



ABILITY TO CHANGE

1. THOUGHTS AND EMOTIONS

Objective: Students will distinguish the difference between thoughts and emotions by analyzing different experiences in their lives.

WARM UP

Write some acronyms on the board and ask students to work in pairs and copy them in their notebooks. Explain that acronyms are words formed using the initial letters of a multipart name. Then ask students to work out what the acronyms stand for. To make the warm up activity more dynamic have them compete by registering which pair finishes first. Consider telling them the first one as an example.

Suggested acronyms:

- 1 NASA – National Aeronautics and Space Administration
- 2 NFL – National Football League
- 3 WWW – World Wide Web
- 4 LOL – Laugh out loud

Invite students to give more examples of acronyms and write them on the board. It is common for students to use acronyms in text messages and chats. Remind them that the acronyms should be in English.

STEP BY STEP

- A** Make sure students have the printed handout they need to work with or ask them to copy it in their notebooks.
- B** In pairs, have students read the introduction of *Thoughts and Emotions*. Consider inviting two different students to read it out loud as the class follows. Then ask a volunteer to read the definition of *emotion* out loud.
- C** Ask students to work in pairs and encourage them to read the sentences carefully and reflect on them. Explain that they should decide if the sentences are

thoughts or emotions. Read the first one out loud and answer it together as a class.

- D** After they have finished labeling the sentences, have a class discussion about other sentences that we use to disguise emotions. Have students write four of them on the spaces provided.
- E** Ask students to discuss other emotions they have felt apart from those mentioned in the *Emotion Thermometer*. Then tell them to fill in each section.
- F** Invite pairs to work with another pair and discuss their answers.

WRAP IT UP

- G** *Do you disguise your thoughts? Why do you think you do that? Are there any emotions you have a hard time dealing with? Which ones? Why is it hard for you to deal with those emotions? Do you think thoughts can help you deal with your emotions?*

Have students stay in the groups they have formed and discuss the questions. After they have answered them, have a class discussion about the difference between thoughts and emotions and why sometimes we choose to avoid them. Explain that it is important to acknowledge our feelings in order to know the reasons behind them and heal or act accordingly.

TEACHING TIP

In psychology and psychiatry, many acronyms are used. A very smart acronym is *SAD*, which stands for *Seasonal Affective Disorder*. *SAD* is a type of depression that is related to changes in seasons. People will usually start having symptoms in the fall and continue having them during the winter. These symptoms will go away during the sunnier days of spring and summer.

Tell students that it is important to keep emotions in check to be able to recognize when they are not feeling well and seek help if needed.

- IT** You can draw students' attention to the IT box if you need more help.



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2. MY TRIGGERS

Objective: Students will be able to identify what is triggering the way they feel at certain times. This will allow them to have more clarity on what they need to do or what they need to ask for to change the circumstances that are making them uncomfortable.

WARM UP

Consider using a watch or a cellphone to time your students. Ask students to work in pairs. Invite them to use scrap paper for this activity. First, tell them they have 50 seconds to find three things they enjoy doing and write them down on the scrap paper. Then tell them they have 40 seconds to find three things they dislike. Lastly, tell students they have 30 seconds to write three things that make them angry. Ask them to compare their lists with another pair. Elicit some examples and have a short discussion about what they feel when the situations they wrote down happen.

STEP BY STEP

- A** Make sure students have the printed handout they need to work with or ask them to copy it in their notebooks.
- B** Invite some volunteers to read the introduction out loud. Then, read some of the most common needs that become emotional triggers and encourage students to share their points of view about them.
- C** You could ask students to get into pairs and discuss if there's an emotional trigger they've felt and encourage them to share their experiences. Then ask them to write other needs they consider should be included. Allow some time for students to complete the activity.
- D** Focus students' attention on the questions on the third page of the handout and ask them to answer

the first three questions individually. Encourage students to use words from the *Common Needs that Become Emotional Triggers* section.

- E** Elicit some answers and invite students to give and receive feedback on them.
- F** Allow enough time for students to answer the last three questions. Then invite them to reflect on the situation and share their conclusions. You may ask them if their point of view changed after listening to others' opinions about it.

WRAP IT UP

- G** *Do you think you overreacted to the situation? Do you honestly think that the person you argued with was intentionally doing something to make you angry (ignoring, disrespecting, blocking you, etc.)? Do you think the situation really had so much value?*

Invite students to discuss the questions in groups. Ask some volunteers to share their answers. Ask them, *why is it important to know your triggers?* Explain the importance of not judging their emotions and finding out the real cause behind them.

TEACHING TIP

A person's rate of breathing, blood flow, tension in his / her muscles, and constriction in his / her stomach represents a pattern identified as a feeling. The sooner a person recognizes he / she is breathing quickly or not at all, that certain muscles in his / her body tightened, or that he / she feels a knot in his / her stomach, the person needs to stop and seek the reason for that feeling: the trigger. Unfortunately, at times a person may have a hard time describing the feeling. However, it is important to acknowledge feelings without judging them or fearing them. Once a feeling is recognized, it is possible to manage it or even change it.

- IT** You can draw students' attention to the IT box if you need more help.



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3. SYNERGY

Objective: Students will learn about the power of teamwork and understand that being able to effectively work and solve problems as a team is useful for many situations in life.

WARM UP

Tell students you want to make the perfect playlist for a party. As a class, brainstorm all the songs that could go on the playlist. After you have enough songs and most of the students have participated, ask them if they think they could have done the playlist on their own in the same amount of time and with the same variety of songs. Explain that teamwork combines abilities to help us find better solutions faster.

STEP BY STEP

- A** Make sure students have the printed handout they need to work with or ask them to copy it in their notebooks.
- B** Ask some students to read the introduction and the meaning of *synergy*. Have students work in groups of three to brainstorm and explain how synergy works in a car, a smartphone, and a soccer team. Invite one or two students to share their explanations with the class.
- C** Tell students to skim the questions from the second activity. Make sure they understand all the vocabulary. Consider explaining the words *witness* and *gender*. Then read the following story and ask them to individually try to answer all the questions.

The story

Sara was driving along Victoria Avenue early in the morning when she noticed two people walking quickly out of a convenience store. She had to stop for a red light. While she was waiting for the traffic light to change to green, she saw the same two people get into a small Japanese car and take off very quickly. The car

was silver, and its registration was *MFT 9385*. As they drove away, a man came running out of the convenience store shouting and waving his arms. She drove over to the man and learned that he had just been robbed over \$40,000 in cash, 15 bags of chips, four six-packs of soda, a USB cable, and his wallet. When the police arrived a few minutes later, they gave her this list of questions to answer. Imagine you saw everything and answer the questions for her.

- D** Read the story again and ask students to answer the questions as a group.
- E** Invite students to compare their answers with another group. Then check them as a class.
- F** Tell students to stay in their groups and examine the discussion points in the last page.

WRAP IT UP

- G** *Why is synergy important? Why do you think a team can achieve more if it has synergy? What things can a team do to achieve synergy? Have you ever accomplished synergy while working in a team? If you have, how did you achieve it? If you haven't, how do you think you could improve?*

Allow enough time for students to read the questions and answer them individually. Have a class discussion on *synergy* and how teamwork is all about everyone doing their fair share to achieve a better result.

TEACHING TIP

Synergy is related to the speed increase of the actions performed by a group and the ability to coordinate the decisions taken by the members of a team. To achieve synergy, the members of a team need to let go of any feelings they might have against each other in order to increase the level of cooperation. By doing this, all the members of the team will appreciate and notice each others' effort.

- IT** You can draw students' attention to the IT box if you need more help.



ABILITY TO CHANGE 4. RECEIVING FEEDBACK

Objective: Students will be able to give and receive feedback and deal with it by understanding others' point of view and practicing self-regulation.

WARM UP

Write the word *squiggle* on the board. Explain to students what the word means: *a short line that curls and loops in an irregular way*. Draw a squiggle on the board. Ask students to use their imagination and invite a volunteer to go to the board and turn your squiggle into whatever they imagine it looks like. Invite other students to turn the same squiggle into something else. Explain how everyone has their own point of view to share. As a class, discuss why it is important to listen to other perspectives.

STEP BY STEP

- A** Make sure students have the printed handout they need to work with or ask them to copy it in their notebooks. Read out loud the introduction about receiving feedback. If needed, explain the concept.
- B** Ask students to get into pairs and read the situation Brad and his friend are facing. Then invite them to reflect on what they would do and how they would feel if they were in the same situation, both as the person giving feedback and the one who is receiving it.
- C** Allow enough time so they can talk about the situation and how not giving Brad feedback can affect their friendship. Invite them to write their ideas on the *Notes* section. Focus their attention on the real problem and how Brad is unaware of the actual reason his friend has stopped answering his texts. Now, ask students to brainstorm the future implications of not giving Brad feedback and write their ideas on the *Notes* section.

D Invite students to take a look at the ways Brad's friend has decided to give him feedback. Ask students to take a moment and pretend they are Brad and fill in the space for receiving feedback. Encourage them to understand how uncomfortable a situation like that might be but still try to make the most of it.

E Ask students to compare their answers with another pair. You may invite them to share some of their answers with the class and elicit their thoughts and feelings about the situation.

WRAP IT UP

F *Have you ever had to give someone feedback? How did you do it? How did that person react? How do you feel when someone gives you feedback? How do you react? In what situations do you think it's important to know how to give and receive feedback? Why?*

Have students get into groups and discuss the questions. Then, elicit if someone would like to share a past situation related to feedback. You may share a personal experience on the subject to encourage students to talk about their own.

TEACHING TIP

As teachers, it is part of our jobs to give feedback to students and it can be difficult at times. A good way to do so is remembering to not only point out a mistake but to focus on the positive aspects of an action too. For example, explain what they could have done differently but also talk about the effort they made and how they can learn from a mistake.

Feedback should be given in time so students can respond positively and remember the experience. However, if we wait too long, the moment is lost and the student might not connect the feedback with the action.

IT You can draw students' attention to the IT box if you need more help.