



ABILITY TO CHANGE 1. THOUGHTS AND EMOTIONS

▼ In addition to the five senses, sight, smell, hearing, taste, and touch, our worldview is influenced by the balance between our thoughts and emotions. However, it is common to label your thoughts as emotions. For example, you might react to getting a bad grade by saying, “I feel so silly.” In this case you think you are silly, but that is not an emotion. The emotion is most probably shame or sadness, but you disguised a thought as an emotion. When you understand the difference between thoughts and emotions, and when you can identify the reasons for them, you are able to direct your thoughts to make wise decisions.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 In pairs, read the definition of *emotion* in the pink box.
- 3 Read the sentences in the handout and identify which are thoughts and which are emotions (feelings). Then write T for thoughts or E for emotions.



- 4 Think of three other examples and write them down in the space provided.
- 5 Then, use the Emotion Thermometer. Think of different situations that make you feel the emotions that are mentioned and write them down in the space provided.
- 6 Discuss and share your answers with another pair.
- 7 Discuss in groups:
 - a Do you disguise your emotions? Why do you think you do that?



ABILITY TO CHANGE 1. THOUGHTS AND EMOTIONS

b Are there any emotions you have a hard time dealing with? Which ones?
Why is it hard for you to deal with those emotions?

c Do you think thoughts can help you deal with your emotions?

IT

To have a better understanding of emotions, go to <http://www.edutics.mx/5iD> and discuss them in groups of three.

Emotion is a mental state caused by the people you are around or the situation you are in. Emotion is a feeling as opposed to a thought. Studies agree that there are six basic emotions, but accept that there are many others.

Thoughts (T) or emotions (E)?

_____ This class is going to be boring.

_____ I feel tired.

_____ I feel short.

_____ I feel enthusiastic about finishing school.

_____ I feel we should go on to the next topic.

_____ He feels at home.

_____ His constant complaining makes me feel sick.

_____ They feel offended.

_____ I believe I should sit somewhere else.

_____ I want to adopt a kitten.

_____ I feel betrayed.

_____ He feels black is the color he looks better in.

_____ I find this text is useless.

_____ I am sorry you have to go.



ABILITY TO CHANGE 2. MY TRIGGERS

▼ You are getting ready to leave the house and go to school. Suddenly, you cannot find your homework. This situation makes you very angry. You blame your sister who has too many things lying around the house. You also blame your parents for not buying a bigger house. Finally, you blame your teacher for giving you homework. However, you are ignoring the real reasons; you are tired, and your patience is thin. The best thing you can do is identify when and what triggers you and figure out what really is causing your anger. Do not judge your emotions, recognize them so you can change them or control them.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next two pages or copy it in your notebook so you can work on it.
- 2 Read some of the common needs that become emotional triggers. These triggers cause you to react when you feel as though you are not getting or will not get your needs met.
- 3 Write other common needs you consider should be included.
- 4 Individually answer the first three questions in the handout about situations that triggered you in the past week. Use words from the emotional triggers to help you out.
- 5 Listen to a different point of view and talk about your triggers with a classmate.
- 6 Answer individually the last three questions and share your answers as a group.
- 7 Discuss in groups:
 - a Do you think you overreacted to the situation?



- b Do you honestly think that the person you argued with was intentionally doing something (ignoring, disrespecting, blocking you, etc.) to make you angry?



ABILITY TO CHANGE 2. MY TRIGGERS

c Do you think the situation really had so much value?

IT

For more information on how to deal with emotional triggers, go to <http://www.edutics.mx/5ff> and share your thoughts with your partner.

*Common Needs That Become Emotional Triggers
When These Needs Are Not Met*

- ✓ acceptance
- ✓ respect
- ✓ attention
- ✓ comfort
- ✓ freedom
- ✓ peacefulness
- ✓ balance
- ✓ order
- ✓ _____
- ✓ _____
- ✓ _____

- ✓ be liked
- ✓ be understood
- ✓ be needed
- ✓ be valued
- ✓ be in control
- ✓ be right
- ✓ be treated fairly
- ✓ feel included
- ✓ _____
- ✓ _____
- ✓ _____



ABILITY TO CHANGE 2. MY TRIGGERS

Things that angered or frustrated me in the past week

At home / school

With friends / other places

What happened?

How did I react?

Who did I blame?

What really triggered me?

How can I control these feelings?

What can I choose to do?





ABILITY TO CHANGE 3. SYNERGY

Synergy refers to the strength of teamwork. It is acknowledging that there is a greater possibility of completing a task when two or more people or things are involved. Synergy allows the level of cooperation to increase and group members learn to appreciate each other's points of view. Being able to effectively work and solve problems as a team is important in all aspects of life. You have probably worked in teams your entire school life. Many classroom activities focus on collaboration, problem-solving, and team building to help you become a better team member at school, with your family, in future jobs, and in society. In fact, synergy is about achieving extra energy so that the group members are able to accomplish more than they thought possible.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 In groups of three talk about the list of things that appears in the handout. Then define how synergy is represented in each situation.
- 3 The teacher will read a story one time and you must individually answer the questions. Once you finish, compare your answers with the members of your group.
- 4 The teacher will read the story one more time. Decide how your team will answer the questions.
- 5 After your group has answered the questions, compare your answers with another group.
- 6 Working in groups, read the discussion points and examine them.
- 7 Discuss in groups:
 - a Why is synergy important? Why do you think a team can achieve more if they have synergy?



b What things can a team do to achieve synergy?

c Have you ever accomplished synergy while working in a team? If yes, how did you achieve it? If no, how do you think you could have improved?



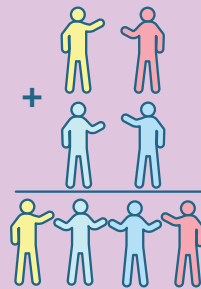
If you want to learn more about teamwork and synergy, go to <http://www.edutics.mx/5fy> read it and find out with your team who matches some of the definitions.



ABILITY TO CHANGE 3. SYNERGY

Synergy

the whole is greater than the sum of its parts



1 Explain the synergy in the following items:

A car



A smartphone



A soccer team



2 Questions.

a What was the witness's name?

b Where were you when you saw the event?



ABILITY TO CHANGE 3. SYNERGY

c At what time did this happen?

d How many people were there?

e What gender were they?

f Describe them.

g Who was robbed?

h Can you describe the vehicle they drove away in?

i What was stolen?





ABILITY TO CHANGE 3. SYNERGY

3 Discussion points.

a Did the group achieve more correct answers than each person individually?

b How did you decide the team was going to answer the questions?

c How did you feel when you were asked to work as part of a team?

d Can this process be used in the workplace or at home?





ABILITY TO CHANGE 4. RECEIVING FEEDBACK

Have you ever received feedback? For example, a friend or family member pointed out something you did that they did not approve of. The best way to receive feedback is to understand the other person's point of view. Certainly, feedback is hard to deal with. It is much easier to receive compliments than criticism. Therefore, it is important to learn how to handle feedback effectively so that you can learn from it and achieve your goals better and faster.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Working in pairs, read the situation Brad and his friend face.
- 3 Brainstorm how not giving Brad feedback can have future effects on the friendship and write down your ideas in the Notes section.
- 4 Read the ways his friend decided to give Brad feedback. Take a moment to be Brad and write productive ways of accepting feedback.
- 5 In pairs, write your ideas about accepting feedback in the handout. Compare your ideas with another pair.
- 6 Discuss in groups:



a Have you ever had to give someone feedback? How did you do it? How did that person react?

b How do you feel when someone gives you feedback? How do you react?

c In what situations do you think it's important to know how to give and receive feedback? Why?



If you want to learn about how to give feedback, go to <http://www.edutics.mx/5fg> and share your views in pairs.



ABILITY TO CHANGE 4. RECEIVING FEEDBACK

Brad is a great friend and has a sweet personality. He constantly sends encouraging text messages to cheer us up or simply to say hello. However, Brad makes many, many spelling and grammar mistakes when he writes. The problem is that it is very difficult to understand his texts. I have stopped reading and answering his texts, but I think this is making him feel bad without knowing the real reason.



Notes



ABILITY TO CHANGE 4. RECEIVING FEEDBACK

How to start

Giving feedback

Speak for yourself. Say: *I don't understand when you write.* Do not include anyone else.

What would you answer if you were Brad?

Be open

Accept that you also make mistakes.

Stop fighting the facts

Say it like it is. Be polite, but do not soften the situation.

Focus on the actions

Remind him it is a bad habit. He can always run a spell check.

Explain the implications

Tell him the importance of good writing and why he should try to correct his writing.

Help him come up with ways to improve

Give suggestions like proof-reading his messages before sending them.
