



Student Workbook

Grade 11



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Today I will learn to:
Think about who I want to be.

My Ideal Occupation

Fill out the boxes with simple words or basic drawings in response to each one of the questions.

My Tastes and Interests	My Abilities	My Ideal Occupation
<p>What are the activities I most enjoy doing?</p> <p>What subjects am I interested in?</p>	<p>What do I consider myself good at?</p> <p>What do my family and friends tell me I do well?</p>	<p>If I could choose without taking any obstacles into account, what would I do for a living?</p>

Today I will learn to:

Boost my brain through organization, focus, and flexibility.

Bring it OFF

Read each phrase and write your answer, thinking about your day-to-day life.

Organization

Strategy 1: I organize myself using calendars and personal planners.

For example, if I have to do a big assignment for school, how could I use this strategy?

Strategy 2: I use small steps to finish a very long activity.

For example, if I have to do a big assignment for school, how could I use this strategy?

Focus

Strategy 3: I pay attention to what is happening now, not what happened in the past.

For example, _____

Strategy 4: I focus on the positive things in life.

Each day, I can think about what is important for me right now and in the future.

Positive things in my life include _____

Strategy 5: I have goals to achieve in my life.

Some of my goals are _____

Flexibility

Strategy 6: I can recognize my thoughts and realize when I am clinging to negative thoughts.

When I feel like I'm clinging to these negative thoughts, I can _____

Today I will learn to:

Connect my emotions with their consequences.

A Fight in the Middle of the Race

Read the following news article about what happened during the “Vuelta a España 2014”, a famous cycling competition.



Gianluca Brambilla and Ivan Rovny Thrown Out of the *Vuelta* after punching each other¹

Gianluca Brambilla, a racer for Omega Pharma, and Ivan Rovny, of Tinkoff-Saxo, were the stars of the *Vuelta*'s tensest moment. Brambilla scolded Rovny for not helping the group enough, and grabbed ahold of his bike seat. Rovny shoved Brambilla, and the Italian answered with a punch. The two riders got into a fight as they advanced, and the organizers decided to eject both athletes.

The Italian Gianluca Brambilla (Omega Pharma) and the Russian Ivan Rovny (Tinkoff-Saxo) have been ejected by the technical jury of the *Vuelta* 2014 on the ascent to La Farrapona, in stage 16, after getting into a fight several kilometers before.

In a thirteen-man breakaway, Brambilla and Rovny exchanged several blows in mid-race. Apparently, Brambilla had scolded Rovny for riding at the front of the breakaway without helping the group out, and then grabbed the back of the Russian's seat.

This led to both riders exchanging blows as they continued to pedal away before the technical jury. Before the day was done, the jury decided to disqualify both of them.

1. Text adapted from http://www.lasexta.com/noticias/deportes/gianluca-brambilla-ivan-rovny-expulsados-vuelta-liarse-punetazos_2014090800834.html

Emotions and Consequences

Think about two situations in which you have felt strong emotions that were difficult for you to manage. Then, describe the situation, what emotion(s) you were feeling, what you did at that moment (how you reacted), and what happened afterwards (what consequences your actions or reactions had). You can use the example in the first row as a guide.

Situation	Emotion(s) (What I felt)	Action(s) (How I reacted, what I did)	Consequence(s) (What happened afterwards because of my actions)
Example A friend took my notebook from my desk without asking me for permission.	Anger	I yelled at him in front of the whole class and snatched my notebook from his hands.	He doesn't talk to me anymore and I'm too embarrassed to say I'm sorry.
Situation 1			
Situation 2			

Today I will learn to:

Connect my hot thoughts to the emotions that provoke them, to replace them with cool thoughts.

Learning to Replace Hot Thoughts with Cool Thoughts

Carefully read the following example:

Example: I had a fight with my girlfriend/boyfriend.

Hot Thought(s): "It's my fault. It's always my fault."

Emotion(s): Sadness

Steps for replacing hot thoughts with cool thoughts:

1st. Stop and review the hot thought as soon as you detect it. Ask yourself whether you're exaggerating, and whether that thought helps you or hurts you.

Is it always my fault? Am I exaggerating? We don't actually fight that much, and if we've fought, he/she was responsible for what happened, too.

2nd. Visualize that hot thought in your mind and flip it around, substituting it with a cool thought.

I'm going to change "It's my fault, it's always my fault" to "This situation is both our fault. After we've calmed down, we can talk it over and fix the situation."

Now, using the example as a guide, complete the information for the following two situations:

Situation 1: You really want to study at a certain university or get a job at a certain company. You have an appointment for an interview.

Hot Thoughts: "I won't know what to say. They'll never choose me."

Emotions: Anxiety, fear.

Steps for replacing hot thoughts with cool thoughts:

1st.

2nd.

Situation 2: I'm really happy with my boyfriend/girlfriend, but he/she might move to a different town.

Hot Thought: "I won't be able to live without him/her."

Emotions: Anxiety, fear, frustration, sadness.

Steps for replacing hot thoughts with cool thoughts:

1st.

2nd.

Finally, create your own complete situation using something that once happened to you or often happens to you, in which it would be a good idea to use the strategy by which you change hot thoughts for cool thoughts.

Your own situation:

Hot Thought(s):

Emotion(s):

Steps for replacing hot thoughts with cool thoughts:

1st.

2nd.

Today I will learn to:

Harness my willpower to gain control over my impulses.

My Willpower

Write down two situations in which it's hard for you to self-regulate and put off immediate gratification. Using these situations, fill out the tables below.

Example:

When is it hard for me to put off immediate gratification?	It's hard for me to save money. I always want to spend it all on the weekends with my friends.
What are the consequences of not self-regulating in this case?	Not having any savings. Not having enough money to buy the supplies I need for school or other things I want to buy.
What kinds of strategies will help me self-regulate and delay gratification in this case?	<ul style="list-style-type: none"> - Ask someone in my family to put my savings away for me. - Make a plan with clear goals regarding the amount of money I have to save each week. - Set clear goals on what I want to buy or get with my savings. This will motivate me to save. - Tell my friends that I want to save up, so they can help me achieve my goal.

Situation 1:

When is it hard for me to put off immediate gratification?	
What are the consequences of not self-regulating in this case?	
What kinds of strategies will help me self-regulate and delay gratification in this case?	

Situation 2:

When is it hard for me to put off immediate gratification?	
What are the consequences of not self-regulating in this case?	
What kinds of strategies will help me self-regulate and delay gratification in this case?	

Today I will learn to:

Face the obstacles that may interfere with my goals after high school.

Malala²

In the province where Malala was born in Pakistan, of the 700,000 children who don't receive an education, 600,000 are girls, who will continue to be denied the right to an education until they are guaranteed the resources and safety necessary to attend school.

In 2012, after suffering an attack on her life due to her struggle for young women's rights, Malala defined her return to school as the most important day of her life. "I am excited that today I have achieved my dream of going back to school. I want all girls in the world to have this basic opportunity," she stated in a press release.



"I miss my classmates from Pakistan very much but I am looking forward to meeting my teachers and making new friends here in Birmingham," declared the young student. Malala will carry out a complete study plan at the school before preparing for the exams taken by all 16-year-olds in Great Britain, where she is now studying. "I am so proud to wear this uniform because it proves I am a student and that I am living my life and learning," said Malala.

This young woman, who has been an activist since the age of 10 and began writing a BBC blog when she was 11, describes the climate of fear created by Taliban followers. Despite being a teenager, she gained first-hand experience of mistreatment at the hands of some Taliban members and spoke out against it, leading her to be viewed as a threat to this extremist religious group.³

In an interview, Malala told she and her father Ziauddin lived in constant fear: "We didn't know what the future held for us. We wanted to speak out, but we didn't know that our words would lead to change, that we would be heard around the world. We didn't know just how much power there is in a pencil, a book. And yet, it's been shown that the Taliban, who had rifles and bombs, were weaker than the people with pencils and books."

Malala seemed older than her age because of her fierce defense of women's rights, and her clear political and religious positions, as demonstrated by her words. "I felt it was my duty to call out for girls' rights, for my own, for the right to go to school," said the young woman.

Despite the attacks she has had to endure in order to continue living and defending her position, this young Pakistani continues to believe that there is hope "in a corner of the heart," as she puts it.

Malala was the youngest winner of the Nobel Peace Prize, which was awarded to her in 2014. She lives with her father, her mother, and two brothers in the English city of Birmingham, where she attends a local school.

Reread the story and point out the frustrations Malala faced. What did Malala do when faced with these frustrations?

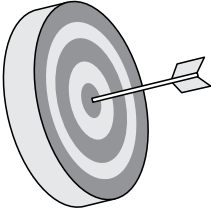
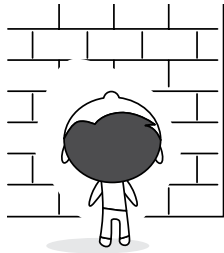

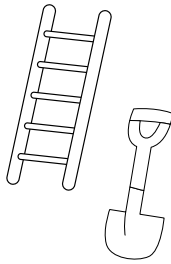
2. Information taken and translated from: <http://www.semana.com/mundo/articulo/cinco-meses-del-ataque-malala-regreso-colegio/337409-3> and <http://www.semana.com/mundo/multimedia/malala-estuvo-onu/350634-3> y recuperados el 20/02/2015.

3. These groups are characterized by the use of religious beliefs to foster hate, discrimination, marginalization, the denial of rights, violence, etc.

(*) Photograph taken from: <http://cdn2.upsocl.com/wp-content/uploads/2014/03/malala-yousafzai-fts.jpg>.

And Now That I'm Finishing High School...

Now that you're finishing high school, you probably have some idea about what you want to do. In the first column, write down what you want to do; in the second, the obstacles that you may face; in the third, the emotions that you may experience when faced with that situation; and in the fourth, what you can do to manage those emotions. What will you do? Do what you want or change what you want? The decision is yours!

<p>WHAT I WANT</p> 	<p>WHAT I MIGHT FACE</p> 	<p>WHAT I WILL FEEL</p> 	<p>WHAT CAN I DO?</p> 
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

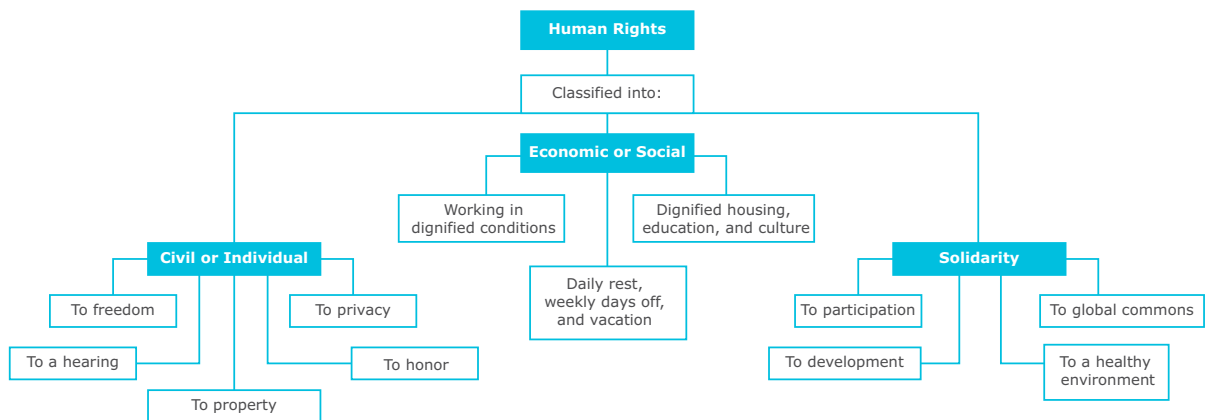
Today I will learn to:

See the different perspectives in a social conflict to better understand its root and ramifications.

Community

A rural community that lives near the main river basin in their region filed a public complaint with the government over the effects of the mining activity. This activity has been going on in the area for years now, mainly illegally, and its pollution is causing serious health and safety problems. The community leaders created a water quality monitoring plan for areas where natural resources are extracted. The two main sources of pollution are the illegal mining and coal production that are carried out in the hill in the area. The community has carried out several campaigns to clean up and take care of the river basin, but this hasn't been enough. "The tributaries that empty into the river are extremely polluted. The water has turned black and you can see sediments and pollution, whether due to arsenic, cadmium, or copper," says the community leader responsible for the public complaint. "As a rural community, we have carried out clean-up campaigns, and we're currently seeking the help of the ombudsman's office in denouncing those responsible for this problem, which has polluted our area and our space. We hope that the authorities can solve this problem immediately."

In the following diagram, circle the human rights of this community that are being violated or ignored:



In the following table, indicate the perspectives of each party involved in the situation:

What does the community think?	
What do those engaged in illegal mining think?	
What do those involved in informal mining think?	
What do those involved in formal mining think?	
What should the government's perspective be?	

Today I will learn to:

Use my empathy to guide my sense of social responsibility.

Is He Playing?... No, He's Working!⁴



Observe the picture closely for a minute. Now answer the following question: What emotions do you think this child is feeling?

What emotions are you experiencing and what do you feel when you observe the child's situation?

4. Photograph taken from the United Nations (UN) News Center: <http://www.un.org/spanish/News/story.asp?NewsID=29696#.VM-i2GiG-So>

In the Wrong Place

Underline the parts that make you feel one or more emotions. In the margins, draw a doodle that represents those emotions.

A Glass Chip Fell in My Eye⁵

My name is Bertha, and I'm 14 years old. I've been working in a glass factory for over a year now. Another girl and I pack drinking glasses, other girls check them, and others stack the boxes. I like my job. I prefer doing this than wandering the streets. There are people to talk to here, and anyways, we get out of work at five and we can go home. We get paid minimum wage, plus production bonuses. About a month ago, something fell in my eye. It really hurt, so they took me to see the staff doctor. He examined me and said it was just a chip of glass that had grazed my eye, but that it was nothing serious. The thing is that it hurts a lot, especially when it's sunny out. But I went back to see the doctor again and he says I'm just jumpy. Just in case, I'm going to buy some sunglasses, because my eye is getting redder and redder.

I Don't Play Because I Don't Have Time

My name is Andrea and I work in an office. I'm 12 years old. It's my job to clean and do errands for the office: go pay the bills for the electricity, water, phone, and everything else. I go to work every day at 9 a.m., and I get out in the afternoon, but I don't have a specific time I get off. I leave when my boss tells me I can go. She's the owner of the office, and she's also my mom's boss. At noontime, I go eat at the home where my mom works, at the boss's house, which is far away... When I get there, they always make me sweep the floors, water the plants, and wash the windows and the cars. They pay me well. They give the money to my mom. Before I started working there, I spent all my time watching TV, until one day my mom said, "You're going to work for my boss instead of lounging around here all day." So I started working. Now I only watch TV on Sundays, because on Saturday I have to go with our boss to the market, and we get home really late. I have my primary school diploma, so I'm just waiting to grow up a little before I start working in a factory or finish school so I can get a better job. That's how I spend my days. I don't play games or anything at all, because I don't have time.

Big Business

Several years ago, the international press reported that major multinational companies (including well-known brands of clothing and athletic shoes) were employing children at their factories located in developing countries. According to the articles published, the exploitative conditions at those factories were terrible. Violating children rights, these companies were able to manufacture goods at much lower prices.

5. These stories were taken and adapted from: <http://www.mediavaca.com/index.php/es/colecciones/ultimas-lecturas/153-no-hay-tiempo-para-jugar>.

Today I will learn to:

Use my skills to make my community a better place.

Anonymous Heroes: "Escape"⁶

"Escape" is the name chosen by five young people for the initiative they created, and which is now changing the lives of many children in their community. It all started a year and a half ago, when a mutual interest in music brought them together and they decided to take this interest to their community, so that others had a chance to engage in cultural expression. To make their goal a reality, they had to make a plan to buy the musical instruments necessary to organize music workshops. They now have guitars, a bass, and a drum set, and they are raising funds to buy microphones, a mixing console, and baffles. These youths have no plans to stop! After that, they want to get a piano and a keyboard to expand their music group, along with the workshops they hold in their community with children and youths.

This process has required them to educate themselves more so that they can educate others on musical expression. For the community, the changes brought about by this group of youths have been visible. The youths who take part in the "Escape" program say that "...the time that we used to spend not doing anything, we now spend educating ourselves and educating others. The time we used to have free, we now occupy with the responsibilities that each of us takes on"; "...I used to get up to no good, but I was always interested in music, so I took a two-month workshop and I decided to keep learning. That's how I ended up joining the project. Now I spend all my free time on music."

There are currently around thirty children involved in the workshop, and the project also works with youths between the ages of 17 and 20. These youths have made for a new experience and new challenges: "...they want to learn more and more, so in addition to the classes they receive, they teach themselves and use tools like the internet to become better and better musicians."

These youths are filled with hope and expectations. They want to continue bettering their craft as singers and musicians. They want to record their songs and help others to record. Not to mention that they want to continue with the project so that more young people will be encouraged to get involved in the arts, helping others, and providing an "escape" route from their daily lives.

Where before, there was a rift between the people in the neighborhood, these projects have encouraged people to come out and get to know others, making "the community more of a community."

6. Taken and adapted from: <http://www.techo.org/colombia/opina/una-iniciativa-de-jovenes-para-jovenes>.

I've Got What It Takes!

Identify some of the skills you have developed up to this point in your life that you could share with others. Sometimes, it isn't easy to recognize these abilities. To help you, you will find a list below in which you can underline the skills you have. Of course, this list doesn't contain all the skills in the world, so a few lines have been provided at the end to fill in any skills you may have that are not listed here.

- I know how to be nice to others and I have an easy time making them feel accepted.
- I feel sad when I see someone suffering and I get the urge to help.
- I'm good at sports.
- I know how to play a musical instrument.
- I can sing.
- I'm talented at one or more classes in school.
- I'm fun. I have a knack for making others laugh without making fun of anyone.
- I'm good at crafts or I'm a good electrician or mechanic.
- I have an easy time relating to children.
- I have an easy time relating to adults.
- I have an easy time relating to other young people.
- I have an easy time getting people to go along with my ideas.

Now list some needs or problems you have observed in your community. You can split them up by age groups in order to then decide what you would be good at and what you would like to help with.

Children	Teens and Young People	Adults	Senior Citizens

Can you think of any problems that affect the community as a whole?

Lastly, write the problem you would like to help overcome (pick only one). Beside it, write the skills you have that would help you do this.

Today I will learn to:
Debate ideas listening and understanding well
the other's arguments and point of view.

My Arguments

Write the issue you decided to debate:

Below, note down your answer and justify it by giving at least two ideas or arguments that support your answer:

Today I will learn to:

Assert my thinking over groupthink to avert a faulty decision.

Groupthink⁷

The psychologist Irving Janis dedicated his career to studying why people sometimes make worse decisions when they are in groups, compared to decisions made on their own. He called this "groupthink." This occurs when a group makes faulty decisions and all of its members go along with them. According to the psychologist's findings, this happens because group pressures lead to a deterioration of individual "mental efficiency" and judgment on the correct or incorrect course of action. A group is more prone to groupthink when its members are similar in background, when the group is insulated from outside opinions, and when there are no clear rules for decision making.

Janis found some indicators or symptoms of the existence of groupthink in a group: the group believes itself to be "invulnerable" and professes an excessive optimism that encourages taking extreme risks; they believe in the rightness of their causes; the group members are under pressure not to express arguments against any of the group's opinions or decisions, among others.

This means that the group members conform to the groupthink. Conformity refers to the desire to be like others, which can lead us to change our own ideas or actions to feel like we belong. During adolescence, we are more prone to conform with groupthink because it is very important to us to be accepted by a group.

7. Information taken from: http://www.psycsr.org/about/pubs_resources/groupthink%20overview.htm

Assertive Thinker

An assertive thinker is one who reasons better, tries to get the friends from his group to avoid doing things that may have negative consequences for themselves or others, and who communicates his thoughts clearly and firmly, without resorting to aggression.

We can all be assertive thinkers. For each one of the following situations, write what an assertive thinker might say:

Situation 1: Revenge

Milagros thinks Cecilia stole her boyfriend. She meets up with a group of friends to plot her revenge. Milagros wants to hurt Cecilia.

What would an assertive thinker say?

Situation 2: The Changed Grade

Raj found the gradebook of one of his toughest teachers, who writes down students' grades in pencil. Raj is with five of his friends, and they all want to change their bad grades in the gradebook and write in good ones.

What would an assertive thinker say?

Situation 3: The Fans

Gabriel, Andrea, Janak, and some other friends are all fans of a certain soccer team. They know that some other students at their school are fans of a rival team, and some of them want to challenge the other kids to a fight in order to prove who loves their team more.

What would an assertive thinker say?

Today I will learn to:

Pinpoint and challenge gender stereotypes when they affect my relationships.

Why Can't Men Cook?

It was a Saturday morning. Raj, Julio, and some other friends were waiting for Miguel at school so they could work on a group assignment. Miguel was going to get there late because he was cooking for his little brothers, since his mom had to leave early for work, like every other day, and that was his way of helping her. Only Raj and Julio knew about this situation.

When Miguel arrives, Raj says to him, "Hey little girl, what did you cook for us today?" All of his groupmates laughed, even Julio. Inside, Julio thought the comment was dumb, but he was worried that everyone else would make fun of him, too, if they discovered that he also likes to cook and that he really likes making lunch for his family on Sundays.

Read below how Miguel responded to the situation:

What is happening?

I don't believe it's right to think that cooking is only for women. I think all housework is for both men and women. And anyway, there are lots of great male chefs in the world. I like to cook and help my mom out. Finally, it doesn't bother me if you call me "little girl," because I know I'm not.

How do I feel?

I'm really irritated. It makes me sad that people so young think that way...

Do we need to apologize?

I think you owe me an apology...

How can we resolve this?

I'd like you to stop making comments like that, and stop trying to make fun of me.

What agreement have we reached?

YOU DO NOT NEED TO WRITE ANYTHING HERE.

How can we act from now on?

I'll always defend my ideas calmly. I think there are ideas that do us more harm than good as a society and I won't sit by quietly while people try to impose them.

Does Being in Love Mean Giving Up Who You Are?

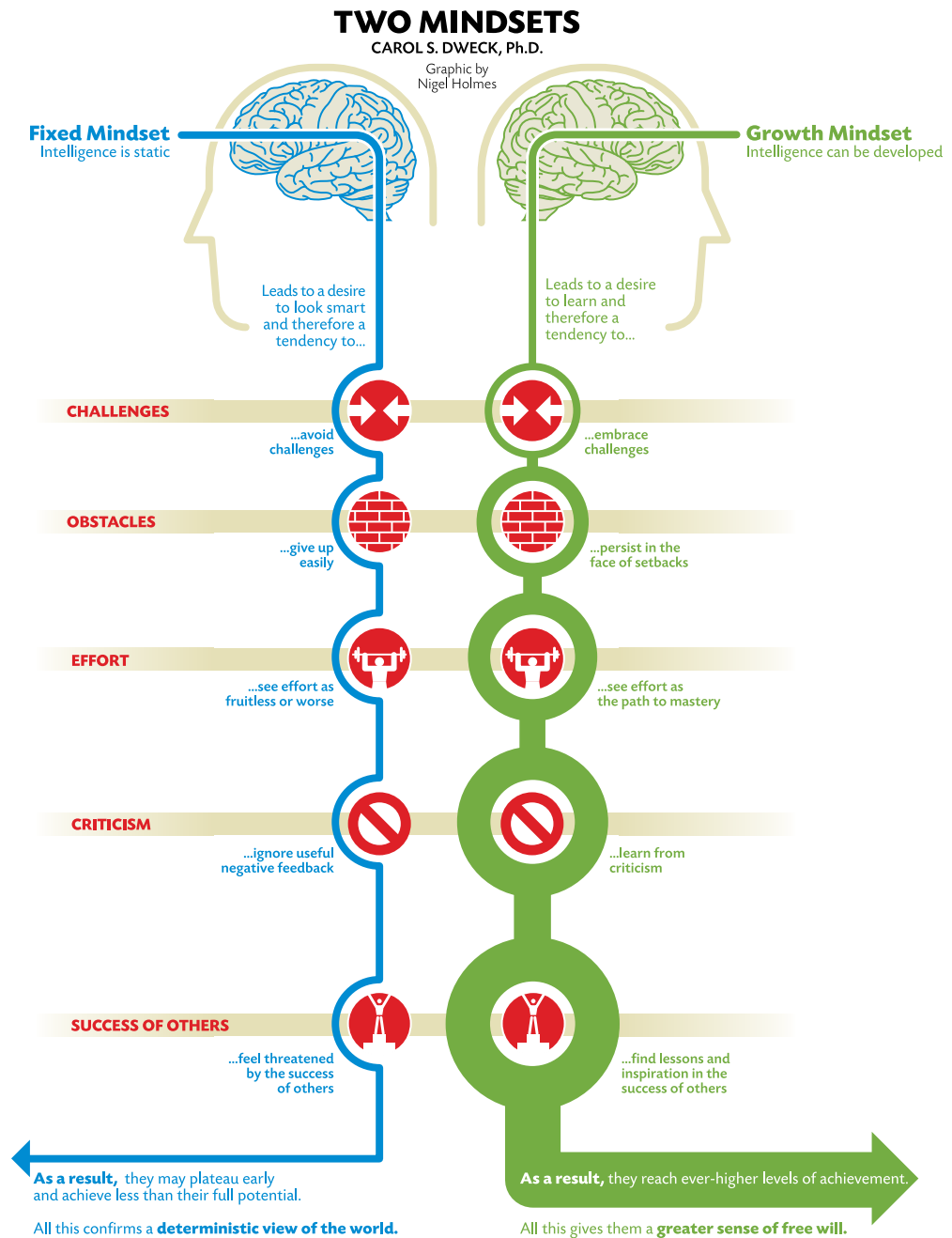
Carla and Gaby are best friends. They tell each other everything and they trust each other completely. Carla has been going out with Marco for a month. Gaby is happy that Carla has a boyfriend. One Saturday, both friends ran into Marco in the street, and when he saw the skirt Carla was wearing, he started to yell at her because he thought it was too short and she had decided to hang out with her friend without telling him anything. He "ordered" her to go straight home and told her he would come by later to see her.

At the time, Carla didn't say anything to him, but now she's at home planning the conversation she is going to have with Marco...

What is happening?
How do I feel?
Do we need to apologize?
How can we resolve this?
What agreement have we reached?
YOU DO NOT NEED TO WRITE ANYTHING HERE.
How can we act from now on?

Today I will learn to:
Think of my life plan with a growth mindset.

Two Mindsets⁸



8. Graphic designed by Holmes, N. (n.d.). Two mindsets: Carol Dweck. Diagrams. Retrieved on September 28, 2015 from <http://nigelholmes.com/graphic/two-mindsets-standford-magazine>.

Growth Mindset for My Life Plan

Goal 1:

Goal 2:

Goal 3:

Challenges

Goal 1

Is it challenging?

Yes No

Goal 2

Is it challenging?

Yes No

Goal 3

Is it challenging?

Yes No

Goal 1

Goal 2

Goal 3

Obstacles

What will you do to overcome these obstacles?

Effort

Goal 1

Where will you have to focus your effort?

Goal 2

Where will you have to focus your effort?

Goal 3

Where will you have to focus your effort?

Criticism

How will you use criticism?

1. _____

2. _____

3. _____

Inspiration

Do you know anyone who has accomplished similar goals who might inspire you?

What can you learn from him/her?

Today I will learn to:
Breakdown my life plan into steps I can follow.

Catherine Ibargüen I

My name is Catherine Ibargüen Mena. I spent most of my childhood with my grandmother Ayola and my older brother, since my parents, Francisca and William, were divorced. My father moved to Venezuela and my mother worked as a live-in maid. I was born in Apartadó, a small town in Antioquia, Colombia (South America). As Colombians, all of us were affected by violence, but I love my country. No matter what anyone says, I wouldn't trade Colombia for anything in the world. We didn't have much food at home or money to go to school, so I never managed to finish high school. My goal was always to get ahead in life and be able to help my family financially.

I love sports. I started playing volleyball, and one day my physical education teacher had me try out for track and field. I started to win medals in competitions with other schools. From that point on, I decided that I wanted to go far as an athlete. When I was 14 years old, I moved away from Apartadó because there was nowhere to practice my sport. In Medellín (the capital of Antioquia), a Cuban coach convinced me to focus on jumping (the high jump, long jump, and triple jump). The first medal I won in a formal competition was a bronze, and I earned it in the high jump. It was at the 1999 South American Track and Field Championships, when I jumped 1.76 meters. I was 15 years old. I competed in the high jump at the 2006 world championships on an indoor track in Moscow, but my results weren't very good. Then came the worst part: I didn't qualify for the 2008 Beijing Olympics, so I decided to retire and stop competing in sports as a profession.

I also wanted to be a nurse so I could help people, but since I never finished high school, it's been difficult to achieve this goal. I'm 29 years old now, and I have a job, but I don't make enough money to help my family.

Catherine Ibargüen 2⁹

My name is Catherine Ibargüen Mena. I spent most of my childhood with my grandmother Ayola and my older brother, since my parents, Francisca and William, were divorced. My father moved to Venezuela and my mother worked as a live-in maid. I was born in Apartadó, a small town in Antioquia, Colombia (South America). As Colombians, all of us were affected by violence, but I love my country. No matter what anyone says, I wouldn't trade Colombia for anything in the world. We didn't have much food at home or money to go to school. Even so, I studied hard and graduated from high school. My goal was always to get ahead in life and be able to help my family financially.

I love sports. I started playing volleyball, and one day my physical education teacher had me try out for track and field. I started to win medals in competitions with other schools. From that point on, I decided that I wanted to go far as an athlete. When I was 14 years old, I moved away from Apartadó because there was nowhere to practice my sport. In Medellín (the capital of Antioquia), a Cuban coach convinced me to focus on jumping (the high jump, long jump, and triple jump). The first medal I won in a formal competition was a bronze, and I earned it in the high jump. It was at the 1999 South American Track and Field Championships, when I jumped 1.76 meters. I was 15 years old. I competed in the high jump at the 2006 world championships on an indoor track in Moscow, but my results weren't very good. Then came the worst part: I didn't qualify for the 2008 Beijing Olympics, which almost made me retire from track and field.

But four years ago, still looking to make it far, I made a drastic change in my life. I decided to move to Puerto Rico, where I began training with a Cuban coach who advised me to focus exclusively on the triple jump.

I left behind my grandmother Ayola and my brother, my friends, the parties, my Medellín and my memories of Apartadó. As a way to help me deal with my nostalgia, I decided while I was in Puerto Rico that I wanted to study to be a nurse, a dream that I'd always had in the back of my mind, because ever since I was a little girl, I've always liked the idea of helping those who need it most.

Now I'm 29, and I've finished my nursing degree. At the World Championships in South Korea, I won a bronze medal. At the Pan-American Games in Guadalajara, I took home the gold, and in London, I won a silver medal. In Russia, with a triple jump of 14.85 meters, I gave Colombia its first gold medal ever in a Track and Field World Championship.

Thanks to the money I make now, I've been able to help my family, which makes me feel truly happy.

9. The information presented here was taken from <http://www.vanguardia.com/deportes/otros-deportes/220841/la-historia-de-como-caterine-ibarguen-derroto-la-pobreza-y-conquistó-y>, and from the newspaper El Tiempo (<http://www.eltiempo.com/archivo/documento/CMS-12993163>)

Steps to Follow and Adverse Situations

Using the three goals you've set for yourself, write two stories about your life plan.

In the first story, include: (1) your three goals; (2) why they're important for your life plan; and (3) some of the steps you could take to achieve them.

In the second story, include: (1) your three goals; (2) some of the obstacles or adverse situations that may come between you and achieving your goals; and (3) different solutions you could use to overcome these situations.

The stories do not need to be long, but they should have enough detail to identify the aspects required.

Story 1: _____

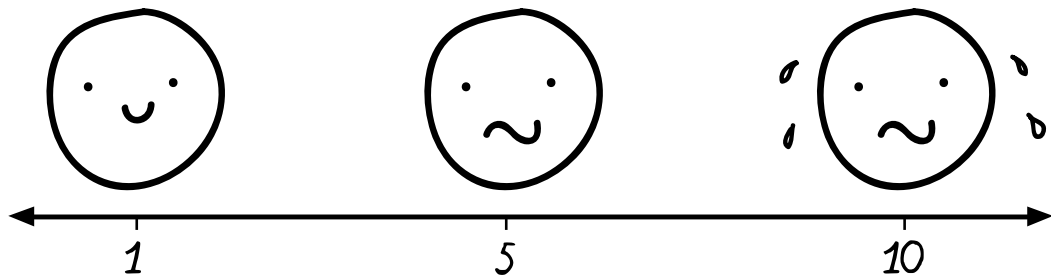
Story 2: _____

STRESS SCALE

Today I will learn to:

Assess my level of stress and cope with it effectively.

My Stress Scale



Some stressful situations in my life...	On a scale of 1 to 10, this situation stresses me out...
Being in a new place or situation in which I don't know anyone.	
Trying to get good grades and graduate this year	
Making the right decision about what I want to do or study when I finish high school	
Being far away from my boyfriend/girlfriend or my friends when I finish high school	
Meeting new people or making new friends	
TOTAL SCORE:	

My Personal Strategies and the People Who Can Support Me

Identify and write down the particular strategies that help you deal with stressful situations in your life.

Identify and write down the people who can support you and encourage you when you're dealing with stressful situations.

WHAT I WANT FOR MY LIFE

Today I will learn to:
Envision all the things I could be, do, and achieve in my life.

I Imagine

Make as long a list as you can of all the things you would like to **be** (professions, social roles, what you are like as a person, etc.), **do** (travel, write a book, etc.), and **achieve** (form a relationship with a partner, represent the country in an athletic competition, etc.).

As you do this, don't put limits on your feelings and ideas. Just let them flow...

[Horizontal lines for writing]

The Life I Imagine

Based on the previous worksheet ("I Imagine"), group or classify all the wishes and desires you have for your life. Although you can use conventional groups or classifications, such as, for example, emotional wishes, family-related wishes, professional wishes, material wishes, etc., you can also be creative and group them together however you want.

Use words, drawings, symbols, or whatever else you feel like!

Today I will learn to:

Question beliefs that may have a negative influence on my decisions and my future.

Elena's choice

Farid:

Hey, Elena!!! I'm Farid. Do you remember me? We were friends in grade school.

Elena:

Hi, Farid. Of course I remember you! How are you?

Farid:

I'm great. I'm working and studying, but my family went back to my hometown. What about you? What's going on in your life?

Elena:

Well, I'm finishing high school this year and I'm trying to figure out what to do with my life. Around here, people say that women should just think about getting married and having children. Ughhh.

Farid:

Yeah! The same thing happened when my sister graduated... But she went to college. And now she's got a serious job.

Elena:

I love graphic design, but they say there's no money in that field...

Farid:

All I can say is that it's your life. If you need anything, you can count on me.

Elena:

Thanks. That's really encouraging.

Five Golden Rules for Choosing a Career¹⁰

- 1. Get to know your strong and weak points.** You can get a general idea by thinking about which classes you like best at school and those in which you get the best grades. Also take into account the things you like to do in your free time, your hobbies, the feedback you receive from others on what you do well, etc.
- 2. Choose centers of higher education (vocational schools and universities) and majors approved by your national department of education.** You can usually find this information on the department's website.
- 3. Familiarize yourself with the study plan for the major you would like to study.** When it comes time to picking the best academic program for you, you need to be familiar with the study plan, i.e., the classes you will take each semester. This will help you make connections between your academic strengths and the classes included in the academic plan. You will also be able to identify the skills that you will be able to offer in the job market.
- 4. Research the current situation for your "future colleagues" in the job market.** Find out how much people earn in the career of your choice with a diploma, Bachelor's degree, etc., and how many of them are formally employed.
- 5. If necessary, research the financial plan or economic aid you will need so you can afford your higher studies.** There are many sources of financing or economic support offered by public and private entities.

10. Adapted from <http://www.mineducacion.gov.co/sistemasdeinformacion/1735/article-235003.html>

Today I will learn to:

Take responsibility for making the world a better place.

My Commitment

I, _____,

hereby take responsibility for improving my surroundings by contributing
through the following action: _____

_____ .

(Your signature above the line)

