



Green with envy

1a. Think about the last time you felt envious and answer the questions.

1. When did you begin to feel envious?

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2. Who did you feel envious towards?

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3. Why?

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4. What feelings did you have towards this person?

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5. How did you express this emotion? Write at least three things that you did or said.

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6. When did you stop feeling envious?

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7. Did you do anything to stop feeling like that? If yes, what did you do?

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1b. Now, analyse your answers and write down ...

• for how long the feelings of envy occupied your time:

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• three things that you could have done in this time:

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1c. Write down three objectives that you haven't yet achieved. The next time you feel envious, think about if it would be better to use that time and energy in trying to achieve them.

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Emotional competences:
Develop the ability to auto-generate positive emotions and enjoy life.

2a. Read the situation and underline any evidence of envy shown towards Laura.

Laura started a new school this year. She's very sociable and straight away made good friends in the class. Last year she won the regional fly weight taekwondo competition. She likes studying a lot and she is particularly good at Maths and Biology.

At school she has made especially good friends with a girl called Sonia, who is also one of her neighbours. Some of Sonia's friends, however, haven't taken to the new friendship very well. They call Laura 'Little Fly' and in the corridors they even push her. In class, when Laura responds to the teacher's questions, they make fun of her secretly. Once, Laura found all her clothes from P.E. covered with spray paint. At the beginning, Laura didn't pay much attention to these things and thought that it would be just a phase, but recently she is finding it hard to go to school.

2b. What can Laura do to improve her situation? Choose the best advice.

- When they call her 'little fly', she could ...
 - a. use an offensive name to counterattack.
 - b. take it in good humour, making it obvious that she isn't affected.
 - c. show herself to be angry, sad and annoyed.
- When they make fun of her, she could ...
 - a. ignore them, as if she hadn't heard them.
 - b. make fun of them when it is their turn to answer questions.
 - c. refuse to answer any questions until they stop making fun of her.
- If she finds her things damaged again, she could ...
 - a. start to damage other people's things.
 - b. tell a teacher or the head teacher privately.
 - c. buy new things.



2c. Sonia is the link between Laura and the girls that feel envious. What can she do? With a partner, act out a dialogue between Sonia and one of her friends.

Hey, Sonia, don't you think you're going a bit far with Laura? Why are you treating her like that?

It's just that she's such a show off and really annoying. What I don't know is why you hang out with her.

I don't think you know her very well. She's really nice, honestly. You could have given her a chance. Why don't we all go skating together? You can show her some of your moves. I'm sure she'll be amazed.

2d. Make a list of people who Laura can ask for help.

In her home environment

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At school

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2e. If a classmate has witnessed Laura's situation, should he/she do anything? If so, what?
Discuss in groups of five. Try to cover the following issues.

SHOULD THE CLASSMATES DO ANYTHING?

Yes
What can they do?

No
Why?

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Consequences

Consequences

Positives

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Negatives

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Consequences

Consequences

Positives

.....

Negatives

.....

.....

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Consequences

Consequences

Positives

.....

Negatives

.....

Emotional competences:
Awareness of how our emotions influence behaviour. Ability to prevent and resolve interpersonal conflicts.



2f. Share the conclusions from each group with the class. Make a list of guidelines to follow with the most popular ideas. Would it be helpful to have a list like this to use as reference in class?

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Emotional competences:
Awareness of how our emotions influence behaviour. Accepting responsibility in decision making and conducting oneself in a confident, helpful and ethical manner.



3a. Look for images from beauty product advertisements, such as creams, shampoos, diet food, etc. Stick them here. Underneath each one, copy the product's slogan or the brand name.



3b. Answer the questions below.

- These products promote an ideal of beauty. Describe what that ideal is like. Do you think it is easy to achieve?

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- Have you tried any of these products or know anyone who has done? Do you think they have been successful?

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- Do these adverts produce in you any of the following feelings and attitudes? Why?

frustration empathy motivation insecurity envy
self-improvement self-criticism

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Emotional competence:
Ability to critically evaluate social and cultural messages as well as those from the media.

4a. Create a cosmetic product that helps overcome envy. It can be a cream, a pill, a powder etc.

Follow these steps:

- Decide on the product you are going to create.

For example: *Drinkable liquid in a flask.*

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- Create a brand. Give it a name and design a logo.

For example: *Products of Interior Beauty EmoCalm*

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- Give the product a name related to envy.

For example: *No more green anti-envy flasks*

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- Indicate the product's ingredients.

For example: *1 g of pride, 7 drops of happiness, 2 g of tolerance, aroma of self-control and serenity flavouring*

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- Invent a slogan for your brand and your products.

For example: *EmoCalm. It's important to me.*

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4b. Finally, design an advertisement adding some images.

Emotional competence:
Having a positive image of oneself.