



Student Workbook

Grade 2



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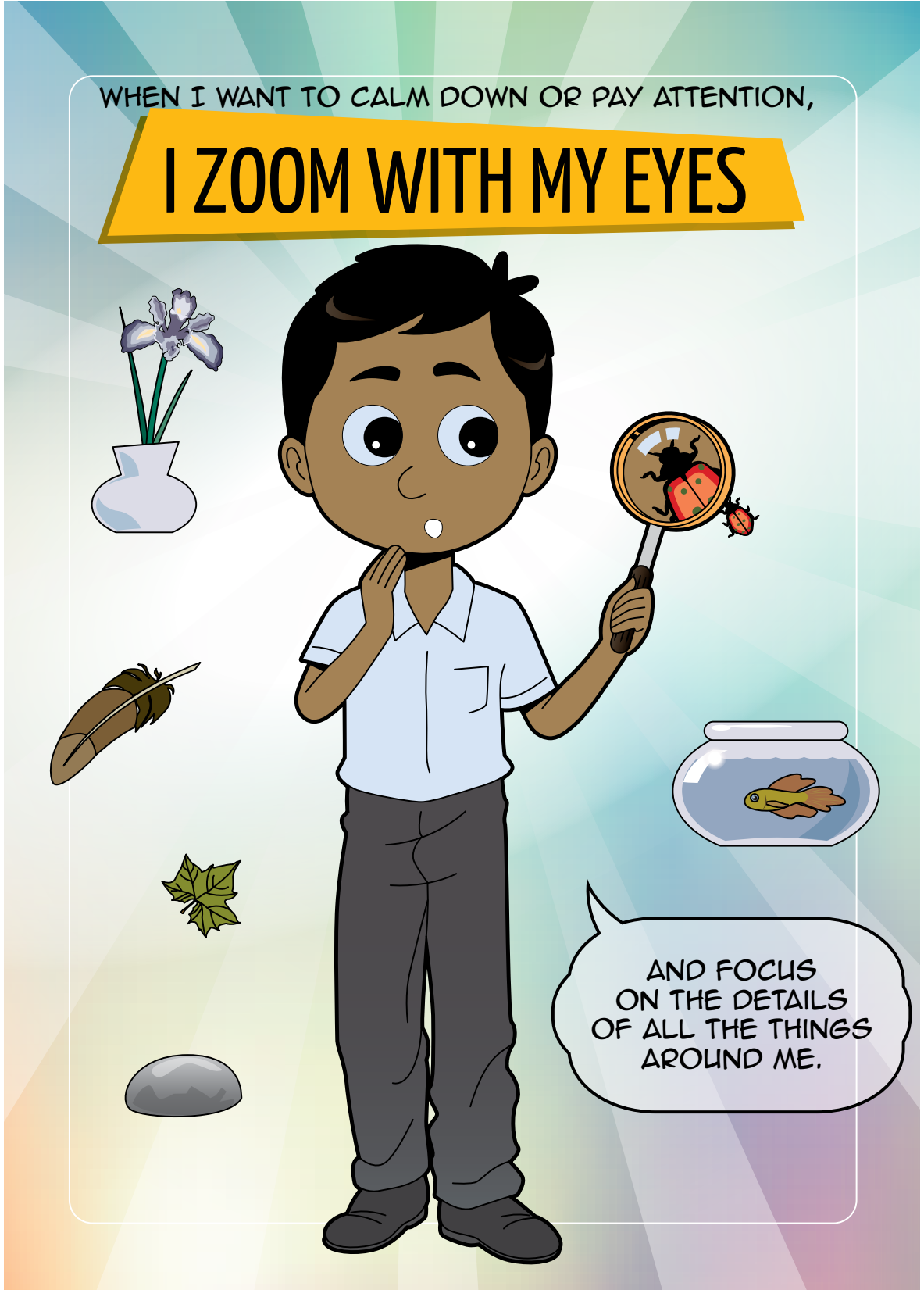


ZOOM WITH MY EYES

Today I will learn to:
See mindfully.

WHEN I WANT TO CALM DOWN OR PAY ATTENTION,

I ZOOM WITH MY EYES



AND FOCUS
ON THE DETAILS
OF ALL THE THINGS
AROUND ME.

Today I will learn to:
Identify what I like about myself.

My secret word is...

Write the name of an animal that you really like in the box.

What I like most about myself is...

Write one or more characteristics that you really like about yourself in the box.

Today I will learn to:

Take on a difficult task as a good challenge.

Chris and His Handwriting

One day, a teacher asked her students, "What is the most important thing you've learned at school?" Some of the students raised their hands and started to say, "I've learned to read very well," "I write very well, but I didn't know how to before," "Now I can add really fast," and "I've learned to draw cool pictures!"

The teacher said to them, "We've all learned things we didn't know before! We've all done so much! Did we know how to write before? Did we know how to add before?" Everyone said no.

"What did we have to do to learn all this?" Some of the children started to think of lots of different things. For example, some said they had learned by paying very close attention to the teacher. Others said they had practiced a lot until they were able to do it. Others said that when they didn't understand something, they asked questions until they understood.

Meanwhile, other children, like Chris, stayed very quiet and didn't say anything. Chris couldn't think of anything he had learned. He thought he hadn't learned a thing!

The teacher said to him, "And you, Chris, tell me something you've learned at school." He answered, "Nothing, teacher."

The teacher asked him to think carefully about his answer and to think about an activity that he really liked to do, something he couldn't do before and then he learned...

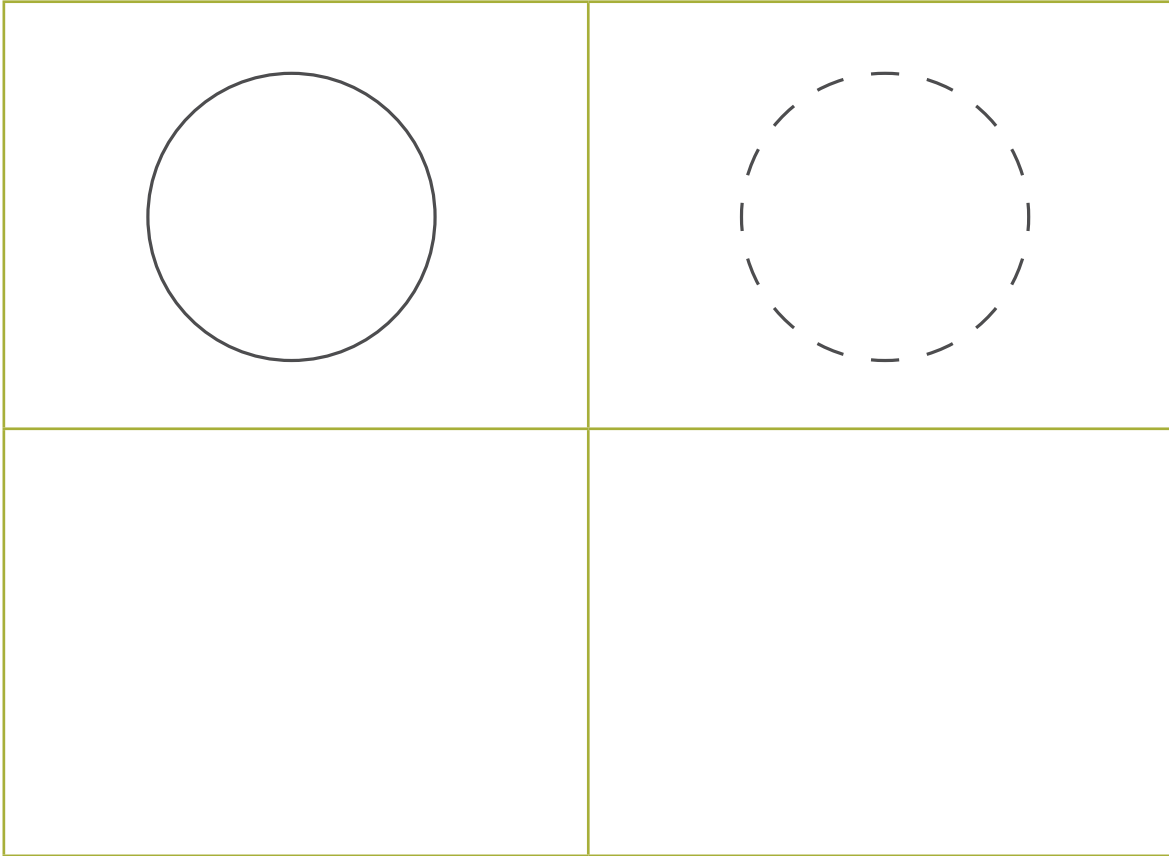
Chris answered, "I like to write and copy down words when you say them out loud."

The teacher said, "See? You learned that at school."

And he responded, "Yes, but sometimes I write my letters backwards or I forget to write some of the words."

The teacher said, "But you write some letters and words very well. Could you write those letters and words before?" Chris said no. "You see? You've learned a lot. Just like you learned to write those letters and words that you can write well, with more practice you'll be able to do the ones that seem hard to you right now."

Let's Draw a Circle



Dear Chris:

I would like to congratulate you because you have learned to write some letters and words really well. I know you are worried because you write some of the letters backwards and sometimes you forget to write some of the words. But remember that just like you learned how to write some words really well, you can also improve those that do not come out how you want.

Here is some advice so you can get better at it:

1. _____

2. _____

3. _____

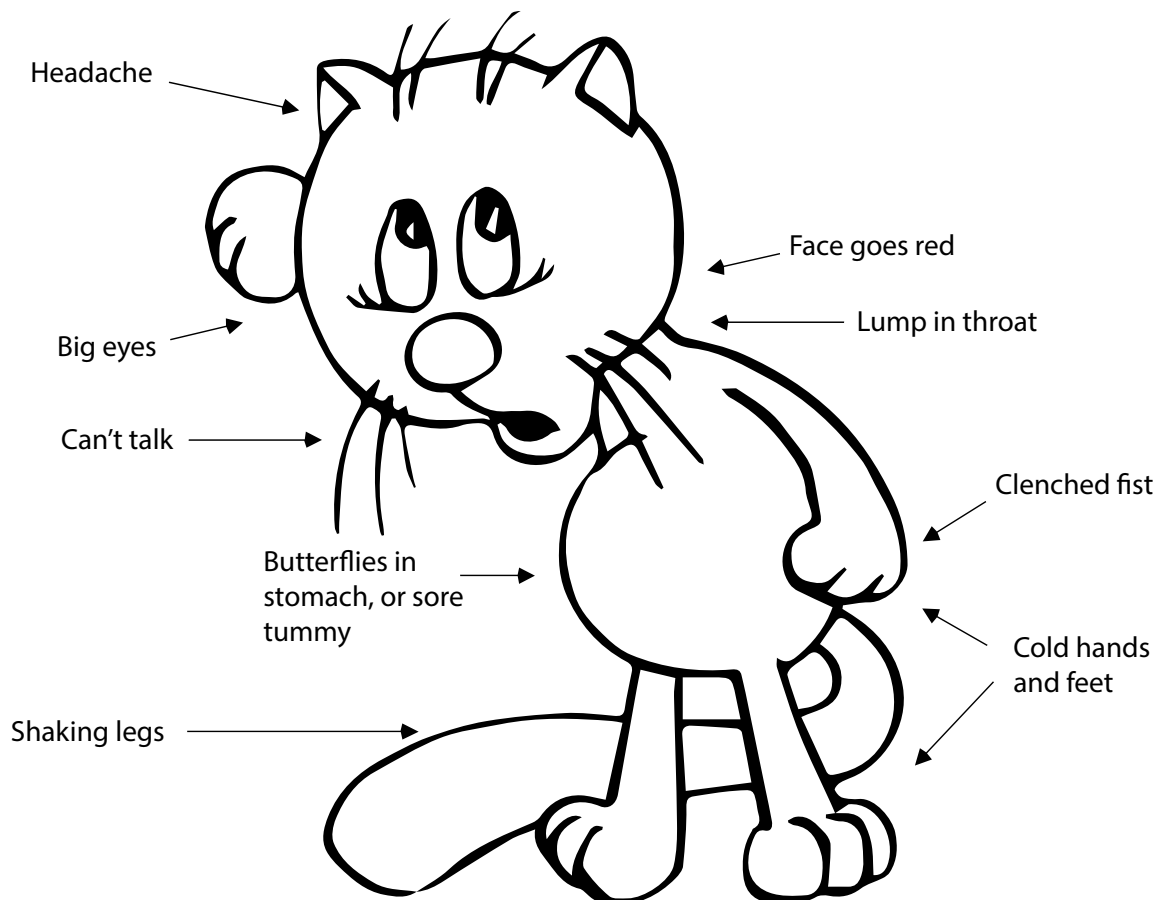
Today I will learn to:
Notice when I feel anxious.

Chester the Cat feels anxious!!

Hi! I'm Chester! I feel very scared and worried sometimes. You know? When you feel something bad is going to happen and you can't control it. They call that "anxiety", and it is a normal feeling, it's not dangerous and sometimes it keeps me safe because it's like an alarm inside of me that helps me be careful. For example, one day we were at the beach and I wanted to go into the water alone, but my anxiety alarm went on and I didn't. Good thing! Because I don't know how to swim!

But sometimes the alarm goes on too much and it doesn't feel good. Like before taking a test, I feel so nervous that I forget all the answers. Or when I meet new friends, I feel so anxious I don't know what to say. Do you ever feel like that?

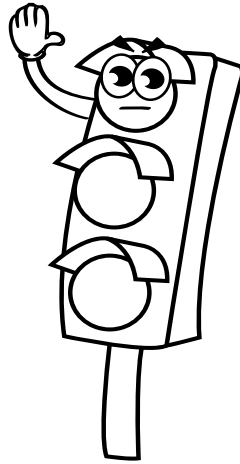
How does Chester feel anxiety in his body?



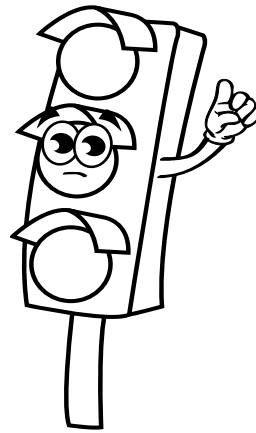
1. Adapted from © AnxietyBC, retrieved on Noviembre de 2015 from:
<http://www.anxietybc.com/sites/default/files/ChestertheCatand.pdf>

Today I will learn to:
Stop my scary thoughts.

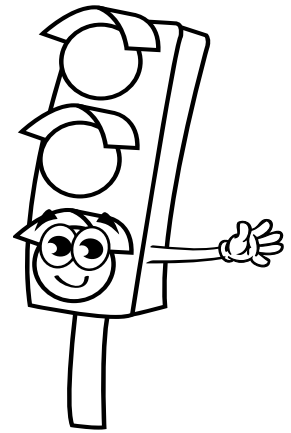
Keep Cool Stoplight and the scary thoughts



STOP THAT
THOUGHT!



KEEP COOL!



GO ON!

Scary situation	Scary Thought	Helpful thought	Action!
Taking a difficult test	I will fail the test	I will do my best and that's what matters	Do my best to ace the test

Today I will learn to:
Change a frustrating situation if I can.

Sasha Wants to Go to Recess



Sasha is trying to copy into her notebook everything the teacher wrote on the blackboard. It's a very long sentence. It will be time for recess soon, but the children can't go out to play until they finish copying down the sentence. Sasha is worried because she knows she won't finish and she wants to go to recess as soon as possible.

After a few more minutes some of the children are getting ready to go to recess, but Sasha hasn't finished the sentence yet. She made a mistake writing "activity" and now she feels desperate because she has to erase what she wrote. She feels bad and she feels like crying. The only thing Sasha wants is to go to recess as fast as possible.



Sasha wants to go outside because it's time for recess now, but she can't because she hasn't finished writing. She starts to cry and she stops copying the sentence. Meanwhile, some of her classmates are happy to go out. Sasha feels really bad and starts to say to herself, "I'll never be able to finish this sentence."



Corey,
help me find courage to change the things I can.²

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

Today I will learn to:
Look from other people's angles
to understand what they see.

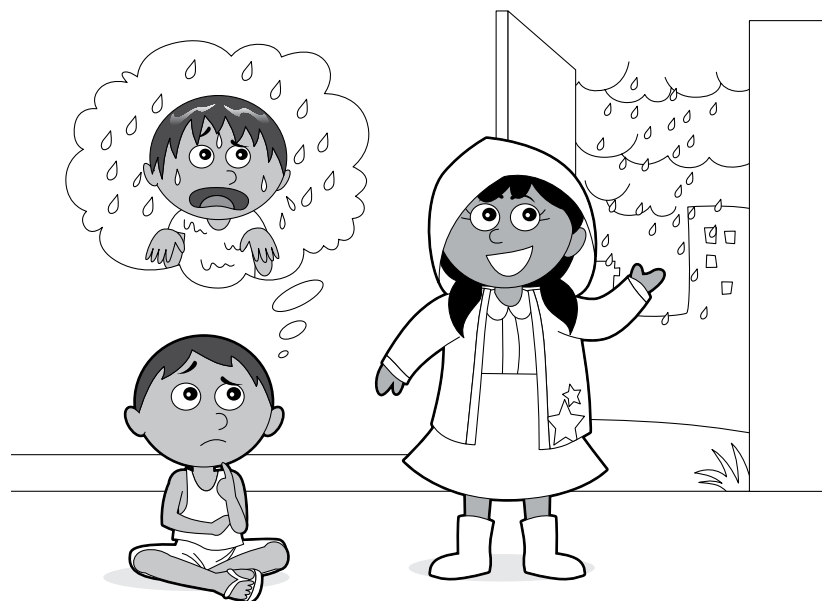
The Magnifying Glass to Understand You Better³

Take a close look at the following pictures. Each one shows a particular situation.

Picture 1: The Sales Clerk

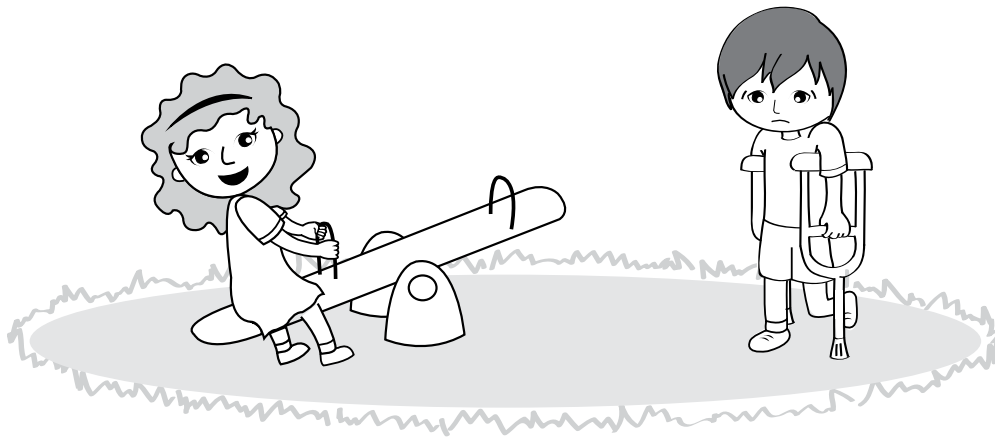


Picture 2: Let's Play



3. Adapted from Aulas en Paz (www.aulasenpaz.org) and Feshbach, N.; Feshbach, S.; Fauvre, M. y Ballard, M. (1983). *Learning to care: Classroom activities for social and affective development*. Scott, Foresman and Company: U.S.A.

Picture 3: Get on the Seesaw



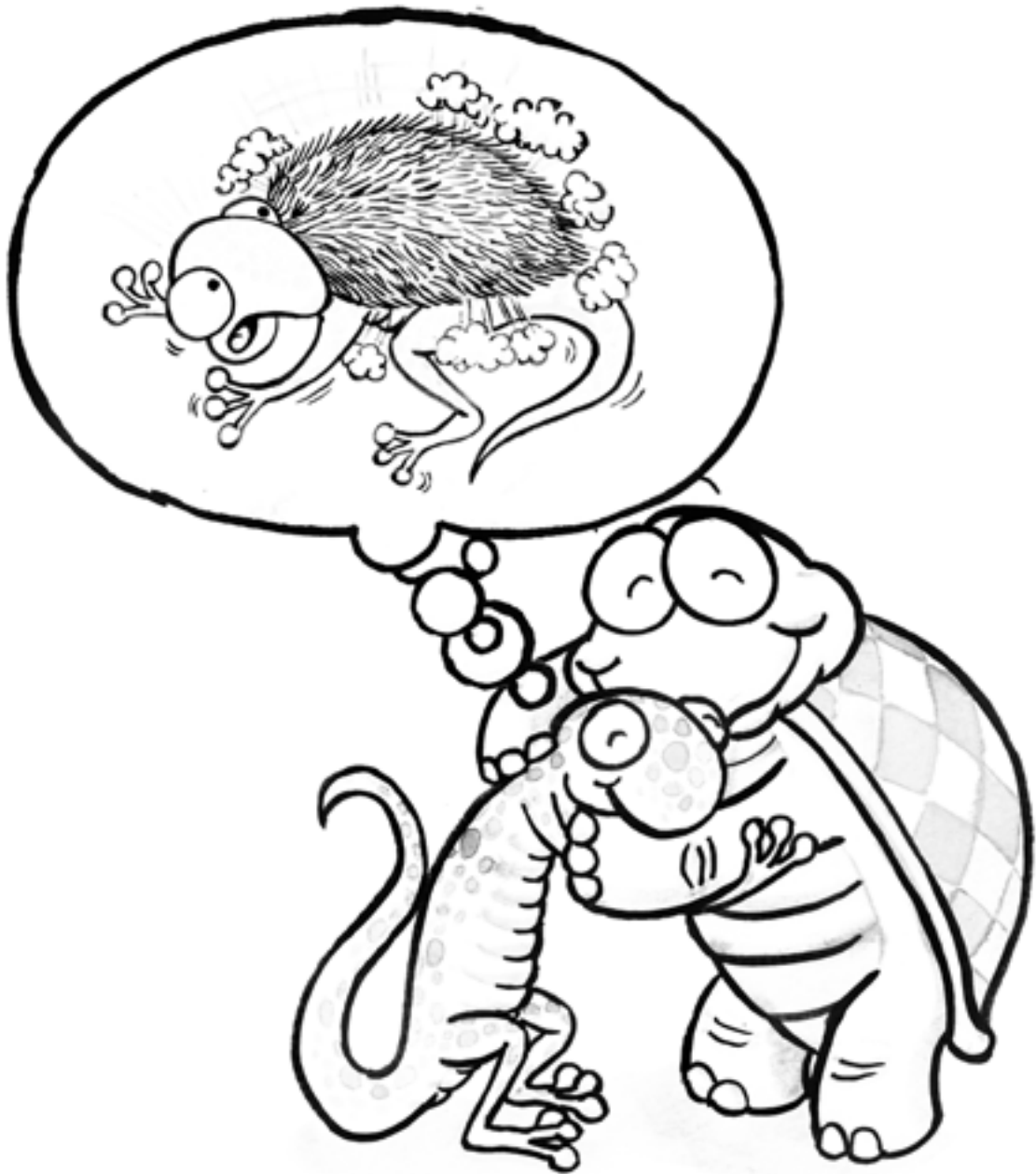
Picture 4: Just One Drink



MIRTLE AND LIZ

Today I will learn to:
Put myself in someone else's place
to understand how they feel.

Mirtle and Liz⁴



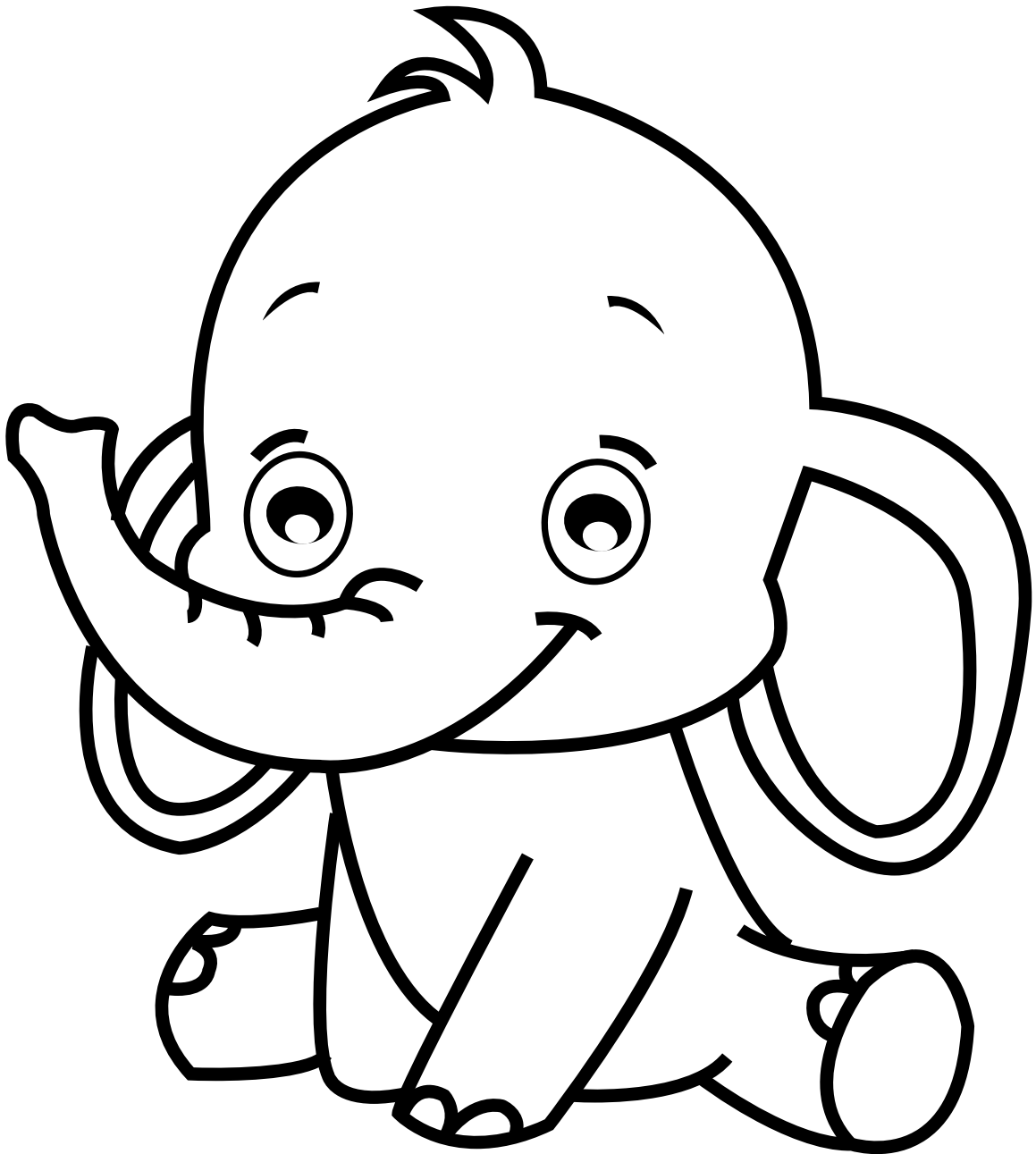
4. Illustration taken from Paz, A. y Paz, C. (2014). *Tuga, la tortuga* in "Paso a Paso" Collection. Lima: World Bank.

Today I will learn to:
Share what I have.

Let's Color!

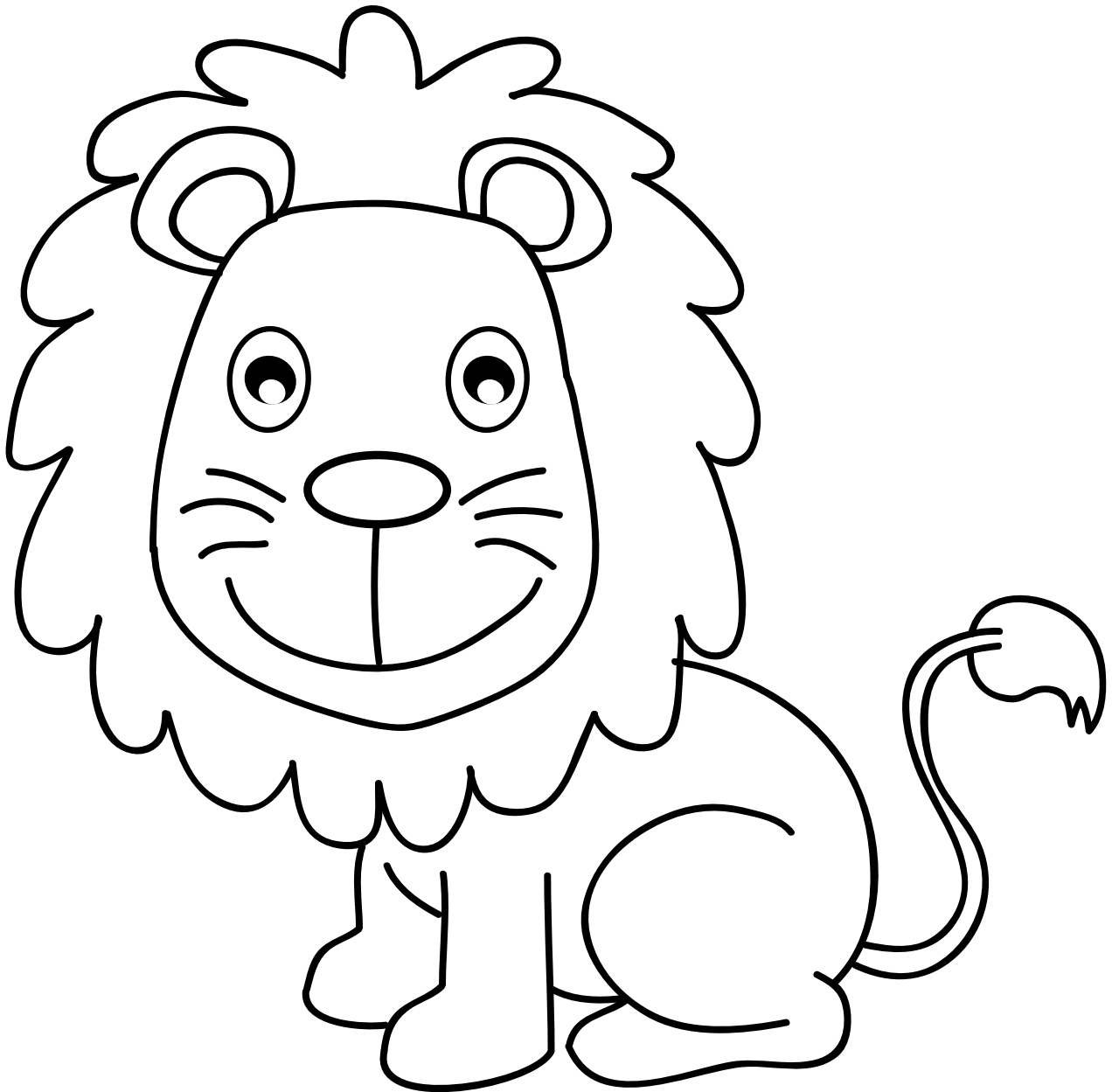
Listen to the instructions to find out how to color each one of these animals.

1



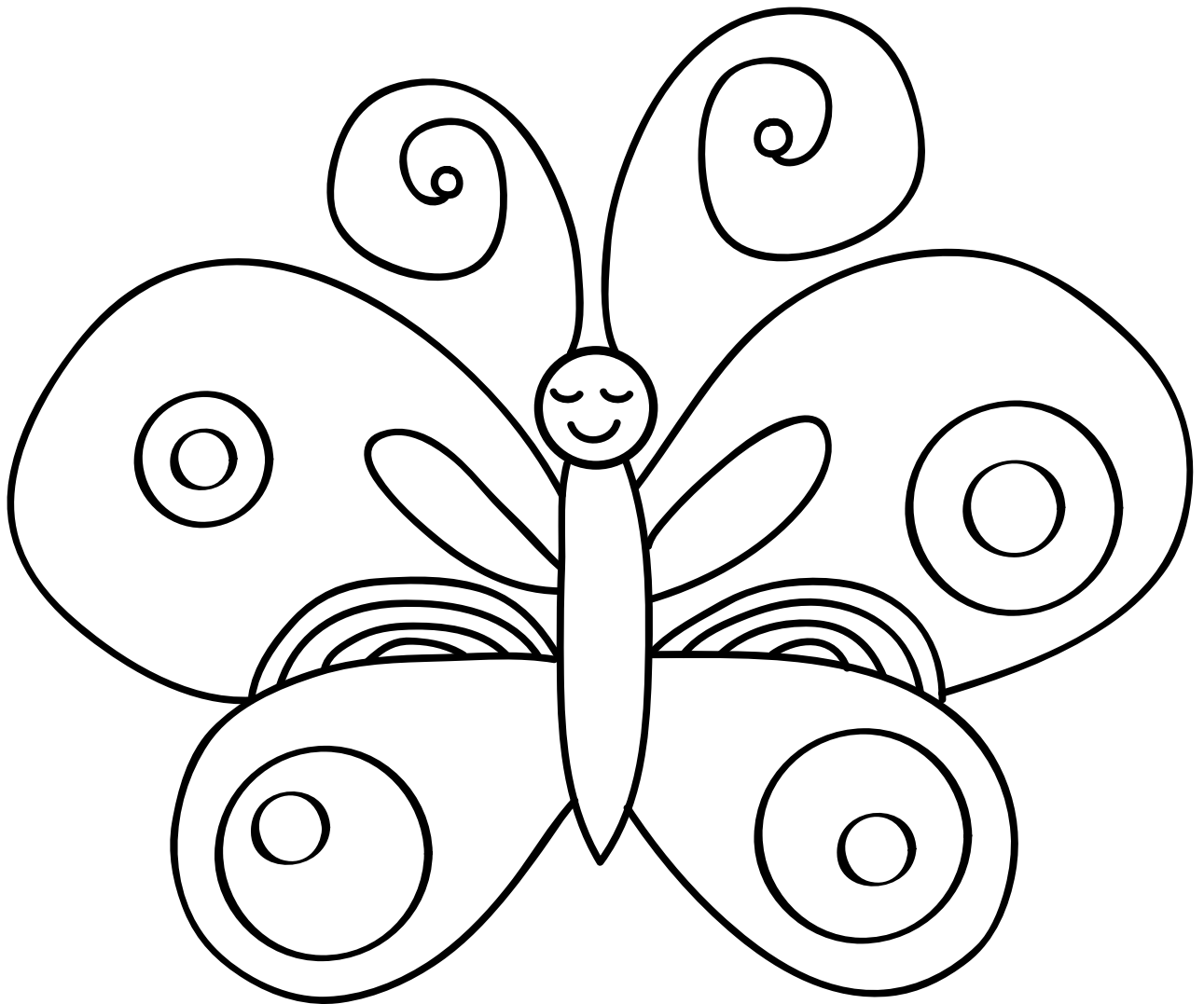
Allmine Elephant

2



Trader Lion

3



Sharey Butterfly

Today I will learn to:

Stand up to someone who's being mean to someone else.

Sayno the Dinosaur and Choiry the Parrot⁵

Sayno the Dinosaur and Choiry the Parrot had a problem with their friends Nano and Nina, who would fight over every little thing all the time, pushing each other, insulting each other, and even hitting each other.

Sayno and Choiry didn't like when they saw their friends hurting and treating each other badly. The other day, for example, Nano got mad and shouted "You're ugly!" at Nina, who was just walking by.

Sayno says: I realized that Nina didn't like what Nano said to her, but she didn't answer him because she was afraid. I understood then that when someone does something to another person, I can tell him clearly and calmly, "Don't do that. Nobody likes to be treated that way."

But the next day, Nano went over to Nina and tried to take her storybook away, and Nina got mad and pushed him. Nano got mad, too, and he pulled her hair. Then they started to fight.

Choiry says: I realized that by shouting, insulting, and pushing, the situation got worse. Then I thought, "I have to tell them nicely to stop fighting." I thought it might be a good idea to call some of our other friends over so we could all tell them together, "Stop!"

5. Story adapted from the Aulas en Paz Program (www.aulasenpaz.org).

SAYNO THE DINO'S TRICK

FIRST,
NICELY
SAY "NO."

THEN,
EXPLAIN
HOW
YOU FEEL.



CHOIRY THE PARROT'S TRICK

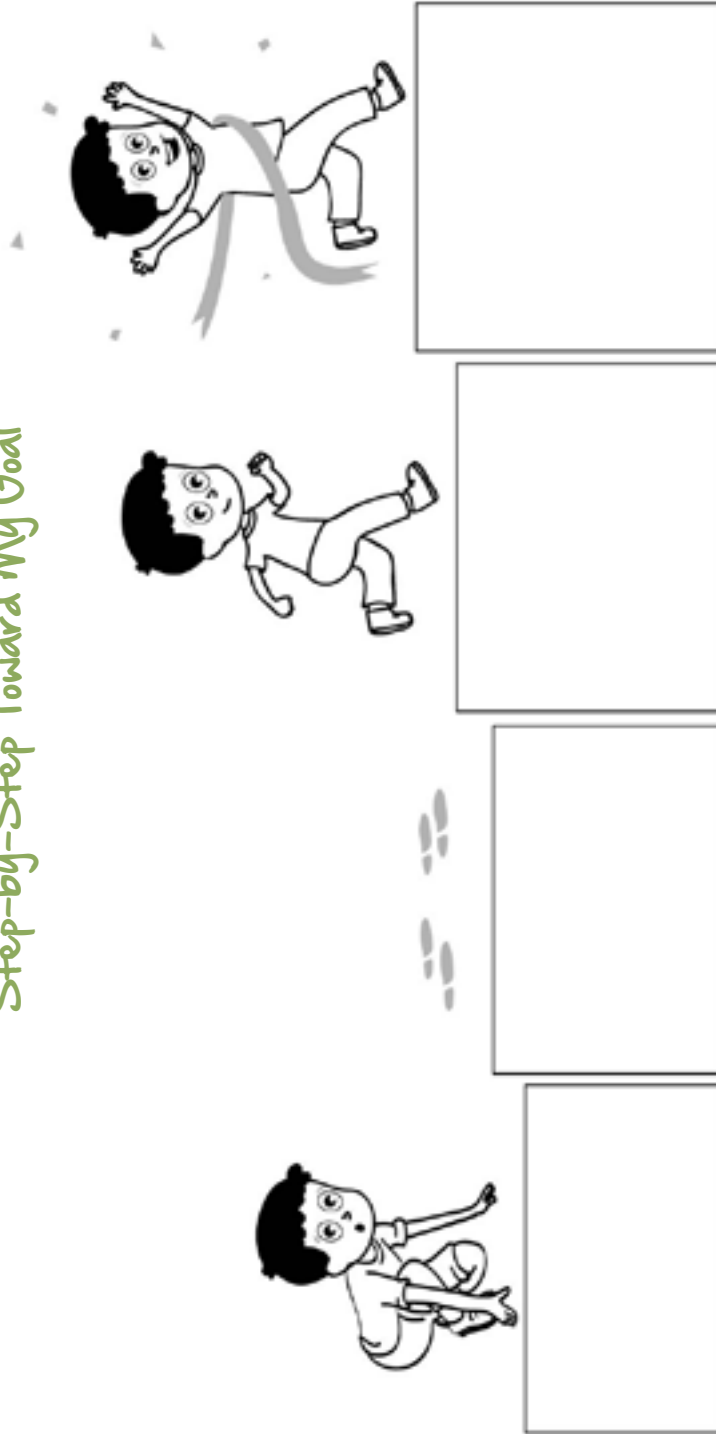


ALL TOGETHER
NOW, LET'S SAY
"STOP!"

MY GOAL FOR THE WEEK

Today I will learn to:
Identify the steps I need to take to achieve my goal.

Step-by-Step Toward My Goal



This week, I am going to set the following goal for myself:

This week, I am going to set the following goal for myself:

Today I will learn to:
Group ideas using different criteria.

Wheel-eez

things with wheels

things with wheels that aren't vehicles

things that would be better if they had wheels

What Could Amit Do?

Below, write down all the ideas that Amit could use to solve his problem:

My Group of Ideas

My group of ideas is:

The ideas we came up with are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Today I will learn to:
Seek information to make up my mind.

The Story of Ben and Matilda

Ben and Matilda are two friends who are in second grade. Today, their teacher asked them to describe the most fun occupation in the world.

Ben and Matilda have to agree on which occupation they think is the most fun in the world so they can do their homework. They go outside to look for information. First, they go to the neighborhood's convenience store, where Mr. Loyal always serve his customers with a great, big smile. Mr. Loyal gives them a friendly greeting: "Ben! Matilda! It's so nice to see you around!" They greet Mr. Loyal and sit down to drink a juice.

"Matilda, I think I found the most fun occupation in the world," says Ben. "It's being a convenience store owner! They always get to talk with lots of people and make them happy with the things they sell!"

"You're right," answers Matilda. "Let's do our homework about the occupation of convenience store owner."

While Ben and Matilda are drinking their juice, Doctor Health comes into the convenience store and sits down beside the children. Matilda looks at Doctor Health carefully, and after a long pause, she says to Ben:

"Ben, I think I changed my mind. The most fun occupation in the world is being a doctor. Doctors can cure people and make them feel better when they're sick."

"You're right," responds Ben. "Let's do our homework about the occupation of doctor."

Ben and Matilda leave the convenience store and walk toward Matilda's house, determined to do their homework about being doctors. On their way home, they see that two cars have gotten in an accident and there is a policeman talking to the drivers. Ben observes them for a moment and says to Matilda:

"Matilda, I think I changed my mind again. The most fun occupation in the world is being a policeman. Policemen can take care of people and help them solve their problems."

"You're right, Ben," responds Matilda. "Let's do our homework about the occupation of policeman."

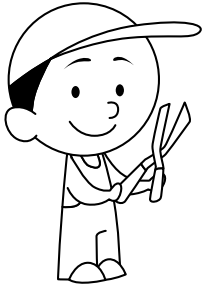
Just as they were about to arrive, the two friends saw a construction worker building a house.

"Ben, I think I changed my mind again," said Matilda. "Construction workers can build buildings, stores, hospitals, and houses where people can live. I think that's the most fun occupation in the world."

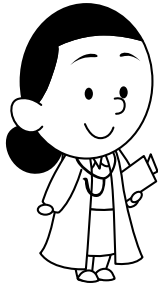
"You're right, Matilda. Being a construction worker could be the most fun occupation in the world."

"But...," Ben hesitates for a moment. "We've thought of a lot of occupations. Now I'm confused. Which occupation should we do our report on? What's the most fun occupation out of aaaaaall in the world?"

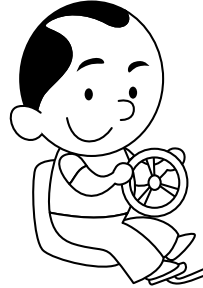
The Book of Occupations



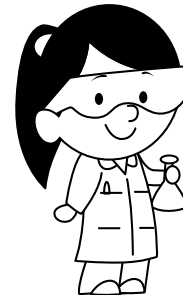
GARDENER



DOCTOR



DRIVER



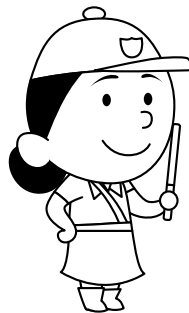
CHEMIST



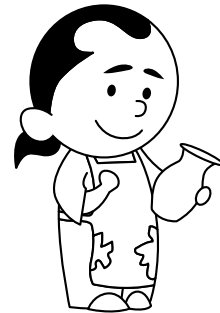
SINGER



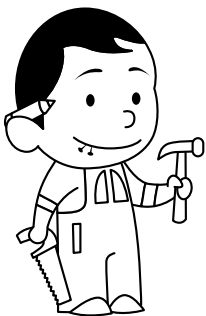
CONSTRUCTION
WORKER



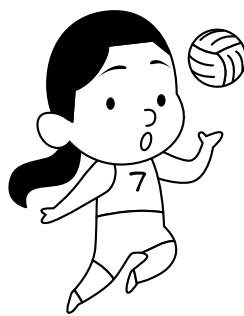
POLICEWOMAN



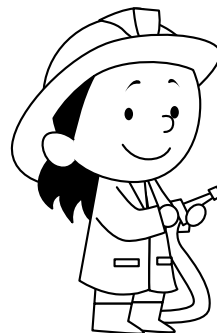
POTTER



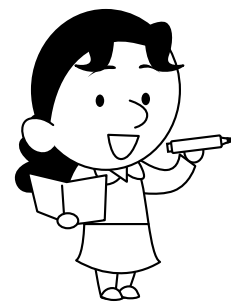
CARPENTER



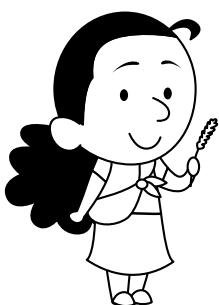
VOLLEYBALL
PLAYER



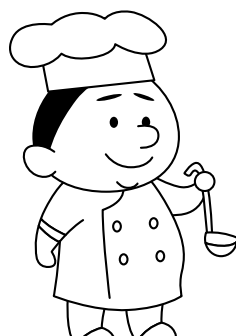
FIREFIGHTER



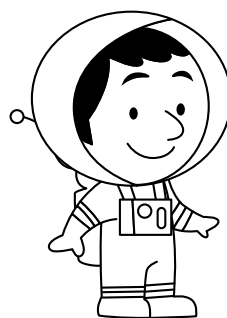
TEACHER



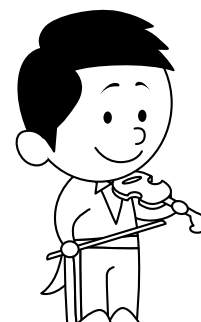
FARMER



COOK



ASTRONAUT











MUSICIAN









Today I will learn to:
Meet my obligations.

My Responsibilities





























Write your responsibilities in school:





























1.		
2.		
3.		
4.		

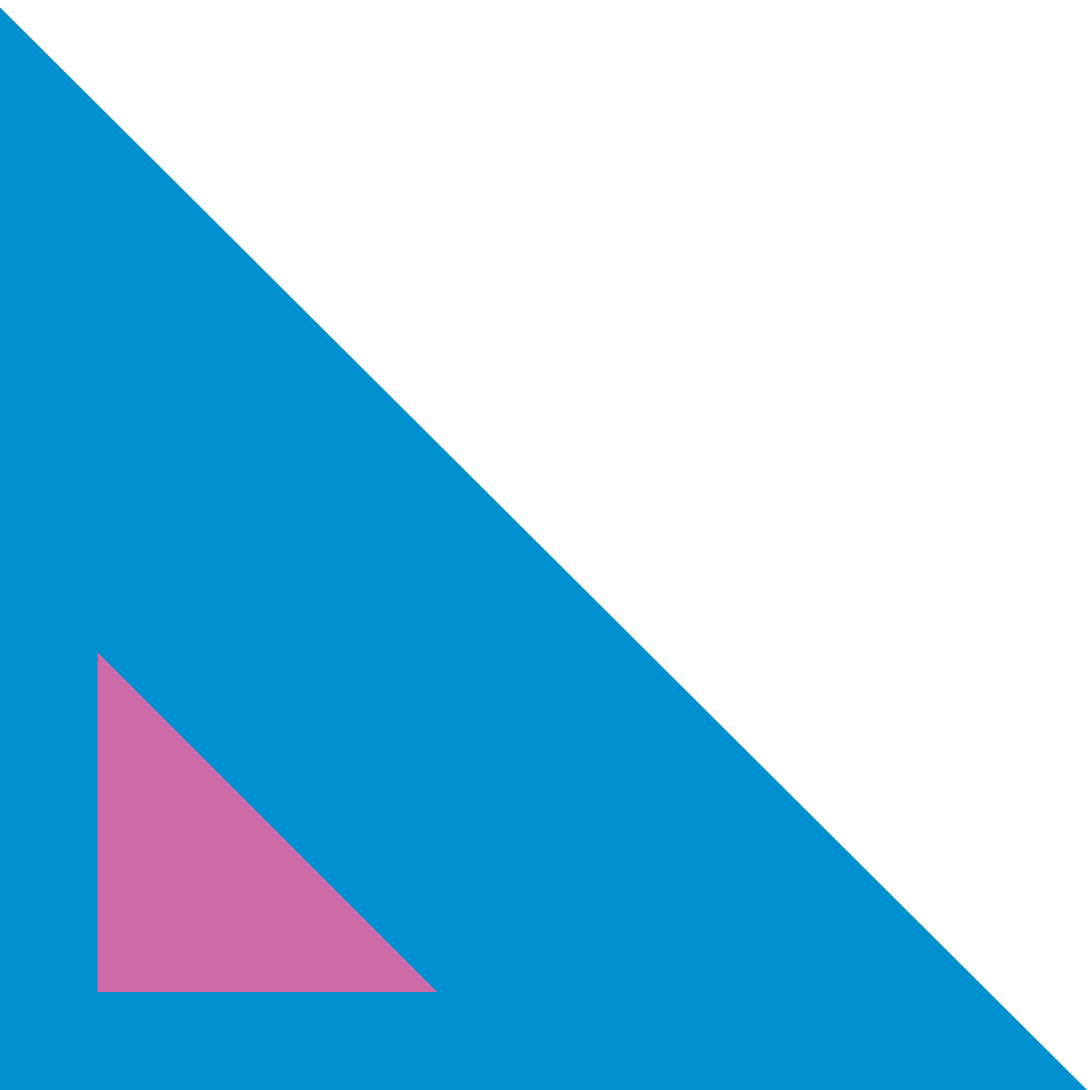
Write your responsibilities at home:

1.		
2.		
3.		
4.		

I Monitor My Responsibilities

My Responsibilities in School	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
1.							
2.							
3.							
4.							

My Responsibilities at Home	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
1.							
2.							
3.							
4.							





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