



DOMINO EFFECT



The **aim** is for students to see **how they react to events** in their lives, reflect on the source of those reactions and learn how to control themselves or **redirect bad behaviors**.

The **competency** that we want to focus on is **Situation Management**, so that students can successfully control their reactions to external stimuli, emotions and internal impulses.

SEQUENCE

1. INTRO

Students **read the character's situation** and the table in which they explain their **reaction to the domino effect**. The most interesting point here is where the character placed their **STOP** to break the chain, i.e., where they stopped the action after reflecting on what happened. To finish, you can then have a **class discussion** that you can use to make sure students have understood the example.

This activity is to ensure students:

1. Understand that an event always triggers a feeling, a thought and an action.
2. See that it is possible to break and redirect a negative chain reaction at different times and in different ways depending on the person.

2. QUIZ

Here, students should respond sincerely and personally to the **question** about the emotion that is focused on with this month's Emoji: **fury**. To do this, they have to circle a number.

3. TOOL

1. In **"Event"** students write a **past event** where they think they **didn't react well**.
2. In **"Feeling"** and **"Thinking"** they write **what they felt and thought** about that event.
3. In **"Action"** they write **how they responded to that event** in which they lost control or acted negatively.
4. Once the middle column is completed, they have to think about **how they would break that negative chain**, the domino effect. Ask them to stick the **"STOP" sticker** where they think they should have reacted differently. They then write what the new reaction, feeling, thought, etc. would be, depending on where they placed the sticker.
5. To finish, place students into groups for a **group discussion** (or do this as a class) where students who would like to, tell the other students about their chain reaction and how they stopped it.

You can ask the following reflection questions at the end of the session: What happens when these situations are repetitive? When is the most effective time to **STOP**? Why? What strategies are the most effective? etc.

4. GAME!

1. Divide students into **pairs**.
2. Each student tells their partner about **an event** they regret because they **didn't stop the domino effect** in time and didn't know how to control themselves.
3. They then give each-other advice (as coaches) on when, how and where they could have broken the chain.
4. To finish, certain students could **act out one of the events** they discussed. First they role play the domino effect and then the same scene, but showing how they would break the chain.

Comments: Explain to the students that they can play this game in real life by offering advice to family or friends on how they can break a bad chain reaction. They can then stick a **"Got it!"** sticker in its spot and, if they like, tell their classmates about their experience.

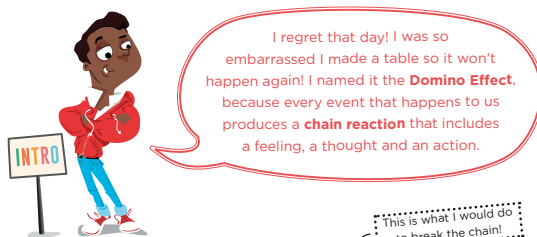
5. EMOJI OF THE MONTH

1. Before this session, bring a variety of **newspapers or magazines** to class, or ask your students to bring them from home.
2. Place students into **groups of three or four**.
3. Hand out the newspapers and magazines between the groups. They should look for any news story or event where the main character **didn't control their fury**.
4. Next, they **rewrite the story by** redirecting the domino effect and **breaking the chain reaction**, just like they did in the Tool section. They indicate when and where they would have placed the **STOP**.
5. To finish, you can then have a **class discussion** in which each group shares their news story and the changes they made.

Comments: 1. Optionally, but highly recommended, you could write the news and the alternative stories on a large poster and hang it somewhere visible in the classroom. We suggest using the title "Breaking the domino effect".

UNIT 6

DOMINO EFFECT



CHAIN	ACTS	BREAK THE DOMINO EFFECT
Event	The coach sent me to the bench.	
Feeling	Fury.	Stop. Calm.
Thought	Why has he decided to do this? I am the best player!	Stop. The coach has a point. This way, other teammates can play.
Action	I yelled at him and disrespected him.	Stop. I apologize to the coach.

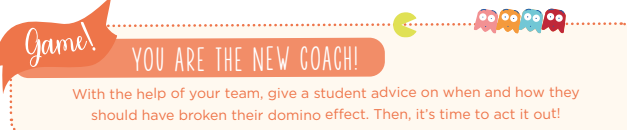


HOW MANY TIMES HAVE YOU BEEN ANGRY THIS WEEK AND WERE ABLE TO BREAK THE DOMINO EFFECT?

0 1 2 3 4 5 6 7 8 9

IT'S YOUR TURN THIS TIME. BREAK THE DOMINO EFFECT AND TAKE CONTROL OF YOUR LIFE!

CHAIN	ACTS	BREAK THE DOMINO EFFECT
Event		Sticker
Feeling		Sticker
Thought		Sticker
Action		Sticker



ARE YOU READY? NOW PLAY IN REAL LIFE!



PREMISE

"The author believes that multiple psycho-pedagogical implications can be extracted from this relationship; if emotion predisposes us act, this principle must be used to motivate the student; thus, one way, among others, to generate motivation is to introduce messages or any sort communication that contains an emotional dimension. Likewise, of great importance for educational practice is the relationships established between emotion and conflict: conflicts generate emotions that can aggravate the conflict, and emotions can generate conflicts. Different styles of conflict management are distinguished and different strategies that are useful for conflict situations are included (...).

"To delimit the concept of emotion, the author [Bisquerria, 2009] bases himself mainly on the theory of automatic assessment and cognitive assessment. Emotions are activated from the assessments of events, and the individual's assessment style will determine the emotion that is going to be experienced, and what is most important here, is that this style can be learned or modified, which entails important psycho-pedagogical applications."

1. Original text translated into English: Puerta Climent, E. (2012). Review by Rafael Bisquerria Alzina: Psicopedagogía de las emociones. *Avances en Supervisión Educativa*, (16). Retrieved from <https://avances.adide.org/index.php/ase/article/view/375> [Accessed: 16 October 2018].