



Student Workbook

Grade 4



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KEY PARTNERS:



Today I will learn to:
Listen mindfully.

Dreamy and Captain Mindful

At another school not far from here, there was a boy called Dreamy. His favorite thing to do at school was to play with his friends at recess.

He had lots of friends, but the one he spent the most time with was Helga. She loved to read scary stories, and he loved it when Helga told them.

Lately, Dreamy had noticed that she preferred to tell her stories to others. Didn't she want to be his friend anymore?

One day, he asked her to tell him scary stories again. She got very excited and asked him, "Do you really want to hear one?" He answered, "Of course! I love your scary stories!" She sat down beside him and said: "OK, I'm going to tell you a story about Count Dracula. He lived all alone on top of a mountain, very, very far away from the city. Where no one could see him."

As he listened, his mind started to think of other things: he thought about the time he had gone with his grandparents to a very beautiful mountain, where there were big trees... He remembered the story his grandfather told him about the tree that was born over a hundred years ago... A hundred years! His mind came back to the present when he heard Helga say, "And that's the story of Count Dracula. What did you think?" Dreamy answered, "Um... well... you know, I started to remember the other day when I was with my grandfather, and I saw a 100-year-old tree!" Helga got very mad. He hadn't been paying any attention to the story. So she said, "You see? That's why I don't like to tell you anything! You don't pay attention to me!" And she went off to talk to her other classmates.

Dreamy felt very sad. His friend didn't want to tell him scary stories anymore, and he didn't know what to do. As he was walking back home, a very fun-looking man greeted him: "Hi, my name is Captain Mindful and I'm here to show you a trick that can help you feel better."

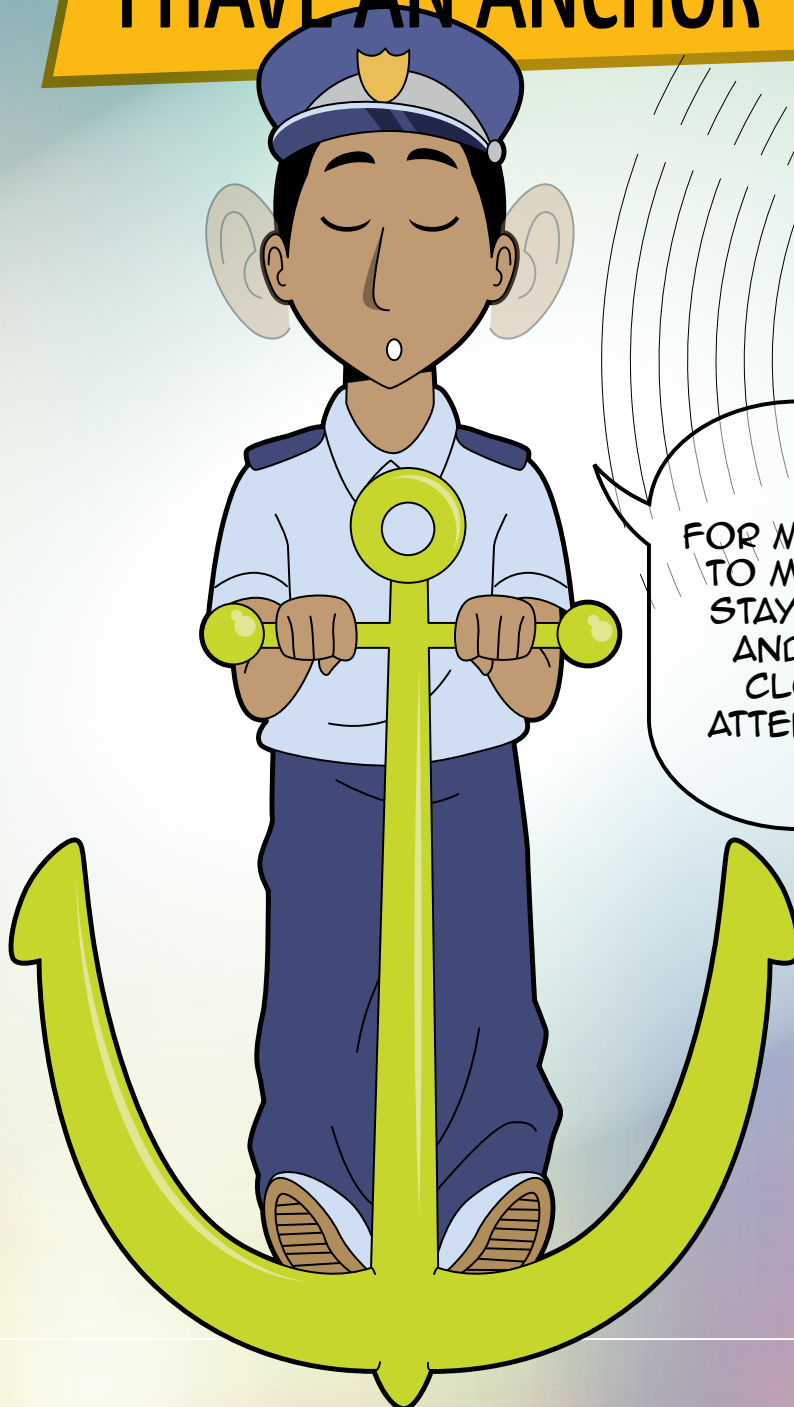
He was very happy now. He really needed someone to help him!

Captain Mindful told him, "The same thing happened to me. My mind would drift like a boat on the ocean, going from one thought to another. It was then that I thought, 'I have to take a deep breath and pay attention to what other people are saying to me.' So, I pretend that my mind has an anchor so it can stay still and pay attention only to what I'm hearing. I pretend that my hands are the anchor and put them behind my ears so I can listen better. Now my friends love to be with me and tell me fun stories!"



WHEN SOMEONE IS TALKING TO ME,
I PRETEND THAT

I HAVE AN ANCHOR



FOR MY MIND,
TO MAKE IT
STAY STILL
AND PAY
CLOSE
ATTENTION.

MY SUPERPOWERS

Today I will learn to:
Identify what makes me unique and different.

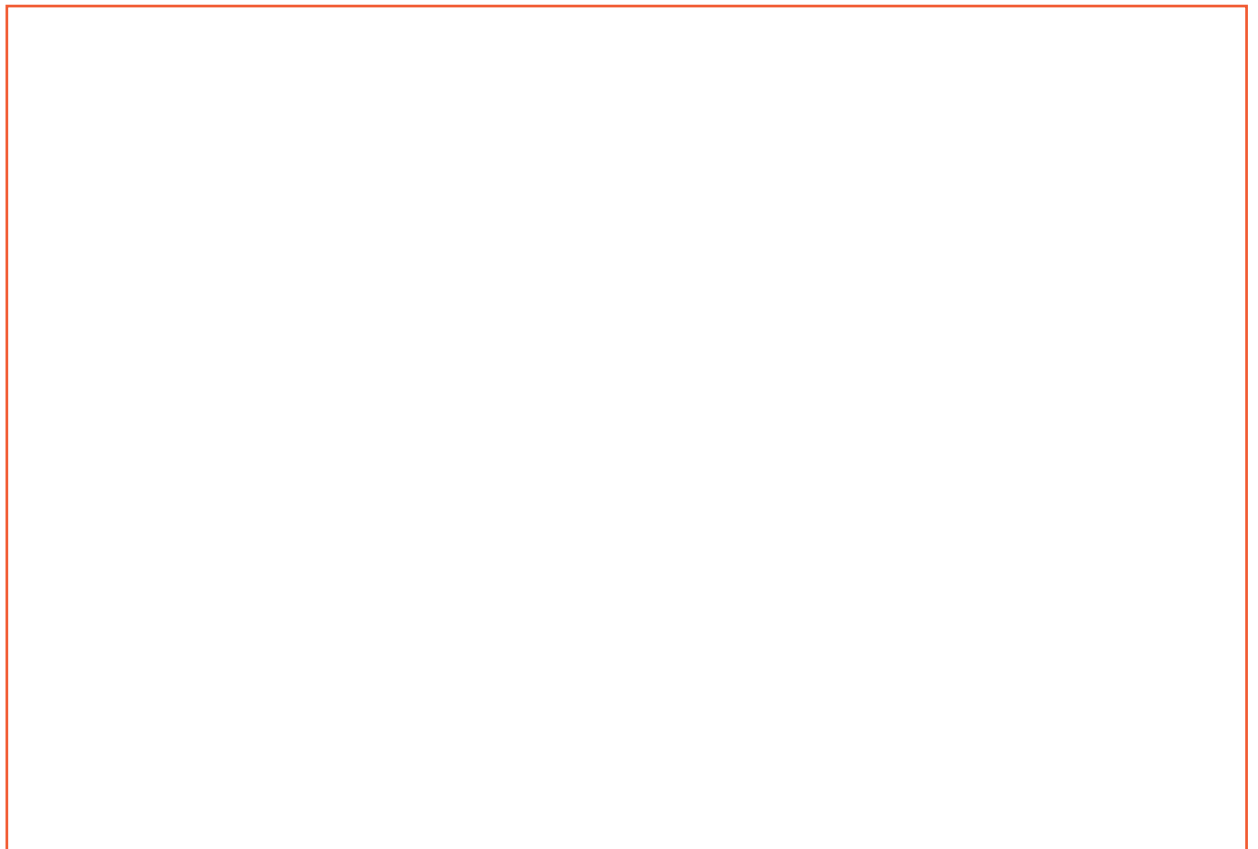
This Is My Superpower:

(Write one or more superpowers in the box.)



This Is How I Look With My Superpower:

(Draw a picture of yourself with one or more superpowers in the box.)



Today I will learn to:
Take on challenges that will help me grow.

What's Hard and What's Easy

Spell	Divide	Write a letter	Use a computer	Write with good grammar
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Do mental calculations	Recite a Poem	Copy from the board	Read in my mind	Draw
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Dance	Solve problems with decimals	Read out loud	Memorize	Sing
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Subtract fractions	Learn a song	Play a musical instrument	Play soccer	Give a presentation
Easy	Easy	Easy	Easy	Easy
Hard	Hard	Hard	Hard	Hard

Today I will learn to:
Identify what makes me feel embarrassed.

My Letter to Barry



Dear Barry,

Today I will learn to:
Feel emotions that are good for me.

(1) Know'em, track'em

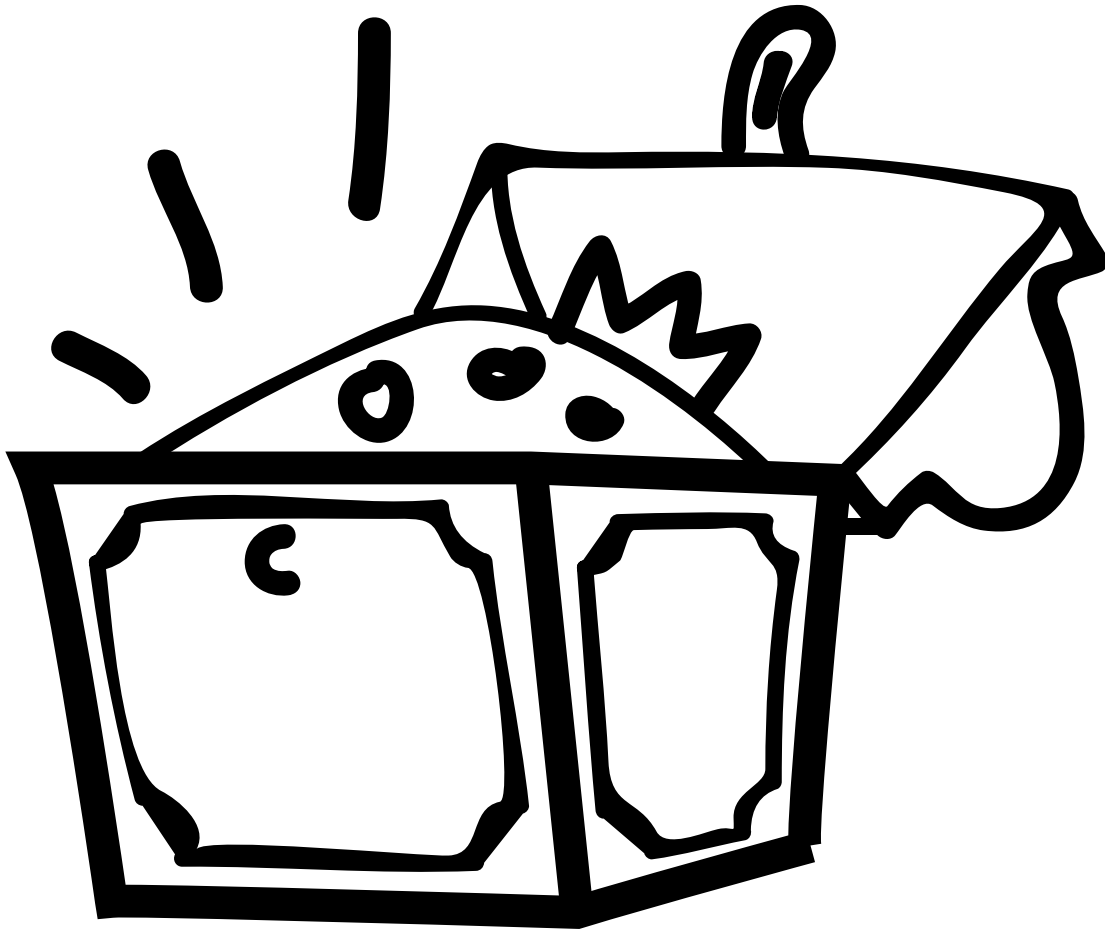
In the log below, name the positive emotions you're already familiar with, the ones you've experienced in your daily life. Make a list. Add new emotions as you notice them.

My positive emotions	When I feel them

Tracking positive emotions helps us be more aware of the positive feelings we already experience, and the situations or activities that bring them.

1. Adapted from http://kidshealth.org/teen/your_mind/emotions/positive-emotions.html# © 1995-2015 The Nemours Foundation

(2) The positive Treasure Chest



Today I will learn to:
Understand how I feel when I can't do what I want.

Riddle Me This

1. If you have it, you want to share it. If you share it, you don't have it. What is it?

Answer: _____

2. The more you have of it, the less you see. What is it?

Answer: _____

3. What gets whiter the dirtier it gets?

Answer: _____

4. What goes up and never comes down?

Answer: _____

5. What grows when it eats, but dies when it drinks?

Answer: _____

6. You heard me before, yet you hear my again. Then I die, 'til you call me again.
What am I?

Answer: _____

7. The more it dries, the wetter it gets. What is it?

Answer: _____

Today I will learn to:
Know when I can change a frustrating situation
and when I can't.

Catalina and the Super Pals

Catalina is in fourth grade of primary school. She has always been a very happy girl, and she loves to laugh. She is new in her class, and has realized that there is a group of very popular girls who everyone knows and likes. She wanted to be friends with them, but the girls told her there was no place in the group for a new girl.

Catalina felt very sad, because she really wanted to be part of that group. She insisted, but she always got the same answer: a big NO. "You can't be part of our group, Catalina."

She felt even worse. Now she was mad, because she felt that the girls had really embarrassed her. Catalina started to think, "No one in class is going to want to be my friend. I'm going to feel so bored. I wanted to be friends with those girls. If I can't be friends with them, I don't want to be friends with anyone." She found a place far away from everyone else and started to cry.

When they heard her crying, a group of tiny people came flying down from the sky. They looked like fairy godmothers from a fairy tale. But they weren't fairy godmothers, they were the Super Pals: Wilma, Pat, and Corey. The Super Pals asked Catalina what was wrong. Still crying, she told them, "No one in my class is going to be my friend. I wanted to be friends with those girls. If I can't be friends with them, I don't want to be friends with anyone."

Then, **Wilma**, who was wearing a beautiful hat, took it and put it on her head, saying, "Catalina, right now you feel very bad, and that makes your mind become flooded with sad thoughts. Put my hat on and ask yourself again: Could you do something to make friends in your classroom?" Catalina put the hat on, and suddenly she could think clearly. She realized that she couldn't force people to be her friend if they didn't want to, but that those girls weren't the only ones in class. Other children had friends that weren't part of that group.

But how could she work up the courage to ask someone else to be her friend when it feels so bad when they tell you 'no'? Then, she decided to call on Corey. "Corey, help me calm down, find courage, and act."

Corey answered her, "Catalina, I'm here to help you find the courage to look for new friends. Take a deep breath and repeat after me: 'I can do something. I just have to calm down and find courage.'" She gathered up all her courage and went to ask other kids that she wanted to be their friend, and they told her, "Yes."

Once Catalina had some good friends and felt happy, she started thinking again of the group of girls who didn't accept her. What should she do? she asked Wilma, who loaned Catalina her hat. Catalina realized that she still felt hurt because they had rejected her, but that she couldn't make them change their opinion because that was the way they were. So she called on Pat to help her accept that situation.

Pat said to her, "Catalina, some people are just like that. Sometimes, it's going to be very hard to make them change their opinions, even when they're wrong. So breathe deep and repeat with me: 'I have to accept it. Now I want to calm down. I have to take deep breaths.'" When Catalina had finished taking deep breaths, she felt much better. Then she said, "Now that you accepted that those girls didn't want to be your friends, you can go out and play and have a good time with your real friends, being a good friend to them, too."

My Super Pals



Pat

Help me calm down and accept the things I cannot change.

Wilma²

Help me know the difference between things I can and cannot change



Corey

Help me find courage to change the things I can.

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

Situations that Cause Frustration

Carolina wants to be friends with some classmates who are older than she is. They won't let her into their group, she feels jealous and mad, and she wants to cry. She's thinking, "I'll never have any friends." She needs to calm down.

What can Carolina change?	What CAN'T Carolina change?
How can Corey help her?	How can Pat help her?

Simon can't be part of the school choir, and this makes him feel very frustrated. He doesn't want to give up on his dream of singing someday, but he doesn't know what to do to achieve that dream.

What can Simon change?	What CAN'T Simon change?
How can Corey help him?	How can Pat help him?

Today I will learn to:
Seek more information to fully understand other people's views.

What Do You See?

Observe the pictures below and answer the questions:

Picture 1



What do you see in this picture?

Picture 2



What do you see in this picture?

Picture 3



What do you see in this picture?

Roles

You will play **Camilo**:

You want to run the race with Laura and Jessica, but as soon as you start running, your stomach starts to hurt a lot. You don't want to stop, but the stomachache is really bad. Laura starts to yell at you just like she always does, telling you to hurry up and run faster. You don't want to run anymore because your tummy really hurts, and you get mad at Laura because she keeps pulling on your arm.

Now explain to Laura and Jessica what you thought and felt.

You will play **Laura**:

You want to win the race, but you see that Camilo doesn't feel like running. You think it's because he's lazy. Since you don't want to lose, you tell him to run faster. Maybe this will encourage him. When you see that Camilo doesn't want to run fast, you get mad and you start to pull on his arm to make him go faster, but he won't do it.

Now explain to Camilo and Jessica what you thought and felt.

You will play **Jessica**:

You are happy that you get to run with Laura and Camilo, because you think that together you can win. Suddenly, you see Laura and Camilo falling behind. It looks like they're playing a different game, because Laura is holding on to Camilo's arm. You think they don't want to run with you anymore because they're far behind now, so you decide that it would be better to go play by yourself somewhere else.

Now explain to Laura and Camilo what you thought and felt.

OSWALD AND LION**Today I will learn to:**

Put myself in the place of someone being treated badly by their classmates.

Oswald and Lion

Lion is the biggest and strongest student in fourth grade. He has lots of friends, and his classmates do whatever he says. For example, the other day Lion was hungry, and he forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Lion ordered. However, Oswald wasn't happy about the situation.

Oswald, on the other hand, is a small, shy, and quiet student. He doesn't have many friends, and some people say he is weird because he is always by himself during recess. He would like to have more friends, but he doesn't know how to approach them. He's afraid that they might act like Lion, who always bothers him.

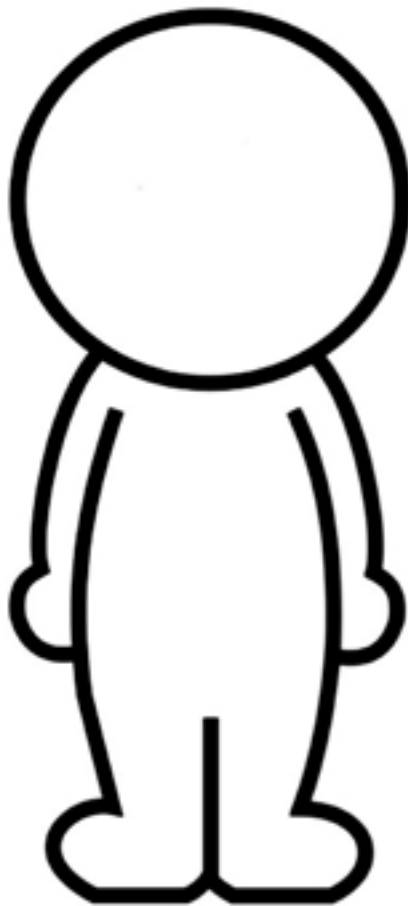
Lion thinks Oswald looks funny, and he makes fun of him all the time, saying, "Oswald is a dweeb!" Some of their classmates think this is funny, and they make fun of him, too, which just makes him feel worse.

He feels very frustrated. Going to school has become a nightmare, as he knows Lion will make his school-day unbearable from beginning to end. He would like that Lion stops bothering him, but he's afraid to say anything or to talk back, because that could make the situation even worse.

Putting Myself in Oswald's Place

Part 1

Use different colors to show how Oswald's story makes you feel.
"When I read Oswald's story, I feel..."



Part 2

What would you like to say to Oswald?

Today I will learn to:
Comfort others.

Practicing the Three Steps of LIVE

Role 1

You have a problem in class. Even though you really like going to school because you can spend time with your friends and have fun at recess, you're having a hard time in class. The classmate who sits behind you says horrible things to you all the time. He calls you names to make you feel bad and he criticizes everything you do.

The other day, when the teacher was asking a question, he started to bother you. He said things like, "Ohhh, you don't know the answer, you don't know the answer!" or "Just say you don't know because you're dumb." You told him to be quiet, but he ignored you. Since you were so distracted, you couldn't give the right answer and the teacher was very disappointed. You felt very mad.

Role 2

Every day, you feel less and less like going to school. At first, you liked it, but then two classmates started bothering you. First, they took away your lunch and threatened to hit you if you didn't give it to them. Then, they started to ask for money. If you didn't give it to them, they pinched you, pushed you, or pulled your hair.

Now, every time you get to class, they grab your backpack and start playing with it and throw your things on the floor. You haven't told anyone because they said that if you did, they were going to beat you up. Since they're bigger, you're afraid they might actually hurt you. You feel both scared and sad. You can't stand this situation any longer.

Today I will learn to:

Make sure I understand what someone is trying to tell me.

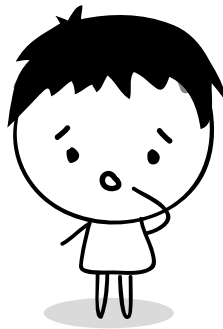
I Say It in My Own Words

"My Own Words" Team

Name: _____

Name: _____

CASE 1: Luigi

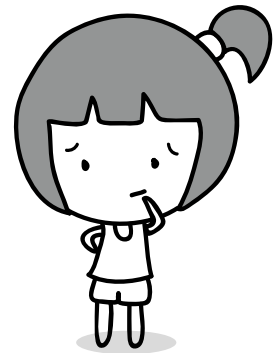


I have a cousin, and every time he comes over to my house, he spends the whole time telling me that the pictures I make are ugly, and that I should make new ones. I think my drawings look pretty and he doesn't have any reason to tell that because I never say anything mean about his things.

In my own words, what happened to Luigi was...

CASE 2: Marina

Yesterday, my mom got really mad at me because she made me lentil soup for lunch and I didn't want to eat it.



In my own words, what happened to Marina was...

3. Adapted from the Aulas en Paz Program, Class Sessions 3 and 5 (www.aulasenpaz.org).

Today I will learn to:
Express my feelings and opinions without hurting others.

Learning to Respond Assertively

PART 1

There are times when other people (our classmates, our friends) do or say things that we don't like and that make us feel upset, mad, sad, or offended.

Can you think of a recent situation in which someone made you feel that way and you responded passively or aggressively? Try to remember what you did, what you said to that person, and how you responded to the situation. Describe it below:

THE "I FEEL" TRICK

1. I feel...
2. When...
3. And I would like...

PART 2

Now that you've learnt the "I Feel" trick, you know that there are ways to clearly, calmly, and firmly express what you feel and what you want, without hurting other people. Below, write how you could have responded to the person in the situation you thought of in Part 1 of this exercise, using the "I Feel" trick:

I feel (write what you felt) _____

When (write the situation that made you feel that way) _____

And I would like (write what you would like to change) _____

The Stairs of Perseverance

Listen closely to the story your teacher tells you and draw a step for each difficulty or failure that occurred in the life of the person in the story.

Today I will learn to:
Spot my stressors and deal with them.

Tammy's Story

Part 1

Tammy is nine years old, and she's in fourth grade. Lately, she hasn't had enough time in class to finish her activities. It takes her longer because sometimes she doesn't understand the teacher's instructions. But instead of asking, she sits and waits to see if the teacher will explain the instructions again. So Tammy takes lots of work home. She stays up late working and goes to bed late. Sometimes, she comes to school very tired because she hasn't slept enough the night before. Some of Tammy's classmates, who sit in front of her, talk a lot and they don't let her hear the teacher, but she feels too embarrassed to say anything. Tammy also has a classmate who sits near her, and who seems to always understand the instructions and finish her work quickly. This makes Tammy feel stressed. Lately, she's been much more restless and nervous at the beginning of class. What's more, there's an important test coming up, and Tammy hasn't been able to study much for it. Not long ago, she started crying, but the teacher didn't understand what was wrong. Tammy hasn't felt like telling anyone what's going on. Ever since this situation started, she has stopped listening and dancing to her favorite music, two things she used to really like to do.



Part 2

A month has gone by now, and Tammy has started to feel better. She talked to her mom, who suggested to ask the teacher to change her place and put her further toward the front of the class so she could hear better. Although this change isn't for all of the classes, Tammy now asks when she doesn't understand something, she asks for help from nearby classmates who have understood, or sometimes, she is able to nicely ask her noisy classmates not to interrupt the lesson. Although she doesn't bring as much work home, Tammy still has some tasks that she has to stay up late working on. To relax, however, she puts on music. Sometimes, she takes a little break to dance. Tammy has felt more prepared on the last two tests.



My Stress Factors

1. Stress in my relationships and activities at school

2. What is my stress like?
(body, emotions, actions)



3. Who can I ask for help and how?

4. What activities can help me to relax?

WHAT IF

Today I will learn to:
Elaborate an idea further.

What Would an Imaginary World Be Like Where No One Makes Fun of Anyone Else?

Make a drawing or write a text describing what this imaginary world would be like.

Today I will learn to:

Question what I read to form my own opinion.

Sleeping Beauty – Original Version

1.- Once upon a time, in a faraway kingdom, there was a queen who had a beautiful daughter. The queen invited all the fairies in the kingdom to her daughter's baptism, but she forgot to invite the evilest of all.

1.- The evil fairy was furious, and she cast a spell on the princess. "When you turn sixteen, you'll prick your finger on a spindle and you'll die!" One of the good fairies who was nearby heard the spell and tried to make it better. "Instead of dying, you'll fall asleep until a prince comes to wake you up."

1.-The king decided to forbid spindles in his castle to protect his daughter.

1.- Even so, when the princess was sixteen she used a spindle by accident, pricked her finger, and fell asleep in her enchanted castle.

1.- One day, a handsome prince was walking nearby and discovered the enchanted castle in the bushes.

1.- The prince walked in and found the princess. Dazzled by her beauty, he gave her a kiss. With the prince's kiss, the spell was broken and the princess woke up.

1.- The prince and the princess got married and lived happily ever after.

Sleeping Beauty - Adapted Version

2. Once upon a time, in a faraway kingdom, there was a queen who had a very happy and intelligent daughter. The queen invited all the fairies in the kingdom to her daughter's baptism, but she forgot to invite the evilest of all.

2. The evil fairy was furious, and she cast a spell on the princess. "When you turn sixteen, you'll prick your finger on a spindle and you'll die!" One of the good fairies who was nearby heard the spell and tried to make it better. "Instead of dying, you'll fall asleep until a prince comes to wake you up."

2.-The king and the queen decided together to forbid spindles in their castle to protect their daughter.

2. When the princess was sixteen, she discovered the truth about the spell and she decided to read lots of books so she could find a way to break it. She read constantly until she discovered that the antidote was to learn something completely new every day.

2. So the princess spent her time learning new things every day. She learned where birds fly to, the names of a thousand stars in the sky, and lots of other things.

2. One day, the princess met a prince, and she shared all of the marvelous things she knew with him. The prince was dazzled by how intelligent the princess was.

2. In the end, the evil fairy's spell never came true and the princess continued to share all the wonderful things she learned every day with the prince for the rest of their lives.

A Walk around School

Area	Is it clean? Is there garbage there?
Classroom	
Hallway	
Schoolyard	
Bathrooms	
Offices	
School Store	

Ideas for a Cleaner World

Ideas for a Cleaner School

Ideas for a Cleaner Neighborhood

My Commitments

