

MAKING AGREEMENTS 1. STOP NEGATIVITY

❖ **Negative emotions such as anger, grief, or envy can make you feel uncomfortable and stop you from seeing situations as they really are. When this goes on for a while, you stop thinking and behaving rationally and start having disagreements with everyone all the time. The best thing you can do is identify negative feelings (instead of avoiding or denying them) and take action, so you can transform them into positive feelings. The key is to think about the best way to express your feelings. If you put this into practice, your everyday life and school work will be much easier.**

Materials

- Printed handout
- Pen or pencil
- Blue and red pencils or pens

STEP BY STEP

- 1 If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- 2 Individually, imagine the best possible version of yourself in the near future. Look at the positive emotions on the handout and circle with blue the ones that can help you become this ideal self and that you need to practice more in order to achieve your ideal. Then look at the negative emotions and circle with red those that you definitely need to remove to achieve your ideal self.
- 3 In pairs, read all the positive affirmations in the handout and discuss with your partner what you think they mean. Then think of five more positive affirmations that can help you when struggling with negative emotions.
- 4 Individually, take a moment to reflect on recent negative emotions you've struggled with and choose one. Then read the PATH section in the handout, follow the steps, and fill in the blanks. Then discuss how the PATH steps help you manage negative emotions.
- 5 Discuss in small groups:
 - a How can positive feelings and positive thinking help you manage negativity?



- b What happens if you deal with negative emotions inappropriately? Why?

- c Can a negative emotion ever be healthy for you? Why or why not?

IT If you want to learn more about dealing with negative emotions, go to: <http://www.edutics.mx/5AG>

MAKING AGREEMENTS 1. STOP NEGATIVITY



POSSITIVE EMOTIONS

- Joy
- Curiosity
- Excitement
- Interest
- Gratitude
- Love
- Empathy
- Satisfaction

NEGATIVE EMOTIONS

- Anger
- Frustration
- Boredom
- Fear
- Anxiety
- Jealousy
- Sadness
- Grief



My Positive Affirmations

- I matter, but so does everyone else.
- I embrace my flaws because I know that nobody is perfect.
- I don't compare myself to others.
- I belong, and I am good enough.
- I control my emotions; they don't control me.
- The mistakes I made yesterday are creating the person I'll be tomorrow.
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MAKING AGREEMENTS 1. STOP NEGATIVITY

PATH

Remember the word PATH—which stands for Pause, Acknowledge, Think, and Help—when trying to deal with uncomfortable or unpleasant emotions healthily.

Acknowledge
Look within and try to pinpoint the situation that is creating these negative emotions. Are you mad at someone, or are you sad because your feelings were hurt? Whatever it is, it's ok to feel that way. Don't judge or criticize yourself.
Because...

Pause
Take a moment to stop and think things through, to identify how you're feeling. Before beginning this reflection try counting one to ten and taking a deep breath.
I feel...

Think
After having reflected and figured out what exactly it is that you are feeling, think about how you can make yourself feel better.
I can...

Help
Take action to help yourself. Make changes in your life that can reduce your negative emotions by finding healthy outlets for these emotions, like regular exercise or meditation.
I will...

MAKING AGREEMENTS 2. CHANGE YOUR ATTITUDE

When you face a problem at home or school, how do you behave? Do you get angry? Do you keep calm and speak reasonably? Everyone has a way to respond to different situations. If your attitude in the middle of a conflict is not as positive as you would like and you would like to change it, consider asking for a timeout. That means leaving the situation to be alone for a few minutes. You can walk away or just be silent. When you feel calm enough to work on the problem or conflict again, go back. Learning to control your emotions during a conflict can help you have a broader and more objective perspective. This will allow you to change your attitude towards conflicts and solve them in an easier and better way.

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 Individually, identify five ways you normally behave during a conflict and write them down in the space provided on the handout.
- 3 In pairs, discuss your common behaviors. Then ask your partner to recommend different ways you could improve or even avoid that behavior. Reach a consensus and write down the suggestions you consider to be the most useful for you to put into practice.
- 4 Then think of a conflict you experienced related to teamwork in the classroom and what your reactions were. Write in the space provided what the conflict was about and then answer the questions in the table by filling in the second column describing your behavior at the time.
- 5 Next, imagine that you are having the same conflict now, but this time you decide to take a timeout to reflect and put into practice the suggestions you chose. Then answer the questions by filling in the third column in the table. This can be useful to identify what caused the first behavior and to know when to take a timeout. In pairs, think of other situations in your personal life where it might be a good idea to take a timeout. Share your answers as a class.
- 6 Discuss in small groups:
 - a Why is it important to be calm during a conflict?
 - b What do you think is the best way to control your emotions?
 - c What other ways do you know of changing your attitude for the better?



IT For other suggestions on how to control your emotions, go to: <http://www.edutics.mx/SAN>

MAKING AGREEMENTS 2. CHANGE YOUR ATTITUDE

My Common Behaviors During a Conflict

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Ways I can improve or avoid that behavior

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

What was the conflict about?

| | The first time, before applying the timeout strategy | Now, having applied the timeout strategy |
|---|--|--|
| What were your emotions during the conflict? | | |
| What was your behavior during the conflict? | | |
| During the conflict, did you try to behave rationally or did you let your negative emotions control your behavior? Why? | | |

MAKING AGREEMENTS 3. GOOD COMMUNICATION

Good communication helps you express ideas and feelings, as well as understand the emotions and thoughts of others. It does not only make the process of sharing information easier but it also helps people develop relationships with others. If you want to foster understanding among your classmates, it is important to have good communication skills. That means listening attentively to others, asking questions to avoid misunderstanding, being humble enough to acknowledge your mistakes, and having a positive perspective so you can focus mainly on what is good. If you try to put these skills into practice the next time you are having trouble reaching an agreement or during teamwork, communication won't be an issue.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next pages so you can work on it.
- 2 In small groups, look at the picture of the boy talking to a girl in the handout and read the numbered statements next to them. Write the numbers in the blanks that you think correspond either to the person who is talking or to the person who is listening. Then compare your answers with another group and discuss them.
- 3 Now, look at the photo of the trash can and read the questions. In groups, discuss and answer the questions. Make sure all of you share your opinions. Be aware of every difference and similarity in your opinions.
- 4 Read the text and the table describing the Four Player Model. Based on the experience you had in Step 3, answer the questions in the third column of the table. Discuss with your group how this model can help you understand the dynamics and interactions within a group and ultimately lead to effective communication. Then think of other communication skills you can use for collaboration at school.
- 5 Discuss in small groups:
 - a What are the benefits of being a good communicator?

- b Are listening skills also important? Why?

- c Do you think communication is one of the basic skills of teamwork? Why?

IT If you want to learn more about effective communication, go to: <http://www.edutics.mx/5AY>

MAKING AGREEMENTS 3. GOOD COMMUNICATION



- 1 Send a clear message.
- 2 Use an appropriate tone of voice.
- 3 Be receptive.
- 4 Make sure you are understood.
- 5 Give feedback.
- 6 Maintain eye contact.
- 7 Be direct and honest.
- 8 Show you are paying attention.
- 9 Don't interrupt to express your ideas.
- 10 Ask questions to make everything clear.

1 What do you think the situation is?

2 What would you do about it?





MAKING AGREEMENTS 3. GOOD COMMUNICATION

Four Player Model

Created by David Kantor, this model maintains that in all interactions between people there are only four possible speech acts. Many communication problems occur when individuals use only one or two acts, decreasing group learning and effective interaction.

| Role | Function | Who played this role on your team? Why? |
|------------|---|---|
| Movers | They propose or introduce an idea or a concept and move the team forward. | |
| Followers | They support the ideas proposed by movers. | |
| Opponents | They listen to different perspectives and provide critical feedback. | |
| Bystanders | They observe the team and its processes from a distance, challenging the proposed ideas or offering suggestions to improve those ideas. | |



MAKING AGREEMENTS 4. RESPONSIBILITY

▶ **Becoming a responsible person means being able to make decisions with full knowledge and seeking to meet both personal and collective goals. Acting responsibly has a lot to do with thinking of others and, most importantly, accepting the consequences of your actions and decisions. Responsibility has benefits because, over time, you will be able to earn greater independence and learn important life lessons that will help you when you become an adult. Responsibility can also help you be more honest, independent, and reliable. Isn't that great?**

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next pages or copy it in your notebook so you can work on it. In pairs, read the text in the sticky note from the handout. Together, think of different moments when a school project was negatively affected by lack of responsibility from a team member or from you. The main point here is that you should be as honest as possible when talking about the incidents.
- 2 Then read the situation presented in the handout and discuss your thoughts with your partner. Now, read the questions and reflect on them. Answer them individually and then discuss your answers with your partner.
- 3 Look at the pennants with your partner and write the number of the level of the stairs you think corresponds to each. The idea is to show the order of the steps from one to six. Then compare your answers with another pair and discuss why you chose that order. Finally, think of different ways you can improve collaborative work to reach better results.
- 4 Discuss in small groups:

a What is the importance of making commitments and assuming responsibilities?

b Is it better to look more for what brings us together than for what separates us? Why?

c What could happen if someone in the team does not fulfill his or her responsibilities?

IT If you want to learn more about being responsible at school, go to: <http://edutics.mx/5Ph>

MAKING AGREEMENTS 4. RESPONSIBILITY

Responsibility implies acting consciously about what you do or don't do. Responsibility in collaborative work requires care (self-care, and care for others) instead of trying to achieve personal goals over collective ones. In your everyday life and at school, responsibility, organization, and commitment are vital for the achievement of common objectives.

Situation

Your history teacher asked your class to divide into groups to create a very important presentation that counts as your final exam for the semester. If your team fails you won't pass the subject.

Your team has been doing a great job with you as the team leader. You divided the work fairly so everyone was in charge of a specific task to create an excellent presentation. You cared about every member of the group and encouraged everyone to share their ideas. You promoted respect for the group members

and, when conflicts arose, you were always there to help solve them.

After two weeks of hard work, you finished the presentation. Everyone decided that you should keep the USB flash drive where the work was saved since you showed a great sense of responsibility, and take it to class the next day.

Finally, the day has come, but just a few minutes before making the presentation, you realize that you didn't bring the USB flash drive...

- 1 How would you feel when you realized you didn't bring the USB flash drive?
- 2 What would you do?
- 3 Would you take full responsibility or would you make an excuse for why you didn't bring it?
- 4 What can you do to help your team not fail the subject because of your mistake?



MAKING AGREEMENTS 4. RESPONSIBILITY

- Create an action plan
- Define goals
- Reach an agreement
- Distribute tasks
- Fulfill responsibilities
- Make a commitment

