

Warm-up

First, working in small groups, ask students to brainstorm ways to improve their physical and mental well-being (eating healthy food, meditation, etc.). Then, ask students to order the activities from most to least important, justifying their answers to the small group. Finally, ask volunteers to share their justifications with the rest of the class.

Teaching Tip

For Exercise 3

After completing Exercise 3, tell students to write their own statements based on the reading. Then, tell students to mingle, read their sentences out loud, and elicit the correct answers (true or false). For example: *Thinking positive thoughts doesn't make us more optimistic.* (false). Finally, ask volunteers to share their sentences with the rest of the class.

Differentiation Strategy

For Exercise 2

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

Flexi Exercises

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

Exercise 1



Skills for Life

How do you take care of yourself?

01 Check (✓) the statement that most accurately describes your feelings about yourself.

Answers will vary.

1. I generally believe in myself. I don't let a bad day get me down about myself.

2. I sometimes have days when I don't feel positive about myself and my accomplishments.

3. I often feel bad about myself, what I have done and my achievements. It is rare for me to have a positive day.

02 Read "Chin up." Write the paragraph number next to the statement or recommendation.

1. 4 Spend time with people who support you.
2. 2 Appreciating your appearance can make you feel more confident.
3. 3 Repeat daily affirmations.
4. 1 Positive self-esteem can be developed.

03 Read the text again. Write "T" if the statements are true and "F" if they are false.

1. We are born with high self-esteem. F
2. Taking care of your physical health can improve your self-esteem. T
3. People with high self-esteem never acknowledge their flaws or shortcomings. F
4. People you trust may still tell you about your shortcomings. T

04 Complete the sentences to create positive affirmations. Get feedback from a classmate you trust to see if they are truly positive.

Possible answers

1. I am worthy of self-love and respect
2. I have the right to stand up for myself and what I believe
3. I have the power to forgive myself for my past mistakes

Teaching Tip

For Exercise 5

After completing it individually, divide students into groups. Then, write the words *verb* and *noun* on the board. Next, read the sentences aloud and ask a representative from each group to run to the board and slap the correct part of speech.

Language Structures and Functions Tip

For Exercise 6

After completing the letter, tell students to underline five verbs. Then, tell students to identify the noun form of each verb (if it exists) and to rewrite the sentence using the noun form of the underlined word. Afterward, tell students to show their letters to a classmate to discuss which sentence forms are more appropriate given the context and structure of their classmate's letter. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Differentiation Strategy

For Exercise 8

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

Wrap-up

First, tell students they will role-play a situation where they recommend ways to improve their self-esteem. Then, ask them to work with a classmate and choose one of the two roles:

1. Student A has low self-esteem. They have stopped doing self-care routines and often speak negatively about themselves.
2. Student B recommends how Student A can improve their self-esteem. Student B must be friendly and careful not to hurt Student A's feelings

After conducting the role-play, elicit language that helped give advice. Finally, ask volunteers to share their role-play with the rest of the class.

Flexi Exercises

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

Exercise 7

05 Write "V" if the underlined word is a verb and "N" if it is a noun.

1. My cousin is always emailing me self-help articles. V

2. I just sent you an email with some sample affirmations. N

3. Sofia texted me the info about how to combat insecurity. V

4. I found the text very helpful. N

5. She set the list of discussion points on the table. N

6. Although we were going to talk about mindfulness ideas at the meeting, it got tabled for a later session. V

WHERE DO YOU SEE YOURSELF IN 10 YEARS?



07 Circle the correct word to complete the sentences.

1. Parents and teachers dialogue dialogued at last night's meeting about the best strategy for helping students.

2. The school staff are having a dialogue dialoguing to see how to improve students' self-esteem.

3. Susan wave / waved away her friend's concerns.

4. Fernando watched a wave waved crash onto the shore while relaxing on the beach.

5. Harriet pencil penciled me in on her schedule for next week.

6. Mark always finds it relaxing to sketch with a pencil penciled and paper while at the park.

06 Write your commitment to improving your self-esteem.
Answers will vary.

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08 Check (✓) which strategies you will try to improve your self-worth. With a classmate, discuss which strategies you find most/least helpful and why.
Answers will vary.

1. Improving my self-care routines

2. Surrounding myself with people I trust

3. Creating a list of affirmations and repeating them every day

4. Ensuring my self-talk is more positive