



### 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 probably shame or sadness and 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 will be able to direct your thoughts and make wise decisions.

Materials  
• Printed handout  
• Pen or pencil

#### STEP BY STEP

- A** If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- B** In pairs, read the definition of *emotion* in the box.
- C** Read the sentences in the handout and identify which are thoughts and which are emotions or feelings. Then write T for thoughts or E for emotions.
- D** Think of four more examples and write them down in the spaces provided.
- E** 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.
- F** Discuss and share your answers with another pair.
- G** Discuss in groups.



1 Do you disguise your thoughts? Why do you think you do that?

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**ABILITY TO CHANGE**

**1. THOUGHTS AND EMOTIONS**

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

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

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**IT**

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

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 they also accept that there are many others.



*Thoughts (T) or emotions (E)?*

\_\_\_\_\_ *This class is going to be boring.*

\_\_\_\_\_ *I feel short.*

\_\_\_\_\_ *I feel we should go on to the next topic.*

\_\_\_\_\_ *His constant complaining makes me feel sick.*

\_\_\_\_\_ *I believe I should sit somewhere else.*

\_\_\_\_\_ *He feels black is the color he looks better in.*

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\_\_\_\_\_ *I feel tired.*

\_\_\_\_\_ *I feel enthusiastic about finishing school.*

\_\_\_\_\_ *He feels at home.*

\_\_\_\_\_ *They feel offended.*

\_\_\_\_\_ *I want to adopt a kitten.*

\_\_\_\_\_ *I feel betrayed.*

\_\_\_\_\_ *I find this text is useless.*

\_\_\_\_\_ *I am sorry you have to go.*

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ABILITY TO CHANGE

1. THOUGHTS AND EMOTIONS

## Emotion Thermometer

**Anger**

**Disgust**

**Fear**

**Sadness**

**Surprise**

**Happiness**

Emotions



### 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 what triggers you and figure out what is really 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

- A** If possible, print the handout on the next two pages or copy it in your notebook so you can work on it.
- B** 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.
- C** Write other common needs you consider should be included.
- D** Individually, answer the first three questions about situations that triggered you in the past week. Use words from the list of common needs to help you out.
- E** Listen to a different point of view and talk about your triggers with a classmate.
- F** Answer individually the last three questions and share your answers with a classmate.
- G** Discuss in groups.



1 Do you think you overreacted to the situation?

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

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**ABILITY TO CHANGE**

**2. MY TRIGGERS**

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

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**IT**

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

**Common Needs That Become Emotional Triggers  
When They 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
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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**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 those 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 are involved. 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

- A** If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- B** In groups of three read the definition of synergy and talk about the items that appear in the handout. Then describe how synergy works in each one.
- C** For the second activity the teacher will read a story. Answer the questions in the handout individually. Once you have finished, compare your answers with the members of your group.
- D** The teacher will read the story again. Answer the questions with the members of your group.
- E** After your group has answered the questions, compare your answers with another group.
- F** Read the questions on the last page and examine them with your group.
- G** Answer the questions individually in your notebook.



- 1 Why is synergy important? Why do you think a team can achieve more if it has synergy?
- 2 What things can a team do to achieve synergy?
- 3 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?

### IT

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



**ABILITY TO CHANGE**

**3. SYNERGY**

Synergy is the interaction of two or more persons working together to achieve a goal in order to create an effect greater than the sum of their individual effects.



**A** Explain how synergy works in the following items.

**A car**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A smartphone**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A soccer team**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**B** Questions.

1 *What was the witness's name?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 *Where were you when you saw the event?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**ABILITY TO CHANGE**

**3. SYNERGY**

3 At what time did this happen?

4 How many people were there?

5 What gender were they?

6 Describe them.

7 Who was robbed?

8 Can you describe the vehicle they drove away in?

9 What was stolen?





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**3. SYNERGY**

C Discuss the following questions with your group.

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

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

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

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





### ABILITY TO CHANGE

#### 4. RECEIVING FEEDBACK

Have you ever received feedback? Has 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

- If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- Work with a classmate and read the situation Brad and his friend face.
- Brainstorm ideas on how not giving Brad feedback can have future effects on his friendship and write them in the Notes section.
- Read the way in which Brad's friend decided to give him feedback. Take a moment to put yourself in Brad's shoes and write productive ways of accepting feedback.
- Compare your ideas with another pair.
- Discuss in groups.



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

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

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

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#### IT

If you want to learn about how to give feedback, go to <http://www.edutics.mx/5fg> and discuss the information with a classmate.



**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*

A large green rectangular area with a white spiral binding on the left side. It contains several horizontal lines for writing notes.



ABILITY TO CHANGE  
4. RECEIVING FEEDBACK

Giving feedback

What would you answer if you were Brad?

How to start

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 that 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_