

PONTIFICIA UNIVERSIDAD CATÓLICA
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DEL LENGUAJE



PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO

**APPLYING THE DIMENSIONS OF SELF-CARE TO ENHANCE
THE QUALITY OF FRESHMEN'S LIVES.
AN ELECTIVE WORKSHOP.**

**Trabajo de Titulación para optar al Grado de Licenciado en
Educación y al Título de Profesor de Inglés**

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Culture, according to Spradley (as cited by McKay, 2002:82), “involves three fundamental aspects of human experience: what people do (cultural behavior), what people know (cultural knowledge), and what things people make and use (cultural artifacts).” Following the same idea, culture “is a broad concept that embraces all aspects of the life of man” (Seelye, 1984: 26). Therefore, it is safe to say that as society evolves, and so does culture since it has a strict relation with the reasons behind people’s actions.

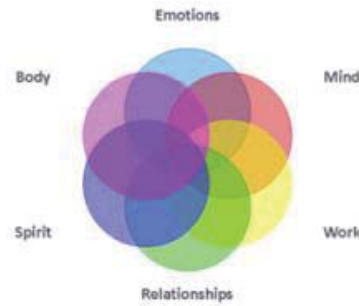
Living in a competitive world, where the product holds significantly more value than the process, affects the way we act and respond to different situations. We are so immersed in a routine to respond to society’s demands that we forget to take time off and look at ourselves more deeply. Nowadays, almost everybody feels the need to be acknowledged, even more with the use of technology and social networks, so they spend their lives trying to accomplish as many things as they can to validate themselves to others, regardless if that means bypassing others in the way to go straight to the top.

As teachers, we are enormously challenged by these new demands since our role is to educate not only academically proficient students, but also well-nurtured human beings. As Montessori (1988:4) stated, “if education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?”

Because the overall well-being of students is as important as the contents covered by the various school subjects, a workshop that may meet students’ needs in regards to enhancing their quality of life has been designed. This particular component in students’ education has not been fully explored by the Chilean educational curricula.

The present graduation project consists of an elective self-care workshop designed for 9th graders in a Chilean context. Its main aim is to provide students with the dimensions of self-care, according to the University of Buffalo in New York, so that they can apply them to their own lives. These dimensions, illustrated in *Figure 1*, include taking care of their health in terms of physical activity and food choice, dealing with their spiritual and emotional needs, and maintaining healthy relationships with themselves and the environment.

Figure 1:



(Retrieved from: <http://socialwork.buffalo.edu/resources/self-care-starter-kitintroduction-to-self-care.html>)

By examining these dimensions, students will be able to create an individual self-care plan that will help them balance every aspect of their lives, including their academic performance (discussed later on). Furthermore, students will be able to compare and contrast self-care practices in the United States with those in Chile, so that they will be able to analyze the role of culture in each country.

One of the most transcendental evolutionary transitions is going from childhood into adolescence which is often overlooked. As Crockett & Petersen (1993:13) state, adolescence is “a time during which young people continue to develop the social and intellectual skills that will prepare them for adult roles and responsibilities” and “these biological, cognitive, and psychosocial changes provide a wealth of developmental opportunities for adolescents to engage in behaviors that lead to health risks, on the one hand, or to develop a healthy lifestyle, on the other.” That is why this proposal aims specifically to 9th graders, who, in this transition, go through physical and emotional changes that are key to their road to adulthood. The vast majority of teens face stress when entering adolescence since they start changing their circle of friends and feeling the pressure of more responsibilities at school and home, which can have a remarkable impact on their emotional and physical health.

Unfortunately, schools in Chile pay more attention to the academic success of students, through standardized tests, rather than the emotional changes that they undertake during this transitional period. Lerner and Steinberg (2009:194) explore this topic by stating that students at this stage “become more known among adults and peers increasingly for what they have accomplished,

and less for who they are, or, to put it more accurately, what they have accomplished increasingly becomes who they are.”

Not having accomplished something that other peers have might lead to a decline of students’ interest in school, causing them to re-evaluate their self-perception and identity. Without guidance, students might start skipping classes and even dropping out of school.

According to the World Health Organization, adolescence is:

“The period in human growth and development that occurs after childhood and before adulthood. The process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, these experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences.”

In adolescents, such changes also include the pursuit of finding themselves and establishing their roles in society. This has a strict relation to cultural identity; they find out how they see themselves and how they see the world that surrounds them. Cultural identity, according to the Ministry of Social Development of New Zealand (2010), “is important for people’s sense of self and how they relate to others. A strong cultural identity can contribute to people’s overall well-being.” The process of finding our own cultural identity is dynamic and flexible, and it can change when encountering new and/or positive experiences.

This workshop will provide students with a place where a group of students from the same age can get together in a healthy environment that fosters their search to change their lifestyle, while supporting their target language and cultural acquisition. In addition, it offers students- who do not have a strong sense of identity- an opportunity to find themselves while learning the subculture of having a healthy lifestyle.

“Las tareas evolutivas de la adolescencia, principalmente la configuración de la identidad, el logro de autonomía, y la intimidad, incrementan los ámbitos de elección y decisión de los adolescentes. Así aprenden a autodirigirse y a regular su comportamiento hacia la consecución de metas significativas” (http://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-22282007000100001).

Thus, 9th graders will benefit the most from this workshop since they are at a stage in life that is crucial to shaping and changing their way of living.

Taking the transitional period of adolescence into account, why is this course needed in the Chilean curricula? The Chilean educational system fails to incorporate courses where the concept of self-care is explored deeply into the curricula. The importance of having an overall education in schools, that would include not only academic achievement, but also the development of the being, is indicated as the following:

“El crecimiento y la autoafirmación personal son objetivos del conjunto de la experiencia formativa que la Educación Básica y Media debe ofrecer a sus estudiantes. Esto es, estimularlos a conformar y afirmar su identidad personal, el sentido de pertenecer y participar en grupos de diversa índole y su disposición al servicio a otros en la comunidad; favorecer el autoconocimiento, el desarrollo de la propia afectividad y el equilibrio emocional; profundizar en el sentido y valor del amor y de la amistad; desarrollar y reforzar la habilidad de formular proyectos de vida familiares, sociales, laborales, educacionales, que les ayuden a valerse por sí mismos y a estimular su interés por una educación permanente.”

(Marco Curricular, 2009:23)

However, these values and concepts are implicitly integrated into the curricula; therefore, students do not have a designated space in which they can find their identity through various tools and activities in a freer and unpressured environment where getting bad grades will not mean the failure of the class.

“The apparent disparity between recommended physical activity levels and limited curriculum PE time serves to highlight the complementary role that education, along with other agencies and voluntary organizations must play in providing young people with physical activity. Notwithstanding this, increasing the amount of PE curriculum time in schools would be a positive step in enabling the subject to meet its health-related goals”

(Fairclough & Stratton, 2005:20-21)

The benefits of having this kind of workshop, that goes against the structured world we live in, are countless, starting from helping students become all-around human beings, who will be educated to make healthy decisions about their lives and helping them cope with the academic field, to learning English in a way that will not only help them acquire the language, but also will motivate them to enjoy it in an out-of-classroom experience.

There are several studies that encourage schools to adopt the idea of having overall health classes in pursuit of improving academic achievement in students. Physical activity and all-inclusive health, food choice and emotional stability, associate with the physiological changes in the brain

of teenagers by building up their information processing, storage, retrieval, and attention span (U.S. Department of Health and Human Services, 2010: 9).

The U.S. Department of Health and Human Services (2010) conducted several studies linking academic achievement (cognitive skills, attitudes, and academic behavior) to physical activity in extracurricular activities. “Nineteen studies examined the relationship between involvement in extracurricular physical activity (such as interscholastic sports or other physical activities outside of the regular school day) and academic performance” (p. 24). More than half of the results were positive, indicating that it is crucial in students’ development to have programs which inspire them to perform physical activity and to make healthy choices. As the report shows, “there may be a range of possible benefits for some students, including developing a stronger sense of self, fostering educational aspirations, maintaining interest in class, encouraging homework completion, and reducing dropout rates.” (p. 33)

Bearing in mind these data, the different aspects of self-care covered in the workshop include the following:

To start with, what is self-care? According to the State University of New York- University at Buffalo, self-care “refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being” (<https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html>). In addition, it involves making a commitment to attending to all the domains of a person’s life, including physical and psychological health, emotional and spiritual needs, and relationships. Therefore, this course will focus on the physical self, spiritual and emotional self, and the relationship with self and others.

From the first unit, which is called “Physical self” and comprises three lessons, students will learn about the importance of performing physical activity as well as of maintaining a healthy diet by looking at different food choices people make every day and by relating such a diet to their daily lives. On the subject of food choices to encourage healthy eating, students will learn a series of lexical items through teen-related reading activities about the topic. Also, there will be listening activities taken from interactive videos on the web. At the end of the two nutrition lessons, students will choose one healthy recipe to prepare in class, which will be highly promoted to apply it at home, too.

Regarding the other lesson in unit 1 where physical activities will be presented, students will identify the different exercises there are to keep themselves healthy. These lessons, as well as the nutrition lessons, will have many lexical references that the students will have previously learned in their English classes as there is a unit that slightly covers these two concepts in their current EFL syllabus, called “Deporte y Vida Saludable” (Ministerio de Educación, 2011:53). The lexical items and content will be taught through Asher’s Total Physical Response (TPR), which is a language teaching method that combines commands in the target language with body movement responses. In Asher’s words, “a reasonable hypothesis is that the brain and the nervous system are biologically programmed to acquire language, either the first or the second in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronise language with the individual’s body” (Asher, 1996: 2-4). In this lesson, students will be faced with an outdoors activity in which they will apply the concepts learned in reference to physical activity.

The second unit “Spiritual and emotional self,” which consists of two lessons, will focus on mindfulness and the influence of our emotions in our lives. Mindfulness “requires letting go of judgement, returning to an awareness of the breath and the body, and bringing your full attention to what is in you and around you. This helps you notice whether the thought you just produced is healthy or unhealthy, compassionate or unkind.” (Hanh, 2013:4).

During these lessons, students will discover that everything they do can be performed mindfully, reflecting on their own actions, by identifying the seven major pillars of mindfulness: “non-judging, patience, beginner’s mind, trust, non-striving, acceptance, and letting go” (Kabat-Zinn, 2010:23). Furthermore, students will work on their emotions and observe the different actions they undertake when faced with situations that they are familiar and unfamiliar with or when they feel that their values are being challenged.

Students will work on their writing skills by making entries in journals on their experience with dealing with their emotions and implementing the seven major pillars of mindfulness in their lives. A writing journal:

“provides an outlet for risk-free expression of emotion and experience, making those emotions and experiences available to writers for reflection and personal growth. Journals can also function as creative outlets for learners to play with language, ideas, humor, and even visuals. Above all, journals help writers develop fluency of expression that suits their proficiency levels and current state of knowledge” (Casanave, 2011:8).

Thus, journal writing is the most suitable choice of assessment for this specific unit.

Additionally, since this unit will cover the spiritual-self, meditation will also be included. Mindfulness will be referenced as students learn how to meditate, since both concepts complement each other. The language skill that will be further developed in this unit is listening, through guided meditation, along with relaxing nature sounds that will help lead students to a state of calm, focus, and awakening, putting aside the external world and reflecting on their inner selves.

The third and last unit is called “Relationship with self and others”, which comprises three lessons, and as the name shows, students will identify and discriminate what kinds of relationships are healthy, and which are not. The main motto in this unit will be the following: if you are not happy with yourself, then why should you expect to be happy with somebody else? As cliché as it sounds, this motto holds some precious truth. As Eliopoulos (2010) asserts, “a healthy relationship is one in which there is ongoing mutual trust, respect, caring, honesty, and sharing that is exchanged in an environment of nonjudgement and unconditional love. Learning about oneself fosters the building of healthy relationships” (Eliopoulos, 2010:128). The material for this unit will be presented as various situations in life, so that students can discuss them and build up tolerance and empathy towards themselves and the others around them. The final project will be an oral presentation to the school community about the students’ elaboration of a self-care plan in order to persuade them to have and enjoy a healthy lifestyle. Students will form groups and will present their self-care projects in a health fair that the teacher will organize with the school’s authorities.

The syllabus

All in all, the most suitable type of syllabus for this unique workshop is a process-oriented one that includes not only the task-based language teaching (TBLT) but also the communicative language teaching (CLT) approaches.

According to Nunan (2004:4), a task is “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.”

As TBLT focuses on meaning, CTL is also “a meaning-based, learner-centered approach to L2 teaching where the fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages” (Spada, 2007:272).

The previously mentioned approaches are highly applicable to this kind of workshop where one of the main objectives is for students to reflect on their own performance, focusing on the process they go through to become healthy while discussing and sharing experiences with a communicative intent. There will be meaningful tasks and authentic activities to foster the students` learning and understanding of the meaning behind these tasks. Ultimately, they will learn English through practice and communication.

Additionally, the “experiential learning” approach (Moran, 2001) is included in the syllabus, since it is crucial for the implementation of this graduation project. In Nunan’s (2014:12) words, “this approach takes the learner’s immediate personal experience as the point of departure for the learning experience.” In compliance with Kohonen (as cited by Nunan, 2004:12) “experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences.”

In other words, the students will acquire the language by relating the tasks to their experiences to then perform them in a communicative manner. Hence, through the tasks performed, students will develop critical thinking, as it “is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (<http://www.criticalthinking.org/pages/defining-criticalthinking/766>).

Last but not least, Moran (2001:8), explains that the cultural experience “consists of any encounter between learners and another way of life”. In this cultural experience “learners go through an iterative cycle of acquiring cultural information, developing cultural behaviors, discovering cultural explanations, and articulating personal responses to what they are learning” (Moran, 2001: 8). In this workshop, students will undergo Moran’s experiential learning cycle by “knowing about, knowing how, knowing why, and knowing oneself” (Moran, 2001: 8) in terms of self-care to enhance their overall well-being.

Needs Analysis

As a means to analyze the needs of students and have a broad view of this graduation project, a questionnaire was answered by eighteen freshmen high school students at Colegio Entre Valles in Villa Alemana. The students were eager to participate and completed the questionnaire thoroughly, although their level of English was low-intermediate.

The questionnaire consisted of twelve questions about linguistic aspects in the EFL classroom and the topic of self-care. As for the linguistic aspects in the EFL classroom section, students were asked to assess their proficiency level in relation to the speaking, writing, listening, reading, and vocabulary skills. A vast majority of students listed reading as their most proficient skill, while listening and speaking were listed as the least ones (see Appendix 2, Question 2). In addition, a question was asked about grading their overall performance in the target language, and the results showed that most of the students graded themselves with a 5.0 and a 6.0 (see Appendix 2, Question 1). Furthermore, students were asked on how they usually work during English lessons: in large groups, small groups, pairs, or individually. More than half answered “never” when asked about working in small groups and “always” when asked about working individually. The data display the lack of collaborative learning there is in their EFL classroom, since students do not have the chance to develop “higher-level thinking, oral communication, self-management, and leadership skills” (Cornell University: <http://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html>). It is quite important that teachers provide students with activities to share their ideas, take responsibility for their actions, and work together to accomplish the tasks. In contrast, this graduation project includes activities that will mostly be done in pairs and small groups, while the only activity that will be done individually is the journal writing, since it is based on personal experience.

In order to gather information about their perception about culture, the students were asked to imagine that they were invited to a culture class and list what they would expect to find in there. Music, different lifestyles, clothes, and traditions were mentioned (see Appendix 2, Question 7). When asked about the importance of culture in their lives, sixty-one percent of the students answered “yes, but not that much,” twenty-two percent answered “yes, definitely!”, and seventeen percent answered “maybe, I don’t know” (see Appendix 2, Question 6). As stated in the introduction of this project, culture “is a broad concept that embraces all aspects of the life of

man” (Seelye, 1984: 26); therefore, culture is not just clothes, music, and traditions of a certain group of people; it involves everything we do. Unfortunately, that is what students are being taught in Chilean schools, putting aside a wide range of cultural elements that are not being fully explored.

In relation to self-care, seventy-one percent of students knew what self-care is and some of their answers to how they would define it were the following:

Participant 2	“Know the things damage me and how avoid them”
Participant 8	“Eat healthy, do sport, sleep well, drink water, personal hygiene”
Participant 9	“Taking care of myself”
Participant 15	“Respect ourselves”
Participant 17	“For me, self care means preoccupation on myself like the things I feel right know, something like that.”

Moreover, all of the students admitted that self-care is not covered in any subject at school. Despite the inclusion of some aspects of self-care in the Chilean educational curricula, students do not feel that it is fully covered, since a course that focuses only on enhancing the students’ quality of life through self-care is nonexistent.

Lastly, students stated the frequency in which they perform several self-care actions, such as doing physical exercise, making time for self-reflection, writing a journal, meditating, and striving for balance among school, relationships, play, and rest. Sixty-seven percent of students perform physical activities occasionally, thirty-four percent make time for self-reflection occasionally, forty-five percent never write a journal, sixty-one percent never meditate, and thirty-three percent occasionally strive for balance in their lives.

As a result, a self-care workshop is clearly needed in schools to be implemented immediately.

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COURSE SYLLABUS

Type of course:	Elective workshop
Duration:	8 sessions
Audience:	Freshmen high school students
Class hours:	90 minutes per session
Teacher:	Daniela Quintana Del Pozo
Contact information:	daniela.quintana2@yahoo.com

Rationale

“Applying the dimensions of self-care to enhance the quality of freshmen’s lives” is an elective workshop designed for 9th graders in a Chilean context. The purpose of this course is to help students cope with the stress of living in an incredibly competitive, structured, and busy world by taking care of themselves and practice the art of being aware and focused in the present moment. Freshmen students are at a stage in life in which they go through emotional and physical changes that affect the way they act, since during adolescence they start feeling more pressured due to the responsibilities they are expected to assume. The Chilean educational system is unsuccessful in incorporating instances in which students can learn about holistic health and how it contributes to enhancing their well-being so that they can make healthy decisions regarding their lives.

Course Description

In this workshop, students will reflect on the choices that they make every day as they learn about the dimensions of self-care and the importance of such dimensions to help them improve the quality of their lives. Students will engage in Moran’s (2001) experiential learning cycle in terms of self-care to enhance their overall well-being, through critical thinking activities, collaborative work, and self-reflection. Therefore, this workshop is based on the Task-based and Communicative learning approaches to both facilitating the process of becoming healthy and practicing the target language while having group discussions and time to compare and contrast what they are learning with their own lives. In this way students will be encouraged to react and participate actively in each lesson.

At the end of this course, students will be educated to make conscious decisions about their overall health and will elaborate a self-care plan to balance every aspect of their lives.

Course Organization

This workshop consists of three units in which students will have the chance to learn about the dimensions of self-care thoroughly, apply such dimensions to their lives, and reflect about the changes they undertake by sharing common experiences they face as well as keeping a journal. The first unit, “Physical self,” is divided into two lessons of healthy eating and one lesson of physical activity, in which the students will learn about the importance of being physically active and healthy regarding food choices. The second unit, “Spiritual and emotional self,” comprises two lessons in which the main focus is for students to practice the art of mindfulness while dealing with their emotions. The third and last unit, “Relationship with self and others,” is composed of three lessons that will be focused on fostering healthy relationships with themselves, the others, and the environment. There will be a final project at the end of this unit in which students will work in groups to prepare a presentation about their self-care plan to persuade the school community to lead a healthy lifestyle at a health fair organized by the teacher.

Course Objectives

General Objective	Students will be able to create their own self-care plan to enhance the quality of their lives.
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Unit 1: Physical self	Specific objectives
Lesson 1- Everything is about balance.	<ul style="list-style-type: none">-Recognize lexical items related to food.-Classify food into poor and healthy choices.-Reflect on their own performance by watching a video on poor healthy choices.-Synthesize information from a text by making mind maps.
Lesson 2- You are what you eat!	<ul style="list-style-type: none">-Develop an understanding of the importance of having a balanced diet.-Compare and contrast food in the American

	<p>culture with the ones in Chile.</p> <p>-Apply understanding about healthy food by making use of healthy ingredients to carry out a quick and easy recipe in collaboration with classmates.</p>
Lesson 3- Doing exercise rocks!	<p>-Develop an understanding of importance of being physically active.</p> <p>-Follow instructions when doing physical exercise through TPR.</p> <p>-Integrate some exercises into their daily routines.</p> <p>- Judge and think critically about the lack of physical activity programs that the government provides.</p>

Unit 2: Spiritual and emotional self	Specific objectives
Lesson 1- Mindfulness: living in the present moment.	<p>-Establish the connection between body and mind.</p> <p>-Practice mindful meditation.</p> <p>-Examine the importance of being mindful.</p> <p>-Act mindfully in every aspect of their lives.</p>
Lesson 2- Emotions: taking the time to feel.	<p>-Observe the changes in their actions while they experience different emotions.</p> <p>-Control emotions and maintain a positive attitude.</p> <p>-Reflect on the course's experiences by keeping a journal.</p>

Unit 3: Relationship with self and others	Specific Objectives
Lesson 1- Am I good to myself?	<ul style="list-style-type: none"> -Identify different kinds of relationships. -Reflect on the image they have of themselves. -Analyze what aspects of their own performance they can improve.
Lesson 2- Am I good to others?	<ul style="list-style-type: none"> -Discriminate different types of relationships and choose the healthy over the unhealthy ones. -Support ideas with examples. -Compose a role-play activity to demonstrate what is and what is not acceptable in a relationship.
Lesson 3- I love caring! Final Project.	<ul style="list-style-type: none"> -Reflect on the dimensions of self-care. -Organize main ideas. -Identify key factors to improve public speaking skills. -Design a self-care plan individually according to their needs. -Create a presentation in groups by reflecting on the content learned in the course and on their own performance (final project- health fair). -Integrate what they have learned throughout the course into their lives.

Evaluation Criteria

- Mind map presentation: 15%
- Journal entries: 20%
- Final project presentation: 30%
- Class participation: 20 %
- Role-play activity: 15 %

Mind map presentation rubric:

	1	2	3	4
Structure	Main concept is not clearly identified; subconcepts don't branch from main idea.	Main concept is identified; most subconcepts don't branch from main idea.	Main concept is easily identified; most subconcepts branch from main idea.	Main concept is easily identified; subconcepts branch appropriately from main idea
Content	The mind map presents no major points of the reading material.	The mind map misses most major points of the reading material.	The mind map misses some major points of the reading material.	The mind map includes the major points of the reading material.
Neatness	The mind map is not readable. (This may affect other portions of the grade).	The mind map is not very neat and orderly. The mind map is readable.	The mind map is somewhat neat and orderly. The mind map is clearly readable.	The mind map is very neat and orderly. The mind map is clearly readable.
Oral presentation	No eye contact with audience. Audience cannot understand presentation because there is no sequence of information	Displayed minimal eye contact with audience. Audience has difficulty following presentation.	Consistent use of direct eye contact with audience. Student presents information in logical sequence which audience can follow.	Holds attention of entire audience with the use of direct eye contact. Student presents information in logical, interesting sequence which audience can follow.

(Adapted from: <https://www2.uwstout.edu>, <http://www.teacherplanet.com>, and <http://www.rubistar.4teachers.org>)

Journal entry rubric:

	1	2	3	4
Completion	A few or no entries are present. (0-3 entries)	Some entries are present. (4-6 entries)	Most entries are present. (7-9 entries)	All entries are present. (10 entries)
Connection to content	A few or none of the entries have a connection to the topics seen in class.	Some entries have a connection to the topics seen in class.	Most entries have a connection to the topics seen in class.	All of the entries have a connection to the topics seen in class.
Details	Includes only two or fewer powerful aspects. Little attention has been given to strong or memorable images.	Includes a few powerful aspects, but they are the exception. The details could be stronger and more memorable.	Includes some powerful aspects, but the elements are not as strong as possible.	Includes powerful aspects; words, sentences, images, and so forth. The elements are strong and memorable.
Self-reflection	The journal is incomplete. Entries are missing or too short to provide a picture of the work that the student has completed.	The journal lists all of the decisions or activities that the student has completed, but there is no reflection included.	The journal includes some reflections on the student's decisions, but would benefit from deeper and/or more frequent discussion of the successes and challenges the student faced.	The journal includes thoughtful reflections on the student's decisions. It discusses successes and challenges evenly and shows deep insight into the student's process.

(Adapted from: <http://www.readwritethink.org>)

Role-play rubric:

	1	2	3	4
Participation	Rarely willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Always willing and focused during group work and presentation.
Presentation of character	Limited communication of character's feelings, situation and motives.	Adequate communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Convincing communication of character's feelings, situation and motives.
Achievement of purpose	Purpose is vaguely established and may not be sustained.	Purpose is established but may not be sustained.	Purpose is clearly established and generally sustained.	Purpose is clearly established and effectively sustained.
Use of nonverbal cues (voice, gestures, eye contact)	Limited variety of nonverbal cues are used in a developing way.	Good variety of nonverbal cues are used in a competent way.	Satisfactory variety of nonverbal cues used in an acceptable way.	Impressive variety of nonverbal cues are used in an exemplary way.
Creativity	Choices demonstrate little awareness and do little to enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate insight and powerfully enhance role play.

(Adapted from: <https://www.education.alberta.ca>)

Final project rubric:

	1	3	5
Critical Thinking	No evidence that higher level thinking skills were used in the creation of the final project.	Some to little evidence that higher level thinking skills were used in the creation of the final project.	Clear evidence that higher level thinking skills were used in the creation of the final project.
Self-reflection with examples	Nonspecific and general in nature, not related to specific course content. Demonstrates a little evidence of reflection, synthesis, or evaluation, using no specific examples.	Somewhat relates to specific information presented in the course. Demonstrates some insight derived from application and evaluation of course content, using no specific examples.	Clearly reflects on specific information presented in the course. Demonstrates unique personal insights derived from application and evaluation of course content, using specific examples.
Knowledge of the topic	Demonstrates a lack of understanding in the knowledge, skills, and strategies from the course.	Demonstrates some understanding in the knowledge, skills, and strategies from the course.	Demonstrates depth of understanding in the knowledge, skills, and strategies from the course.
Presentation Props	Props are not included as required or, if included, are not used appropriately or contributes little. May even detract from the intended meaning of the content.	Props may not be completely appropriate and contribute some to little to the intended meaning of the content. They are somewhat effective in communicating the intended meaning.	Props, such as objects related to the topic, audio, and posters effectively communicate and contribute significantly to the intended meaning of the content.
Communication	Information is not in a logical sequence which the audience can follow.	Information is in a somewhat logical format which the audience may have some difficulty following.	Information in logical sequence which the audience can follow.

(Adapted from: <http://bb.plsweb.com>)

Class participation rubric:

	1	2	3	4
Attendance/ Promptness	Student is constantly late to class and/or has poor attendance of classes.	Student is late to some classes and occasionally attends classes.	Student is late to a few classes and regularly attends classes.	Student is always prompt and always attends classes.
Engagement	Student never contributes to class by offering ideas and asking questions.	Student rarely contributes to class by offering ideas and asking questions.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student proactively contributes to class by offering ideas and asking questions more than once per class.
Listening skills	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	Student does not listen when others talk, both in groups and in class.	Student listens when others talk, both in groups and in class.	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.
Behavior	Student almost always displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student never displays disruptive behavior during class.
Preparation	Student is almost never prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is always prepared for class with assignments and required class materials.

(Adapted from: <http://teachers.teach-nology.com>)

SAMPLE ACTIVITIES

APPENDICES

Appendix 1: Questionnaire.

Dear students,

I have created this questionnaire as part of my graduation project. This questionnaire aims to enhance freshmen's lives by learning about self-care. Please answer the following questions and do not write your names. Your answers are extremely important to me! Thank you so much!

1. If you had to grade your current level of English, which would your grade be from 1 to 7?

My grade would be: _____

2. Order the skills according to your proficiency:

Reading: _____

Writing: _____

Listening: _____

Speaking: _____

Vocabulary: _____

3. How do you practice English at home? Please mark with an X the options that apply.

Listening to music: _____

Watching movies/ TV series: _____

Reading a book: _____

Doing homework: _____

Reading a newspaper or online news: _____

Surfing through the internet: _____

Other: _____

4. How often do the following activities take place in your English class? Mark with an X the option that applies to each activity:

Activities modality/ Frequency	Always	Often	Sometimes	Never
Activities in large groups (+5 students)				
Activities in small groups (up to 4 students)				
Activities in pairs				
Activities individually				

5. How would you define culture? Mark with an X the characteristics that you find most appropriate.

Traditions ____

Music ____

Clothes ____

Arts ____

Politics ____

Religion ____

Different lifestyles ____

People ____

Sports ____

6. Is culture important to me? Mark your answer with an X.

Yes, definitely! ____

Yes, but not that much ____

Maybe, I don't know ____

No, I don't care about it ____

Other: _____

7. If you were invited to a class to learn about culture, what would you expect to find?

I think I would find: _____

8. Do you know what self-care is? Mark your answer with an X:

Yes ____ No ____

9. What do you think self-care is about?

I think that self-care is: _____

10. Is self-care included in any subject at school? Mark your answer with an X.

Yes ____

No ____

*****11. If you answered “yes” in the question above, which class includes self-care?**

Self-care is included in: _____

12. How often do you do the following actions? Mark your answers with an X.

	Always (7/7)	Frequently (5/7)	Occasionally (3/7)	Rarely (1/7)	Never (0/7)	Does not apply (?)
Eat regularly (breakfast, lunch, dinner)						
Physical exercise						
Make time for self- reflection						
Listen to my thoughts, beliefs, attitudes, and feelings						
Make time away from cellphones, email, and the internet						
Write a journal						

Love myself						
Spend time in nature						
Be aware of non-material aspects of life						
Identify what is meaningful to me and notice its place in my life						
Meditate						
Strive for balance among school, relationships, play, and rest						

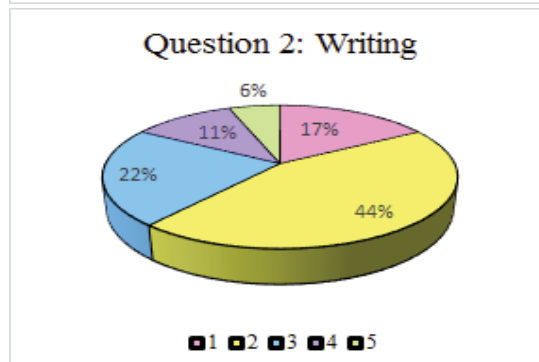
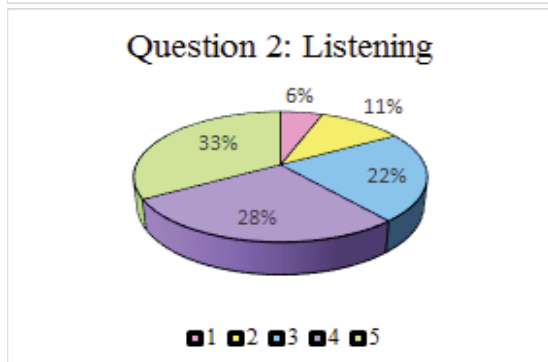
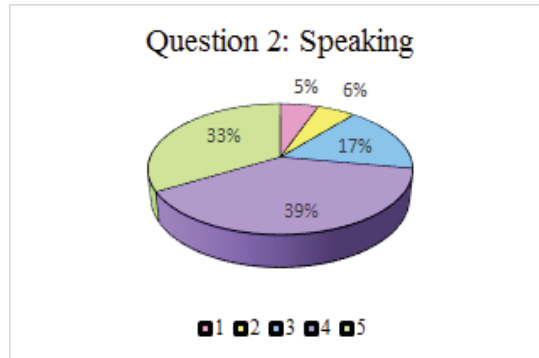
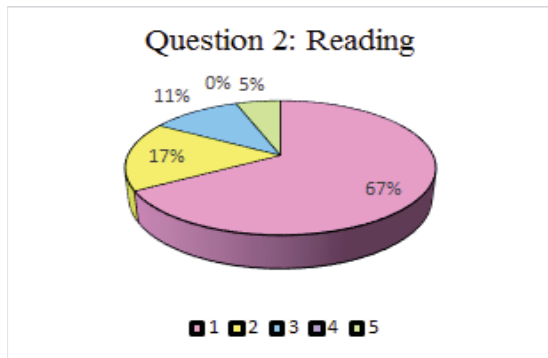
(Adapted from http://www.ballarat.edu.au/aasp/student/sds/self_care_assess.shtml)

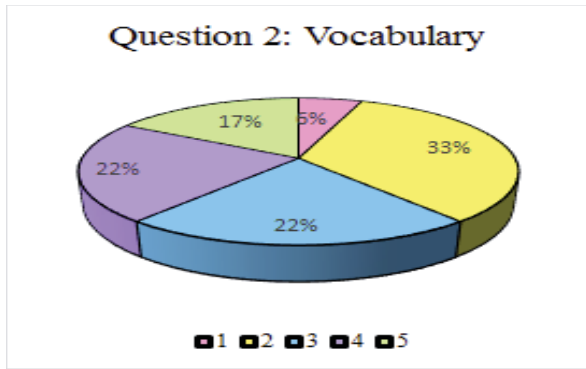
Appendix 2: Questionnaire results.

1. If you had to grade your current level of English, which would your grade be from 1 to 7?

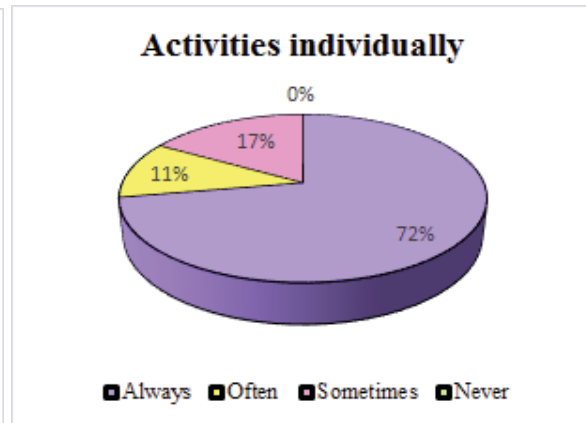
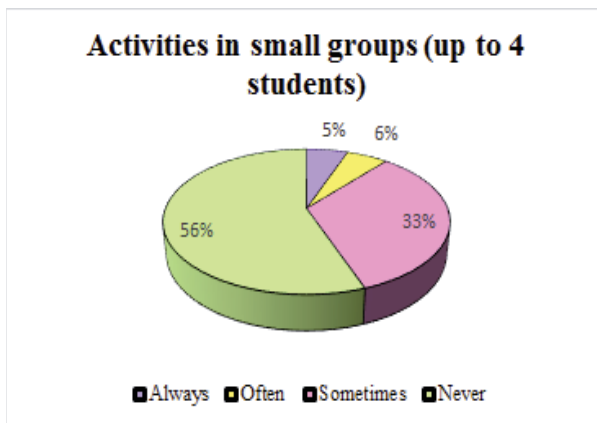
Grades	Answers
1.0	0 participants
2.0	0 participants
3.0	1 participant
4.0	4 participants
5.0	5 participants
6.0	7 participants
7.0	1 participant

2. Order the skills according to your proficiency:

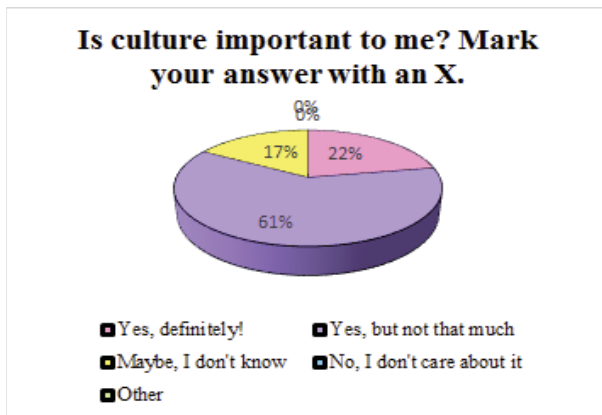




4. How often do the following activities take place in your English class? Mark with an X the option that applies to each activity:



6. Is culture important to me? Mark your answer with an X.

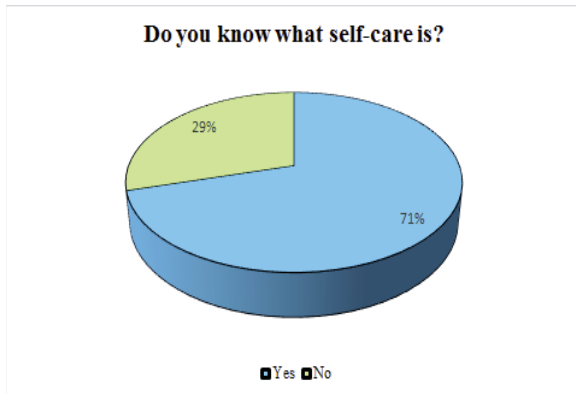


7. If you were invited to a class to learn about culture, what would you expect to find?

1. People using clothes related with culture
2. Music, arts, sports, lifestyles

3. Music, arts, different lifestyles
4. Different lifestyles
5. Arts, music, traditions and lifestyles maybe
6. Too many things, or dance and music. I don't know
7. Newspaper, paintings, monuments
8. Arts, music and sports
9. Joint weed
10. Paintings, monuments
11. I don't know
12. Music and sports
13. Music classica
14. Music, some lyfestyles
15. Music, religion, traditions, music, clothes, arts
16. A lot of strange people, with diferent kind of art and lifestyles
17. Maybe a little bit of everything that is part of our culture
18. Arts, traditions.

8. Do you know what self-care is? Mark your answer with an X:

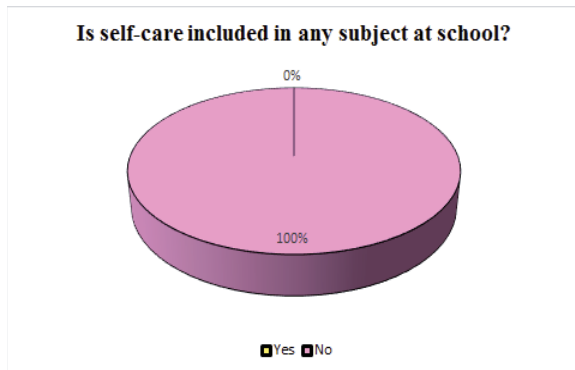


9. What do you think self-care is about?

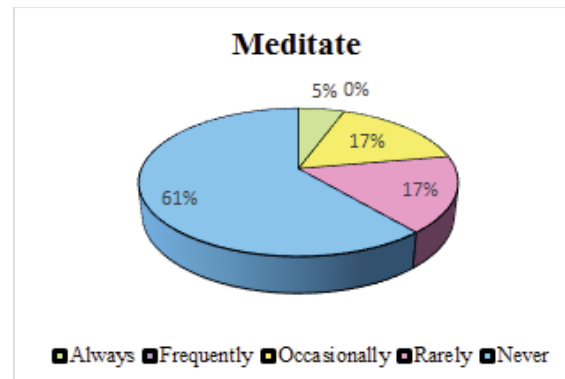
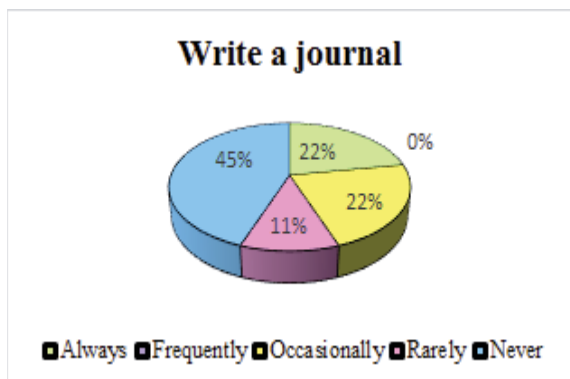
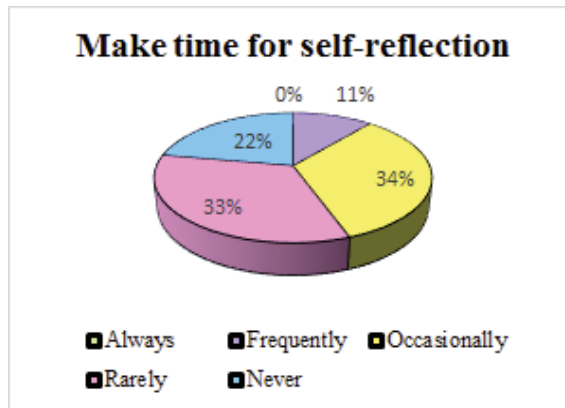
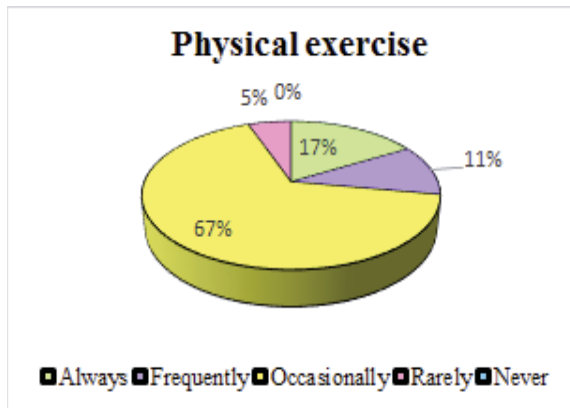
1. (no answer)
2. Know the things damage me and how avoid them
3. (no answer)
4. I dont know
5. Maybe with something about we
6. (no answer)
7. I think that lifestyle healthy
8. Eat healthy, do sport, sleep well, drink water, personal hygiene
9. Taking care of myself
10. Nothing
11. Eat healthy, do sport, sleep well, drink water, personal hygiene

- 12. Relation with myself
- 13. Help
- 14. Nothing
- 15. Respect ourselves
- 16. (no answer)
- 17. For me, self care means preoccupation on myself like the thing I feel right know, something like that.
- 18. Have a good healthy

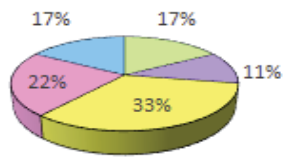
10. Is self-care included in any subject at school? Mark your answer with an X.



12. How often do you do the following actions? Mark your answers with an X.



Strive for balance among school, relationships, play, and rest



- Always
- Frequently
- Occasionally
- Rarely
- Never