Fighting insecurity

1. Design a plan about emotional security. Follow these steps.
   a. Analyse. What has made me feel insecure? Tick and give examples.
      □ Facing new activities.
      For example, .................................................................
      □ Getting to know new people.
      For example, .................................................................
      □ Having objectives to achieve.
      For example, .................................................................
      □ Thinking about the expectations that others have of me.
      For example, .................................................................
      □ Thinking about what others might think of me.
      For example, .................................................................

   b. Think about where your insecurity might take you.
      • Think about something that makes you feel insecure and think about what could be the worst possible situation.
        For example: If I risk getting on a camel, I might fall and embarrass myself in front of all the other people on the excursion.

      • Now, think about the situation again and say what you think is most likely to happen.
        For example: If I risk getting on a camel, I will go on a relaxing excursion around Timanfaya National Park with a lot of other people.
• Now analyse what you can lose if you let your insecurity take over and what you can gain. For example:

**What I gain**

- The security of not embarrassing myself.

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**What I lose**

- A beautiful ride around Timanfaya.
- The experience of getting on a camel.

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c. Deactivate your insecurity.
Write statements that can help you overcome your insecurity.
For example: Calm down, thirty people have just got on a camel and nothing has happened to them; you can do it too.

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d. Aim to feel confident. What things can you do to feel more confident? Tick.

☐ Concentrate on the activity or task that I am doing in that moment, without thinking about anything else.
☐ Avoid alarmist thoughts.
☐ Observe carefully the faces of the people around me.
☐ Think about how people will react.
☐ Put words in other people’s mouths.
☐ Relax listening to music before facing a new task or activity.
☐ Other: .................................................................
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e. Enjoy doing activities and getting to know new people!

**Emotional competences:**
Awareness of how emotions influence behaviour. Develop the ability to auto-generate positive emotions and enjoy life. To feel optimistic and capable.
2. Read the newspaper headlines.

<table>
<thead>
<tr>
<th>Are we served coffee at the right temperature? Questions and answers about the latest WHO (World Health Organisation) report warns about the risks of drinks that are too hot.</th>
<th>We’re going down Spain is facing a perfect demographic storm: emigration, an aging population and a low birth rate. From 2018, more deaths will be registered than births.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experts warn about the financial problems of the state financing well-being Economists […] discuss the risk an aging population poses to pensions and the health service.</td>
<td></td>
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<tr>
<td>Electronic devices without battery banned on some flights to the United States Security officers ask some passengers to turn on mobiles, tablets and computers to analyse if they contain explosives.</td>
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<td>A time bomb in German territorial waters At the bottom of the Baltic Sea the poison from 100,000 tonnes of chemical ammunition is leaking to the surface.</td>
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<tr>
<td>Threats from outer space A world network of scientists are constantly monitoring the sky. Space junk, asteroids and space atmosphere are the main dangers that threaten us.</td>
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<tr>
<td>Obama warns against nuclear terrorism “Every day it is clearer that the danger of nuclear terrorism is one of the main threats to world security,” claims the American president.</td>
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<tr>
<td>Tourism is worse for heritage than wars The uncontrolled urbanisation and climate change put monuments at risk at a constant but slower rate.</td>
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<tr>
<td>Experts detect 814 trees in danger of falling in the Retiro park. Madrid has cut down 187 specimens in the historical park and has submitted 108 to radar testing to determine if they are hollow or rotten.</td>
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<tr>
<td>Spain doubles the consumption of salt per person advised by WHO The excessive intake of sodium causes 2.3 million deaths a year in the world. 72% of the product is found in processed foods.</td>
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<tr>
<td>How many rashers of bacon are equivalent to a packet of cigarettes? Smoking and eating processed meat raise the possibility of suffering from cancer, but the difference between both habits is huge.</td>
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<tr>
<td>The Andalusian Federation of Rehabilitated Gamblers warns about the danger of addiction to games such as Facebook’s Candy Crush Rehabilitated Gamblers warns that some past times are dangerous because they are a precursor of the condition.</td>
<td></td>
</tr>
<tr>
<td>Petrol will be in short supply due to the increase in production of the United States. The International Energy Agency forecasts the global demand for crude oil in 2040 will be 15% higher than in 2013.</td>
<td></td>
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<tr>
<td>Roland Garros strengthened The terrorist threat raises security measures in the Paris tournament. Police presence increases by 25% with respect to 2015 and the tennis players are themselves searched.</td>
<td></td>
</tr>
</tbody>
</table>
• All these headlines cause feelings of insecurity. Classify them:

Insecurity about health
Insecurity about the environment
Economical insecurity
Insecurity about the future
Social insecurity

• Which of these news items do you find most alarming? Why?

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• Which institutions, organisations or companies do you think could be interested in creating this insecurity?

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• Write down six sources of information that you could consult to check the facts that appear in the news items that you have read.

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**Emotional competences:**

*Ability to critically evaluate social and cultural messages as well as those from the media.*