

## Warm-up

First, project images of different types of trees, such as *oak trees, saplings, Christmas trees*, etc. Then, in pairs, have students describe what they see in the images of the trees, such as *strength, youth, celebration*, etc. Finally, ask volunteers to share their descriptions with the rest of the class.

## Teaching Tip

## For Exercise 1

First, decide if students will work individually or in small groups to complete the Maker Zone project and if the presentation will be live or recorded. Then, the students will be drawn to their thoughts on their support network and how each member helps them. For both digital and live presentations, elicit or provide examples of what the trees may look like; for example, a strong oak tree with a lot of branches, each representing a source of support and guidance in the students' lives, or a tree that does not grow as large but has a few strong branches. Next, have students identify the type of tree they envision and use the tools to create it. Close the session by inviting students to create a role-playing scenario for this situation: *A classmate does not have a strong support network and does not feel it is important.* Afterward, give students time to brainstorm their role-play in pairs. Finally, invite different pairs to present their role-play.

## Differentiation Strategy

## For Exercise 2

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.

3.4

## Putting Down Roots

Teens' complex lives are constantly in flux due to the changes and challenges they face; therefore, support networks have been identified as one means of mitigating the stress and anxiety that day-to-day life can bring. The United Nations has identified teen mental health as a priority through its goals for 2030, having flagged this as a topic in need of more attention and investment if the goal of dramatically improving the situation is to be met.

While destigmatizing mental health concerns and guaranteeing access to services is essential, support networks provide connections and help less clinically and more permanently. First, teens need to recognize that they demonstrate strength when they ask for help, because there is no space for support without the willingness to appear vulnerable and unsure. Only then can students build, nurture, and take support from a varied network of friends, family, school community members, and professionals when needed. We have different people in our lives, which means we receive (and provide) various types of support, such as a friend who helps us decompress after a stressful exam, a family member or teacher who calmly listens and gives gentle guidance under challenging situations, and many others. Our connections make us strong.

It's time to become aware and document who you count in your support crew and what type of support you look to them for. When we receive this support, we're more likely to thrive, like a strong tree.

DO



## Putting Down Roots

In this Maker, you'll work individually or in a small group to build a physical representation of your support network.

1. Individually list the people you count as part of your support network: family, friends, school professionals, etc.
2. Write a brief note about what type of support they give you: good listener, help you put issues in perspective, advice, etc.
3. As a group, brainstorm the form your tree(s) will take.
4. Use the tools and materials in the Maker Zone to build your tree(s).
5. Create a brief presentation to explain the tree and what its form symbolizes.



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## Teaching Tip

## For Exercise 2

First, elicit the week's topics and exercises by having students review them in four groups. Then, have students individually rank the topics (or exercises, depending on what's best for your group) from *most 4* to *least challenging 1*, or another system that works best for you. Next, have them compare and explain their answers to the members of their group. Afterward, close the exercise with a report-back session, asking for a show of hands on the difficulty level for each topic. Ask students to reflect on their answers for a few minutes. Then, ask them to get together in four groups to share their experiences. Afterward, encourage listeners to ask follow-up questions and make connections between the different situations each student describes. Finally, the exercise will be closed with a whole-class report-back session on the most interesting stories from each group.

## Wrap-up

First, have students work in pairs to generate a list of the ways they can learn more about the week's topics and/or improve their understanding of each. Then, invite each student to make a voice recording of what they will do. Finally, ask them to send it to you and themselves so that it can be reviewed in the future.



## BE Aware of Your Progress

01 It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.

VG – Very Good

G – Good

N – Need to Improve

## I can...

reflect on the importance of having a support system.

assess most relevant scientific advances related to the study of space.

contrast the Great Depression with current economic crisis.

distinguish the social features portrayed in Latin American cinema.

 identify and use **Homographs** correctly, with and without pronunciation differences.

## Peer Assessment

## Self-assessment

02 Reflect on when you needed and received support from a network of people. Answer the following:

- › What type of support did you need?
- › Who helped you?
- › How did it make you feel?

Answers will vary.

SUPPORT COMES  
IN MANY FORMS