

### OBJECTIVITY 1. FOCUS YOUR ATTENTION

Being aware of how to deal with the negative emotions in a conflict can help you have a wider and more objective perspective. Focused meditation is a great tool you can use to regulate your emotions, reduce stress, and unblock communication in your everyday life. This type of meditation allows you to change the focus of attention so you can calm down and find solutions. If you practice it in the morning before going to school, or at night before going to bed, soon you will notice positive changes in your relationships and daily activities.

**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 why attention techniques are useful to us and discuss with your partner different aspects of your life that may benefit from practicing these techniques. Then prepare yourself to have a meditation practice.
- 3 Your teacher will read the instructions to perform a meditation practice known as Mindful Breathing. Follow the directions and enjoy the experience.
- 4 In groups, share your personal experiences regarding this exercise. Then read and answer the questions. Discuss with your classmates different aspects of your life that may benefit from practicing mindful breathing regularly.
- 5 Discuss in groups:
  - a Do you think we are able to think straight when we're angry? Do you think this exercise will help you soothe your anger?




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- b What differences did you notice in your mental and physical states before and after practicing mindful breathing?

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- c How do you think this technique could be helpful in resolving conflicts between peers?

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**IT** If you want to read more about focused meditation, go to: <http://www.edutics.mx/5dT>



## OBJECTIVITY 1. FOCUS YOUR ATTENTION



**Attention techniques** allow us to be aware of what is happening to us, so we can evaluate our behavior and attitudes to see if our feelings are out of control and undermining our mature intentions and abilities. They help us work with strong emotions so that, in the heat of the moment, we don't make a conflict worse. Mindfulness can help us learn to detach from or let go of our usual state of mind so we can better evaluate our responses to situations.

### Mindful Breathing

- 1 Sit comfortably, close your eyes, loosen your shoulders, and start to breathe deeply from your stomach.
- 2 Breathe in through your nose and out through your mouth, letting your breath flow effortlessly in and out of your body as it fills you with life. Notice how your body is expanding each time you breathe in, and feel how your body relaxes when you breathe out.
- 3 Focus on the sound of your breathing, but don't think about it; just experience it. Notice your breathing, if it is deep or shallow, quick or slow.
- 4 Observe the breath in your body, and notice how your body feels.
- 5 Place your hand gently on your stomach, and notice the sensation of swaying.
- 6 Let your mind stay quiet and clear. You don't have to do anything but let your thoughts flow freely. Let them rise and fall of their own accord and be at one with your breath.
- 7 Now, notice the sounds around you. First, the ones near you, in the classroom. Then, slowly shift your attention to the sounds outside the classroom. And then to the sounds in the street. Listen without judging.
- 8 With each breath, every part of your body is relaxing.
- 9 Now, feel the warmth of your skin. Little by little, return to your regular breathing. Notice if it is slower than when you began the exercise.
- 10 Start moving your toes and fingers, your head, your shoulders, your feet.
- 11 When you are ready, open your eyes gently.

1 How do you feel after practicing mindful breathing? Describe your thoughts and sensations.

2 Did your mind drift away when doing the exercise? Why?

3 How could this exercise be useful in other aspects of your life?



### OBJECTIVITY 2. ARE YOU A GOOD LISTENER?

▼ This activity will help you learn the importance of listening to understand instead of to reply. That means really paying attention to what the other person is saying, instead of thinking about what you want to say in response. This is the first step in good communication. Once you start listening with the real purpose of understanding, you will be able to have a meaningful interaction with classmates, teachers, parents, siblings, and everyone else in your life.

**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.
- 2 In pairs, read the definition of *active listening* in the handout. Then choose five options from the box that you think might correspond to how each couple is listening and write them inside the thought bubble. Compare your answers with another pair and discuss what problems might come up if we don't pay proper attention when listening.
- 3 Read the tips for active listening. Then take turns to ask each other the questions in the handout. Don't write down the answers: practice the tips you read.
- 4 Now, using the information your partner gave you, fill in the blanks in the diagram. Once you finish, confirm the information with your partner. Discuss and answer the last question. Give each other some tips to develop better listening skills.
- 5 Discuss in groups:
  - a Why do you think it is important to listen to understand?




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- b Can you connect with another person if you don't listen to him or her? Why?

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- c How is active listening a useful tool for collaborative work?

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**IT** If you want to know more about active listening, go to: <http://www.edutics.mx/5dc>



## OBJECTIVITY 2. ARE YOU A GOOD LISTENER?

**Active listening** means to fully concentrate on what someone is saying, instead of just passively hearing their message.

Remember Ignore distractions Show impatience Interrupt  
 Become defensive Repeat Ask questions Confirm understanding  
 Make judgements Jump to conclusions

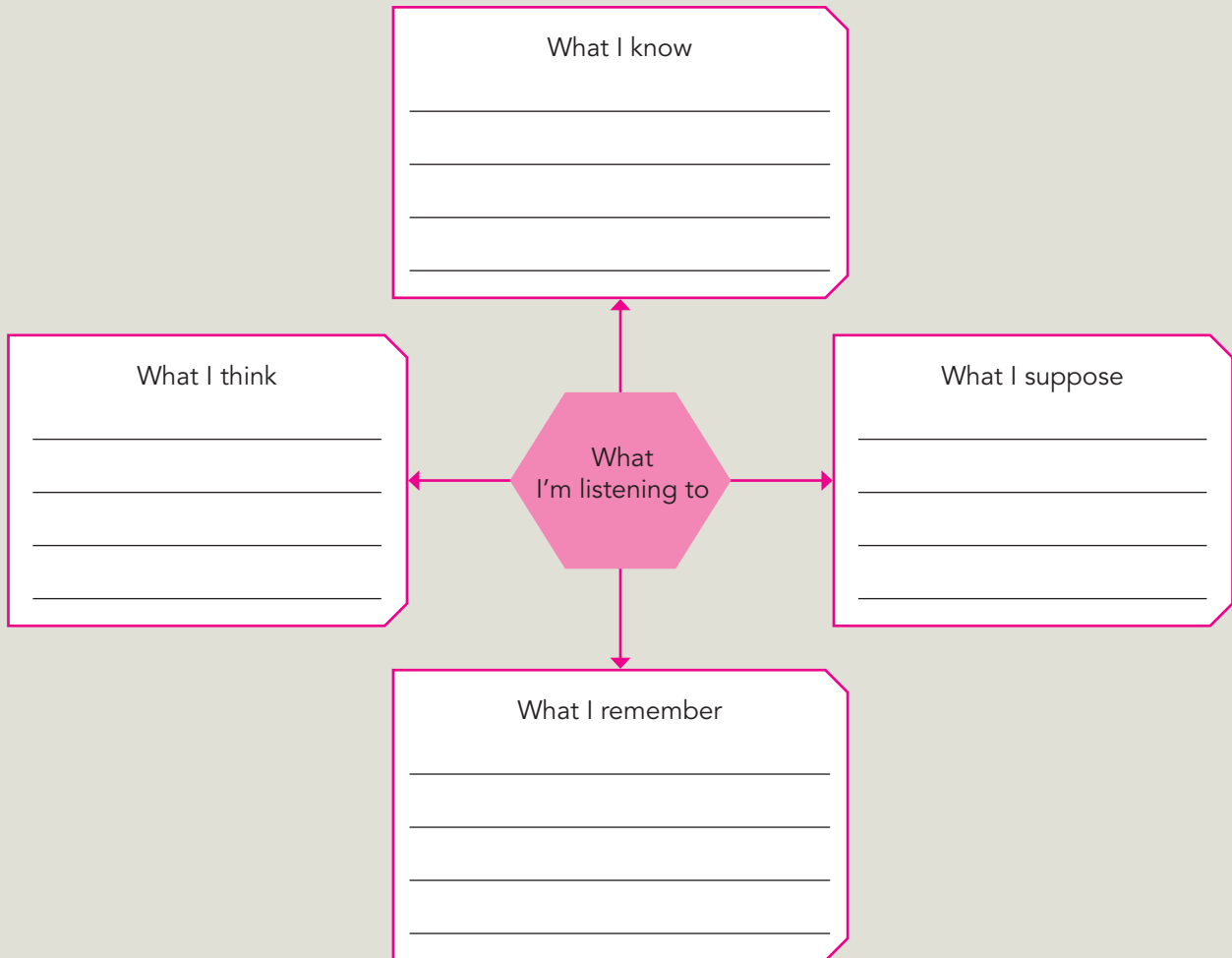


### Tips for Active Listening

- **Receive:** pay attention to what the other person says, what he or she does not say, and how it is said. Avoid any distraction.
- **Appreciate:** this assures the other person that you're paying attention to what he or she says. You could repeat the last-mentioned words, nod, or use some interjections like *Oh*, or *Umm-hmm*, or *Really?*
- **Summarize:** paraphrase the message in your own words to confirm with the other person that what he or she said and what we heard are the same.
- **Ask:** this helps us clear up any doubts between speaker and listener, ensuring a complete understanding of the message.

### OBJECTIVITY 2. ARE YOU A GOOD LISTENER?

- 1 How many brothers and sisters do you have?
- 2 What's your mother's name?
- 3 What are your favorite subjects?
- 4 Please, describe an interesting event in your childhood.
- 5 What major do you want to study? Why?



Do your answers match what your partner said to you? Why? Why not?



## OBJECTIVITY 3. HARMONY IS THE KEY

▼ **Your role in collaborative work is very important. When there is harmony among all the participants, communication flows. But if communication gets blocked, it is necessary to find out what is blocking it. Every member should analyze their role in the team and try to decide if their participation is helping or blocking communication. Once this is done, it will be possible to have better and more harmonious communication in the group.**

**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, read the definition of *harmony* on the handout. Then think of a recent team project you worked on and the experiences you had. Recall specific conversations and / or phrases you or your teammates said when problems emerged. Think of how the group discussed the problem, reflected on the ideas, and reached an agreement. Answer the questions in the handout with the information you have recalled.
- 3 Now, look at the four students on the handout and imagine they are the members of your team during the conversations of the previous activity. Since every member had a different form of expression, choose from the words in the box and assign one to each of the four members according to the roles they played in the team and write an example of why you assigned that word to that person.
- 4 Finally, decide if the project was harmonious or not and why. Write your answer in the space provided. Share your answers with your group.
- 5 Discuss in groups:
  - a How do you think identifying the different roles in a team can help explain what is blocking communication?

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- b What can you do to have more harmonious relationships?

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- c How can harmony help you reach your goals?

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If you want to learn more about good teamwork, go to: <http://www.edutics.mx/5dp>

### OBJECTIVITY 3. HARMONY IS THE KEY

Harmony is a situation that develops in a cordial context between two or more people in which respect and agreement are achieved.

1 What were the main obstacles for your team to complete the task?

2 What were your discussions about?

3 What did the team do to overcome those obstacles?

4 Did everyone on the team work to resolve the issues and reach the goal?

Starter (acts) Supporter (follows) Opponent (challenges) Observer (mediates)

Role: \_\_\_\_\_

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Role: \_\_\_\_\_

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Role: \_\_\_\_\_

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Role: \_\_\_\_\_

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Was the project harmonious or not? Why?

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### OBJECTIVITY 4. ACHIEVEMENTS

One of the most important aspects when working in a team is to think about our performance. Identifying what you are doing right and wrong helps you evaluate what you have learned. Reflecting on aspects such as your achievements, the qualities that helped you develop those achievements and most importantly, the things that you can improve help you become responsible for your actions and to plan towards your goals. Without a profound reflection of your work, you will not be able to improve on a personal level, hence not be a better team player.

**Materials**

- Printed handout
- Pen or pencil

#### STEP BY STEP

- 1 If possible print the handout or copy it in your notebook so you can work with it.
- 2 Get into groups. Read the definitions in the handout and discuss which belongs to *achievement*, which to *improvement*, and which to *quality*.
- 3 Once you have understood the differences between each concept, each of you think of a project in which you have worked recently and fill in the table. Think of the things that you have achieved personally and as a team, as well as the improvements and the qualities all of you have gained thanks to working in a team.
- 4 Read your table to your group. Receive and give feedback. Listen carefully to everyone and tell them if they missed something they have achieved, learned, or improved.
- 5 Discuss as a class:



a Why is it important to reflect upon our work in a personal level and as a team?

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b Why is it important to recognize our achievements?

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c Do you think that thinking on the positive and negative aspects of working in teams helps you be a better team player?

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**IT** To know more about qualities and how to work on them visit the web site <http://edutics.mx/5PT>




### OBJECTIVITY 4. ACHIEVEMENTS




A feature of a person's character, especially when it is a positive one such as honesty, kindness, or a special ability.

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The state of being better than before or the process of making something better than it was before.

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The fact of succeeding at things in general, by being determined or working hard.

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	Achievements	Improvements	Qualities
Personal			
As a team			