

HEALTH & WELLNESS



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Unit 3

Lesson 1

DO



THE MONSTER LIVING IN MY HEAD

By Justine Lessard

Imagine you are trapped inside a glass box, and someone drops you in the middle of the ocean. The box is slowly sinking to the bottom, and the pressure from the water all around you rises every second until the walls start to crack. First, the left wall cracks slightly, and some water begins to leak in, but you can cover the leaking water with your hand. Then, the right wall breaks, and you use your other hand to stop the water from coming in. But the pressure from the water keeps mounting, so the bottom of the box breaks, but you manage to cover the cracks with your feet. You don't know what will happen; you have no control over the situation. You feel invaded with **distress**, your heart beats faster, your body shakes, you feel nauseous and start to panic. Have you ever felt like this? I have every single day of my life.



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I remember being frightened of what may or may not happen in my life from an early age. What if I go to school and accidentally leave my books at home? What if my mother forgets to pick me up from school someday? All these worries and fears of something awful happening have been a part of me since memory serves me. It was always unclear why I was constantly distraught.

My name is Justine Lessard; I was born in Dijon, a marvelous city in east-central France. My parents came from a small farm in the outskirts of Dijon and moved to the city after they got married.

I am the youngest of three sisters, and lived there until I was 18 years old. My parents struggled financially while we were growing up but always highlighted the importance of academic achievements since they never graduated from college. They wanted their daughters to succeed and accomplish what they couldn't.

I have always **come across** as shy, quiet, worried, constantly nervous, and agitated. Everyone thought these were merely personality traits, but little did we know the truth would be unexpectedly different. When I turned six, my parents had a birthday party for me, and all I remember is how terrified I was that day.

There's a picture from that party where you can see the **nervousness** in my face and my body. I am standing in front of my cake, hunched over, holding part of the skirt of my dress between my tightly clenched hands, **horrified** as everyone stands around me.



During my elementary school years, my fears and worries worsened. They got to a point where I did not even want to go to school anymore because I began feeling uneasy and sick about being away from my parents. I feared something terrible would happen to them. I also feared not being a good enough student to get what they expected from me.

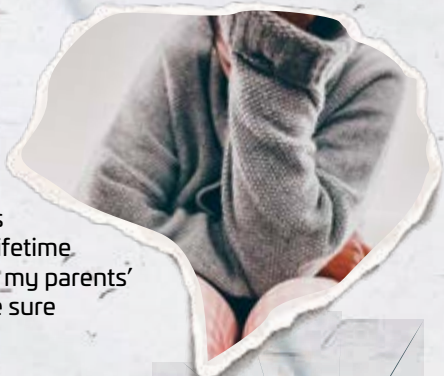
Those feelings and thoughts intensified throughout middle school and high school; however, I was unaware of how severe they were. My parents and sisters thought I was just going through my teenage years and that the changes they saw in me were normal, so they never thought of seeking help.

As my anxiety grew louder, it was challenging to relax because I was continuously overthinking and feeling stressed.





After I turned 18, I graduated from high school and decided to pursue an undergraduate degree in Applied Foreign Languages. To my surprise, I was accepted at Sorbonne University in Paris. I was aware that moving to Paris would be a massive step. Still, I felt an enormous amount of pressure because being accepted at the Sorbonne is not something you can turn down; it's a once-in-a-lifetime opportunity. Besides, I wanted so badly to live up to my parents' expectations that I had to take the **plunge** and make sure I excelled, regardless of how terrified I was.



The first few weeks at the Sorbonne were manageable, but I struggled as my classes became more challenging. I was very overwhelmed by all the homework and the pressure I was putting on myself. Furthermore, my parents called me every day to learn about my notes, and the stress from adapting to living in the most populous city of France was really too much.

One day, I got to class and felt particularly insecure and **self-conscious**. I felt like everybody was watching and judging me. Suddenly, I started feeling nauseous, and my pulse skyrocketed. I had chest pains and difficulty catching my breath. I experienced the most intense anxiety and terror in my life. Within minutes, I was lying on the floor, crying, and hyperventilating with my hands clenched in a fist against my chest, just like in the picture from my birthday party when I was little. I thought I was having a heart attack, and I was convinced I would die. My classmates assisted me and immediately called an ambulance. The paramedics drove me to the nearest hospital, where a physician diagnosed me promptly. I had experienced my first panic attack.



I saw a therapist who diagnosed me with Generalized Anxiety Disorder (GAD), a mental health condition in which a person struggles with excessive anguish related to situations around them, even ordinary ones. GAD is a genetic and biological condition that can be inherited and **stems from** an impairment in the brain chemicals that regulate emotional responses. A person with GAD experiences fears out of proportion, leading to panic attacks. Anxiety causes you to **withdraw** and isolate yourself from the world around you; it makes you feel emotionally **drained**, and it renders daily life excruciatingly painful.

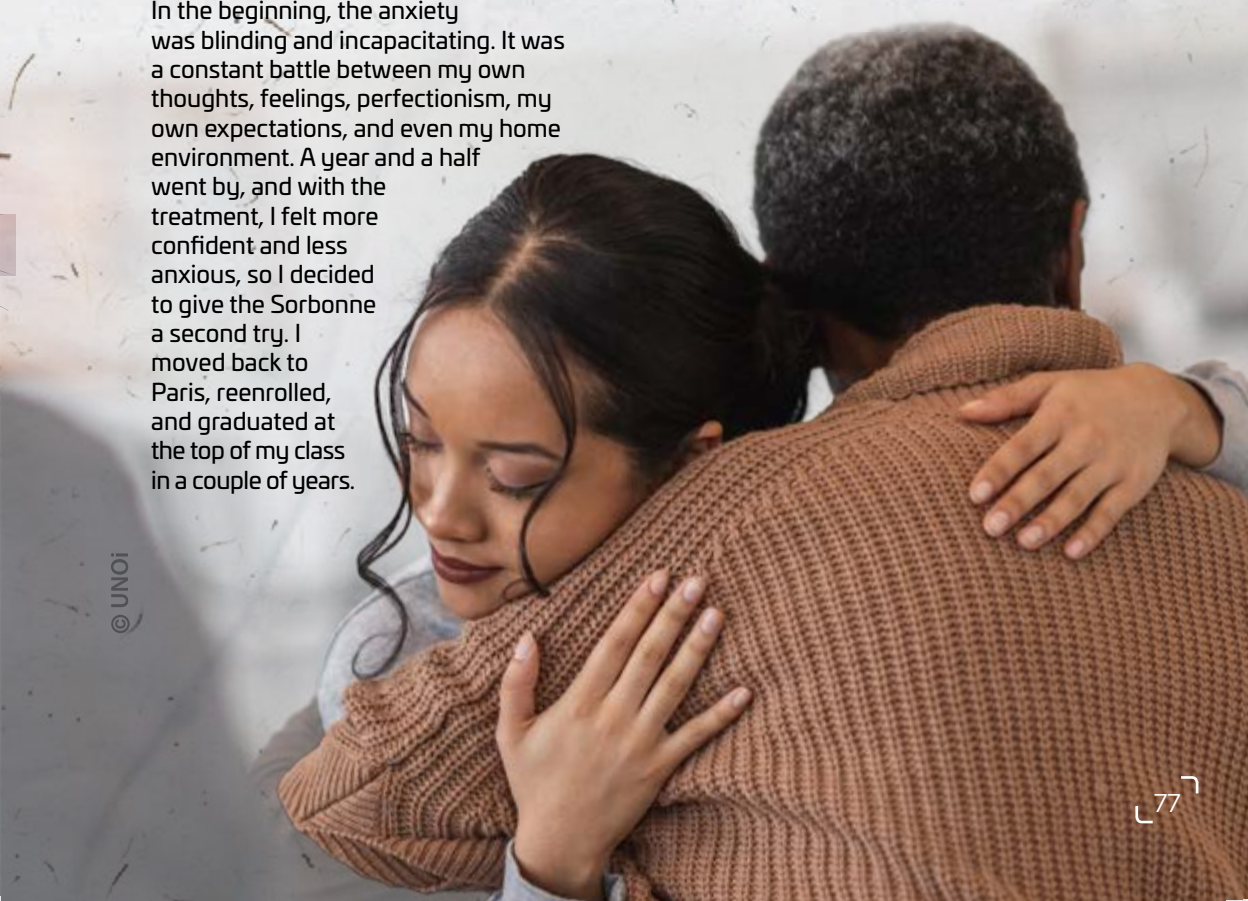


My therapist explained that I shouldn't feel guilty about having GAD (I actually did) because it is an illness just like any other. I also felt embarrassed to talk about it, but he reassured me I was born predisposed to it, and even though it cannot be cured, learning how to live and cope with it is possible.

Being surrounded by a support system was of **utmost** importance in my recovery journey. I made the tough decision to temporarily drop out from the Sorbonne and return to Dijon to start treatment while staying with my parents. I had psychotherapy sessions once a week for several months and took medications to help lessen the symptoms. Keeping a journal was also very therapeutic because I could express how I felt without fearing judgment.

In the beginning, the anxiety was blinding and incapacitating. It was a constant battle between my own thoughts, feelings, perfectionism, my own expectations, and even my home environment. A year and a half went by, and with the treatment, I felt more confident and less anxious, so I decided to give the Sorbonne a second try. I moved back to Paris, reenrolled, and graduated at the top of my class in a couple of years.

Dealing with anxiety has been a lifelong struggle that often feels like a monster too big to fight. Sometimes, when I start feeling like I'm trapped in the cracking glass box in the middle of the ocean, I pause, take a deep breath, and calmly reach for the tools in my pockets with all the valuable skills I've learned in therapy.





AWESOME READER AND WRITER



Reading Tip:

Looking for words that have a positive or negative meaning in a text can help you identify the emotional undertone of the author.

01 Read “The Monster Living in my Head” and write “T” for true statements and “F” for false statements. Then, work with a classmate and back up your answers with the text.

1. Justine was surprised to find out her fears and worries weren’t just part of her personality.

T



2. Justine liked living in Dijon.

T

3. If you met Justine before she was 18, you’d think she was outgoing and fearless.

F

4. The first few weeks Justine spent in Paris were the worst of her entire stay.

F

5. Leaving Paris and moving back to Dijon was an easy decision to make.

F

6. Justine’s anxiety has decreased considerably lately.

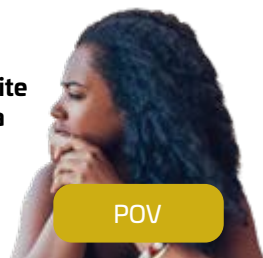
T

02 Look at the key words in **bold** in the text. Circle the correct option for each of the sentences below.

- I find myself **drained** / **distressed** after having a panic attack.
- Speaking in public always makes me feel very **nervousness** / **self-conscious**.
- Taking care of students’ mental health is of **utmost** / **very** importance for the school.
- I always experience strong feelings of fear that **come across** / **stem from** my social anxiety.
- Medications can help relieve the **disorder** / **distress** anxiety causes.
- I was feeling very stressed during the interview, so I think I **came across** / **caught** as very anxious.
- I used to be **horrified** / **relaxed** about the way I looked, but I feel more confident now.




03 The following categories are narrative techniques. Identify which ones are used in the text. Circle them and write an example of each category. Compare your answers with a classmate. *Possible answers*




Style	Plot	POV
metaphors similes personification imagery hyperbole alliteration	backstory flashback flashforward foreshadowing	1st person 2nd person 3rd person 3rd person omniscient
I thought I was having a heart attack, and I was convinced I would die.	When I turned six, my parents had a birthday party for me, and all I remember is how terrified I was that day.	Keeping a journal was also very therapeutic because I could express how I felt without fearing judgment.

04 Work with your same classmate and discuss the questions below. Go back to the text if you need help with your answers.



1. Why do you think the author decided to tell her story?

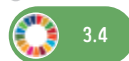
👍



2. How did Justine's story make you feel?

👍 💬 ➡

05 As explained in the story, mental health is really important. What can you do to prevent non-communicable diseases and promote well-being? Write in the spaces below two short-term goals to achieve this. *Answers will vary.*



Prevent

Promote

Lesson 2



3

80

DO



BENT, BUT NOT BROKEN

Depression is one of the most common mental health illnesses globally, and it negatively impacts how a person feels, thinks, and behaves. It is usual for most people to face difficult situations that cause stress and make them feel sad, angry, lonely, and scared. However, a person is considered to have depression when these feelings and low mood have persisted for a long time and are severe. People that suffer from depression can have trouble living their everyday lives and carrying out day-to-day activities. Despite being a challenging illness, depression is a treatable condition. Having access to **clinical** support and a solid social network can help manage and lessen the symptoms of depression.

This essay explains what depression is, its symptoms, and its causes. It then explores the benefits of having professional clinical treatment. Subsequently, it discusses the importance of having a strong social network when experiencing depression.

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WHAT IS DEPRESSION?

Depression is a mental health disorder and the leading cause of disability worldwide. Understanding depression sometimes can be challenging because it is a mental illness more than a physical one; it may be easier for a person to understand if someone else has cancer but understanding that someone has depression is more complex.

People can feel sad or depressed at times, depending on the circumstances they find themselves in. It is usual for a person to feel depressed after arguing, losing a job, losing a loved one, going through a divorce, or facing any hardship. However,

for most people, when challenging circumstances improve, the thoughts and feelings of depression tend to disappear, and they feel happy again.

When symptoms of depression **linger** for over two weeks and drastically interfere with a person's ability to work, carry out activities that they enjoy, or maintain relationships with others, depression must be considered as the diagnosis. Clinical depression, also known as major depressive disorder, causes sadness, loneliness, and lack of interest. It can lead to other more complex emotional problems and even physical issues.

SYMPTOMS

Because depression is more than just a short episode of sadness, it is not a state a person can easily get out of and quickly return to their usual self. Long-term treatment is usually required to address depression, including psychotherapy, medication, or a combination of both. Nevertheless, people that struggle with depression should not feel discouraged by the duration of the treatment, as it is possible to feel better and learn to manage its symptoms.

Some of the symptoms of depression can include:

- a low mood, feeling sad, tearful, empty, or hopeless
- more easily **irritated** and frustrated
- loss of interest in things that used to be **pleasurable**
- eating too much or too little
- memory issues, difficulty thinking, or making decisions
- worthlessness, excessive guilt, and low **self-esteem**
- sleeping too much or having trouble sleeping
- lack of concentration
- feeling anxious, restless, or moving or thinking more slowly
- loss of energy
- social isolation

In addition to the emotional and behavioral symptoms, depression can also result in problems in a person's physical health in the long term if left untreated, such as:

- debilitating aches and pains all over the body
- gastrointestinal symptoms, such as nausea, diarrhea, constipation, or bloating
- a weakened immune system, which leads to other illnesses
- severe fatigue that causes people to struggle with basic daily activities
- high blood pressure
- weight changes (either gaining or losing)



WHAT CAUSES DEPRESSION?

The exact cause of depression is still unknown to neuroscientists; however, some factors contribute to depression, such as a mix of inherited **genes** and a person's environment.

One of the factors considered to be related to depression is biological variations.

People with depression seem to have physical differences in their brains, and their brain chemicals also work differently. These chemicals, known as neurotransmitters, are in charge of regulating mood and, in people with depression, they do not function appropriately.

Another possible cause of depression is **inherited** traits. People who have a history of family members with mental health disorders are more likely to develop the condition. However, researchers have not found a specific gene associated with it yet. Personality traits and environmental factors are also thought to play a part in the disorder. People who get stressed more easily or suffer from anxiety may also develop depression.

Chronic severe illnesses, such as cancer, heart disease, diabetes, and strokes, affect a person's mood to the point where they can become depressed. Additionally, a traumatic childhood, stressful events, violence, abuse, **neglect**, substance abuse, and poverty are environmental factors that lead to depression.

Like the ones that occur during pregnancy, hormonal changes can alter how neurotransmitters function and cause postpartum depression.

There is still no diagnostic test that can help health care professionals predict when or who will develop depression. To make matters worse, since the symptoms of this condition are not tangible, identifying if someone is struggling with it is complicated because they may seem fine to everyone else around them.

TREATMENT

Perhaps the most critical part in treating depression is having access to professional clinical support specializing in treating this mental health condition. Treatment is more effective when started at the earliest signs of symptoms. Suppose a person is unsure about asking a relative or friend for help. In that case, their best option is to talk to their primary care provider, who can prescribe medication right away and refer them to a psychologist. Primary care providers will first rule out the possibility that depression may be caused by another **underlying** health condition, such as thyroid problems or vitamin deficiencies. Then, they will diagnose depression by doing a physical exam, asking questions about the patient's overall health, doing a psychiatric evaluation looking for signs and symptoms, and asking the patient to fill out questionnaires. Primary care providers can also offer reliable and thorough information on what depression is, what can cause it, and how it can be treated.





Thankfully, depression is one of the most treatable mental health conditions; most patients who undergo treatment find successful relief of their symptoms. The main two treatments for depression are medications and psychotherapy. Usually, a combination of both provides the best results and helps boost neurotransmitters, although some people choose to do only one over the other. The medications used to treat depression, referred to as antidepressants, help change the brain's chemistry and allow neurotransmitters to communicate better with brain cells. However, as with many medications, antidepressants can have side effects, including nausea, headaches, diarrhea, insomnia, and an upset stomach. These side effects are expected to resolve in the first couple of weeks, but a different medication can be prescribed if they do not improve. It is typical for antidepressants to start working after four to six weeks, so it is essential to be patient and to talk to a therapist in the meantime.

A physician will determine the duration of treatment with antidepressants depending on the severity of the depression a patient is experiencing. Still, on average, treatment with medication can last anywhere from six months to a year, or even longer.

Psychotherapy is also essential when treating depression. A type of therapy that helps improve symptoms of depression is Cognitive Behavioral Therapy (CBT), in which the patient and therapist focus on identifying and modifying negative or distorted thoughts. The goal of CBT is for the patient to change those negative thoughts and behaviors to face difficult situations more positively. Psychotherapy sessions are usually carried out between the therapist and the patient; however, sometimes, family members, friends, or people close to the patient can also participate. There are also group therapy sessions where patients can support others experiencing similar circumstances. The number of sessions a patient needs will depend on the severity of their condition.



SUPPORT SYSTEM

Talking about suffering from depression or a different mental health disorder has been a stigma for a long time. Most people who struggle with their mental health do not feel comfortable sharing what they think or feel. This is mainly because people who do not suffer from these conditions find it challenging to relate to others who do have them. Depression is not a weakness or simply part of someone's personality; it is an illness, such as asthma and diabetes, and it is crucial to understand it and treat it as such. A person with depression is not expected to get over the illness on their own, such as they would not be expected to heal from a broken bone on their own without doing any treatment. **Openly** talking about depression helps lessen the shame and guilt associated with having a mental health disorder; it opens up the dialogue and creates a safe space for people struggling to share their thoughts. Normalizing that depression can happen to anyone and that it is not a person's fault to be depressed helps eliminate the stigma around the illness and encourages people to ask for help.

Because people who struggle with depression have difficulty sharing their thoughts and emotions with others, depression can become a very lonely illness. Therefore, it is imperative to create a social network that can offer emotional



support. A social network or support system is a group of people available to provide support and comfort during difficult times, especially when a person is going through a crisis. Having a support system has shown benefits such as reducing stress and anxiety. The person who has depression knows there are people they can trust and lean on when they find themselves in a difficult situation. A social network can include family members, spouses, friends, and mentors. People who have depression need to be willing to ask their support system for help and advice, and they should accept the help as kindly as they can. At the same time, people from the social network need to be willing to offer help and positive but honest advice. A robust support system can help a person with depression maintain a connection to others and the world around them and reinforce that they are not alone and do not have to fight depression all by themselves.

CONCLUSION

This essay presented a clear definition of what depression is and the symptoms that can help identify and diagnose it. It also provided arguments that show that having access to clinical support through medications and psychotherapy can significantly reduce symptoms of depression. Having a solid social network that provides emotional support and comfort when needed is also paramount.

Depression is an illness, and it should be taken as seriously as any other medical condition. The stigma around suffering from depression should decrease by talking about it and by reducing feelings of shame and guilt around having it which, in turn, will give people a safe space to seek treatment. It is all a matter of receiving adequate care and support from loved ones.



AWESOME READER AND WRITER



Reading Tip:

To understand the purpose of a section of a text, read the whole section and ask yourself: What is the main point the author wants me to learn or take from this section?

01 Read “Bent, but not Broken” and look at the seven sections of the text. Write what the purpose of each section is in each bubble. Possible answers

Introduction

Present the topic of the essay, the thesis statement, and the organization of the essay.

What causes depression?

Explain the biological, environmental, and genetic causes of depression.

Support System

Explain why it's important to talk about depression and have a group of trusted people to talk to.

What's depression?

Help understand that depression is an illness and mental health disorder that lingers more than regular episodes of sadness.

Treatment

Emphasize that managing depression symptoms is possible through therapy and medications.

Conclusion

Return to the thesis statement, tie together the main points, and show why the arguments matter.

Symptoms

Inform about the emotional, behavioral, and physical symptoms of depression.

02 Complete the following summary with key words from the text.

Depression is known to be related to differences in how the chemicals of the brain were 1. inherited in different people. It is also believed that some of the 2. underlying causes are related to the environment where upbringing occurred. Some of the symptoms of depression include irritability, isolation, low 3. self-esteem, and lack of interest in activities that a person once found 4. pleasurable. In order to fight depression, it is paramount to 5. openly express ourselves. To treat a diagnosis of depression, getting 6. clinical help through therapy is extremely important.

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03 Work with a classmate and look at the following statements from the text. Write “FI” in the box if they present factual information or “WO” if they present the writer’s opinion.

1. It is believed to be less complex to understand a person suffers from a physical illness rather than a mental one.



WO

2. Long-term treatment is usually required to address depression, and it includes psychotherapy, medication, or a combination of both.



FI

3. In addition to the emotional and behavioral symptoms, depression can also result in problems in a person's physical health.



FI

4. Due to the complexity of the untangible symptoms a person with depression can struggle with, it might be difficult to spot their battle.



WO

5. Telling a person to get over their alleged episode of sadness is not helpful if they are struggling with depression.



WO

6. In Cognitive Behavioral Therapy (CBT), the patient and therapist focus on identifying and modifying negative or distorted thoughts.



FI



04 Work with a classmate and discuss the following questions. Then, write your final thoughts regarding depression in the space below. Answers will vary.

1. Do you agree with the author that talking about depression has been a stigma for a long time? Why?
2. Do you personally know someone who has struggled with depression?
3. What would you tell a friend if they opened up to you and told you they are suffering from depression?



Lesson 3

DO



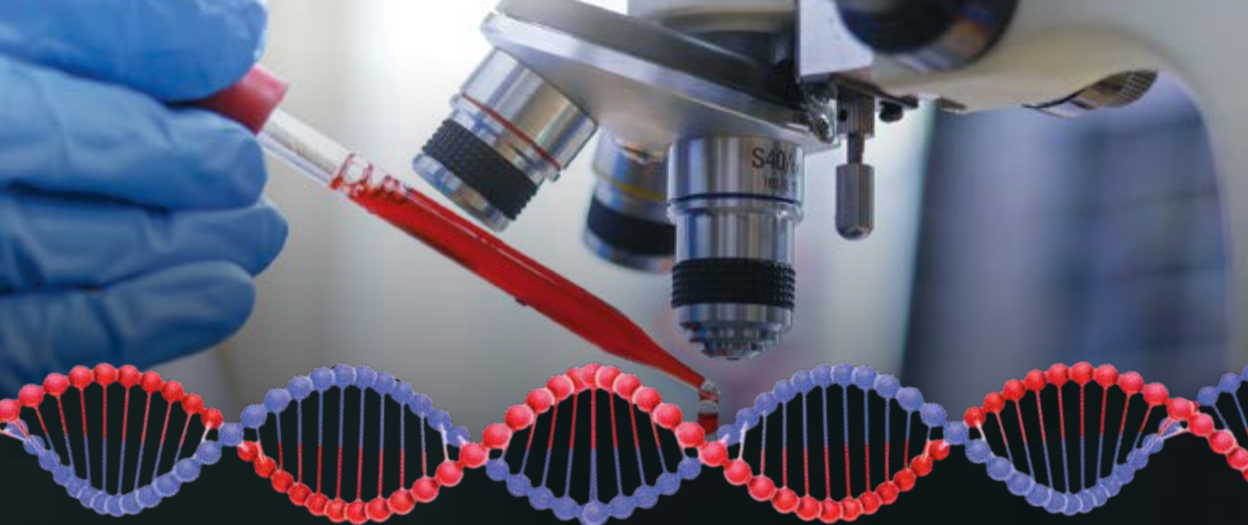
Accepting the Positive

Last Pride was the most remarkable breakthrough. My life turned upside down. I got tested and was summoned to the clinic. There was this part of me that, deep down, always knew it, like my gut instinct telling me that something was off. Yet, I didn't want to believe it. That's why I had put off the test in the first place. When the doctor broke the news, I was in a movie called "The Worst Day of Your Life." The protagonist, aka Benjamin Oman, is at a clean white office. His face is disheveled, but he seems to be paying close attention to the doctor. The truth is I was having an out-of-body experience.

I could see myself from above all poker face but couldn't stop my right foot from tapping. Luckily, I was wearing sneakers, and the doctor wouldn't notice the sound. He kept talking in a most solemn tone, moving his hands in an Italian fashion, handing me brochures that I would toss immediately as soon as I got home. My consciousness got back inside my body as he repeated my name for the third time. I nodded. He must've given me all the directions to follow at that moment, but since I wasn't really there, I wasn't able to remember any of them. After the initial shock, everything was a whirlwind of emotions.



3



I spent days afraid to tell anyone. I was embarrassed about going to the clinic again. I was angry at myself for cheating myself into thinking that this wasn't serious. All the information they had given me dumbfounded me. "This is ridiculous!" I thought to myself. "We are not in the 80s when people died after being diagnosed." But, is it just HIV? I honestly didn't have the faintest clue of anything. I felt all the prejudice against me would follow since the stigma around HIV **prevails**. I even considered myself socially unacceptable and avoided gatherings. My mental health started deteriorating. The secrecy, humiliation, and guilt about being HIV+ were eating me alive.

I finally came to terms with sharing this essential information about my health with my best friend, Pah. Hadn't it been for them, I wouldn't even have gotten tested. In their quest to find themselves, Pah had started advocating to tackle misinformation regarding everything. I mean racism, transphobia, HIV stigma, etc. Pah is non-binary and comfortably open-minded. They reassured me that nowadays patients who have HIV and take medications can live perfectly everyday lives without others even realizing they have it. "The key to this has been information," they said. Pah kindly encouraged me to start treatment. "Write to the clinic. Express you want to understand your condition.

Be straightforward. There's nothing to be ashamed of." Despite their advice, it took me a while not to be terrified. I was in emotional turmoil because I believed I had done something wrong. Thus, I deserved to be sick.

However, I found this guy one day while I was utterly depressed in my bed, mindlessly scrolling through TikTok. This activist talked about how people with HIV experience intense emotional distress:

"Many of them have internalized the stigma. Thus, they have convinced themselves that being HIV+ defines them and can't do anything because they are ill. They usually isolate themselves and feel **shameful**, fearful, and guilty. **Subsequently**, they may refuse or even decline treatment."

"Me!" That deeply resonated. I understood it was high time to change. I opened my laptop and began typing as fast as I could all the questions and worries that had been going on for months in my mind. This was the clinic's response:





New message

From: Lawrence Dench
To: ben.omann@gmail.com
Subject: Protocols

Dear Benjamin,

I hope this email finds you well. My name is Lawrence Dench, and I am the head physician at the clinic A Positive Life (APL). As you know, we are an organization with a mission to end HIV stigma and help patients who are HIV+ live their lives to the fullest. I am writing to reply to your questions and inform you of the steps to be followed.

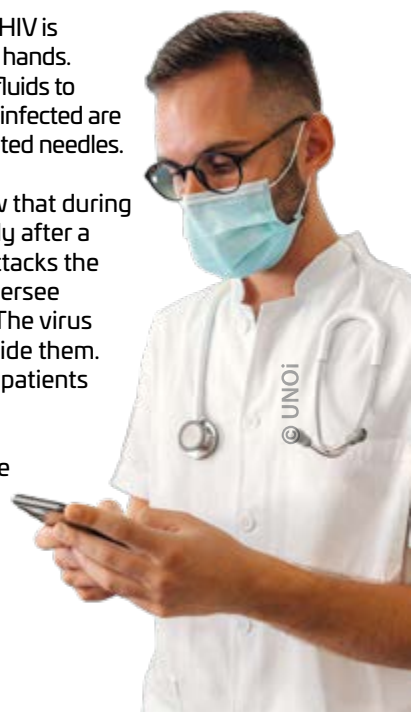


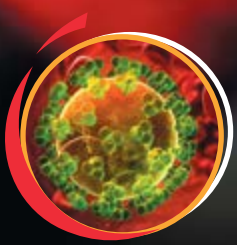
Most people fail to comprehend that HIV is simply a virus, like many others, and that there are very effective treatments for it. Let me begin by explaining how the virus works: The immune system protects the human body by fighting microorganisms, such as viruses, bacteria, and parasites that cause illnesses and infections when they enter the body. Although a healthy body is equipped to fight such intruders, sometimes they are stronger than our immune system. A little additional help is required to fight these microorganisms through treatment and medications. There are several diseases from which people can be cured. However, there are other illnesses that no cure exists yet, such as HIV (human immunodeficiency virus).

Secondly, what is of utmost importance to understand is that HIV is not transmitted through everyday situations, such as shaking hands. A person can only transmit it through the exchange of bodily fluids to another person. The most common ways in which people get infected are through having unprotected intercourse and using contaminated needles.

Regarding the development of the disease, you must know that during the first phase of the infectious process of HIV, immediately after a person becomes **infected**, the virus invades the body. It attacks the immune system's cells, more specifically, T-cells. These oversee the body against infections caused by bacteria and fungi. The virus uses T-cells to write its genetic code and replicate itself inside them. In general, during this first stage of the infectious process, patients present symptoms similar to those of the flu.

Patients may appear and feel completely healthy during the second phase, which can last from months to years.





Still, the virus continues to replicate and destroy T-cells. And when their count reaches a significantly low level, patients are at high risk of contracting infections that a healthy immune system would fight without a problem, but that for an HIV+ patient would be deadly. When the infectious process of HIV reaches this stage, it is known as AIDS (acquired immunodeficiency syndrome). It is relevant here to differentiate this since, unfortunately, the terms HIV and AIDS are still used interchangeably as if they were the same thing, but they are not. Without receiving any treatment, it can take up to eight years for a person with HIV to develop AIDS. This is a chronic condition that can put people's lives at risk by damaging the immune system to the extent that it can no longer protect you. Therefore, the condition becomes deadly instead of the virus itself. However, current medications to fight HIV are highly effective at maintaining the virus levels in the body at low counts. Actually, we are currently promoting our annual awareness convention that will take place in November 2022. We will present the latest research about U=U (undetectable=untransmittable). This means that patients on antiretroviral therapy have achieved an undetectable viral load count. This count is so small that they cannot transmit the virus to others.



Finally, I must say that there is an extensive team of specialists here at the clinic that will help take care of both your mental and physical health. As part of protocols, you must have complete checkups twice a year. There are individual and group psychotherapy sessions and monthly appointments to receive adequate medications, such as retrovirals. At the group sessions, you will receive further information. And last but not least, there is our activist group in which we focus on creating awareness campaigns to challenge outdated beliefs regarding HIV. These campaigns are aimed at fighting against HIV stigma. We work with well-known sponsors to market them online, thus reaching the youngsters who are in a critical age because people have false impressions about the disease that can have serious consequences.

I hope that this information fully addresses your inquiries and concerns and urges you to make an appointment as soon as possible at the clinic to start treatment and feel less anxious.

Should you have further questions or comments, please do not hesitate to contact us.

I look forward to hearing from you soon.

Best regards,
Lawrence Dench
APL Outreach

This was definitely a lot to take in. I needed to process it all, but most importantly, I ought to go to the clinic. So, I headed there, and while waiting, I binge-watched the videos of the activist who was also on IG.

"I could not believe I had just experienced discrimination firsthand. After that incident, I realized HIV stigma is more widespread than I knew. This turning point led me to become an activist for HIV+ rights. I started calling out discriminatory behaviors and began to spread the word. I have been fighting tirelessly to eradicate discrimination and misconceptions about HIV. Today, it is **safe to say** that my fight is finally paying off . . ."

"**What on earth?** Discrimination? Really?" I sent Pah the video with a confused emoji. I didn't hear from them until this email:

New message

Hey, Ben!

How's it going? I hope you finally made up your mind and went to the clinic! XD



Soooo . . . that video. Tbh, he is totally legit. As far as I know, he has been through a lot. It is sad, but it is true. There is still a lot of discrimination against people who have the disease. Many people still have an outdated view of HIV because they suppose that the situation with it is the same as it was in the early 1980s. Back then, it was **alleged** that the gay community was responsible for causing an epidemic of AIDS. All these **obsolete** ideas encourage the fear of getting infected with HIV. The combination of fear and judgment fosters stigma, which can result in violence toward people with HIV, abuse, disrespect, discrimination, labeling, stereotyping, rejection, and even hate crimes. You know, like that time I was at your place feeling sorry for myself, totally humiliated, believing I was unworthy because I had just been discriminated against? Hadn't you been there for me, I don't know what could've happened, honestly. Your support meant the world to me.

I think about what I've had to endure for identifying myself as non-binary. It kills me how hard it has been fighting discrimination. Now I'm thankful for it all because I can draw from those experiences to raise awareness on how damaging prejudice can be.



Thus, that dude on social media is totally right. I've seen him in rallies too. He's cool and genuinely passionate about the cause. He promotes that HIV stigma results in a lack of respect and dignity toward people who have it. We need to understand that judgment and discrimination deter people's lives to end this. As you well know, lol.

Anyhow, I don't mean to lecture you, man. Though I do think it is essential that you comprehend that power is knowledge and that power entails a great responsibility (hahaha! I know it is not the same as in the comic.). Consequently, there are also severe moral judgments about sexual behaviors. It is thought that if you have HIV, you deserve to have the virus because you chose to put yourself in unacceptable risky situations. What's more, nowadays we even make the differences between the words "transmitted" and "infected." We gotta be really careful with what we say.



The painful manifestations of disgrace cause people living with HIV to buy into these ideas, and we must stop that. Why don't you come along to the next protest? We can catch up like old times, and I'll introduce you to my community. Having a sound support system can help HIV+ people feel like they have a space to share their concerns and seek trusted advice from someone who makes them feel comfortable and safe. It might be good for you to find this community.



Get back to me soon, please!

Miss you loads,
Pah





AWESOME READER AND WRITER



Reading Tip:

To increase your vocabulary of functional language, look for expressions within the text and identify what context they are used in.

01 Read “Accepting the Positive” and underline the word that completes best each sentence.

1. Ben has never / **always** been discriminated against because of his HIV status.
2. HIV stigma prevails because there are **treatments** / misconceptions about the disease.
3. A Positive Life is interested in Ben’s **activism against HIV stigma** / treatment.
4. The current situation with HIV and AIDS is **identical to** / unlike how it was 40 years ago.
5. AIDS is a complication / **consequence** of HIV.
6. The stigma affects HIV+ people mentally, and it interferes with their treatment and outcome / **death**.



02 Find the key words in the text. Read the sentence before and after the words and phrases and guess their meaning from context. Work with a classmate and together write a sentence using each of the words and phrases below. *Answers will vary.*

Anyhow

What on earth?

Get back to

Safe to say

03

Look at the emails. Identify the expressions that reflect the register used in each email and write them down in the organizer below. What are the registers used?



Lawrence's email

Formal Register

Dear Benjamin,

I hope this email finds you well.

I am writing to inform you about

I look forward to hearing from you.

Best regards,

Pah's email

Informal Register

Hey Ben!!!

How's it going?

Sooooo . . .

You know

lol

Miss you loads

04

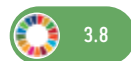
Work with a classmate. Imagine you are Ben. Write a response to Pah's email. In your email, what register will you use? *Answers will vary.*

Dear Pah,



05

Having quality health-care services is essential when it comes to HIV as you have just read. Work in groups of five and follow these instructions.



1. Create a campaign that promotes access to safe, effective, and affordable medicines for all.
2. You can use any media to communicate the steps to accomplish this goal.
3. Make it viral in your community and among your followers.

The Writing PROCESS

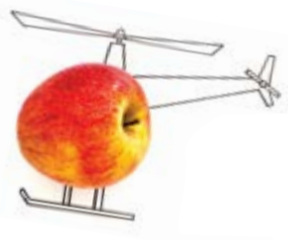
3 (AUTO)BIOGRAPHY

DO



Analyzing

01



02

Brainstorming

Organizing

03



04

Drafting



05

Editing



06

Publishing & Assessing

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01 Analyzing

Go back to the text “The Monster Living in My Head” and look at some of the elements an autobiography should contain on the left. Match them with the events from Justine’s story on the right.

Analyzing Tip:

Analyzing a heartfelt account is an opportunity to become empathic with the main character as well as understand their point of view.

Elements	Events
1. setting and characters	a. Her anxiety was too high, and she had to drop out of university and moved back to Dijon.
2. general experiences of main character	b. The Monster Living in My Head
3. detailed and descriptive memory from the past	c. I was referred to a therapist who determined I was suffering from GAD.
4. main conflict and climax	d. She went to school and always felt worried and fearful. She went to therapy and took medication.
5. resolution	e. Justine was born in France. She lived in Dijon and Paris. Her parents came from a farm. She had three sisters.
6. unique and compelling title	f. She had a panic attack in class at the Sorbonne.
7. first person narrative voice	g. She learned to manage anxiety, went back to university, and feels better today.



Think of your own text. Complete the organizers with different ideas. Don't forget to connect it to your Maker Zone activity.

Brainstorming Tip:

When writing an autobiography, come up with as many details and narrative techniques that you want to use.

Title

Setting

Character & Conflict

Rising Action

Climax

Resolution

Now it's time to write your own text. How would you organize it? Sketch what information you would put in each paragraph. Use your ideas from the previous stage.

Organizing Tip:

From all the ideas you had before, use the ones that will make an appealing story. Remember there must be rising action, a climax, and falling action.



It's time for you to write your first draft!
Use the checklist below and follow these instructions:

1. Try to write using some of the language and vocabulary you have previously read, but don't worry too much this time about using it all correctly!
2. Use a model to help you.
3. Don't forget to include all the components your text needs.
4. You can write it anywhere as long as it is accessible to other people.
5. Don't forget to connect it to your Maker Zone activity.

Drafting Tip:

Biographies are sometimes meant to come off as cautionary tales. Thus, it's crucial that if that is the case, a moral is included.

☐

I know whether I'll write a biography or an autobiography.

☐

Depending on that, I will use the appropriate POV.

☐

I know which actions must be included in the text.

☐

I know how many words are needed.

☐

I know how to use literary devices to further the narrative.

☐

I have chosen an appealing title.

☐

I know when the story will take place and use correct references to that time.

☐

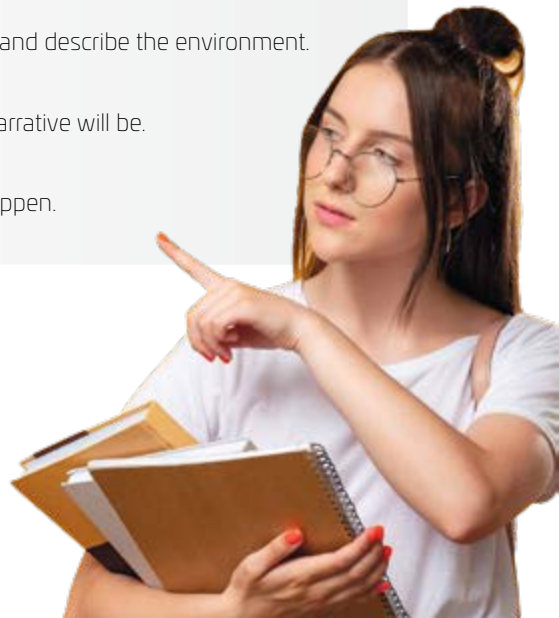
I know where the story will take place and describe the environment.

☐

I know what the main conflict of the narrative will be.

☐

I know how the climax will come to happen.

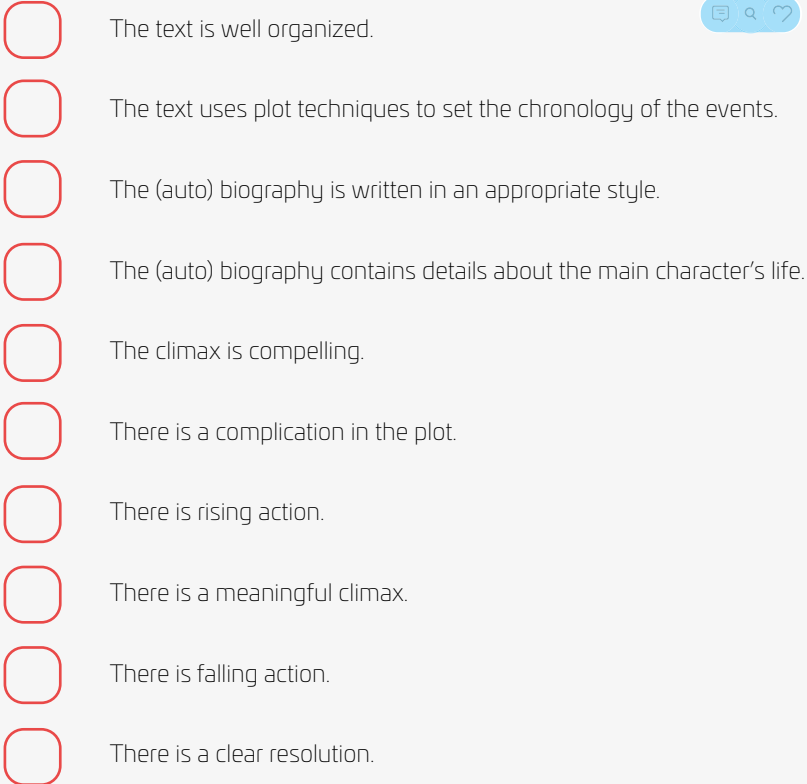


Self-editing

Read your first draft and make any necessary changes. Use this checklist to help you.

Editing Tip:

After writing your first draft, record yourself reading it out loud. This will give you a sense of how appropriate the punctuation and the words you chose are.

- 
- ☐ The text is well organized.
 - ☐ The text uses plot techniques to set the chronology of the events.
 - ☐ The (auto) biography is written in an appropriate style.
 - ☐ The (auto) biography contains details about the main character's life.
 - ☐ The climax is compelling.
 - ☐ There is a complication in the plot.
 - ☐ There is rising action.
 - ☐ There is a meaningful climax.
 - ☐ There is falling action.
 - ☐ There is a clear resolution.

Once you've finished self-editing your text, give it to a classmate. Ask them to read it and then to answer the checklist on the next page.

Proofreading

**After self-editing your work, give it to a classmate to proofread.
Tell them to use the checklist below and write some feedback for you.**

Proofreader's Name: _____

➔

- ☐ I found the title alluring.
- ☐ It was clear who the main character was.
- ☐ It was logically presented in terms of time.
- ☐ The setting was plausible.
- ☐ The plot was believable.
- ☐ The text is coherent and cohesive.
- ☐ The register is appropriate.
- ☐ There were detailed descriptions of memories from the past.
- ☐ The language is vivid.

Write some feedback for your classmate:

Once your text has been proofread, work on your final version at home using the Final Version checklist on the next page.

Final Version

Write the final version of your text!
Remember you can do it anywhere you want as long as it is accessible to others. Use this checklist to help you!

Publishing & Assessing Tip:

Before publishing any text, remember the 5-Rs strategy: read, react, rework, reflect, and refine.

- ☐ The text accomplishes the function of its type.
- ☐ I have checked language structures and functions.
- ☐ I have checked that every word is spelled correctly.
- ☐ I have used appropriate vocabulary.
- ☐ The setting is evident.
- ☐ The POV is consistent.
- ☐ I have included all the necessary information.
- ☐ I used appropriate punctuation.
- ☐ I selected an attractive title.
- ☐ The characters are relatable.



I also need to check:

Assessment

It's time for your assessment. First, ask a classmate to read your text and assess your performance (Peer Assessment). Later, assess yourself (Self-assessment) based on how you felt during this writing process. Finally, ask your teacher to assess your text (Teacher Assessment) and provide feedback to improve.

VG - Very Good

G - Good

N - Need to Improve

	Peer Assessment	Self-assessment	Teacher Assessment
1. The (auto) biography has an intriguing title.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The POV is explicit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The setting is coherent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Characters are recognizable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The main conflict is apparent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There are memorable flashbacks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The climax is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The resolution is unequivocal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discuss with a classmate if you think biographies are relevant and reliable. Can they help us understand the past in a different way? Write a short paragraph with your conclusion. Answers will vary.



ETHICS OF INNOVATION

A close-up photograph of a person's arm wearing a vibrant, multi-colored prosthetic arm. The prosthetic arm is holding a human hand. The background is a blurred outdoor setting with a paved ground and some foliage.

Lesson 4

DO



THE ROBOT STRIKE

Amanda

OK, I've got chem lab first, so I only have a couple of minutes to catch up. Just the highlights: the best and worst parts of the weekend.

Mario

Best: a movie that Netflix recommended turned out to be a real edge-of-your-seat thriller. I was like: OMG! if it comes up, you shouldn't skip it. Worst: scanning and bagging groceries at the self-checkout grocery store. And what about you, Amanda?

Amanda

Worst: watching the robot vacuum to ensure it didn't suck up anything valuable. Best: online shopping while supervising the semiautonomous household appliance. In minutes, the wish list was evaluated, the best options were selected, available funds were confirmed, and the transaction was completed while conducting my household duties. **Take it from me, online shopping is the best. LOL!**

Mario

What about you, Chloe?

Chloe

Worst: driving my mom to my aunt's house, but because of GPS, we didn't get lost. Best: getting a book called *The Robot Strike* from my cousin.

Mario

How dare you start a new book without us. Could you give us a synopsis?

Chloe

POV: futuristic teen; where she lives everything is automated. She even has a commlink implanted in her brain.



8

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Although the sun had already risen, Mara's bedroom was a subdued and dark oasis from the whirlwind day to come. Today was the annual speech contest at school, and Mara hoped to win. At precisely 7 a.m., the room filled with birdsong, and Mara opened her eyes. After she took a deep breath, she said, "House, start the day!" In the blink of an eye, the birds stopped, and the blinds smoothly rolled up, revealing skyscrapers and snowcapped mountains behind them. While she looked out the window, a flying driverless car whizzed silently by with its passenger gazing at the passing scenery, as did a shuttle bus carrying the few technicians employed by the nearby factory that maintained the assembly line robots in top form.

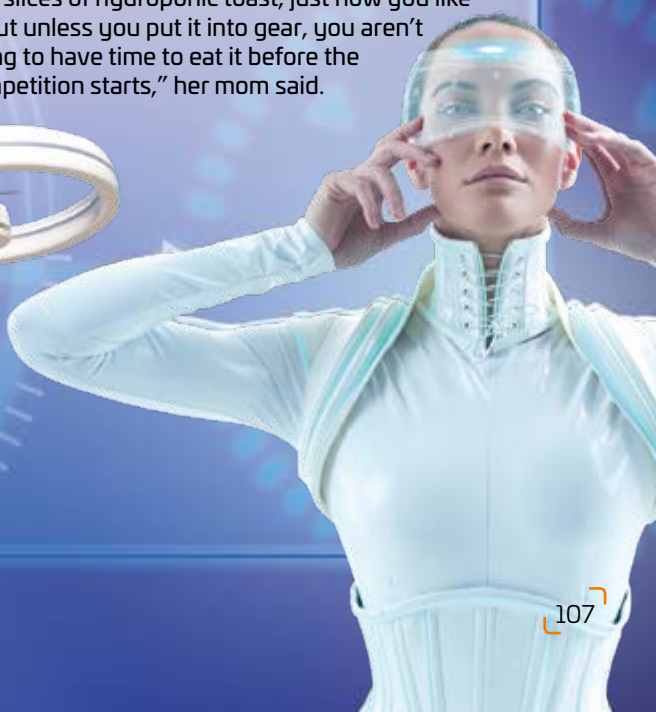
Just then, Mara's commlink beeped, and seeing a hologram of her smiling mother standing in front of her, Mara put on a confident, **albeit** false, smile and greeted the transparent image, "Good morning, mom."

"Mara, get a move on because if you don't hurry, you're going to be late, and you cannot afford to be late today," the hologram solemnly stated.

"I'm on it," she said as the hovering image disappeared. Then, to the empty room, she said, "Shower on, please." And in an instant, the sound of running water started in the bathroom. After showering, Mara dressed in an outfit chosen by the house assistant app and returned to her speech.

While she was rehearsing her speech, Mara's mom appeared in front of her again. As her daughter waved her off, Mara's mom **summoned** all her internal fortitude to remain silent and motionless until the end of the speech. She just smiled proudly at her eldest daughter, who finished her discourse without hesitation or misstep.

"Mara, you know that speech inside and out, so you're a shoo-in, but even if it's not your day, we're incredibly impressed with your dedication to this project. Now Imaid has your breakfast ready: eggless eggs and bacon, with two slices of hydroponic toast, just how you like it, but unless you put it into gear, you aren't going to have time to eat it before the competition starts," her mom said.





As Mara entered the kitchen, her family smiled at her expectantly. All except her brother David, whose back she saw as he ran from the house. Moments later, a message flashed on the communal kitchen screen.

"Sorry, it slipped my mind, but I've taken the car to Gina's house to give her the birthday gift I 3D printed, and **I give you my word** that the vehicle will be sent back as soon as I arrive. You're going to kill it, Mara!" His message was read out loud.

"Please ensure the car's GPS has been correctly configured for the return trip; it drove around like a lost puppy for hours last time. If there's one drawback to driverless cars, it's their lack of logical decision-making capabilities," her mom dictated back to the screen.


Back in her room, Mara again used the commlink that connects her with the house and other automated systems in her life, saying "Computer on," expecting the screen to **glow** to life. Still, it remained dark, silent, dead. After repeating the command several times to no avail, "House," she whispered, trying to keep anxiety out of her voice. "Yes, Mara?" said House.

"Do you have any idea why the computer isn't syncing with the school comm system? I'm on a tight deadline; the contest starts at 10!" Mara was starting to panic.

Almost immediately, House answered, "Aware of the predicament, the school issued a communiqué. Uploading it now." "Students, unforeseen circumstances force us to alter the speech contest program. An update to our communication interface has negatively impacted the functionality of the online system syncing to students' computers. To avoid canceling this much-anticipated event, we are transitioning to an offline format. As scheduled, the event will commence at 10 a.m. today, with participants expected at the school no later than 8:30 a.m. We've attached a digital map to ensure your punctual arrival for those of you who have never attended an offline event here. Unfortunately, due to this extraordinary situation, participants who are not present at the appointed time will forfeit their place in the competition," the transmission ended.



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"This is completely unreasonable, not to mention that David took the car. I've got no transportation, so I don't even know how I'll get there," she whined with frustration.

"The recommended route to air bike pod and the sky shuttle station has been sent to your commlink. Using this route, you will arrive at the school on time," interjected House.

Activating the GPS in her commlink as she ran out the door. Mara knew she just had to follow the images in front of her, like Dorothy following the yellow brick road.

"Because of a glitch in the school comm sync, it's not **compatible** with ours, and the system is down. Hence, the contest is now offline, and I'm literally flying there now. I'll **keep you in the picture** as best as I can," Mara dictated a message for her mom.

Mara arrived at the station just as the shuttle was readying for departure. As soon as the conductor bot scanned her and her fare was automatically paid by the bank chip in her arm, she jumped on the car just as the doors closed. Taking her first deep breath since leaving home, she looked around and saw students from her school, all looking out of sorts and ill at ease.

Mara was silently reciting her speech when the lights went off, and then the shuttle suddenly landed far from the station. Several passengers gasped in fear.

"Is everyone OK?" asked her classmate Mark. Murmuring, everyone started to look around, so Mara hit her commlink and asked, "What's going on?"

No one answered.



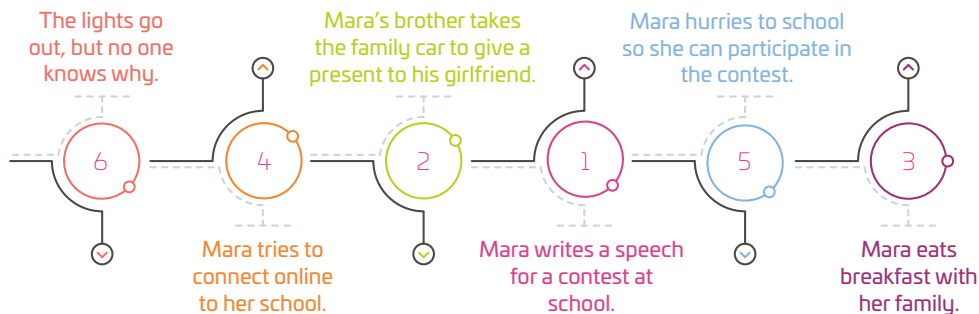
AWESOME READER AND WRITER



Reading Tip:

When reading novels and short stories, try to note the sequence of events. They will not always be presented in the order they occur, but this will help you follow the story.

01 Read “The Robot Strike” and look at the statements below. Write inside the circles the number in which the events happened.



02 Complete the sentences with key words from the text.

1. _____ *I give you my word* _____. I won't forget about our agreements again.
2. We should record a TikTok video that starts with _____ *POV* _____: studying for your English test.
3. Please _____ *keep me in the picture* _____ about your project so I know how you're progressing.
4. _____ *Take it from me* _____, mindless scrolling can be addictive.
5. You know she's my best friend. _____ *How dare you* _____ say such terrible things about her!
6. Those memes were hilarious. I was like: _____ *LOL* _____!

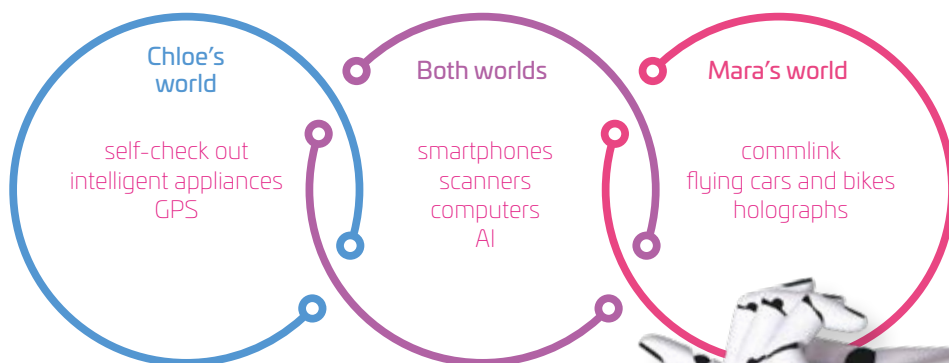


© UNO!



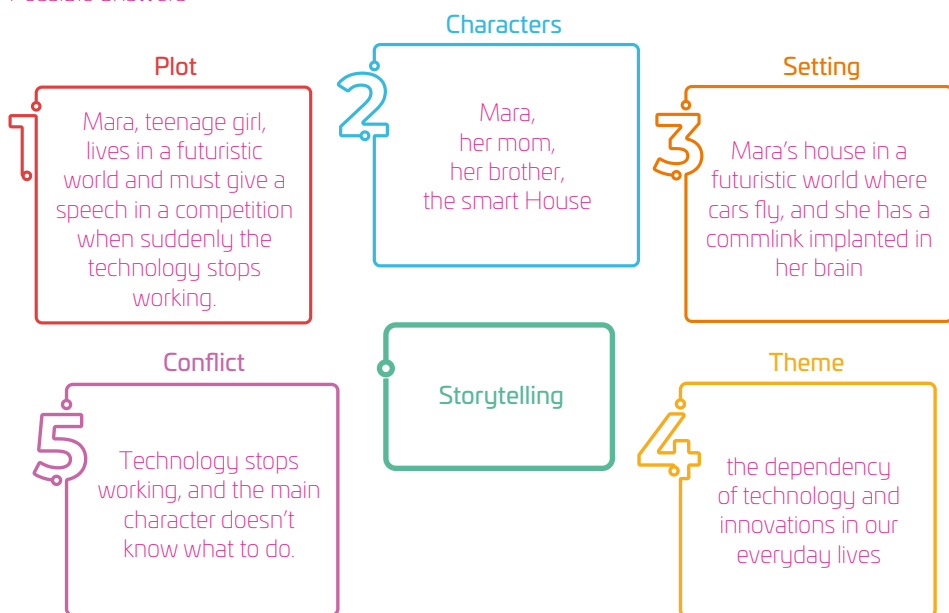
03 Read the text again and put the technologies into the correct categories.

Possible answers



04 Work with a classmate and discuss which the main elements of storytelling the extract of the novel “The Robot Strike” are. Write them down in the spaces below.

Possible answers



05 The infrastructure in the setting of this novel excerpt shows great technological advances. Work in groups and select one of them to research what is being done to enhance its development and adoption around the world. Give a presentation about it.



8.3

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Reading Process

Lesson 5

DO



LOG IN

OR

LOG OUT?



Mayra and her friends were in the cafeteria when they heard the announcement:

“Attention students,

After a long and thoughtful discussion, considering the welfare of the students here and in their lives outside of the school, the administration of this school has **reluctantly** come to a difficult decision. Starting March 1 all social media access will be prohibited on school property during class time and extra-curricular activities before and after school hours. We will share the details of this new policy and the penalties for noncompliance later this month at an all-school **assembly**.

We understand that many of you will not agree with this determination, so we have also provided the opportunity to present a counterproposal to the administration.

Your homeroom teacher can share the details of the proposal submissions with you, or you can find all this information on the school platform under rules and regulations. We assure you that we will be **supportive** of any proposals that convince us to reverse this situation.

Thank you for your attention and remember to learn a lot today!”

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9

"Did you hear that?" said Mayra.

"It's got to be unconstitutional, right?"

"I don't think so," answered Alma, "but it is a ridiculously old-fashioned idea, and it's not a **rational** response to the situation."

"I agree, added Ricardo, "It's **unreasonably** strict, and it shows the administration is completely out of touch with students and our lives. I mean, there are problems with people who become addicted to social media, but there are ways around that, aren't there?"

"Agreed!" Alma contributed. "It is draconian, but what can we do about it? The school administration makes all the decisions here, and we are but the sheep that follow them."

"No, didn't you hear the last part?" asked Mayra, the emotion evident in her voice. "We can, no, let me rephrase that. We must present a counterproposal because it's our duty as active digital citizens to ensure continued access to our digital community."

"You're right! Let's do it!" cheered Ricardo and Alma.

"OK," started Ricardo. "Everyone will research, and then we'll get together to compare notes about the results of it so that we can assign tasks for the writing of the proposal."

The following day, they got together. "As we decided yesterday," continued Alma, "each of us is responsible for finding counterarguments for every one of the commonly identified negative consequences of teens using social media."

Mayra, "I can start us off. I looked for a response to the argument that excessive social media use isolates teens from their classmates and families and makes them easy prey for online stalkers."

"I have to say that I think this is a pretty strong argument because there have

been cases in our school, among my friends, in which they've been approached by someone masquerading as a teen online," confessed Alma.

"I totally agree with you," answered Mayra thoughtfully, "but banning social media isn't the answer; education is. My research found that many schools use social media to teach students how to negotiate the online world the same way they teach other subjects to help us succeed in life. This seems like a good start to me! We can recommend incorporating the online world into our life skills course."

"Excellent," said Alma enthusiastically. "Let's include that. I'll go next because mine is the best. I researched ways to counteract the tendency to ignore or minimize cultural diversity online, especially Indigenous or minority cultures and languages. There are many examples of people doing extraordinary things on TikTok, Instagram, and Facebook to increase awareness of cultural traditions and heritage, but there's one that stands out. Have you heard of Maira Gómez Godinho? She lives in the Amazon, speaks an Indigenous language, lives a very traditional life, and has millions of followers on TikTok and IG. She's a star, and I think people like her are disrupting this idea that social media damages cultural heritage and turns teens against their history. If social media can be used to help people in the Amazon, it could be used here. We could launch a **campaign** that would help promote our cultural backgrounds and languages."

"I saw one of her TikToks," continued Mayra, "and I am hooked. Not only is the information interesting, but she's really **engaging** too. That's a great idea. We need to add it to the proposal."

"OK," Ricardo jumped in. "The last one we looked at is the biggest. Social media and cell phones, in general, distract students from their work, making us less productive, less focused, and less able to complete our work. I chose this one because I feel it in myself," he confessed. "Sometimes, I can't put my phone down. It's a real problem."



Mayra looked pensive and said, "But, there are ways of weaving social media into education. For example, students can collaborate with others from all over the world while working on a project in their classrooms."

Alma looked impressed and happy. "This is amazing!" she said, "I think we have the beginning of a strong proposal. So, let's meet back here tomorrow to review the final version. Happy writing, everyone!"

The next day, Mayra gathered everyone around her computer to read the final version of the proposal before they submitted it to the principal. "Well, here it is!" she said proudly, "Let's look at it to see what we've got."





Proposal for Social Media Use at School

Introduction

The negative consequences of social media are well known. While we understand the reasons behind the school's plan to ban social media access at school, we present a proposal that pleads for social media to continue and demonstrates that it can benefit students in a myriad of ways. It can even help us do good in the world. We argue social media should not only be allowed at school, but it should become an integral part of our education.

Collaborative and Inclusive Education



Opposing argument: Social media distracts students from their work and contributes to a lack of focus and motivation, lowering academic levels and interest. Thus, cell phones, other electronic devices, and social media should be banned from schools to help students maintain their focus and motivation.


Proposal: Social media platforms can be used in our education by connecting with students and teachers worldwide, thus enhancing our learning and interest in topics. We recommend not banning social media access and instead incorporating it into our classes to

encourage collaboration with students and educators in different locations to share ideas and experiences. We could even create projects together as many other areas use similar curricula. Furthermore, using social media platforms for educational purposes could enable quieter students or those who feel isolated in our school environment to build connections beyond their classmates. Our report cites several current examples of this type of work and analyzes its impact on student learning and well-being.

Encourage Awareness of Cultural Traditions and Languages

Opposing argument: Social media platforms privilege **dominant** cultures and language. This implies English and English-speaking cultures are most represented online and this is done in an aspirational way. Others may be ridiculed, mocked, or wholly ignored. This situation negatively impacts the health and even survival of cultural traditions and languages that are in danger of disappearing.








Proposal: While this argument may be valid in general, there is an ever-growing list of examples of **disruptive** uses of social media. For instance, TikTok and IG teach others about cultural traditions in vulnerable communities and celebrate these. For example, Maira Gómez Godinho became a TikTok star with her videos about her life and culture in Amazonia. She currently has more than 2 million followers watching her videos about her culture. It is amazing!

We propose creating online content in which students with expertise in different cultural traditions and who can teach Indigenous language use the global reach of social media to teach people about us. Class projects could be built around this accessible, user-friendly, and free platform to promote and celebrate our cultures. We suggest this will not only provide information to people far away, but it will also increase our pride and interest in our own culture and languages. We see this as a win-win.

Anti-bullying Education and Critical Thinking

Opposing argument: Social media exposes students to trolling, catfishing, and other dangerous behaviors by other users. In addition, ill-**conceived** trends posted on platforms such as TikTok go viral instantaneously. They put students at risk of harm or death when they try to replicate them or create their viral videos for mass consumption.



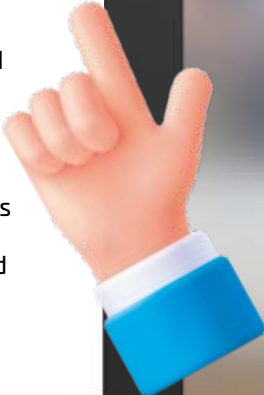


Proposal: Students do not just access social media at school, so banning it will not eliminate the problems. It will just push them to our outside school lives. We can use the material and issues we experience as teaching tools to learn how to manage the technology and the negatives that come with it.

We often hear teachers and experts say that critical thinking is the key to future success. We suggest using fake news, the latest craze or challenge, and other suspicious content or communication to teach critical thinking, decision-making, and skills for dealing with bullies and trolling. These are transferable skills that can be applied to any situation. In addition, we have already taken a class in life skills. What life skill is more important than negotiating the online world and its potential dangers? We propose formally incorporating online life skills into this course and encouraging students to become responsible digital citizens and learn to deal with their online situations.

Conclusion

All in all we propose to allow social media access at school and embrace all the benefits it can bring us. We also suggest using the potential risks as teaching tools to help students manage their power in our lives. Social media should be an integral part of school life project development, and community work. With the explanations given in this proposal, the school administration's attitude ought to change, thus fostering a more open, tolerant, and hopeful environment in our school and for the future of education overall.



"Well, what do you think?" asked Mayra expectantly.

"I think the arguments are clear, and we've all written our parts very well," responded Alma.

"But do you think the school administration will accept the proposal? It would mean making many changes to implement it," asked Ricardo looking worried.

"True," agreed Mayra, "but the changes would improve our lives as students, and it would help us all navigate the dangers of the online world better. I think they will definitely accept our proposal!"



AWESOME READER AND WRITER



Reading Tip:

To make your reading more effective, scan the headings and subheadings to understand what the text includes.

01 Read “Log in or Log out?” and answer the questions below. Write two extra questions for a classmate to answer in your notebook.

1. What is the new policy at school?

ban social media and technology

2. Why has the administration decided to implement it?

because social media can be dangerous for teens

3. What are the three main arguments the students respond to in their proposal?

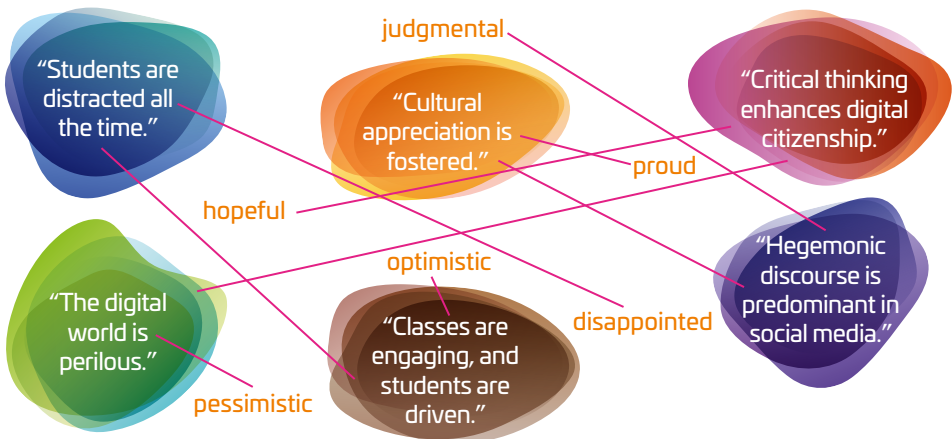
teach how to manage it, promote culture, and to work collaboratively

4. Do you think the administration will accept the students' proposal? Why or why not?

Answers will vary.



02 Work with a classmate. Match the sentences with the attitude that best describes them. Then, identify which of these sentences was the attitude of the school's committee before and after the proposal. Discuss which part of the text might've made them change their minds.



03 Write sentences using the key words from the text. Then, compare your sentences with a classmate. *Answers will vary.*

disruptive	
reluctantly	
unreasonably	
conceived	
dominant	

04 Go back to the proposal the students wrote. Find examples of the following elements in each part. Write them in the chart below and then, compare your answers with a classmate. *Possible answers*

Elements	Opposing arguments	Proposals
Facts	English-speaking cultures are most represented online, mostly in an aspirational manner.	TikTok and IG teach others about cultural traditions in vulnerable communities and celebrate these.
Opinions	In addition, ill-conceived trends posted on platforms such as TikTok go viral instantaneously.	What life skill is more important than negotiating the online world and its potential dangers?
Examples	Social media isolates students, makes them addict to gadgets, and they are in potential danger.	Our report cites several current examples of this type of work and analyzes its impact on student learning and well-being.
Actions to be carried out	Cell phones, other electronic devices, and social media should be banned from schools.	Students will be taught to manage social media, promote culture, and work collaboratively.

Lesson 6

DO



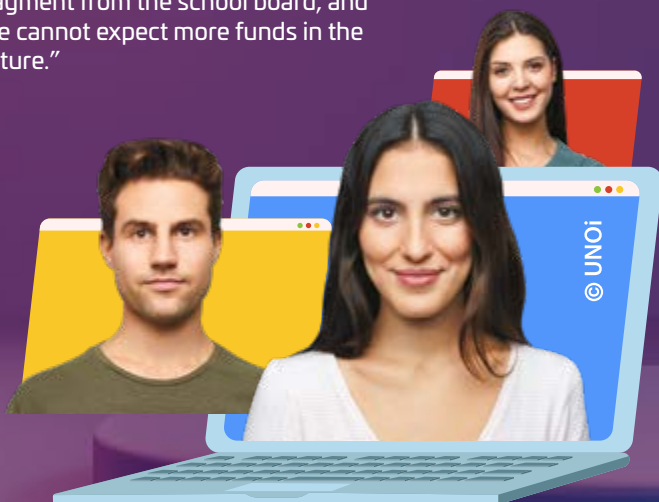
CUTTING- EDGE DISCERNMENT

Mariola smiled as her classmates' faces were added to the video call one by one. "Thanks for connecting, everyone," she started with enthusiasm. "We're here because the school has empowered us, the students, to choose how to spend the new educational technology **funds** to be received from the school board this year," she continued. "We have been given an incredible opportunity to participate in this important decision and not be left with some useless piece of junk chosen by people who won't even use it.

"So, I'd like to start by reviewing the criteria and guidelines for the presentation. We must research and provide evidence that the educational technology we choose is the best option for our school and will demonstrably improve our education; does not require an **overwhelming** amount of tech knowledge, meaning the non-tech-savvy teachers and students will have the capacity to use it; and does not exceed the school **asset**, including installation, training, and any annual fees, keeping in mind this is a one-time payment from the school board, and we cannot expect more funds in the future."



4





Carlos suggested, "How about if we start by presenting our ideas. Then we vote on the best one, and finally, we ensure it meets all the criteria before we create our presentation."

"Great idea!" agreed Alejandro, and he continued, "I'd like to propose that we use the money to buy a 3D printer for the school. There are many educational advantages to having one, and it's an up-and-coming technology."

Lupita projected an online text on the shared screen, "Here's a review of the latest model in *Educational Tech* magazine, and it says that 3D printers are great for schools."

PRINTING, AN EXCELLENT INVESTMENT

Every school should be equipped with a 3D printer to provide students with the education they need to succeed in the future. 3D printers will become essential equipment in engineering, industry, and technology. All students who **excel** in these environments will know their uses. 3D printers engage students, enhance creativity, allow them to make art, and give them skills required in the future. 3D printing is or will be used to design and create medical equipment and organs, and other technical tools will be a required skill.



"I agree," said Carlos. "A 3D printer would provide us with many advantages for the future, and not knowing how to use it will keep us from doing jobs in different industries. I vote for that."

"That sounds good," said Lupita, "but I also found this review online that doesn't agree with the first one."

NOT ALL IT'S CRACKED UP TO BE

3D printers are trendy, and thousands of schools and school boards are spending hard-earned educational funds installing them in their schools. And then? And then, nothing. Once they've got the printer on-site, many schools start to realize there are disadvantages connected with this technology. First, schools may have long lines of individual students and staff who want to use the printer for personal or educational products. Second, not only is the printer costly, but the materials needed to use it are also limited and toxic. So, the schools continue to spend money that could be better allocated to other aspects of their students' education. Furthermore, 3D printing materials are expensive. Most schools find they spend most of their time explaining why the printer can't be used all the time, relegating it to an unused room where it languishes gathering dust. And soon, students and teaching staff stop asking to use it.

"Interesting, and it sounds like a good idea, but the reality is different. So, **all things considered**, it appears more complicated than we initially thought," answered Mariola after reading the text. "What other ideas can we consider? Do we all agree that a 3D printer is not the best option?" Everyone nodded.

"I want to propose a recording studio with a green screen," said Carlos. "I did some research, and many schools have them. There is an enormous list of exercises and projects we could create with them. Look at this review; it's pretty convincing **if you ask me.**"

LIGHTS, CAMERA, ACTION!

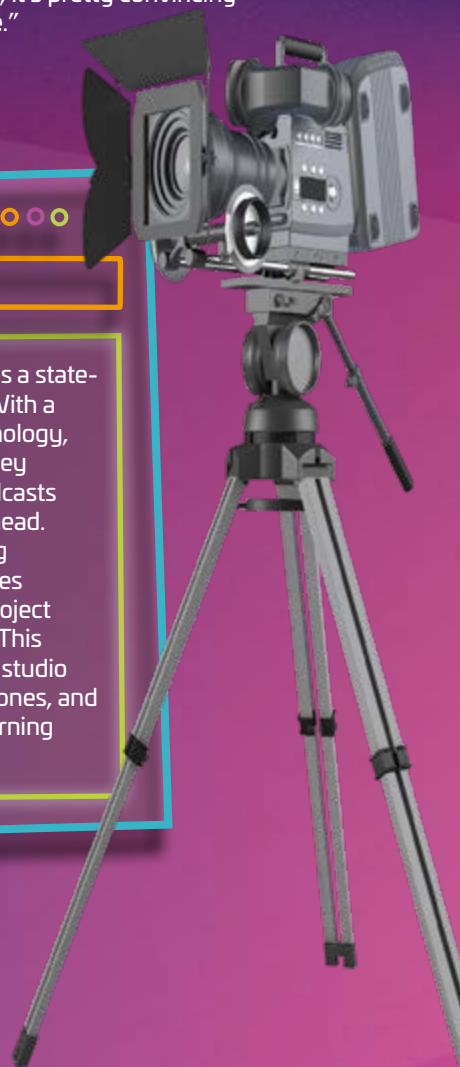
One technological addition that no school should be without is a state-of-the-art recording studio with green screen functionality. With a professional-quality recording studio and green screen technology, your school can ensure that you are engaging all learners. They can create a nearly endless list of products: commercials, podcasts and vlogs, and movies are just a few ideas off the top of my head. They will also develop next-generation skills such as breaking significant problems into smaller pieces and sequencing stories through storyboarding and editing. The school will expand project management to large-scale projects not previously possible. This investment will immediately pay off for you. You only need a studio camera, teleprompter, monitor, appropriate lighting, microphones, and of course, green screen technology to bring your school's learning environment into the twenty-first century.

"A recording studio and green screen sound impressive, but I'd like to know if there are drawbacks to this technology," said Lupita thoughtfully. "Has anyone found any counterarguments about recording studios?"

"I don't have it here, but I checked the prices, and they're way out of our range," said Alejandro sadly.

"It also involves a lot of software to make it work correctly, and if that software isn't constantly updated, the whole system becomes unusable," explained Carlos.

"To me, this sounds a bit like the 3D printer; it would be fantastic to have, but the initial investment is high, and the cost is only the tip of the iceberg. So, even if we could cover the initial financial outlay, there's no way we'd be able to **sustain** it over time. This looks like it's out of our league, said Mariola. "Does anyone have another idea?"



"Yes!" responded Lupita. "How would you like to visit the Louvre, the sailing of the Titanic, or see zebras running on the Serengeti? I give you Virtual Reality Visors, the future of educational technology, which is guaranteed to capture the attention of both students and teachers. If you thought online classes were techy and innovative, wait until you see what this cutting-edge technology can do for us. Check out this review of VR visors for schools."

WHAT ARE YOU WAITING FOR?

Virtual reality seems like a buzzword and feels like the future, but it's not just a trend, and it's here to stay. So, your school is looking for ways to **enhance** learning, but you're not sure what's the right fit for your student profile. After reviewing the options on the market today, I am here to recommend VR visors.

Using VR technology through the purchase and use of visors can increase student engagement by literally putting them into the action they are studying. It also provides incredible visualizations of the topic at hand, enhances learning, breaks language barriers, and doesn't feel like work. Your students will love learning with VR.

Are there no negatives, you ask? Of course, there are. It can be expensive, and it lacks the flexibility of a traditional classroom. For example, it's difficult to ask questions or engage with others while using the technology. The software can be a bit complex to use, so if your teachers are technologically challenged, they will find it a bit of a struggle.

Finally, risks such as a lack of interaction with classmates and a possible addiction to the virtual world are potentially severe. Students' use and response to the technology should be monitored and assessed to ensure they are not harmed in any way. That being said, if your school is looking to invest in groundbreaking, scalable educational technology, this is where you should be looking.

"I also looked into VR, and to be honest, I didn't find anyone saying it was a bad idea, so I think this might be the best option for us," agreed Carlos. "If there aren't any other options to discuss, I suggest we put it to a vote. Can we have a show of hands of all those in favor of presenting VR visors?" "Before we do that," interrupted Alejandro, "we need to choose the best product to recommend. We must ensure that it fits the school's needs, is within the budget, and doesn't come with other costs or complications we won't be able to deal with."

Lupita jumped in and shared another review on the screen. "Here is a comparison of the three most popular versions with prices and customer reviews. Some schools are giving their opinions, and the writer is an educational tech specialist. It may help us make an informed decision."

WHAT VR TECH ARE SCHOOLS BUYING?

If you're reading this, you're probably in the same situation as other schools. You've decided to bite the bullet and buy VR technology for your school, but now you need to choose the right one. You're making a significant and expensive decision that may shape how your school and your students work with educational technology going forward. I'm here to give you a brief **overview** of the three most popular VR visor products on the market. At the end of this review, you can **scroll** through hundreds of reviews written by school administrators.

VR FOR SCHOOLS

VR for Schools by ETInc. is a comprehensive and user-friendly system created by a leader in educational technology. It's easy to set up, and your students and teachers can be using it the day it arrives. It's almost impossible to damage; to test its durability, we dropped the visors repeatedly; and it's the favorite of the technologically challenged. The operating system automatically updates as long as you maintain an active account with the company. So, you're probably asking yourself, what's the catch? Well, I'll tell you all this convenience and high quality comes with a hefty price tag. Purchasing several visors involves more resources than most schools can allocate to this technology. Still, suppose your school has received a windfall or has a committee that designates its fundraising to technology purchases. In that case, this is the technology for you.



VIRTUAL REALITY CLASSROOM



I want to call this the Virtual Non-reality Classroom because the operation of this option assumes each operator has the extensive technical knowledge to make the visors work. We tested it in our children's high school, and most of the teachers and many of the students failed in frustration. So, this economical option is, unfortunately, a pass for this school and most others. Sometimes you get what you pay for.

EDU-TECH VR VISORS



The third and final system to be reviewed here is not the most comprehensive or expensive but could be considered an excellent choice for schools just getting into the VR world. The Edu-Tech Newbies system includes ten visors and all you need to get started. If you're looking for a more robust package, the Masters system might be best for you. There is also a Gods system that would be perfect for a large school looking to integrate VR into all aspects of students' education. As with the other two options in this review, keep scrolling to see customer reviews.

"Well, I don't think we need to take a vote, do we?" said Carlos.

"No," smiled Mariola. "I think we have the right product to recommend to the school administration. Let's get started planning the presentation."

AWESOME READER AND WRITER

01 Read “Cutting-Edge Discernment” and identify if the statements are true “T” or false “F” or if the information is not stated “NS.” Then, write one more statement to test a classmate.

- 3D printers are already used in the medical industry.
- Green screen technology can be used to engage students but is unexpensive.
- One disadvantage of 3D printers is the cost and scarcity of materials.
- All VR visors are within the school’s budget.
- There are several potential hazards with VR use.
- The students choose one of the products from the reviews they read.
- Answers will vary.

NS

F

T

F

T

T

Reading Tip:

To better visualize the pros and cons described in a text, create a chart and write each in point form. Then, use your chart to evaluate the option.



02 Work with a classmate. In the organizers below, list the advantages and disadvantages of each of the technologies described in the text. Then, compare your answers.

3D Printer

advantages: creativity, engaging

disadvantages: materials expensive, toxic, and scarce

Recording Studio with Green Screen

advantages: creativity, engaging

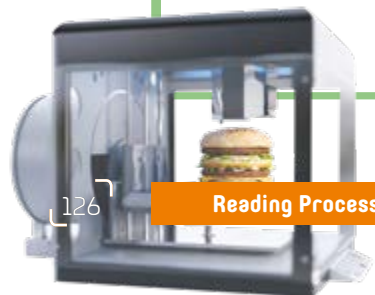
disadvantages: components expensive, software needs updating, and too expensive

VR Visors

advantages: creativity, engaging, visualize different world, breaks language barrier

disadvantages: less interaction, addiction to virtual world

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03 Work with a classmate to discuss why the following words and expressions were used in the text. Write their definition within this context in the spaces below. Then, compare your definitions with another group. *Answers will vary.*

	1. All things considered
	2. If you ask me
	3. excel
	4. scroll
	5. sustain

04 The following elements are necessary in a review. Assess the reviews in the text and discuss with a classmate how effectively they are displayed in each of them. Then, use these characteristics to write a review of a device in your notebook.

1. Detailed Features	2. Target Market	3. Advantages vs. Disadvantages	4. Practical Information	5. Writer's Opinion
----------------------	------------------	---------------------------------	--------------------------	---------------------

05 In the text, students described three pieces of equipment. Which skills, technical and vocational, can be developed with them? Which future jobs can be accessed through these skills? Work in trios and write your ideas in the spaces below. *Answers will vary.*



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The Writing PROCESS

4 NOVEL

DO



Analyzing

01



02

Brainstorming



Organizing

03



04

Drafting



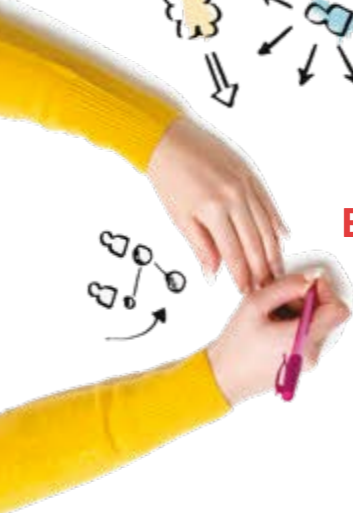
05

Editing



06

Publishing & Assessing



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Go back to the text “The Robot Strike” and look at the excerpt of the novel. Answer the following questions.

Analyzing Tip:

Analyzing excerpts of novels can be tricky. However, keep in mind the three-act structure so you can identify where in the plot line the excerpt is located.

1. What's the setting?

Mara's house in a futuristic world where cars fly, and she has a commlink implanted in her brain

2. Summarize the plot.

A teenage girl lives in a futuristic world and must give a speech in a competition, but suddenly the technology stops working.

3. Who's the main character?

Mara

4. What's the inciting incident?

Technology stops working, and the main character doesn't know what to do.

5. What's the genre?

science fiction

6. What's the POV?

3rd person omniscient





Brainstorming

Think of your own text. Complete the organizers with different ideas. Don't forget to connect it to your Maker Zone activity.

Brainstorming Tip:

Based on the three-act structure, think which part of the novel you'll be writing about and think of ideas that can help accomplish all the plot points needed.

<

Act 1

>

<

Act 2

>

<

Act 3

>

Now it's time to write your own text. How would you organize it? Sketch what information you would put in each paragraph. Use your ideas from the previous stage.

Organizing Tip:

Act 1 will have to have the exposition, the conflict, the presentation of the characters, and the setting. Set your ideas into these categories if you've chosen to create the beginning of a novel.

It's time for you to write your first draft!
Use the checklist below and follow these instructions:

1. Try to write using some of the language and vocabulary you have previously read, but don't worry too much this time about using it all correctly!
2. Use a model to help you.
3. Don't forget to include all the components your text needs.
4. You can write it anywhere as long as it is accessible to other people.
5. Don't forget to connect it to your Maker Zone activity.

Drafting Tip:

Act 2 must have the confrontation, the complications, and the obstacles. Set your ideas into these categories if you've chosen to create the middle of a novel.


☐

I know which genre I'll be writing.

☐

I know the storytelling elements necessary to develop my narrative.

☐

I have decided which POV I'll be using.

☐

I know which literary devices related to the plot I will use.

☐

I know which narrative techniques related to the style I will use.

☐

I have chosen an appealing title.

☐

I have chosen which part of the three-act structure I will write.

☐

I know what the main plot is.

☐

I know what the main conflict is.

☐

I know who my main characters will be.



Self-editing

Read your first draft and make any necessary changes. Use this checklist to help you.

Editing Tip:

Act 3 is the resolution, the climax, and the falling action. Set your ideas into these categories if you've chosen to create the end of a novel.

- ☐ My text has an interesting title.
- ☐ The beginning of my text is attractive and will hook my readers.
- ☐ It is clear who the main character is.
- ☐ There is a logical line of events.
- ☐ There are plot points.
- ☐ I used language that is relevant for the genre of my novel.
- ☐ I used a register that fits my POV.
- ☐ My punctuation is correct and helps to give rhythm to the plot.
- ☐ I included all the necessary parts of the act I chose.
- ☐ My novel excerpt is entertaining.

Once you've finished self-editing your text, give it to a classmate. Ask them to read it and then to answer the checklist on the next page.

Proofreading

After self-editing your work, give it to a classmate to proofread. Tell them to use the checklist below and write some feedback for you.



Proofreader's Name: _____

- ☐ The text suits well a specific genre of a novel.
- ☐ It is entertaining.
- ☐ It uses the appropriate style.
- ☐ It has an interesting theme.
- ☐ It develops the conflict well.
- ☐ The beginning really hooks you.
- ☐ The narrative techniques used are relevant.
- ☐ The POV is consistent.
- ☐ The imagery is vivid.
- ☐ The novel excerpt contains the necessary elements depending on the act.

Write some feedback for your classmate:

Once your text has been proofread, work on your final version at home using the Final Version checklist on the next page.



Final Version

Write the final version of your text!
Remember you can do it anywhere you want as long as it is accessible to others. Use this checklist to help you!

Publishing & Assessing Tip:

Pay attention to how you finish your novel excerpt. Does it make the reader want to know what comes next if you are in act 1 or 2? Does it have a sound ending? Ponder this.

- ☐ I have checked that every word is spelled correctly.
- ☐ I have also checked language structures and functions.
- ☐ I have written using the appropriate register for the POV in which it will be published.
- ☐ The vocabulary is adequate for the genre I used.
- ☐ I have used vivid vocabulary to engage the reader.
- ☐ Reading the novel excerpt is an entertaining experience.
- ☐ The beginning is engaging and invites the reader to continue.
- ☐ The plot techniques I have used are varied.
- ☐ I have used appropriate punctuation.
- ☐ I have developed storytelling elements appropriately.

I also need to check:



Assessment

It's time for your assessment. First, ask a classmate to read your text and assess your performance (Peer Assessment). Later, assess yourself (Self-assessment) based on how you felt during this writing process. Finally, ask your teacher to assess your text (Teacher Assessment) and provide feedback to improve.

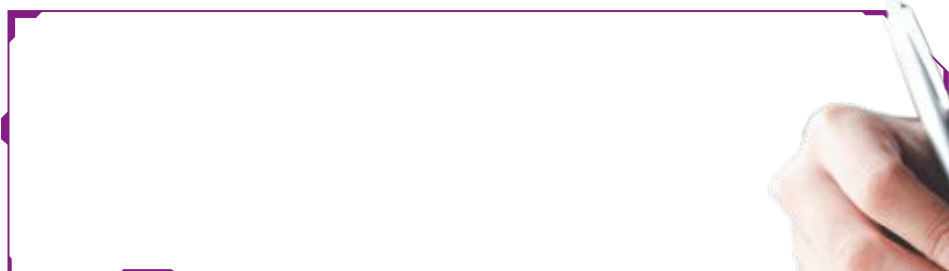
VG - Very Good

G - Good

N - Need to Improve

	Peer Assessment	Self-assessment	Teacher Assessment
1. The novel excerpt is entertaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The beginning immediately hooks the reader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The style of the text is appropriate for the genre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Paragraphs are clear and well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Language structures and functions are accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The vocabulary is relevant for the setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. There is correct spelling and punctuation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The novel excerpt contains the necessary plot points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discuss with a classmate how novels have shaped the way we perceived the world we live in and the one to come. Write a summary of your ideas. *Answers will vary.*



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