



# Student Workbook

## Grade 8



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### **KEY PARTNERS:**



Today I will learn to:

Describe my personality and chose what I want to improve.

## My Personality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## My Malleable Brain

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



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



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

(\*) Image retrieved from [www.nobelprize.org](https://www.nobelprize.org)



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

## Tongue Twisters!

### Instructions:

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

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

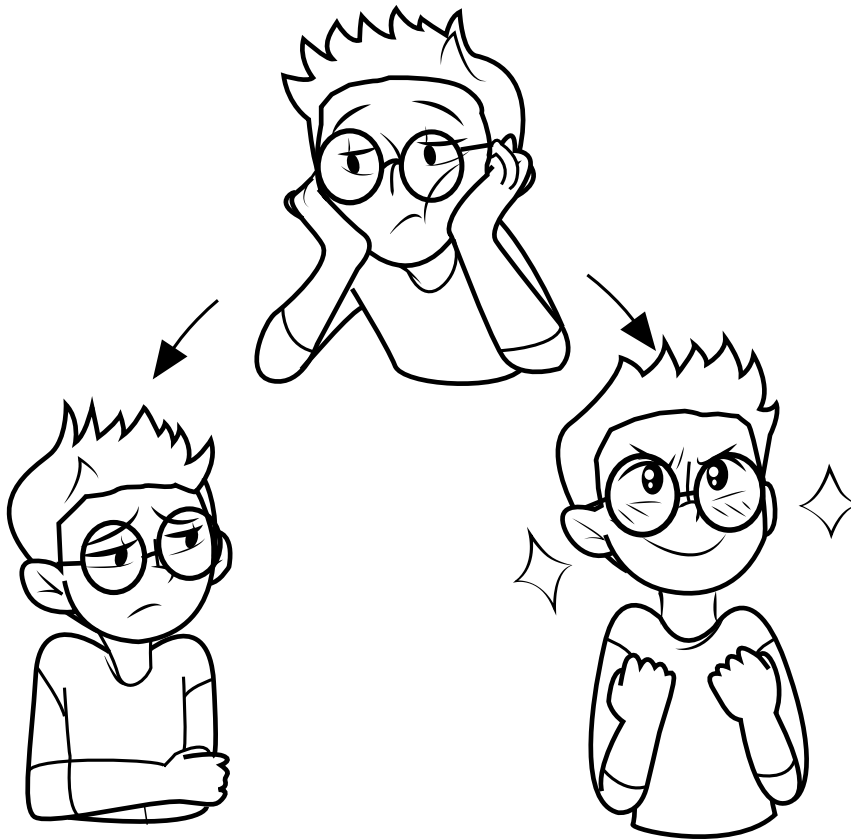
Susan shineth shoes and socks;  
Socks and shoes shines Susan.  
She ceases shining shoes and  
socks, For shoes and socks shock  
Susan.

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

3. Now form a group with two other classmates. You're going to repeat your tongue twister to the other members of your group.
4. Write the mistake you made on your first attempt to say your tongue twister.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Identify the words or parts that you have the hardest time repeating. Think of a strategy to overcome your mistakes.
6. Try learning it again!

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

## The secret to success: Trying Harder!

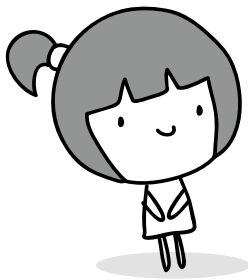
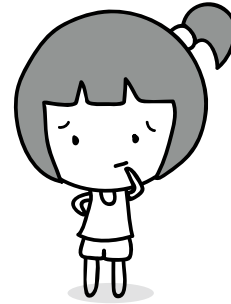


You may have heard or read about the U.S. psychologist Carol Dweck. She has spent decades studying why some people succeed in learning and developing their intelligence while others don't. One of the things she found is that when people believe they fail or make mistakes because they aren't intelligent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



## Overcoming failure

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



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

**EFFORT,**

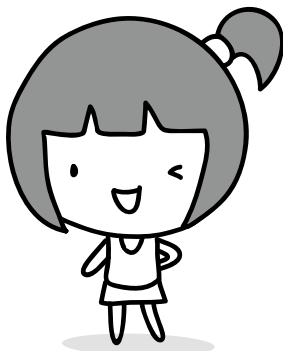
Tatiana thought, “I can learn to be a good speller.”

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

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

**tatiana decided to do several things:**

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



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

**her spelling and grammar have really improved!**

And she never felt dumb again.

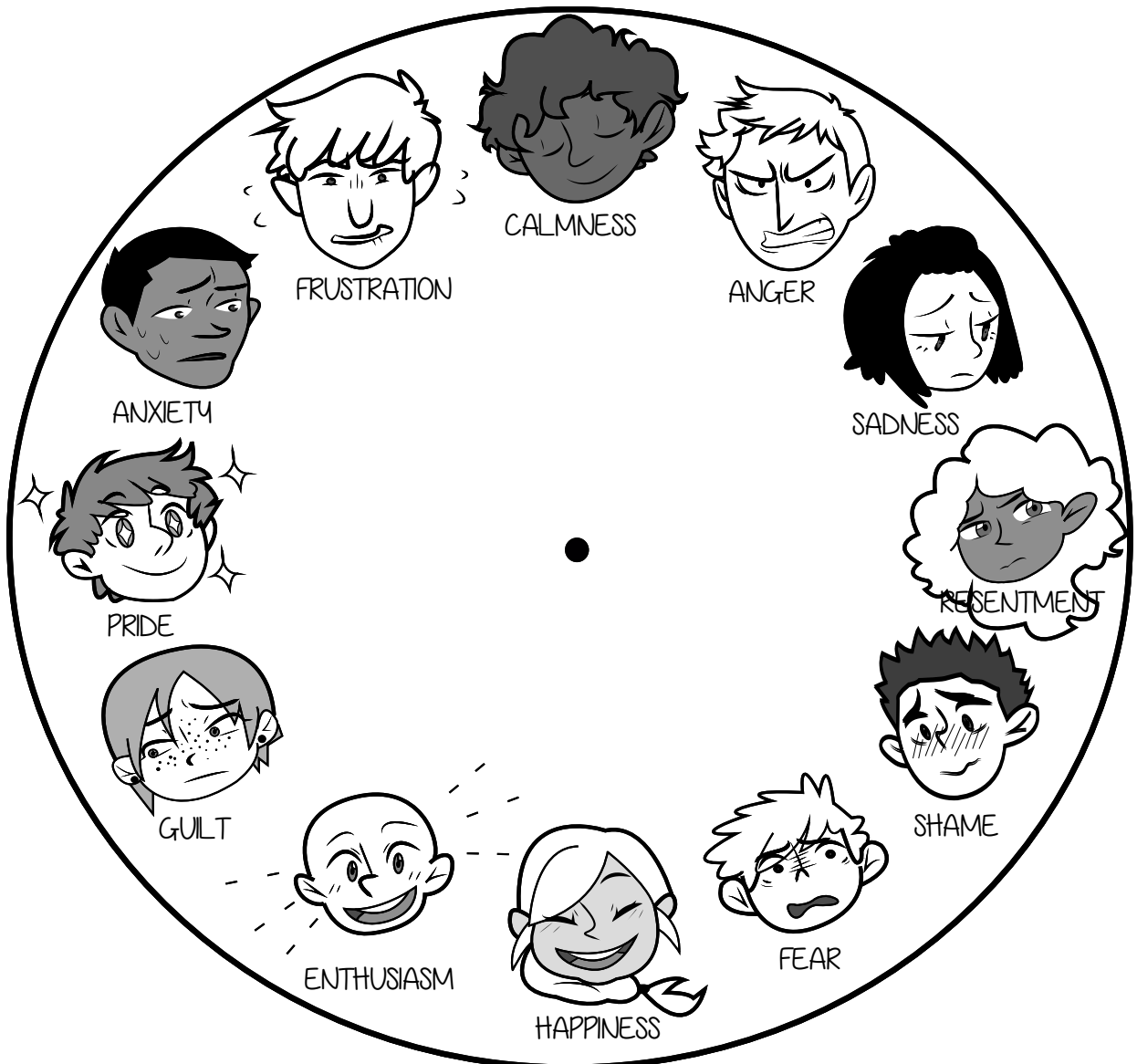
Now she knows that she just has to try harder and learn from her mistakes.



Today I will learn to:  
Identify different emotions I feel at the same time.

## 1, 2, 3... Emotions at Once

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



### 1. Romina's cell phone

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

**What emotion(s) might Romina feel?**



### 2. Solomon and the drugs

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

**What emotion(s) might Solomon feel?**



### 3. Peter and Nina

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

**What emotion(s) might Peter feel?**



### 4. Lara and the boyfriend

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

**What emotion(s) might Lara feel?**

## My Mixed Feelings

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

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

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

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

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Today I will learn to:  
Relax when I feel angry, scared or worried.

## Strategies to Make Me Relax

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

### STRATEGY 1: Tension – Distension

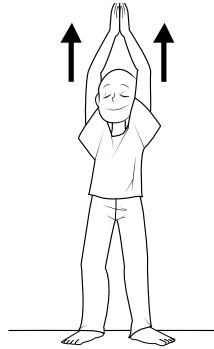
1. Sit in a comfortable position and relax your body completely. If you want, you can close your eyes.
2. Breathe in through your nose, taking the deepest breath you can, and slowly exhale through your nose again.
3. Now we're going to contract and relax the muscles of our body, one by one... Ready?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

### STRATEGY 2: I Can Feel My Breathing

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

**STRATEGY 3:** Putting My Body in Movement<sup>2</sup>

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



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



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

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

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



Today I will learn to:

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

## The Story of Carla and Dana

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

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

..-\*dAnA\*..

What's up, Dana?



OK, happy and sad... 😞



Oh yeah?  
Why, what hppnd?  
Tell me!



Willy and I made out ♥♥♥  
But Carla's going 2 feel rilly  
bad... I'm worried 😟



## What Might Carla Think and Feel?

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



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

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## When Carla Found Out...

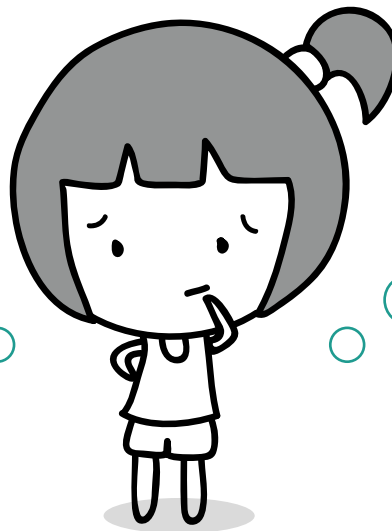
I felt frustrated, sad, and angry. I went out jogging with my brother to help me control myself and give me some space to think.

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

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

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

I will ask my friends to avoid talking about Willy.



What would you say to her?

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## Different Points of View

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

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

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

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

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

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**Today I will learn to:**  
Put myself in my friends' place when  
something happens to them

## What Emotion Do You Feel?

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



What emotions do you feel?

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

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

### Learn More: "The Scream"<sup>4</sup>

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

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

## And What Do You Feel?

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



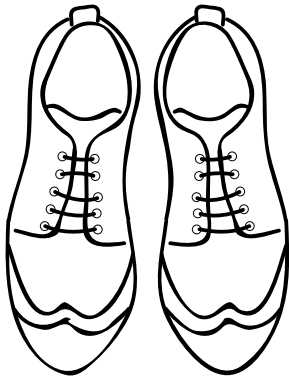
Put yourself in your classmate's "shoes."  
What would you feel in that situation?

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



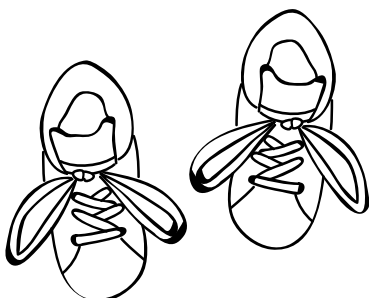
Put yourself in the "shoes" of your classmate who is being constantly attacked. What would you feel in that situation?

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



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Today I will learn to:

Take responsibility for preserving the environment.

### Changing the World from Right Where We Are:

Interview with Belén de los Heros Montori<sup>5</sup>

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

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

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

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

**When did you start all of this?**

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

**Who helped you first?**

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

**How much did you collect the first month?**

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

**That much?! What would you say to people?**

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

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

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

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

**What do your parents say about it?**

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

**What kind of problems?**

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

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

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

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

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

**How long are you going to keep doing this?**

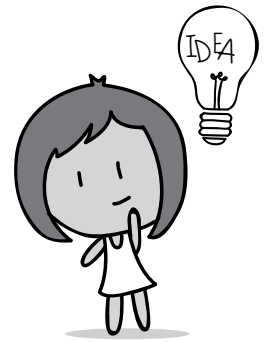
*"Everyone always asks me when I'm going to stop. The only thing that would make me stop is if the law forced me to."*

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

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

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

## And What Do You Suggest?



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

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

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

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

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

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## How Can We Care for Our Planet?

### make less waste

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

### recycle everything you can

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

### use less water

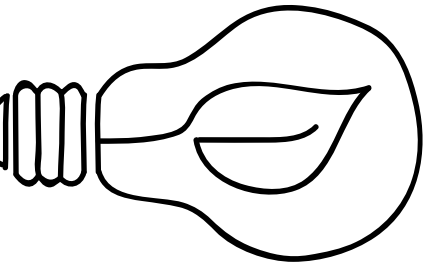
- Save water whenever you can.
- Whenever you can, collect and reuse water.
- Keep the faucet closed when you don't need water, so you don't waste it.
- Water your lawn or garden in the morning or late at night so the water doesn't evaporate right away.

### save electricity

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

### pollute less

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



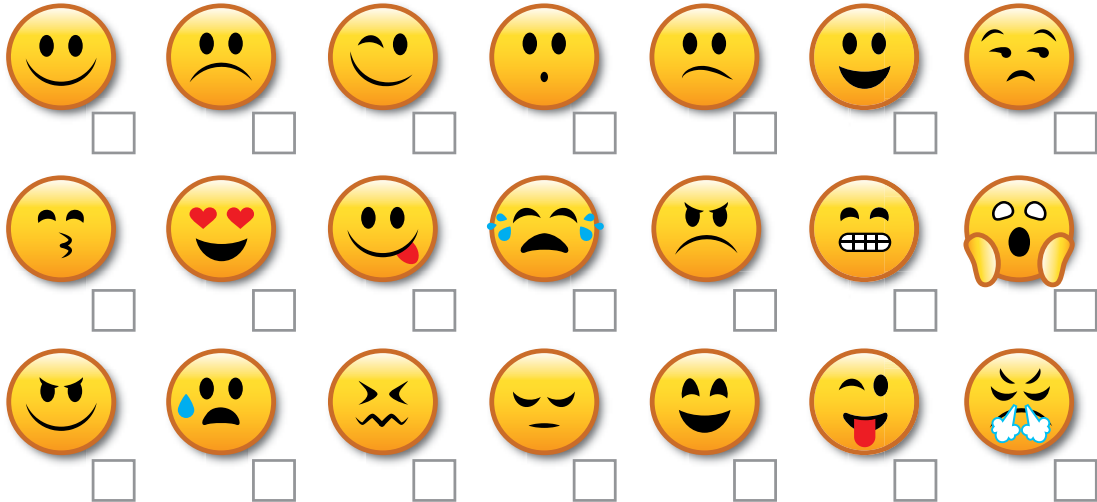
### more tips

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

6. Ideas taken from <http://cuidareplaneta.wordpress.com/>

Today I will learn to:  
Use non-verbal language to show interest in what I'm listening.

## How Can I Express It?



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

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

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

- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

## A Job for Luisa<sup>7</sup>

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

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

YES

NO

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

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

**Today I will learn to:**  
Use non-verbal language  
to show interest in what I am listening.

## I Communicate Assertively

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

How does this affect you?

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What do you feel?

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

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How would you tell him this?

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

How does this affect you?

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What do you feel?

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

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How would you tell them this?

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

How does this affect you?

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What do you feel?

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

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How would you tell them this?

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**Today I will learn to:**

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

## The Third Side in a Conflict<sup>8</sup>

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

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

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

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

## Four Steps... One Mediation

①  
Explain the rules

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

②  
Listen to each  
party's side

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

③  
Ask for solutions

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

④  
Sum up  
the agreement

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

## Fieldtrip Cancelled!<sup>9</sup>

### Confidential Instructions:

#### Representative of the "Outgoing" Group

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

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

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

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

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

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

**Confidential Instructions:**

## Representative of the "Studiers" Group

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

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

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

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

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

**Confidential Instructions:**

## MEDIATOR

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

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

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

Now it's mediation time...

**Today I will learn to:**  
Enjoy the effort it takes to take on a challenge.

## Challenge No. 1: Sudoku<sup>10</sup>

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

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

Now try solving your own Sudoku:

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

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

## Challenge No. 2

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



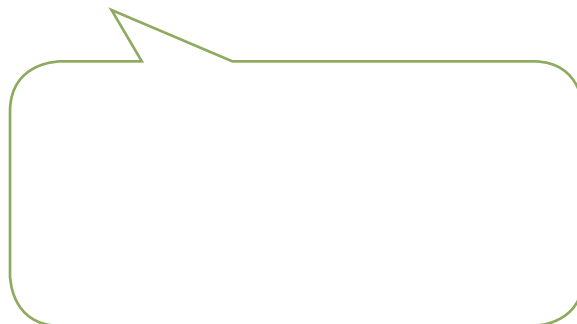
How much effort will you have to make to overcome that challenge? Mark your answer with an "X."

Little effort

Medium effort

A huge effort

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

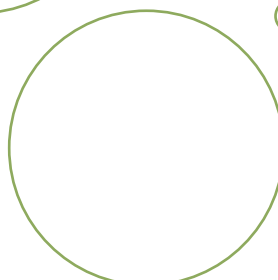


How could you enjoy making that EFFORT?

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

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

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



**Today I will learn to:**  
Pursue my goals with discipline and autonomy.

## Self-Monitoring

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

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

## The Meeting"

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

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

What is your goal in this activity?

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

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

Victor  
George  
Matt  
Raul

Engineer  
Teacher  
Lawyer  
Doctor

## Self-Monitoring Guide

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

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

### What about You? What Do You Want to Achieve?

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



**Today I will learn to:**  
Manage stress using constructive strategies.

## How Stressed Out Am I?<sup>12</sup>

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

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

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

**How to figure out your score:**

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

**How to Interpret Your Results**

If you got a score:

- **Between 1 and 33:**

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

- **Between 34 and 63:**

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

- **Between 64 and 99:**

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

## Bad Anti-Stress Tricks

**BINGE  
EATING**



Why does this seem to help me control stress?

What might happen if I resort to this trick?

**GETTING  
HIGH**



Why does this seem to help me control stress?

What might happen if I resort to this trick?

**GETTING  
DRUNK**



Why does this seem to help me control stress?

What might happen if I resort to this trick?

**CUTTING  
MYSELF**

Why does this seem to help me control stress?

What might happen if I resort to this trick?

## Some Good Anti-Stress Strategies

SING!



### Singing:

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

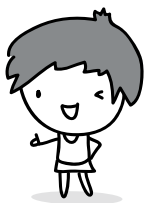
WORK  
OUT!



### Working Out:

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

LOL



### Laughing:

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

SLEEP  
TIGHT!



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

**Today I will learn to:**  
Organize my ideas using mind maps.

## What Is a Mind Map?<sup>13</sup>



Created by Gregor Gensler  
from Noun Project

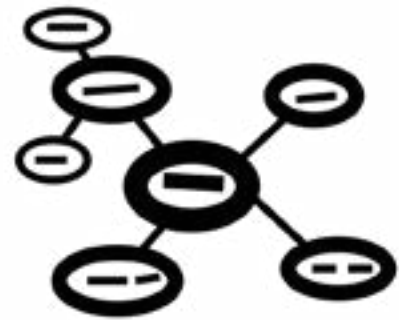
Order, comprehension, memory, creativity, openness to new ideas, acceptance of change as an attitude in life, and the capacity for synthesis, analysis, abstraction, planning, and classification are just some of the skills that are developed in a person when creating mental maps.

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

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

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

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



Created by Leslie Tom  
from Noun Project

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

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

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

## Global Warming<sup>14</sup>

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

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

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

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

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

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

Factors such as the use of automobiles, the excessive use of lights, and the accumulation of garbage have a direct impact on global warming. The use of automobiles, for example, contributes significantly to carbon dioxide (CO<sub>2</sub>) emissions, which are the leading cause of this worldwide emergency. The excessive use of lights is also a major problem, since much, if not all, electricity is generated using oil, coal, or gas, resulting in CO<sub>2</sub> as a waste product. Finally, garbage is also related to the emission of gases that cause global warming.

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

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

**Today I will learn to:**  
Question excuses people use  
to get away with harming others.

## Is Vincent Innocent?

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

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

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

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

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

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

## Ciro

### Part 1

Read the following story and underline all manufactured excuses.

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

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

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

### Part 2

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

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



Today I will learn to:

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

## No Excuses

These teens make up lots of excuses when faced with situations that they regret.

Your mission is to change the ending (Scene 2), in each one of these stories: How could these young people take responsibility for what they did instead of making up excuses?

First, let's read an example:

### Example With Excuses

#### Scene 1:

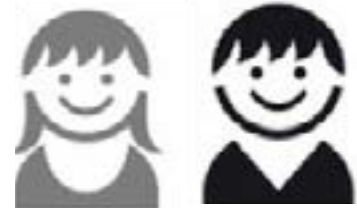
Amberine didn't do her part for a group assignment that she has to present today, together with Maria and Pavel.

#### Scene 2:

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



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



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

### Example Without Excuses

#### Scene 1:

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

#### Scene 2:

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



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



**Story 1 - With Excuses**

**Scene 1:**

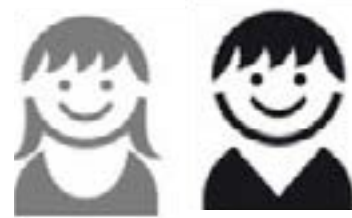
Amaranta told a secret to Rachel, and Rachel told it to her boyfriend Jake. Jake told it to his friends. Amaranta is mad at Rachel because she found out that all of Jake's friends know her secret now.

**Scene 2:**

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



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



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

**Story 1 - Without Excuses**

**Scene 1:**

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

**Scene 2:**

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

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

**Story 2 - With Excuses**

**Scene 1:**

Leo broke Pablo's new cell phone.

**Scene 2:**

Leo feels embarrassed about breaking Pablo's cell phone, so he decides to make up excuses for what he did.



Your cell phone broke because it was fragile. You're better off buying a manly cell phone.

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

**Story 2 - Without Excuses**

**Scene 1:**

Leo broke Pablo's new cell phone.

**Scene 2:**

Leo feels embarrassed about breaking Pablo's cell phone, so he decides to

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

**Story 3 - With Excuses**

**Scene 1:**

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

**Scene 2:**

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



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

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

**Story 3 - Without Excuses**

**Scene 1:**

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

**Scene 2:**

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

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

