

Warm-up

Before class, find an image showing a candle burning on both ends. Then, in class, project the image and ask students to discuss: *What is happening? Why is it unusual? What idiomatic expression could it represent? What does the idiomatic expression mean? (to be excessively active, as by leading an active social life by night and a busy work life by day)* Finally, ask volunteers to share their answers with the rest of the class.

Teaching Tip

For Exercise 4

Before class, write out sample answers for Exercise 4. Then, ask students to read the sample answers and match them to the situations during class. Next, encourage them to share their own experiences with a classmate. For example:

1. *I felt uncomfortable since this person asked to borrow a lot of money. I didn't know if I could trust them.*
2. *I don't like it when this person gives me hugs. It feels as if they are trying to take advantage of me.*
3. *Sometimes they are intentionally trying to sabotage my work. It isn't fair.*

Differentiation Strategy

For Exercise 2

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 6.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 1



Skills for Life

Have you ever experienced burnout?

01 Look at the pictures on these pages. With a classmate, discuss what you think the people are feeling and why.

02 Read "Burning the Candle at Both Ends." Answer the questions below.

1. What kind of boundaries can be set?

physical, emotional, and financial

2. What are some benefits of setting boundaries?

to regain trust and understanding in our relationships

3. What can not setting boundaries cause?

physical and mental exhaustion/burnout/chronic stress

4. Why is it important to refuse to help sometimes?

to take care of ourselves

03 Read the text again. Order the steps to setting effective boundaries.

4. Speak up about the need to reinforce your boundaries.
2. Communicate your boundaries with others.
3. Identify if boundaries are being respected.
1. Become aware of what your personal boundaries are.

Burning the Candle at Both Ends

Maintaining personal and academic relationships is a lot of work. One way to relieve the strain is to set emotional, physical, or financial **boundaries**.

When we set boundaries, we let others know what we find acceptable and unacceptable so that when someone crosses a line, we can communicate that clearly to regain trust and understanding. Setting effective boundaries requires **assertiveness**, not aggression. Being clear about your limits doesn't mean you can't **compromise**, but it does mean avoiding getting walked all over.

When we don't set boundaries, we are more **prone** to overworking, overthinking, and overdoing. This can lead to **burnout**, a physical and mental exhaustion that stems from chronic stress. We are more likely to experience burnout when we let others take advantage of us, asking us to do favors or take on more responsibilities than we are able. Limiting how much we are willing to lend a hand makes it easier to refuse to assist after a certain point, knowing that taking care of ourselves is equally important.

Setting boundaries starts with identifying them. Perhaps you don't like lending money to friends or feel awkward discussing your feelings with certain people. By understanding what makes you feel uncomfortable, you will be ready to **convey** that to others. Afterward, continuous evaluation is required to determine whether additional communication is needed. Although it can be unpleasant to reinforce boundaries, this will lead to healthier relationships.



04 If you have ever experienced the situations below, check (✓) the boxes. Then, tell a classmate how you felt. Answers will vary.

1. Someone you don't know well asked to borrow money.
2. Someone of a different gender gives you many hugs, but you don't like this person.
3. Someone you know always asks for help even when they can see you are very busy.

Teaching Tip

For Exercise 5

First, write out the sentence halves on slips of paper, making enough copies. Then, during class, hand out one sentence half to each student. Next, ask them to mingle to find the student with the sentence half that best completes their sentence. Finally, the answers should be checked by the whole class.

Language Structures and Functions Tip

For Exercise 6

After completing it, tell students to work with a classmate to create a chart writing out the rules for one of the conditionals (Second, Third, or Mixed). Then, ask them to collectively write them on the board, giving each other feedback, asking questions, and correcting any inaccuracies as a whole class. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy

For Exercise 8

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 8.

Wrap-up

First, ask students to discuss the following questions with a classmate: *Why is setting boundaries difficult for some people? Is setting boundaries generally easy or difficult for you? What will you take away from today's lesson that will help you set better boundaries in the future?* Then, provide students with a post-it note. Ask them to write a few words with a reflection from question three and to post them on the board as a "gallery." Finally, invite students to read one another's comments in the "gallery."

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 7

⑥ Match the sentence halves.

1. If you didn't crowd Magda so much, a. they wouldn't have such a good relationship now.
2. If Mario hadn't shared his feelings with his mother, b. if he had had someone to talk to.
3. If Nadia hadn't lent Josh the money, c. she wouldn't have gotten angry when he didn't return it.
4. Ximena wouldn't feel burned out d. if he hadn't set better boundaries earlier.
5. Paco wouldn't be relaxed e. she wouldn't push you away.
6. Bobby would have been happier growing up f. if she didn't volunteer so much.

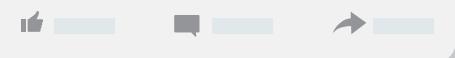
WHAT IS YOUR SAFE SPACE?



⑦ Underline the correct option to complete the sentences.

1. If you don't agree / didn't agree / wouldn't agree to everything, they wouldn't keep asking you.
2. If you don't pull / didn't pull / hadn't pulled away, Marsha would have given you a hug.
3. If you haven't / wouldn't have / hadn't said "no" before, Bertha would still be bothering you.
4. Mia wouldn't have gotten / had gotten / didn't get help if she hadn't spoken to her therapist first.
5. Bella still feels / would still feel / hadn't felt uncomfortable if she hadn't found the courage to speak up.
6. Meg would be / wouldn't have been / were burned out if she hadn't set clear limits.

⑧ Write a text message to a friend setting a boundary. Use conditionals. Exchange books with a classmate and ask them to write a response.
Answers will vary.



UNO*i*



⑨ With a classmate, write some boundaries for a situation in Exercise 4. Role-play setting boundaries. Afterward, discuss why setting boundaries was a healthy decision.