

## Warm-up

First, have students work with a classmate to create an acrostic with the word SUPPORT. Then, give pairs four minutes to develop it, encouraging creativity. Finally, ask them to share their acrostic with another pair.

## Teaching Tip

## For Exercise 2

First, have students complete the task using a skimming and scanning technique, focusing on speed and efficiency. Then, if appropriate for your group, turn it into a competition, having the first to find one of the benefits raise their hand and read the text aloud to confirm. Finally, set a Find Someone Who with the answers and have students mingle.

Sample questions:

1. *Do you believe you have an objective perspective?*
2. *Can you comfort your friends affectionately?*
3. *Do you have enough motivation in the evening to fulfill your homework?*
4. *Are you providing emotional support for your siblings?*
5. *Have you ever had to build resilience?*
6. *Are you following a specific strategy to diminish stress?*
7. *Have you ever had to mentor someone?*

## Differentiation Strategy

## For Exercise 4

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 3.

## Flexi Exercises

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

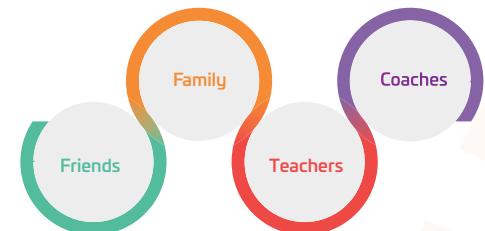
## Exercise 3



## Skills for Life

## How can a support network help you?

01 Work with a classmate. What do the different groups of people have in common?



02 Read "Be My Backbone" and list the benefits of a support network that the writer talks about.

perspective, comfort, motivation, emotional support, resilience, diminish stress, mentoring

03 Use the words in bold to write a short paragraph describing a support network and why it's important.

04 Work with a classmate. Follow the instructions.

1. Create a dialogue between a teen feeling stressed and a person in their life.
2. In the dialogue, the teen describes a problem, and the member of their support network provides nonjudgmental emotional support.
3. Perform your dialogue for another pair.

## Be My Backbone

Hello everyone! My topic today is why, as a teenager, you need a support network, because I'm sure you sometimes feel like school, friend drama, family, and future planning are getting to be too much. Your support network can help with that; furthermore, research into teen mental health proves that having a group of people you can turn to in times of stress provides positivity, solutions, and a general feeling of not being alone. I asked students at my high school what 'support' means to them, and here's a sample of what a few of them said:

- "When I **tanked** an important exam, my sister reminded me the world would continue." This demonstrates that family can provide **perspective**, comfort, and motivation to overcome challenging moments.
- "My best friend is great because he's super chill and lets me **vent** about whatever bothers me, then we play video games!" Friends can be great listeners, plus they provide nonjudgmental emotional support and help us redirect our focus, build **resilience**, and diminish stress.
- "When I struggled with a topic in science class, my teacher stayed after class for a week to help me get over my anxiety and truly understand, and since I want to study medicine at university, science is essential. My teacher was patient and showed she cared." Teachers and coaches can be **mentors**, gently guiding us toward academic and personal **growth**.

I want to leave you with two essential and connected take-home messages. First, it's not just acceptable to ask for help; knowing when you need support is a sign of strength and self-confidence. Second, your support crew is drawn from many areas of your life, thus providing different types of help and understanding. So, who's got your back? And just as important, do you have their back too?



## Language Structures and Functions Tip

## For Exercise 5

First, review the difference between homophones (sound the same, but look different with different meanings), homonyms (sound and look the same, but have different meanings), and homographs (look the same, but sometimes sound different and have different meanings); ensuring the focus on homographs is clear. Then, elicit more examples of homographs before students complete the exercise. Next, confirm the examples students create for items 6 and 7. Finally, if time allows and you deem necessary, review the grammar point in more detail.

## Teaching Tip

## For Exercise 6

First, once students have completed the exercise with a classmate, focus their attention on the difference in pronunciation between the words *lead* and *refuse*, providing help with pronunciation if needed. Then, extend the exercise by having students share their sentences (6 and 7). Finally, ask volunteers to share their sentences with the rest of the class.

## Differentiation Strategy

## For Exercise 7

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 5.

## Wrap-up

First, end the class with a reflective written text. Encourage students to write at least three paragraphs. Then, give students six minutes to write about the different people in their support network and how their life would be different without them. Finally, if time allows, have students share their reflections with a classmate.

## Flexi Exercises

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

Exercise 8

05 Work with a classmate to identify the homograph for each pair of definitions. Then, create two more to test your classmates.

1a. a pause or rest from activity  
1b. to separate into pieces or fracture:

break

2a. a timekeeping device worn on the wrist  
2b. to observe or look at attentively:

watch

3a. to guide or direct others  
3b. a heavy metal used in batteries:

lead

4a. to decline or reject something  
4b. waste or garbage:

refuse

5a. financial certificates issued by governments  
5b. emotional or social connections:

bonds

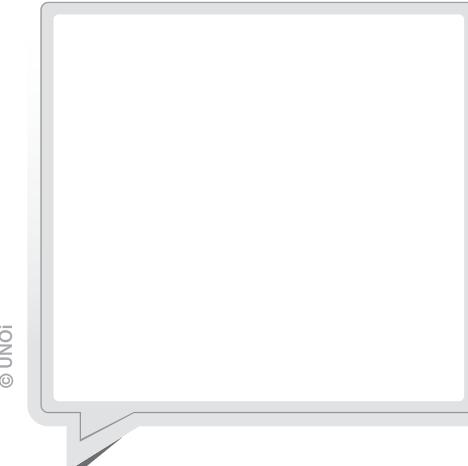
6a. Answers will vary

6b. Answers will vary

7a. Answers will vary

7b. Answers will vary

07 Write an advice blog for students who want to feel more comfortable asking for help. Use three homographs in your response. Then, share your blog with a classmate. *Answers will vary.*



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06 Complete the sentences with the correct homograph from Exercise 5.

1. Support networks help teens build strong bonds with others, especially during stressful times.

2. When teens face setbacks, even a short break with a trusted friend can help them see things from a different perspective.

3. A strong support system can help a teen lead a more confident life.

4. Teens with strong support networks often refuse to let peer pressures affect them.

5. Having someone supportive watch your progress can keep you motivated.

6. Answers will vary

7. Answers will vary

08 Draw a picture of your personal support network. Fill in the mind-map with the names and roles of the people who have your back. Then, take turns describing your network to a classmate.

