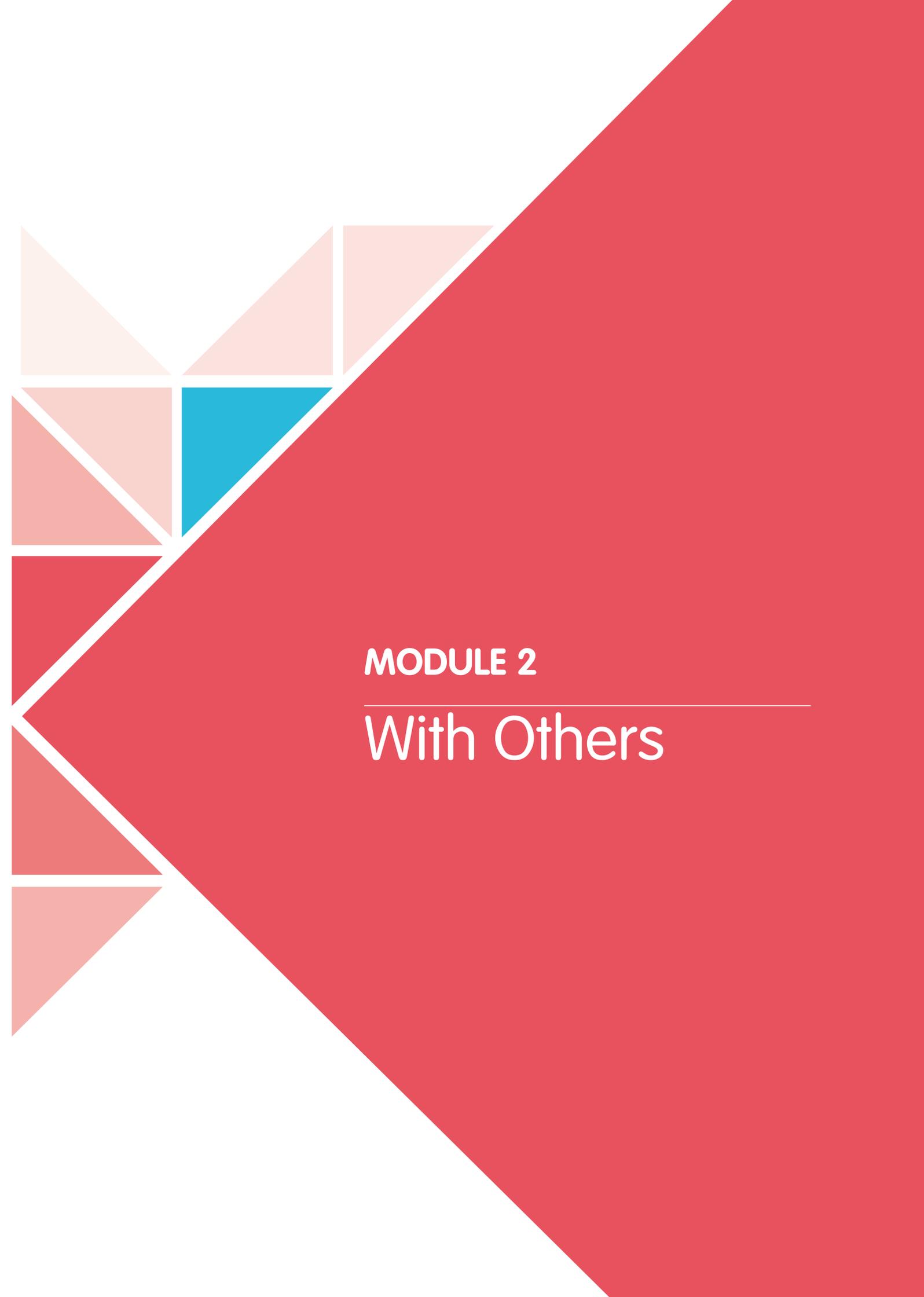
Because this allows us to identify what we are feeling, what we are going to do, and which actions will have better consequences than others.

- **What happens if frustration is not dealt with in a productive way?**

If frustration isn't dealt in a productive way, it can morph into anger. The feelings of anger are like those of frustration, but with the volume turned up considerably. Children's bodies become tense, their focus narrows, their thinking becomes clouded, so the quality of their efforts decline and they aren't able to think clearly or make good decisions. If teens aren't able to clear the obstacles from their path at this point, their emotions shift to the final stage of the negative emotional chain; they experience despair. They have tried and tried and tried and still can't remove the barriers, so the natural thing to do is quit. The unfortunate outcome of the conclusion of the negative emotional chain is immediate failure to achieve their goals. With each descent down the negative emotional chain, children and teens come to believe that their actions have little effect and they will progressively lose confidence in their ability to achieve their goals.⁹

8. Taken from <https://www.psychologytoday.com/blog/the-power-prime/201009/parenting-frustration-in-children-aarrgghh>

9. Taken from <https://www.psychologytoday.com/blog/the-power-prime/201009/parenting-frustration-in-children-aarrgghh>



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

THE COSTLY CUP OF WATER

Today I will learn to...

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

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Open your workbooks to the worksheet "School building". Imagine different people looking at this school building. It's brand new. What do you think each of the following people might think of?

- The principal of the school
Possible answers: He thinks about whether the building needs fixing, if it can accommodate all students and teachers.
- The student who will go there
Possible answers: He thinks about the place where he'll see his friends or the place where he has class.
- A thief who plans to break in and steal stuff
Possible answers: He thinks about what he could steal from the school; what the security system and the alarms are like; what would be the easiest way to get in and at what time.
- A homeless person
Possible answers: He looks at whether he can enter the building and find a warm, safe place to spend the night.

As you can see, each person may see things in a different way because our perceptions are based upon our personal experience, the situation we are in, our cultural values, etc.

2 Core

Today we will learn about taking other people's perspective. Let's read together the case of "The very costly cup of water".

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

Now, please get together in groups of four.



Give indications on how to form these groups based on what you think is the most practical way to do it. Once students are placed in groups, give the following indications.

I want you to read together, in your groups, what Hanna had to say about this experience. Then, answer the following questions as if you were Hanna:

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



Give them some time to discuss. Then ask groups to share their answers.

Now, let's turn the page and read what the owner responded to this customer. Let's answer together the same questions as if we were the owner.



If you have enough time, you can have students work this in groups or individually. If, however, half of the time has passed, you can discuss this in a plenary without prior work from students, as a brainstorming session.

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).

- What do you think?
- Why do you think public opinion sided with the owner?
- What social values or norms influence the public's view of this disagreement?



Listen to your students.

3 Wrap-Up

As you saw, we cannot judge a situation or other people without first considering that other people may have expectations or information that we are not aware of. Also, there are cultural and social values or norms that influence how a situation is judged from outside and we should also take those into account.

- How can we apply this to our daily lives?
- What's the most challenging part of taking other people's perspective?



Listen to your students.

Student Material

The Very Costly Cup of Water

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

[Read the review here >>](#)



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

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

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

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

"I'm sorry that you feel that you were 'ripped off' and I'll try to explain why you weren't. You entered the cafe and the waiter showed you to your seat, gave you a menu, waited for a time and then took your order. He entered it into the till, collected a cup, saucer and spoon and took them into the kitchen. There, he selected a knife, chopping board, got a lemon from the fridge, cut off a slice and put it in the cup.

There, he selected a knife, chopping board, got a lemon from the fridge, cut off a slice and put it in the cup. Then, he returned to the dining room, drew off the necessary hot water and carried the cup to your table. When you were leaving, he printed off your bill, took it to you, processed your credit card payment and cashed off the till. After you left, he cleared away your cup, saucer and spoon, took them into the kitchen, washed and dried them, along with the chopping board and knife and put away the lemon. Then, returning to the dining room he restacked the cup, saucer and spoon, wiped down your table and replaced the menu, awaiting the next customer. That's at least 2-3 minutes work for the waiter.

The cost of overheads for the business, i.e rent, business rates, electricity costs, bank charges, etc works out at £27.50 per hour of trading. I pay my colleagues a decent living wage and after taking into account holiday pay, national insurance and non-productive time prior to opening and after closing, the waiter who served you costs me £12.50 per hour. Therefore, together the cost is £40 per hour or 67p per minute, meaning that the cost of providing you with 2-3 minutes of services was £1.34-£2.00. Then the government add on VAT at 20% which takes the cost of that cup of fruit infusion to between £1.60 and £2.40 irrespective of whether you had a teabag costing one and a half pence or a slice of lemon costing five pence.

I have to pay my suppliers otherwise the facilities won't be available to other people who use them in the future. I accept that it makes the price of a cuppa in a city centre cafe look expensive compared to the one you make at home but unfortunately that's the cruel reality of life. Perhaps, the rudeness that you perceived in me was triggered by the disrespect that I perceived in you by your presumption that you could use our facilities and be waited on for free."

Now look at the reactions online:





ryans belfast
January 14 at 3:45am · 🌐

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



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



York restaurant owner leaves the best response on TripAdvisor ever

By **Callum McCulloch** on 14th January

Apparently the customer isn't always right

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



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

Sally Hawkins | January 16, 2018 7:08 pm

TripAdvisor took out the comment and response from its site.

Concepts, Tips and FAQs

1 Key Concepts

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

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

Perspective taking: Viewing the world from something other than our habitual vantage point. It helps to understand what other people may think or feel in a given situation by attempting to see what they see. In both children and adults, perspective-taking is associated with greater empathy, prosocial behavior, and more favorable treatment of the person (or group) whose perspective is taken (Furr, 2008).

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

Responsibility: Being accountable for one's own actions and inactions and the consequences of those actions and inactions (APA, 2015).

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

2 Tips for Teachers and Parents

- Teens frequently think from their own point of view and may have trouble understanding others' perspectives. Before anything, it is necessary to awaken the desire to find out how other people think. The best way is to provide them with spaces for discussion, where they will have a chance to listen and be heard.
- Class debates offer an excellent opportunity to listen to other points of view. When using this methodology, it is very important to clarify beforehand that the purpose of the debate is not to see who is right or to reach an ultimate truth, but to listen to different points of view.
- Understanding other people's perspectives helps us realize that there is no single way of interpreting a given situation.
- It is important to lead by example. We have to make an effort to see things from teens' perspectives, listening to them and asking questions so we can understand how they see and interpret things. Taking their perspectives into consideration not only broadens our outlook, it also enables us to understand them and help them reflect more deeply on their decisions.

3 Frequently Asked Questions

- **Are teens able to take other people’s perspective?**

Theoretical notions and empirical research support the idea that perspective taking develops during adolescence as a result of cognitive development.¹⁰ Teens change as they get older, and get better at understanding the perspective of others. This, too, has to do with the maturation of the brain, and in particular of the anterior medial prefrontal cortex.¹¹ At age 3 children already are able to recognize that others can have different thoughts, but still they confuse them with their own. As children mature, they realize that different people can react differently to the same situation, they develop the ability to analyze the perspectives of several people involved in a situation. From around age 14 and older, they are able imagine how different cultural or social values would influence the perceptions of third parties.¹²

- **Why is it important for teens to evaluate situations from a rights perspective?**

Knowing that we all have rights because we are human beings enables us to observe different situations with an emphasis on respect to human dignity. First of all, it is important that teens be able to evaluate their own behaviors from a rights perspective: “Do I respect others’ rights?” as well as evaluating others’ behaviors and those of society as a whole: “Are my rights and/or other’s rights being respected or violated?” This ability is an important aspect of social awareness.

- **What other skills are related to seeing things from others’ perspectives?**

In order to understand how different people interpret the same situation or evaluate a situation from a rights perspective, we need skills such as active listening, empathy, assertiveness, and critical thinking, among others. A rights perspective involve critical thinking, familiarity with rights (our own and those of others), understanding how people feel when their rights are respected or violated, evaluating what might lead people to violate others’ rights, and even recognizing when this happens.

10. Perspective taking and empathic concern in adolescence: Gender differences in developmental changes. Van der Graaff, Jolien; Branje, Susan; De Wied, Minet; Hawk, Skyler; Van Lier, Pol; Meeus, Wim *Developmental Psychology*, Vol 50(3), Mar 2014, 881-888. <http://dx.doi.org/10.1037/a0034325>

11. Changing Brains, Changing Perspectives: The Neurocognitive Development of Reciprocity *Psychological Science* December 2010 , first published on December 16, 2010

12. Taken from <http://everything2.com/title/Selman%2527s+Five+Stages+of+Perspective+Taking>

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

I FEEL YOU

Today I will learn to...

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

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We're going to begin this class by remembering a time when we made a mistake, whether it was in class or with our families or friends. I would also like you to recall the behavior of the people who were with you.



Give them some time to think this over. Ask for some volunteers to share their experiences with the class.

2 Core

The Mistake

Making mistakes is a normal part of living and learning.

Let's open our workbooks to the worksheet "The Mistake" (see Student Material). We will do the activity in several parts. First read and answer the part called "How Did It All Start?"

After everyone has finished this first part, ask for a volunteer to read his story and share his answer. Then, ask other students to complement or add to it.

- What did Mercedes feel?
- What did her friends feel?
- How do you feel after reading what happened to Mercedes?



If some of the students claim not to feel anything in response to Mercedes' situation, you can ask them: How would you feel if this happened to you, to your brother or sister, or to a friend?

Now let's go on to the next part, "What Happened Then?"



Give them a few minutes to read this part and finish it. Then listen to your students.

- What do you think Mercedes did?
- How did she feel?
- What do you think about how the teachers handled the situation? Was it fair?



Listen to your students.

3 Wrap-Up

- Why is it important to put ourselves in other people's places or feel what others feel when they are having a hard time?
- Unfortunately, what happened to Mercedes is common at schools, where people are frequently hurt based on their physical appearance, how they dress or how they talk. Why is this unjust or unfair?

Student Material

The Mistake

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

How Did It All Start?

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

Mercedes felt: _____

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

Mercedes told her friends what had happened... They felt: _____

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

After reading about what happened to Mercedes, I feel: _____

What Happened Then?

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

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

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

Mercedes felt _____

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Some teens may have difficulty identifying other people's feelings. This is why it is important to encourage them to imagine themselves as the main figures of the situation and recognize how they would feel. This will help them to identify what others might possibly feel.
- Both in school and at home, it is extremely important to help develop teens' empathy when faced with situations of aggression and mistreatment that may arise in different circumstances. One way of doing this is to establish clear rules against mistreatment and aggression.
- It is essential to eradicate mistreatment and aggression from our homes. The first step is to identify whether or not these situations are occurring. As parents, our job is to treat our children with care and respect, stressing this responsibility among all relatives.
- It is necessary to have clear and explicit rules against aggression and mistreatment at school. When faced with these situations, teachers must establish disciplinary measures and educational monitoring.

3 Frequently Asked Questions

- **What is it important to practice empathy?**

Empathy is an important ability in order to strengthen our relationships with others. If we can't feel empathy with others, we are unlikely to make a true connection with them. Empathy also helps to solve interpersonal conflicts, since many disagreements arise when people fail to understand the emotions that others may be feeling. By the same measure, if we succeed in understanding other people's emotions, then we will be more effective at solving problems and making decisions. Empathy also allows us to develop a sense of justice, respect others, and engage in prosocial behaviors.
- **What is the relationship between empathy and social awareness?**

Empathy is the foundation for a healthy and democratic coexistence. It helps us to develop greater sensitivity towards others and their experiences, which goes hand-in-hand with an ethical and social development, emphasizing respect for all human beings and their rights. People who feel empathy are more cooperative and better able to regulate their emotions by recognizing, understanding, and validating others' feelings.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

HELPING, NOT HELPING

Today I will learn to...

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

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Let's put all the chairs against the walls and clear a space in the middle of the classroom. Now place a few at random in the empty space in the middle.



There should be enough chairs to act as obstacles when walking around, while leaving enough space to be able to move.

Now find a partner. One is going to be blindfolded (no cheating!) and the other is going to give directions, without making physical contact, on where to walk so that the partner does not run into any of the chairs. The people wearing blindfolds will start walking when I say so and their partner is going to guide them using verbal instructions only. OK, start!



Give them approximately three minutes.

Now let's all take our seats.

- How did you feel when receiving and offering help?
- To those being guided, what things that your guide said or did helped you?
- What things didn't help? Why?



If you think it's possible, have them sit in a circle. Then ask the following questions and listen to your students.

2 Core

We all like to help others, specially our friends and loved ones. However, sometimes even though we are trying to do something nice for someone else, we make them feel worse or we just don't help the way we intended.

Helping, not helping

Let's look at our workbooks in the section titled "Helping, not helping". You will see a list of examples of good things you can do for the people around you.

Now, let's imagine reasons that would may make these good deeds unhelpful or even harmful. Let me give you an example:

I looked after a friends' dog and took him for a walk. But **what if...**

- my friend wanted to spend time with his dog
- my friend didn't realize I had the dog and worried sick that it ran away
- my friend got in trouble with his parents for not taking care of the dog



Give them some time to work on their own (or in groups if you have the extra time), and then share in a plenary discussion. Below some suggested answers (to be used only if students can't come up with ideas on their own).

Deed	What if...
Helped my brother with homework so he doesn't get a bad grade	<ul style="list-style-type: none"> • He didn't want or need my help • He felt like I didn't trust his abilities • He didn't make an effort because he knew I would do it for him
Told my mom she looked beautiful when she was having a bad day	<ul style="list-style-type: none"> • She needed help carrying all her packages instead of me sitting around telling her she's beautiful • She thought I was being condescending to make her feel better
Convinced my best friend to break up with her bad boyfriend	<ul style="list-style-type: none"> • She wasn't ready to break up and she suffered too much • The boyfriend was not a bad person, he just needed my friend to tell him what she needed and how she felt • I did it because deep down I was jealous and missed my friend
Helped an old man up the stairs	<ul style="list-style-type: none"> • He didn't want to go upstairs • He didn't need my help and I made him feel inadequate
Ran after a lady's dog that escaped her car	<ul style="list-style-type: none"> • The dog wasn't hers • She had the situation under control and didn't want to draw attention
Chatted on phone to a friend for 2 hours after breakup	<ul style="list-style-type: none"> • I did most of the chatting and my friend wanted to go to sleep • My friend didn't want to talk and I pushed her
Helped a handicapped classmate get into the classroom he needed	<ul style="list-style-type: none"> • He knew how to get there and could do it on his own • I made him feel handicapped when he sees himself as perfectly capable • It was difficult for him but he wanted to do it on his own and challenge himself
Bought ice cream for a friend	<ul style="list-style-type: none"> • He didn't want ice cream • He had issues with his weight but didn't want to say so • He had money issues and felt I was rubbing it in his face

In my case

Now, I would like you each to think of a situation in which you tried to help somebody but looking back you are not sure you actually helped.

Now ask yourselves the questions in the workbook, as if you were to do it all over again:

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



Give them some time to finish, and then invite them to share if they want. Listen to your students.

3 Wrap-Up

We all like to help people, in general, but even more so our friends. But sometimes we actually don't help or even do more harm than good. This is true for everyone, kids, teens and adults.

This doesn't mean we stop trying. The best way to help others is to be genuine, humble and respectful of what they need and want. So:

- How do you think you could be a kinder person to those around you?
- What can we do the next time we have the impulse to help and don't know for sure if it's the right thing to do?

Student Material

Helped, Didn't Help

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

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

In My Case

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

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

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- The classroom environment may be an ideal space to foster prosocial behaviors. As such, it is very important to promote cooperation instead of competition, and encourage students to help each other and make good use of their different abilities.
- Use consistent positive discipline practices, including clear expectations, discussions and modeling. These are more effective in promoting prosocial behavior than threats, punishments, and extrinsic rewards.
- As parents, we must encourage teens to help, comfort, and cooperate, without offering rewards for these actions, so that help is genuine and not self-interested.
- At school, teachers can promote projects in which students are encouraged to pitch in and help in a certain situation, trying to get everyone involved. This can be an ongoing way of developing prosocial behaviors in students. The emphasis must be on teaching students to be humble, genuine and respectful, reinforcing the message that what matters is the will and needs expressed by those being helped.

3 Frequently Asked Questions

- **Why is it important for teens to engage in prosocial behavior?**
Prosocial behavior is a protective factor during adolescence. It fosters resilience and a sense of purpose and belonging that are crucial at this age.
- **Can teens really improve their prosocial behavior?**
A social context (family, friends, school) that provides teens with multiple opportunities to help others, as well as the teen's own perceptions of their parents', teachers' and friends' prosocial behaviors help promote these during adolescence. A school and broader culture of mutual support, teamwork and solidarity is more likely to promote prosocial behavior than a culture that values individual success above anything else.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

UNDERSTAND, CONFIRM, CONNECT

Today I will learn to...

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

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

I'd like you to think of times when you're talking to someone about something important:

- How do you know when people are listening to you or making an effort to understand what you're saying?
- And how do you know when they aren't listening to you?



Listen to your students and complement if necessary.

2 Core

- Why is listening an important part of our positive relationships with other people?
Suggested answers: When we listen, we learn more about how others think; when we have a problem or a conflict with someone, we can learn about their point of view; with friends, boyfriends/girlfriends, and family, listening to others helps us to learn more about the other person and strengthen our bonds with them.
- Does anyone know what active listening is? What do you think this term means?
Suggested answers: It's the opposite of taking a passive position on what we are hearing. It means doing things to better understand what others are trying to say to us and help them feel understood.



Listen to your students and complement if necessary.

Understand, Confirm, Connect

Open your workbooks and let's read the first part together, along with the strategies. Now go back to your seats.



After you have finished reading, give them a few minutes to do the activity. Once everyone has finished, invite students to share their answers with the class. Remember that to paraphrase means to use your own words to repeat what the other person has said. Paraphrasing does not mean interpreting or adding anything to what was said.

Now I want you to think of three situations:

- A situation when you felt treated unfairly
- An recent argument you had with someone
- An important memory from your childhood

Working in pairs, you will each chose to share one of those three situations with your partner. Each of you will have five minutes to tell your partner about the situation you chose. The one who is listening has to apply the strategies we learned today: understand, confirm, and connect. After time is up, you will switch roles.



Assign partners, making sure that nobody is left out. Walk around and listen and observe the conversations without interfering. After five minutes, indicate that time is up and they should be ready to switch. Then invite them to share in a plenary how they felt.

- How did you feel when you were speaking?
- How about when you were listening?
- What do you think helped the most to listen actively and to feel understood?



Listen to your students.

3 Wrap-Up

Today we've learned about active listening. Be aware that active listening can give others the impression that you agree with them even if you don't.

- What can happen in relationships where no one engages in active listening?
- How can we use active listening when we are arguing with somebody?
- How can we express our disagreement and at the same time listen actively? Are these two things incompatible?

Suggested answer: They are not incompatible. Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down. But you can be candid, open, and honest in your response, always asserting your opinions respectfully. Treat the other person in a way that you think he or she would want to be treated.

Student Material

Understand, Confirm, Connect

Read the following strategies to help you listen actively.

Understand

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

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

Confirm

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

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

Connect

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

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

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

A situation when you felt treated unfairly:
An argument you recently had with someone:
An important memory from your childhood:

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.

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).

Mindfulness: Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally (Kabat-Zinn, 1994).

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).

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

Relationship skills: Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed (CASEL, 2015).

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

2 Tips for Teachers and Parents

- It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening skills are as bad as many people's are, then there's a lot of habit-breaking to do! Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

- The best way to teach a teenager active listening, is to show them how it's done and help them experience what it feels like to be listened actively to.
- It's important to avoid using active listening as a checklist of actions to follow, rather than really listening.
- Make sure there are spaces at home in which teens can listen to the stories of their parents, grandparents, and other relatives, allowing them to ask questions and correcting them when they exhibit unconstructive attitudes such as interrupting or judging. This is one way to help practice listening abilities.
- 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

- **Why is it important to practice active listening skills?**

Because it can help us to solve conflicts more effectively and to establish deeper, more meaningful emotional connections with others.

- **How can we promote listening skills in teens?**

It is quite common for teens to have a hard time listening to others, since while people speak, they are thinking about how to respond and they fail to focus on understanding, confirming, or connecting with them. For this reason, teens can benefit greatly from specific activities that involve these components of active listening.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

Little no, BIG NO

Today I will learn to...

Refuse doing something I don't want without offending or hurting others.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Write the following words on the blackboard: GROW FRIEND OR RIGHT YOUR NO SILENCE IS DEMANDS DENIES YOUR WHO TO PERSON YOUR. You may also write them on separate index cards and stick them to the blackboard. When these words are unscrambled, they form a phrase. Let's put the words in order so we can discover the hidden phrase.



In order to put the phrase together, you can either ask for volunteers or encourage the whole class to participate.

The hidden phrase is "No person is your friend who demands your silence, or denies your right to grow." It was written by Alice Walker, an African-American author.

What does this phrase mean?

Suggested answer: Part of growing up is making our own decisions, which may be different from those made by our group, our friends, or most other people. True friends will let us express our views, thoughts, and feelings, even if they do not agree with us.



Listen to your students

What do you all think? Do you agree with this or not? Why?



Listen to your students.

2 Core

Saying "NO"

Let's open our workbooks to the worksheet "Saying NO" (see Student Material) and read the boxes together. Now turn to the worksheet "BIG NO." Let's read the example together.

What differences can you find between the two ways of responding?



Listen to your students.

Now do the worksheet.



Give them a few minutes. After everyone has finished, listen to your students. Give feedback, making sure that the BIG NO's are in fact assertive answers, i.e., they are firm, they do not hurt or offend others, and they express thoughts, feelings, and/or what the student wants others to do or stop doing. Emphasize or complement certain points, using the following ideas as a guideline.

Situation 1

- Little no: If you want, bring it back tomorrow. I can't hide it for you right now. I don't know if that's the right thing to do. Do you think I could get in trouble?
- BIG NO: You know I could get in trouble and I want to avoid that, so I can't do this favor for you. Please don't ask me to do things like this again.

Situation 2

- Little no: The thing is that my parents would be really mad. I'd like to, but I don't know. I don't quite dare.
- BIG NO: I told you I wasn't going to do anything. Don't offer me that stuff again. I don't tell you what to do, even if I don't agree with it, so I'd like you to do the same for me.

Situation 3: Your Turn

Now think about an example from your own experience. For your own sake... you won't have to share it if you don't want to.



Give them a few minutes. After everyone has finished, ask for some volunteers to share their situations and their little and big no's with the whole class.



If no one wants to share, wrap up the lesson. If some of the students share their experience, ask the others to help offer other assertive answers or BIG NO's in response to the situations their classmates have just shared. Give feedback, making sure that the BIG NO's are in fact assertive answers, i.e., they are firm, they do not hurt or offend others, and they express thoughts, feelings, and/or what the student wants others to do or stop doing.

3 Wrap-Up

- How did you feel doing this exercise?
- How can we tell when we need to answer with a "BIG NO"?
- Why is it important to respond assertively to social pressure?

Student Material

Saying "NO"

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

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

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

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

Example Situation: A Day Off

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



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

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

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

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

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

Situation 1: Favors for Friends

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



An answer with a **“little no”** is:

An answer with a **“BIG NO”** is:

Situation 2: The Party

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



An answer with a **“little no”** is:

An answer with a **“BIG NO”** is:

Situation 3: Your Turn

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

no

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

NO

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

Concepts, Tips and FAQs

1 Key Concepts

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

2 Tips for Teachers and Parents

- Being assertive with friends is difficult during adolescence. The fear of being rejected and left alone may be constant. The counterweight of adults' opinions on risk situations may give young people the strength they need to resist peer pressure.
- It is very important to help students recognize that, in order to be assertive, they must first be aware of how they feel in a given situation, so that they can evaluate what they dislike, what they would like or need to happen, and what would help them feel better. To help with this process, parents or teachers can ask them, "How do you feel in this situation?," "What do you need to do?," and "What do you want?"
- Being assertive may cost teens some friends. It is important to encourage our children and make it possible for our students to establish a range of interpersonal relationships with peers, so that they receive support from people their own age when they lose friends.

3 Frequently Asked Questions

• Why is it important to be assertive?

Being able to express our needs, thoughts, or feelings in a way that is consistent with our values and goals, while also treating others with respect, is a necessary skill for forging a healthy life. Assertiveness helps us express ourselves freely and respectfully, and relate well to ourselves and others.

• Can teens increase their assertiveness?

Because the brain of a teenager is still developing, impulsiveness and reaction often take precedence over reflection. Assertiveness involves reflecting about what you want and need and then finding a way to express it that is both firm and respectful. A teenager may struggle being sometimes too firm (even aggressive) or too timid (even submissive). Practice and loving feedback can help any teen improve. Be patient, not judgmental.

• What is the relationship between assertiveness and healthy relationships?

A healthy relationship with others involves feeling free to be yourself, while also respecting the way others are. These aspects are strengthened through assertive communication.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Conflict Management

FIVE STEPS FOR MAKING UP

Today I will learn to...

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

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Have you ever had a conflict with a friend? Was it easy or hard to manage? Afterwards, was your relationship with that friend better, the same, or worse?



Listen to your students.

Conflicts between people are natural because we all have different thoughts and feelings, or because sometimes we want different things. This often leads to clashes of ideas or desires, conflict. Conflict can help us learn and improve, but if we don't handle it well, we may end up being hurt or hurting others. So we will learn today how to manage conflict constructively.

2 Core

Five Steps for Making Up

Let's open our workbooks to the worksheet "Five Steps for Making Up" (see Student Material) and read it together.



After you have finished reading, ask them to think about a conflict they have had with their parents, teachers, friends, etc., and to then reread the worksheet and try to plan a possible conversation with that person. Mention beforehand that they will not have to share this.

Roleplaying

Now we're going to play a roleplaying game so we can practice planning a conversation to help us manage our conflict. Remember that roleplaying is not the same as acting out a play. When we role play, we behave just as we would if we were in the situation described in the role.

Split the class up into partners and ask your students to turn to the worksheet "Liliana and Francisco Were Supposed to Go to the Movies" (see Student Material). Tell them to follow these steps:

- 1. Each will pick one of the two roles: Liliana or Francisco.*
- 2. It is important that they only read the role they picked. They must not read the other.*
- 3. Each will have a few minutes to read the role and figure out what is going on in the situation.*
- 4. Then, they will have a few more minutes to hold the conversation, following the steps found in the worksheet.*

After everyone has finished the activity, ask the following questions to encourage reflection.

- What agreements did you reach?
- What advantages did you find in following the steps for the conflict management conversation?

3 Wrap-Up

- What might happen in our relationships if we manage conflicts aggressively?
- How can we use other social skills we have learned (active listening, perspective taking, empathy, assertiveness) when planning and having difficult conversations?

Student Material

Five Steps for Making Up

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

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

You can follow these steps in the conversation:

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

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

Liliana and Francisco Were Supposed to Go to the Movies ¹³

Instructions for Francisco

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

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

Instructions for Liliana

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

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

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

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

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.

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.

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).

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).

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).

Relationship skills: Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed (CASEL, 2015).

2 Tips for Teachers and Parents

- Review how you manage your conflicts with others. This is a powerful model that will doubtlessly be followed by your children or students. Take conflict situations as learning opportunities.
- Sometimes the emotions at play in a conflict cause a breakdown in communication between the parties. In such cases, it becomes necessary for an impartial third party to intervene. This may occur through a conflict mediation process. When resorting to a mediator, it is essential that both parties do so of their own free will.
- It is vital that we rule out aggression and mistreatment as a valid way of managing conflicts. This is an example that must be set in the family and at school.
- Teens are more prone to letting themselves get carried away by emotions. It is extremely important to advise them to wait before reacting in any way to a conflict, and encourage them to manage their conflicts using the steps provided for a planned conversation.

3 Frequently Asked Questions

• **Why do teens have to learn to manage interpersonal conflicts?**

The time between adulthood and childhood is full of changes – both physical and emotional. Teenagers often find it difficult to deal with interpersonal conflicts because their emotions are overpowering and people are too important for them, so teens experience conflict more intensely than adults. Temper tantrums, the silent treatment, sulking, revenge, are some of the most common reactions of teens to conflict. They resort to them because they don't know better. But they can learn. It is important to ensure that teens have the tools to reflect on their own behavior or manage their interpersonal conflicts constructively. Constructive conflict management fosters personal growth, promotes a culture of peace, and significantly improves school climate.

• **What are the negative consequences of ignoring a conflict or managing it poorly?**

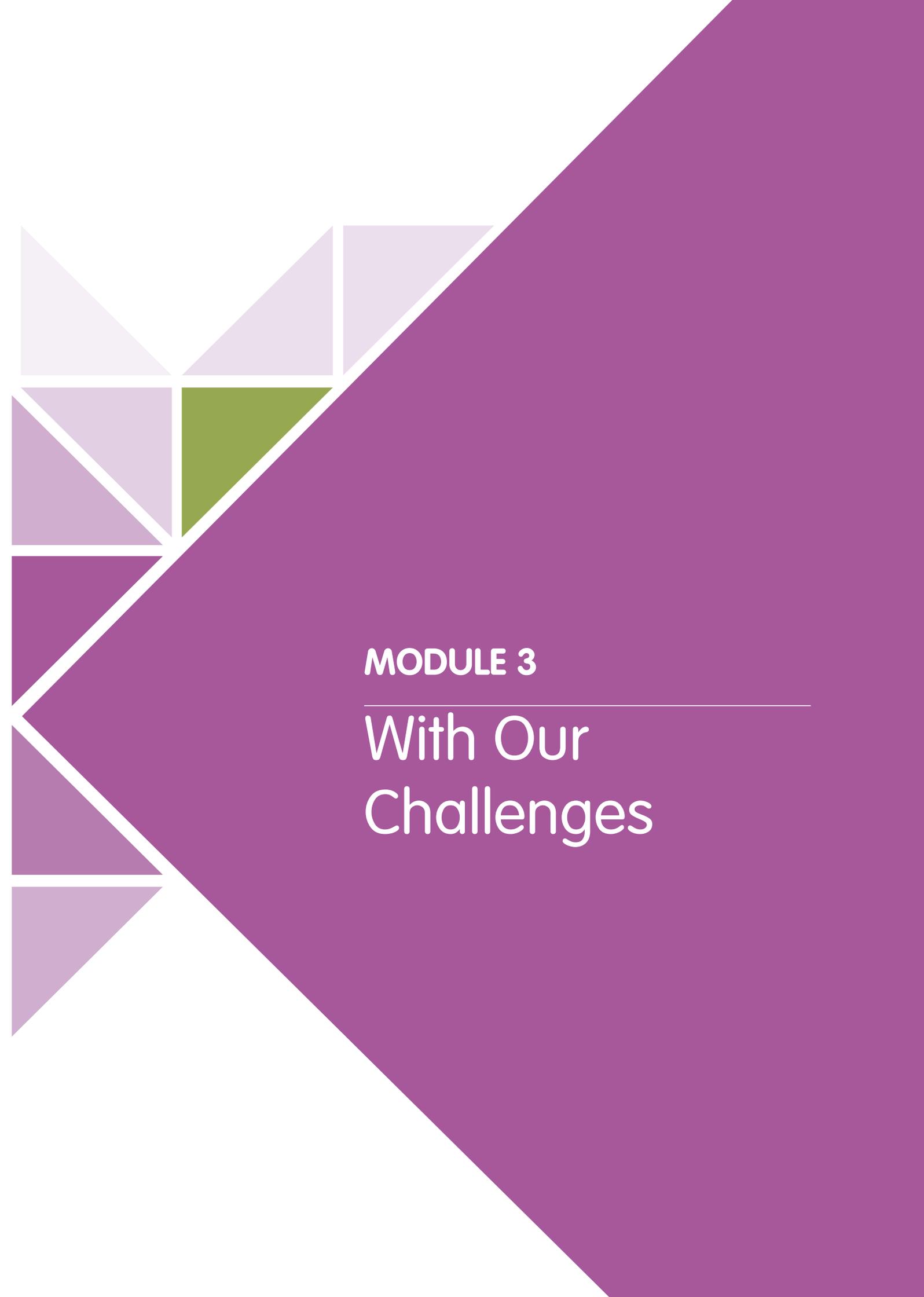
For example, having a lot of anger that you don't express; confusion; conflict getting worse; feeling resentful; stress, tension and illness; aggression and violence; poor relationships.

• **What are the positive consequences of dealing with a conflict effectively?**

For example, a sense of achievement; happiness; stronger relationships; learning more about others and yourself; feeling relieved; changes for the best; feeling positive.

• **Can teens learn conflict management skills?**

Although some may know how to manage their conflicts better than others, all of them have the ability to improve this skill through practice and modeling. Simple strategies like the one shown in this session, may help them get a hold of their emotions, gain perspective and deal with the problem more constructively. All the skills taught so far (self-awareness, self-regulation, social awareness and positive communication) are fundamental in managing conflict constructively.



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

MY GROWTH INNER VOICE

Today I will learn to...

Use my growth mindset to nourish my motivation.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

I'd like you to take a moment to think about a goal you'd like to achieve. On a scale of 1 to 5, rate how motivated you feel to achieve that goal, where 1 is not at all motivated and 5 is super motivated.



After your students have taken a minute to think about what you've asked them to do, allow them to share what they came up with.

What does it mean to be motivated to achieve a goal or tackle a challenge?

Suggested answer: It means to feel the desire, drive, and enthusiasm to do whatever it takes to achieve the objective we have set for ourselves or tackle the challenge that we are facing. Motivation is like an engine, the driving force that pushes us to achieve goals.

2 Core

Let's open our workbooks to the worksheet "Two Mindsets" (see Student Material) and read it together.



Take a few minutes to read the worksheet with the whole class.

Do you remember what Professor Carol Dweck found in her investigations?



Listen to your students and complement if necessary, using the following information:

Professor Carol Dweck of Stanford University in the United States has spent several decades researching motivation, success, and achievement. She was particularly curious to find out why some people are unafraid of challenges, while others are, or why some people achieve what they set out to do while others don't, and what kinds of things people do to stay motivated.

She uses the term "mindset" to describe the beliefs that each person has about their qualities and abilities. Professor Dweck has found that people have two types of mindsets: a "growth mindset" and a "fixed mindset." People with a growth mindset believe that they can develop their intelligence, talents, and abilities. This outlook leads them to develop a passion for learning, a drive to grow, and to work hard and overcome difficulties by learning from them. On the other hand, people with a fixed mindset believe that intelligence, talents, and abilities cannot be developed. They also believe that only talent leads to success, leading them to view hard work as a sign of weakness instead of an effective and necessary strategy for the development of personal potential.

Now let's turn to the worksheet "My Growth Inner Voice" (see Student Material) and do the activity. To help you, you can use the "Two Mindsets" graphic. I'm going to give you a few minutes to finish the activity.



After everybody has finished, ask them to find a partner.

With your partners, you are going to interpret the two mindsets, based on the goals that you've identified. Take turns, so that the person who chose the goal will have to interpret the voice of the fixed mindset, and the partner will perform the voice of the growth mindset. Then, you will do the same thing with the goal chosen by the other person, switching roles.



After everybody has finished acting out these situations, ask the following questions to the whole class and listen to your students.

- How did you feel when you interpreted the voice of the fixed mindset?
- How did you feel when you interpreted the voice of the growth mindset?

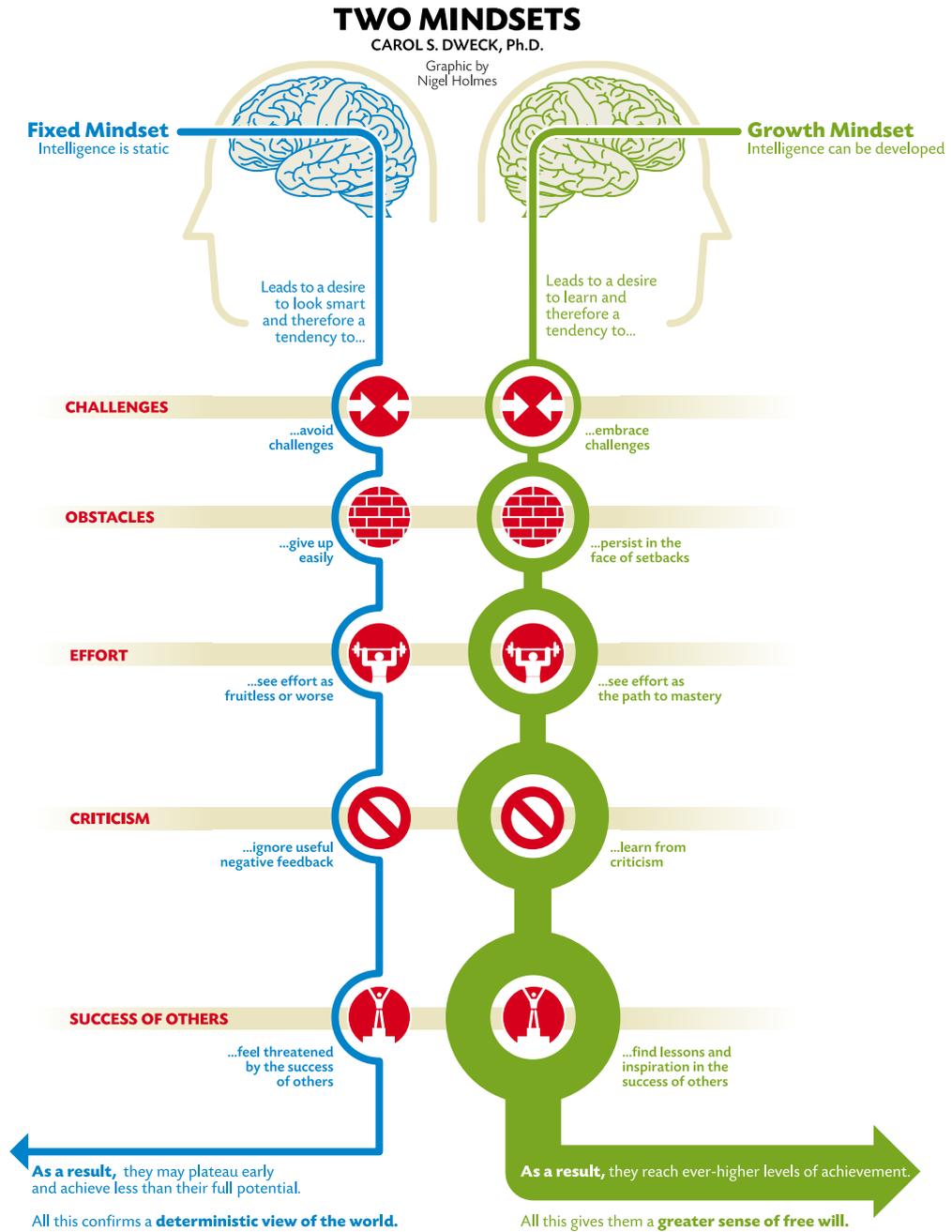
3 Wrap-Up

Today we used the growth mindset theory to see how it can help us motivate ourselves through messages that encourage us to grow, improve and persevere in the face of obstacles.

- What do you find useful about growth mindset?
- Can you think of any public figures with a growth mindset?
- Who around you do you think has a growth mindset?
- How can you use your growth inner voice to motivate yourselves?

Student Material

Two Mindsets¹⁴



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

Growth Inner Voice

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

Your fixed mindset says:

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

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

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

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

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

How would your growth mindset respond?

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

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

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.

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

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

2 Tips for Teachers and Parents

- As adults, it is important to identify whether we have a fixed mindset or a growth mindset, since this may be influencing the way we relate to teens, and especially, the way we motivate them.
- We can promote a growth mindset in all teens by using expressions such as, “I can see you worked hard,” instead of “You’re so smart,” or “You are so fast,” or “You’ve got a talent for...”
- Make sure, though, that praise is not empty, that you don’t praise effort just because it was there. Praise effort towards a goal, effort with meaning and purpose. When a goal is reached, praise the effort and creativity it took to reach it.
- Some cultural beliefs may make it difficult to embrace a growth mindset. Thus, teens need to develop critical thinking skills with regard to beliefs that may hinder their self-realization.

3 Frequently Asked Questions

• Is intelligence really malleable?

Research shows that Intelligence is Malleable. Neuroscientists tracked students during their teenage years. For many students, they found substantial changes in performance on verbal and non-verbal IQ tests. Using neuroimaging, they found corresponding changes in the density of neurons in the relevant brain areas for these students. In other words, an increase in neuronal connections in the brain accompanied an increase in IQ-test performance, while a decrease in neuronal connections in the brain accompanied a decrease in IQ-test performance. This is

just what Brainology teaches. (Ramsden, S., Richardson, F.M., Josse, G., Thomas, M., Ellis, C., Shakeshart, C., Segquier, M., & Price, C. (2011). Verbal and non-verbal intelligence changes in the teenage brain. *Nature* 479, 113–116.¹⁵

- **Why is it important for teens to have a growth mindset?**

When teens have a growth mindset, they are enthusiastic, hard-working, persistent learners. They take charge over their own success. They choose challenge instead of the easy way.

- **How does the mindset relate to motivation and achievement?**

Several studies have found that teens trained to have a growth mindset are more motivated to learn and exert effort, and eventually perform better than those with a fixed mindset in subjects like math and verbal reasoning. Interestingly, girls who received the growth mindset training narrowed the gender gap in math.¹²

15. Taken from <https://www.mindsetworks.com/webnav/whatismindset.aspx>

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

LET'S FINISH HIGH SCHOOL!

Today I will learn to...

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

What we'll need is...

To achieve the objectives of this lesson, it is extremely helpful to invite five high school seniors to talk with third-year students for fifteen or twenty minutes. If this isn't possible, an alternate activity is provided in this lesson guide.

Lesson Guide

1 Intro

You've only got three years left until you graduate from high school. I'd like you all to take a moment to think about some of the things you had the hardest time overcoming during grade school and high school so far. These may be obstacles that you faced, or problems with classmates, teachers, your health, etc. Then, think about what helped you overcome those obstacles so you could reach your third year of high school.



Give them a few minutes to think and then ask your students to find a partner to share their experiences with.

2 Core

Conversation with High School Seniors



Invite three to five high school seniors to come talk to your class. Do not choose only "straight A" students, but a diverse group of people. Give them the following questions ahead so they will have time to think about their answers. Then, you can perform the activity in the form of a conversation panel, with the seniors sitting in front of the whole class as you ask them questions and they answer. Not everyone has to respond to every question. Make it a discussion.

- Do you remember any specific courses or subjects that took more effort to learn in your fourth and fifth years?
- What have been the biggest challenges you have had to face during your last two years of high school? What did you do to overcome them?

- What things give you the greatest satisfaction now that you're about to finish high school?
- What recommendations would you offer your third-year schoolmates to help them finish high school on a positive note?

Give some time for the third-year students to ask questions too. After finishing this part, the seniors can return to their classrooms.

Alternate activity:



If it is not possible to invite the seniors into class, you can ask your students to think about the experiences of their older siblings, cousins, neighbors, friends, and schoolmates, identifying the challenges they will have to overcome in their fourth and fifth years of high school in order to graduate.

Let's Finish High School!

Now let's open our workbooks to the worksheet "Let's Finish High School!" (see Student Material). We're going to read the instructions together.

The worksheet "Ideas for Persevering" contains some starting points to help you think about strategies to tackle your own challenges.



Give them a few minutes to do the activity.

Now find a partner and share your answers.



Give them a few minutes to do the activity. Then invite your students to share.

3 Wrap-Up

- Why is finishing high school important to you?
- Why is it important for our country that young people get a good education?
Possible answers: Because education is key to reduce inequality, corruption, bad governments, violence, crime, etc. When young people finish high school, this gives them the chance to continue receiving an education and make a constructive contribution to their community and their country. Education is something no one can take away from you.

Student Material

Let's Finish High School!

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

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

Ideas for Persevering

When you face academic challenges:

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

To stay motivated:

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

Concepts, Tips and FAQs

1 Key Concepts

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

2 Tips for Teachers and Parents

- Family is a critical source of support to help teens persevere in their goal of studying. Those countries with the highest quality of life for their citizens guarantee basic and secondary education for all. This speaks to education's influence on a better personal and social future.
- Both parents and teachers need to instill teens with the confidence that they will be able to successfully finish high school. Having plans for the future is one of the best sources of motivation to make sure young people do not drop out.

3 Frequently Asked Questions

- **Why is it important for students to identify challenges ahead of time in order to persevere?**

Teens often act on impulse and base their decisions heavily on emotions because their brains are not mature enough to be fully rational in their thinking. They don't always stop to think how their decisions may affect their future. Thinking ahead about what it takes to go on a challenging road will help them be prepared to face the obstacles in the way, plan better, feel more confident in their own ability to get ahead, and keep the end goal in mind.

- **What to do when a teenager wants to drop out?**

Discuss the situation the teen to find out the reasons behind that desire. Do they want to drop out because they do not feel as if they are succeeding or is it something else, like a bully? Teachers and parents must work together to help improve the teen's school experience. Offer additional help if needed (like academic tutoring, counseling, or coaching). Be sure to discuss the ramifications of the teen's actions calmly. Don't yell or judge. Instill in them that high school dropouts typically make 50% less than their peers who graduate and move onto college. High school dropouts often struggle to find happiness because, in most cases career choices are relegated to low income jobs with no advancement. The best way to keep a teen in school is through support, motivation and letting your teen see firsthand what would happen if he or she decided to give up.¹⁶

16. From: <http://childdevelopmentinfo.com/homework-help/what-to-do-when-your-teenager-wants-to-drop-out/#ixzz3z7FAuQCM>

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Stress Management

SMALL AND BIG STRESSORS

Today I will learn to...

Deal with the big and small stressors in my life.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Let's listen to the following story:

Carla and Maria meet up to prepare a presentation that they have to give in class the next day. Carla feels very nervous. She has trouble concentrating and takes a long time to go over her part of the presentation. Maria, on the other hand, is relaxed. She finishes faster and has time left over to watch her favorite TV sitcom.

- What do you think is going on with Carla, unlike with Maria?
- Why don't they react the same way to the same situation?



Listen to your students.

2 Core

Stress arises when we are faced with situations that are difficult, challenging, or simply new. Stress can cause us to feel bad, and is usually related to negative situations, such as getting a bad grade on a test or fighting with a friend or family member.

At the same time, stress can also appear in a positive situation; for example, when you get an award, when you're a new member of a sports team, when you start a new romantic relationship, when you start a new job, when a little brother or sister is born.

Stress manifests itself in many ways, as signals. It causes us to experience different emotions, as well as generating physical signs. Some examples of emotions related to stress include:

- Anxiety
- Frustration
- Anger
- Sadness
- Feeling overwhelmed

Some examples of physical reactions to stress include:

- Stomachache
- Headache
- Tiredness
- Irregular eating habits (“I’m eating too little or too much”)
- Trouble sleeping (“I can’t sleep” or “I want to sleep too much”)

What about you? What makes you feel stressed?



Listen to your students.

My Small and Big Stressors

All of us react to stress in different ways. Sometimes, the way we manage stress depends on the type of stressor we are dealing with.

Small stressors are regular frustrations in daily life; for example, having a lot of homework, feeling irritated with a friend or family member, or having a lot of responsibilities at home. Big stressors are major events that can happen in life, such as our parents separating or getting a divorce; the birth of a new family member; changing schools; moving to a new town; staying back a year; getting fired from our job; starting a romantic relationship or breaking up a serious relationship; a serious illness; or the death of a loved one.

Now we’re going to do the worksheet “What Stressors Do I Have in My Life?” in your workbooks (see Student Material). Let’s identify a small stressor and a big stressor in each area of our lives (friends, family, and school).



If students are unable to think of a stressor, encourage them to think of stressors that may not have occurred within the last year, but over the course of their lives.

After the students have finished doing their worksheets, ask for volunteers to share the stressors they identified. Try to guide the reflection toward the identification of those stressors that are likely shared by more than one student.

Strategies for Each Type of Stressor

Although small and big stressors form part of our lives, many times we don’t know how to manage them. That’s why it is necessary to have different strategies to help us manage both types of stressors.

Now let’s turn to the worksheet “Example Stress Management Strategies” (see Student Material) and read the example strategies for managing small and big stressors.



Review the different strategies given in the worksheet with your students, and answer any questions they may have about them.

We can use the same strategies to manage small stressors and big stressors, but we can use different strategies depending on whether the stressor comes from our friends, relatives, or at school. Now we're going to do the worksheet "My Strategies for Each Type of Stressor" in the workbooks (see Student Material).



After the students have finished, listen to the strategies that they would use to deal with small and big stressors. First, make sure they know that it isn't necessary for them to share the stressful situation, given that it may be private.

3 Wrap-Up

- What do we know now about stress?
- How can we identify the different types of stress in our lives?
- What strategies can we use to manage stress?

Student Material

What Stressors Do I Have in My Life?

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

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

With my friends:

One small stressor I had or have is...

One big stressor I had or have is...

With my family:

One small stressor I had or have is...

One big stressor I had or have is...

At school:

One small stressor I had or have is...

One big stressor I had or have is...

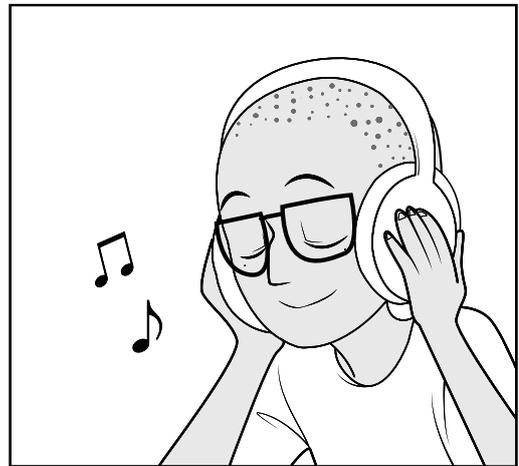
Example Stress Management Strategies

Some strategies for managing small stressors include:

Taking deep breaths



Listening to music



Taking a break and getting away from the situation

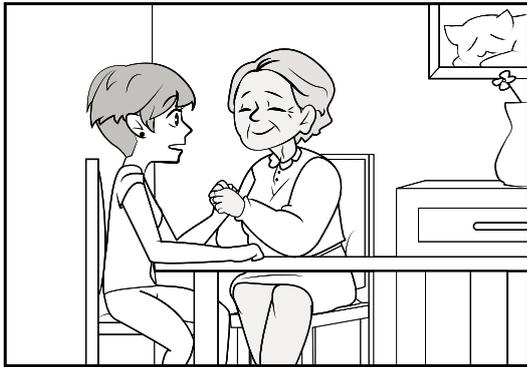


Thinking positively



Some strategies for managing big stressors include:

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



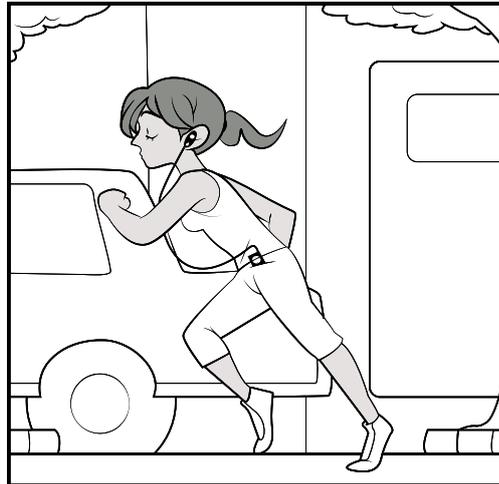
Practicing meditation each day



Keeping a journal to note down your stressful thoughts and feelings



Working out or playing sports regularly



My Strategies for Each Type of Stressor

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

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

Concepts, Tips and FAQs

1 Key Concepts

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

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

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

2 Tips for Teachers and Parents

- Each person experiences stress in a different way. This means that each of us may manage it using different strategies. It is important for students to understand that there is no one right answer to the questions: What are the causes of stress in your lives? and how are you going to manage that stress?
- In addition to big and small stressors, there are other types of stress related to the duration of the stress itself. For example, there is "acute" stress and "chronic" stress. Acute stress disappears after the stressful event ends; for example, the stress associated with a test at school. Chronic stress is longer lasting, persisting over time; for example, the stress associated with violence in the community, noise at school, or a difficult relationship with a family member.
- Some teens have not previously thought about the idea that some causes of stress may be positive; for example, winning an award or starting something new. If your students have trouble understanding that some positive situations can also cause stress, explain to them that this happens because, for some of us, a new situation—even a positive one—involves uncertainty, and may thus be hard to deal with.
- Some teens may not feel comfortable talking about the stress in their daily lives and they have a hard time thinking about situations involving themselves. If this happens, try to get your students to think about personal situations involving their friends or relatives. It is also possible that some students may have an intense or negative emotional reaction when thinking about the stress present in their lives. If a student reacts this way, validate his reaction by telling him that it is normal and suggest that he visit the school counselor to talk about it.
- Teens with high stress levels need immediate help. It is critical that they be evaluated by professionals, such as doctors and psychologists, so that they can get the treatment they need as soon as possible.

3 Frequently Asked Questions

- **Why is it important to identify stress in daily life?**

All people suffer from stress at some point in life, but many people do not talk about it. When students identify the causes of stress in their own lives, they will be able to understand their emotions, their physical reactions to stress, and begin to practice stress management strategies.

- **Why is it important to manage stress?**

Living with chronic stress or experiencing a very high level of acute stress without adequately managing it puts us at a high risk of suffering from negative consequences to our physical and mental health. It is important that teens identify the causes of stress in their lives, develop personal strategies for managing it, and recognize who can give them support. This is especially important, since, by practicing stress management strategies and seeking help, teens learn that they can control their emotions, face adversities, and keep up their determination in life.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Creative Thinking

THREE REASONS WHY

Today I will learn to...

Generate ideas that are different from each other.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

I'd like each of you to make a list of ten things you think should be invented. To help come up with your list, try to think about needs that haven't completely been met, or the hard or boring things we do every day that might be easier or more fun with an invention. Write your ideas so you don't forget.



Give them a few minutes to do this activity and then listen to your students.

2 Core

Now let's open our workbooks to the worksheet "Three Reasons Why" (see Student Material). The idea is that for every case, you need to think of three possible reasons why this happened. They have to be feasible. Let's take a look at the example. Can anyone give me other possible reasons?



Listen to your students.

Now you're going to form groups of three. For each case, you will take turns to come up with a possible reason. You can't repeat a reason and it has to be totally different from the ones said before. You'll go around three times for each case, so that each of you comes up with three possible reasons for each case. Nine in total. No repeating!



Give them a few minutes to do this. Then invite the groups to share, case by case, their most original, yet feasible, reasons.

Creative thinking is about coming up with original ideas, but also ideas that are possible. You can exercise your creativity with games like the one we just played. When we practice creativity we force our brain to think differently, to see things from other perspectives, to try and think in other ways than what we're used to.

3 Wrap-Up

- How can being a creative thinker help us in our lives?
- What do you think happens in our brains when we make an effort to come up with original thoughts?

Possible answers: This helps develop other areas of our brains, making it easier and easier to come up with original ideas. We develop new connections in our brains, giving us more resources to help us think creatively, etc.

Student Material

Three Reasons Why¹⁷

Think of three possible reasons to explain the following situations:

Example:

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

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

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

- _____
- _____
- _____

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

- _____
- _____
- _____

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

- _____
- _____
- _____

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

- _____
- _____
- _____

James bought a new jacket but he never wore it.

- _____
- _____
- _____

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

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).

Fluency, Flexibility, Originality, and Elaboration can be thought of as the cornerstones of Creative Thinking.¹⁸

- **Fluency** is the ability to generate quantities of ideas.
- **Flexibility** is the ability to create different categories of ideas, and to perceive an idea from different points of view. Flexibility leads to the production of different ideas and the consideration of alternatives.
- **Originality** is the ability to generate new, different, and unique ideas that others are not likely to generate.
- **Elaboration** is the ability to expand on an idea by embellishing it with details or the ability to create an intricate plan.¹⁹

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).

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 resolve difficulties or respond to everyday needs they encounter in their surroundings. Suggesting to teens “Let’s think of something different” can help them open up to new ideas.
- It is important to bear in mind that all of us can come up with original ideas, given that this is a skill that can be developed and strengthened. At school, make sure to use teaching strategies that stimulate creativity.
- There are different techniques to help stimulate teens to come up with creative ideas; for example, brainstorming, analogies, word association, etc. Teachers and parents can look for a reliable series of different resources on the internet to help them learn how to use these techniques with teens.
- Some ideas for practicing fluency with children and teens:¹⁸
 - Generate many different uses for common items such as a pencil, ruler, or paper-towel tube.
 - Generate synonyms for common words or phrases such as “good job”.
 - Generate many different ways to arrange the desks in the classroom (draw pictures).
 - Generate names for a classroom pet, team, or alternative titles to a book.

18. Taken from: <http://www.minds-in-bloom.com/2009/09/creative-thinking-fluency.html>

19. Taken from <http://www.jrimagination.com/blog/2011/11/11/the-powerful-fours-of-creative-thinking.html>

- Generate ideas for a class party.
- Generate questions about a given topic. This works well at the start of a social studies or science unit.
- Generate solutions to a reoccurring classroom problem. For example, the noise level is too high during work times or students are feeling that they are not treated fairly during foursquare games at recess.
- Generate solutions to a regional or world issue such as poverty or global warming.

3 Frequently Asked Questions

- **Can everyone learn to be creative?**

We all have the ability to think spontaneously and create the things that we desire. But it is only some individuals that see themselves as creative. Teens can be taught to think of themselves as creative, and then they will be creative, as it is literally a force of the mind. But being creative takes practice and persistence. When an individual is being creative, they are challenging ideas within the mind. This involves making connections between ideas and requires an active brain. The more active our brain becomes, the more likely we are to get good ideas.²⁰

- **Is adolescence a good age to promote original thinking?**

Yes. This can even be highly motivational for students, especially since teens are at an age where they develop a high degree of flexibility in their thinking that makes it easier to come up with ideas that are out of the ordinary. It is also important for teens to successfully connect coming up with original thoughts with the advantages that this gives them in decision-making processes.

- **What's the best way to mobilize a creative insight?**

"Aha! Moments", when we get a sudden insight, may seem to come out of nowhere, but neural research suggest there is a way to mobilize this brain ability. It's first to concentrate intently on the goal or problem, and then relax: let go. Trying to force an insight can inadvertently stifle creative breakthrough. If you're thinking and thinking about it, you may just be getting tenser and not coming up with fresh ways of seeing things, let alone a truly creative insight.²¹

20. Taken from <http://www.viralnovelty.net/12-powerful-facts-creative-thinking-probably-werent-taught-school/>

21. Taken from <https://www.psychologytoday.com/blog/the-brain-and-emotional-intelligence/201108/new-insights-the-creative-brain>

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Critical Thinking

WHAT'S IN A LABEL

Today I will learn to...

Recognize how my own biases and prejudices affect others.

What we'll need is...

Adhesive labels (1 per student) with attributes written on them (see below).

Lesson Guide



Ahead of time, write one attribute per label from this list (if you have more students, you can repeat some of the attributes): violent, athletic, cute, overemotional, incompetent, good at math, lazy, untrustworthy, genius, unclean, materialistic, unstable, unintelligent, crazy, frail, quitter, beautiful, irresponsible, weak, creative, liar.

1 Intro

Sometimes it's difficult to talk about yourself to other people, so I'm going to read some statements that go like this: 'Stand if you've ever [X].' And I want you to do just that -- to stand if a particular statement describes you. If you don't want to participate, or you don't want to share something about yourself, you can just remain seated. What I'm hoping is that as you see people stand or sit, you'll start to learn more about each other. If you are standing and the next statement doesn't describe you, you must sit back down.

So, are you ready?



Read the following statements, allowing time for students to look around and see who is standing after each statement.

1. Stand if you've ever traveled outside of [your country].
2. Stand if you're fluent in a language other than [your language].
3. Stand if you did not grow up here [this city/town].
4. Stand if you've ever thought about dropping out of school and just getting a job.
5. Stand if you've ever known someone who is HIV positive.
6. Stand if you've ever been the target of racial discrimination.
7. Stand if you've ever told or laughed at a racial joke.
8. Stand if you think you're less prejudiced than the average student at [your school].
9. Stand if you believe that high school students can make the world less prejudiced.
10. Stand if you believe that you can make the world less prejudiced.

2 Core

What's in a label?²²

Today we will conduct a labeling exercise. Participation in this exercise is optional, so anyone who prefers not to participate directly can play the role of an observer. I will assign one label randomly to each of you. The labels have nothing to do with your actual attributes.



Attach a label on each student's forehead (or back) so that the label is not visible to the wearer.

Now let's spend 15 minutes talking with each other about your "future goals" and what you want to do after finishing high school. You should circulate in order to talk with several different people, and that remember to treat one another according to the other person's labeled attribute. For example, someone labeled "forgetful" might be repeatedly reminded of the instructions.



After 15 minutes, reconvene the class and ask students to leave their labels on for a little while longer (if the class size and furniture allows, it's best to sit in a circle).

- ¿How did you feel during the exercise?
- ¿How were you treated by others?
- ¿How did this treatment affected you?
Students will often mention their discomfort not only with being stereotyped but with treating others stereotypically.

You can now remove your labels. Then discuss questions such as the following:

- Was the label what you guessed, or were you surprised by it?
- When people stereotyped you, were you able to disregard it?
- Did you try to disprove the stereotype? If so, did it work?
- How did you feel toward the person who was stereotyping you?
- If your attribute was positive (e.g., "good at math", "beautiful"), how did you feel?
- When stereotyping others, how easy was it to find confirming evidence?
- When stereotyping others, how did you react to disconfirming evidence?

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

3 Wrap-Up

- Do you think society influences how we ourselves, and how we see people that are different from us?
- How can critical thinking skills help us become less prejudiced?

Suggested answer: The first step is to be aware of our own biases, be honest to ourselves. We are ALL, in some way, prejudiced, even if we don't mean to. We grow up in a society that is filled with prejudice and discrimination: against women, minorities, foreigners, gay people, religious people, people with disabilities, etc. But this is why we need to be critical with the messages our society sends, fine tune our antennas to detect prejudice in ourselves and around us and make an effort to fight it.

- How can critical thinking skills help us fight back the labels society and others put on us?

Suggested answer: By recognizing that those labels are based on prejudices and do not reflect who we are as individuals, or even as a group. By focusing on what makes us valuable and the positive attributes we seen in our social group. By looking up to role models in our own social group that prove those labels wrong.

To help you with that, you will find in your workbooks a little test to start exploring your own biases. You can fill it in whenever you want and think about the questions afterwards. If you'd like, we can discuss sometime next week what you all thought about it.

Student Material

Okay or Not Okay²³

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

1
OK! Awesome!



2
Okay, cool.



3
Meh, not really okay.



4
Not at all okay!



Section A:

- _____ Your best friend starts dating an African-American.
- _____ You go into a Japanese restaurant where all the patrons and employees are Asian.
- _____ You realize you are the only person of your race when you visit a community.
- _____ A Saudi Arabian sits down next to you on a crowded bus.
- _____ Your new doctor went to medical school in India.

Total: _____

Section B:

- _____ You find out a family friend is choosing to be a stay-at-home dad.
- _____ You greet someone but can't determine the person's gender.
- _____ You take your car in for repairs and the head mechanic is a woman.
- _____ You see a little boy playing with a princess Barbie.
- _____ You see a businessman getting a manicure.

Total: _____

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

Section C:

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

Section D:

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

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

- _____ Section A: Race
- _____ Section B: Gender
- _____ Section C: Sexuality
- _____ Section D: Disability

Reflection questions

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

Concepts, Tips and FAQs

1 Key Concepts

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

Discrimination: Intentional or unintentional behavior for which there is no reasonable justification, and that adversely affects specific individuals or groups on the basis of age, race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and unrelated criminal convictions (UNESCO, 2015).

2 Tips for Teachers and Parents

- Critical thinking keeps us away from making superficial evaluations or being quick to judge a situation, and allows us to take into account different perspectives and gather as much information as possible, so that we can gain a deeper understanding.
- Allowing teens to express their thoughts in response to different situations is an important step in helping them to develop their own ideas, listen to others' views, and reach their own conclusions. This is important both at home and at school.
- The best way to learn to question misguided social ideas or opinions, their own thoughts, and those of others is to ask teens questions that point out the problems inherent to the situation. Avoid making offensive critiques to their ideas, even if you believe they are wrong.

3 Frequently Asked Questions

- **Why is it important to practice responsible decision making?**

Learning to make safe and ethical choices on personal and social behavior will help students to meet their goals, avoid risky behaviors, and maintain healthy relationships with others. Decision-making skills are critical during adolescence, given that they are exposed to a great deal of peer pressure and have to make important choices for their future.

- **Why is it important to engage in critical thinking?**

The ability to think critically, independently, and rationally about decisions and solutions helps teens to stop and reflect on the best way to solve problems, and the best decisions that they can make. Teens make frequent use of critical thinking skills at school; for example, when they solve math problems, write essays or papers, or read and answer questions. Nevertheless, they are unlikely to have the chance to reflect on how to apply critical thinking skills to problems in their personal and social lives.

- **Can students really improve their critical thinking skills?**

Some teens may naturally have better critical thinking skills than others, but all of them have the ability to improve these skills and make responsible decisions. Helping them to be aware of the way they think about problems and how they make decisions in their lives will help improve their critical thinking skills in everyday life.

Module 3
With Our Challenges

General Skill
Responsible Decision-making

Specific Skill
Responsibility

MAKING UP FOR IT

Today I will learn to...

Own up to my mistakes and make up for them.

What we'll need is...

Scissors and masking tape for every 2 or 3 students.

Lesson Guide

1 Intro

Oftentimes, when we make mistakes, we tend to justify whatever it was that we said or did. For example, if we yell at someone because we were very mad, we justify our behavior by saying that we felt so angry. However, instead of justifying our actions, we always have the option of taking responsibility for them.

- What do you think it means to be responsible for a situation?
- What do you think it means to take responsibility for something we said or did?



Listen to your students.

Being responsible for a situation means that we contributed to something happening in the way it did, and not in a different way.

2 Core

Let's open our workbooks to the worksheet "On Loreta's Cell Phone" (see Student Material). We're going to read Loreta's story as a group.



Read Loreta's story as a group.

- Can anyone sum up what is going on in this situation?
- Could we say that Polo's behavior (directly or indirectly) affects Loreta?
- Why?



Listen to your students.

Now I want you to form groups of two or three, and we're going to pretend that we're Polo. Let's turn to the worksheet "Our Responsibility Scale I" (see Student Material). On this scale, we're going to mark the number we think would correspond

to our level of responsibility in Loreta’s situation, if we were Polo. Afterwards, we’re going to think of different ways we could make up for the damage we did to Loreta or fix the situation.



While your students are doing the worksheet, draw a human silhouette on the blackboard. After they have finished, ask them to come up and stick the bandage they chose on the silhouette. Finally, read the contents of the bandages on the board out loud.

Now let’s think about what Manuel and Lili are doing.

- Could we say that Manuel’s behavior affects Loreta? Why?
- Could we say that Lili’s behavior affects Loreta? Why?



Listen to your students. Stress the idea that Manuel and Lili could do something to put a stop to the situation instead of encouraging it or allowing it to go on.

When we are witnesses to something and let it happen, we are also responsible for it. Now let’s turn to the worksheet “Our Responsibility Scale II” (see Student Material). On this scale, we’re going to mark the number we think would correspond to our level of responsibility in Loreta’s situation, if we were Manuel and Lili. Afterwards, we’re going to think of different ways we could make up for the damage we did to Loreta or fix the situation.



While your students are doing the worksheet, draw a human silhouette on the board. After they have finished, ask them to come up and stick the bandage they chose on the silhouette. Finally, read the contents of the bandages on the board out loud.

3 Wrap-Up

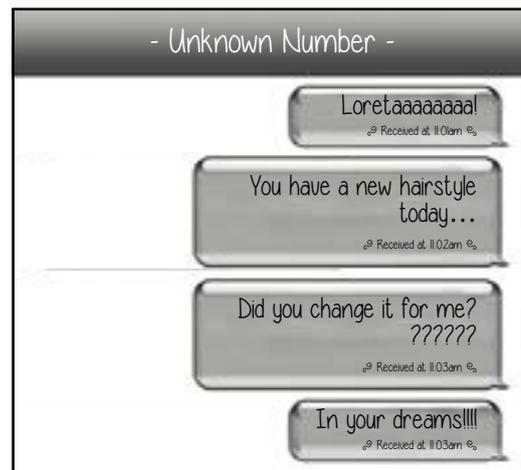
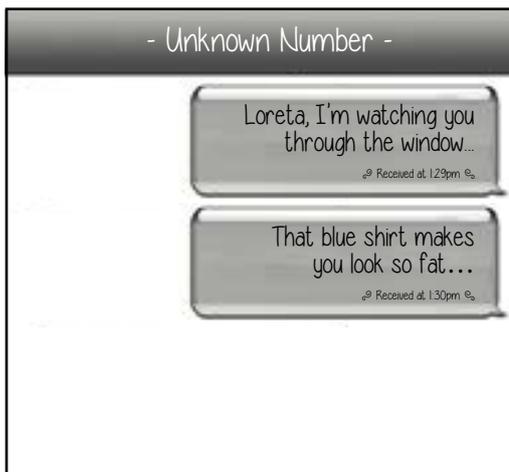
Sometimes our actions hurt other people. This may be because we act in ways that make them feel bad or because we contribute to the continuation of a situation by observing it and encouraging it (for example, by laughing) or not doing anything about it. However, we can take responsibility and make up for the damage we have done.

- Can you recall a situation in which you hurt another person?
- How could you have made up for the damage you caused?
- Does anyone recall a situation in which you saw someone being hurt and you encouraged it or didn’t do anything to put a stop to the situation?
- How could you have made up for the damage you caused?

Student Material

On Loreta's Cell Phone

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



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

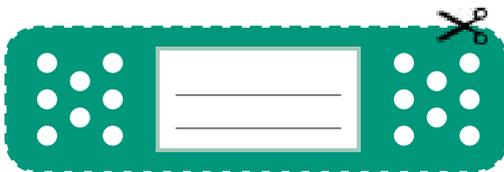
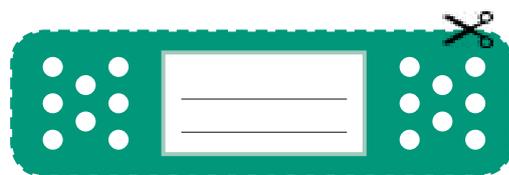
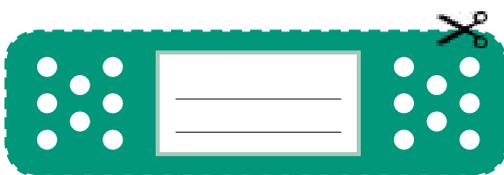
What Loreta doesn't know is that these messages are being written by Polo, one of her classmates who thinks it's fun to see Loreta's face every time she reads her messages on her cell phone. Manuel and Lili are Polo's friends, and they have watched Polo write these messages to Loreta. Manuel laughs because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

Our Responsibility Scale I

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

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

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



Our Responsibility Scale II

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

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

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

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

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



Concepts, Tips and FAQs

1 Key Concepts

Bullying: Aggressive behavior that is intended to cause distress or harm, involves an imbalance of power or strength between the aggressor and the victim, and occurs repeatedly over time (APA, 2004). Bullying may take many forms, including physical bullying; teasing or namecalling; social exclusion; peer sexual harassment; bullying about race, ethnicity, religion, disability, sexual orientation, and gender identity; and cyberbullying (APA, 2004; Limber, 2002; Olweus, 1993; Nansel, et al., 2001)

Cyberbullying: Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices (Hinduja & Patchin, 2015). It is a form of bullying that takes place through email, text messaging, social media, or other digital means (APA, 2004). See also "Bullying".

Responsibility: Being accountable for one's own actions and inactions and the consequences of those actions and inactions.

2 Tips for Teachers and Parents

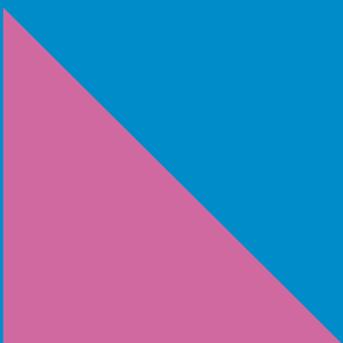
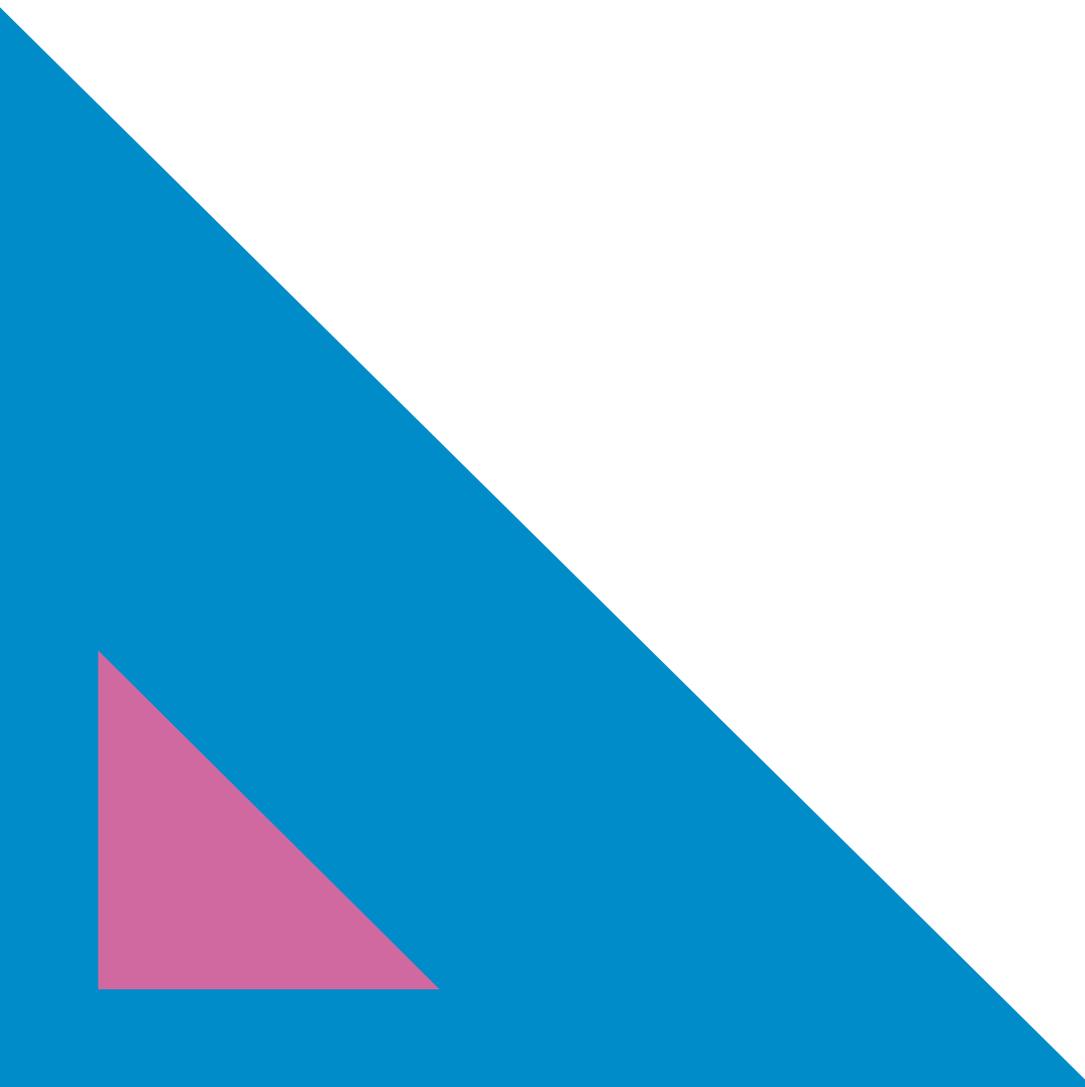
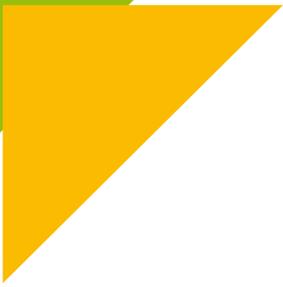
- Unwanted behaviors (for example, behaviors that harm themselves or others, or behaviors that violate community rules or standards), should be seen as learning opportunities for young people. For this reason, it is important to help them develop their ability to admit their mistakes, assume and/or repair the consequences of their actions, and learn to make better decisions in the future.
- Disciplinary actions are usually rooted in the desire to control young people's behavior through punishment. However, in order to help develop their sense of responsibility, it is advisable to: 1) make an effort to help young people understand why what they did harms others or themselves (for example, how it harms the people around them or why it may bring negative consequences for themselves in the future); and 2) give them chances to assume the consequences of their actions (for example, by repairing the damage caused or making specific commitments as to how they can do better in the future).
- After they have made mistakes or committed offenses, it is best if young people have the opportunity to reflect on a series of questions, such as: Whom did my behavior affect (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 to prevent this from happening again?
- It is important to stress that we contribute to harming someone just by the simple fact of doing nothing when someone else is being hurt. In many cases, bystanders have the chance to put a stop to situations of injustice or aggression. Standing there watching or supporting these situations (for example, by laughing) are two behaviors that tend to encourage the person who is harming others to continue to do so.

3 Frequently Asked Questions

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

Understanding how our actions affect us, others, and/or our relationships and how we can assume the consequences for what we do is critical for responsibly coexisting within a group or community. This way, we avoid making excuses for our behavior—excuses that often stand as a substitute for our opportunity to do something to improve the situation (for example, repairing the damage done)—and avoid making the same mistakes again in the future.

Furthermore, in the long term, it is important for people to gain a sense of social responsibility and take on an active role in the rejection of the injustices or aggressions that surround them. Ideally, in a peaceful and fair society, there is no cultural acceptance of behaviors that violate others' rights.





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