



# Teacher's Guide

## Grade 10



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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](http://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
<b>WITH MYSELF</b>  Understanding and managing emotions	<b>SELF-AWARENESS</b>  Knowing, understanding and trusting ourselves	<b>Self-concept</b> What we think about ourselves
		<b>Self-efficacy</b> Trusting our ability to succeed in specific situations
		<b>Emotional awareness</b> Knowing what we are feeling and why
	<b>SELF-REGULATION</b>  Governing our impulses and emotions	<b>Emotional regulation</b> Managing our emotions in harmony with our goals
		<b>Delayed gratification</b> Postponing an immediate reward for better outcomes later
		<b>Frustration tolerance</b> Facing difficulties without feeling overwhelmed by anger or disappointment
<b>WITH OTHERS</b>  Forming and sustaining positive relationships	<b>SOCIAL AWARENESS</b>  Understanding other people's feelings, needs, and concerns	<b>Perspective taking</b> Understanding a given situation from multiple points of view.
		<b>Empathy</b> Putting ourselves in another's place, walking in another's shoes.
		<b>Prosocial behavior</b> Voluntary actions intended to help or benefit others.
	<b>POSITIVE COMMUNICATION</b>  Interacting with kindness and respect for ourselves and others.	<b>Active listening</b> Paying undivided attention to another person with genuine interest and respect.
		<b>Assertiveness</b> Advocating for ourselves with confidence, honesty and respect.
		<b>Conflict management</b> Dealing with conflict in a way that enhances learning and group outcomes.
<b>WITH OUR CHALLENGES</b>  Making the most out of life	<b>DETERMINATION</b>  Pursuing goals with resolve and purpose.	<b>Achievement motivation</b> Driving ourselves to succeed.
		<b>Perseverance</b> Keeping up the effort to achieve our goals despite difficulty, delays and failure.
		<b>Stress management</b> Taking charge so the pressures and tensions of our lives don't break us
	<b>RESPONSIBLE DECISION-MAKING</b>  Making constructive and respectful choices.	<b>Creative thinking</b> Generating new ideas, solutions or courses of action in the face of challenge.
		<b>Critical thinking</b> Questioning the assumptions underlying our habitual ways of thinking and acting.
		<b>Responsibility</b> Fulfilling our commitments and being accountable for our words and actions.
 <b>AUTONOMY:</b> Governing ourselves while balancing our interests with those of others. <b>SOCIAL RESPONSIBILITY:</b> Working hard to make the world a better, more just place. <b>RESILIENCE:</b> Prevailing in the face of adversity.		

## What are the pedagogical principles behind its design?

Inspired by hundreds of programs worldwide that have been found successful<sup>2</sup>, 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":<sup>3</sup>

- **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"> <li>✓ Read and reread the guide in advance to make sure you clearly understand the objective and how to carry out the lesson activities.</li> <li>✓ Organize and prepare the materials needed.</li> <li>✓ Be prepared to manage difficult situations according to school protocol.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Incorporate additional material or content.</li> <li>✗ Prepare supplementary presentations.</li> <li>✗ Facilitate the lesson without first familiarizing yourself with it.</li> </ul>

## During the Lesson

DO	DON'T
<ul style="list-style-type: none"> <li>✓ Make sure you have all the materials at hand.</li> <li>✓ Set up the physical space.</li> <li>✓ Use clear, simple language to communicate.</li> <li>✓ Practice active listening: empathic, respectful, and open.</li> <li>✓ Respect individual processes and differences. Handle special cases with care and follow protocol.</li> <li>✓ Congratulate students for their effort.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Use punitive or violent discipline with your students.</li> <li>✗ Congratulate results or compare products.</li> <li>✗ Congratulate students' participation in an unequal manner.</li> <li>✗ Use adjectives to describe students.</li> <li>✗ Minimize or ignore students' experience or points of view.</li> <li>✗ Ask questions or make comments that reflect value judgments or religious views.</li> <li>✗ Reproduce stereotypes, prejudices, or discriminatory attitudes.</li> <li>✗ End the activities or lessons with a "moral."</li> <li>✗ Overload the lesson with additional activities or concepts not included in the guide.</li> </ul>

## After the Lesson

DO	DON'T
<ul style="list-style-type: none"> <li>✓ Follow up on any situation or case that requires it.</li> <li>✓ Answer doubts that may have arisen during the lesson.</li> <li>✓ Practice active listening.</li> <li>✓ Respect individual processes and differences.</li> <li>✓ Reinforce learning using stories, songs, or posters from the Toolkit.</li> <li>✓ Perform a self-evaluation of your facilitation, with attention to your communication style and ability to relate to your students.</li> <li>✓ Show respect and consideration to your students, fellow teachers and parents: teach by example.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Use punitive or violent discipline with your students. Describe students using adjectives.</li> <li>✗ Minimize or ignore students' experience or points of view.</li> <li>✗ Reproduce stereotypes, prejudices, or discriminatory attitudes.</li> </ul>

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

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## 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	
<b>Mindfulness</b>			Hear mindfully	See mindfully	Act mindfully	Listen mindfully	Breathe mindfully	
<b>Module 1</b> With Myself	<b>Self-Awareness</b>	Self-Concept	Describe how I see myself	Identify what I like about myself	Identify what I have in common with my friends	Identify what makes me unique and different	Understand what my peers like about me and how I feel about it	Understand how I see myself
		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 thoughts
		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
	<b>Self-Regulation</b>	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
<b>Module 2</b> With Others	<b>Social Awareness</b>	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
	<b>Positive Communication</b>	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
<b>Module 3</b> With Our Challenges	<b>Determination</b>	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 to setbacks
		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 solutions
	<b>Responsible Decision-making</b>	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 responsible citizen

# Learning Objectives

## by Step

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Sense mindfully					
Understand 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	Compare how I see myself and how others see me	Know my strengths	Know who I am and who I want to be
Organize 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.
Recognize 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
Deal 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
Resist 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.
Control 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
Take into account the point of view 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
Put myself in the place of people 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
Include 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
Stand up for 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
Find win-win solutions to a conflict 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
Monitor 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	Create a plan for making my wish come true despite my biggest personal obstacle	Use my growth mindset to put together my life plan
Use my strategies when I'm facing 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
Work on my strengths to overcome 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	Understand how I cope with stress	Assess my level of stress and cope with it effectively
Develop 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.
Question advertisement messages and how they influence 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
Be a 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 9 and 10

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.<sup>4</sup>

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.

### **Middle Adolescence**

During this stage, teens become increasingly focused on themselves as they seek to develop a coherent identity. They begin to reflect on the values and norms with which they grew up, as they continue to develop their own identities and purposes in life: who they are, what they want to be, and their dreams for their future. In some cases, they may question, or even reject, the values they have learned at home or in school. This kind of adolescent rebellion is a relatively common stage, although it may be very hard for parents and teachers to understand and accept. Nevertheless, it is important to recognize that this is a natural part of growing up. On their path to adulthood, teens will first seek to set themselves apart from others and develop a clear sense of who they are and what they want to do with their lives.

Along with this greater self-awareness and self-discovery come increased fluctuations in teens' self-esteem and emotional instability. At times they seem to have a very high self-esteem and an inflated ego and sense of uniqueness, while at others they seem to feel bad about themselves and go through stages of frequent self-criticism, sadness, and anger. The intensity of their emotional highs and lows is tied to the hormonal changes that occur during puberty and their growing ability to reflect on their own thought processes. Self-esteem also becomes multidimensional: how they feel about their performance at school or at their jobs, social competition, relationships with their classmates, romantic relationships, and their power of attraction.

It is normal to observe mild to moderate changes in mood and behavior. Teens may come home in a good mood because they did well on a test, acting happy and talking with their mom about their day, but then, two days later, they may be irritable, ignore their family, and refuse to talk with their mother, only to then be friendly at dinner. All of this can leave their mom completely confused. Mood swings can often be explained by the significant emotional impact that events have in their everyday lives.

During this period, rational decision making is affected and impulsiveness increases. The areas of the brain that play a part in planning and self-control are still developing and will not mature until teens reach the age of approximately twenty. At this stage, young people are especially motivated by immediate gratification and pay less attention to the potentially negative consequences of their behavior. This may lead them to experience general behavioral problems, particularly when they are egged on by their peer group, such as the repeated failure to attend class, the consumption of drugs and alcohol, risky sexual activities, and acts of violence or aggression. For example, teens may be more likely to steal alcoholic beverages from their parents in order to share them with their friends, if they tend to drink together. Bullying also continues during this stage of development, although it tends to be of a more psychological, rather than physical nature.

The Step by Step lessons for teens in grades 9 and 10 are aimed at helping them to understand themselves, to learn and practice strategies that increase their self-control, and to understand the risks and consequences of engaging in high-risk behaviors.



**MODULE 1**

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**With Myself**



Module 1  
With Myself

General skill  
Self-Awareness

Specific Skill  
Self-Concept

## THE BEST PART OF ME

**Today I will learn to...**  
Know my strengths.

**What we'll need is...**  
Only ourselves.

### Lesson Guide

#### 1 Intro

Let's all think about something we know how to do very well (for example, painting, playing a sport, doing math, singing). It can also be something we know how to do and we don't think many people can do (for example, mimicking sounds with our mouths, doing certain movements with our hands, etc.).

In groups of three, we're going to share the things that we're good at or that we know how to do really well with our group members.



*Give them a few minutes to do this. After all of your students have shared the things they're good at or know how to do really well, ask them to return to their seats.*

We all have strengths, those things we're good at that will help us to achieve our goals and dreams in life. That's why it's important to know what they are and appreciate them. Today, we're going to concentrate on our strengths.

#### 2 Core

##### Elizabeth and Arnie

Let's open our workbooks and read the worksheet "Elizabeth and Arnie" (see Student Material) out loud.



*Read the story with your students.*

Just like Elizabeth and Arnie, we all have different strengths. Strengths are positive personal resources, and we can divide them into three areas:

- Our **traits or positive personal characteristics**, which manifest themselves in different situations over time, such as being sociable, practical, creative, or courageous.

- Our **talents and abilities**, something we have managed to learn through education and effort, such as becoming good at a sport or playing a musical instrument.
- Our **knowledge**, information that we can apply, such as knowing how to grow plants, or general information such as historical facts.

Let's take another look at the story of Elizabeth and Arnie, and focus on the words in our workbooks that indicate their strengths, i.e., their traits or positive personal characteristics, their talents and abilities, and their knowledge. Now let's work together to make a list of the strengths you found.

*Make three columns on the blackboard: 1) Traits or positive personal characteristics; 2) Talents and abilities; and 3) Knowledge. In each column, write down Elizabeth and Arnie's strengths that your students have identified.*

*Suggested answers:*

1. Traits or positive personal characteristics:

- Elizabeth is perseverant.
- Arnie is creative and sociable.

2. Talents and abilities:

- Elizabeth has a very pretty singing voice.
- Elizabeth plays guitar and bass.
- Elizabeth is good at speaking in public.
- Arnie is good at drawing.
- Arnie is good at remembering and sharing history facts, trivia and stories.

3. Knowledge:

- Elizabeth knows about different musical techniques.
- Arnie knows a lot about history



Just like Elizabeth and Arnie, we all have different strengths: positive personal characteristics that make us special; talents and abilities that we have developed with practice and effort; knowledge that we can use to improve our lives and the lives of others.

### The Best Part of Me

Now we're going to identify our personal strengths. To help us do this, let's do the worksheet titled "The Best Part of Me" in the workbooks (see Student Material), where you will organize your strengths based on three dimensions: your traits or positive personal characteristics, your talents and abilities, and your knowledge.



*If any of the dimensions proposed in the worksheet are hard for some your students, provide more guidance and support to them.*

### 3 Wrap-Up

During this lesson, we have identified our strengths. It is important to realize that we can develop our strengths over time, with hard work and practice. Hard work and practice not only allow us to develop our talents, abilities, and knowledge, but also strengths related to our traits or positive personal characteristics. For example, “I can work hard at being more sociable, more responsible, more supportive, or more creative.”

- Why is it important to know what our personal strengths are?
- Do you think our strengths will change, evolve or grow as we get older?
- How can we apply what we learned today to “keep track” of our strengths and how they develop as we grow up?

## Student Material

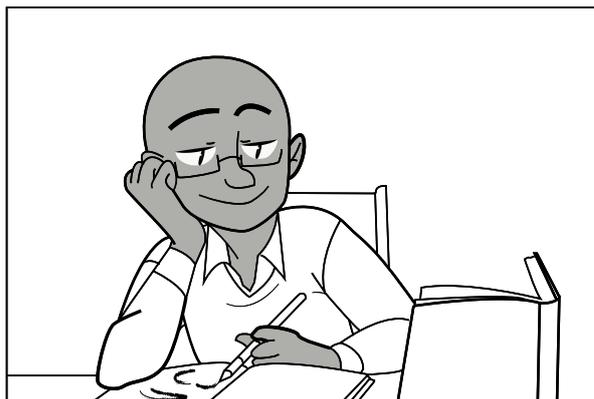
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### Elizabeth and Arnie

Elizabeth and Arnie have different strengths.



Elizabeth loves music and she has a great singing voice. With a lot of practice and hard work, Elizabeth has learned to play different instruments, such as the guitar and bass. She is very perseverant. Every day, she looks for information on the internet so she can study different musical techniques. Elizabeth is very good at singing in public. Whenever she gets the chance, she plays guitar or sings a song for her whole school.



Arnie, on the other hand, loves history. He tends to forget information that he sees in movies or reads in his books but he is very creative, and he figured out that he can remember things better when he draws them. So he draws pictures of landscapes, symbols, and people in his notebooks, to help himself remember the stories and information. Arnie is very sociable and has lots of friends, so he enjoys telling his friends all sorts of cool history facts, trivia and stories.

## The Best Part of Me

Write down your strengths, based on the following aspects:

### Positive Personal Traits and Characteristics:

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### Talents and Abilities:

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### Knowledge:

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Choose the two strengths you value most about yourself. Then, think about how these strengths help you in the present or may help you in the future.

*My most valuable strengths are:*

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These strengths help me in the present because...

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These strengths can help me in the future because...

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## Concepts, Tips and FAQs

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### 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).

**Learn to know:** Acquiring knowledge in a never-ending process and can be enriched by all forms of experience. Learning to know is a process of discovery, which takes time and involves going more deeply into the information/knowledge available. In this case, knowledge about our own strengths. Students in this lesson should learn not only about their strengths today, but how to get to know them as they evolve, grow and change.<sup>5</sup>

**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).

### 2 Tips for Teachers and Parents

- Encourage your students to identify their personal strengths. If any of them are unable to identify a personal strength, help them by giving examples. Tell them that if they don't know yet what their strengths are, this is the perfect space to recognize them. You can help teens identify their strengths by telling them, "Think about something you do well, something that other people tell you that they like about you, or something that's easy for you to do."
- If your students are still unable to identify their strengths, help them imagine the personal strengths they would like to develop and that would help them relate better to others, do well at school, or achieve their dreams.
- In this lesson, it is vital that your students understand that all of us, without exception, can develop traits and positive personal characteristics, talents and abilities, and learn new things throughout our entire lives. It is particularly valuable for them to understand that positive personal traits and characteristics such as determination, persistence, humility, etc., are strengths that are very useful in all aspects of our lives. Your students should also be well aware that talents and abilities require hard work and constant practice in order to make the most of them.
- Sometimes, other people only make us aware of the things they don't like about us, which can have a negative impact on our self-esteem. For this reason, it is essential that your students be well acquainted with their strengths. This will help give them a clearer, more balanced idea of who they are, empower them, and make them more resilient in the face of adversity.

5. Zhou Nan-Zhao. Four 'Pillars of Learning' for the Reorientation and Reorganization of Curriculum: Reflections and Discussions. UNESCO. <http://www.ibe.unesco.org/cops/Competencies/PillarsLearningZhou.pdf>

### 3 Frequently Asked Questions

- **Why is it important to identify our personal strengths?**

Because identifying strengths is part of the development of self-concept, and can help your students to nourish their sense of self-worth, as well as to think about the future, their career, and their possibilities in life.

- **Why don't we talk about the issue of personal limitations in this lesson?**

The identification of personal limitations is another important part of developing our self-concept. However, focusing on the negative in the first part of this Social and Emotional Learning Program may be difficult for students to deal with. For now, we will focus on the positive side to help students develop and establish a positive self-concept. Later on, students will identify the challenges and shortcomings that may prevent them from achieving their goals and dreams, while also developing strategies to deal with those challenges and balance out those limitations.



Module 1  
With Myself

General skill  
Self-Awareness

Specific Skill  
Self-Efficacy

## CRITICISM JIU-JITSU

### Today I will learn to...

Take criticism to become better and stronger.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

Have you heard of the phrase: "What doesn't kill you makes you stronger"? What do you think it means?



*Listen to your students. Clarify only if necessary that it is a popular saying which emphasizes that when something bad happens to you and you survive it, you learn from it and become stronger, better prepared for the next time. If it's a disease, for example, your body learns to defend itself from the attack, generates new defenses.*

Criticism is *kinda* like that. It usually doesn't kill you, so it does makes you stronger. Criticism may be constructive, with the intention of helping you learn, like the criticism you parents or teachers may give you. But sometimes it's meant in a destructive way, to make you feel bad: like when someone competing with you tries to make you insecure, or when someone who is mad at you lashes out without thinking. In any case, we have the power to use that criticism to make ourselves stronger. Today we'll learn how.

### 2 Core

Let's open our workbooks to the worksheet "Criticism that doesn't kill you, makes you stronger" (see Student Material) and read Indu's story together.



*After you are finished reading, ask the following question and listen to your students. Complement if necessary.*

- Why did Indu feel so upset?

*Possible answers: Indu looked bad in front of her class. She also may have interpreted the criticism of her presentation as a criticism of herself as a person.*

Now answer the question in your worksheet below Indu's story.



*Give them a few minutes for this activity. Then, ask the following question, listen to your students, and complement if necessary.*

- How could Indu use her teacher’s criticism to learn and improve?



*Listen to your students.*

Now let’s turn to the worksheet “Criticism Jiu-Jitsu!” (see Student Material). Read the worksheet and do the activity.



*After everybody is finished, go over each situation with your students and listen to their answers.*

### 3 Wrap-Up

Today we’ve learned about how to take criticism so that we use it to our advantage: to learn, to improve, to become stronger

- The examples were about school work, but how do you think you can apply this to other aspects of your lives?
- Based on what we’ve learned today, how do you think you can improve your way of making constructive criticism?

*Possible answers: focus on the action or product, not on the person; be specific; focus on what can be improved and how; respect the other person.*



## Criticism Jiu-Jitsu!

Jiu-jitsu is a martial art based on blocking an attack and using it to our benefit. Read about how you can block a criticism and go from feeling attacked to identifying how you can use that criticism to learn and improve.

When someone criticizes our first reaction is often to defend ourselves.



Or we may feel annoyed and angry. Especially if we feel that the criticism is aimed at us as a person, rather than at our work.



But criticism can be an **opportunity** to improve and learn.



Use Jiu-Jitsu. Focus on the things you need to improve:

What can you learn from what the person is telling you?



**Ask questions** to the person giving you feedback to understand their views.

Use that to see where you can improve.



Sometimes, criticism doesn't come from a good place and is meant to hurt you.

If you feel this is the case, then you have a choice: Clarify or dodge the punch and distance yourself.



**Clarify** if you care about the person telling you this, and you know they care about you,

You can say something like what Tina and Tom, on the left, are saying.

You will be stronger and your relationship too!

Otherwise, **dodge** the punch and **distance** yourself. It's not worth it and it's not an accurate reflection of who you are.

Dismiss it and walk away.

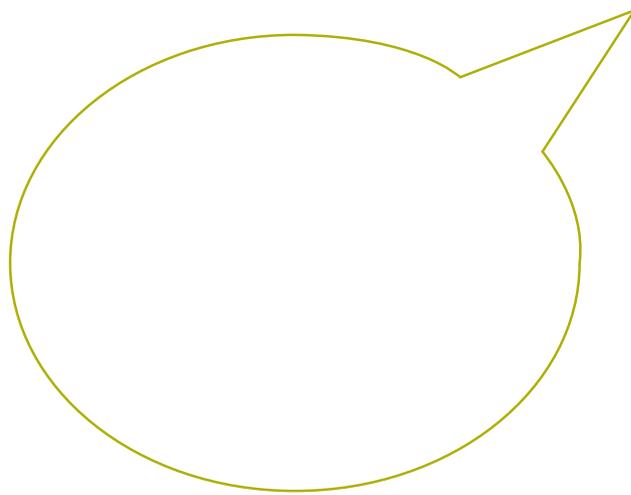
That's a valid Jiu-Jitsu move.



## Criticism Jiu-Jitsu!

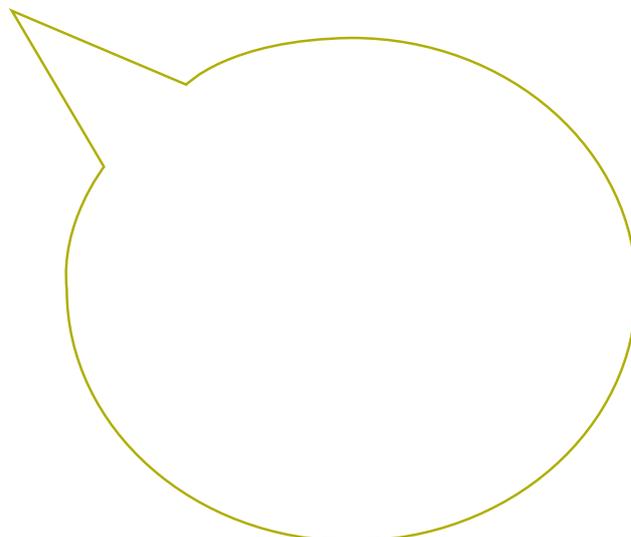
### Situation 1

You finish composing a text that you have to hand in for a class. You show it to your dad and he tells you, "This text is missing a lot." Use Jiu-Jitsu on his criticism! What questions could you ask him?



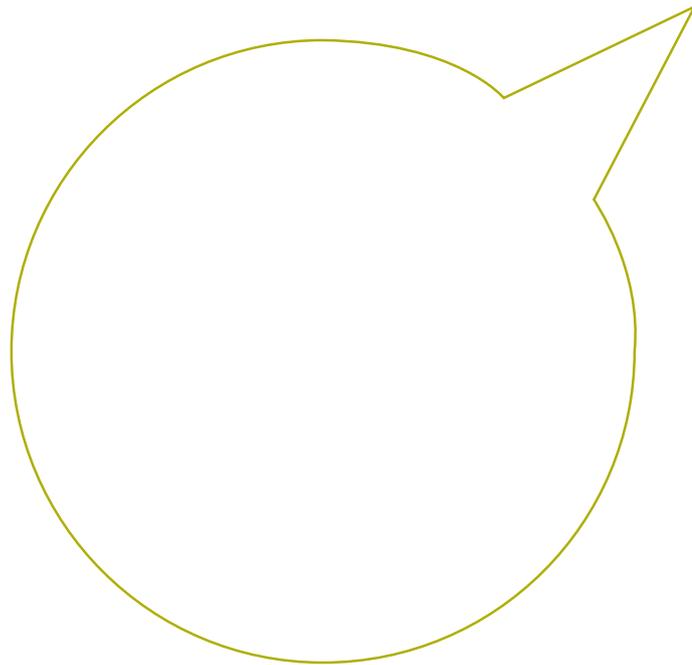
### Situation 2

You turned in a research paper that you worked very hard on. The teacher tells you that the sources you consulted are unreliable and that this negatively affected your paper. Use Jiu-Jitsu on his criticism! What can you learn from this experience?



### Situation 3

You finish solving a math problem for your homework but you are not sure. You show it to your older brother and he tells you, "This is wrong! You are so dumb" Use Jiu-Jitsu on his criticism! What questions could you ask him?



## Concepts, Tips and FAQs

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### 1 Key Concepts

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

**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).

**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.

Self-efficacy entails confidence in our ability to exert control over our own motivation, behavior, and social environment. This opinion determines the way in which we approach challenges and tasks. If we have high self-efficacy, we will address challenges with greater confidence because we believe we can achieve what we set ourselves to do. Self-Efficacy influences our choice of activities, the effort we put into them and our perseverance.

### Tips for Teachers and Parents

- Parents and teachers need to learn and practice giving constructive feedback to teens. Respect the person, focus the criticism on the behavior that needs changing or work that needs improving, on what people actually do or actually say.
- The feedback that teens receive on their performance should clearly and precisely state what they are doing well, what they need to improve, where they can focus their efforts, and what they can do to overcome their specific difficulties in each academic area.
- Acknowledge that criticism, even if well intended and well delivered, sometimes hurts and it's not easy to hear. Be empathic and supportive.
- Teens are over critical with adults because it's part of their maturation process. They question and confront as a way of finding out who they are. As adults, we can provide a model of a positive attitude toward their criticism, responding to them by identifying how they can help us improve and learn, instead of assuming a defensive attitude toward them. We need to help them learn to provide constructive and effective feedback to us by asking the right questions and showing them that we are willing to change and improve.

### 2

### 3 Frequently Asked Questions

- **What are the characteristics of effective criticism?**

Effective criticism should be positively intended, specific, objective, carefully considered and meant to be helpful in order to achieve results. It must avoid personal attacks and blaming, as well as evaluative language such as “you are wrong” or “that idea was stupid”.<sup>6</sup>

- **Why do teens react so badly to criticism from parents?**

Negative emotional reactions to criticism are considered normal and play a role in motivation to adjust behavior. However, teens often don’t want to hear it from their parents. First, teens are going to an extremely vulnerable stage in life, they are so insecure from having cast off the familiar role of child and not yet replaced it with an older definition that feels comfortable and right.

Brain evidence suggests that when listening to parental criticism the teens’ brains increase activity in areas involved in negative emotions, but also reduce activity in regions involved in emotional self-regulation and in taking other people’s point of view.<sup>7</sup> This means that teens shut down their “social processing” and possibly do not think about where parent is coming from. Instead, negative emotions take over. The researchers say that this could explain the high frequency of maladaptive conflict resolution in parent-adolescent dyads, such as youth’s disengagement (e.g. walking away) or parents delivering harsher criticism in hopes it will be heard.

- **How can parents address those behaviors and attitudes they don’t like in their teens?**

Teens are in the process of “conquering” their independence to become adults. To do that they need to separate, distance and differentiate themselves from their parents, often becoming more reserved, more critical, abrasive, less considerate. Parents typically don’t take these changes well and can resort to name-calling, using abstract descriptors to characterize the adolescent such as lazy, inconsiderate, irresponsible, messy, etc. However, it is better for them to accept normal changes that come as part of the adolescent process, then hold the young person accountable for how he or she chooses to manage that change.

- **What aspects help teens use criticism constructively?**

The attitude and way in which parents and teachers approach criticism will serve as a model for teens. Also important is the way in which parents and teachers offer the criticism they feel is relevant. In this regard, it is fundamental to always direct criticism at behaviors or actions, and not at the person’s identity.

6. Source: Boundless. “Giving Effective Criticism: Be Positive, Specific, Objective, and Constructive.” Boundless Communications. Boundless, 21 Jul. 2015. Retrieved 08 Feb. 2016 from <https://www.boundless.com/communications/textbooks/boundless-communications-textbook/learning-to-listen-and-helping-others-do-the-same-5/giving-and-receiving-criticism-34/giving-effective-criticism-be-positive-specific-objective-and-constructive-151-10645/>.

7. Lee et al (2015) Neural responses to maternal criticism in healthy youth. *Social Cognitive Affective Neuroscience*. 10(7):902-12. doi: 10.1093/scan/nsu133. Epub 2014 Oct 22.



Module 1  
With Myself

General skill  
Self-Awareness

Specific Skill  
Emotional Awareness

## FROM A SITUATION TO AN EMOTION

### Today I will learn to...

Link my emotions to what triggers them.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

There are situations in our lives in which we may feel intense emotions. Without speaking, try to remember a situation in which you felt a very intense emotion, whether it was happiness, fear, anger, sadness, surprise, disgust, admiration, gratitude, or another. Do you remember the sensations you felt in your body in that moment? For example, what did your face, head, hands, feet, chest, or stomach feel like?



*Listen to your students and validate their feelings.*

Today we're going to learn to understand the relationship between different situations and our emotions.

### 2 Core

#### How It Makes Me Feel

Now you're going to clear your heads and prepare to imagine the situations that I'm about to describe, one by one, thinking about what each of them would make you feel. If you want, you can close your eyes. After I describe each situation, we're going to talk about it together. It is important to remember that a situation can make us feel more than one emotion. Is everyone ready?



*Choose four of the situations described below and tell your students that, after you read each situation and they imagine what emotions they would feel, you're going to ask them to share their answers with the group.*

- If I had to take a test and I didn't study, I would feel...
- If my friend made fun of me at school, I would feel...

- If someone forgot about a promise she made me, I would feel...
- If someone cut in front of me in line while I was waiting to get in somewhere, I would feel...
- If I was having a good time with my best friends, I would feel ...
- If a stranger was following me down the street, I would feel...



*After reading each situation, listen to the emotions that your students would feel in that case. Write the answers down on the board.*

*Remember to use a maximum of four situations, because you'll have to stop and talk after each one of them, working with the whole class to define the emotion(s) mentioned by students.*

### Situations and Emotions

In the worksheet "Situations and Emotions" (see Student Material), you're going to write down an emotion that is hard to manage and briefly describe the situation(s) that cause(s) that emotion.



*After the students have finished doing the worksheet, ask them to share their answers in pairs or groups of three.*

- Did you find differences or similarities among the emotions and situations that you shared with your group?



*Listen to your students.*

### 3 Wrap-Up

Today, we learned about how our emotions are associated with specific situations.

- Why is it important for us to learn to identify the emotions that we feel and the situations that cause certain emotions?
- What sorts of things can we practice in order to get better at recognizing emotions and situations?

## Student Material

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### Emotions and Physical Reactions

Choose an emotion that is particularly difficult to manage for you. Below, briefly describe the situation(s) that make you feel this emotion.

Emotion
<hr/>
<b>Situation(s) that cause this emotion:</b>
<hr/>

## Concepts, Tips and FAQs

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### 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

- Remember that there are no negative emotions. No emotion is bad or should be censored, because all emotions give us signs about what is going on with us.
- When doing this lesson, if emotions are brought up that are not defined in this Supplementary Guide, discuss them together and help students reach a consensus with your guidance. You can find short definitions of more emotions at <http://psicoemocion.wordpress.com/about/>.
- In life, we are going to face different situations that cause a range of emotions that vary in intensity. The emotions we feel provide us with important information about a situation; for example, if a situation is dangerous or if it is safe.
- As we learn to identify the wide range of emotions that we feel and the situations that cause them, we can learn to receive and interpret the information that different emotions communicate us. This allows us to wisely choose the best course of action in different situations, rather than acting impulsively, and even doing harm to ourselves or others.

### 3 Frequently Asked Questions

#### • What is the difference between an emotion and a feeling?

Many people use the words "emotions" and "feelings" to mean the same thing. However, some experts suggest they are two sides of the same coin. An emotion is a physical response to change that is hard-wired and universal; while a feeling comprises the mental associations and reactions to an emotion that are personal, acquired through experience.<sup>8</sup>

There are also conceptual differences regarding the neurological origins of emotions and feelings: "Emotions are lower level responses occurring in the subcortical regions of the brain, the amygdala and the ventromedial prefrontal cortices, creating biochemical reactions in your body altering your physical state. They originally helped our species survive by producing quick reactions to threat,

8. From: <http://emotionaldetective.typepad.com/emotional-detective/2012/04/emotions-vs-feelings.html#sthash.I3LSgf1M.dpuf>

reward, and everything in between in their environments. Emotional reactions are coded in our genes and while they do vary slightly individually and depending on circumstances, are generally universally similar across all humans and even other species. For example, you smile and your dog wags its tail. The amygdala play a role in emotional arousal and regulate the release of neurotransmitters essential for memory consolidation which is why emotional memories can be so much stronger and longer-lasting.” Emotions precede feelings, are physical, and instinctual. Because they are physical, they can be objectively measured by blood flow, brain activity, pupil dilation, facial micro-expressions, and body language. On the other hand, “Feelings originate in the neocortical regions of the brain, are mental associations and reactions to emotions, and are subjective being influenced by personal experience, beliefs, and memories. A feeling is the mental portrayal of what is going on in your body when you have an emotion and is the byproduct of your brain perceiving and assigning meaning to the emotion. Feelings are the next thing that happens after having an emotion, involve cognitive input, usually subconscious, and cannot be measured precisely.<sup>9</sup>

Emotions	Feelings
Emotions are primitive and instinctive, originating in the limbic system of the brain, specifically the amygdala.	Feelings originate in the rational part of the brain (neocortex), which is located in the frontal lobe.
Emotions involve different components: <ul style="list-style-type: none"> <li>• <b>Physiological:</b> Involuntary processes, such as muscular tension, breathing, blood pressure, etc., that involve changes in the activity of the nervous system.</li> <li>• <b>Cognitive:</b> Conscious and subconscious information processing that influences our cognition and our subjective experience of events.</li> <li>• <b>Behavioral:</b> Facial expressions, bodily movements, tone, volume and rhythm of voice, etc.</li> </ul>	The response to a feeling can be physical or mental, and is mediated by neurotransmitters such as dopamine, noradrenaline, and serotonin.  A feeling is more rational. A person who is aware of a feeling has access to his/her own mood state.
Emotions have a short duration, with a window of time ranging from seconds to a few minutes.	Feelings last longer in time than emotions. They have a duration proportional to the time in which our conscious mind thinks about them.

(\*) Source: [http://www.reeditor.com/columna/5443/24/psicologia/diferencias/emociones sentimientos](http://www.reeditor.com/columna/5443/24/psicologia/diferencias/emociones%20sentimientos)

- **When I feel good does it always mean that I’m in a positive situation; and when I feel bad does it always mean that I’m in a dangerous situation?**

In general, we experience emotions that make us feel good in positive situations, and emotions that do not make us feel good in situations that are better avoided. Of course, there are exceptions; for example, consuming substances that are

9. From <http://www.thebestbrainpossible.com/whats-the-difference-between-feelings-and-emotions/>

harmful to our health, such as alcohol and other drugs, can make us feel good at the time, but these emotions are artificial, caused by something outside of us, and we cannot trust in them.

On the other hand, there are healthy situations in which we may feel unpleasant emotions. For example, when we know we made a mistake and need to apologize to someone. This may make us feel bad about ourselves for a bit, or ashamed, but it's a sign of personal growth and will help us strengthen our relationships.

Module 1  
With Myself

General skill  
Self-Regulation

Specific Skill  
Emotional Regulation

## HOT THOUGHTS / COOL THOUGHTS

### Today I will learn to...

Cool my thoughts to manage my emotions.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Start

To start off today, can I have a volunteer to read the story in the worksheet "Leaping Lizards" in your workbooks (see Student Material)?

#### Leaping Lizards

A woman was waiting at a bus stop when a small lizard jumped onto her foot and ran up her leg. She screamed, stood up, and started to slap at her leg to get rid of the lizard.

Her frantic movements attracted the attention of a young man, who immediately assumed that the woman was having a seizure. He grabbed her and tried to force a pencil between her teeth to keep her from biting her tongue. Another person nearby assumed the young man was attacking the woman, and ran over to help her and save her from him.

Soon after the police arrived.



*After reading the story, invite another student to explain to the class what the story is about, so as to make sure everyone has understood.*

- Who acted impulsively, without stopping to think or ask questions?  
*Suggested answer: The young man and the other person.*
- How can our thoughts and emotions cause us to act in ways that do not help to solve the real problem?  
*Suggested answer: When the emotions we feel cause us to act too quickly, without thinking or asking questions about the situation.*



*Listen to your students, complement if necessary.*

**2 Core**

**Hot Thoughts / Cool Thoughts**

Did you know there’s such a thing as hot thoughts? Let’s look at the examples of hot thoughts that are given in the worksheet “Hot Thoughts Versus Cool Thoughts” in your workbooks (see Student Material). Before we do the activity, let’s think about this question:

- Why are these thoughts “hot thoughts”?

*Suggested answer: They are “hot thoughts” because they are thoughts that occur in connection with intense emotions and they make us act impulsively, which often results in negative consequences for ourselves and others. These thoughts may be catastrophic (they jump to conclusions about negative things that are going to happen to us), absolutist (black and white), mistaken, self-defeatist, or unrealistic.*



*Listen to your students, supplementing them where you consider necessary.*

Now find a partner to do the activity with (see Student Material). First, though, let’s all read the instructions and the example together.



*Give them a few minutes to do this. While your students do the activity, you can walk around give advice to the groups, based on the ideas presented below.*

HOT THOUGHT VS. COOL THOUGHT	EMOTIONS THAT CAN BE CAUSED BY HOT THOUGHTS	BEHAVIORS GUIDED BY HOT THOUGHTS
“I made a mistake, I’m a failure” <b>vs.</b> “What can I learn from this situation?”	Anxiety, frustration, sadness, etc.	Giving up, not trusting in my own abilities, not keep trying.
“I can’t control myself” <b>vs.</b> “I know how to control myself and I’m going to do it.”	Anger, agitation, desperation, etc.	Hitting, fighting, hurting others, killing, having sex without stopping to think whether that’s what I really want or without protection.

<p>"I can't live without him/her" <b>vs.</b> "I can get over this and I'll be all right, even if that person is no longer with me."</p>	<p>Sadness, frustration, etc.</p>	<p>I may get depressed, i.e., I may fall into a deep sadness and feel like life has no meaning; stay with a person who hurts me or who isn't constructive for my life.</p>
<p>"Everyone has to accept me and love me" <b>vs.</b> "There are probably some people who won't like me, and that's okay."</p>	<p>Anger, frustration, etc.</p>	<p>Doing things so other people will like us, and not just because we like doing them. Getting into conflicts or fights with people who don't like us.</p>
<p>"This is how I am, I can't change" <b>vs.</b> "I can work hard to change the things that are not constructive for me or others."</p>	<p>Frustration</p>	<p>Continuing to have attitudes and behaviors that are destructive for us, for our relationships, and for those who love us.</p>



*After everyone has finished the activity, listen to your students and complement if necessary.*

Now, in the same worksheet, let's read the Cool thoughts that are given for each of the hot thoughts.

- Why do you think we call them "Cool thoughts"?  
*Suggested answers: Because they help us to cool down so we can act and make decisions more rationally instead of on the heat of the moment. When we want to manage our emotions, we need to replace hot thoughts with cool thoughts.*



*Listen to your students, complement when necessary.*

Now try to think of a situation in which you had a "hot thought" that caused you to feel very strong emotions or that made it difficult for you to control your emotions. Using that situation, you're going to do the worksheet "Replacing My Thoughts" (see Student Material). If you have trouble identifying a Cool thought to replace the hot thought, you can ask a classmate for ideas.



*After everybody has finished the worksheet, listen to your students.*

### 3 Wrap-Up

- So what can we do to control hot thoughts and avoid the emotions and behaviors they can cause?
- How can we find cool thoughts in the heat of the moment?

## Student Material

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### Leaping Lizards

A woman was waiting at a bus stop when a small lizard jumped onto her foot and ran up her leg. She screamed, stood up, and started to slap at her leg to get rid of the lizard.

Her frantic movements attracted the attention of a young man, who immediately assumed that the woman was having a seizure. He grabbed her and tried to force a pencil between her teeth to keep her from biting her tongue. Another person nearby assumed the young man was attacking the woman, and ran over to help her and save her from him.

Soon after, the police arrived.

## Hot Thoughts vs. Cool Thoughts

Choose two of the hot thoughts. Then think about what kinds of emotions might cause us to have those thoughts and what behaviors they might lead us to engage in. You can use the example as a guide.

HOT THOUGHT VS. COOL THOUGHT	EMOTIONS THAT CAN BE CAUSED BY HOT THOUGHTS	BEHAVIORS GUIDED BY HOT THOUGHTS
<p>Example:  <b>"I made a mistake, I'm a failure"</b> vs. "What can I learn from this situation?"</p>	<p>Anxiety, frustration, sadness, etc.</p>	<p>Giving up, not trusting in my own abilities, not keep trying.</p>
<p><b>"I can't control myself"</b> vs. "I know how to control myself and I'm going to do it."</p>		
<p><b>"I can't live without him/her"</b> vs. "I can get over this and I'll be all right, even if that person is no longer with me."</p>		
<p><b>"Everyone has to accept me and love me"</b> vs. "There are probably some people who won't like me, and that's okay."</p>		
<p><b>"This is how I am, I can't change"</b> vs. "I can work hard to change the things that are not constructive for me or others."</p>		

## Replacing My Thoughts

A hot thought that made me feel very strong emotions or didn't allow me to control my emotions was:

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The emotion(s) I felt was/were:

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I would have felt better if I had replaced my hot thought with the following cool thought:

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### **Extra Exercise:**

As a simple exercise to start identifying and challenging your hot thoughts, try writing down whatever is going through your mind the next time you feel any negative emotion (fear, hatred, anger, disappointment, a dip in confidence...). Then look at the list of thoughts and see which one seems most troubling to you – that's likely to be the hot thought. Then ask yourself questions like:

- Is there any evidence to support that thought?
- What would I say to a friend who thought that?
- Would that idea stand up in court?
- Is it helpful for me to think that?
- Can I think of any more helpful or reasonable alternatives? If so, write these down – these are your 'rational responses', which should help bring the emotional temperature down.<sup>10</sup>

You can also watch this video: <https://www.youtube.com/watch?v=m2zRA5zCA6M>

10. From: <http://www.danroberts.com/blog/what-are-hot-thoughts>

## Concepts, Tips and FAQs

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### 1 Key Concepts

**Cool thoughts:** Thoughts that help us calm down, and act more rationally so as not to hurt ourselves or others.

**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).

**Hot thoughts:** Thoughts provoked by an intense emotion that drive us to act impulsively without regard for what is best for ourselves or others.

**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

- When you see a teen experiencing negative emotions that are intense, frequent or last too long, see if you can help them identify if there are hot thoughts that can be replaced by cool thoughts. Do not invalidate their feelings and do not provide judgement.
- Empathy is the most kind way of approaching someone who is very upset, sad or afraid, especially when these emotions are being fueled by hot thoughts. Try to feel what they are feeling and reflect this understanding on them. Do NOT say “calm down”, “relax”, “you are being irrational” or “you are making a big deal out of nothing”. Instead, say things like “I can see how angry (sad, scared) this makes you” or “I can see you are very upset (sad, scared, anxious)”. If they are too worked out, comfort them. When they calm down enough to have a discussion, you may help them identify what they are thinking, how they are reading the situation, why they think that and what evidence they have to support that thinking (without being inquisitive), and finally, what other interpretations there may be to the same situation that help manage the emotions.

### 3 Frequently Asked Questions

#### • Why is it important to identify hot thoughts?

Often, but not always, a hot thought is inaccurate or misleading. For example, we might mistakenly think our partner is flirting with someone at a party, when in fact he is having a perfectly innocent conversation. Having made a rash judgment on the basis of a skewed interpretation of events, we may then storm out of the party, or start a massive row with our partner, thus ruining the evening. Clearly not so helpful.

- **Can we control hot thoughts?**

We program our minds day in and day out, whether or not we realize it. The thoughts we CHOOSE to think powerfully affect the emotions we feel, the moods we experience. While we may not be able to control the thoughts that come to mind, we can certainly control the thoughts that STAY in your mind. Change your thoughts and you will change the way you feel and behave – that’s the central concept in cognitive therapy. So figuring out how we think (especially becoming aware of repeated patterns of self-critical, undermining or otherwise negative thoughts) is central to the process of change.

- **What are positive emotions?**

It is important for students to understand that there are no good or bad emotions. All emotions are valid, and they generally have an adaptive function. Having said that, in the field of Positive Psychology, experts differentiate between positive and negative emotions.

In her book, *Positivity*, Dr. Barbara Fredrickson shows empirical evidence that negative emotions, like fear, can close down our ability to function, while positive emotions open us up to possibility, and an increased ability to move forward. This doesn’t mean that negative emotions are bad, they are beneficial in a different way. Negative emotions (like fear or anger) carry direct and immediate adaptive benefits in situations that threaten survival, while positive emotions broaden the array of thoughts and actions that come to mind. Specifically, these broadened mindsets carry indirect and long-term adaptive benefits because broadening builds enduring personal resources, which function as reserves to be drawn on later to manage future threats. Frederickson identifies the ten most common positive emotions as joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love. She also noted that we really need a 3:1 ratio of positive to negative in order to have a good life. So, the capacity to experience positive emotions may be a fundamental human strength central to the study of human flourishing.<sup>11</sup>

11. From: Fredrikson 2011. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/>

Module 1  
With Myself

General skill  
Self-Regulation

Specific Skill  
Delayed Gratification

## TO WAIT OR NOT TO WAIT?

### Today I will learn to...

Wait if this leads to the best outcome.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

Some young people who get an allowance from their parents choose to spend that money immediately, while others save up their money to spend it on something they want more in the future. In other words, they are able to put off an immediate satisfaction and wait for a more desirable result over a longer period of time.

Have you ever had to choose between getting a small, immediate gratification or waiting for a time in order to get something bigger or better in the future?



*Listen to your students.*

When we wait longer so we can get something bigger or better, we are self-regulating. Self-regulation is the ability to manage our emotions, thoughts, impulses, and behaviors in different situations. Today we're going to talk a little more about our self-regulation, especially our ability to wait.

### 2 Core

#### Do I wait for what I want or not?

Open your workbooks to the worksheet "Do I wait for what I want or what's best for me, or not?" (see Student Material). Read the two stories presented there, and then answer the questions.



*After everyone has finished, listen to your students. Highlight the answers that lead the character in the story to wait for a greater satisfaction or what is best for him in the long term. For example, saving up and going to the concert in the first story; staying and finishing the project to bring his grade up, in the second story.*

## Practicing strategies for waiting

What strategies can you use to put off immediate satisfaction and wait for better things or greater achievements in the future?

*Suggested answers:*

- Use cool thoughts
- Have a word that helps you stop, such as "STOP," "DON'T," or "NOT NOW."
- Make a list of the advantages of waiting for something that you want in the future.
- Set specific goals for the future, with a step by step plan
- Talk to other people about what it's hard for you to put off.



*Listen to your students and write their ideas on the board.  
If there is enough time, you can encourage your students to choose one or two strategies and give them a name or design a symbol to help them remember them more easily.*

Now let's turn to the worksheet "My Own Story" (see Student Material). To do this activity, you can use the strategies we identified today and wrote on the blackboard as a reference.



*After everyone has finished, ask your students if any of them would like to share their own story with the group.*

### 3 Wrap-Up

- What about you? In what kinds of situations do you have a hard time delaying or putting off immediate gratification by thinking about something better in the future?
- Do you think it would be easier to wait if we set goals for ourselves?

*Suggested answer: Yes, our goals help us to delay or put off immediate gratification.*

## Student Material

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Do I wait for what I want or what's best for me, or not?

### Story 1: The shirt or the concert?

Paula receives an allowance of 10 dollars a week for her everyday expenses. Her best friend tells her that their favorite band is coming to play a concert in two weeks, and the ticket costs 40 dollars. Paula has 25 dollars saved up. After doing the math, she realized that she is able to save the 40 dollars she need to buy the concert ticket. Later, going back home, Paula sees a t-shirt of her favorite band that costs 25 dollars—exactly the amount she has saved up!

In this story, Paula can buy the t-shirt now with the 25 dollars she has, or wait and save the 40 dollars so she can buy the concert ticket.

1. What should Paula do? Why?

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2. What would you do?

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### Story 2: Study now or study later?

Fernando has a project for class that he has to finish by the end of the weekend. He hasn't been getting good grades lately, and if he doesn't bring his grades up, his parents will not allow him to hang out with his friends for a whole month. On Friday night, his friends call him and invite him to a party.

In this story, Fernando can stay home on Friday night and finish his project so he can bring his grades up, or go out with his friends and not finish the project, which will cause him to be grounded for a month.

1. What should Fernando do? Why?

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2. What would you do?

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## My Own Story

Now write your own brief story. Think about a situation in which you could have delayed or put off an immediate gratification that wasn't in your best interest or that it would have been best to leave until later.

\_\_\_\_\_

*[Write the title of your story here]*

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In this story, what strategies could you have used to put off the immediate gratification?

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## Concepts, Tips and FAQs

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### 1 Key Concepts

**Cool thoughts:** Thoughts that help us calm down, and act more rationally so as not to hurt ourselves or others.

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

### 2 Tips for Teachers and Parents

- Teens need to practice delaying gratification more frequently at this stage of their lives than during childhood, since they are exposed to peer pressure like never before. This pressure may be related to the use of alcohol and other drugs, participation in acts of violence, sexual initiation, and other issues. When you do this lesson with your students, you can take the opportunity to talk about some of these pressures.
- It is important that they understand that being pressured by their friends is something that may happen frequently, and that self-regulation includes resisting negative influences that are not healthy for them. If you are worried about one of your students, you can talk to him after class and help him seek help from qualified professionals, if necessary.
- If students have trouble thinking of how to apply self-regulation skills in their lives, help them think of different situations in which they need to wait or delay gratification; for example, choosing to do their homework instead of going to a party with their friends; choosing to eat healthy food in order to stay in shape instead of eating something they like more but that is bad for them; or choosing to wait to have sex until they are old enough to make a voluntary choice based on their mental and emotional maturity.
- If students still have trouble thinking of behaviors and situations in their own lives in which they need self-regulation, try to get them to think of examples involving their relatives or friends.

### 3 Frequently Asked Questions

#### • Why is it important to delay gratification?

Researchers specialized in psychology have reached the conclusion that children and teens who have developed this ability have more adaptive results. For example, they exhibit better academic performance and better social skills. Those who have developed the ability to delay gratification also have better careers and a lower rate of participation in criminal acts during adulthood than people who have trouble delaying gratification.

#### • Why is it important that your students learn strategies to help them wait?

Adolescence is a stage marked by many difficulties in waiting to get what we want. With some practice, students will be able to delay gratification and be more effective, and this will directly affect their short-, medium-, and long-term goals.



Module 1  
With Myself

General skill  
Self-Regulation

Specific Skill  
Frustration Tolerance

## THE THINGS I CAN CHANGE

### Today I will learn to...

Know the difference between the things I can change and the things I can't.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Start

- Do you know what frustration is?

*Suggested answer: Frustration is an emotion that we generally feel when we can't do or achieve something that we wanted to.*

Take a moment to think about whether you have ever experienced a situation in which you felt frustrated because you didn't achieve what you wanted to or something didn't turn out how you expected, but you were later able to do something to change the situation. Would anyone like to share their situation with the rest of the class?



*Listen to your students.*

Sometimes in life, it can be hard to understand and manage frustration. Frustrating situations can occur in all aspects of our lives: with friends, with relatives, at school, etc. Sometimes, the frustrating situation is under control, meaning that we can take action: talking to other people, asking for help, or trying to resolve the problem by changing the situation. Other times, the frustrating situation is out of our control and we can't do anything to change it. This means that we have to accept it and learn to manage it.

It is important to identify the frustrating situations we can change, and the ones we can't. Today we're going to learn to manage the frustration that these situations may cause us.

### 2 Core

#### I Understand the Things I Can Change

We're going to start off with an activity that will help us understand how to manage situations that we can change, and ones that we can't.

In your workbooks, you'll find a worksheet titled "Can I Change This?" (see Student Material). In this activity, you will see examples of frustrating situations that you may face with your friends or at school. Some of these situations can be changed, and others can't. In each one of the situations, you'll have to identify what's frustrating about it, whether the situation can be changed, and, if so, how it can be changed.



*After your students have finished the activity, talk about each situation with the group and discuss which can or cannot be changed by the students' actions. Remind them that when situations cannot be changed, they need to learn to accept them and manage them in a different way.*

### Frustration management

Identifying and understanding frustrating situations in our own lives is important. There are different ways of managing frustrating situations, such as taking deep breaths, talking to a friend or relative about the frustration we feel, resting for a little while, etc.

In your workbooks, you'll find the worksheet "Frustration management" (see Student Material). There, you're going to write about a frustrating situation in your lives that you can change, and a frustrating situation that you can't change. Then, you're going to write down your own strategies for managing the frustration that these situations cause you. After you finish doing the worksheet, find two classmates to share with. You're only going to share the frustrating situation that you can't change and what you're going to do to manage it.



*Give them a few minutes to do this.*

- What are the most common situations that frustrate you?
- What are some examples of frustrating situations that you can change?
- How about some examples of frustrating situations that you can't change?



*Listen to your students and validate their feelings.*

### 3 Wrap-Up

- What practical ideas have you learned today to help you tolerate and manage your frustration?
- Is there a difference in the way we may tolerate frustration depending on whether or not we can change the frustrating situation?

## Student Material

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### Can I Change This?

Frustrating situations occur in all aspects of our lives. Sometimes we can change them, and sometimes we can't. Read each situation and answer the questions:

- 1. All of your friends decide to go to the movies together, but you don't want to see the movie they're going to.**

What's frustrating about this situation? \_\_\_\_\_

\_\_\_\_\_

Can you do anything to change this situation? What? \_\_\_\_\_

\_\_\_\_\_

- 2. You really want to go to a party, but you've gotten sick and you have to go to the doctor's.**

What's frustrating about this situation? \_\_\_\_\_

\_\_\_\_\_

Can you do anything to change this situation? What? \_\_\_\_\_

\_\_\_\_\_

- 3. You studied hard for a test, but you still got a bad grade.**

What's frustrating about this situation? \_\_\_\_\_

\_\_\_\_\_

Can you do anything to change this situation? What? \_\_\_\_\_

\_\_\_\_\_

- 4. You really like your boyfriend/girlfriend, but suddenly he/she doesn't want to go out with you anymore.**

What's frustrating about this situation? \_\_\_\_\_

\_\_\_\_\_

Can you do anything to change this situation? What? \_\_\_\_\_

\_\_\_\_\_

## Frustration management

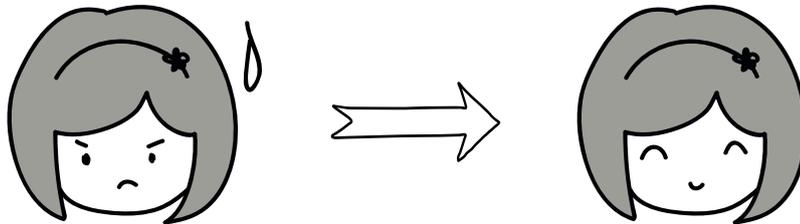
Fill in the blanks:

A frustrating situation in my life that I CAN change is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I need to manage this situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A frustrating situation in my life that I CAN'T change is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I need to manage this situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### SOME IDEAS...

When we feel frustrated and we <b>CAN</b> change the situation, we could...	When we feel frustrated and we <b>CAN'T</b> change the situation, we could...
<ul style="list-style-type: none"><li>• Brainstorm on how we can change the situation and pick the idea that we think is best.</li><li>• Work harder to achieve what we want.</li><li>• Ask other people for help in changing the situation.</li><li>• Think about how our frustration will pass and we'll be able to get over the situation.</li><li>• Take a break from the situation and then come back to it.</li></ul>	<ul style="list-style-type: none"><li>• Cry and allow ourselves to express what we feel without hurting ourselves or others.</li><li>• Take deep breaths.</li><li>• Talk to someone or ask someone to keep us company.</li><li>• Lower our level of frustration by playing sports, getting exercise, or dancing.</li><li>• Distract ourselves by doing something we like.</li><li>• Thinking that time will help us get over the situation.</li><li>• Accept the situation by thinking that there must be something we can learn from it.</li></ul>

## Concepts, Tips and FAQs

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### 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.

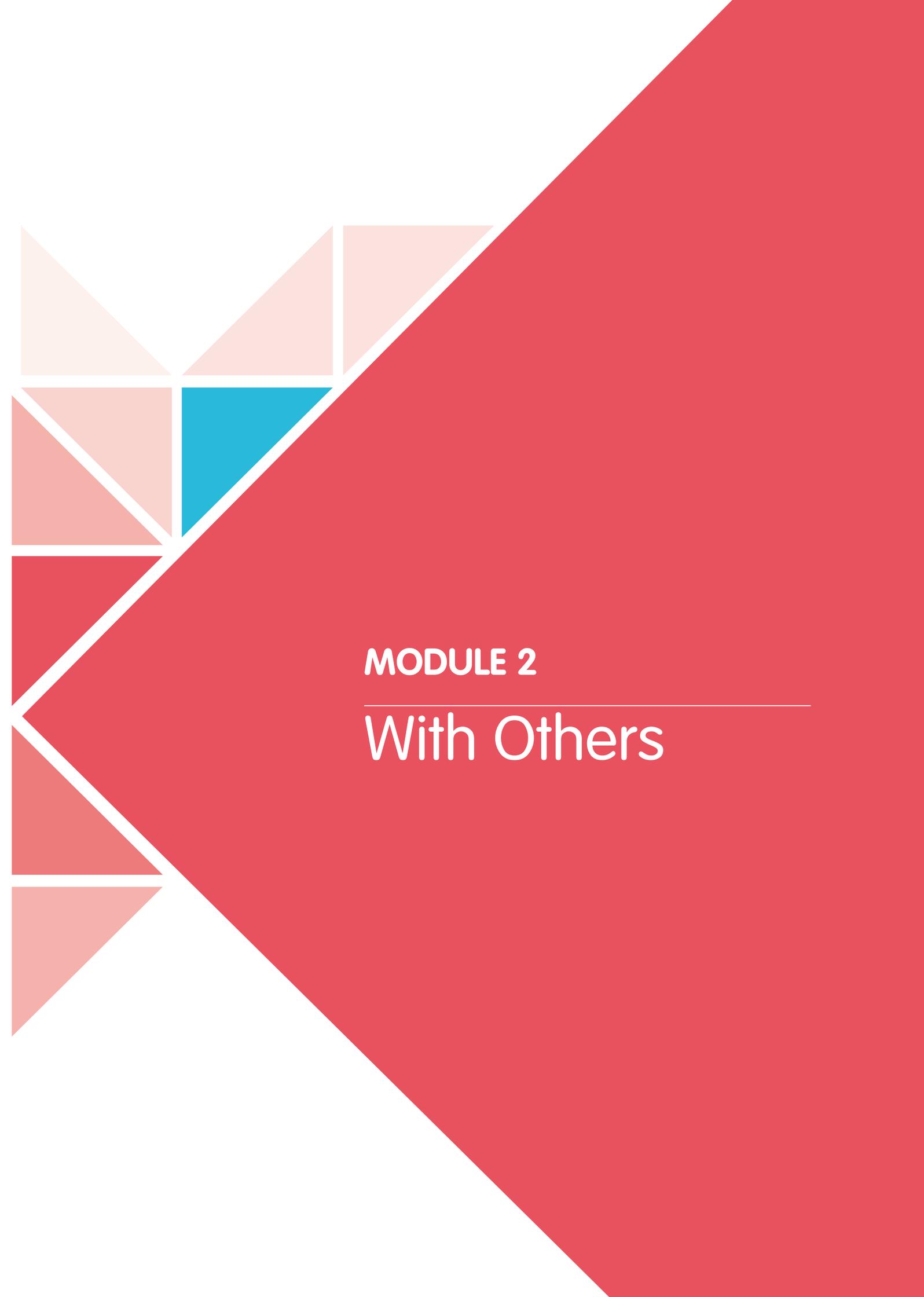
### 2 Tips for Teachers and Parents

- Emphasize to your students that reality isn't always consistent with what we want or what we imagined. An important part of growing up and maturing is learning to accept reality as it is.
- Teens are sometimes unwilling to share personal situations. There are some common issues among teens that may frustrate them. For example, with their friends: trust issues, romantic relationships, bullying, or gossip; in school: teachers, classes, grades, and deadlines or tests. If they really have a hard time sharing their experiences, ask them to imagine and share situations involving relatives or friends.
- It is important to reflect with your students on the fact that, while there are situations in life that we can't change, we can learn to manage our emotions and tolerate our frustration. If we manage to draw the line between situations that we can and can't change, we will be able to focus on the former more effectively.

### 3 Frequently Asked Questions

- **Why is it important to have a frustration tolerance?**  
Frustration tolerance is important because daily life is often far from ideal. We can't learn, grow, or achieve our dreams if we don't learn to tolerate our frustration. If we fail to do this, the actions we take will likely have negative or unexpected consequences.
- **What can we do when facing a frustrating situation that we can't change?**  
It is important that students understand that some situations are not ideal and are not going to change. The important thing is to manage our frustration and accept the things in life that are not going to change.
- **What do we gain by learning to tolerate our frustration?**  
Frustration tolerance has a positive effect in all aspects of our life. For example, it helps us to maintain healthy, respectful relationships with our relatives, friends, and partner. Likewise, it helps us to overcome any failures we may experience, achieve academic and professional goals, and, in the long run, it helps us to keep fighting for our dreams when it feels like we aren't making any progress. This will help us to remain constant and continue working to achieve them.





**MODULE 2**

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**With Others**



Module 2  
With Others

General skill  
Social Awareness

Specific Skill  
Perspective Taking

## THE RIGHTS PERSPECTIVE

### Today I will learn to...

Use the rights perspective when assessing a difficult situation.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

I'd like you all to recall situations in which you or others were discriminated against, or were treated differently, in a negative way that harmed your rights or those of the other person.



*Listen to some situations and note which of them involve discrimination, i.e., they involve different, negative treatment of a person based on race, sex, political ideas, religion, personal characteristics, etc.*

Let's open our workbooks to the worksheet "What Do You See?" (see Student Material) and take a few minutes to look at the picture there.

- What do you see in the picture?  
*Suggested answer: There's a girl who seems to be happy, pretending to drive the car. There is a girl who is in danger because the car keys have been left in the car and she might cause an accident.*
- Why does each one of us see different things or notice something different when looking at the same situation?  
*Suggested answer: Because we have different experiences and knowledge. Sometimes we overlook important things.*

Now read the Rights of the Child and Adolescent in the box below the picture. This picture depicts a violation of one of the child's rights.

- Which right is it?  
*Suggested answer: The right expressed in Point 3.*

### 2 Core

Now let's turn to the worksheet "The Rights Perspective" (see Student Material). There you'll find two situations. Read Situation 1 and answer the questions.



Give them a few minutes to do this. Then ask the following questions and listen to your students. Supplement their answers as necessary.

- What do the girls of this community think and want?  
*Suggested answer: They think it would be best for them to study. They want to study and become professionals, just like men in their community.*
- What do you think these girls' parents think?  
*Suggested answer: Because of their culture, their parents may believe that women should stay at home. In this case, they may believe that education is only for men.*
- Are any of these girls' rights being violated or ignored?  
*Suggested answer: Yes, the right to education and non-discrimination, because they're being treated differently based on their gender. Their right to full spiritual, moral, and social development is also being violated. Their right to participation is also being violated, since a major decision is being made that is going to affect their lives, without listening to or respecting what it is that the girls truly want.*

Now read Situation 2 and answer the questions.



Give them a few minutes to do this. Then ask the following questions and listen to your students. Supplement their answers as necessary.

- Are any of Margarita's rights being violated or ignored?  
*Suggested answer: Yes, the right to education and non-discrimination, because her classmates treat her differently based on a physical characteristic. Her right to protection and a full physical, moral, spiritual, and social development is also being violated. This case also involves the violation of one of Margarita's (and the rest of the group's) human rights: the right to peace, to live in an environment free of aggression and mistreatment.*
- Why do Margarita's classmates act as accomplices in the situation and also hurt Margarita by isolating her instead of looking for a way to halt this aggression?  
*Suggested answer: Because they allow themselves to be influenced by others; because they don't question these types of behaviors; because they think it's normal to live in an aggressive environment; because they don't realize that they are violating or ignoring human rights; because they're afraid that the same thing may happen to them.*

### 3 Wrap-Up

- What is the connection between difficulties in understanding other people's perspectives and situations of discrimination and abuse?

*Suggested answers: For example, when we focus exclusively on our own way of seeing things or how our friends see things, it is hard for us to understand other ways of living and thinking. This may lead us to believe that we are better than other human beings. Consequently, we can end up discriminating against others.*

- Why living in a discrimination-free environment is a fundamental human right?

*Suggested answers: Being discriminated against results in pain and suffering, as well as affecting equality. We are all equal when it comes to our rights. World War II and many other wars were caused by racial or religious discrimination. As human beings, we all have a higher duty to avoid discrimination.*

## Student Material

### What Do You See?<sup>12</sup>



#### The Rights of the Child and Adolescent

In 1989, the Convention on the Rights of the Child was approved, applicable to all children and teens under the age of eighteen. The Convention consists of fifty-four articles, but it is based on four fundamental principles:

1. **Non-discrimination (Article 2):** You shall neither benefit nor suffer based on your race, color, gender, language, religion, nationality, social or ethnic origin, or political or other opinion; nor due to your caste, property, birth, or other status; or due to any disability.
2. **The best interests of the child (Article 3):** The best interests of the child shall be a primary consideration in the laws and measures affecting children, benefiting you to the greatest extent possible.
3. **Survival, development, and protection (Article 6):** The adults and authorities of your country shall protect you and guarantee your full physical, spiritual, moral, and social development.
4. **Participation (Article 12):** You have the right to express your opinion in the decisions that affect you, and for your opinions to be taken into account.

12. Photograph taken from <http://corresaltacuidate.blogspot.com>

## The Rights Perspective

### **Situation 1**<sup>13</sup>

In a certain community located in one of the country's urban areas, young girls and teen women face many obstacles to finishing primary and secondary school, creating a wide gap between boys and girls. Young girls long to graduate from high school and become professional. However, they are forced to take responsibility for tasks that should not correspond to them at their age: taking care of their younger brothers and sisters, carrying out adults' housework, and even holding jobs to help their families earn more money.

- What do the girls of this community think and want?

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- What do you think these girls' parents think?

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- Are any of these girls' rights being violated or ignored?

YES

NO

Which one(s)?

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13. Adapted from <http://elcomercio.pe/buscar/discriminaci%C3%B3n+de+g%C3%A9nero>

**Situation 2**

Margarita is halfway through high school. Because of an illness she caught when she was three years old, she has completely lost her sense of hearing. Although she can talk, her speech is not the same as other teen women. Despite these hardships, Margarita has managed to get satisfactory grades at school and continue her studies. But she has a tough time in her relationships with her classmates. At recess and between classes, there is a group of students who like to bug Margarita. Sometimes her food disappears, or she finds glue in it, or other substances that make it inedible. Her notebooks get lost and only reappear when it's too late for her to take notes. When Margarita has to go up to the blackboard or tries to participate, this group of classmates starts to make gestures at her, as if imitating animals, which makes her feel "absolutely miserable." But the worst part is that all of her other classmates have started to leave her out. She had started to become friends with a girl named Lucy, but now Lucy avoids Margarita and has started hanging out with other classmates instead.

- Are any of Margarita's rights being violated or ignored?

YES                       NO

Which one(s)?

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- Why do Margarita's classmates act as accomplices in the situation and also hurt Margarita by isolating her instead of looking for a way to put a halt to the aggression?

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## Concepts, Tips and FAQs

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### 1 Key Concepts

**Discrimination:** Intentional or unintentional behavior for which there is no reasonable justification, and that adversely affects specific individuals or groups on the basis of age, race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and unrelated criminal convictions (UNESCO, 2015).

**Human Rights:** Rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible (UN-OHCHR, 1996-2015).

**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).

**Social Awareness:** Ability to empathize and see things from the perspectives of people from different contexts and cultures, so that we understand the norms of social and ethical conduct and recognize support resources available from family, at school, and in the community.

### 2 Tips for Teachers and Parents

- Offering multiple perspectives on each situation helps students to learn how to think flexibly and understand other people's points of view.
- Teens' cognitive development means that they are increasingly able to reflect on and even question events. As such, it is very important to create spaces for healthy confrontation in which it is possible to question rigid positions and encourage students to reconsider their views. Posing questions and fostering debate with regard to rigid positions are appropriate ways of teaching teens to take into account different perspectives on each situation they face or observe.
- Prejudices arise from the inability to understand things from different perspectives. The ability to see things from others' perspectives is the opposite of a rigid thought process that forms stereotypes and prevents the recognition of diversity or respect for different points of view or different ways of life. It is very important that we adults identify, question, and eradicate our own prejudices. This is the best way to make sure we do not pass them on to our students and/or teens.
- When faced with a situation of bullying, the teacher or adult must immediately intervene in order to put a stop to this behavior. Ideally, the school should have a clear position against bullying and a protocol on what to do if such incidents occur.

### 3 Frequently Asked Questions

- **Why is it important to practice seeing things from other people’s perspectives?**

The ability to see things from other people’s perspectives is important for conflict resolution and effective decision making. Seeing things from other people’s perspectives makes it possible to recognize how our own decisions and actions may affect others. It is important for students to realize that they have the ability to understand other people’s perspective. This knowledge will help them make more effective and responsible decisions in all types of situations.

- **How do we know which perspective is the best one with regard to a given situation?**

Since there is more than a single perspective or point of view on any given situation, it is difficult to conclude that one particular perspective is the best. Each situation that we experience may be viewed from different angles. In order to help teens understand each situation, we need to stimulate them to think about others’ thoughts so that they will ultimately gain a broader and more complete view on the situation. This does not mean that there is no such thing as a wrong perspective. Wrong perspectives include those that fail to consider human rights; when we act out of prejudices; when we hurt or harm others, etc. It is key to identify these perspectives, question them, and put a stop to the situation when necessary.

- **How does seeing things from other people’s perspectives help to construct healthier and longer-lasting interpersonal relationships, and mitigate discrimination?**

Seeing things from others’ perspectives allows us to recognize the wide range of opinions that exist, making it easier to respect others. This helps us to develop the ability to live together as a society, in the understanding that all people deserve to be respected and heard, even if they don’t think, look or do like us (in terms of race, ethnicity, gender, social class, sexual orientation, religion, or different abilities). Furthermore, by looking at things from a different angle, we help foster openness and new ideas, developing a more reflective and tolerant view of ourselves and others. This in turn promotes attitudes and decisions aimed at a common wellbeing.

Module 2  
With Others

General skill  
Social Awareness

Specific Skill  
Empathy

## EMPATHY IN THE FACE OF INJUSTICE

### Today I will learn to...

Use empathy to nurture my sense of justice.

### What we'll need is...

A pencil or pen for each student.

## Lesson Guide

### 1 Intro

Have any of you ever felt the sadness or joy of your friends? When one of your close relatives was sad, were you sad for him?



*Give them some time to think about this. If anyone would like to share her experience, give her the chance to do so. If many of the students volunteer, ask them to talk about their experiences with one of their classmates. If no one volunteers, share one of your own experiences feeling empathy.*

### 2 Core

#### Anne Frank

What do you know about Anne Frank?



*Listen to your students.*

Now let's open our workbooks to the worksheet "Anne Frank" (see Student Material) and read the introduction together.



*After you have finished reading, ask them to read the excerpts from the Diary of Anne Frank silently, on their own, and to do the activity. Then listen to some of the parts they underlined and the emotions these fragments made them feel. Go into more depth on some of their emotions. Emphasize the way they feel emotions when faced with other people's pain and suffering.*

- Why did this make you feel sad? What part made you mad?
- Can you tell me which parts of Anne Frank’s diary talk about the discrimination and injustices that the Jewish community suffered (second paragraph of the excerpts) during the World War II? Can anyone give more examples of groups or communities who are discriminated against in our society? What form does this discrimination take?

*Possible answers: Indigenous and Afro-descendant peoples have less access to university education; people with different sexual orientations, such as gays and lesbians, are refused jobs or treated aggressively.*



*Listen to your students and supplement them where necessary.*

### 3 Wrap-Up

- Why is it important to feel pain, sadness, indignation, or anger when we see a person or a group of people being discriminated against?  
*Suggested answers: Because this is one way to show solidarity with them; because this is a way of reacting to injustice; because it helps us not to discriminate; because when we feel these emotions, it may make us want to help them, etc.*
- Why is it unjust to discriminate against a person or social group?  
*Suggested answers: Because we all deserve an equal and dignified treatment—this is part of our human rights; each human being has feelings and we need to take care not to hurt or harm others, etc.*

## Student Material

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### Anne Frank<sup>14</sup>



Anne Frank was born on June 12, 1929 in the German town of Frankfurt am Main. She was a Jewish girl who had to go into hiding during World War II to avoid the Nazis. Together with seven others, she hid in a house located behind the building where her father worked, in Amsterdam. After almost two years in hiding, they were discovered and deported to concentration camps. Anne's father, Otto Frank, was the only one of the eight people to survive the war. After her death, Anne became world famous because of the diary she wrote while in hiding. She had received a personal diary as a birthday gift, in which she immediately began to write. The diary was a great help for Anne. In it, she wrote to her imaginary friend Kitty about everything that happened while they were hidden. She also wrote short stories and collected quotes from writers in her "Book of Pretty Phrases." After the war ended, during his long return trip to the Netherlands, Anne's father Otto Frank was told that his wife Edith had died. He still knew nothing about his daughters, and harbored hopes that he might find them alive. He arrived in Amsterdam in early June. Otto tried to find his daughters, but in July he received news that both of them had died at the Bergen-Belsen concentration camp from illness and suffering. Miep Gies, the woman who helped the Frank family hide from the Nazis, gave him the pages of Anne's diary. Otto read the diary and found in those pages a very different Anne from the one he knew.

On the following page, you will find some excerpts from the Diary of Anne Frank. As you read them, underline the parts that make you feel emotions (even very mild emotions). In the margins of the page, make a symbol or drawing representing the emotion(s) that you felt.

14. Adapted from <http://www.annefrank.org/>

Dear Kitty,

I want to achieve more than that. I can't imagine having to live like Mother, Mrs. Van Daan and all the women who go about their work and are then forgotten. I need to have something besides a husband and children to devote myself to! I don't want to have lived in vain like most people. I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death! And that's why I'm so grateful to God for having given me this gift, which I can use to develop myself and to express all that's inside me! When I write I can shake off all my cares. My sorrow disappears, my spirits are revived! But, and that's a big question, will I ever be able to write something great, will I ever become a journalist or a writer? I hope so!

After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use street-cars; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; Jews were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 p.m. and 6 a.m.; Jews were forbidden to attend theaters, movies or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 p.m.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on. Jacque always said to me, "I don't dare do anything anymore, 'cause I'm afraid it's not allowed."

Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and gray military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made. They frequently offer a bounty, so much per head. It's like the slave hunts of the olden days! I don't mean to make light of this it's much too tragic for that. In the evenings when it's dark, I often see long lines of good, innocent people, accompanied by crying children, walking on and on, ordered about by a handful of men who bully and beat them until they nearly drop.

So there we were, Father, Mother and I, walking in the pouring rain, each of us with a schoolbag and a shopping bag filled to the brim with the most varied assortment of items. The people on their way to work at that early hour gave us sympathetic looks; you could tell by their faces that they were sorry they couldn't offer us some kind of transportation; the conspicuous yellow star spoke for itself. Only when we were walking down the street did Father and Mother reveal, little by little, what the plan was. For months we'd been moving as much of our furniture and apparel out of the apartment as we could. It was agreed that we'd go into hiding on July 16. Because of Margot's call-up notice, the plan had to be moved up ten days, which meant we'd have to make do with less orderly rooms. The hiding place was located in Father's office building. That's a little hard for outsiders to understand, so I'll explain.

## Concepts, Tips and FAQs

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### 1 Key Concepts

**Discrimination:** Intentional or unintentional behavior for which there is no reasonable justification, and that adversely affects specific individuals or groups on the basis of age, race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and unrelated criminal convictions (UNESCO, 2015).

**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).

### 2 Tips for Teachers and Parents

- It is important to lead by example. Both parents and teachers need to identify our own prejudices (judging a person beforehand based on their beliefs or groups to which they belong, etc.) and overcome them. Most of us have been brought up in rigid societies that have a hard time accepting diversity. It is important to identify whether or not we discriminate and avoid falling into this kind of behavior.
- Some students may have a hard time identifying other people's feelings. To help them in this process, it is important to encourage them to imagine if they were going through the situation and recognize how they would feel. This will aid them in identifying the emotions that others may be feeling. Questions such as "How would you feel if you were in that situation?" or "What if they did that to your sister, mother, father, or other person you love?," etc., will help develop teens' ability to feel empathy.
- Teaching methodologies such as education through service are great opportunities to develop empathy. Community work, work with younger students, campaigns against discrimination at school or in the community are only some examples of ways this methodology may be used. Theater can also be a valuable tool for developing empathy.

### 3 Frequently Asked Questions

- **What is the relationship between empathy and social justice?**  
For example, feeling pain or indignation when another human being's rights are violated is the first step to avoid falling into those same behaviors and to start aiding those in need. It is very important to provide education on empathy. The greater teens' levels of empathy, the lower their levels of aggression.
- **Is it possible to feel empathy for aggressors or abusers?**  
Processes of forgiveness are aimed at enabling the "victims" to feel empathy for the aggressors. This does not mean justifying them, but simply understanding the path their lives took. In school and family settings, where we are educating children and teens, it is important to be convinced of the possibility of change. Children or teens on the path to indiscipline, aggression, abuse, etc., can change.



Module 2  
With Others

General skill  
Social Awareness

Specific Skill  
Prosocial Behavior

## ANONYMOUS HEROES

### Today I will learn to...

Look for ways in which I can help others.

### What we'll need is...

A pencil, pen, or highlighter for each student

## Lesson Guide

### 1 Intro

I would like to start today's lesson by thinking about situations in which we felt like someone was taking care of us, meaning that they did things to make us feel good or they helped fulfill a need that we had.



*Give them a few minutes to think about this. While they recall their situation, you can tell them about a situation in which you felt like you were being taken care of. Afterwards, invite some of the students to share their experiences.*

### 2 Core

#### GEDA – Group for the Ethical Defense of Animals

Let's open our workbooks to the worksheet "Anonymous Heroes: GEDA – Group for the Ethical Defense of Animals" (see Student Material). Let's read all together.

- Why are their young people who get involved with these kinds of campaigns?  
*Possible answers: Because they love animals; they want to take care of them and help them; they suffer when they see animals being abused; they feel pain when they see abandoned animals; they want to make a contribution to help improve things in their communities; they want to use their free time constructively; they like to help or they think it's important to help, etc.*

#### And you? How would you like to help?

Open your workbooks to the worksheet "And You? How Would You Like to Help?" (see Student Material). Read the text carefully and do the activity.



*After everyone has finished, invite some of the students to tell the rest of the class about the ideas they underlined and the ones they wrote themselves.*

Now you're going to form groups of three or four. Open your workbooks to the worksheet "How Would We Do It?" (see Student Material) and do the activity there.



*After everybody has finished, listen to the desires to help and the actions that some of the groups came up with.*

*Ideally, some of the ideas dealing with ethics or civic duties (or any other area in which you identify a need) can be turned into projects for prosocial actions or "a desire to help."*

### 3 Wrap-Up

- How do our helpful actions contribute to the society of which we are members?  
*Suggested answers: We can help reduce violence and aggression; we can help make sure that human rights are respected; we can make a difference in the lives of children living in difficult conditions who may head down the wrong path if they don't receive help, etc.*

## Student Material

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### Anonymous Heroes: GEDA Group for the Ethical Defense of Animals<sup>15</sup>



The Group for the Ethical Defense of Animals (GEDA) is a project that brings together young people between the ages of 15 and 25. It is tied to an environmental group affiliated with the Pontific Catholic University of Peru (PUCP). This group of youths is dedicated to carrying out campaigns to help protect and raise awareness of animals' rights in different communities. Their aim is to make people more careful with animals and provide information on how to protect them. The youths from this group deal with issues such as caring for animals, the importance of preventing mistreatment, and the abandonment of pets, among others. All of the daylong workshops organized by these youths are extremely helpful, aimed at making more and more people aware of the fact that animals, like humans, need us to respect their rights, such as the right to be cared for.

15. Taken from [www.equipos.pucp.edu.pe/junior/adea/index.html](http://www.equipos.pucp.edu.pe/junior/adea/index.html)

## And You? How Would You Like to Help?

Read, underline, or highlight three things with which you would like to help, and then write some of your own ideas:

### At Your School:

- Help include students who are new at school or in class.
- Help include students who are being rejected.
- Cooperate with other classmates to organize campaigns against aggression and mistreatment at school.
- Help classmates by tutoring them in a subject at which you are good.
- Help younger students do their homework.
- Cooperate with other classmates to organize other kinds of campaigns that you think are important.

Below, write your own ideas about ways you could help:

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### In Your Community:

- Organize campaigns to help people who are facing difficult situations: collect food, second-hand clothing in good condition, etc.
- Help by teaching an athletic or artistic ability to children in your community.
- Cooperate with other classmates to organize educational campaigns on issues that you consider important to your community.
- Put on plays or other kinds of cultural and leisure activities in your community.

Below, write your own ideas about ways you could help:

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## How Would We Do It?

Talk with your groupmates about the “desires to help” that you marked in the previous worksheet. If you have one or more in common, choose one. If not, select one of the desires to help that one of your group members marked.

Now read the following example on how to do the activity:

**Desire to help:** Help include students who are new at school or in class.

Ideas on how to help:

- Working with other classmates, with the support of a teacher, to design a “welcome” campaign for new students.
- One individual action might be to introduce the new classmate to my friends and include her in my group.
- Being nice to her, asking her about her old school, her friends, what kind of music she listens to, talking to her.
- Spending time at break or at recess with her.
- Avoiding rejecting her or acting aggressively, even if others do, and even if we don’t get along right off the bat.

Now do the same for the desire to help that your group has chosen:

**Desire to help:** \_\_\_\_\_

Ideas on how to help (remember that these may be group actions or individual actions):

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## Concepts, Tips and FAQs

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### 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

- It is important to provide recognition and validation of teens' disinterested helpful behaviors, both at school and at home.
- The need for help is common to all human beings. We depend upon one another to overcome the challenges and difficulties all of us face in our daily lives. Help must not be confused with charity. As human beings, we all have equal rights, although we all face different circumstances. Help should always be offered in a scenario of equality and dignity. The way we help others will serve as a model for our children and students.

### 3 Frequently Asked Questions

- **Why is it important to practice prosocial behavior?**  
By engaging in prosocial behavior, we can make a significant contribution to building a better society. People who exhibit prosocial behavior generally make a difference in other people's lives.
- **Can students really improve their prosocial behavior?**  
Supporting others, cooperating, or consoling people who are facing difficult situations are existential decisions. We aren't born with these characteristics; we develop them based on our experience. Any human being, at any time of his life, can decide to be prosocial.

Module 2  
With Others

General skill  
Positive Communication

Specific Skill  
Active Listening

## TYPICAL LISTENING MISTAKES

### Today I will learn to...

Listen without advising, preaching, minimizing or blaming.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

There is a Turkish proverb that says "If speaking is silver, listening is gold."

- What do you think this proverb means?  
*Suggested answers: That it is more valuable to listen than to speak. Sometimes, if we talk too much, we might make a mistake or say things that we didn't mean to say, especially when we're involved in a difficult situation with another person.*
- What do you think about the message behind this proverb?  
*Suggested answers: It is very important to speak and express ourselves, but this isn't very constructive if we don't know how to listen. If we are the only ones to talk and we don't listen to others, we come across as self-absorbed and uninterested in other people. There needs to be a balance between expressing ourselves and listening to other people if we want to build positive relationships with others.*

### 2 Core

#### Typical Listening Mistakes

Let's open our workbooks to the worksheet "Understand, Confirm, and Connect" (see Student Material). Let's read the two boxes there together.



*After you have finished reading, go on.*

Now let's turn to the worksheet "Active Listening or Typical Listening Mistakes?" (see Student Material). Find a classmate to do this activity with.



*Give them a few minutes to do this. After everybody has finished, ask your students to share their answers.*



Tell the rest of the class to pay close attention so they can add to these answers where necessary. Find below a guide with the answers to each proposed conversation.

### **Conversation 1:**

**George:** I didn't understand the velocity formula. Did you get it? Could you explain it to me?

**Alexandra:** Yeah, sure! Why don't you come over this afternoon?

**George:** Umm, I don't know if I can. Things are kind of rough at my house. My dad still doesn't have a job and my mom says she can't take it anymore and she wants him out of the house... Yesterday they got into an awful fight...

**Alexandra:** Don't pay any attention to them. Parents are like that and nothing ever happens... You know, my parents went through something like that... and they're still together..

(\* ) *Suggested answer: Typical Listening Mistake - Minimizing*

### **Conversation 2:**

**Mom:** They fired me from the factory today. They told me it's because they have to downsize the staff. I don't know what we're going to do now.

**Daniel:** Are you feeling really worried, mom?

(\* ) *Suggested answer: Active Listening - Connecting with the other person's feelings*

**Mom:** Yeah, I'm a little scared. It's hard to find a job these days ...I don't know how we're going to pay the mortgage and groceries...

**Daniel:** So you think it's going to take some time to find a new job and we won't have money to pay our bills.

(\* ) *Suggested answer: Active Listening - Paraphrasing*

**Mom:** That's what's got me so anxious.

**Daniel:** I'm sorry, mom. I'm going to try to cut back on spending. If there is anything I can do to help, just let me know.

(\* ) *Suggested answer: Active Listening - Connecting with the other person's feelings*

### **Conversation 3:**

**Mike:** I'm bored to death of Claudia's crazy jealousy problems... She can't even see me talking to another woman without starting a fight...

**John:** Yeah, man... I told you not to get involved with that chick. You're always complaining about her...

(\* ) *Suggested answer: Typical Listening Mistake - Insulting*

**Mike:** No, I mean, I love her. She's really helped me put more effort into everything, but I just can't stand her jealousy.

**John:** : You have to break things off as soon as possible. Like my grandfather always says, there are lots of women out there...

*(\*) Suggested answer: Typical Listening Mistake - Ordering the other person around and preaching*

Now, working with your partner, you're going to practice one of the active listening strategies using the first conversation. One of you will play George and the other will play Alexandra. Then George will say, "Umm, I don't know if I can. Things are kind of rough at my house. My dad still doesn't have a job and my mom says she can't take it anymore and she wants him out of the house... Yesterday they got into an awful fight..."

The person playing Alexandra will respond using one of the active listening strategies: "Understand, confirm, and connect."

*For example: "Your parents are fighting because your Dad isn't working and your mom thinks she wants to separate from him (paraphrasing); you're worried about your parents (connecting with the other person's feelings); why do you think your mom feels that way? (asking questions to clarify)."*



*Give them a few minutes to practice. Then, ask some of your students to stay in their places and present their active listening interventions to the class.*

### 3 Wrap-Up

- Why is it a good idea to practice active listening when we're talking to someone with ideas that are very different from our own?

*Suggested answers: Because that way we can understand their point of view instead of thinking about how to respond or argue with them; because this will help us to confirm or change our own way of seeing things; it will help us avoid radical or extreme ideas, etc.*

## Student Material

### Understand, Confirm, and Connect

Read the following strategies to help you listen actively:

#### Understand

Make an effort to understand

- Pay attention to what the other person is saying, silence your inner voice so it doesn't distract you, and ignore whatever else is going on around you.
- Wait for your turn to speak. Do not interrupt!
- Nod when you feel sure you have understood.

#### Connect

Connect with the other person's emotions

- Ask her: "What do you feel?" Or, if you can "observe" his emotions, try confirming them: "Do you feel sad?"
- Ask respectfully "Is there anything I can do to help you?"
- Offer a warm gesture of support that you know will be well-received by that person.

#### Confirm

Confirm that you are understanding what it is that the person is trying to communicate

- Using your own words, repeat what the other person said to make sure you are understanding correctly.
- If you don't understand what's being said, ask questions to clarify.

Typical listening mistakes...

TYPICAL MISTAKE	WHAT IT IS	AN EXAMPLE
<b>Advising</b>	Telling him what to do or what's best for him.	"You have to..." "You must" "Drop out of school" "Don't drop out of school" "The best thing you can do is..."
<b>Preaching</b>	Using an outside rule or standard to tell him what he should or shouldn't do.	"Men don't cry." "You have to act responsibly."
<b>Minimizing</b>	Telling the other person that whatever is happening to him isn't important.	"You'll get over it." "Stop worrying about it." "The same thing happened to me. It's not that bad."
<b>Blaming</b>	Blaming the other person for what is happening to him.	"That's what you get for being a dummy."

## Active Listening or Typical Listening Mistakes?

Identify whether the following conversations include examples of **Active Listening** or **Typical Listening Mistakes**. If you find examples of active listening, underline the parts where a specific strategy was used and name the strategy. If you identify a typical mistake (or two), underline this part and write the name of the mistake beside it.

### Conversation 1:

**George:** I didn't understand the velocity formula. Did you get it? Could you explain it to me?

**Alexandra:** Yeah, sure! Why don't you come over this afternoon?

**George:** Umm, I don't know if I can. Things are kind of rough at my house. My dad still doesn't have a job and my mom says she can't take it anymore and she wants him out of the house... Yesterday they got into an awful fight...

**Alexandra:** Don't pay any attention to them. Parents are like that and nothing ever happens... You know, my parents went through something like that... and they're still together...

**What did I find?**

Strategy

Mistake

**Which one(s)?** \_\_\_\_\_

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### Conversation 2:

**Mom:** They fired me from the factory today. They told me it's because they have to downsize the staff. I don't know what we're going to do now.

**Daniel:** Are you feeling really worried, mom?

**Mom:** Yeah, I'm a little scared. It's hard to find a job these days ...I don't know how we're going to pay the mortgage and groceries...

**Daniel:** So you think it's going to take some time to find a new job and we won't have money to pay our bills.

**Mom:** That's what's got me so anxious.

**Daniel:** I'm sorry, mom. I'm going to try to cut back on spending. If there is anything I can do to help, just let me know.

**What did I find?**

Strategy

Mistake

**Which one(s)?** \_\_\_\_\_

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**Conversation 3:**

**Mike:** I'm bored to death of Claudia's crazy jealousy problems... She can't even see me talking to another woman without starting a fight...

**John:** Yeah, man... I told you not to get involved with that chick. You're always complaining about her...

**Mike:** No, I mean, I love her. She's really helped me put more effort into everything, but I just can't stand her jealousy.

**John:** : You have to break things off as soon as possible. Like my grandfather always says, there are lots of women out there...

**What did I find?**

Strategy

Mistake

**Which one(s)?** \_\_\_\_\_

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## Concepts, tips and FAQs

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### 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.

**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

- As parents, we may believe that our work and personal problems are of no interest to our children. The best way to foster this interest is to talk with them about meaningful situations in our everyday lives. This is not only a great way to tighten family bonds, but also to practice active listening.
- Although listening actively always requires effort, it can be harder when there is no affective bond or when the other person has very different ideas. As part of teens' school activities, it is a good idea to organize visits by a series of people who exhibit a great range of diversity in different areas, so that they can come in and talk to the teens.
- If any of the students exhibits difficulties during the activity and you can see that she is emotionally affected, you can talk to her privately at a later time, in another space.

### 3 Frequently Asked Questions

#### • Frequently Asked Questions?

Active listening is an acquired skill, which means that it takes practice. Listening actively to other people can make it easier to understand their thoughts (which also calls for the ability to see things from others' perspectives) and feelings (which also calls for empathy). Active listening can help us to resolve conflicts more effectively and to establish profound and significant bonds with others.

#### • Why is it important to familiarize ourselves with the typical mistakes that people make when listening?

Rather than listening, we often offer our point of view without genuinely trying to understand what the other person is trying to communicate to us. Other times, we judge or rush to respond without going into more depth regarding what the other person wants to say.



Module 2  
With Others

General skill  
Positive Communication

Specific Skill  
Assertiveness

## AGGRESSIVE, PASSIVE, OR ASSERTIVE?

### Today I will learn to...

Tell the difference between aggressive, passive and assertive responses to difficult situations.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

To start today's lesson, let's try to imagine the following scene:

We have gone out to eat at a restaurant and we realize that the glass in which the waiter served us our drink has a lipstick blotch on it. It bothers me, so...

What would you do?



*Listen to your students. Then explain each of the alternative reactions presented below.*

There are three ways to react:

- a) We call the waiter over to yell at him and tell him, "This place is a dump! You'd have to be clueless to give a customer a glass like this! I'm never coming back to this hole!"
  - b) You clean off the glass with a napkin and you don't say anything to the waiter.
  - c) You call the waiter over and you tell him that the glass he gave you is dirty, asking him to please bring you another. You also tell him that you hope they'll be more careful in the future.
- What are the consequences of each way of responding?

### 2 Core

#### Aggressive or Assertive?

Let's open our workbooks to the worksheet "Aggressive, Passive, or Assertive?" (see Student Material) and read the text in the box together, and then the story.

Great. Now do the activity, identifying the aggressive and assertive responses.



Give them a few minutes to do this.

- Which response did you identify as aggressive?  
*Suggested answer: The response of Amy's friend Melissa. "That's stupid!" and "What's wrong with you? You're trying to get Amy to do drugs when she doesn't want to. Amy should break up with you, you idiot!"*
- Which response did you identify as assertive?  
*Suggested answer: The response of Joe, one of Jake's friends. "Everyone calm down. Amy can decide for herself what she wants to do. I haven't smoked anything and no one's pressuring me to do it."*
- Can you give me examples of aggressive, passive, and assertive responses by Amy?  
*Suggested answers:*
  - *Aggressive: "Idiot! I didn't think you were a drug addict."*
  - *Passive: Do drugs, even though she doesn't agree with it.*
  - *Assertive: "It really bothers me that you're pressuring me to do something I don't want. I'm not going to do drugs.."*

Now open your workbooks to the worksheet "My Assertive Responses" (see Student Material) and do the activity.



Give them a few minutes for this. After everybody has finished, listen to your students and make sure that the aggressive, passive, and assertive responses shared by your students match the definition given in the previous worksheet.

### 3 Wrap-Up

Based on the three ways to react—assertively, aggressively, and passively:

- Do you think there are any differences in the way that men and women are brought up in terms of how to respond in problematic situations?  
*Suggested answer: Generally speaking, men are taught to respond aggressively and women are taught to respond passively. We are almost never taught to respond assertively.*
- Why is it important that both men and women respond assertively?  
*Suggested answer: Because that's the best way to maintain constructive, abuse-free relationships and make others respect our rights and needs.*

## Student Material

### Aggressive, Passive, or Assertive?

First, remember:

Aggressive responses: We say what we want or don't want, but this type of response involves mistreating, offending, insulting, or verbally attacking the other person or people.

Passive responses: We don't say anything. We just do what others want us to.

Assertive responses: We firmly and confidently say what we think, feel, and/or want the other person to do or stop doing, without mistreating or attacking him/her.

Now read the following story and identify the aggressive and assertive responses you find there, underlining the parts where these responses appear, along with the name of the person responding:

#### What Should I Do in the Name of Love?

Amy and Jake have just started going out and she really likes him. That's why, when Jake invited her to a party at a friend's house on Saturday night, she was so excited that she couldn't wait. When Saturday finally rolled around, she took like three hours to get ready. She tried on a bunch of outfits with her friend Melissa until she finally decided what she was going to wear. Amy and Melissa went to meet up with Jake and his friends at the party, but when they got there, something was fishy. Aside from Jake, they didn't know anyone there, and lots of people at the party seemed to be on drugs.

After a little while, two of Jake's friends, Joe and John, came over and sat down with Jake, Amy, and Melissa in the living room. John took out a bag of powder that neither Amy nor Melissa had ever seen before. It wasn't any kind of drug they had ever heard about. Jake and John started to roll the dust into cigarettes, smoke it, and pass it around. When it was her turn, Amy said "No, thanks," but Jake wasn't happy about that. "Come on," he said. "Just try it. You'll like it. Trust me." But Amy didn't do drugs and she had no idea what this stuff was. She looked at Melissa, who furrowed her brow and shook her head. "It's magic dust," said John. "Everyone here is smoking it," said Jake. Then he said, "Amy, I really like you. Now just try some."

"That's stupid!" interrupted Melissa. She jumped up and tried to grab Amy by the hand. Then she turned to Jake and said, "What's wrong with you? You're trying to get Amy to do drugs and she doesn't want to. Amy should break up with you, you idiot!" Jake stood up. He looked really mad. "You're just a dumb, boring girl, Melissa. Why don't you shut up before I make you shut up?" Then he said to Amy, "Just do it! Don't pay attention to your friend." Amy felt shocked. She didn't know what to do.

Then Jake's other friend, Joe, who hadn't gotten involved in the argument, stood up and said, "Everyone calm down. Amy can decide for herself what she wants to do. I haven't smoked any of the magic dust tonight and no one's pressuring me to do it. Amy, what do you want to do?"

## My Assertive Responses

Write about a personal experience you have had that involved negative peer pressure. If you have a hard time thinking of an experience of your own, write about one that you have heard about it in your family or in the media (books, TV, or movies). Then give an example of an aggressive response, a passive response, and an assertive response.

### The situation:

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An aggressive response to this situation might be...

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A passive response to this situation might be...

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An assertive response to this situation might be...

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## Concepts, tips and FAQs

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### 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).

**Group or Peer Pressure:** The social influence a peer group exerts on its individual members, as each member attempts to conform to the expectations of the group.

### 2 Tips for Teachers and Parents

- Our culture places greater emphasis on aggressive and passive responses to problematic situations that we may face with others. It is vital that we change this situation. As adults, we need to practice assertive responses. This is the best way to educate teens about assertiveness. Remember: firm, non-aggressive responses in which we say what it was that bothered us, or what we think, what we feel, and what we want the other person to do or stop doing.
- It is very important that we all make our contribution to end violence in schools. Both men and women need to learn to respond assertively to problematic situations in our interpersonal relationships. Bringing up our children and students to be passive or aggressive will only result in more inequality, violence, and backwardness in our society.
- It is very important to talk openly with teens about issues that make us more prone to take risks: the consumption of psychoactive substances (drugs and alcohol); sexual abuse; sexual relations; sexually transmitted diseases, etc. If we as parents don't feel confident and secure enough to do this, we need to educate ourselves, seeking out help from the institutions in our community in order to learn how to talk to our children about these issues. In this regard, school may play an important role, offering spaces where parents can educate themselves on these matters.

### 3 Frequently Asked Questions

• **Why is it important to practice being assertive?**

Being able to express our needs, thoughts, or feelings in a way that is consistent with our values and goals, while also treating others with respect, is a necessary skill for forging a healthy life. Assertiveness helps us connect with ourselves and relate better to others.

• **How do gender prejudices and stereotypes affect personal development and interpersonal relationships?**

When aggressiveness is fostered in men and passiveness in women, for example, emphasis is being placed on unhealthy forms of connecting with ourselves and relating to others.

Permitting, validating, and reinforcing aggressiveness in males ultimately makes it hard for them to control themselves, instead promoting explosive and impulsive reactions. All of this has effects on their physical and psychological health and creates difficulties in their relationships with others. In the case of women, promoting silence and the denial of their own desires and needs makes them prone to suffering from anxiety and depression.

Module 2  
With Others

General skill  
Positive Communication

Specific Skill  
Conflict Management

## TALKING THINGS OUT

### Today I will learn to...

Use planned conversation to find win-win solutions to a conflict.

### What we'll need is...

A flipchart prepared before class by the teacher.

## Lesson Guide

### 1 Intro

Do you have brothers or sisters? Do you sometimes have conflicts with them? What do you have conflicts about?



*Listen to your students.*

### 2 Core

#### Theresa and Hector

When we have a conflict with someone, there are several ways of handling it. We're going to use an example to identify some ways in which we can manage a conflict:

Hector is Theresa's older brother. Both of them are in high school and they live alone with their mom. Every afternoon, when they get home from school, they get into a pitched battle over who gets the TV remote control and who gets to choose what they watch during the one hour per day that their mom lets them watch television, which they are supposed to share. Each of them wants to watch their favorite series, which are not the same!

Let's turn to the worksheet "Someone Wins... Someone Loses?" (see Student Material). First, I'm going to tell you about some of the different ways this brother and sister have managed this conflict. After listening to what the siblings have done in the past, you're going to look at the worksheet and determine whether someone won and someone lost using these forms of conflict management, or if both of them won or both of them lost.



*After reading each number, pause for a minute and give your students time to look for the answer. Listen to your students and then continue with the next number.*

1. One time, Theresa pushed her brother, punched him, and took the remote control from him.  
*Suggested answer: I win, you lose.*
2. Hector threatened Theresa that he would tell their mom that she has a boyfriend at school, and he got the control.  
*Suggested answer: I win, you lose.*
3. Theresa decides not to watch television and give Hector the remote control. Even though this is a sacrifice for her, she would rather not keep fighting.  
*Suggested answer: I lose, you win.*
4. Theresa and Hector decide that the best thing would be for them not to watch television any more so they won't fight.  
*Suggested answer: I lose, you lose.*

### Theresa and Hector Talk Things Out

Turn to the worksheet "Theresa and Hector Talk Things Out" (see Student Material) to find out what happened with the conflict between these two siblings. One of you is going to read the part of Hector, and another will read the part of Theresa.



*After they have finished reading, ask the following question and listen to your students.*

What changed about the way they managed the conflict? Let's take another look at the worksheet "Someone Wins... Someone Loses?" and decide together who won and who lost in this conversation.

*Suggested answer: Theresa and Hector both won. They reached a win-win agreement.*



*Listen to your students.*

### Talking Things Out and Reaching Agreements

Now let's turn to the worksheet "Talking Things Out and Reaching Agreements" (see Student Material). First, you need to choose one of the three situations presented in the worksheet. Next, think about what win-win agreements you could reach with the person with whom you have the conflict, and write them down. Finally, use the worksheet on the following page to write down what you might say to that person in a hypothetical conversation.



*Give them a few minutes to do this. If you feel it might work better, you can ask them to do this activity with a partner. After everybody has finished, listen to one or two answers for each situation, in terms of both the agreements proposed and the general thrust of the conversation. Supplement any points you deem necessary.*

*Suggested answers:*

- **Situation 1:** *You can propose that they let you go this time and agree to a limited number of nights out starting next month; you can make sure to save up and cover all the costs involved in going out; you'll only go out if you're doing well at school, etc.*
- **Situation 2:** *You can propose that she come up with a set of disciplinary rules that you will all follow and ask her to give you another chance to bring up your grades, etc.*
- **Situation 3:** *You need to tell her what things she has said that offend you; tell her what you like about her and come to an agreement as a group to look out for one another and not to hurt each other in any way, to immediately let each other know if something bothers one of you, etc.*

### 3 Wrap-Up

What might cause us to argue or fight many times instead of talking things out and reaching win-win agreements?

*Suggested answers: Certain social beliefs that we have that lead us to think that aggression is a good way to manage conflicts; when we have very intense emotions and we don't know how to control or manage them; certain emotion such as pride that mistakenly lead us to belief that talking things out is a form of giving in, etc.*

## Student Material

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### Someone Wins... Someone Loses?

Situation Number	Overall balance	
	I WIN	YOU LOSE
	I LOSE	YOU WIN
	I LOSE	YOU LOSE
	I WIN	YOU WIN

## Theresa and Hector Talk Things Out

What is happening?	
<b>Theresa</b>	<b>Hector</b>
I want to get home from school and watch TV for a little while, but this has become a major headache.	I want to watch TV for a bit in the afternoon, but I don't like the shows you watch.
How do we feel?	
<b>Theresa</b>	<b>Hector</b>
I feel really mad, frustrated...	I'm bored...
Do we need to apologize?	
<b>Theresa</b>	<b>Hector</b>
I'm really sorry I mistreated you. Please forgive me.	I acted wrongly, too. I'm sorry Sis.
How can we resolve this?	
<b>Theresa</b>	<b>Hector</b>
I have a few ideas: <ul style="list-style-type: none"> <li>You can watch television one day and I'll watch it the next; or</li> <li>You can watch television for one week and I'll watch it the next.</li> </ul>	I have some ideas, too: I'll tell you why I like that show and see if you like it, too, or you can tell me why you like the show you want to watch and we'll see if we can convince one another. If neither of us convinces the other, we can take turns deciding and we have to promise to respect the other person's decisions.
What agreement have we reached?	
<b>Hector y Theresa</b>	
Each one of us will watch television alone (without the other one) two days a week apiece. Once a week, we're going to watch television together, and we're going to explain why we like a certain show and decide between the two of us what to watch.	
How can we act from now on?	
<b>Theresa</b>	<b>Hector</b>
I don't want us to mistreat one another. Let's not hurt each other verbally, by shoving, or any other way.	Yeah, when we start to feel mad, it would be better if we're not around one another until we manage to calm down.

## Talking Things Out and Reaching Agreements

Pick a situation and think about possible win-win agreements that you could propose to resolve that situation:

### **Situation 1:** My Parents

Your friends are going out Saturday evening. You ask your parents for permission, but they don't want to let you go. They say you've been going out too much this month. You've saved up some money and you don't need them to give you any, you just want permission. Think of at least two proposals that you can suggest to your mom or dad so that they let you go, in which both they and you end up winning.

### **Situation 2:** Our Teacher

Your class has had several problems with a certain teacher. She says you're all undisciplined and that this is the reason why almost everyone is flunking her course right now. You decide to talk to her using a positive approach. Think of at least two proposals that you can offer the teacher to resolve the situation, in which both she and you end up winning.

### **Situation 3:** Our Friend

One of the members of your group sometimes says things to you and your other friends that bother you. This makes you all feel bad. All of you care about her very much, because she's a lot of fun and she is always there for everyone when you need her. You've decided to talk to her using a positive approach and tell her how you all feel. Think of at least two proposals that will allow you to resolve the situation, in which both she and you all win.

### **Possible win-win agreements:**

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If you had a conversation with the other person, what would you say if you were the son/daughter, student, or friend?

<b>What is happening?</b>
<b>How do we feel?</b>
<b>Do we need to apologize?</b>
<b>How can we resolve this?</b>
<b>What agreement have we reached?</b>
<b>How can we act from now on?</b>

## Concepts, tips and FAQs

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### 1 Key Concepts

**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.

**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

- Conflicts are normal. What is not normal is managing them using violence, giving up on our own needs or desires, or imposing our will on others. It is important that we adults evaluate how we manage our conflicts, and make an attempt to do so more constructively, seeking out win-win solutions.
- Emotions and feelings are a highly complex component of conflicts. Oftentimes, conflicts become bigger when we are unable to adequately process these emotions, such as when anger turns into resentment, for example. Teens should be encouraged to identify the emotions they feel in conflict situations. You can help them do this by asking them direct questions about how they feel.
- Not all types of conversations help to constructively manage conflicts. There are conversations in which both sides blame and judge each other. This is not adequate conflict management. It is important to help teens identify the ways in which they are contributing to the occurrence of a conflict situation, instead of blaming or judging them.

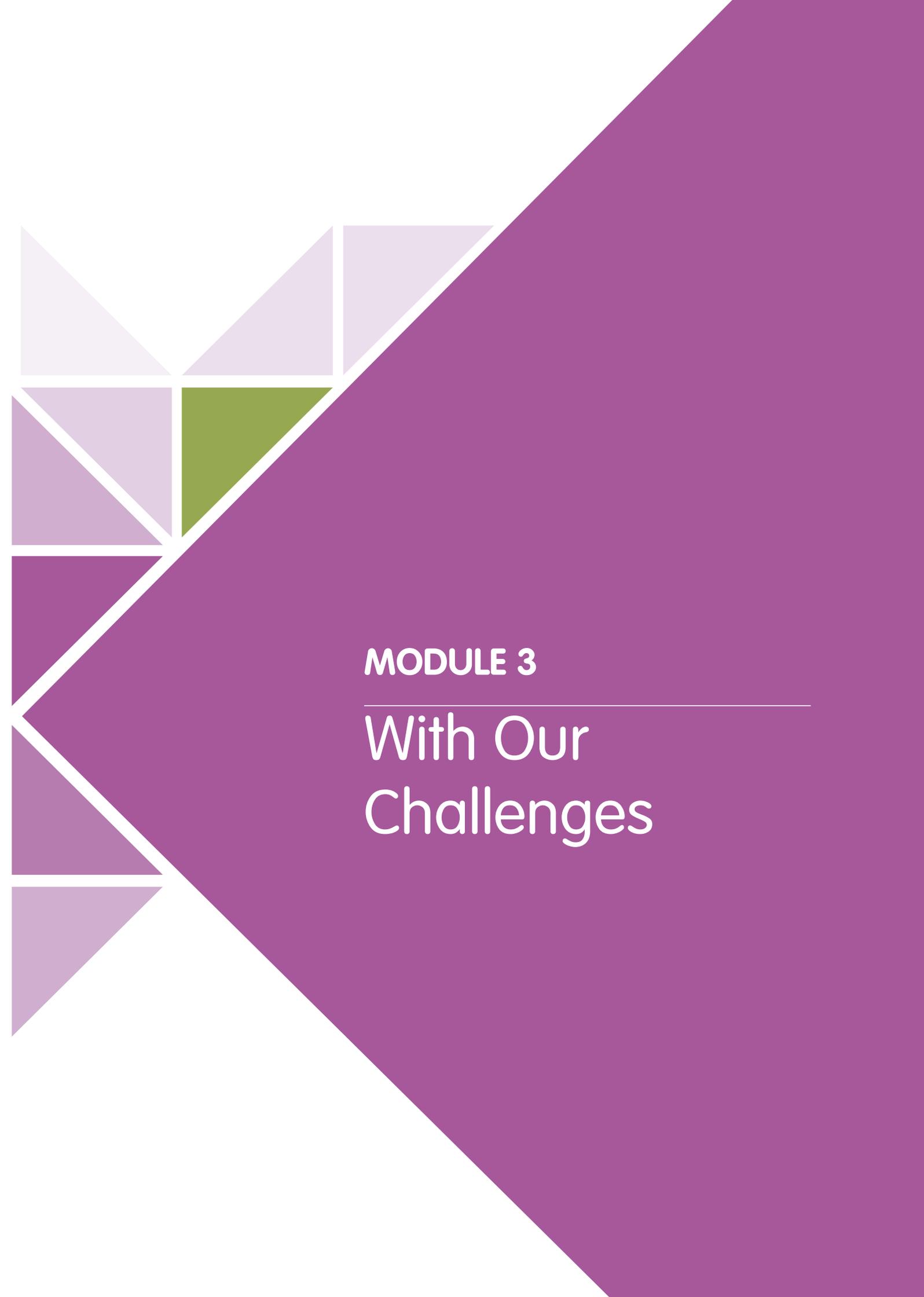
### 3 Frequently Asked Questions

#### • **Why do teens have to learn to manage interpersonal conflicts?**

Many times, teens do not reflect on their own behavior. It is important to ensure that students have the tools to manage their interpersonal conflicts, since this will have a positive impact on their relationships with others and their sense of personal wellbeing. Furthermore, the constructive management of conflicts fosters personal growth, promotes a culture of peace, and significantly improves a harmonious coexistence at school.

#### • **Can teens really improve their conflict management skills?**

Although some teens may know how to manage their conflicts better than others, all of them have the ability to improve this skill through practice and learning from each other. The more they practice these skills, the more chances they will have to improve them.



**MODULE 3**

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**With Our  
Challenges**



Module 3 With Our Challenges	General skill Determination	Specific Skill Achievement Motivation
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## WOOP

### Today I will learn to...

Create a plan for making my wish come true despite my biggest personal obstacle.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

To begin today's lesson, I'm going to ask you to think for a moment about what emotions you feel when your classmates or other people your age achieve something you would have liked to achieve.



*Listen to your students.*

Which of those emotions help us to find inspiration or guidance in other people's success so that we can achieve our own goals? Why?

*Suggested answers: Emotions such as joy or happiness can help us learn from what others do, and lead us to achieve what we want, too. Envy or frustration, on the other hand, may blind us to that possibility.*



*Listen to your students.*

### 2 Core

#### Inspiration

Let's open our workbooks to the worksheet "Inspiration" (see Student Material) and read the instructions together. Then, go on to the activity.



*Give them a few minutes to write their stories. If any of the students cannot think of someone close to their age who might inspire them, you can tell them to pick someone older.*

*After everybody has finished, ask them to share their stories in groups of three. Remember to tell them how much time each of them will have and let them know when to switch turns.*

Now I'd like to ask for volunteers to tell the class: 1) How would they take inspiration from the person? 2) Whom they thought of? and 3) What could they learn from him or her to stay motivated in achieving their own goals.



*Listen to your students and complement their ideas, using the following guide: Learn not to be afraid of obstacles, but to overcome them; learn to be organized or have discipline, to make an effort, etc.*

## Woop

Great job! You've thought about how to get inspired and motivated by other people's success. But in order to achieve your goals, you need some strategies. One of these is called **WOOP** (Wish, Outcome, Obstacle, Plan). WOOP is a strategy designed by the German professor Gabriel Oettingen<sup>16</sup>.



*Write the following on the blackboard:*

### WOOP

**Wish:** *The wish or goal we'd like to achieve.*

**Outcome:** *The positive result of achieving our wish or goal.*

**Obstacle:** *The biggest personal obstacle that may get in the way of achieving our wish or goal.*

**Plan:** *The plan we need to make in order to achieve what we want by overcoming the obstacle.*

Now let's open our workbooks to the worksheet "WOOP" (see Student Material) and read the example together.



*Take a moment to read the example with your students and make sure they understand the strategy and what they need to do.*

In the following boxes, write two different wishes or goals that you would like to achieve and plan them using the WOOP strategy. I'm going to give you a few minutes to do this.



*After everybody has finished, ask some students to share their answers.*

16. Oettingen, G., & Gollwitzer, P. M. (2010) "Strategies of Setting and Implementing Goals: Mental Contrasting and Implementation Intentions." In J. E. Maddux & J. P. Tangney (Eds.), *Social Psychological Foundations of Clinical Psychology* (pp. 114-135). New York: Guilford

### 3 Wrap-Up

- Why is it important for our lives to take inspiration from other people's success?  
*Possible answers: Because other people may have strategies, personal resources, or experiences that we can learn from in order to attain our own achievements; because when we feel inspired by others' success, this gives us an incentive to persevere in our project, wish, or dream, etc.*
- Do you think WOOP can help you in achieving your goals? Why?



## WOOP: Wish, Outcome, Obstacle, Plan<sup>17</sup>

### Example

**Wish:** Today I want to get some exercise. I'll go out jogging later.

**Outcome:** I'll feel relaxed and healthy.

**Obstacle:** I'll be tired when I get home from school.

**Plan** (*overcome or avoid the obstacle and use a chance to make our wish come true*): If I'm tired when I get home later, then I'll grab my headphones and listen to music while I go out jogging.

### Wish or Goal No. 1

Wish: \_\_\_\_\_

Outcome: \_\_\_\_\_

Obstacle: \_\_\_\_\_

Plan (overcome/avoid/use a chance): If \_\_\_\_\_

\_\_\_\_\_, then

\_\_\_\_\_

### Wish or Goal No. 2

Wish: \_\_\_\_\_

Outcome: \_\_\_\_\_

Obstacle: \_\_\_\_\_

Plan (overcome/avoid/use a chance): If \_\_\_\_\_

\_\_\_\_\_, then

\_\_\_\_\_

17. Taken from WOOP (Wish, Outcome, Obstacle, Plan), a scientific strategy developed by Gabriele Oettingen that allows people to fulfill their wishes and change their habits. For more information, visit: <http://www.woopmylife.org>.

## Concepts, tips and FAQs

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### 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.

### 2 Tips for Teachers and Parents

- Envy is a human emotion that has survived over the course of history. A certain level of envy can help us to set goals and move forward. However, it can also damage our relationships and poison our environments. For this reason, it is necessary to control our envy and transform it into happiness over others' wellbeing. This will help us use people close to us as models, inspiring us to fulfill our own personal goals.
- Parents are extremely important models to help teens learn how to make well-organized plans in order to achieve their goals.
- As parents and teachers, it is always essential that we pay close attention to teens' levels of motivation. It is common for teens to quickly change moods at this age. We need to make sure that this does not affect their motivation to set goals and follow through. It is helpful for students to have not only short-term goals, but medium- and long-term goals, as well.

### 3 Frequently Asked Questions

- **Why is it important for teens to set goals for themselves?**  
Setting goals and moving toward them gives us control over our own lives. During adolescence, having goals can make the difference between making constructive progress toward our future or taking risks that pose a danger to us. Knowing which direction to work toward in life gives teens the ability to decide what to do and what not to do, based on whether it brings them closer to or distances them from their goals.
- **Why is learning to plan important in helping teens achieve their goals?**  
The most important thing is for teens to have goals and purposes in their lives. This will not only motivate them, but it can also help protect them from the risks they typically face at this age. Our goals in life are not achieved by chance. We must always be organized and make plans in order to fulfill them. The earlier this is learned in life, the more it will benefit the individual person and the society in which he/she lives.

- **What kinds of things can help us transform envy into happiness over others' wellbeing?**

Envy is an emotion that has survived throughout the history of humankind because it can help us to set goals and move forward, driving us to achieve what others have already attained. However, envy often goes hand-in-hand with resentment, as well as aggression. For this reason, it is better to control this emotion. Having the conviction and confidence that each one of us can attain our own goals, as well as thinking about how we can learn from other people's success, are thoughts that we can use to fight off feelings of envy. These thoughts can help us control this emotion and take joy in others' achievements.



Module 3  
With Our Challenges

General skill  
Determination

Specific Skill  
Perseverance

## THREE GOALS, FIVE YEARS

### Today I will learn to...

Set my personal goals for the next five years and make a plan to achieve them.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

To begin today's lesson, I'd like to ask you to think about people close to you or your circumstances who are between 22 and 25 years old. They can be relatives, neighbors, athletes, artists, politicians, etc. Think about what these people do. Identify the things that these people do in their lives that you would and would not like to do yourselves.



*Listen to answers from some students.*

### 2 Core

Together, let's read the worksheet "Dreams and Goals" in your workbooks (see Student Material).



*Take some time to read the worksheet.*

Now let's read the comments that other young people left on Chris's post.



*After you finish reading, ask the following question and listen to your students.*

- What do you think Marlon, John, and Naima are talking about when they mention a lack of perseverance?

*Possible answers: If we aren't perseverant, we may give up on our goals the first time we run into difficulty or when we come across a major obstacle. It's also possible that achieving the goal requires more effort than we thought, and we need to demand more of ourselves so we can make this effort. Sometimes we set a goal for ourselves, but we don't do anything to achieve it.*

Let's open our workbooks to the worksheet "Three Goals, Five Years" (see Student Material). There, you'll have to write down three goals that you'd like to achieve in five years. Let's read the first box together.



*Give them a few minutes to do the activity. After everybody is finished, tell them to form groups of three.*

You will have to tell the other group members your three goals and why they are important to you.



*Give them some time.  
Depending on the number of students in your class, another option (instead of forming groups of three) is for each student to tell the whole class about one of his goals, his answers, and why that goal is important to him.*

Did you finish sharing? Who would like to share with the class?



*Listen to your students.*

### 3 Wrap-Up

- What are your suggestions for working persistently towards your goals?  
*Possible answers: Break down your big goal into smaller goals; tell other people about your goal, so they can give you a hand; set up reminders of milestones, etc.*

## Student Material

### Dreams and Goals

*Posted by Chris Vargas<sup>18</sup>*

The start of each year is the best time to set goals for ourselves, in order to see them achieved by the end of that year. Honestly, this is a subject I'd never given much thought to, but goals are the driving force that pushes us to continue forward, according to my English teacher. He's around 40, born in South America, who surprised us all on the first day of class by asking us about the goals we'd set for that year.

The whole class sat there without moving. With a curious, surprised look, he gazed at us as if trying to see through our eyes. When you're a teenager, you don't think much about the future. Even if you have dreams you want to achieve, you think of them as something long-term and you just go about living your daily life.

But goals are dreams, things you want to see come true, and you have to start working toward achieving them as soon as you think them up.

That's what our teacher explained to us, going on to say:

"To make our dreams come true, we have to work toward small goals, like steps leading us up to the top. We need to spend two hours a day working toward our dreams: planning them, visualizing them, feeling them, truly desiring them."

He also told us about his own dreams:

"My greatest dream is to have lots of money."

"This teacher's so greedy," I thought to myself.

And then he said:

"If I ever became rich, I would help young people like all of you to study, because I know you each have dreams and if you don't study, it's going to be hard to make them come true."

Then I understood the teacher's attitude toward his dream and how important it was to him to achieve it.

When I got home, I looked for a piece of paper and started writing down my goals for this year: to get better grades; practice guitar more; perfect my English; organize my room; have more patience with my little brother Oliver; and try to be more understanding with my parents.

Achieving our dreams and goals is the result of a lot of hard work and perseverance, working each day to achieve them. But we must never stop dreaming. And, like the writer Dexter Yager says, "Don't let anyone steal your dreams."

18. Vargas, C. (2001). "Sueños y Metas." Retrieved on September 29, 2015 from <https://chrisvargas.wordpress.com/2009/01/23/suenos-y-metas/#more-158>.

## Comments on Chris's Post

### 1. Marlon

Wow! At my school, they say a person without goals is lost and doesn't know what he wants. Now that I think about it, it's really the same thing. If we don't define what it is we really want, we never get anywhere.

This year, I challenged myself to persevere in following my dreams. I've already got them defined, due to an experience similar to yours. But I need more perseverance, since last year I didn't manage to achieve my goals because of a lack of consistency and perseverance.

**Respond**

### 2. John

Perseverance is the most important thing: well-established dreams and clear goals. All of us often forget about the promises we've made to ourselves... Keep doing what you're doing, keep moving forward and don't look back, even if it's just to gather momentum. And REMEMBER: PERSEVERANCE... There is nothing that's impossible, all you need is effort and discipline.

**Respond**

### 3. Naima

Just like you, I've set goals for myself, but I haven't worked to achieve them. After reading your story, I feel motivated to continue on with the goal I've set for myself. You achieve yours and I'll do the same. With a lot of hard work and dedication, I can do it.

**Respond**

## Three Goals, Five Years

In the next five years, I want \_\_\_\_\_

How much effort I'll have to make to do it:

Low  Medium  High

One obstacle I may run into is \_\_\_\_\_

Plan: If (*fill in the obstacle here*) \_\_\_\_\_

\_\_\_\_\_, then I (*write how you could overcome this obstacle*) \_\_\_\_\_

**Think:**  
Why is this goal important to you?

**Think:**  
Why is this goal important to you?

In the next five years, I want \_\_\_\_\_

How much effort I'll have to make to do it:

Low  Medium  High

One obstacle I may run into is \_\_\_\_\_

Plan: If (*fill in the obstacle here*) \_\_\_\_\_

\_\_\_\_\_, then I (*write how you could overcome this obstacle*) \_\_\_\_\_

In the next five years, I want \_\_\_\_\_

How much effort I'll have to make to do it:

Low  Medium  High

One obstacle I may run into is \_\_\_\_\_

Plan: If (*fill in the obstacle here*) \_\_\_\_\_

\_\_\_\_\_, then I (*write how you could overcome this obstacle*) \_\_\_\_\_

**Think:**  
Why is this goal important to you?

## Concepts, Tips and FAQs

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### 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

- As adults, we need to instill teens with optimism toward the future. As a well-known saying on human creativity goes, "People who say it cannot be done shouldn't interrupt those who are doing it." An increase in the quality of life in vulnerable communities can usually be seen as a result of the goals that young people set for themselves and their perseverance in achieving those goals.
- The history of humankind is full of people with goals that seemed unrealistic in others' eyes, but that brought about major social changes once the person achieved them. The most important thing is for the goal to be constructive, meaning that it guarantees the wellbeing of a person, her community, and the world.
- Both parents and teachers need to imbue teens with confidence in the fact that they will be able to achieve their goals. Having plans for the future is one of the greatest motivating factors that keeps young people from abandoning their studies and makes them distance themselves from risk situations.

### 3 Frequently Asked Questions

- **Why is it important for students to identify challenges ahead of time in order to persevere?**

Because they will be able to make plans and think of strategies to get a jump on the obstacles and challenges they may face in the process, making them better prepared to overcome such situations. This will make them feel more secure and confident in their own possibilities of achieving their goals, all of which will help them persevere.

- **Is perseverance important for other areas of life, aside from achieving goals?**

It is hard to imagine an area of life without goals. If we think about children or students, our goal is to raise them and educate them well; in our romantic relationships, our goal is to be happy and peaceful; in our hobbies, we always have goals we want to achieve; if we're ill and this requires us to become more active and follow a healthy diet, then those are goals, too. In short, perseverance is essential for everything we want to achieve in life.

Module 3  
With Our Challenges

General skill  
Determination

Specific Skill  
Stress Management

## STRESS IN STYLE

### Today I will learn to...

Understand how I cope with stress.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro

To start today's lesson, let's all take a moment to think about the following question: What can we do when we feel stressed out?



*Listen to your students and write their ideas on the board.*

### 2 Core

#### Stress-coping styles

Together, let's read the worksheet "Styles of Coping with Stress" in your workbooks (see Student Material).



*After they are finished reading, clear up any doubts your students may have.*

Now let's turn to the worksheet "What Style Is It?" (see Student Material). We're going to read each one of the stories about stressful situations and identify the style used to cope with it by the person in each situation.



*You can do the activity with the whole class, listening to your students' answers as you go, or you can allow time for them to do the activity on their own or in pairs, and then listen to your students.*

- John  
*Suggested answer: Coping through avoidance.*
- Sandy  
*Suggested answer: Emotionally-based coping.*

- Masahiro  
*Suggested answer: Coping through social help.*
- Ameenah  
*Suggested answer: Problem-based coping.*
- Is it possible to have more than one style for coping with stress?



*Listen to your students and make sure they understand that a person can have several stress-coping styles.*

*Highlight that coping through avoidance can be problematic, since it leads us to make wrong decisions, such as using drugs or alcohol, which, rather than helping them to cope directly with the stressful situation, will lead them to simply block it out.*

Now we're going to think about our own coping style. Let's turn to the worksheet "My Coping Style" (see Student Material) and answer the questions.



*Give them a few minutes to do this.*

*Let them know that they will not have to share their answers.*

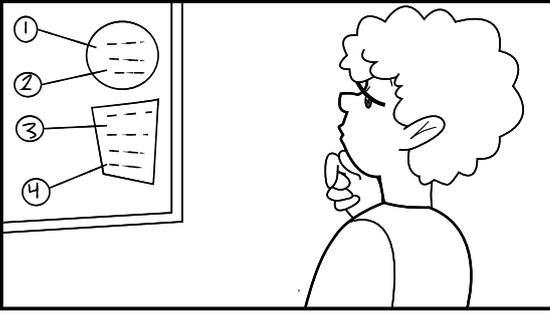
### 3 Wrap-Up

- Why is it important to manage stress in our daily lives?  
*Suggested answers: Because stress causes tension and we may suffer from physical or emotional problems if we don't manage it well. A certain degree of stress can be positive, because it causes us to act, but too much stress can lead to serious health problems.*
- What consequences might occur if I use avoidance to cope with stress?  
*Suggested answers: We can bring ourselves down as a result of the things we use to avoid stress, such as alcohol or drugs; or we may have serious health problems, stray from our goals, run into problems in our relationships with other people, etc.*

## Student Material

# Stress-Coping Styles

Stress often forms part of our lives, and we all cope with stress in different ways. "Coping with stress" means "managing stress." There are four common types of coping strategies:

<p style="text-align: center;"><b>Emotion-Based Coping</b></p> 	<p>When people try to get rid of the emotions that make them feel bad. This includes changing hot thoughts (catastrophic, unrealistic, exaggeratedly pessimistic) for cold thoughts (thoughts that help us to calm down and think coldly), thinking about how you would like things to be, or simply trying to relax by listening to music, playing sports, or doing other activities that help us achieve this.</p>
<p style="text-align: center;"><b>Problem-Based Coping</b></p> 	<p>When people focus on facing the situation, creating an action plan to solve the problem that has caused the stress.</p>
<p style="text-align: center;"><b>Coping with Social Help</b></p> 	<p>When people try to look for help from their friends, teachers, parents, or others.</p>
<p style="text-align: center;"><b>Coping through Avoidance</b></p> 	<p>When, in their attempt to relieve stress, people resort to using drugs, alcohol, food, etc., or simply ignore their problems. Unlike the other strategies, this is a destructive form of coping.</p>

## What Style Is It?

Read the following examples and identify the coping style described in each one.

### John

John has applied for a job at a restaurant because he has lots of experience as a waiter. He was among the finalists for the job, but in the end, the manager hired another person with more experience than him. John feels very disappointed, because he really needs a job. He goes home, takes out a bottle of tequila, and drinks the whole thing.

**What coping style is John using?**

- Emotion-based       Problem-based       Social help       Avoidance

### Sandy

Durante el fin de semana, en una fiesta, Sandra conoce a un chico muy churro que se llama Miguel. At a party one weekend, Sandy meets a really cute guy named Miguel. Sandy is sure that Miguel likes her, and she tells all of her friends that he's going to ask her out next weekend. During the week, Sandy sees Miguel with another girl. When Miguel sees Sandy, he introduces the girl as his girlfriend! Sandy is disappointed, but she thinks that a relationship with Miguel probably wouldn't have worked out, anyway. She starts to focus on who she'll meet later, dreaming of the day she will meet her true love.

**What coping style is Sandy using?**

- Emotion-based       Problem-based       Social help       Avoidance

### Masahiro

Masahiro and his best friend Leo were walking home from school. Out of nowhere, a car turned the corner and hit Leo. The driver didn't see him, because he was driving really fast. Leo was taken to the emergency room with serious injuries and broken bones. A few hours later, he passed away. Masahiro was very sad over his friend's death, but he took comfort in his friends, his family, and Leo's family. Masahiro still visits Leo's family every year.

**What coping style is Masahiro using?**

- Emotion-based       Problem-based       Social help       Avoidance

### Ameenah

Ameenah loves to write poetry, and she's working on writing her first book. One day, she sits down to write in her room, when suddenly she hears very loud noises outside her window, coming from a building under construction. Ameenah can't concentrate with so much noise. She takes a deep breath, closes the window, puts on some calm music, and starts writing again.

**What coping style is Ameenah using?**

- Emotion-based       Problem-based       Social help       Avoidance

## My Coping Style

When you're stressed out, what coping style do you use most often?

- Emotion-based       Problem-based       Social help       Avoidance

Is it a constructive or destructive coping style? \_\_\_\_\_

Why?

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If you frequently use a destructive coping style, what other style could you use instead?

- Emotion-based       Problem-based       Social help       Avoidance

## Concepts, Tips and FAQs

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### 1 Key Concepts

**Coping:** The process of dealing with internal or external demands that are perceived to be threatening or overwhelming (APA, 2015).

**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

- Stress varies from person to person. Therefore, each person may manage stress using different strategies. It is important for students to understand that there is no one right answer to questions like "What are the causes of stress in your lives?" or "How are you going to manage that stress?" However, there are coping styles that are healthier and more effective than others?
- Some teens have not previously thought about the idea that some causes of stress may be positive; for example, winning an award or starting something new. If your students have trouble understanding that some positive situations can also cause stress, tell them that this happens because a new situation involves uncertainty.
- Some teens do not feel comfortable talking about stress and they have a hard time thinking about it. If a student reacts this way, validate his reaction by telling him that it is normal to feel that way and suggest him to visit the school psychologist or someone he trusts to talk about the matter.
- Teens with high stress levels need immediate help. It is critical that they be evaluated by professionals, such as doctors and psychologists, so that they can get the treatment they need as soon as possible.
- Coping involves strengthening our personal resources, despite the difficulties we face. It means "digging deep," and involves a high degree of resilience. For this reason, it is important to foster the development of coping strategies that promote health from a preventive standpoint: physical exercise, a balanced diet, sufficient rest and sleep, and a positive or optimistic attitude that helps us withstand tension.
- Coping requires a cognitive exercise of recognizing reality. For this reason, it is very important, when students are facing a problem, to help them evaluate the situation and analyze what is actually happening, both in the external situation and in regard to what they are going through inside at that time. This will allow them to more effectively recognize the situation, helping to ensure that their coping strategies are more effective, as well.

### 3 Frequently Asked Questions

- **Why is it important to identify stress in daily life?**

All people suffer from stress at some point in their life, but many people do not talk about it. When students identify the causes of stress in their own lives, they will be able to understand their emotions, their physical reactions to stress, and begin to practice stress management strategies.

- **Why is it important to manage stress?**

Living with chronic stress or experiencing a very high level of acute stress can have negative consequences to our physical and mental health. It is important that teens identify the causes of stress in their lives, develop personal strategies for managing it, and recognize which people around them can give them support. This is especially important, since, by practicing stress management strategies and seeking help, teens learn that they can control their emotions and face adversities.

- **What is the relationship between coping and social and emotional skills?**

Social and emotional development is directly tied to our coping abilities. Teens who exhibit greater regulation and adequately express their emotions, who maintain positive interpersonal relationships, and have self-esteem and confidence in their own abilities, are able to develop strategies that allow them to confront difficult situations and diminish the negative consequences of these situations.



Module 3  
With Our Challenges

General Skill  
Responsible Decision-making

Specific Skill  
Creative Thinking

## A BROADER PERSPECTIVE

### Today I will learn to...

Look at a problem from a different perspective.

### What we'll need is...

Only ourselves.

## Lesson Guide

### 1 Intro



*Draw four dots on the blackboard based on the following model:*

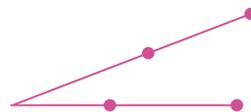


I want you to think about how, without lifting the marker off the board, you could connect these four dots using two straight lines



*After a few minutes, you can ask a few students to draw their solutions on the board.*

*Solution:*



What helped you figure out the solution? What kept you from figuring it out?



*Listen to your students and supplement when necessary, using the following ideas as a guide: Those of us who stuck with a single way of looking at the problem were unable to find a solution. On the other hand, those of us who tried looking at the problem in a different way and realized that we could draw beyond the dots when making the two lines were able to find the solution. The solution lied on looking at the situation from a broader or different perspective.*

## 2 Core

Let's open our workbooks to the worksheet "Different Perspectives" (see Student Material).



*To perform this activity, assign two problems to each student and make sure that the six problems are given out to the whole class.*

The challenge is to try to look at the situation from a different perspective.



*Give them a few minutes to solve the assigned problems.*

Now I would like you to form groups of four. Try to find people who had at least one of the problems you had. You will share your solutions to both the problems you each were given and explain your answers to your groupmates. If you have different answers, you will have to decide as a group which is the correct one.



*Give them some time and then ask each group to share with the class. Below, you will find the solution to each problem (your students do not have these solutions in their worksheets).*

- 1. The Perez Family. Solution: Two (the father and the brother).*
- 2. The Twins. Solution: They're triplets.*
- 3. The Widow. Solution: No, if his wife is a widow, then he's dead and a dead man can't legally get married.*
- 4. Flash. Solution: He went to bed during the day.*
- 5. Window Washing. Solution: He fell from the first rung of the ladder.*
- 6. Feathers. Solution: Marco's pillowcases are empty.*

## 3 Wrap-Up

- How can it help us to see things in a different way or from another perspective?  
*Possible answers: To find new solutions to a problem; when we focus on a more common perspective, we might not find solutions to a problematic situation. Seeing things from different perspectives stimulates our creativity.*
- What might happen if we get used to seeing situations from only a single point of view or a single perspective?  
*Possible answers: That would harm our creative thinking, which requires flexibility and change in order to grow; we also lose the richness of our thought process, since it lacks diversity.*

## Student Material

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### Different Perspectives<sup>19</sup>

Carefully read the following problems and write your solution on the lines provided:

1. The Perez Family

There are 7 sisters in the Perez family and each sister has 1 brother. Counting Mr. Perez, how many males are there in the Pérez family?

**Solution:** \_\_\_\_\_

2. The Twins

Theresa and Elizabeth were born on the same day of the same month of the same year to the same mother and the same father. Yet they are not twins. How is this possible?

**Solution:** \_\_\_\_\_

3. The Widow

Is it legal for a man to marry his widow's sister? Why or why not?

**Solution:** \_\_\_\_\_

4. Flash

The legendary runner Flash Fleetfoot was so fast that his friends liked to say he could turn off the light switch and jump in bed before the room was dark. On one occasion, Flash showed how he could do it. How?

**Solution:** \_\_\_\_\_

5. Window Washing

A window washer was washing the windows of a tall building when he slipped and fell off an 18-yard ladder onto the pavement. Incredibly, he suffered no injuries. How was this possible?

**Solution:** \_\_\_\_\_

6. Feathers

Pablo is carrying a pillowcase full of feathers. Marcos is carrying three pillowcases the same size as Pablo's, and yet Marcos's load is lighter. How can this be?

**Solution:** \_\_\_\_\_

19. The problems presented in this worksheet were taken from: Dow, G. & Mayer, R. (2004) "Teaching Students to Solve Insight Problems: Evidence for Domain Specificity in Training." *Creativity Research Journal*, 16, 4, 389-402. They were recovered in October 2015 from [http://www.indiana.edu/~bobweb/r546/modules/creativity/creativity\\_tests/insight\\_problems.html](http://www.indiana.edu/~bobweb/r546/modules/creativity/creativity_tests/insight_problems.html).

## Concepts, Tips and FAQs

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### 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

- It is important to encourage teens to look at situations from different points of view. Being in contact with different people and observing how each one of them perceives the same situation is an important way to expose them to different perspectives.
- Studying different cultures in-depth—for example, their traditions with regard to food or celebrations—will help expose teens to different perspectives and make their thought processes more flexible.
- Within the same family, it is possible to identify how each member has different ways of looking at the same situation. Teens need to value this as a way of stimulating their ability to look at the same situation from many perspectives. The same thing holds true for school settings.
- Technological research is a great opportunity to develop teens' creative thinking. Identifying how they could improve the objects they use on a daily basis, or detecting unmet needs or unanswered problems and thinking of ideas—whether or not they are achievable—on how to solve them are ways to stimulate teens to see things from different perspectives and promote their creative thinking

### 3 Frequently Asked Questions

- **Why is it important for creative thinking to learn to see the same situation from different perspectives?**

Many of the solutions to human problems, ways of meeting our needs, and improvements to our quality of life have been the result of looking at a situation from a new or creative point of view. For this reason, it is vital to encourage teens to “turn a situation on its head” and come up with different solutions.

- **How does creative thinking stimulate the development of teens' brains?**

Creative thinking involves using higher brain functions such as analysis and synthesis, processes that require much more effort than repetition and memorization. Thus, by developing creative thinking, teens are maximizing their brain's potential.

Module 3  
With Our Challenges

General Skill  
Responsible Decision-making

Specific Skill  
Critical Thinking

## THINK TWICE

### Today I will learn to...

Think twice before I act.

### What we'll need is...

A blank piece of paper for each student

## Lesson Guide

### 1 Intro

We're going to start today's lesson by remembering some decisions we've made in our lives that have had positive consequences for us.



*Before your students share their answers, you can give them an example from your own life; for example, "I moved to a new city and things have gone better for me since; I quit one job and got a new one that I enjoy more."*

Now I would like some of you to share your decision and the positive consequences that it had for you.



*Listen to your students.*

### 2 Core

#### John's Decision

Let's open our workbooks to the worksheet "John's Decision" (see Student Material). Read about the situation and answer the questions.



*Give them a few minutes to do this. After everybody has finished, listen to your students on the first situation. Supplement your students' points where necessary.*

- When did John's problem start? When did he decide to go to the party? When he's dancing and having a good time with Sol? When he decides to have sex with Sol?

*Suggested answer: When he decides to have sex with Sol.*

- Why?

*Suggested answers: Before that, he was having a good time with his friend; when he failed to stop and think harder about whether or not having sex with Sol would have positive consequences for his life is when the problem arose.*



*Continue with the second situation. Listen to your students and supplement your students' points where necessary.*

- What could John have done differently?

*Suggested answer: He could have stopped and thought about it, left, stopped dancing with Sol, etc.*

- When could he have stopped to think about what he was doing?

*Suggested answer: When he started to feel sexually-tinged bodily sensations; when he saw that things were different with Sol at the party, etc.*

Every decision we make in our lives has consequences. Things happen afterwards that affect us, our loved ones, our community, or our country.

Before continuing, let's think about why John says, "I don't want to go around hooking up just because... Even though I see lots of people doing just that... And that's what they expect from me as a man..."

*Suggested answers: Men are socially encouraged to have more sexual partners. This can result in very serious consequences, such as children without a responsible father in their lives, sexually transmitted diseases, the disintegration of families, etc.*



*Listen to your students and add to their ideas where necessary.*

Before making a decision that might cause problems for us, a good strategy to use is to ask ourselves key questions. Let's think about what kinds of questions John could have asked himself before having sex with Sol.

*Suggested answers: Do I really want to do this? What will my relationship with Sol be like afterwards? Do I want something serious with Sol? How am I going to feel about this tomorrow? How is Sol going to feel about this afterwards?*



*Listen to your students and supplement your students' points where necessary.*

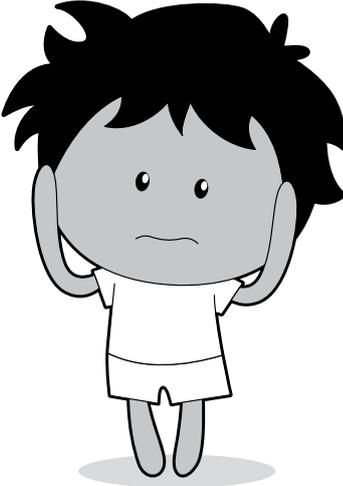
### 3 Wrap-Up

- Why do you think it's important to stop and think when we have to make an important decision?

*Suggested answer: Because the decision may have negative consequences; because stopping helps us to more carefully analyze a situation.*

## Student Material

### John's Decision

<p>Hi, I'm John!</p> <p>I'd like to tell you about something that happened to me... I know you'll understand me.</p> <p>Last week, I got invited to a party... I was having lots of fun dancing and laughing... One thing led to another... And I ended up having sex with Sol, my best friend... I share everything with her and we've always gotten along well...</p> <p>Until that day!</p>		<p>Sol has been acting differently since then. She avoids me all the time... She was the only person I considered a true friend... I didn't want to have sex with her... It just happened before I could really think twice...</p> <p>I don't want to go around hooking up just because... Even though I see lots of people doing just that... And that's what they expect from me as a man...</p>
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Now John has a problem on his hands! When do you think John's problem started?

- When he decides to go to the party.
- When he's dancing and having fun with Sol.
- When he decides to have sex with Sol.

What could John have done differently? When could he have stopped to think about what he was doing?

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## Concepts, Tips and FAQs

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### 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).

### 2 Tips for Teachers and Parents

- Whether at school or at home, it is important to offer teens the chance to question the information they receive from the media, novels, and songs about sexual behavior, the consumption of alcohol and drugs, gender perspectives, sexual orientation, etc.
- When it comes to sensitive subjects, it is important to focus on helping teens identify the social consequences and related human rights. We adults may have many prejudices, too. It is important to take care not to perpetuate them, ask questions, and listen to many points of view. We do not need to offer a conclusive position.
- Students need to be aware that the emotion and stress management strategies that they have learned in previous lessons can help them to stop and think about what is happening.
- Whether at home or school, teens can be taught that stopping and thinking about their problems will help them make better decisions, since acting quickly, without considering consequences, may lead to harmful consequences for themselves and others.

### 3 Frequently Asked Questions

#### • What sorts of things can hinder the development of critical thinking?

Teaching methodologies and family settings in which teens are not allowed to express their opinions can jeopardize their analytical skills, making them unable to express themselves when they disagree or take part in promoting social change necessary for our common wellbeing as a society.

#### • How is critical thinking related to other social and emotional skills?

Critical thinking requires the skills of analysis, argumentation, and seeing from other people's perspectives. It is also an ability that requires each of us to be aware of ourselves and our emotions; empathy for a more profound analysis of situations; and communication skills so that we can share our thoughts and feelings with others.



Module 3  
With Our Challenges

General Skill  
Responsible Decision-making

Specific Skill  
Responsibility

## GUARDIANS OF THE PATH

### Today I will learn to...

Guard for my own safety and wellbeing, as well as others'.

### What we'll need is...

Handkerchiefs, pieces of fabric, or any other material that can be used to blindfold half of the students.

## Lesson Guide

### 1 Intro

- Can you think of a situation in which someone took care of you? For example, a situation in which someone protected you or made you feel good.
- What did that person say or do?
- What emotions did you feel at that moment?



*Listen to your students and make sure the rest of the class is paying attention, too.*

From the moment we wake up in the morning until the end of the day, we are responsible for taking care of ourselves and the people around us. Today we're going to talk a little more about how we can take responsibility for actions and care for ourselves and others.

### 2 Core



*For this activity, you need to mark off a path or space measuring at least 15 meters long, along which all of your students can walk at the same time. Clearly mark the beginning and end of the path. You can use a soccer field, a recess area, or an empty classroom.*

Now we're going to do an activity called "Guardians of the Path." First, find a partner. Then decide which of you will be the "guardian" and which of you will be the "spinner." The spinners will all be blindfolded.

Here we have a path that I've marked off.



*Show the students the boundaries of the path, along with the start and finish.*

The spinners' mission will be to move, while blindfolded, from the start to the end of the path while they turn in circles. In other words, they are going to spin slowly around while also trying to reach the end of the path.

The guardians' mission is to take care of their spinner and help guide him to the end of the path. To do this, you can use any strategies you find necessary.

There are two main rules that you all have to follow:

- 1) The spinners have to remain blindfolded (making sure they can't see anything at all).
- 2) The spinners cannot stop spinning around as they move along the path.



*Write the two rules on the board and make sure they all have understood the instructions. After the instructions are clear, hand out the blindfolds. When all of the students are ready, they can start the activity.*

*Give them some time to do the activity. After everybody has finished, ask them the following questions.*

- What emotions did the spinners feel during this activity? What about the guardians?
- What risks did the spinners face?
- What strategies did the guardians use to protect their spinners?
- What strategies did the spinners use to feel safer?



*Listen to your students and make sure the rest of the group is paying attention, too.*

Just like in the game of "Guardians of the Path," in real life we are also responsible for our own safety and wellbeing, as well as the safety and wellbeing of the people around us.

- Can you think of any specific situation in your life when you are responsible for your own safety and wellbeing?

*Possible answers: These may be basic, everyday situations, such as taking responsibility for eating healthily, or more complicated situations, such as taking responsibility for our safety when we are facing some kind of danger.*

- What specific strategies or behaviors could you use in those situations to assume your responsibility?

- Can you think of any specific situations in your life when you are responsible for the safety and wellbeing of those around you?

*Possible answers: These may be basic, everyday situations, such as taking responsibility for helping out with chores around the house to lighten the load on our parents, or more complicated situations, such as protecting a friend who is in a risk situation.*

- What specific strategies or behaviors could you use in those situations to assume your responsibility?



*Listen to your students, and make sure the rest of the group is paying attention, too. You can write some of the strategies or actions suggested by your students on the board.*

*If you have enough time, you can complement the activity by asking questions to help reflect on a story that happened to you or someone you know.*

These are just some examples of how we can take responsibility in specific situations. It's important to note, however, that our responsibility to take care of ourselves and those around us is permanent.

### 3 Wrap-Up

- Why do you think it's important to think about our responsibility for our own safety and wellbeing, and the safety and wellbeing of the people around us?
- Why are the safety and wellbeing of those around us always part of our own responsibility?

## Concepts, Tips and FAQs

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### 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

- It is vital for students to develop a sense of responsibility for their own safety and wellbeing, and for the safety and wellbeing of those around them. Asking questions that encourage them to reflect on how they might assume this responsibility can help make them more aware of the matter and develop their own strategies for doing so. On the other hand, forcing them to do things and punishing them if they don't can result in resistance and rejection. Telling students stories about when we or other people put our own safety and wellbeing and/or those of other people at risk can be a helpful strategy for addressing these questions together and reflecting on them.
- When asking students for strategies or actions to protect their own safety or that of others, they may offer aggressive options; for example, hitting someone to protect a classmate or relative. It is crucial that you help them to reflect on the short-, medium-, and long-term risks posed by these kinds of options (for example, they may put a stop to the situation at the time, only for it to get worse in the medium or long term). It is also important to encourage them to think of other, non-aggressive options that may also be effective.

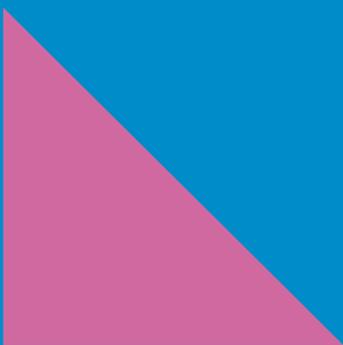
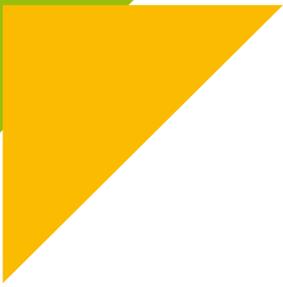
### 3 Frequently Asked Questions

- **Why is it important to take responsibility for our own safety and wellbeing, and the safety and wellbeing of others?**

Because our actions affect our own lives and the lives of those around us.

- **Why is it important to work with teens on this matter?**

It is extremely important to help teens develop a sense of responsibility for their own safety and wellbeing, and the safety and wellbeing of others, since it is common during adolescence to focus on immediate benefits that may result in certain negative behaviors. For example, some teens are likely to prioritize a feeling of fun and adventure that leads them to drive their cars or ride their bikes at full speed, without giving any importance to associated risks.





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