



# How does asking for help make us stronger?

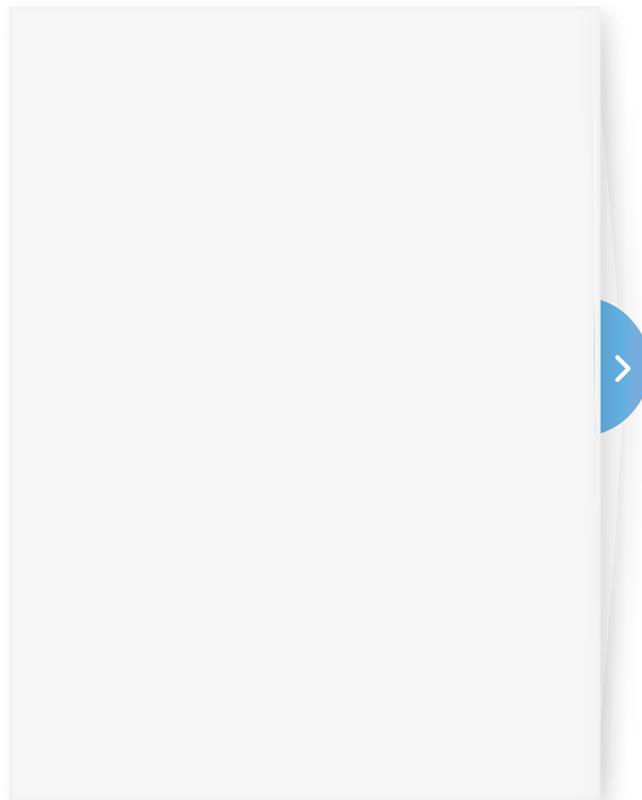
### 01 Work with a classmate. Follow the instructions.

1. Make a list of problems teenagers commonly have.
2. List several possible ways of solving each problem.
3. Get together with another pair and compare answers. What's similar and what's different about your lists?

### 02 Read "Dear Future Me," and underline the best combination of words to summarize the letter.

1. autonomy + responsibility
2. goals + luck
3. fun + hard work

### 03 Use the words in bold to write six questions about the text. Then, take turns asking and answering questions with a classmate.



### Dear Future Me,

I'm writing to check in and wish you well. I hope you have a satisfying but challenging life and work that requires **accountability**, creativity, and **principles**. Furthermore, I'd like to remind you that I'm laying the foundation now so that you've got the skills, values, and **discipline** to stay on track; it's not easy. Future me is quite **high-maintenance**, if you don't mind me saying.

So, what have I been doing to pave the way for your ambitions and goals just waiting to be met? First, as you remember, our parents are great believers in demonstrating **responsibility** to earn **autonomy**. So, to become more autonomous in my actions and decision-making, I have become an expert in time management—using the Pomodoro approach for studying—and taking advantage of scheduling apps to ensure I don't miss a deadline or an appointment. I also keep up with my household chores to demonstrate my maturity level, which warrants a bit of autonomy. It is said that consistency and small actions build good habits, so I am consistent. Also, I'm developing my decision-making abilities even when things are challenging.

In addition, I've set out some long-term goals shaped by my values and principles. It's hard to know how the world will have changed in 15 years, but I am told that values and principles will always be essential components of a successful life.

I hope you remember the effort it took to build your life and continue making choices that align with the person you want to be. Remember, the right way is usually not the easy way.



### 04 Write a letter to your future self. Include the following points:

- long-term goals
- current actions to meet those goals
- the role of responsibility and autonomy

05

Circle the homophone and identify if it was used correctly or incorrectly.  
Correct the incorrect sentences.

1. It's good for teens to learn how to bare the consequences of their decisions.



2. Parents should give teens the reins on small decisions so they can practice making their own choices.



3. Being aloud to set your own goals helps you become a responsible person.



4. If teens are to be given more freedom, they must learn to accept the consequences of there actions.



5. You must write down your responsibilities and goals so you don't forget them.



WHAT DOES IT MEAN TO BE  
RESPONSIBLE FOR YOUR ACTIONS?



06

Write the homophones of the words in Exercise 5 and use them in sentences about autonomy and responsibility. Write two of your own.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

07

Write an email to a friend looking for a way to earn more autonomy at home. Suggest three different ways they can demonstrate their responsibility to their parents. Use three homophones in your message.

08

Imagine you are part of the student government. You have negotiated more student involvement in decision-making. In return, the administration has requested that students take responsibility for some of the school's day-to-day functioning. Follow the instructions.

1. Work in a group of four.

2. Brainstorm a list of activities students could be responsible for.

3. Present your ideas to the class.

4. Vote on the best options.

5. Present them to the school administration.

