



Teacher's Guide

Grade 7



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

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

Rights and Permissions

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

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

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

Production: Inés Kudó

Coordination: Joan Hartley

Assistance: Luciana Velarde

Authors:

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

Collaborators:

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

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

Illustrations: David Cárdenas, Silvia Tomasich, Ericca Alegría.

Graphic Design: Evolution Design eirl., Alejandro Cubas.

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

Posters: Hermanos Magia S.A.C.

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

Follow us on:

 /BancoMundialPeru

 @BancoMundialLAC

KEY PARTNERS:





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

- Chaux, E., Bustamante, A., Castellanos, M., Jiménez, M., Nieto, A.M., Rodríguez, G.I., Blair, R., Molano, A., Ramos, C., & Velásquez, A.M. (2008). Aulas en Paz: Estrategias pedagógicas. *Revista Interamericana de Educación para la Democracia*, 1, 2, 123-145
- Collaborative for Academic, Social, and Emotional Learning (2003). How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life. Retrieved from <http://casel.org/wp-content/uploads/academicbrief.pdf>
- CASEL (2015). What Is Social and Emotional Learning? Retrieved from Collaborative for Academic, Social, and Emotional Learning: <http://www.casel.org/social-and-emotional-learning>
- Cohen, J., & Greier, V. (2010). School climate research summary: January 2010. New York: Center for Social and Emotional Education.
- Cohen, J., McCabe, L., Michelli, N., & Pickeral, T. (2009). School climate: Research, policy, practice and teacher education. *Teachers College Record*, 111(1), 180–213.
- Cunha, F., Heckman, J. J., Lochner, L., & Masterov, D. V. 2006. Interpreting the evidence on life cycle skill formation. *Handbook of the Economics of Education*, 1, 697-812.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71- 75.
- Duckworth, A., Peterson, C., Matthews, M., & Kelly, D. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087.
- 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.
- Dweck, C. (2006). *Mindset: The New Psychology of Success*. Random House.
- Dweck, C. (2012). *Mindset: How You Can Fulfil Your Potential*. Robinson.
- Furlong, M. J., Greif, J., Whipple, A., Bates, M.P., & Jimenez, T. (2005). The development of the California School Climate and Safety Survey—Short form. *Psychology in the Schools*, 42, 137-149.
- Guerra, N., Modecki, K., & Cunningham, W. (2014). Developing social-emotional skills for the labor market: The PRACTICE model. Policy Research Working Paper. Washington, DC: World Bank.
- Heckman, J., & Kautz, T. (2013). Fostering and Measuring Skills: Interventions That Improve Character and Cognition. In: Heckman, J., Humphries, J.E., & Kautz, T. (Eds.). *The Myth of Achievement Tests: The GED and the Role of Character in American Life*. Chicago: University of Chicago Press.
- Jimerson, S., A. Nickerson, M. Mayer, & M. Furlong (2012). *The handbook of school violence and school safety: International research and practice* (2nd ed.). New York: Routledge.
- Kautz, T., Heckman, J. J., Diris, R., Ter Weel, B., & Borghans, L. (2014). Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success. (No. w20749). National Bureau of Economic Research.

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 the positive
	Responsible Decision-making	Creative Thinking	Come up with lots of ideas on a single topic	Group ideas using different criteria	Generate unique ideas that others may not think of	Elaborate an idea further	Look at a problem from a whole new perspective	Create solutions
		Critical Thinking	Form my own opinion	Seek information to make up my mind	Question stereotypes about what boys and girls like	Question what I read to form my own opinion	Question what I see in the media to form my own opinion	Question messages
		Responsibility	Take good care of myself and my stuff	Meet my obligations	Own up to my mistakes, no excuses	Care for a clean world	Take responsibility for how I make other people feel	Be a 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
calmly to other people's anger	Talk to myself to make me feel better	Relax when I feel angry, scared or worried	Manage my emotions using my inner voice	Cool my thoughts to manage my emotions	Connect my hot thoughts to the emotions that provoke them, to replace them with cool thoughts
st the urge to cheat	Put off distractions until it's a good time for them		Give up immediate rewards for the chance of achieving bigger goals down the road	Wait if this leads to the best outcome	Harness my willpower to gain control over my impulses.
frustration by focusing on what I can do	Replace frustrating thoughts with positive thoughts	Control my reactions to frustration so I don't hurt anybody	Stop the negative emotional chain triggered by frustration	Know the difference between the things I can change and the things I can't	Face the obstacles that may interfere with my goals after high school
to account the point of everyone affected by my decisions	Understand members from a different social group than mine by taking their perspective	Take the perspective of people from a social group different than mine	Consider the expectations, information and feelings of others before judging a situation	Use the rights perspective when assessing a difficult situation	See the different perspectives in a social conflict to better understand its root and ramifications
myself in the place of who face discrimination on a daily basis	Put myself in my parents or siblings place when something happens to them	Put myself in my friends' place when something happens to them	Feel what other people feel when they are having a hard time	Use empathy to nurture my sense of justice	Use my empathy to guide my sense of social responsibility
ude those who feel excluded	Care for the environment in my daily life	Take responsibility for preserving the environment	Offer help that is genuine, humble, respectful of the other person	Look for ways in which I can help others	Use my skills to make my community a better place
clarify during a difficult conversation	Read non-verbal language when somebody is telling me something	Use non-verbal language to show interest in what I am listening	Focus my attention on what other people want to tell me and show I care	Listen without advising, preaching, minimizing or blaming	Debate ideas listening and understanding well the other's arguments and point of view
nd my friend without hurting others	Put a stop to a situation that is offensive or hurtful to me	Tell my friends how I feel and what I need and don't need from them	Refuse doing something I don't want without offending or hurting others	Tell the difference between aggressive, passive and assertive responses to difficult situations	Assert my thinking over groupthink to avert a faulty decision
win-win solutions to a t with somebody else	Mediate between two friends in conflict	Mediate between two friends so they don't hurt each other	Define the problem, how I feel, what I did wrong and how to amend it	Use planned conversation to find win-win solutions to a conflict	Pinpoint and challenge gender stereotypes when they affect my relationships
onitor to achieve a goal I've set for myself	Prevent fixed mindset from affecting my motivation	Enjoy the effort it takes to take on a challenge	Use my growth mindset to nourish my motivation	Face my personal obstacles with a plan	Think of my life plan with a growth mindset
my strategies when I'm ating the results I expect	Value my efforts to achieve my goals	Pursue my goals with discipline and autonomy	Prepare for the challenges I will face to finish high school	Set my personal goals for the next five years and make a plan to achieve them	Breakdown my life plan into steps I can follow
s on my strengths to come negative thinking	Identify my own biases when assessing how stressful a situation is	Manage stress using constructive strategies	Deal with the big and small stressors in my life	Recognize how I cope with stress	Assess my level of stress and cope with it effectively
a detailed plan to solve a problem	Assess potential solutions to an issue using the thinking hats	Organize my ideas using mind maps	Generate ideas that are different from each other	Look at a problem from a different perspective	Envision all the things I could be, do, and achieve in my life.
sion advertisement pages and how they ence my worldview	Sort between facts and opinions	Question excuses people use to get away with harming others	Recognize how my own biases and prejudices affect others	Think twice before I act	Question beliefs that may have a negative influence on my decisions and my future
role model for others	Embrace honesty when facing the consequences of my actions	Be accountable for what I say and do, without excuses	Own up to my mistakes and make up for them	Guard for my own safety and wellbeing, as well as others'	Take responsibility for making the world a better place

Introduction to Grades 7 and 8

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

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

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

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

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

Grades 7 and 8: Early Adolescence

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

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

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

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

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

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



MODULE 1

With Myself

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Concept

GROWING UP

Today I will learn to...

Understand the changes I am going through.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

To start off, I'd like you all to think about whether each one of you is different from the other people you know; for example, your siblings or friends.



Simply listen as students respond yes or no. If any of them say "no," ask them why. Conclude by telling them that we may be similar, but each of us is different and have traits that make us unique.

2 Core

We're going to begin this lesson by doing the worksheet "What I Like" in your workbooks (see Student Material).



Give them a few minutes for this. After everybody has finished the activity, go on.

Now we're going to form groups of three. Each of you will have five minutes to tell your group members about your answers. I'll let you know when to switch and let another group member talk.

- Did you discover things that you have in common, or are you all very different?
- What sorts of things did this activity make you think?

Possible answers: We may have things in common, but each one of us is different; as we grow, the things we like and the experiences we enjoy start to become clearer.

What Am I Like?

Now we're going to do the worksheet "What I'm Like," which you can find in your workbooks (see Student Material). Fill out the triangle with the three different dimensions of characteristics, like this:

- **What am I like physically?** What are your physical characteristics? For example, I'm tall, I'm a woman, I have curly hair, etc.
- **What am I like psychologically?** What is your personality like and how do you act? For example, curious, happy, smart, shy, friendly or sociable, funny, etc.
- **What am I like socially?** What are the different roles we play? For example, Peruvian, son, sister, friend.



Give your students a few minutes to fill out the triangle in the worksheet. Then, organize them into groups of two and ask them to share their answers with their partners. The partner can simply listen, or he can add to those characteristics, pointing out positive aspects only with regard to the appearance, personality, or social roles of their partner.

Growing Up

Now we're going to do the worksheet "Growing Up" in your workbooks (see Student Material).



Given them a few minutes to do this. After they have finished the worksheet, ask some students to share three statements with the class.

It isn't easy to get used to the changes in our bodies, but we have to take it calmly. We are often unhappy with our physical appearance, but this will begin to change little by little. One way to learn to value our physical aspects is to acknowledge ourselves as complete beings, and realize that our bodies help us with all of our day-to-day activities.

The mood changes we experience throughout adolescence are normal. It's a challenge to learn to control them, but it is important to manage our moods so that they don't negatively affect our relationships. Since our friends are going through the same thing, we need to try to be understanding with them.

Part of growing up is wanting to share more time and experiences with our friends, and it is important to enjoy this. Our family is still important, but our friends are, too. This is natural.

3 Wrap-Up

- What are the advantages of growing up?

Suggested answer: We can make our own decisions; we can do more things that we used to need help with; there are other people who are important in our lives in addition to our families, etc.

Student Material

What I Like



What I like to watch or see:

A place I like to go to:



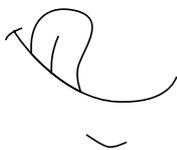
A smell I like:



Music I like to listen to:

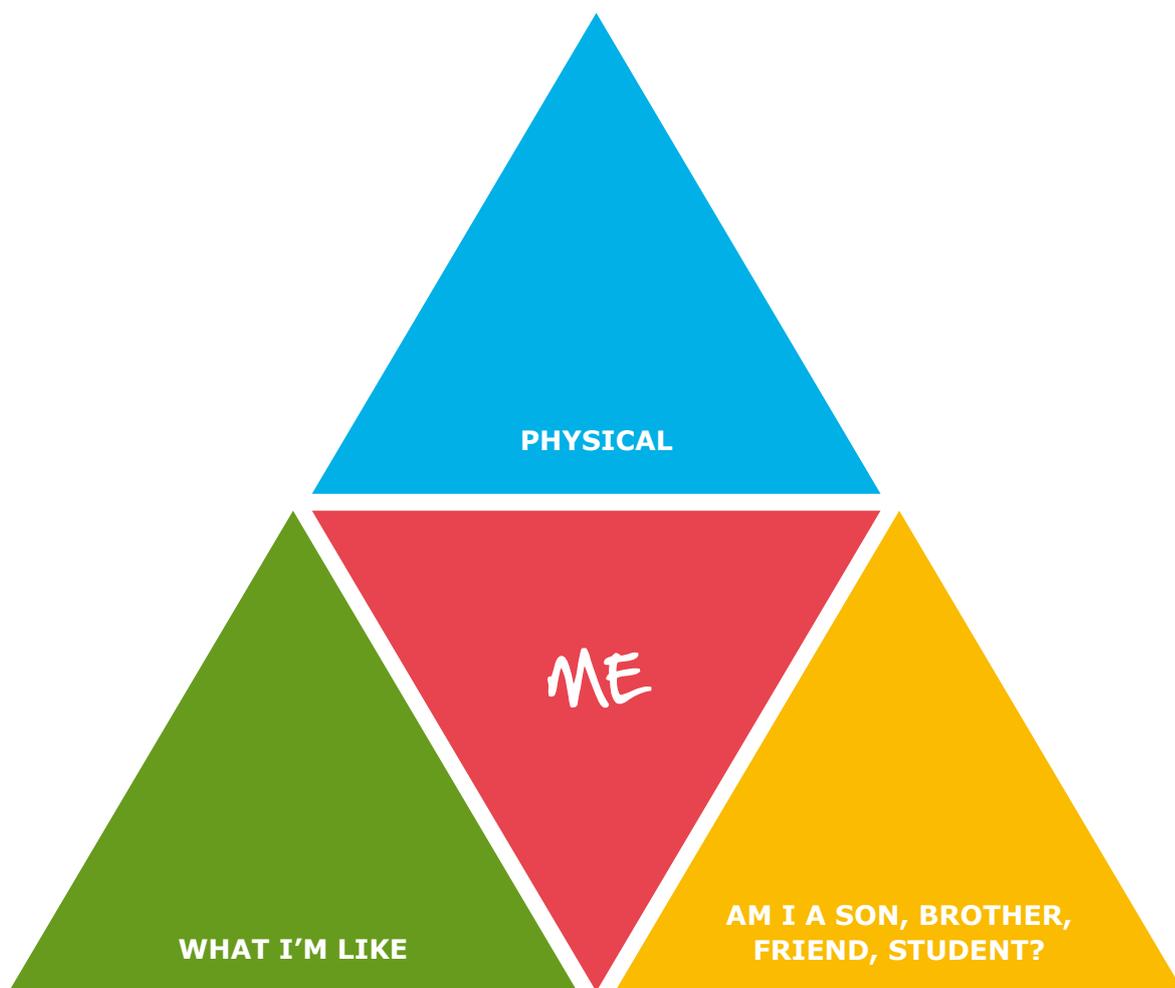


Flavors and tastes I love:



What I'm Like

Fill out each part of the triangle with your personal characteristics, the ones that describe what you're like. Write down four characteristics for each dimension.



Growing Up

Read the following statements and put an "X" beside the three that best describe your experiences at this time in your life.

	I like the changes that have happened in my body.
	I have more friends and I really like to do things with them.
	I have the same friends as always, but now we do different things that I really enjoy.
	Now my body has sensations that I didn't have before... and I like that.
	I make many decisions that other people used to make for me.
	I still have some of the same characteristics as I did during my childhood. For example, _____.
	I'm still processing all these changes in my body and the way I am. It hasn't been easy, but I can do it.
	My mood changes a lot: from joyful to angry, from happy to sad ... this is a bit difficult.
	I question the ideas and behaviors of the adults around me. I like that because _____.

Concepts, Tips and FAQs

1 Key Concepts

Puberty: The attainment of sexual maturity; indicated for girls by menarche and for boys by the production of live sperm and the ability to ejaculate.

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).

2 Tips for Teachers and Parents

- During this stage, it is important to show willingness to accompany teens and be patient with the different changes, both physical and psychological, that students are experiencing.
- In order to help guide students, it is vital to inform yourself on the characteristics of these changes.
- All human beings go through puberty, but the passage through this stage is healthier when students are allowed to express their concerns and natural feelings about this age.
- It is important to reinforce the idea that a person is more than her physical appearance, and that getting to know someone, or getting to know ourselves, involves knowing more than the surface or appearance. Our ideas, emotions, opinions, and behaviors are a very important part of who we are.
- Students may have difficulty expressing the changes they are experiencing at this stage. It is important to orient them and encourage them to reflect on these changes. As we grow up, people change and those changes become more evident in our bodies, since we are leaving childhood behind and becoming young adults. We begin to set ourselves apart through sexual characteristics and the way we are.

3 Frequently Asked Questions

- **Why is it important to recognize changes in our bodies?**

If we know what is happening to us, we can adapt better to these changes.

- **How can I accompany teens during this stage?**

It is important to show them that you are willing to talk and answer any doubts they may have. It is helpful to offer them accurate, succinct information to help resolve any doubts that teens may have. They may ask us lots of questions or they might not ask anything. We need to respect their needs and their time during this stage.

- **How can I build their self-esteem at this age?**

- By helping teens to recognize that physical and psychological changes are part of our lives, and that it is natural for them to feel confused, scared, or upset.
- By giving their lives a sense of continuity: helping them to recognize that they are growing up, that each stage of this process has meant new experiences and changes that they have successfully overcome, and that the process of growing up makes them wonderful and unique people.
- Showing you care about them. These gestures help them to contain negative feelings and foster inner peace.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Self-Efficacy

GROWING MY MIND

Today I will learn to...

Grow my intelligence through practice.

What we'll need is...

Colored pencils.

Lesson Guide⁵

1 Intro

Today I'd like to invite you to think about these questions: What does intelligence mean to you? Do we all have the same level of intelligence?



Listen to your students and supplement if you consider it necessary, using the following information:

Intelligence is the set of cognitive capacities that allow us to learn, reason, think and analyze information, develop new skills, form concepts, make decisions, solve problems, and formulate new ideas, among other things. Intelligence enables us to solve the problems we face in our daily lives and adapt to or adequately manage new situations.

We all have the same possibility of developing our intelligence. We may each have different levels of development, but we can grow our intelligence.

2 Core

Would you like to learn how to grow your intelligence?



Listen to your students.

Today we're going to read about current research that teaches us how to grow our intelligence. Let's open our workbooks to the worksheet "You Can Grow Your Intelligence" (see Student Material).

As you read, you'll have to make six drawings to help your brains add the new information to your long-term memories. This is because our brains have surprising abilities to remember images.

5. The conceptual ideas and activities in this lesson were taken and adapted from "Brainology: Part III, Lesson and Material Guides for Teachers." (2002-2015) Retrieved in May 2015 from www.mindsetworks.com.

Ask them to take a look at the page after the article where they'll have to do their drawings.

Read the introduction and Section 1 of the article with the whole class. Ask them to work as a group to come with possible images that could depict the main idea. This will help them in the work they'll have to do next. Then, give them three minutes for each one of them to make the drawing of their choice that captures the main idea of the text.

When the three minutes are up, ask them to share their drawings with a partner. Give them two minutes for this exchange.

Then continue reading Section 2 of the article with the whole class. Give them three minutes so that each of them can make a drawing that best captures the main idea of the text they've just read. When the three minutes are up, ask them to share their drawings with a partner. Give them two minutes for this exchange. Continue on using the same system for Sections 3, 4, 5, and 6.

Finally, ask the question provided below and listen to your students.

- How can this new knowledge influence the confidence we have in our ability to succeed in different situations?

Possible answers: It can have a positive influence, because now we know that we can develop any ability we set our minds to. We will definitely have to work hard at it, but we can do it. This new knowledge opens up an infinite world of possibilities regarding who we are and what we'll be able to achieve in our lives. It also gives us hope and helps us understand that we have a great deal of potential just waiting to be explored and developed.

3 Wrap-Up

- Which of the ideas you previously had about intelligence have changed after reading the article
Possible answers: Now we know that intelligence is a capacity that can grow; that there is no such thing as someone who is dumb at something, they just need to exercise or practice their abilities, etc.
- Do you have any capacities that you might have neglected because you believed you couldn't develop them, but now you'd like to start working on them again?

Student Material

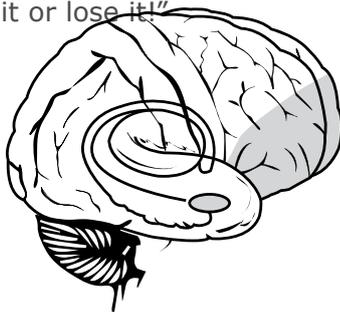
You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart or average or dumb –and stays that way for life.

But new research shows that the brain is more like a muscle –it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

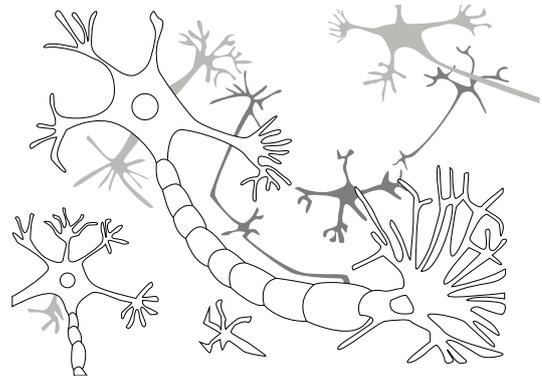
Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can lift 20 pounds when he starts exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"



But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



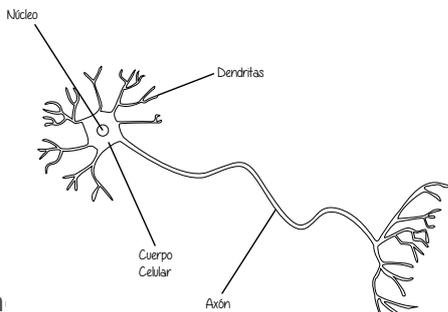
A section of the cerebral cortex



Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.



A typical nerve cell



When these tiny connections in the brain actually multiply and get stronger. The more you challenge your mind to learn, the more your nerve cells grow. Then, things that you once found very hard or even impossible to do –like learning a foreign language or solving math problems– seem to become easy. The result is a stronger, smarter brain.



How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with other animals and different toys were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.



Nerves in brain of animal living in cage

Brain of animal living with other animals and toys.

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 100% heavier than the brains of the animals who lived in cages.

The animals who were exercising their brains by playing with toys and each other were also "smarter" –they were better at solving problems and learning new things. When scientists put the caged animals with other animals and toys, their brains also grew by about 10%!

4

Children's Brain Grow

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first years of life. How can they do this?

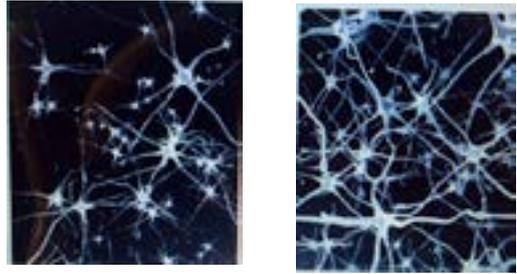
The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk. They have to try to make sense of these strange sounds and figure out what they mean. In that way, babies are exercising their brains by listening hard.

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds, then, words start coming; then, by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed –it has actually gotten smarter. The baby's brain cells grow new connections between them, making the baby's brain stronger and smarter.

Growth of neuron connections in a child from birth to 6 years old.



5

The Real Truth About "Smart" and "Dumb"

No one thinks babies are dumb because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if he can't solve math problems, or spell a word right, or read fast –even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things –because the brain "muscles" have gotten stronger!

So, that student that appears to be smartest because she reads faster, may not have been born any different from anyone else. Maybe, she just started practicing reading before going to school, starting to build up her "reading muscles" before her classmates. What her classmates should do is build up their "reading muscles" in that same way, practicing!

6

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way –just as a basketball player learns new moves.

But many people miss out the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming physically stronger or becoming a better player in any sport does. Sometimes it even hurts! But when you feel you get better and stronger, all the work is worth it!

You Can Grow Your Intelligence

Instructions:

1. Identify each section, numbered from 1 to 6. Then, read each section following your teacher's directions.
2. After reading each section, draw an image that captures the main idea of that part of the article.
3. After you finish drawing, show your picture to a classmate and tell him/her why it captures the main idea of the text.

1		This image captures the main idea because... Tell your classmate about it. _____ _____ _____
2		My image depicts the branches (dendrites) growing between the brain cells because... Tell your classmate about it. _____ _____ _____
3		My image shows the difference between animals that have toys to play with and live with other animals and those animals that don't because... Tell your classmate about it. _____ _____ _____
4		My image depicts the branches (dendrites) growing between the brain cells because... Tell your classmate about it. _____ _____ _____
5		The way in which babies learn to talk is captured in my image because... Tell your classmate about it. _____ _____ _____
6		We all have brains that can be exercised, and I have shown this in my image because... Tell your classmate about it. _____ _____ _____

Concepts, Tips and FAQs

1 Key Concepts

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).

Intelligence: the ability to learn or understand things or to deal with new or difficult situations (Merriam-Webster, 2015). Recent research on learning and the brain have shown that when people practice and learn new skills, the brain becomes stronger (more active, larger and denser with neural tissue). This means that intelligence is not fixed, as previously thought, but can grow with practice, learning and experience (Dweck, 2006; 2012).

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

2 Tips for Teachers and Parents

- During early adolescence, the search for identity and the adaptation to the changes that come with puberty require teens to engage in self-reflection and recognize the possibilities they have to develop their capacities.
- Each adolescent works at his or her own pace. For this reason, it is not a good idea to make comparisons. Instead, we need to encourage them to work hard to develop their own abilities.
- Perceived self-efficacy has an influence on choice of activities and helps drive personal development. A positive opinion on their possibilities for developing their abilities helps increase students' self-confidence and enables them to identify the things that help them grow their intelligence.
- Academic areas must be made into opportunities to develop intelligence. Teachers need to note that we can all develop our abilities at math, science, social sciences, etc., and plan their classes in such a way that they become a possibility to practice these abilities. For this reason, it is necessary that we adults overcome the stereotypes and beliefs that lead us to focus on those who display greater abilities in a specific area.
- It is recommended that parents and teachers read the article featured in this lesson, so that they are up-to-date with the new findings on human intelligence.

3 Frequently Asked Questions

- **Why is it important for our self-efficacy to understand that intelligence can grow?**

For years, many human beings have been pushed aside because the world has been divided between those who are "talented" and those who are "untalented." By learning about the latest scientific findings on the possibilities that all of us have for exercising our intelligence and developing the talents and abilities we set our minds to, this will help give us the confidence we need to concentrate on practicing, working hard, and taking on new challenges.

Module 1
With Myself

General skill
Self-Awareness

Specific Skill
Emotional Awareness

A WORLD OF EMOTIONS!

Today I will learn to...

Recognize how I feel and how I would like to feel.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

To start off today, I'm going to mention some emotions and I want you all to think about which of these emotions you have felt today: joy, sadness, fear, anger, pride, shame, guilt, frustration, anxiety, pride, peacefulness.



Mention each emotion and give them a few minutes to think about whether they have felt that way today.

2 Core

My Emotion Pie Chart

Let's think about what we have done in the last lesson. We've probably been in situations that have caused us to feel different emotions. Open your workbooks to the worksheet "My Emotion Pie Chart" (see Student Material). There, you'll find an example of Didier's emotion pie chart. These are emotions that Didier felt over the course of last week. Look at the example and try to understand this concept.



To make sure that your students have understood the emotion pie chart, ask the following questions and listen to your students.

- Which emotion did Didier feel most often?
Suggested answer: Fear.
- Which emotion did Didier feel the least?
Suggested answer: Joy.
- Based on his most frequent emotion, can you figure out whether he had a good or a bad week?
- Based on those emotions, what do you think might have happened to Didier?

Possible answers: It looks like Didier had a bad week. Something must have happened to him. He might have done badly on a presentation at school. Maybe he forgot what he was supposed to say, and that made him feel afraid, embarrassed, sad, anxious. But he also felt proud this week, so maybe something else went well for him.

Now think about what your week was like and make your own emotion pie chart.



Give them a few minutes to do this. After everybody has finished the activity, you can ask one or two students to share their emotion pie chart. If nobody wants to, go on to the next activity.

Mixed Emotions

Now let's turn to the worksheet "Mixed Emotions" (see Student Material) and read the introduction together.



After you have finished reading, ask your students to complete the worksheet. Give them a few minutes to do this. After everybody has finished, listen to your students. If you don't have much time left, you can ask them to identify the emotions in just two situations.

Possible answers:

- **Situation 1:** Sadness, joy, frustration, or the like.
- **Situation 2:** Anger, disappointment, frustration, or the like.
- **Situation 3:** Anxiety, joy, fear, or the like.
- **Situation 4:** Joy, anxiety, fear, or the like.

3 Wrap-Up

- Why is it important to identify the emotions we feel?

Suggested answer: Recognizing our emotions allows us to get to know ourselves and identify the situations that cause us to feel that way. It is also very important because there are emotions that we have to manage and recognizing them is the first step to doing this, etc.

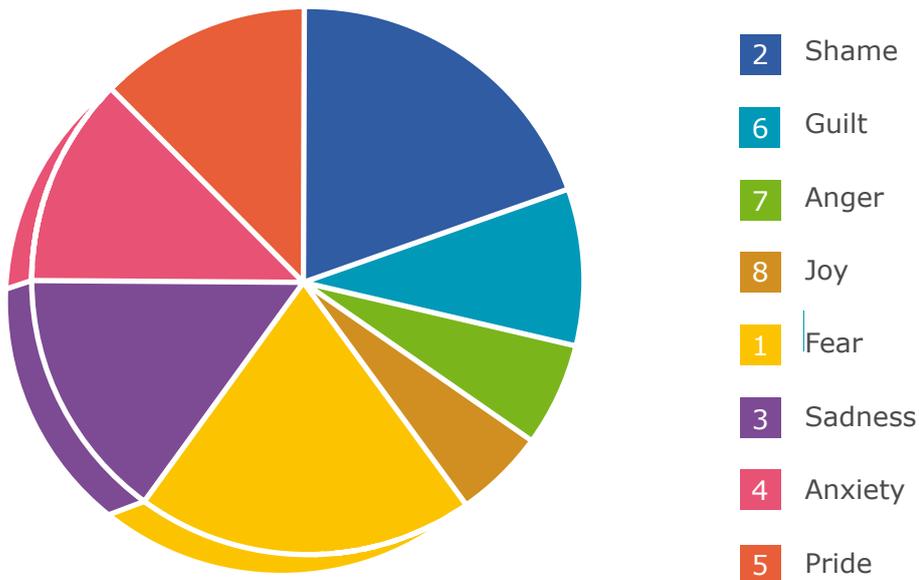
- What role do emotions play in our lives?

Suggested answer: Emotions are a basic characteristic of all human beings. They add "color" to our lives. Some emotions help alert us when something is wrong in a given situation, and even situations in which our life is at risk, etc.

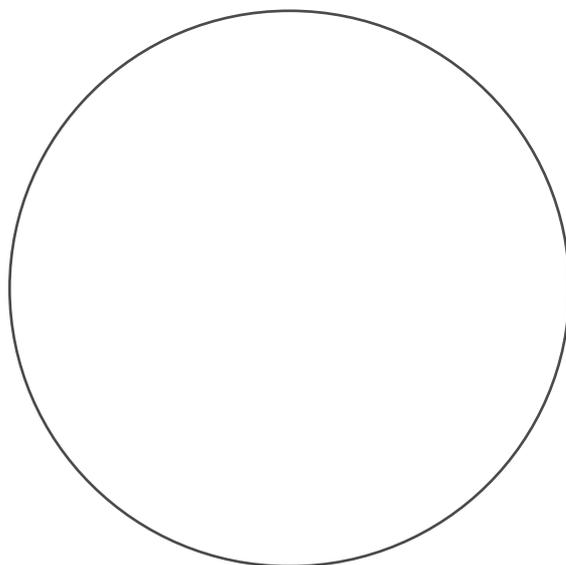
Student Material

My Emotion Pie Chart

Example: Didier's Emotion Pie Chart



Use a different color to match colors and emotions and numbers from 1 to 8, where 1 is the most frequent emotion and 8 is the least frequent emotion. Then, use the pie chart to represent the proportion of time that each emotion has been present in your life this past week.



- Shame
- Guilt
- Anger
- Joy
- Fear
- Sadness
- Anxiety
- Pride

Mixed Emotions

Some situations may cause us to feel several emotions at the same time. Below, you will find different situations in which this might happen. Write the emotions you would feel if you found yourself in the following situations (you can refer to the emotion guide below).

Situation: Athletic Competition

You are participating in an athletic competition. You lose the competition, but your best friend wins.

You feel: _____

Situation 2: Possible Boyfriend

You get the feeling that a classmate is really interested in you. He acts like he might want something more than a friendship but someone else tells you that he is already going out with someone else.

You feel: _____

Situation 3: The Recovery

You're having a tough time in Spanish class. The teacher gives you the chance to give a presentation so that you can improve your grade. He sets the topic and the date for your presentation.

You feel: _____

Situation 4: The Trip

You get the chance to travel to another country, but you have to take the plane alone (without your family). The plane ride is several hours long.

You feel: _____



Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- 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

• Why is it important to talk about our emotions?

Teens often complain that "Nobody understands me." Usually, what happens is that they have great difficulty in clearly expressing what they feel. Furthermore, adults often have a hard time listening and understanding our own emotions and those of others.

Talking about our emotions helps us to recognize them and to develop tools to better communicate what we feel, in turn helping us to build more positive relationships with others.

- **Are emotions different in men and women?**

Both women and men are capable of feeling all types of emotions. The difference between us lays in the expression and self-regulation of what we are or are not allowed to express. It is important to avoid labelling emotional states and feelings as feminine or masculine. Any person, whether female or male, who recognizes the breadth of his or her emotional life and the particularities of his or her emotional experience will be healthier for it, able to bolster his or her development and built more positive and longer-lasting interpersonal relationships.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Emotional Regulation

SELF-TALKING

Today I will learn to...

Talk to myself to make me feel better.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Take a few moments to think about a situation in which you acted impulsively because you felt really mad, but you later regretted your actions. Would anyone like to tell us about their experience?



Listen to your students and make sure the rest of the group pays close attention.

Today we're going to learn how to use our breathing, as well as other strategies, to manage our emotions and feel better. Let's get to work!

2 Core

When we feel fear, sadness, anger, or any other emotion that doesn't make us feel good, our breath tends to falter. When we learn how to take deep breaths, as simple as this may seem, we start managing our emotions. Taking deep breaths helps us to relax and feel calmer.

Taking Deep Breaths

This technique is very easy to put into practice and is useful for managing our physical reactions before, during, and after we face emotionally intense situations. Practicing it when you have a free moment will be a great help.

To do this, you must go through the different stages of breathing more slowly and intensely than normal, but making sure not to force it. Let's give it a try:

1. Breathe in deeply through your nose while you count to 4 in your heads.
2. Hold your breath while you count to 4 again in your heads.
3. Release the air, again through your nose, while you count to 8 in your heads, silently repeating: "I feel calm, I feel relaxed."
4. Repeat the process again.

To make sure you're breathing correctly, put one hand on your chest and another on your stomach. If only the hand on your stomach moves when you breathe, this means you're doing it right (some people call this "abdominal breathing"). We're going to repeat this exercise again. How do you feel now?



Listen to your students and validate their feelings.

When you find yourselves in emotionally tense or especially intense situations, remember this strategy and put it into practice.

Other Strategies

Sometimes, we may feel so mad, afraid, sad, etc., that we can have a hard time managing these emotions.

Let's open our workbooks to the worksheet "The Story of Mildred" (see Student Material) and read the text together.

Now turn to the worksheet "TaReDIm"⁶ (see Student Material). TaReDIm is a group of several strategies that can help us managed those emotions that cause us unpleasant sensations.



Read the worksheet "TaReDIm" together with your students. Ask them to think of answers to the questions. Then, tell them to write these answers down on the next page. After your students have finished, ask for volunteers to share their answers for each TaReDIm strategy.

3 Wrap-Up

Remember the situation that you thought of at the beginning of the lesson, in which you acted impulsively because you were so mad, but you regretted your actions later. What would have happened if you had used one of these strategies to control your emotions in that situation? Would it have helped you to manage the situation differently?



Listen to your students and make sure the rest of the group pays close attention, too.

- Why is it important to practice strategies to help manage intense or unpleasant emotions?

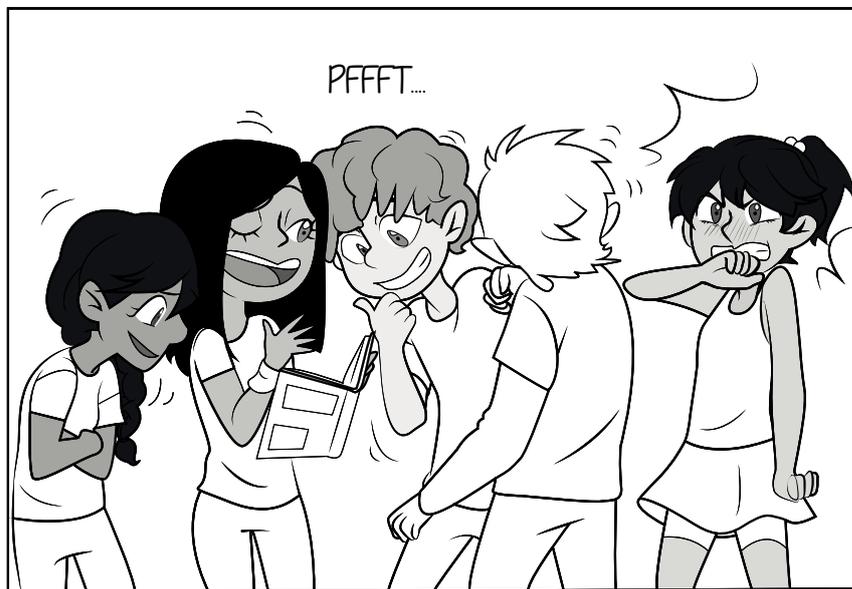
Suggested answer: It is important because managing our emotions helps us to take care of ourselves and avoid doing things that may have negative consequences for ourselves and others. Furthermore, practicing these strategies helps us to become more familiar with their use, and this makes them more effective.

6. Strategy adapted from the "Aulas en Paz" Multicomponent Program: www.aulasenpaz.org

Student Material

The Story of Mildred

Mildred likes to write down what she thinks and feels in a secret journal that she always carries in her backpack. One day, Mildred walks into her classroom to find that her friends have taken her journal without permission and are reading out loud as they make fun of what she has written there. This makes Mildred furious. Her hands and legs start to tremble and her face gets red and hot.



In order to control herself in this situation, Mildred could use the TaReDIm strategies. Let's turn to the next worksheet to find out what this is all about.

TaReDm

Talk to yourself

When we feel a very intense emotion, we can repeat short phrases to help ourselves calm down. For example, "I can deal with this"; "I won't react right now"; "Calm down"; "Be patient"; or "I can calm down."



Can you think of your own word or phrase to help you calm down?

Relax

This means practicing taking deep breaths to help calm your body, control yourself, or think of a peaceful place in your mind. You can also help yourself by counting from 1 to 10 and then back to 1 to relax your muscles and control yourself. 10... 9... 8... 7... 6... 5... 4... 3... 2... 1...



What makes you feel relaxed?

Distract yourself

Do something that you like, something that you find pleasant, to distract your mind and keep you away from experiencing that unpleasant emotion. For example, taking a walk, playing a sport, watching your favorite TV show, listening to music, reading, etc.



How could you distract yourself?

Imagine

Imagine something that helps you calm down; for example, an ice cube melting and cooling your emotions or a quiet place.



What could you imagine to help you calm down?

Talk to Yourself

I can control myself.
Be patient...

What is your word or phrase to help calm yourself down?

Relax

Take deep breaths...
Count from 1 to 10
and back again.

What makes you feel relaxed?

Distract Yourself

I'll listen to music
I'm going to read...

How could you distract yourself?

Imagine

Imagine a
melting
ice cube ...

What could you imagine to help calm
down?

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)

Emotional regulation: Purposefully influencing the intensity, duration and type of emotion we experience in accord with our momentary and long-term goals (Gross & Thompson, 2007).

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

2 Tips for Teachers and Parents

- During adolescence, emotions are experienced more intensely and it may be difficult to regulate them. For this reason, teens need the support of an adult who does not judge or assess them, but simply remains close by in case they are needed.
- Adults’ words and attitudes can have an agitating or soothing effect on teens. As such, it is critical that adults regulate and control their emotions and avoid becoming “caught up” in teens’ situations by also reacting impulsively.
- Taking deep breaths helps us get the oxygen we need and provides us with a feeling of wellbeing. It also helps us to distance ourselves a little from whatever is happening, allowing us to recognize what it is that is going on and what we need to do in order to feel better. The strategies suggested for teens in this lesson can also be helpful for adults who interact with them.

3 Frequently Asked Questions

- **Is it better to suppress an emotion so that we don’t have to deal with it, or the thoughts or actions that may result from the emotion?**

No. Managing our emotions does not mean that we should suppress or repress them. Rather, we need to learn how to regulate them. Denying, suppressing, or repressing emotions that do not make us feel good, such as fear, sadness, or anger, will not make them disappear. They will remain present, but will manifest themselves in other ways, such as rigid posture, insomnia, addictions, a lack of spontaneity, uncontrolled outbursts of feelings, compulsiveness in some of our actions, etc.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Delayed Gratification

WANNA, SHOULD

Today I will learn to...

Put off distractions until it's a good time for them.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Being a teenager means experiencing lots of changes, making decisions about the future, and having the strength not to give in to doing what you want right this very moment.

What is your favorite thing to do on the internet?



Listen to your students.

2 Core

Now let's open our workbooks to "Dave's Decision."



Ask for four volunteers to read the text. Each of them should read a paragraph.

Carefully explain the activity and ask them to do it. Make sure that everyone has understood. After everybody has finished, listen to four students who think that Dave should go with his sister and four who think he shouldn't.

Divide the blackboard into two parts and write the reasons why Dave should go on one side, and the reasons why Dave shouldn't go on the other.

- Why should he go?
Suggested answers: To keep his sister company; to have fun; so he can play and hang out with his friends; so he doesn't sit around home feeling bored.
- Why shouldn't he go?
Suggested answers: He won't finish his work or he'll do it quickly and carelessly; he'll get bad grades at school; his family will scold him.

Do you think it will be easy or hard for Dave to decide not to go and why?



Listen to your students.

All of us have a hard time doing what we have to do, because it requires effort. On the other hand, it's easier to do things that we like and that give us immediate satisfaction.

If we don't study hard because we're busy doing other things on the internet, what kinds of future goals will become more difficult because of this?

For example, finishing school; our prospects for going to college or getting a job afterwards, etc.

Listen to your students.



For the following section, it may help your students if you tell them about a personal experience in which it was hard for you to stop doing pleasant things so that you could do more demanding things that you had to do in order to reach your goals. Below is an example.

"I have a Facebook profile. When I'm grading homework, I always feel tempted to log in and chat with someone or read new posts. My strategy is to reward myself: after I've graded half of the homework, I log on for 15 minutes, then I sign out and grade the rest."

Now think of strategies that you can use to do what you have to do so you can get closer to reaching your goals, instead of doing what you want and distancing yourself from those goals. Open your workbooks to the worksheet "My Strategy" and do the activity.



Emphasize that the strategies must be specific and practical. After everybody has finished, listen to some of the strategies.

Which of these strategies would you use?



Listen to your students.

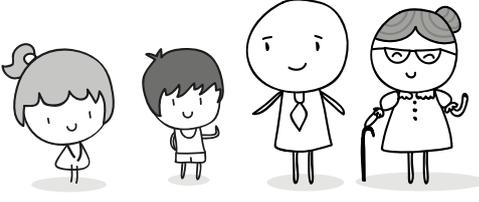
3 Wrap-Up

- Why is it hard to put off things that give us immediate satisfaction, but which might distance us from more important goals?
- Why is it helpful to have or create a strategy to achieve this?
- What other kinds of immediate satisfaction can you put off and what other strategies can you use to do this?

Student Material

Dave's Decision

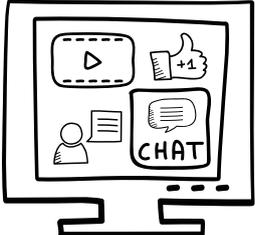
Dave and Ranya are brother and sister. He's 12 and she's 13. They live with their dad and their grandmother.



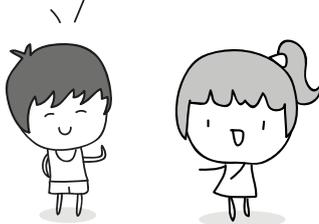
For the past month, Ranya has gone to an internet café every day, telling her grandmother that she's there to do her homework.



Even though she starts off trying to do her work, Ranya soon shifts to entertainment: she logs in to social media, chats with her friends, watches videos, and plays online games. Before she realizes it, it's already night out and she does her homework as fast as she can.



Ranya tells Dave what a great time she has at the internet café and she invites him to go with her the next day.



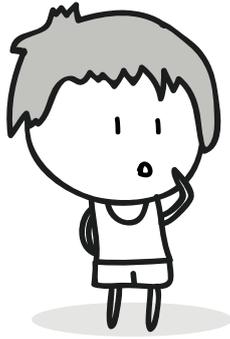
Do you think Dave should go with Ranya the next day?

Yes

No

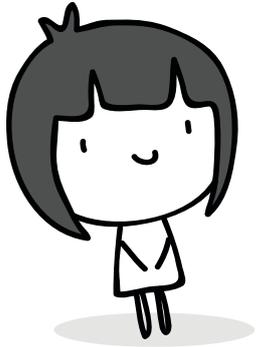
Below, write the reason you think Dave should or shouldn't go with Ranya:

My Strategy



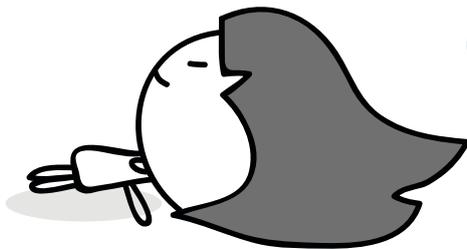
I prefer to do things
I want or like to do...
and not what I have to
do...

What's the problem?



To do what I have to
do... and put off what I
want to do...

*What is the strategy
for?*



My strategy is...

Concepts, Tips and FAQs

1 Key Concepts

Autonomy: Governing ourselves while balancing and harmonizing our interests with those of others. See also: (Dryden, 2015)

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

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

- Understand that your students or children are in the middle of a learning process that will serve them in life. We learn to be responsible by facing our mistakes and using them as opportunities to learn and grow.
- Scolding or preaching don't work. Make teens think of strategies to help organize themselves and be more disciplined in achieving their objectives, taking into account that their emotional and social development is also very important. Show them strategies that have helped you resolve problems and correct your mistakes.
- Help them to explore the consequences of their choices by asking polite questions
- Both teachers and parents need to be familiar with teens' interests. It is very important to listen to them more, ask questions, establish shared spaces so you can learn about what they like, what they do for fun, and what their dreams are for the future.
- Teens may demonstrate difficulty in putting off gratification and it may be harder to convince them to do so. It is important to remain calm, promote respectful communication, and persevere.
- A respectful, warm attitude encourages closeness, trust, and cooperation, all of which are essential if you want to exert a positive influence on teens. A hostile attitude creates distance, a defensive attitude, and resistance.

3 Frequently Asked Questions

- **What are some good opportunities for teens to develop their ability to delay gratification?**

In order to identify these opportunities, we must be keen observers of adolescent behavior. For example, at home, sleeping in longer is more pleasant than getting up to get to school on time. Parents can ask their children, "Would you like me to help get you up or do you want to do it on your own?" If they ask for help, follow through with your end of the agreement. "Will you get up as soon as I call you or after five minutes?" If teens opt for the second choice, this will give them a great chance to develop self-control and autonomy. At some point, they will have to be prepared to do it on their own.

Module 1
With Myself

General skill
Self-Regulation

Specific Skill
Frustration Tolerance

NOT INTO ME

Today I will learn to...

Replace frustrating thoughts with positive thoughts.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

One of the most exciting things about growing up is the initiation of our romantic life. During adolescence, we begin to feel attracted to other people.

Have you ever had a crush on someone? Did you get your hopes up that you might have a relationship with that person?



Listen to your students, who will probably murmur their answers.

Now we're going to hear the stories of Sameen and Leo. Let's find out what happened to them when they had a crush on someone.

2 Core

Open your workbooks to the worksheet "The Story of Sameen" (see Student Material) and let's hear the story. Now fill out the fourth box.

What emotions did you include?

For example, sadness, frustration, loneliness, anger, disappointment, etc.



Listen to your students.

Now each one of you, on your own, is going to think of two different endings to Sameen's story and write them in your workbook. Then, put a + (**plus sign**) or a - (**minus sign**) beside each one of your endings, depending on whether Sameen handles her frustration positively or negatively.

- **Positive endings:** Sameen managed her unpleasant emotions and thoughts and overcame the situation. What's more, her actions didn't harm her or others.
For example, distancing herself from Misael; concentrating on something else (reading, a hobby, homework, or spending time with her friends); distracting herself with pleasant thoughts every time she thinks about him, etc.
- **Negative endings:** Sameen let herself get caught up in her unpleasant emotions and thoughts and the situation got worse. Her actions cause her harm or harmed others.
For example, giving Misael dirty looks or saying mean things about him; getting sad for a prolonged period of time; fighting with any girls who talk to Misael; insisting on talking to Misael through instant messages, etc.

Those of you who had two positive endings, raise your right hand. Those of you who had two negative endings, raise your left hand. Those of you who had one positive and one negative ending, raise both hands.



Ask some of the students to tell the whole class about their endings, both positive and negative.

Learning to positively manage emotions and thoughts caused by frustration takes time, and this process should be a goal for each one of us.

Now let's read "The Story of Leo" in your workbooks and use what we learned with Sameen. The idea is to continue Leo's story with positive strategies that Leo can use to manage the emotions and thoughts caused by frustration.



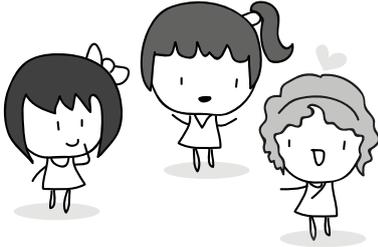
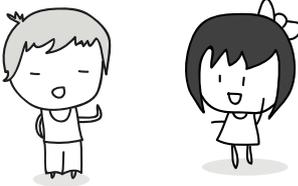
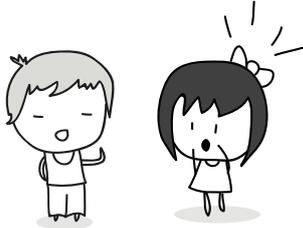
*After they have finished the worksheet, ask some of the students to share the positive ways in which Leo managed his frustration.
Listen to your students.*

3 Wrap-Up

- What did you like most about the things we learned today?
- Do you think that changing your thoughts in certain situations can help you deal with them better? Why? In what kinds of situations?
- In your own words, what does it mean to have tolerance for frustration?

Student Material

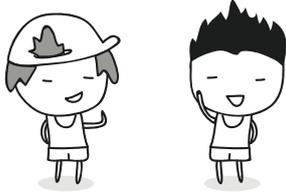
The Story of Sameen

 <p>Sameen told her friends that she has a big crush on Misael...</p>	 <p>One of Sameen's friends asks one of Misael's friends to ask him if he likes Sameen...</p>
 <p>Misael's friend tells Sameen's friend that Misael isn't interested in Sameen... Her friend tells Sameen so that she doesn't get her hopes up...</p>	<p>Now you continue the story... including what Sameen could be feeling.</p>

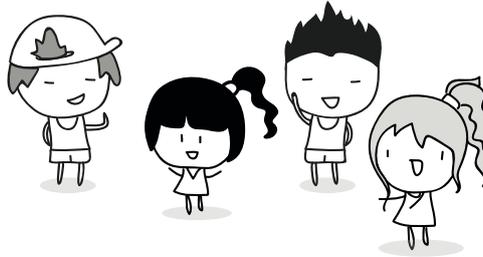
Think of two different endings for this story. They have to be something that could happen in reality.

--	--

The Story of Leo



Oliver and Leo have been friends ever since they were little...



Now that they're all grown up, they have lots of other friends..

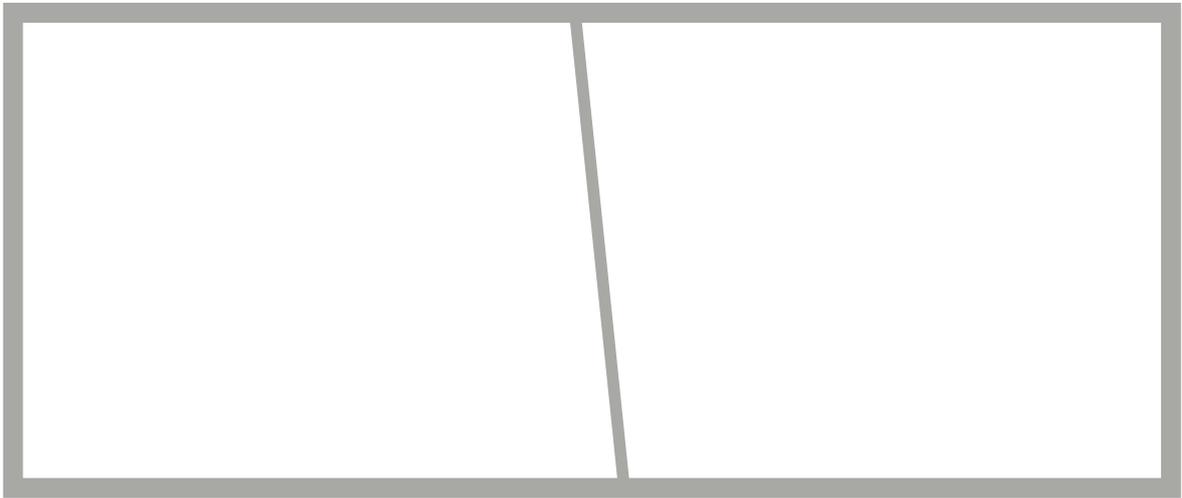


Oliver told Leo that he kissed Eliza and that now they're more than just friends...

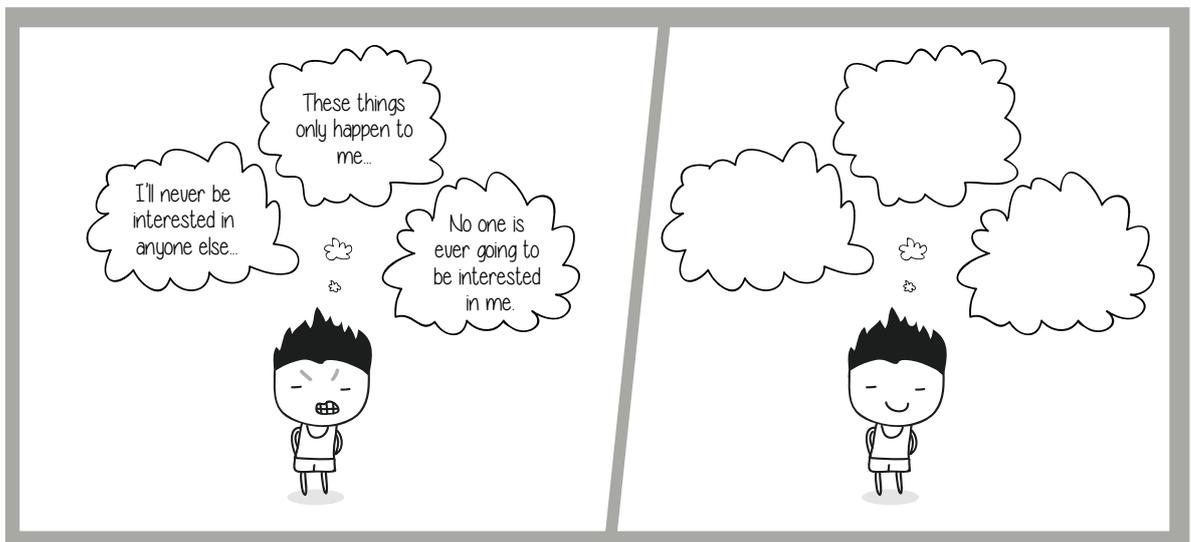


Leo felt surprised because he has a crush on Eliza, too.

Leo uses two positive ways to manage his emotions caused by frustration:



He changes his frustrating thoughts for positive thoughts:



Concepts, Tips and FAQs

1 Key Concepts

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

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

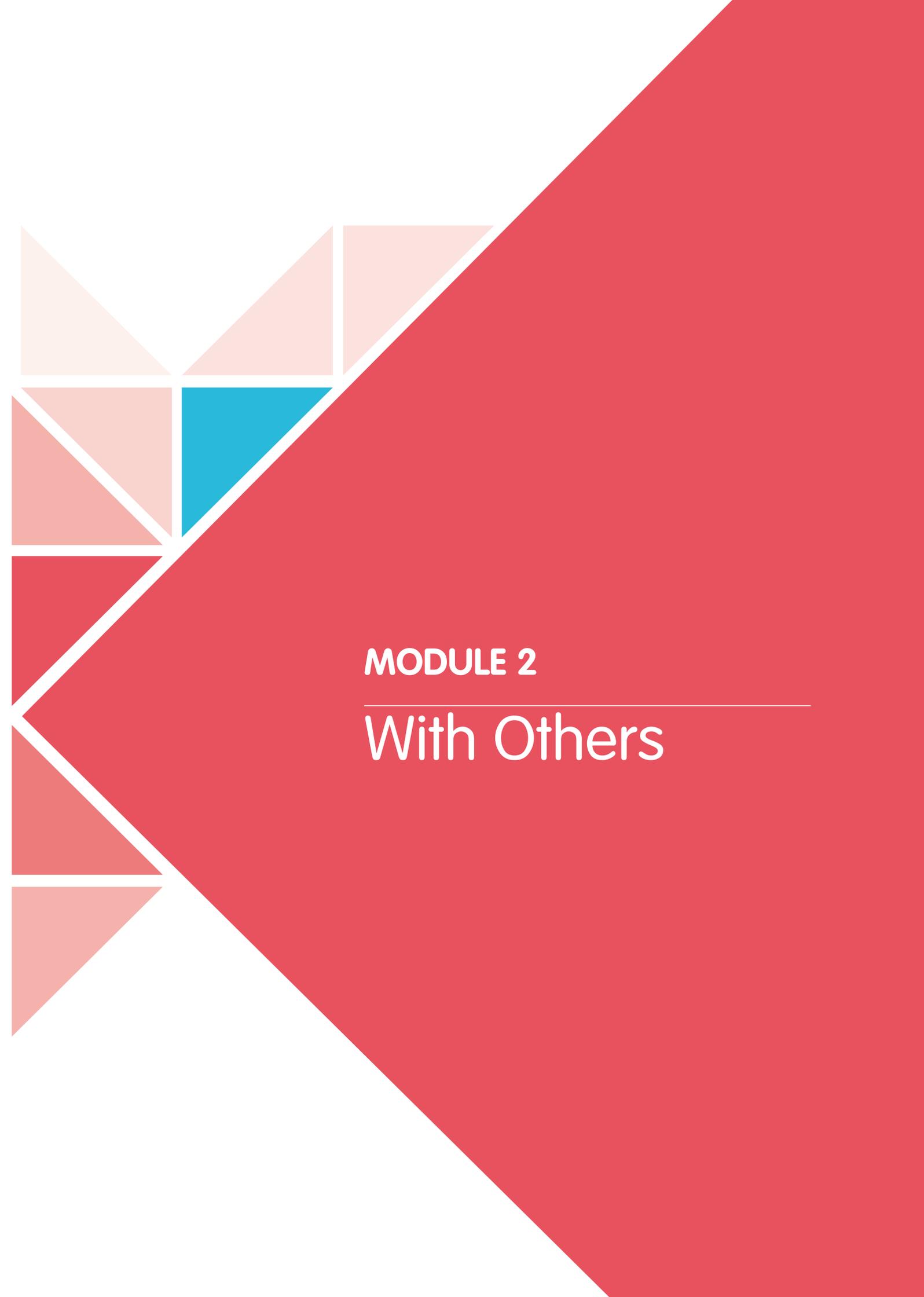
2 Tips for Teachers and Parents

- Teens need respectful guidance in facing the challenges that arise in their lives. Listening to them attentively when they seek us out to talk and asking them what’s going on when we see them “down” are two things that can help make them feel supported.
- When they feel frustrated, we can support them by telling them to remember that the situation will pass and demonstrating that we trust in them to overcome the situation. It is also important to remind of their good qualities and how they have been able to overcome other difficult situations in the past, no matter how small they may seem.
- Accompanying them is positive, but they need to be allowed to live their own lives and overcome frustration on their own terms. Some parents do anything possible to make sure their children never feel frustrated and try to create perfect worlds for them. Other parents underestimate what their children are feeling and leave them on their own. We need to try and avoid both of these extremes.
- Watching a movie, going out for a walk together, or sharing an activity that you both enjoy will help your children in these situations, as having time to be alone.

3 Frequently Asked Questions

- **How serious are romantic relationships in early adolescence?**

Teens get their hopes up easily. This makes them take their romantic relationships and everything about them very seriously. Furthermore, being attractive to others is very important in the construction of their identity and a positive self-image. It is important not to underestimate the frustration that this may cause them.



MODULE 2

With Others

Module 2
With Others

General skill
Social Awareness

Specific Skill
Perspective Taking

THROUGH OTHER EYES

Today I will learn to...

Understand members from a different social group than mine by taking their perspective.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Open your workbooks to the worksheet "What Would You Name It?" (see Student Material) and do the activity.



Give them a few minutes.

I invite you to share the name you gave to the painting with your classmates beside you. Did you give it the same, similar, or different names?



Listen to your students.

Considering that there are no right or wrong answers, think about why some of you gave the painting such different names. Maybe you focused on a different part of the image or figured out something different. Three of you can share what you think with the class, while the rest must pay close attention.

This painting is called **Guernica**.⁷

Guernica was painted by Pablo Picasso in 1937. It may be found in the Reina Sofía Museum in Madrid, Spain. This work depicts the news of the bombardments carried out by the German army on the city of Guernica, located in North-East Spain. The artist was greatly affected by the dramatic pictures published in different European newspapers. Despite this, neither the sketches nor the painting itself contain any allusions to actual events. Rather, they offer a general testimony against the barbarity and horrors of war.

7. Both the information and the image were taken from <http://www.museoreinasofia.es/coleccion/obra/guernica>.

2 Core

Based on our experiences, each of us may interpret the same situation in different ways. Likewise, people from the same social group may have different ways of seeing a situation compared to how other groups might see it, depending on their experiences, and beliefs. Now open your workbooks to the worksheet “Seeing from Other People’s Perspectives” (see Student Material).

- Can any of you tell us what it means to see things from other people’s perspectives?
Suggested answer: It means trying to see something in the way that others would see it or from different points of view, even if it’s different from our own.



Listen to your students.

We’re going to do the first activity together. Let’s read the first situation: “The residents of a city are against the construction of a cemetery near their homes.”

- What reasons might they have to feel this way?
Possible answers: They have certain beliefs about death and they feel scared; for health reasons, since dead bodies give off bad smells, attract flies, cause contamination, and carry diseases, etc.
- Do you think that people in your neighborhood would think the same way or differently?



Listen to your students.

We need to be aware that there are different ways of looking at the same situation. Now you’re going to do the other two activities in the worksheet on your own.



Once all of them have finished, continue. If you see that there is not going to be enough time to do the activities, you can just do the one on immigration, and leave out the one about pets.

Let’s talk about your answers to the second situation: “The residents of a city ask the authorities to force pet owners to sterilize them (have them operated on so they can’t have babies).”

Suggested answers: There are too many cats and dogs in the city; people don’t pick up their pets’ excrement, which makes the city dirty; there is some kind of disease going around because of the pets, etc.



Listen to your students.

Now let’s take a look at your answers to the third situation: “In some countries, people like immigrants and encourage them to come to their cities from different

parts of the world, while other countries prefer to limit their number as much as possible.”

- What reasons might have people who welcome immigrants?

There are few inhabitants in those countries; the population may be growing old; they value differences and they like to learn about different cultures and interact with different people; they need people to do jobs that their inhabitants no longer want to do, etc.

- What reasons might have people who don't welcome immigrants?

Their countries may be overpopulated; there may not be enough jobs, or many resources in general; they prefer to keep their culture intact; they're afraid to interact with people with different religions; they may have stereotypes against people from other countries, etc.



Listen to your students and highlight the existence of different perspectives.

- What are things like in our city? Are immigrants welcome or not? Why?
- How do you think the people who immigrate here feel like?

3 Wrap-Up

Today we made a great effort to understand what different social groups think or to see things from their perspective.

- What does it mean to see things from other people's perspectives?

Suggested answer: It means trying to see things the way others do and understanding why they see them that way.

- How does it help us to identify the perspectives of a particular social group?

Suggested answers: So we don't close our minds to a single idea or point of view; to understand the way that others think and act; so we don't wrongly judge others; to give us the criteria we need to evaluate an idea, etc.

Student Material

What Would You Name It?

Observe the following painting closely:



Write the name you would give the painting below:

Learn More...⁸

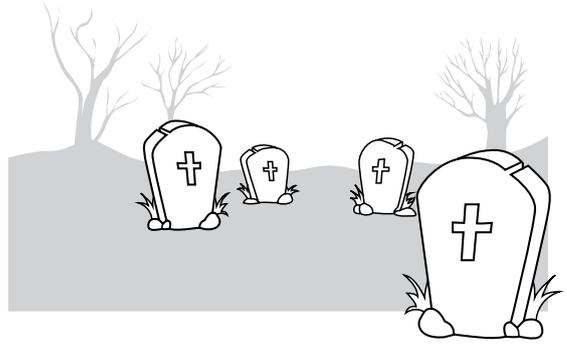
This work was painted by Pablo Picasso, who was born in Malaga, Spain, in 1881, and died in Moulins, France, in 1973. His oeuvre, immense in number, variety, and talent, was established over more than sixty-five years of creative activity, which the painter sagely combined with love, politics, friendship, and a contagious joy for life.

8. Adapted from <http://www.biografiasyvidas.com/monografia/picasso/>

Seeing From Other People's Perspectives

Situation 1

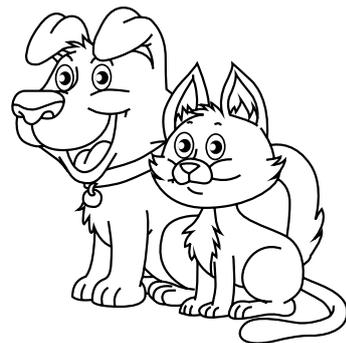
"The residents of a city are against the construction of a cemetery near their homes."



What reasons might these citizens have against the cemetery?

Situation 2

"The residents of a city ask the authorities to force pet owners to sterilize them (have them operated on so they can't have babies)."



What reasons might these residents have to ask this?

Situation 3

“In some countries, people like immigrants and encourage them to come to their cities from different parts of the world, while other countries prefer to limit their number as much as possible.”



What reasons might those who welcome immigrants have?

What about those who do not welcome immigrants?

Concepts, Tips and FAQs

1 Key Concepts

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).

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).

2 Tips for Teachers and Parents

- Include the analysis of national and international current events when relevant. Knowing why things happen, the beliefs underlying certain situations, the ethical perspective, etc., will help students understand different points of view.
- Although they may have certain political and religious beliefs, they should learn about other ways of thinking; they should also show the same respect that parents and teachers have for different points of view on similar subjects.
- Teens have their own musical tastes, religious and political beliefs, ways of dressing, etc. By accepting them even if you do not agree and expressing the ideas that we as adults have on the same subjects, you will help teens learn to see things from other perspectives.

3 Frequently Asked Questions

- **What types of attitudes are counterproductive when learning how to see things from different perspectives?**
Absolutist, “black and white” positions are counterproductive to understand other points of view. Prejudices close our minds to the wealth of human expressions.
- **What is the relationship between seeing things from other’s perspectives and empathy?**
Both skills are directly related. In some ways, feeling what others experience in a given situation involves “seeing things the way the other person sees them,” and feeling something similar to what the other feels. Sometimes, it is necessary to understand how others see things in order to successfully feel empathy. These processes are fundamental, not only to develop prosocial behaviors (helping, consolation, cooperation, etc.), but to show some openness to negotiate the resolution of conflicts.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Empathy

THE MIRANDAS ON VACATION

Today I will learn to...

Put myself in my parents' or siblings' place when something happens to them.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

We're will begin by remembering a scene from a movie we've seen on TV that made us feel afraid, horrified, or sad. Has everyone thought of a scene?



Listen to your students.

Just like movies, books, and works of art can make us feel something similar to what others feel, like sadness, fear, or happiness, the same thing happens in real life. This is a human ability called empathy.

2 Core

Open your workbooks to the worksheet "Let's Take a Trip!" (see Student Material). Let's read the story together.

Once you've finished, continue with the first part of the worksheet. Put yourselves in the parents' "shoes": Why should their children go with them on the walk?



Give them a few minutes. After everyone has finished the activity, ask volunteers to share their answers.

Invite other students to add to the volunteers' answers, given that this is a joint activity. Emphasize or add to their answers based on the following ideas:

- "We agreed to spend as much time as possible together."
- "We've already done everything they wanted to do."
- "We've made sacrifices so that we could go on this walk."
- "That's not the right way to respond to us."

Now look at the second part of the worksheet. The kids said, "Please! That sounds horrible! It's such a boring idea!" Write down the emotions the parents might have felt.

Possible answers: Anger, disappointment, frustration, sadness, let down, etc.



Give them a few minutes to do this. After everyone has finished, ask three volunteers to share their answers. Then ask the following questions and listen to your students.

- Who does feel empathy for the parents?
- Can you feel the emotions they felt in that situation?
- Do you understand why the parents experienced those emotions?

Now I would like you to remember some good news or a good thing that happened to someone in your family, either an adult or one of your siblings; for example, they got a job or a raise, they succeeded in doing something really difficult, they overcame a problem at school or with their health. Think about the situation and how your family member felt. Then remember what you felt about this.



If there is enough time, ask them to find a partner and talk about the experience and what they felt. Otherwise, listen to the stories of a few volunteers. Stress the fact that they are able to feel happy when a family member experiences something similar.

3 Wrap-Up

- Who can tell us what empathy is?
Possible answers: Because it helps us understand how others feel, for example, in a tough situation; it can lead us to do the right thing or to help someone else, etc.
- Why is it important to feel empathy for other people?
Possible answers: It helps us to understand or to support them when they need it, to be closer, to avoid hurting them, etc.

Student Material

Let's Take a Trip!⁹

The Miranda family is finally going on vacation! For three years, the parents had to save... and save... During all that time, they didn't even buy new clothes so they could take a trip with their two children and relax and have fun for a whole week.

Finally, the big day arrived. They all agreed to do activities together so they could make the most of the valuable time they had to share.

By the end of the week, the parents had done everything their two children (aged 12 and 13), had wanted to: they spent lots of time at the pool, they went bowling, played soccer, billiards, mini-golf, they went on the water slides, and lots of other things.

For the last day, the parents thought it would be a great idea to go for a walk in the mountains, up to a gorgeous lake. The kids went into a rage over the idea and started to complain. "Please! That sounds horrible! What a boring idea!"

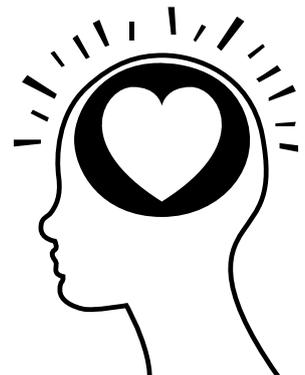


Put yourselves in the parents' "shoes" and think of three things they may be thinking about why their children should go with them on the walk.

1. _____
2. _____
3. _____

*"Please! That sounds horrible!
What a boring idea!"*

What emotions might the parents have felt when their children said this?



9. Adapted from Nelsen, J. & Lott, L. (2003). *Disciplina positiva para adolescentes*. México: Editorial Ruiz.

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).

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 (Furr, 2008).

2 Tips for Teachers and Parents

Watching movies with the family, in class, or during extracurricular activities, in which they may also share other things, is an excellent opportunity for developing empathy. *Life is Beautiful*, *The Boy in the Striped Pajamas*, *Instructions Not Included*, and *My Sister's Keeper*, among others, are good movies to watch with this purpose in mind, since their subject matter leads viewers to feel different emotions and empathize with the characters and their experiences. Parents can express the emotions they feel as they watch the movie and ask their children about theirs. Teachers can ask students to identify the characters' emotions, as well as their own, in response to the different situations depicted in the movie.

3 Frequently Asked Questions

- **What happens if a person does not have empathy?**

People who do not have empathy may be more prone to hurt or mistreat others. Empathy is part of prosocial behavior: If we don't feel empathy, we are unlikely to feel the impulse to help or console others.

- **Why is it important to develop empathy?**

In addition to promoting prosocial behavior, empathy is also important for constructively handling conflicts, since it enables us to understand others' feelings, even if they are different from ours.

- **Is it only important to feel empathy in sad or painful situations?**

No. It is also very important to be able to feel happiness, satisfaction, or joy when other people, whether close to us or not, are happy or something good happened to them. Jealousy and envy are detrimental to personal development and relationships.

Module 2
With Others

General skill
Social Awareness

Specific Skill
Prosocial Behavior

MY GRAIN OF SAND

Today I will learn to...

Care for the environment in my daily life.

What we'll need is...

Two different colored pencils per student.

Lesson Guide

1 Intro

Open your workbooks to the worksheet "Your Grain of Sand" (see Student Material). Let's read the story together, and then answer the question: Why is the title of this story "Your Grain of Sand"?

Suggested answers: The planet belongs to each and every one of us, and we can destroy it, or we can take care of it and conserve it. We all can do something to help, and the more people are committed to preserve it, the more chance we have of doing so. I may think that if I'm the only one doing things to care for the planet, I'm not really doing anything, but that's not true. Each one of us can add our grain of sand, etc.



Listen to your students.

2 Core

Open your workbooks to the worksheet "How Can We Care for Our Planet?" (see Student Material). First, let's read each box.



After you have finished reading, continue.

Use one color to underline the things you already do to care for the planet. If you don't do any of them yet, it's not a problem. Just leave the worksheet unmarked. If you know other ways, you can write them in the corresponding box.



Ask some of the students to share the things they already do and how they do it. Give feedback, noting how they contribute to caring for the environment.

Now use another color to underline two things you'd like to do, and which you can start doing in order to help care for the planet more. Then answer the questions in the worksheet "What Else Am I Going to Do?"



Depending on how much time is left, after everyone has finished the worksheets, ask your students to share their answers in groups of three, or you can ask some of them to share their answers with the whole class. Try to make sure that the students do this in a respectful way.

3 Wrap-Up

- How do we feel when we do things that we know will help protect and care for our planet and the environment?
Possible answer: Proud, happy, satisfied, etc.
- Why is it important for us to contribute to caring for our environment?
Possible answers: Because otherwise, we might destroy it; we might run out of the resources we need to survive; if we all do our part, we will succeed in conserving the environment, etc.
- What did we learn today?

Student Material

Your Grain of Sand¹⁰

If you've ever asked yourself what more you can do for your planet besides recycling, consuming less energy, and watching how much water you use, here's the answer: Try to use as few plastic bags as possible, or don't use them at all, replacing them with other types of materials.

Every day, we use plastic bags for countless things, but we're not really conscious of the pollution they cause. There are large numbers of non-biodegradable bags produced each year, and each one will take hundreds of years to decompose. What's more, they are manufactured using fossil fuels, which involves the emission of pollutant gases.

They also affect wildlife, causing the death of many species of birds and animals, including seals, whales, and turtles that accidentally eat these pieces of plastic, confusing them with food.

According to the Blue Ocean Society for Marine Conservation, it is calculated that nearly 100,000 sea mammals and one million birds die each year from eating or becoming trapped in plastic bags.

But that's not all. This garbage will accumulate at an alarming rate in the future, with several tons of it gathered together in each dump around the world.

Although some supermarkets have replaced plastic bags with biodegradable ones, there are still many businesses that continue to use the non-environmentally friendly version.

Biodegradable bags are environmentally friendly and are designed to disintegrate within approximately eighteen months after they are manufactured. In the meantime, you can reuse them at home. When you go out to buy something, you can use any old cloth bag, just like the ones that people used to have. You can even make one yourself and customize it to fit your style. This way, you can do your small part for the environment, and you won't bring home so many plastic bags.

There are also cloth bags with cardboard bases, which you can use like a box when you need to buy heavier items or things that won't fit in a normal bag. If you find them unwieldy, there's another option: small carts made with cloth, which even have pockets to keep your belongings safe.

The idea is to gradually diminish the consumption of plastic bags around the world, so that they will stop being produced in large quantities, and eventually stop being produced at all.

Remember that you can lead by example. The more people who see how you change your attitude toward conserving the environment, the more awareness you will raise so that they will follow your lead.

Why is the story called "Your Grain of Sand"?

10. Taken from: <http://elcomercio.pe/ciencias/planeta/listo-dejar-usar-daninas-bolsas-plastico-noticia-1451112>

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.

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.

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.

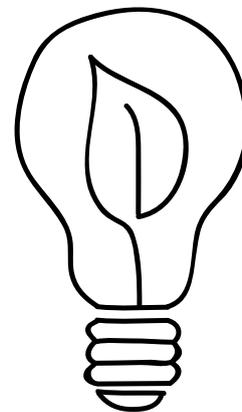
pollute less

- 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.

do you have any other ideas?



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

What Else Am I Going to Do?

Write what other things you are going to do to care for our planet.

When are you going to start?

Where?

How?

It would be great if we could convince or persuade someone else to do some of the things we learned about today to care for the planet. Choose a person: your mom, your dad, siblings, grandparents, cousins, friends, etc.

Who are you going to try to convince?

How are you going to do it?

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).

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

2 Tips for Teachers and Parents

- One very important element of prosocial behavior is the emotions we feel when we help others. We often feel proud of personal achievements, but it is also necessary to encourage teens to feel proud of helping, consoling, or cooperating with others.
- It is important that our surroundings foster prosocial behavior to the benefit of the planet. For example, there should be containers to sort trash at home or at school, adults should not smoke in the house or at school, etc.

3 Frequently Asked Questions

- **Is adolescence an ideal time of life to learn to be prosocial?**

Adolescence is one of the best times of life to learn and practice prosocial behavior. Teens' capacity for critical thinking is a wonderful opportunity for undertaking actions such as community work, which can help them realize that they can do things to improve the world and other people's lives.

- **What are some different kinds of prosocial behavior?**

Some authors name helping, consoling, and cooperating as the primary prosocial actions. We can also include sharing, active inclusion, and behaviors that involve caring for others, in response to their needs.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Active Listening

READING GESTURES

Today I will learn to...

Read non-verbal language when somebody is telling me something.

What we'll need is...

Two puppets (a boy and a girl) made by the teacher before class

Lesson Guide

1 Intro

When we listen to someone, it's important to pay attention to what they say in words, but also to the way they move their bodies or their facial expressions.

Now we're going to remain completely silent and try to communicate things with our bodies and faces. The things we have to communicate are:

- | | |
|---|--------------------------|
| 1. We're very interested in what someone is saying to us... | 6. Defeated... |
| 2. We're very bored... | 7. Triumphant... |
| 3. Tired... | 8. Nervous or anxious... |
| 4. Sad... | 9. Confident... |
| 5. Enthusiastic... | 10. Insecure... |

2 Core

Can anyone name some of the elements of non-verbal language?

Possible answers: Eye contact/gaze, hand movements, the posture or position of each body part and the body as a whole, facial expression, voice tone, etc.



Listen to their answers and write them on the blackboard.

Open your workbooks to the worksheet "What Are They Expressing?" (see Student Material), and let's read the instructions together. Now do the activity



After everyone has finished, continue.

Now four different people are going to tell us what the boys and girls in the pictures are expressing. The rest of us are going to pay close attention so we can add to their answers.

Suggested answers:

- *Picture 1: boredom or tiredness.*
- *Picture 2 (girl on the right): enthusiasm, happiness, pleasure.*
- *Picture 3: sadness, worry, etc.*

Now we're going to practice "reading" body language and facial expressions. I'm going to assign you partners at random. Each one is going to think of a situation in which you felt happy, and you're going to recall details about that day so you can tell your partner about it. For example, it could be a trip, a party, time you spent with someone, a time when someone visited you, a gift, etc.

Before starting the conversation, pay attention to the following instructions:

- Each one will have three minutes to tell his partner about his experience. I'll let you know when your time's up and it's your partner's turn.
- The one who is talking should use very expressive body language and facial expressions. The one who is listening should demonstrate that he is paying attention: making eye contact, sitting in an attentive position, etc.
- The listener will have to decide what his partner felt most enthusiastic about, based on his facial expressions and body language, and not just his words. For example, "The trip I took to the ocean made me happy, but the part I liked most was when I spotted some dolphins." Your partner's face and body will express that enthusiasm.



Once they have finished, go on.

Three of you can share with the group what you noticed, based on your partner's facial expressions and body language.



The most important thing here is to find an example of how non-verbal language helped complement or reinforce the verbal message.

3 Wrap-Up

- What did we learn today?
- Why are body language and facial expressions an important part of communication?

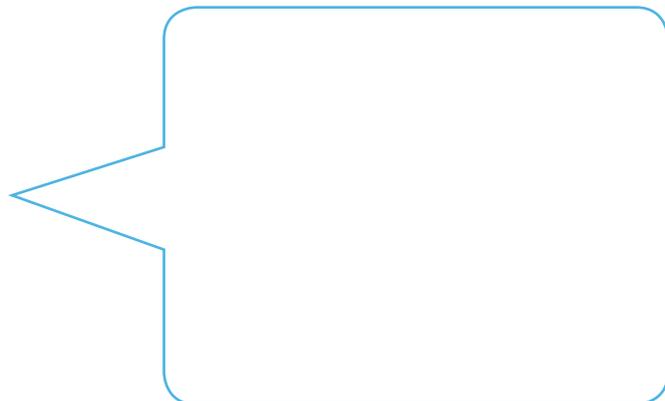
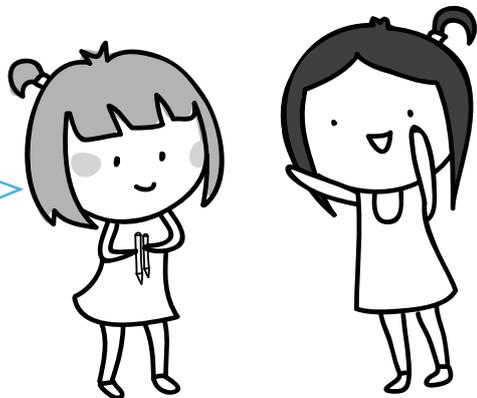
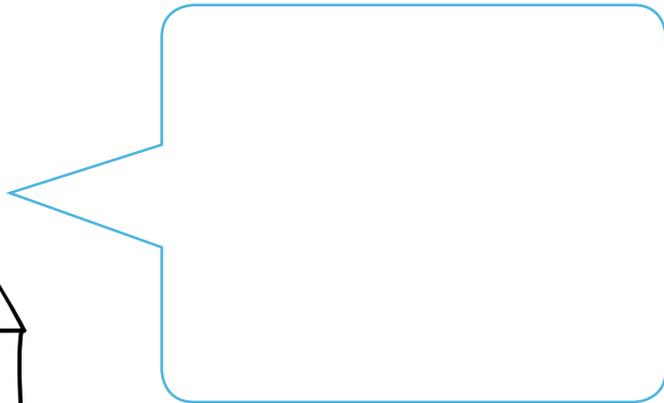
Suggested answer: They complement or reinforce what the person is saying with words; they help us to identify what a person is feeling; sometimes, we can only figure out what a person is trying to say by reading their non-verbal language, etc.

- How can observing body language and facial expressions help us to listen better?
Suggested answers: We can understand people better, since we perceive more about what they are trying to tell us; we can understand how they feel and ask them if we are on the right track, etc.

Student Material

What Are They Expressing?

Observe the body language and facial expressions of the kids, and write what they're expressing in each of these situations.



Concepts, Tips and FAQs

1 Key Concepts

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

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

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

2 Tips for Teachers and Parents

- The best way for teens to learn to listen actively is to know how they feel when someone listens to them in this way.
- When we listen to teens, their facial expressions and body movements can help us understand the feelings they express through non-verbal language. After identifying these feelings, we can say, for example, "I can tell you're really feeling sad," "I'm glad to see you so happy," etc.
- When non-verbal language contradicts what is being said, we must ask questions in order to identify what is really going on.
- Theater of all different types is an excellent activity that can help learn to "read" non-verbal language.

3 Frequently Asked Questions

- **Why is non-verbal language important for active listening?**

Many times, we say more with body language and facial expressions than with words. In order to listen to others and make them feel that we are not just listening, but that we understand them, it is vital to pay attention to what they tell us non-verbally. Emotions are often expressed non-verbally, and telling people about the emotions that we identified in their expressions will help them to feel that we truly understand.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Assertiveness

WHAT IF THIS HAPPENED TO YOU?

Today I will learn to...

Put a stop to a situation that is offensive or hurtful to me.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

When someone offends or hurts us, do you know (or can you remember) what it means to respond passively, aggressively, and assertively?



Listen to your students and write their ideas on the blackboard. Add, emphasize, or clarify using the following definitions.

- We respond passively when we do not express what we feel or think, and do nothing to defend our rights. In other words, we don't do anything or we keep quiet.
- We respond aggressively when we express what we feel or want, and we defend our rights by hurting others.
- We respond assertively when we express what we feel or want, and we defend our rights without hurting others.

Open your workbooks to the worksheet "The Whizz of a Paper Ball" (see Student Material). Let's read the story together, and then you'll answer the questions.

Suggested answers: Yes, Ian responded assertively. Ian firmly defended his rights without offending, mistreating, or hurting the other person.



Give them a few minutes to do this. After everyone has finished, ask for some volunteers to share their answers. Then ask the following questions and listen to your students.

- Can someone give me an example of an aggressive response?
For example, "I'm not going to pick it up. You pick it up."
- And how about an example of a passive response?
For example, picking up the paper even though she was being unfairly accused.

2 Core

Why is it better to respond assertively, rather than aggressively or passively?



Listen to your students and add, emphasize, or clarify, based on the following ideas.

Assertiveness: We will have better relationships because we communicate what we feel, what offended us, and what we want, without hurting others. We help avoid violence. We care for ourselves, others, and our relationships, etc.

Passiveness: We don't help make our relationships better. We let people disrespect us and our rights. We don't put a stop to situations that hurt us, etc.

Aggressiveness: We hurt our relationships and others, and sometimes even ourselves. We reinforce the idea that violence solves problems, etc.

Now open your workbooks to the worksheet "What Would Happen If...?" (see Student Material). We're going to read the worksheet and imagine that we were experiencing these three situations.



If you find it necessary, you can go over one of the situations as a group to give your students an example. Then, ask them to do the worksheet. Below are some ideas that will help you guide the discussion afterwards.

Situation 1: Someone gives you a nickname that bothers you.

- What is it that affects you?
Suggested answer: People might make fun of you because of the nickname.
- What would you feel?
Possible answers: Anger, frustration, shame, etc.
- What would you like, need, or want to happen?
Suggested answer: For them to stop calling me that and call me by my name.
- How would you put a stop to the situation, using the information you've learned about how it affects you, what you feel, and what you want?
Possible answers: "I don't like that nickname," "I don't think it's funny," "That bothers me," "Call me by my name," etc.

Situation 2: Someone blames you for a mistake that someone else made.

- What is it that affects you?
Suggested answer: The situation is unfair because I don't have to take responsibility for something I didn't do, etc.
- What would you feel?
Possible answers: Anger, frustration, indignation, powerlessness, etc.
- What would you like, need, or want to happen?
Suggested answer: For them to stop blaming me, for them to prove that I didn't do it, for the person that made the mistake to admit it, etc.
- How would you put a stop to the situation, using the information you've learned about how it affects you, what you feel, and what you want?
Possible answers: "I wasn't the one who did it," "It really bothers me that you're blaming me for something I didn't do," "I'd like you to prove that I did it," or "Whoever did it, say so."

Situation 3: Someone constantly interrupts you while you're talking.

- What is it that affects you?
Suggested answers: They don't let me say what I think, they aren't paying any attention to what I say, etc.
- What would you feel?
Possible answers: Anger, frustration, etc.
- What would you like, need, or want to happen?
Suggested answers: For them to stop interrupting me, for them to listen to what I think, etc.
- How would you put a stop to the situation, using the information you've learned about how it affects you, what you feel, and what you want?
Suggested answers: "It bothers me that you keep interrupting me. Let me finish what I'm saying, please," "Please wait until I finish before speaking," etc.



After everyone has finished, ask your students to share their answers (make sure you go over all three situations). Ask the rest of the class to listen and to complement their classmates' answers.

If there isn't enough time to do the whole second worksheet, you can use one of the situations as an example and ask your students to answer just one more.

3 Wrap-Up

Today we looked at some situations that we may experience with our classmates or friends and what we can do to put a stop to them by acting assertively.

- When faced with these situations, is it a good idea to keep quiet? Why?
Suggested answers: No, because the situation will keep happening; they're hurting us or disrespecting our rights; we need to stand up to situations that are unfair, etc.
- What would happen if we respond aggressively?
Possible answers: We would create an even bigger problem; we might hurt other people and wind up getting hurt ourselves; we would be reinforcing the idea that violence solves problems, etc.

Student Material

The Whizz of a Paper Ball¹²

When we finished filling out the forms, the teacher asked to read a big green book called *Adventure Today*. The story took place in the nineteenth century, which suggested that the author had taken “today” to mean a relatively broad period of time, and I couldn’t get into practically any of the adventures. It’s no surprise, then, that silent reading time became one of little reading and lots of noise.

Right before the class ended, I heard the whizz of a paper ball as it flew over my head, followed by a “Hey... you” from the girl it was directed at.

Apparently, I looked up just in time to seem guilty.

“Ian, did you throw that paper?” asked the teacher, arching her brows in a signal that she had once again identified the “troublemaker.”

“No,” I answered. I performed a quick analysis of the path taken by the paper, and I concluded, beyond a doubt, that Joel had thrown it.

“You don’t seem to be making much progress...,” said the teacher.

I ignored the implicit accusation and I kept quiet. The rest of the group, hoping to see me slaughtered, remained gloriously silent. The teacher stared at me and I started at her. This went on until two girls stifled a giggle, provoked, perhaps, by the appearance of my ears.

“Would you be so kind as to pick up the paper?” asked the teacher.

“I would prefer not to,” I said, trying to sound friendly but firm. “I think the person who threw it should pick it up.”

“I think the same thing,” said the teacher. I noticed a vein in her neck throbbing visibly as she said this.

“Well, I didn’t throw it. I don’t do childish things like that.”

“Could you act like an adult, then, and pick it up?” she asked.

“No,” I answered.

“Then we’re going to sit here until someone picks it up,” decreed the teacher.

So we all just sat there. The class bell rang, students from other groups started to wander around the hallways, and we continued sitting there. The teacher looked at me threateningly. Joel maintained an expression of complete innocence.

Finally, a boy sitting on the other side of the room—a boy who, according to the laws of physics, could not have thrown the paper, got up and threw the evidence of the crime into the wastebasket. The teacher said “Thank you” and set us free.

Read the underlined part. Did Ian respond assertively?

YES

NO

Why?

12. Fragment adopted from *Moonkid and Liberty* by Paul Kropp, a writer of young adult fiction born in New York in 1948. This book tells the stories of Ian and his sister at school.

What Would Happen If...?

Imagine that you're experiencing the following situations with your classmates or friends, and answer the questions.

Situation 1: Someone gives you a nickname that annoys you.

How does this affect you?

What would you feel?

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

How could you say what you feel and what you want in an assertive manner (without offending or hurting anyone)?

Situation 2: Someone blames you for a mistake that someone else made.

How does this affect you?

What would you feel?

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

How could you say what you feel and what you want in an assertive manner (without offending or hurting anyone)?

Situation 3: Someone interrupts you constantly while you're talking.

How does this affect you?

What would you feel?

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

How could you say what you feel and what you want in an assertive manner (without offending or hurting anyone)?

Concepts, Tips and FAQs

1 Key Concepts

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

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

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)

2 Tips for Teachers and Parents

- It is important to make sure that assertive responses are viewed in a positive light both at school and at home. Establishing clear rules against aggressiveness is essential to achieve this.
- It is very important that teens be aware of the rights they have and recognize that they need to respect others' rights, as well.

3 Frequently Asked Questions

• What sorts of things make it difficult for us to respond assertively?

Assertiveness helps us to make sure others respect our rights. Difficulties controlling anger or expressing ourselves without fear may hinder the use of assertiveness, but both of these problems can be overcome by practicing self-control. When we are in a less powerful position (for example, in a boss-employee relationship), it may also be difficult to express ourselves assertively. Nevertheless, we need to bear in mind that we have the same rights as any other human being.

Module 2
With Others

General skill
Positive Communication

Specific Skill
Conflict Management

THE THIRD WHEEL

Today I will learn to...

Mediate between two friends in conflict.

What we'll need is...

A photocopy of the roles described in the Student Material; one copy of each role for each group of three students.

Lesson Guide

1 Intro

Sometimes, the emotions or thoughts we experience during a conflict break down the communication with the other party and the situation goes unresolved. What do you think could happen when a conflict goes unresolved?

Suggested answers: The situation gets worse; the relationship ends; the relationship becomes unhealthy; people begin to feel resentful or vengeful, etc.



Listen to your students.

2 Core

Today we're going to learn about a method of conflict management known as mediation.

Mediation is a conflict resolution method in which two parties voluntarily seek out a third, impartial person—meaning somebody who does not favor either one—known as a mediator, in order to reach an agreement that is satisfactory to both of them.

Any of us can be mediators, as long as we're familiar with the steps and characteristics of the process. Open your workbooks to the worksheet "Four Steps... One Mediation" (see Student Material) to learn about these steps.



Read the steps together and explain where necessary.

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

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



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

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

Finally, talk with your students about the process. Try to make sure each group gets a chance to speak and listen to the answers. Listen to your students.

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

3 Wrap-Up

- What did we learn today?
- What are the steps in a mediation?



Listen to your students, making sure that they name all of the steps they learned about during the class.

- When can mediation be used in a conflict?
Possible answers: When the conflict isn't very serious, when it is between people our age or younger than we are, when communication has broken down, etc.

Student Material

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.

The Case of Fernando and Jonah (I)¹³

Confidential Instructions for FERNANDO

You are Fernando, a freshman in high school. Jonah is your classmate. He's a smart boy, but he doesn't like to study and he's had trouble at school. Sometimes he talks back to his teachers and classmates because he can't stand having anyone contradict him. You're new at school this year, but you knew Jonah because you live in the same neighborhood, although you're not part of his group.

The other day, at a party, one boy pushed another boy and a girl fell on top of you. After apologizing, she started talking to you. She turned out to be really nice, and you had a good time talking to her. Suddenly, Jonah shows up with his group and he pushed you aside, telling you to stay away from "his girl". You told him you can talk to anyone you feel like. He insulted you and then he and the other guys from his group started pushing you. To avoid problems, you left.

During the first recess last monday, you looked for Jonah and said that you wanted him to repeat what he had said at the party now that he was alone. You agreed to look for each other after school. When class got out, you met up in a nearby park and had a fight. You split his lip and he gave you a black eye. For a moment, you couldn't see and that scared you.

When you got home, your parents got really scared and they took you to the eye doctor. After examining you, the doctor told you that you could have lost your vision. Your parents pressed charges against Jonah with the police.

You think Jonah was the one who started everything, but you would like to resolve this issue before the school authorities hear about it, as long as he apologizes and stops bothering you and everyone else.

You would like to forget about the whole thing as soon as possible. A classmate advised you to take the problem to the school mediators, and you're willing to go see them.

13. Case adapted from Torrego, J. (2003). *Mediación de conflictos en instituciones educativas*. Madrid: Editorial Narcea.

The Case of Fernando and Jonah (II)

Confidential Instructions for JONAH

You are Jonah, a freshman in high school. Fernando is your classmate. He's new this year, although you already knew him from your neighborhood. He comes from a private school. You think that sometimes he "thinks too much of himself," and he acts stuck-up in class. Because of that, you don't like him at all.

The other day, at a party, he was flirting with your girlfriend, and you weren't about to let him or anyone else to do that. When you saw that, you and your friends surrounded him and made him leave.

You had already forgotten the whole thing, but then Monday at school, he came over to you during the break and he challenged you. He said now that you were by yourself, you wouldn't dare repeat the things you said at the party when you were with your friends.

You agreed to look for him after school. The two of you met up in a park and you got in a fight in front of all of your classmates. He split your lip, but you gave him a black eye. You just found out that Fernando's parents pressed charges against you with the police. According to the doctor, Fernando almost lost his sight. You don't think it was that bad.

At school, the authorities were threatening to expel you both, but the teacher suggested that you try to resolve the problem with the school mediators. Even though you're not really interested, since you don't think you can fix much, you finally decide to take the teacher's advice and go to mediation.

You're willing to forget everything that happened, but you want Fernando's parents to drop the charges, for him to stay away from your girl, and you don't want to be expelled from school.

The Case of Fernando and Jonah (III)

Confidential Instructions for the 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. Fernando and Jonah, two high school freshmen, came to ask for help. If they don't fix their problem, they run the risk of being expelled. 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 an agreement that is favorable to the interests of all parties involved.

Now it's mediation time...

Concepts, Tips and FAQs

1 Key Concepts

Conflict escalation: The process by which conflict moves, step to step, from less intense and less complex to more intense and increasingly complex, and sometimes more violent (Glasl, 1982).

Conflict management: Limiting the negative aspects of conflict while increasing the positive aspects of conflict so as to enhance learning and group outcomes (Rahim, 2002). According to Rahim (2011), to achieve this we need to have concern for ourselves and for the others involved, and collaborate to reach a mutual and acceptable solutions through openness, exchange of information, and examination and exploration of differences. Other less healthy ways to manage conflict are avoiding the issue, imposing our views or methods on others, or neglecting personal concerns to satisfy the other parties.

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

2 Tips for Teachers and Parents

- If the students have already completed many of the Step by Step lessons, they have the basic training necessary to act as mediators. If not, a single mediation session will not be enough to carry out these types of processes in a formal setting, and they will only be able to do so informally.
- Teachers, parents, and school authorities can also act as mediators in order to intervene in conflicts between adolescent friends, classmates, or siblings.
- The ones who benefit the most from mediation are those who act as mediators. Various studies show the significant development of social and emotional skills gained through acting as mediators.

3 Frequently Asked Questions

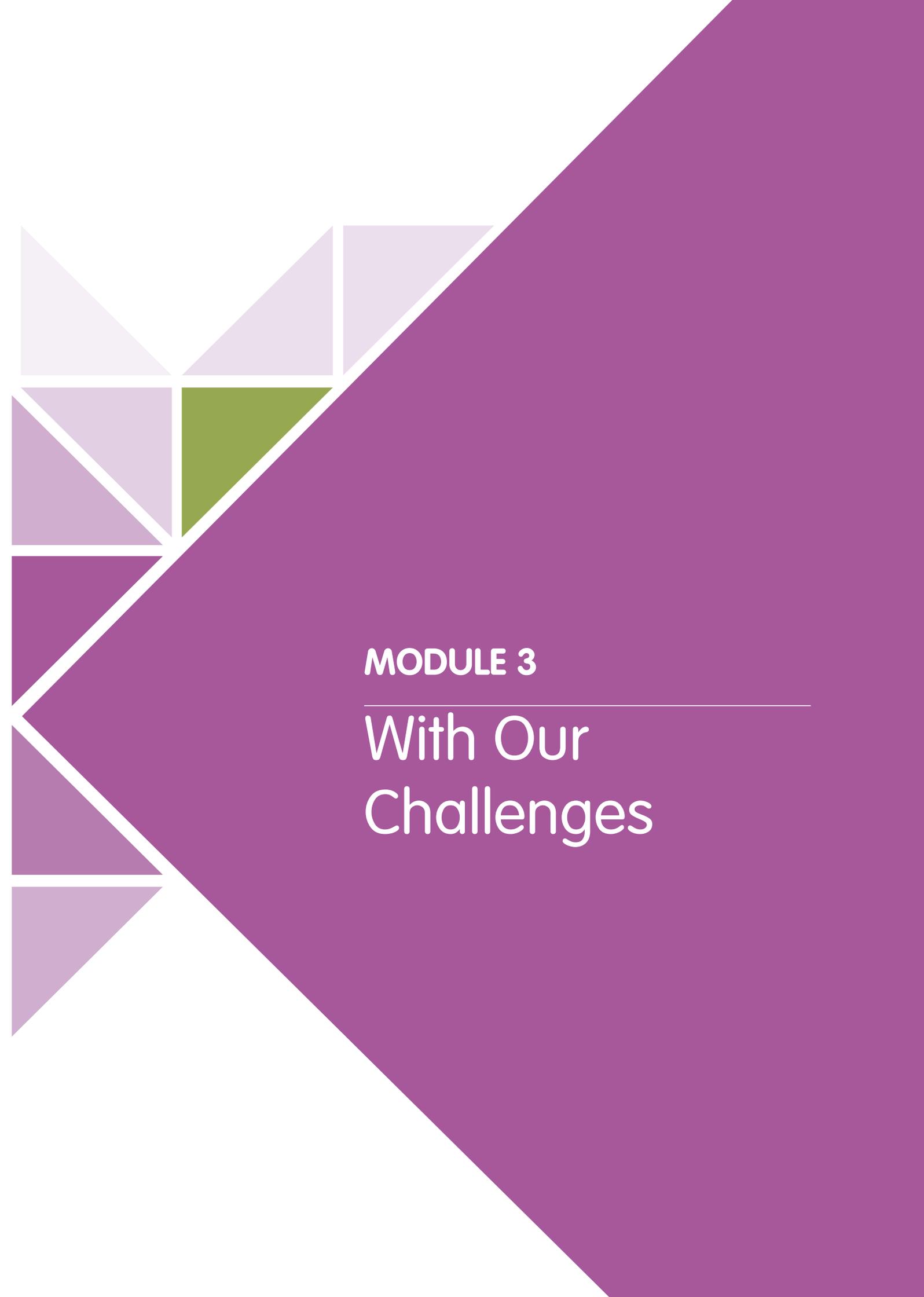
- **Is the use of mediation at school common?**

It's very common. In some countries, all elementary school students (between ages 7 and 11) are trained as mediators, and all schools have adult-supervised peer mediation programs.

- **How is mediation different from other conflict resolution methods?**

It is a voluntary conflict resolution method, and the one most widely used in school settings. The parties must want to hold the mediation. It is the parties to the conflict who offer alternative solutions, and anyone trained to act as a mediator can carry out the process. In other methods, the mediator is the one who provides the alternative solutions, and they are mandatory. Due to its characteristics, this method has significant potential as a learning experience, making it ideal for educational settings.¹⁴

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



MODULE 3

**With Our
Challenges**

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Achievement Motivation

UNFIX MY MINDSET

Today I will learn to...

Prevent fixed mindset from affecting my motivation.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

I would like each of you to recall something you've achieved in your lives, something that you decided to achieve at some point and you were able to make it. Think about how you achieved it and the difficulties you encountered along the way.



Ask your students to share their experience with a classmate and then invite some of them to tell the class about their answer. Alternatively, you can begin by telling the whole class about one of your own achievements.

2 Core

Let's open our workbooks to the worksheet "What Is Your Mindset?" (see Student Material). I'm going to give you a few minutes to read each statement and write your answer.



After everyone has finished, tell your students that they are going to read the following worksheet, "Growth Mindset" (see Student Material) together. After they finishing reading, ask them to answer the question posed in the worksheet and listen to your students.

- *First head: Fixed mindset.*
- *Second head: Growth mindset.*

Now find a partner and read the image in the worksheet "Two Mindsets" (see Student Material). After you finish reading, talk about what you understand from each part. I'm going to give you a few minutes to do this.

Does this new knowledge make you feel more motivated to achieve the things you want to achieve? Why?



Listen to your students. Then, ask them to interpret the results of their answers to the worksheet "What Is Your Mindset?" according to the directions given in the final worksheet, "How Can I Interpret the Results of 'What Is Your Mindset?'" (see Student Material). Tell them that their results are private. After everyone has finished, tell them that they can use their results to determine whether they need to change their mindset. Explain that all of us can change from a fixed mindset to a growth mindset.

Finally, ask the following question and listen to your students.

How can having a fixed mindset affect our motivation for achieving what we want?

Possible answers: We can become easily unmotivated and abandon our goals; we might think that the reason we have to work hard is because we aren't capable; criticism might diminish our self-confidence; we wouldn't take on challenges, etc.

3 Wrap-Up

- What advantages does having a growth mindset offer in our lives?

Possible answers: With this mindset, we'll feel motivated to develop the talents and abilities that we set our minds to; we will understand that hard work is the natural path to achieving our goals; it would help us change personality traits that we have learned and that are unbeneficial to us; it would also help us to feel more confident that we can achieve whatever we want, with hard work and dedication, etc.

- How can we change from a fixed mindset to a growth mindset?

Possible answers: By changing our beliefs, starting to develop an ability through practice and hard work so that we realize that we can do anything we set our minds to.

Student Material

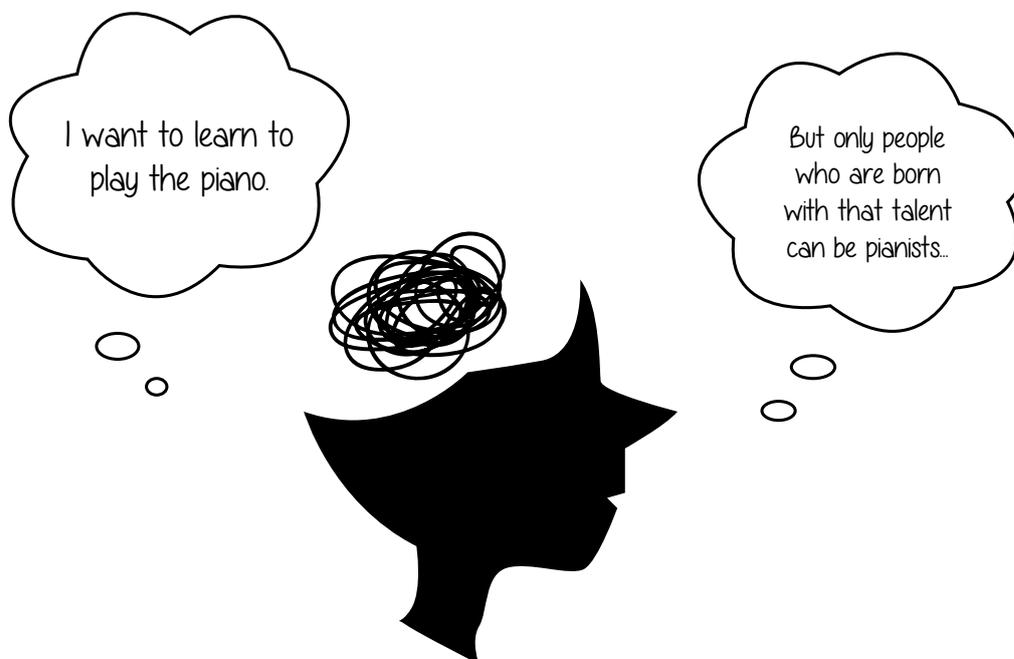
What Is Your Mindset?

Below, you will find a series of statements that will help you find out what mindset you have. Write TRUE or FALSE (or T or F) in the right-hand column, depending on what you think about each statement.

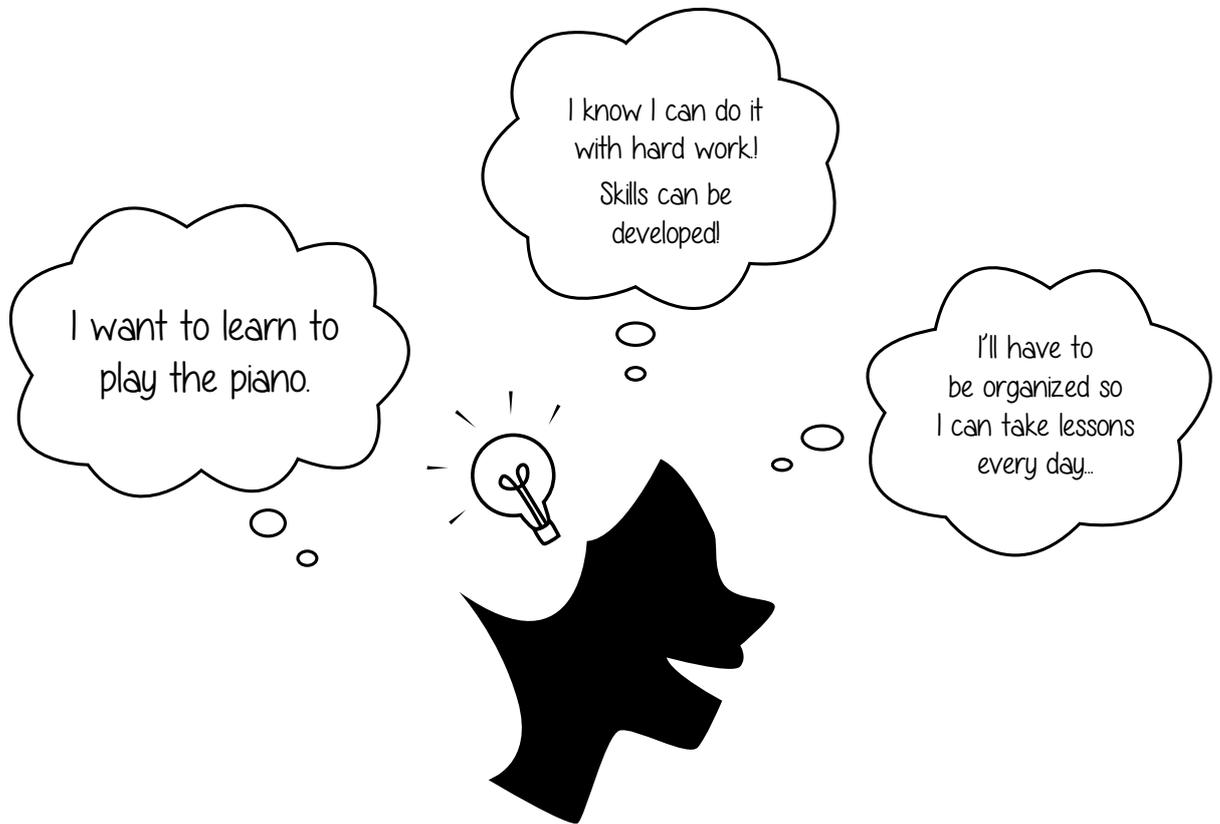
Do you think the following statements are true or false?		TRUE or FALSE
1	You have personal characteristics that cannot be changed, even if you don't like them.	
2	Whenever you think you don't have the right talents or abilities to take on a challenge, you prefer to avoid it or ignore it.	
3	We can all develop any talent or ability we want to. The key is working hard to do so.	
4	Your level of intelligence is an innate characteristic that you cannot change.	
5	No matter what kind of person you are or what characteristics you have, you can change anything you want to change about yourself.	
6	Each one of us is born with personal characteristics, talents, and a level of intelligence that cannot be changed.	
7	Some people are born with talents and others are born without them, and this is the way they'll be for the rest of their lives.	
8	You can do different things, but the most important parts of who you are cannot be changed.	
9	You like challenges and you tackle them with gusto, even if they require you to learn new things or work very hard.	
10	There are people who are very intelligent, somewhat intelligent, or not very intelligent, and they'll be that way forever because intelligence is something that doesn't change.	
11	When something is hard to achieve, this makes you want to work harder at it, instead of quitting.	
12	When you have to work too hard to achieve something, this makes you feel like you don't have many abilities or that you're not intelligent.	

The Growth Mindset¹⁵

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. Below, you will find two different mindsets: which is a fixed mindset and which is a growth mindset?

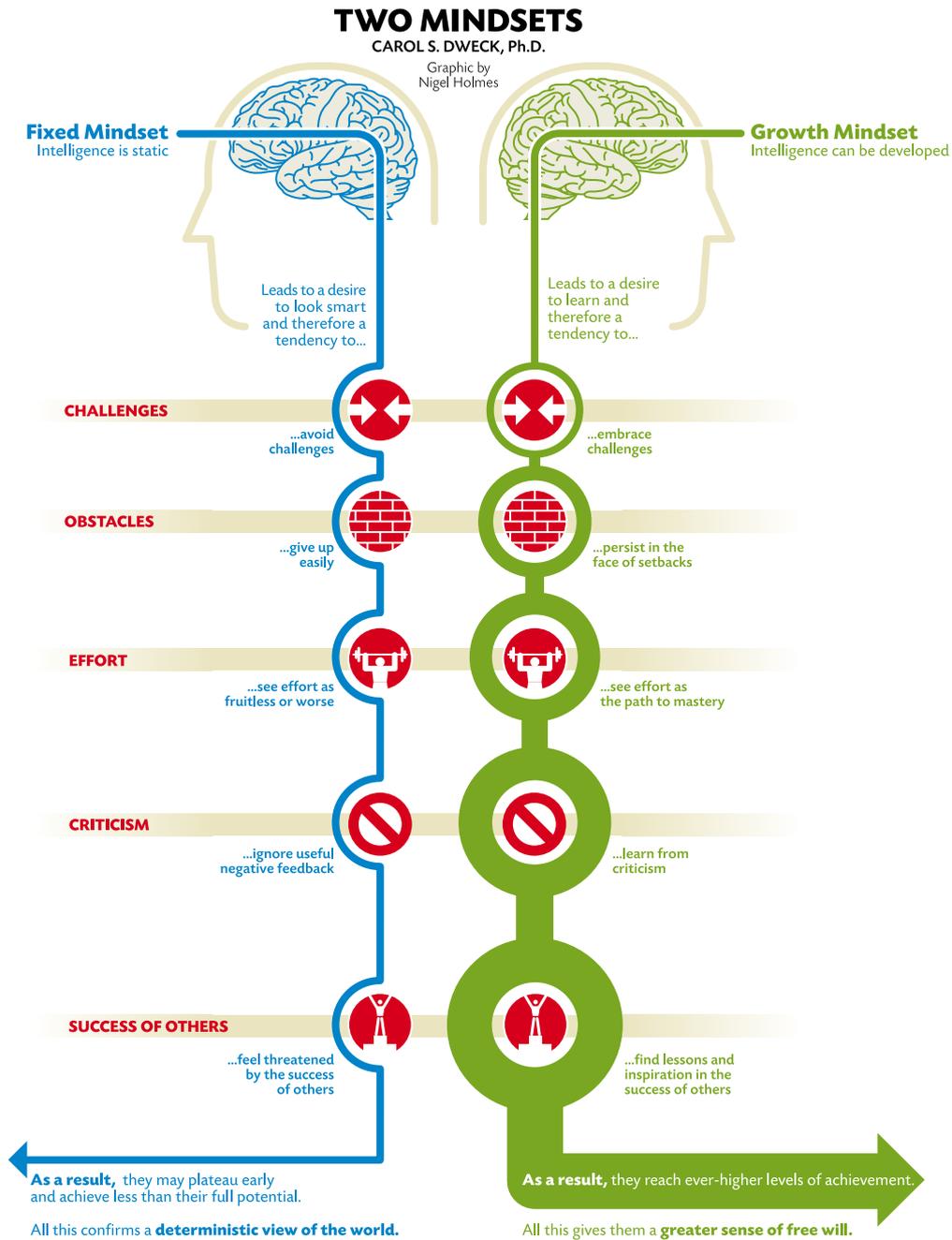


15. Adapted from "Brainology: Part III, Lesson and Material Guides for Teachers." (2002-2015) Retrieved in May 2015 from www.mindsetworks.com



In the image on the following page, you can identify how people with each one of these mindsets respond to different situations.

Two Mindsets¹⁶



16. Dweck, C. Retrieved in May 2015 from <http://nigelholmes.com/graphic/two-mindsets-standford-magazine/>.

How to Interpret the Results of "What Mindset Do You Have?"

If you considered Statements 1, 2, 4, 6, 7, 8, 10, and 12 (or at least five of them) to be FALSE, and Statements 3, 5, 9, and 11 (or at least three of them) to be TRUE, you have a **growth mindset**.

If you considered Statements 1, 2, 4, 6, 7, 8, 10, and 12 (or at least five of them) to be TRUE, and Statements 3, 5, 9, and 11 (or at least three of them) to be FALSE, you have a **fixed mindset**.

If you don't fall into either of the two possible categories because your answers were mixed, your mindset may not necessarily be defined as a strictly fixed or growth mindset.

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).

Mindset: Way in which we perceive our own basic capabilities, in particular, regarding how smart we are and whether we can change it or not (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, you really did a great job,” instead of “You’re so smart,” or “You do things so fast,” or “You’ve got a talent for...”
- In a growth mindset, mistakes are simply part of a process and become a great opportunity to learn. Upbringing and education, both at home and in school, oftentimes leads us to view mistakes as proof of a lack of ability, which directly affects teens’ self-esteem. It is critical that we change our outlook on mistakes.

3 Frequently Asked Questions

- **Why is it important for teens’ achievement motivation to determine whether they have a fixed mindset or a growth mindset?**

The mindset we have is directly related to our motivation to become enterprising people and tackle challenges. Knowing that our achievements depend on our hard work and attitude puts the power in our own hands. If teens find that they have a fixed mindset, this is the perfect time for them to start changing it to a growth mindset, which will give them the chance to expand their own possibilities.

Module 3
With Our Challenges

General skill
Determination

Specific Skill
Perseverance

EFFORT: MY SUPERPOWER

Today I will learn to...

Value my efforts to achieve my goals.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Everyone stand up. We're going to do a balance exercise. Make sure there's enough space between each of you to do this. Now stretch your arms out to your sides like an airplane, bend your right knee backwards and stretch out your leg. The idea is to keep completely still in this position for at least one minute.



Time them for one minute. Then ask them how they did and listen to your students.

2 Core

Now let's open our workbooks to the worksheet "Maze" (see Student Material). When I tell you, you'll have two minutes to solve the maze. Remember that the paths you use must be open, meaning that you can't draw over the lines, which are like walls. Each time you have to turn back, we're going to count this as one mistake. I'm going to time you and let you know when you have one minute left. When I say, "Stop," then everyone has to put their pencils down. Ready? Go!



After they have finished the activity, ask the questions provided below and listen to your students.

- Did any of you "crash" into walls several times and have to backtrack or start over?
- Did any of you run into so many walls that it made you think about stopping?
- How could you compare solving the maze to some of the situations in your daily lives?

Possible answers: Sometimes we face challenges or difficult situations in which we have to try several times and make a lot of effort to overcome something, achieve something, or solve a problem. Sometimes, when we want to achieve something, we run into obstacles, or "walls," which discourage us at first but which we have to overcome to achieve what we want.

All of the aspects you've just mentioned have to do with a very important skill: perseverance. What does it mean to you to persevere?



Listen to your students.

Now let's turn to the worksheet "Effort" (see Student Material). I'm going to give you a few minutes to do this activity.



Students have to identify a personal achievement that required them to make an effort; for example, a goal such as brushing their teeth every night before bed may seem simple, but it involves a significant effort: the person is tired, the water may be very cold, they're distracted with other things such as reading or watching television, etc.

After everyone has finished, ask them to share their answers in groups of three. Tell them that each of them will have five minutes to show the group their drawings and tell their classmates about their answers. Let them know when to switch turns.

After they are done sharing their worksheets, ask for volunteers to share their answers with the whole class.

3 Wrap-Up

- What are some of the differences between the emotions we experience when we make an effort, and those we feel when we don't?

Possible answers: When we make an effort, we experience pleasant emotions like self-satisfaction and happiness. When we don't make an effort, on the other hand, we may feel unpleasant emotions such as discouragement, frustration, disappointment, or sadness.

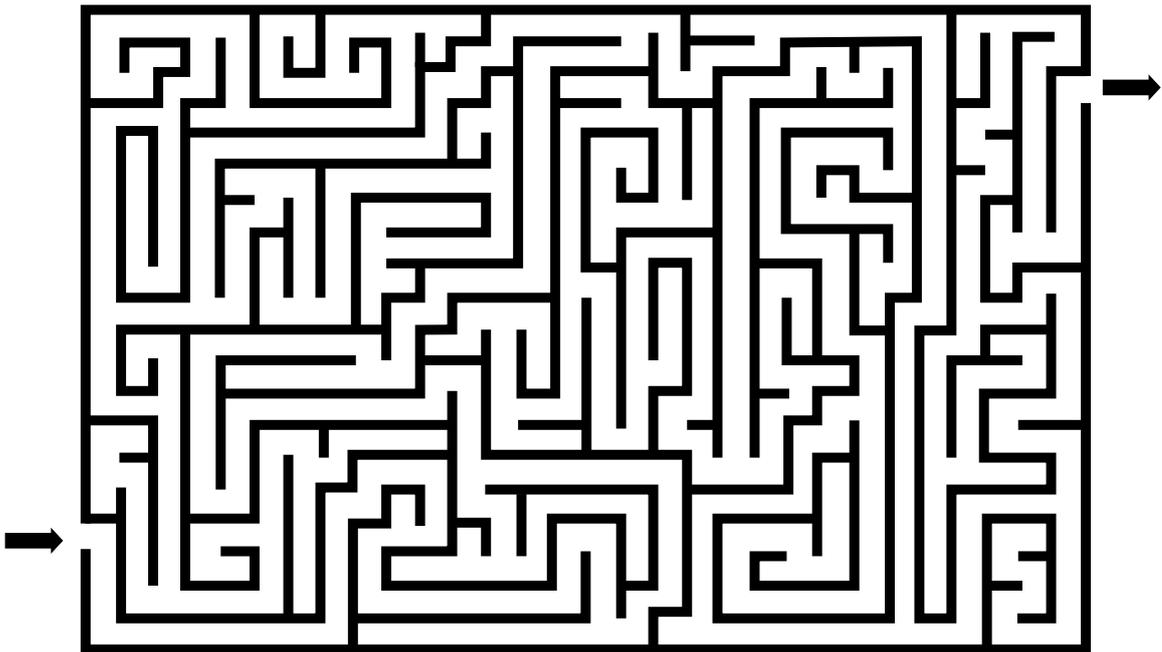
- What might happen in our lives if we don't persevere very much and we continue on this way?

Possible answers: We may have goals, but we'll be unable to achieve them because we abandon them or give up when we run into obstacles. This can affect us on many levels: in our academic performance, in our relationships, in our hobbies, etc.

Student Material

Maze¹⁷

Find a way out of the maze:



17. Image taken from <http://www.epasatiempos.es/laberintos.php>.

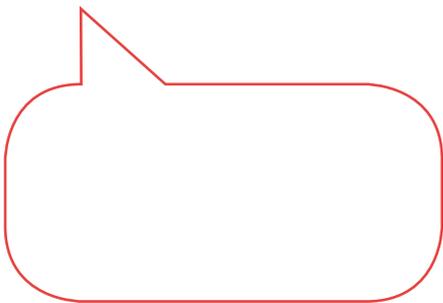
Effort

Think about a personal achievement, something you were able to do with a lot of effort. It may be something related to one of your interests or a sport, or something academic, or simply something in your daily life.

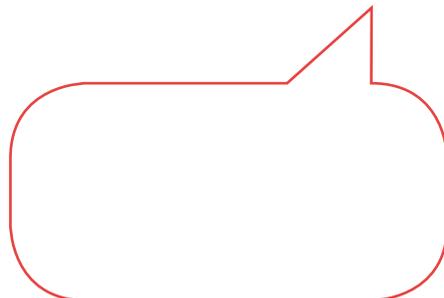
Write your achievement here:

Think about that situation and draw a picture of the "effort" you had to make to achieve your goal.

Which emotions do you associate with that effort?

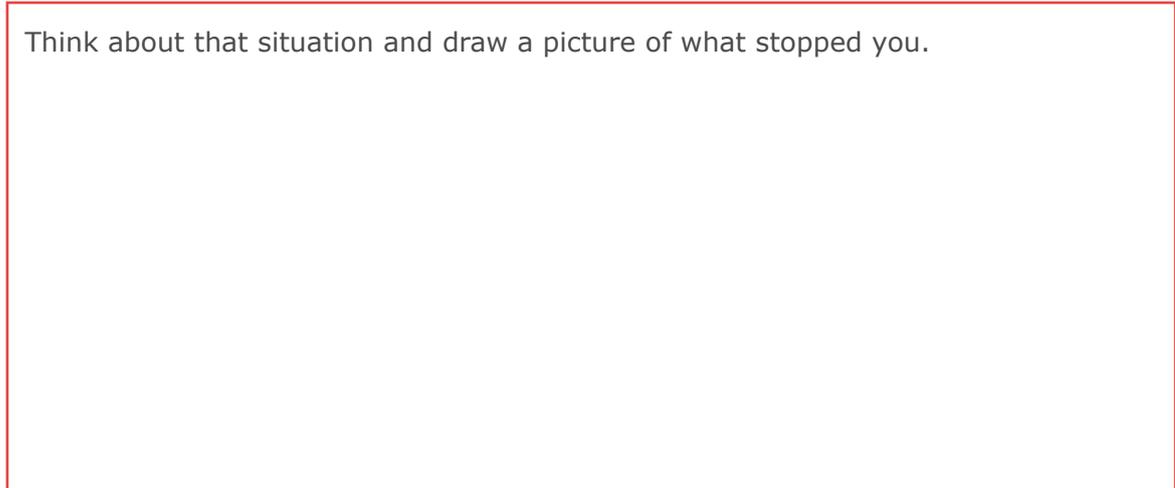


What emotions do you feel now as you recall the results of your effort?

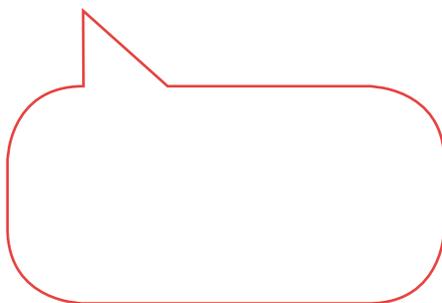


Can you remember something you had or wanted to achieve, but you abandoned it because you didn't want to keep making the effort?

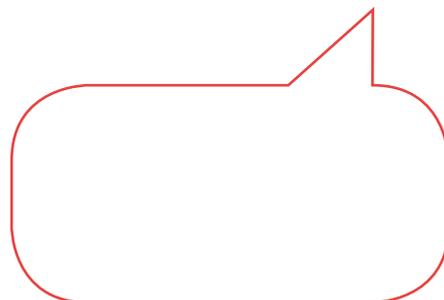
Think about that situation and draw a picture of what stopped you.



Which emotions are associated with stopping that?



What emotions do you feel now about that?



Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- It is advisable to observe just how perseverant teens are, both at home and in school, and help them design their own alternatives for increasing their levels of perseverance.
- The example we set as adults is extremely important for this skill. The consistency that parents demonstrate at their jobs or in carrying out family projects sets a great example.
- At school, one important teaching principle to bear in mind is the “zone of proximal development,” which involves proposing activities and challenges for students based on their possibilities of achieving them: not so easy that they don’t represent a challenge at all, but not so hard as to be unachievable.
- As parents, we can remain attentive to how much our children persevere, encouraging them when they want to abandon a goal in which they have invested time and effort, motivating them to continue even if the task gets harder and harder, or suggesting that they take a break and try again if we can see that they’re exhausted.
- It is vital that we value the effort itself as much as the results. Messages such as, “You can see how much effort you put into this,” or “You could do better by making just a little more,” are ideal for fostering perseverance.

3 Frequently Asked Questions

- **Can teens be perseverant?**

Yes. When teens are not perseverant, it’s a good idea to look into what may be going on. They may need to make more effort, or they may not have much confidence in their own possibilities for achieving what they set out to do, or the example set by the adults around them may not be adequate. With personalized guidance in this area, teens who are facing these or other difficulties are capable of increasing their level of perseverance. Just like all abilities, perseverance can be developed further.

Module 3
With our challenges

General skill
Determination

Specific Skill
Stress Management

WHAT, ME STRESSED?

Today I will learn to...

Identify my own biases when assessing how stressful a situation is.

What we'll need is...

Only ourselves.

Lesson Guide

1 Intro

Imagine that you wake up one morning and you realize that you slept in and missed your math test at school.

How do you think you would feel? What would you think?



Listen to your students.

2 Core

When we experience situations that put pressure on us and require us to act in order to reduce that tension, this tells us that we are in a stressful situation.

- Do you know what stress is?

Suggested answer: Stress is a reaction, both physical and psychological, to situations in our surroundings that make us feel pressure.



Listen to your students.

A low level of stress is good because it “activates us” or “pushes us into action.” But a high level of stress may be dangerous to our physical and mental health, and to our sense of wellbeing.

Studying for a test, fighting with a friend, or feeling lonely can cause us stress. What makes you feel stressed?



Listen to your students and make sure the rest of the group is listening, too.

Now open your workbooks to the worksheet “And Me... What Do I Feel?” (see Student Material). We’re going to read about some sensations that people feel when they’re stressed. As we read the list, circle the letter or number that describes what each one of you feels when you’re stressed.



Read the list from the worksheet out loud, pausing briefly at the end of each point to give students time to write down their answers. After you finish reading the list, listen to their answers.

It is very important to recognize our stress signals, since they help us realize that we feel stressed. It is also important to look for help from a trustworthy adult when we feel like we can’t manage the stress in our lives.

Now turn to the worksheet “Cognitive Distortions” (see Student Material). Cognitive distortions can cause us a great deal of unnecessary stress.



Ask someone to read the definition, and then ask another volunteer to read the first image. Ask the following questions and listen to your students.

- What happens if we think that we aren’t allowed to make mistakes and then we make one?

Possible answers: We’ll feel very tense while trying to avoid making mistakes; we’ll judge ourselves harshly if we make a mistake.

- What would be a better way of thinking?

Suggested answer: Our entire life is a learning process, and it is normal for us to make mistakes and not to be perfect. Many times, the most profound lessons come from our ability to learn from our mistakes.



Ask another volunteer to read the second message. Then ask the following questions and listen to your students.

- What might happen if we think that if something has happened once, it will happen many more times; for example, if we flunk a test or we have to stay back a grade?

Possible answers: We criticize ourselves harshly, we don’t keep trying our hardest, we throw in the towel and give up, we’ll feel very worried and anxious every time we’re in that situation, etc.

- What is the best way of thinking?

Suggested answers: “I’ll have other opportunities”; “I’ll try harder”; “Things don’t always turn out the same way,” etc.



Ask them if they can think of any other distorted thoughts that cause them to make mistaken interpretations that lead to stress.

Now let's make a list of the cognitive distortions we thought of.



Write the examples given by your students on the blackboard. Reflect with them on whether they are really distortions and why.

Remember that recognizing our distortions is a very important step toward managing stress.

3 Wrap-Up

- What did we learn today?
- Have I identified my main sources of stress?
- What can I do from now on to manage my tension?

Student Material

And Me... What Do I Feel?

People feel different ways when they're tense, anxious, or stressed. Below, circle the letter or number that describes what you feel.¹⁸

1. You feel tension in:
 - a) your forehead
 - b) the back of your neck
 - c) your chest
 - d) your shoulders
 - e) your stomach
 - f) your face
 - g) other parts of the neck
2. You sweat.
3. Your heart beats fast.
4. You can feel your heartbeat.
5. You can hear your heartbeat.
6. You feel hot or your face turns red.
7. Your skin feels cold and clammy.
8. Your _____ start to tremble:
 - a) hands
 - b) legs
 - c) other parts
9. Your stomach feels empty.
10. You feel nauseated.
11. You realize you grip things too tightly.
12. You repeatedly scratch a part of your body.
13. When your legs are crossed, you move the one on top up and down.
14. You bite your nails.
15. You grind your teeth.
16. You have language problems (you stutter, get tongue-tied, etc.).
17. Other (explain) _____

18. Adapted from <http://www.alezeia.org>. Health Education Association. Seminars for Teens. Segovia: Spain.

Cognitive Distortions

Are mistaken interpretations of reality...
Mistaken thoughts...



Concepts, Tips and FAQs

1 Key Concepts

Cognitive distortions: Exaggerated or irrational thought patterns that cause us to perceive reality inaccurately and often reinforce negative thoughts or emotions (Beck, 1972; Burns, 1989).

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

- Both at home and at school, it is very important to motivate teens to develop healthy eating and sleeping habits and to get involved in athletic activities. All of these factors protect against stressful situations.
- Those parenting and teaching styles that promote democratic participation in decision-making, caring relationships, and establish clear limits help protect teens against environmental risk factors associated to stress.

3 Frequently Asked Questions

- **How serious can stress become in adolescence?**

Teens are subjected to multiple stressful situations without yet having sufficient resources to cope with them. This pressure and tension can drive them to depression or suicidal ideas. It is important to pay attention to alarm signs, such as a general lack of motivation, sleep and eating disorders, etc.

Module 3
With Our Challenges

General Skill
Responsible decision-making

Specific Skill
Creative Thinking

OUR COUNTRY

Today I will learn to...

Assess potential solutions to an issue using the thinking hats.

What we'll need is...

- Blank pieces of paper (half a sheet per student)
- A flip chart for each group of three or four students
- Three colored markers per group
- One pen or pencil per student

Lesson Guide

1 Intro

To start today's lesson, I'm going to ask each one of you to think about what would happen if, instead of twenty-four hour days, there were six straight months of sunlight followed by six straight months of darkness. What would be the consequences of this situation? Think hard about it. It is important that each of you come up with two ideas and write them down on the piece of paper I'm going to give you.



Give them a few minutes to think. Walk around the classroom and quickly check the ideas your students are writing down. Then, listen to your students and write their ideas on the blackboard.

2 Core

Now I want you to form groups of three students each.



Alternatively, they can form groups of four students. You will decide on the number of members in each group depending on the total number of students in your class.

Each group is going to build a new country, trying to answer the following question: what characteristics does your country need to have in order to function well?

To do this, you're going to use the "Six Thinking Hats" method designed by Edward de Bono,¹⁹ which helps us to focus on a task and be more creative.

19. To learn more about this method, visit http://www.debonogroup.com/six_thinking_hats.php.

This method consists of dividing our thought into six different functions, identifying each one with a different color hat. Mentally, you're going to put on a hat of a certain color, and then you're going to change hats depending on where you want to focus your thought and creativity.

Let's open our workbooks to the worksheet "Six Thinking Hats!" (see Student Material) and read the instructions in each box together.



Take a moment to read the instructions and make sure your students understand what each hat represents.

I'm going to give each group a flip chart and some markers so you can make a poster about the country you've created. Your job is to write and/or draw the answers that you come up with as a group using each one of the hats. You are free to design your poster in the most original way possible.



Give them enough time for all the groups to finish the activity. After everybody has finished, ask them to give their country a name and write it somewhere visible on their posters. Then, give them a certain amount of time for each group to present its poster. Another possibility is to hang the posters in different parts of the classroom and have your students rotate among them, reading their classmates' posters.

It is important that you keep these posters, since you will need to copy down certain information from them for the next lesson.

3 Wrap-Up

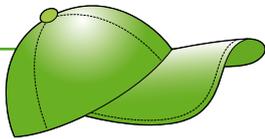
- What advantages did you find in the six thinking hats method?
Possible answers: We can come up with more ideas; we take into account many points of view, and not just one; all of us can contribute; we're more productive; we concentrate on the task or objective at hand, etc.
- In what everyday situations or activities could you use these six hats to help you think?
Possible answers: All the hats can be used when we have to think of ideas to solve a problem or perform a project that requires creativity. We can also use some of the hats when we have to come up with ideas or alternatives for certain situations.

Student Material

Six Thinking Hats!²⁰

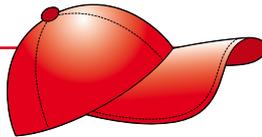
1

Put on the **green** hat and think: what characteristics will our country have? Let your ideas flow without judging them.



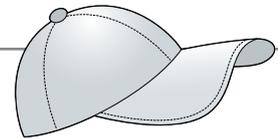
2

With the **red** hat on, identify: what emotions and fears do you experience when thinking about your country's characteristics?



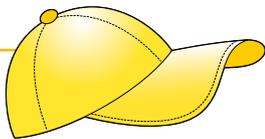
3

With the **white** hat on, think: what is needed in order for these characteristics to be possible?



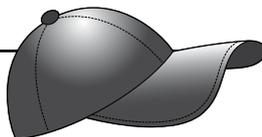
4

Using the **yellow** hat will help you to think: what are the advantages and positive aspects of your country's characteristics?



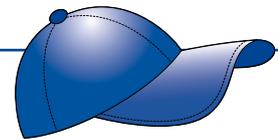
5

With the **black** hat on, think: what difficulties may arise with these characteristics?



6

Use the **blue** hat when you feel you need to revisit another hat or reorganize the process.



20. De Bono, E. (1999). Six Thinking Hats. New York: Little, Brown & Company.

Concepts, Tips and FAQs

1 Key Concepts

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

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

2 Tips for Teachers and Parents

- Ideally, teachers from different academic areas should encourage students to use a certain hat when faced with a situation they need to solve; for example, "Let's use the green hat to come up with original ideas on how to address this problem."
- Both at home and in school, it is very important to motivate teens to come up with original and creative ideas to solve difficulties or responds to everyday needs they encounter in their surroundings. Asking questions such as "What else could you do?" can help them make a little more effort to think harder.
- It is important to bear in mind that all of us can come up with creative ideas, given that this is a skill that can be developed and strengthened. At school, it is vital to evaluate whether the teaching strategies used in the different academic areas stimulate creative thinking, or if, on the contrary, they put a damper on it.

3 Frequently Asked Questions

- **How does it help students to develop their creative thinking?**

Human beings have to make decisions throughout our entire lives. Developing our creative thinking will help us come up with more possibilities on how to tackle any situation. Furthermore, creative thinking makes us more effective at solving problems and more original in the answers we come up with to our everyday needs.

- **What kinds of attitudes should adults have in order to help foster creative thinking in teens?**

Flexible thinking and behavior is the best way for adults to stimulate creative thinking in teens, i.e., displaying openness to new ideas, new activities, different ways of doing things, etc. Rigidity is the opposite of flexibility, and must be avoided.

Module 3
With Our Challenges

General Skill
Responsible Decision-Making

Specific Skill
Critical Thinking

FACT OR OPINION?

Today I will learn to...

Sort between facts and opinions.

What we'll need is...

Two different colored pencils per student.

Lesson Guide

1 Intro

It is important to learn to tell the difference between facts and opinions.²¹ Opinions depend on the person offering them. They may be wrong, and many times, they need to be challenged. "Lima is the capital of Peru," "A dog is an animal," and "The sun shines" are facts.

But what about "Lima is the prettiest city in the world," "Dog is man's best friend," or "The sun is wonderful in the summertime"? Are these facts or opinions? Why?

Possible answers: They're opinions. A fact is a real event, for example, "I'm reading." An opinion is a point of view, a personal idea that is formed about something; it's what I think, for example, "What I'm reading is interesting and entertaining."



Listen to your students.

2 Core

Open your workbooks to the worksheet "Is it a FACT or OPINION?" (see Student Material). I'd like a volunteer to help us read the news story like a radio or TV news anchor.



After the volunteer has finished reading, tell your students to do the activity in the worksheet. Give them a few minutes. After everyone has finished, ask your students to share what they identified as facts and opinions. You can use the following table to help refine, emphasize, or clarify their answers.

21. The main ideas for this lesson were taken from the material for the presentation "J'vais pas, J'vais pas" by L'École de la Paix of France.

Facts	Opinions
<ul style="list-style-type: none"> • There was a fire. • A woman was going to work. • Smoke was coming out of the building’s windows. • Two men got into a green truck. • The woman called the fire department. • The woman called from the payphone on the corner. • The firefighters put out the fire. • The damages were serious (this may be seen in the fact that almost the entire building was affected). • No one suffered burns. 	<ul style="list-style-type: none"> • The woman was dressed well. • The two men looked strange (that’s what the woman thought, but they might have seemed normal to someone else). • The woman says she’s sure that the two men started the fire and that someone paid them to do it (<i>just because they seemed strange to her doesn’t mean they started the fire or that they were paid to do it; that’s only her perception as she has no proof</i>).

Opinions can be questioned or debated. Facts can’t. Sometimes, we take what is actually an opinion for a fact. This is how prejudices are formed, for example.

Let’s think about the following opinions, which are often considered facts: “Women are bad at math” and “Men are bad at housework.”



Write their opinions on the blackboard.

What arguments can we use to refute those opinions? Let’s think about arguments against these two opinions.

Possible answers: Lots of women are good at math. There have even been great female mathematicians. On the other hand, some men are bad at math. Similarly, men have the skills necessary to do house chores and take care of children. Many of them do a great job at housework, and some are even better at it than some women.



Listen to your students and write down their answers on the blackboard.

Now let’s think about how these statements may affect men and women.

Possible answers: Women might believe that statement and give up on trying to learn math. Teachers might expect men to do better than women or encourage their male students more than their female ones. We might lose great future mathematicians, etc. On the other hand, men might not pitch in with the housework, which would overload women with work. Men might miss out on raising their children, and then their children wouldn’t get the chance to enjoy spending time with their fathers, etc.



Listen to your students.

Can anyone give us some other examples of opinions that we take for facts?

Possible answers: Women are gossips. Men are liars. People from a certain place are lazy. Women from the jungle are sexy. In elections, we have to vote for the candidate that the media says is going to win, and not for the candidate with the best ideas or plans, etc.



Listen to your students.

3 Wrap-Up

- Why is it important to tell the difference between facts and opinions?

Suggested answer: Many opinions or statements in everyday life are often accepted as true when they're not. In such cases, these opinions need to be debated or discussed, because they may hurt a person, a group of people, or a society as a whole.

- What might happen to our relationships with others if we accept certain opinions as facts?

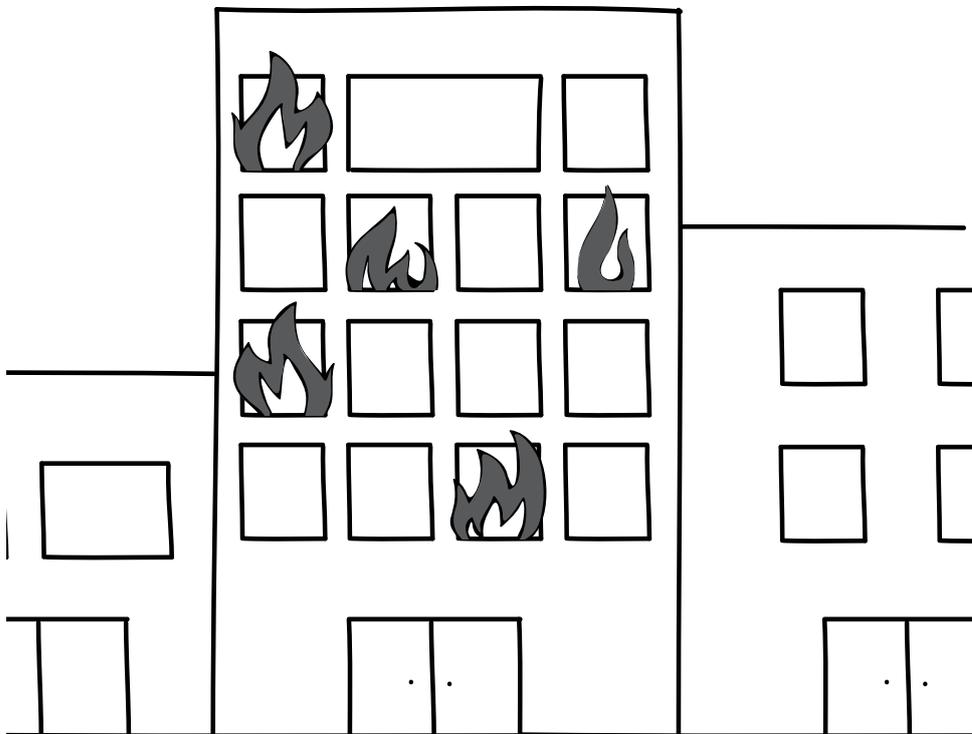
Possible answers: We might misinterpret the way other people act towards us, treat others unfairly, see bad intentions where they don't exist, etc. You can ask someone to give an example. For example, when we judge people negatively because they belong to a youth subculture (punks, goths, etc.), we don't really get to know them because we reject them out of hand.

Student Material

Is It a FACT or an OPINION?

This just in! A fire has broken out and our reporter is on the scene. "Today, at 7am, a well-dressed woman was on her way to work when she saw smoke coming out of the windows of a tall building. Just then, she spotted two strange-looking men who hurriedly got into a green truck and took off at high speed. The woman says she's sure that those two started the fire and that someone paid them to do it. She called the fire department from the payphone on the corner. After arriving, the firefighters succeeded in putting out the blaze. Although the damages are very serious, luckily, no one suffered any burns."

Now use one color to underline the FACTS and a different color to underline the OPINIONS found in the news story.



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).

Prejudice: A learned attitude toward a target object, involving negative affect (dislike or fear), negative beliefs (stereotypes) that justify the attitude, and a behavioral intention to avoid, control, dominate, or eliminate the target object (APA, 2015).

2 Tips for Teachers and Parents

- It is very important to encourage teens to participate, both in school and at home. To include teens in decision-making processes within the family helps them to value their own opinions. At school, use teaching strategies such as discussing current events, debates, the critical assessment of TV programs or websites, etc., to help them develop their critical thinking skills.
- It is important to make sure the family gathers around the table at least once per day or several times per week. Eating breakfast, lunch, or dinner together and using that time to talk about everyone's day, as well as current events in the city or country, will help motivate teens and let them learn to take a standpoint and express it, as well as to listen to others' points of view.
- Teaching methods such as project assignments help promote critical thinking in different academic areas. For example, asking ourselves how our ideas about mathematics contribute to the existence of prejudices about gender is a subject that can apply not only to this area, but also to biology, the social sciences, etc.
- Raising children to be submissive only helps perpetuate the injustice and corruption that harm our communities. Obedience is highly valued in many societies, but there is a big difference between actions that benefit our community and doing things just to obey. Both in school and at home, it is essential to examine authoritarian systems that instill fear and cause people to remain submissive or rebel, and to substitute these systems with more democratic ones that allow everyone to express themselves.

3 Frequently Asked Questions

- **What is the relationship between critical thinking and preventing risk behaviors?**

Teens who are able to think critically can challenge messages from songs, TV series and news reports. They are also more likely to distance themselves from situations that may have negative consequences, even under peer pressure.

- **Are teens interested in thinking critically?**

Yes. During adolescence, they become more sensitive to social problems. Generally speaking, teens like to express their ideas and be heard. This can be used to develop their critical thinking skills.

Module 3
With Our Challenges

General Skill
Responsible decision making

Specific Skill
Responsibility

PINOCCHIO'S NOSE

Today I will learn to...

Embrace honesty when facing the consequences of my actions.

What we'll need is...

One sheet of paper and one pencil or pen per student.

Lesson Guide

1 Intro

Sometimes in our lives, we tell lies or trick others in order to avoid taking responsibility for something we should have done or something we should have kept from doing.

I want each one of you to think about a situation in which you lied to or tricked someone so you didn't have to do something or in order to hide something you shouldn't have done. Without talking, I would like you to write this situation down on a piece of paper.



Give your students approximately five minutes to write the situation down on a sheet of paper.

Would anyone like to share what he or she wrote with the rest of the group?



Listen to your students and make sure the rest of the group is also paying attention.

Today we're going to talk a little more about the lies we tell to avoid responsibility.

2 Core

We're going to split up into groups of three. Then, we're going to number the groups, so that each group has a number from 1 through 4.

Let's open our workbooks to the worksheet "Pinocchio's Nose" (see Student Material). Each group is going to work only on the case corresponding to the number assigned to them, reading the story and answering the questions found in your workbooks.



Give them approximately 15 minutes for all of the groups to do this activity. Walk around and make sure they are working, and answer any questions they may have.

Now that all of the groups have finished, I want you to look for at least one other group in the classroom—although it can be more than one group, too—that worked on the same case as you. You're going to get together and compare answers. I'll give you a few minutes to do this.



Give them five minutes for the groups to compare answers. Then ask the following questions and listen to your students.

- Did you reach the same conclusions?
- Did one group write different reasons than the ones the other group wrote? What were they?

Now we're going to listen to the different groups' conclusions for each one of the cases. What are some of the possible consequences of lying to or tricking others?



Listen to opinions from at least one group for each case and write their answers on the board.

Now I want each one of you to take on the piece of paper on which you wrote your own personal situation at the start of the lesson. Which of the consequences written on the board might be a reason for which it's better not to use lies or trickery in that situation?



Listen to your students and foster reflection on the negative consequences that may result from lying to or tricking others in order to avoid responsibility; for example, because we are putting our safety at risk; because we hurt others; because we might ruin the trust we have established with someone; because we are hurting our relationships, etc.

3 Wrap-Up

Think again about the situation in which you lied to or tricked someone.

- What other options did you have instead of lying or trickery?
- How can it affect you over the long term if you keep lying; for example, in two, five, or ten years?

Student Material

Pinocchio's Nose

1. **Milena** is twelve years old, and she recently started smoking without her parents knowing. When her mom finds a pack of cigarettes in Milena's backpack, Milena tells her that they're her older brother's.

What responsibility is Milena avoiding?

Think about the possible consequences of this lie for:

- (1) Milena;
- (2) the people around her; and
- (3) her relationships.

Write down some of these consequences in the order given:

2. **Bernardo** would rather go play soccer with his friends instead of doing his homework. He decides to pay a classmate to do his work for him and tell his teacher that he did it himself.

What responsibility is Bernardo avoiding?

Think about the consequences that cheating may have for:

- (1) Bernardo;
- (2) the people round him; and
- (3) his relationships.

Write down some of these consequences in the order given:

3. **Julieta** wants to go to a party, but her parents don't want to let her go because there will be lots of people they don't know there. Julieta decides to lie to them and tell her parents that she's going to sleep over at a friend's house to study and do their group project, when she's really going to the party.

What responsibility is Julieta avoiding?

Think about the consequences that this lie may have for:

- (1) Julieta;
- (2) the people around her; and
- (3) her relationships.

Write down some of these consequences in the order given:

4. **Horacio** wants to finish his homework quickly so he can watch television. He decides to look on the internet for a text that someone else wrote and turn it in to his philosophy teacher as if he had written it himself.

What responsibility is Horacio avoiding?

Think about the consequences that cheating could have for:

- (1) Horacio;
- (2) the people around him; and
- (3) his relationships.

Write down some of these consequences in the order given:

Concepts, Tips and FAQs

1 Key Concepts

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

2 Tips for Teachers and Parents

- Reflecting on situations in which they have resorted to lying or cheating can be a learning opportunity for young people. Directly questioning the fact that they have told a lie or cheated using superficial arguments such as "Because it's wrong," "Because you shouldn't do it," or "Because I say so" are not the best ways to foster inner motivation for them to take responsibility for their acts. On the other hand, generating dialogue about why they did what they did and how it can harm them (for example, it may put them at risk) or harm those around them or their relationships can be more rewarding. They can also be encouraged to reflect on the importance of honesty in taking responsibility for our actions, even if we have made a mistake. Questions such as "If you could choose your friends' personality traits, would you prefer honest friends or dishonest friends? Why?" can be very useful in fostering this type of reflection.
- In the case of cheating (for example, when students copy on a test or hand in others' ideas as their own), the consequences for themselves, others, and their relationships may be harder to recognize. In this case, it may be helpful to foster a reflection on what might happen to our life plans over the long term if we continue to cheat (for example, we get discovered and punished by the authorities), and how others who have cheated have harmed us, even if indirectly (for example, a corrupt politician who steals money that should be used for public works).
- The disciplinary actions applied in school and at home are typically rooted in the desire to control young people's behavior through punishment. However, in order to help them develop a sense of responsibility, it is advisable to: 1) Make an effort to ensure that young people understand why their actions harm themselves, others, or their relationships (for example, why these actions harm those around them or why they may have negative consequences for them in the future); and 2) Create opportunities for young people to assume the consequences of their actions (for example, repairing the damage caused or making specific commitments on how to improve in the future).
- After making a mistake or breaking a rule, young people should ideally get the opportunity to reflect on the following questions: Whom did my behavior affect, either directly or indirectly? How? What can I do now to improve the situation? How can I repair the damages I have caused? What can I do differently in the future to keep this from happening again?

3 Frequently Asked Questions

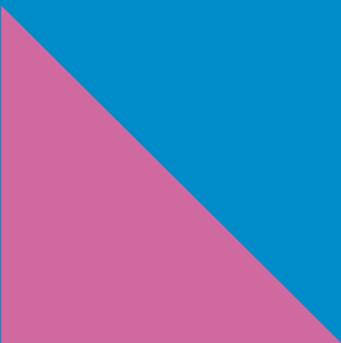
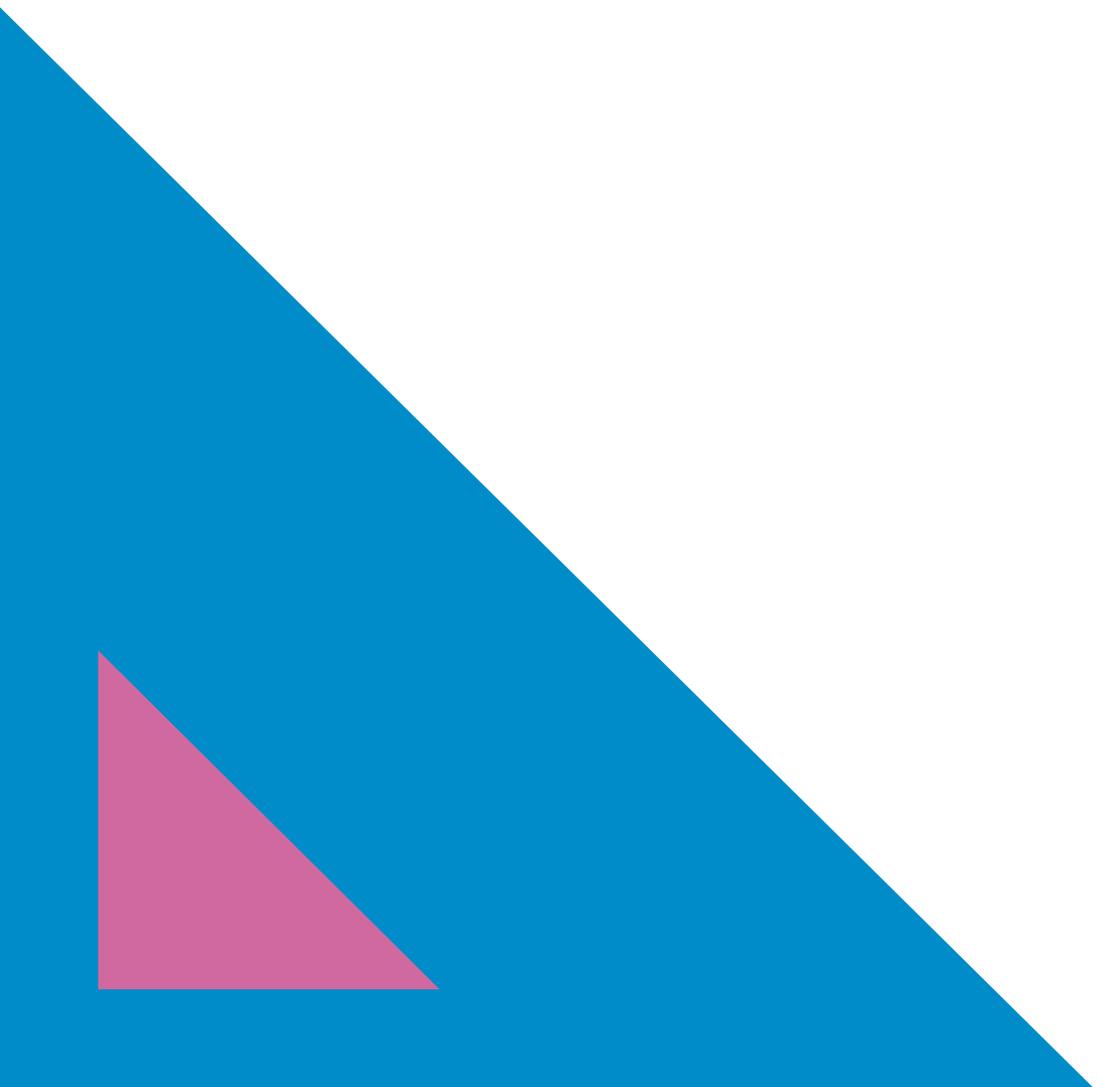
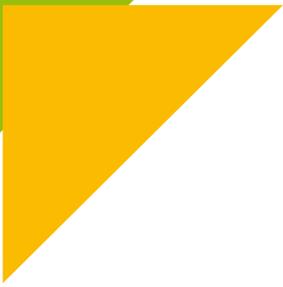
- **What is the importance of learning to assume responsibility for our actions?**

Assuming responsibility for our actions is a major achievement in the process of growing up, maturing, and becoming autonomous beings. Our sense of responsibility is also directly related to autonomy, specifically moral autonomy. Moral autonomy is the ability we have to value or evaluate for ourselves what we believe to be right and wrong, and which principles (for example, justice, honesty, etc.) are most important to us.

It is critical to develop moral autonomy in young people in order to ensure that they are capable of making responsible decisions on their own when faced with problematic situations in everyday life (for example, when deciding whether they should copy on a test in order to get a better grade). By developing moral autonomy, we learn to behave ourselves in accordance with what we believe to be correct, without the threat of punishment or regulation from external sources. For example, we learn to respect traffic laws without the need for the police to use any force.

Furthermore, understanding how our actions affect us and/or others and how we can assume the consequences for what we do is fundamental to avoid making the same mistakes in the future and stop giving excuses for our behavior instead of doing something to improve the situation (for example, repairing the damages caused).

In a more general sense, the more honest we are, the better our chances to live in a better society.





THE WORLD BANK
IBRD • IDA