

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG

Faculdade de Letras - FALE

Curso de Especialização em Inglês - CEI

JOSY HEMMING

“TIKTALK”- Teen’s Guide to English

Belo Horizonte-MG

2023

JOSY HEMMING

“TIKTALK”- Teen’s Guide to English

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Professora Doutora Mara Passos Guimarães.

Belo Horizonte-MG

November/2023



UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 13:30 horas do dia 02 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar, em exame final, o trabalho intitulado "TIKTALK"-TEEN'S GUIDE TO ENGLISH, apresentado por **Josy Hemming**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Elisa Matos de Sá () **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a). Marisa Mendonça Carneiro, indicou a () **aprovação**/ () **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado () **aprovado(a)**/ () **reprovado(a)**.

Nota: 70

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Marisa Mendonca Carneiro, Professor(a)**, em 06/12/2023, às 14:10, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Climene Fernandes Brito Arruda, Coordenador(a)**, em 06/12/2023, às 20:52, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).

https://sei.ufmg.br/sei/controlador.php?acao=documento_imprimir_web&acao_origem=arvore_visualizar&id_documento=3098304&infra_sistema... 1/2



A autenticidade deste documento pode ser conferida no site https://sei.ufmg.br/sei/controlador_externo.php?acao=documento_conferir&id_orgao_acesso_externo=0, informando o código verificador **2869502** e o código CRC **D0B5BD19**.

RESUMO

Este trabalho acadêmico intitulado TikTalk-Teen's guide to English faz parte do requisito final para a conclusão do curso de Especialização do CEI - UFMG. Este material é direcionado a adolescentes de nível intermediário (B1) de cursos de inglês. O tema escolhido para a primeira unidade dá ênfase à saúde física, explorando temas essenciais como o exercício e a importância de hábitos saudáveis, sendo a unidade nomeada "Saúde física e a importância do exercício". A segunda unidade dá ênfase à saúde mental e foi nomeada "Saúde mental e mídias sociais. Todo o material utilizado neste trabalho acadêmico é autêntico. A análise gramatical foi desenvolvida de forma dedutiva, porém cada unidade dá a oportunidade de reflexão. Todas as seções trazem atividades de leitura, audição, fala e escrita e possuem atividades pré e pós (aquecimento/iniciação, antes da leitura, depois da leitura, antes da escuta, depois da escuta, antes de falar, depois de falar, antes da escrita e depois da escrita). O objetivo aqui é promover o pensamento criativo e crítico antes, durante e depois de cada seção.

Palavras-chave: material didático; nível intermediário; saúde física; exercício; saúde mental; mídias sociais

ABSTRACT

This dissertation, entitled *TikTalk-Teen's guide to English* constitutes the final requirement for the completion of the Specialization Course at CEI - UFMG. Targeted towards intermediate-level (B1) teenagers enrolled in English courses, this material aims to provide comprehensive language learning experiences. The primary focus of the first unit is on physical health, delving into essential topics such as exercise and the significance of healthy habits, aptly named "Physical Health and the Importance of Exercise." The second unit shifts the focus to mental health, titled "Mental Health and Social Media." All materials used here are authentic. Grammar has been used deductively, however, with each unit allowing ample room for reflection. Each section comprises reading, listening, speaking, and writing activities, with both pre and post tasks (warm-up/introduction, pre-reading, post-reading, pre-listening, post-listening, pre-speaking, post-speaking, pre-writing, and post-writing). The overarching objective is to foster creative and critical thinking before, during, and after each section.

Keywords: teaching material; intermediate level; physical health; exercise; mental health; social media

CONTENTS

Introduction	6
Unit 1	8
Unit 2	30
Teacher's Guide Unit 1 / Answer key.....	47
Teacher's Guide Unit 2 / Answer key.....	69
Rationale	78
References	84

INTRODUCTION

The acquisition of new languages has given me the opportunity to access different cultures which have enriched my perspective on life. It has been a bridge to build meaningful relationships and enter different spaces from a personal point of view as well as professionally. This material represents my passion for languages and the understanding of the role that effective communication plays in a learner's development.

I must admit that although I have truly enjoyed and learned so many interesting subjects throughout this course, I had to really think outside the box for this project as I am not a teacher. It was challenging, but worthwhile.

This material was designed for teenagers with the intention to encourage/promote communication skills through a diverse range of interactive activities using authentic materials, and to comprehensively engage all four language learning skills: listening, speaking, reading, and writing; allowing access to a new world of possibilities. It was divided in two distinct units, each tailored to address vital aspects of overall well-being (physical and mental health), ensuring relevancy to the specific needs and concerns of teenagers in this modern world.

Unit 1 places a strong emphasis on physical health, exploring essential topics such as exercise and the importance of healthy habits. There are many studies showing that a great proportion of young people around the world do not engage in an adequate level of physical activity. I believe that a solid foundation in physical well-being during early years encourages a healthier life and society. By understanding the role that physical health plays in one's overall well-being, we encourage teenagers to make better decisions that will positively impact their lives, families and communities.

Unit 2 focus on mental health, acknowledging its influence on a teenager's overall sense of well-being. This unit provokes students to critically analyse the digital world which they are surrounded by on a daily basis, encouraging them to understand the link between the excessive use of social media and the increase of anxiety and depression among young people. The digital and social media world can be overwhelming with so much information, social pressures, and unrealistic standards. Teenagers, in particular, are incredibly susceptible to these influences, on a daily basis. It's crucial to encourage young people to think critically, to understand their emotions and to take charge of their mental well-being.

Promoting dialogue about both physical and mental health is extremely important in this digital era. It cultivates a holistic approach to well-being, enabling young people to grow not only academically, but also physically and emotionally.

It's important to acknowledge that this material was created for educational purposes and is not intended for commercial use. Reproduction, in whole or in part, isn't authorised.

TIKTALK
TEEN'S GUIDE TO



**UNIT 1
PHYSICAL HEALTH AND THE
IMPORTANCE OF EXERCISE**

“Don't dream of winning, train for it.”
- Mo Farah

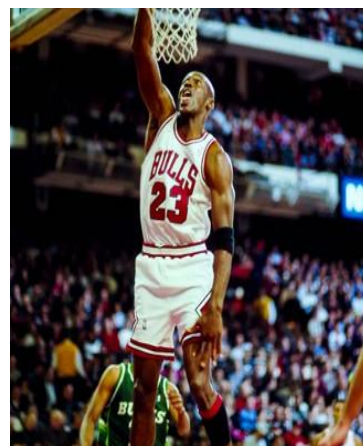
GETTING STARTED

Have a look at the pictures below and answer the following questions:

1. Do you know these people?
2. What do they have in common?
3. Which sports/exercise can you identify?
4. Do you think they live a sedentary or active

unit GOALS

- Discuss physical health and the importance of exercise
- Simple past tense
- Learn idioms and vocabulary on body parts





BEFORE READING

Have a think about this topic: *Lack of activity linked to enlarged hearts in adolescents.* What do you know about this topic? Make a list of words you can relate to this theme and after that, share your ideas with the class.

A piece of light-colored, lined paper with a torn left edge, resembling a page from a notebook. It has ten horizontal lines for writing.



While reading the article check if the sentences below are **True** or **False**

Lack of activity linked to enlarged hearts in adolescents

A new study has found that a sedentary lifestyle could lead to enlargement of the heart in adolescents.

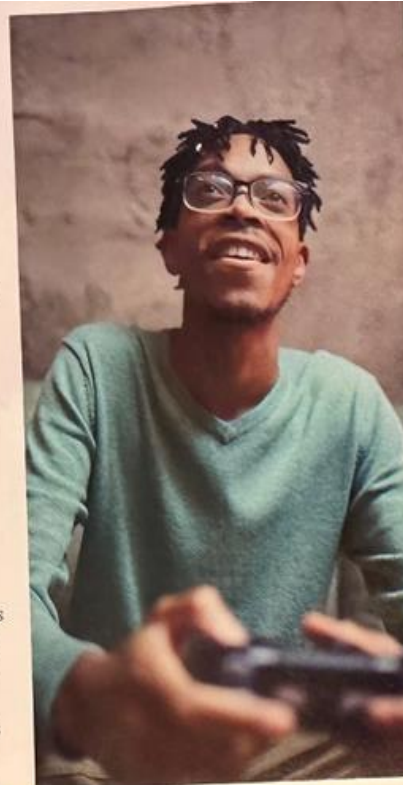
An enlarged heart can indicate decreased heart function and may lead to an increased risk of heart failure, myocardial infarction, stroke and premature cardiovascular death.

Researchers from the University of Bristol, the University of Exeter and the University of Eastern Finland worked together on the study, which used data from 530 adolescents aged 17. The data included various measurements of heart health, function and structure, and the youngsters' activity levels were also recorded.

On average, the adolescents were sedentary for around eight hours per day and spent about 49 minutes per day engaged in moderate-to-vigorous physical activity. The study found that both sedentary time and moderate-to-vigorous physical activity were associated with enlargement of the heart.

However, the increase associated with sedentary time was three times higher than that associated with the moderate-to-vigorous physical activity. Light physical activity was not associated with heart enlargement but was associated with better cardiac function.

Researcher Andrew Agbaje said: "This novel evidence extends our knowledge of the adverse effects of sedentary time on cardiac health." He added that although taking part in moderate-to-vigorous physical activity was found to slightly enlarge the heart, it is viewed as "an acceptable 'negative side effect' considering several other health benefits of moderate-to-vigorous exercise." The researchers are now calling for steps to encourage adolescents to participate more in physical activities. The findings were published in the *Scandinavian Journal of Medicine & Science in Sports*.



May 2023 www.yourhealthyliving.co

Follow us on Twitter: @YHLMag

Photo of an article from "Your Healthy Living" magazine

1. A new study has found that a sedentary lifestyle could lead to enlargement of the heart in adults. ()
2. An enlarged heart indicates increased heart function. ()
3. A decreased heart function may lead to an increased risk of health issues, such as heart failure and stroke. ()
4. The researchers are calling for steps to encourage adolescents to participate more in physical activities. ()

AFTER READING



Image from word

WORK IN PAIRS AND DISCUSS THE FOLLOWING QUESTIONS

1. Do you consider yourself sedentary or active? Why?
2. In your opinion what should we be doing more in order to eat healthier and/or to be more active?

GRAMMAR



The past simple shows us that an action was in the past, not in the present.

Regular past simple verbs have -ed at the end (e.g. called, played, arrived).

- My parents called me yesterday.

Irregular verbs have a different form, usually with a different vowel sound (e.g. wake → woke, break → broke, feel → felt).

- I woke up early this morning.

We make the negative with didn't and the infinitive verb.

- My parents didn't call me yesterday.

We make the question form with did and then the subject and infinitive verb.

- Did you wake up early this morning?

NOW, TALK TO YOUR CLASSMATES
AND FIND SOMEONE WHO...

	name
Watched a film last night	
Exercised this morning	
Played a sport last week	
Phoned a friend today	
Talked to a cousin last month	
Travelled abroad last year	

Pronunciation of "ED"

Pronunciation of -ed changes according to the last sound of verbs. There are three possible ways to pronounce -ed.

/ɪd/

For verbs ending with /t/ and /d/ sounds, the - ed ending is pronounced as /ɪd/.

- started
- wanted
- hated
- ended
- visited
- needed

/d/

For verbs ending with a voiced sound, the - ed ending is pronounced as /d/.

VOICED SOUNDS

Voiced sounds utilize the vocal chords so that they are referred as vibrating sounds. All vowels are voiced sounds.

/b/ /d/ /g/ /j/ /l/ /m/ /n/ /r/ /v/ /z/

- used
- argued
- cleaned
- answered
- charged
- described

/t/

For verbs ending with a voiceless sound, the - ed ending is pronounced as /t/.

VOICELESS SOUNDS

Voiceless sounds do not activate the vocal chords so that they do not have vibration.

/p/ /t/ /k/ /f/ /ʃ/ /tʃ/ /s/

- asked
- jumped
- cooked
- watched
- finished
- laughed

Go to the previous activity and indicate if the words below belong to /ɪd/, /d/ or /t/:

Watched

Played

Talked

GRAMMAR

Now, using the knowledge you learned and practiced with your classmates on past tense, let's go back to the text. Show your understanding and answer the following questions. Please give full answers using the past tense as: "Did he call last night?" "Yes, he called last night."

Lack of activity linked to enlarged hearts in adolescents

A new study has found that a sedentary lifestyle could lead to enlargement of the heart in adolescents.

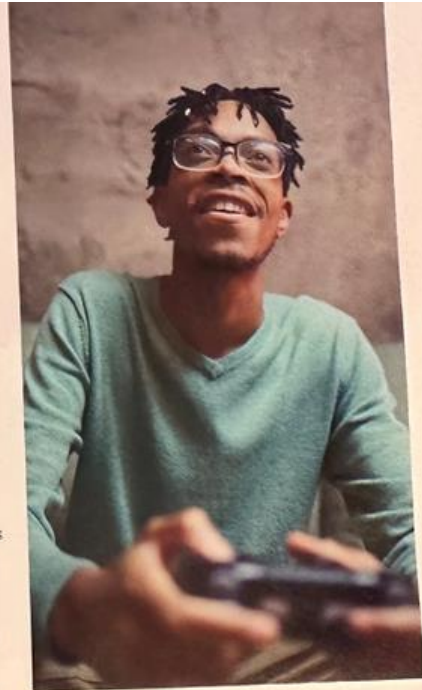
An enlarged heart can indicate decreased heart function and may lead to an increased risk of heart failure, myocardial infarction, stroke and premature cardiovascular death.

Researchers from the University of Bristol, the University of Exeter and the University of Eastern Finland worked together on the study, which used data from 530 adolescents aged 17. The data included various measurements of heart health, function and structure, and the youngsters' activity levels were also recorded.

On average, the adolescents were sedentary for around eight hours per day and spent about 49 minutes per day engaged in moderate-to-vigorous physical activity. The study found that both sedentary time and moderate-to-vigorous physical activity were associated with enlargement of the heart.

However, the increase associated with sedentary time was three times higher than that associated with the moderate-to-vigorous physical activity. Light physical activity was not associated with heart enlargement but was associated with better cardiac function.

Researcher Andrew Agbaje said: "This novel evidence extends our knowledge of the adverse effects of sedentary time on cardiac health." He added that although taking part in moderate-to-vigorous physical activity was found to slightly enlarge the heart, it is viewed as "an acceptable 'negative side effect' considering several other health benefits of moderate-to-vigorous exercise." The researchers are now calling for steps to encourage adolescents to participate more in physical activities. The findings were published in the *Scandinavian Journal of Medicine & Science in Sports*.



1. Did the researchers from the University of Bristol work together on the study with adolescents?
2. Did the data include various measurements of heart health?
3. Did they record the youngster's activities?
4. Did they associate light physical activity with heart enlargement?

Vocabulary



Read the sentences below and match the highlighted words to their definitions.

1. When Joe was a student, he used to **fill up** on bread and cakes.
2. The benefits of doing exercise every day **outweigh** the drawbacks.
3. Doctors warned Mike that his **intake** of red meat was too high.
4. Mary needed to be productive at work, so she decided to **adhere** to an exercise routine.
5. Being active is good for you, **regardless** of your age.

- a. consumption
- b. eat (something) until you are full
- c. follow, maintain
- d. in spite of
- e. is/are more important than

IDIOMS

Our health impacts directly on our body, so let's tackle those idioms or expressions which use body parts names.



Link the meanings to the idioms or expressions accordingly:

- a) By word of mouth
- b) To live from hand to mouth
- c) To set foot on
- d) To have a heart to heart
- e) To walk hand in hand
- f) To be nose to tail
- g) To see eye to eye



1. be in full agreement.
2. lined up very close to each other.
3. two people or things are very closely connected or related.
4. an honest talk
5. enter, go into
6. to spend all the money you earn on basic needs such as food without being able to save any money.
7. by being told by another person.

BEFORE LISTENING

Before watching the video below, make a list of the activities you do daily and list them as active or sedentary.

Active

Walk to school

Sedentary

Drive to school

- Choose at least 5 activities to include either side.
- Which side of your list got longer?
- If it was the red one, what do you think you could change, so you would have a greater list added to your green side?

WHILE LISTENING



Watch a video on how exercise keeps our brain healthy.

You will hear Dr Wendy Suzuki talking about the power of exercise and how it affects our brain.



Which words can you hear and how many times can you hear them?

sedentary

heart

leg

brain

neurotransmitters

transformative

memory

cardiorespiratory

exercise

muscle

sugar

AVAILABLE ON: <https://www.youtube.com/watch?v=bhy0fxzokze&list=plga3-ca7b2uq8cixwcmzmjqy4mrfezen>

WHILE LISTENING



Watch the video again and complete the gaps as you listen to Dr Wendy Suzuki.

A single workout can immediately increase levels of _____ like _____, dopamine, and noradrenaline.

Increase your _____ function to get the long-lasting effects.

Exercise actually changes the brain's _____, _____ and function. Exercise produces brand new brain _____.

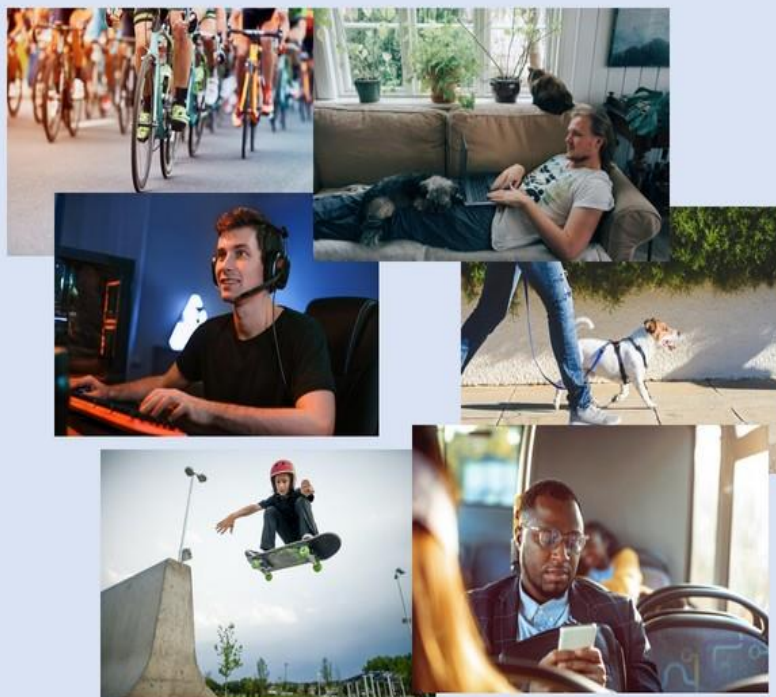
The rule of _____ is, you want to get three to four times a week of exercise, 30 minutes an exercise session.

AFTER LISTENING



Look at the pictures below. In pairs, discuss the following questions and give advice to each other.

- Which pictures represent your life the best?
- Tell each other the main activities you do daily (from your list active/sedentary). Do you believe you are making the right choices?
- Do you spend more time moving or seating?
- Do you think you need to make changes to your lifestyle in order to be healthier?





BEFORESPEAKING

Before the speaking activity, watch the video below, then make notes to gather some ideas for your next activity. The video talks about the link between physical activity and brain health.



Example of the notes you can take from the video

staying active is linked
with stronger memory,
sharper thinking and better learning.

Available on: <https://www.youtube.com/watch?v=UzWd8ynGLEM>

SPEAKING

Play the video again.

Work in groups of 5 and discuss your notes and thoughts. Choose one person to share with the class your summarised ideas and thoughts.



AFTERSPEAKING



After each presentation, we should all discuss the ideas presented by the groups.



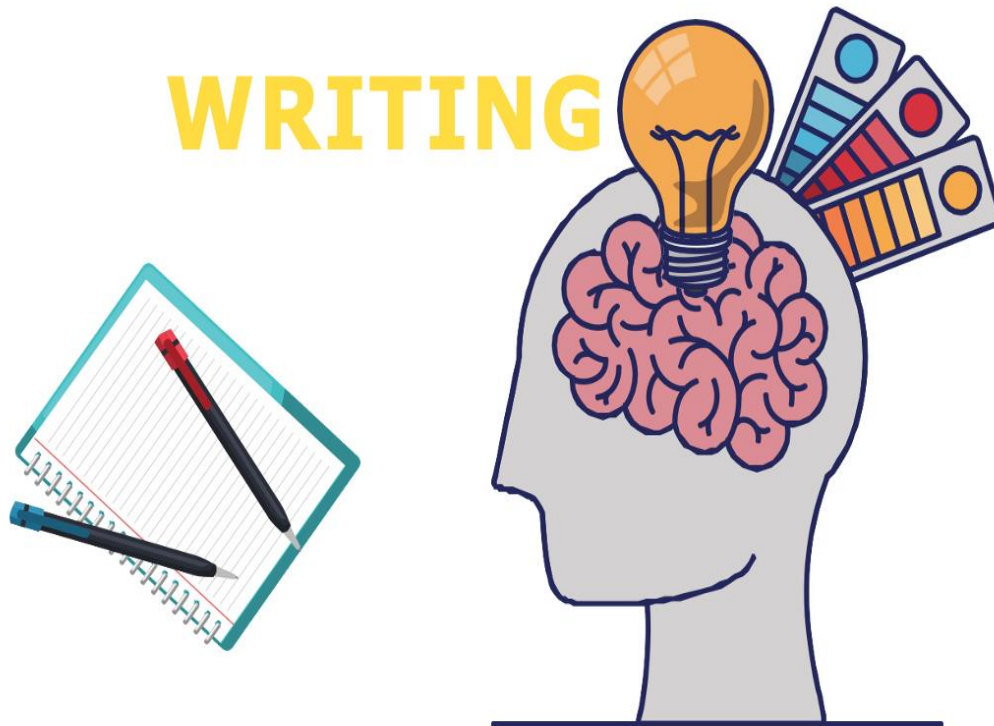
BEFORE WRITING



Make a list of physical activities we could bring to our lives in order to be healthier and fitter.

Example: Walk

1. Choose a friend to exchange your list with
2. Do your lists look very different to one another?
3. Have a think of which of your friend's activities, you could bring to your life in order to get healthier and fitter.



Create an infographic about exercise and its benefits. Choose a social media to post it. Be creative!

AFTER WRITING

You should give a feedback/opinion/suggestion to your peers' works.

CHECKING YOUR PROGRESS

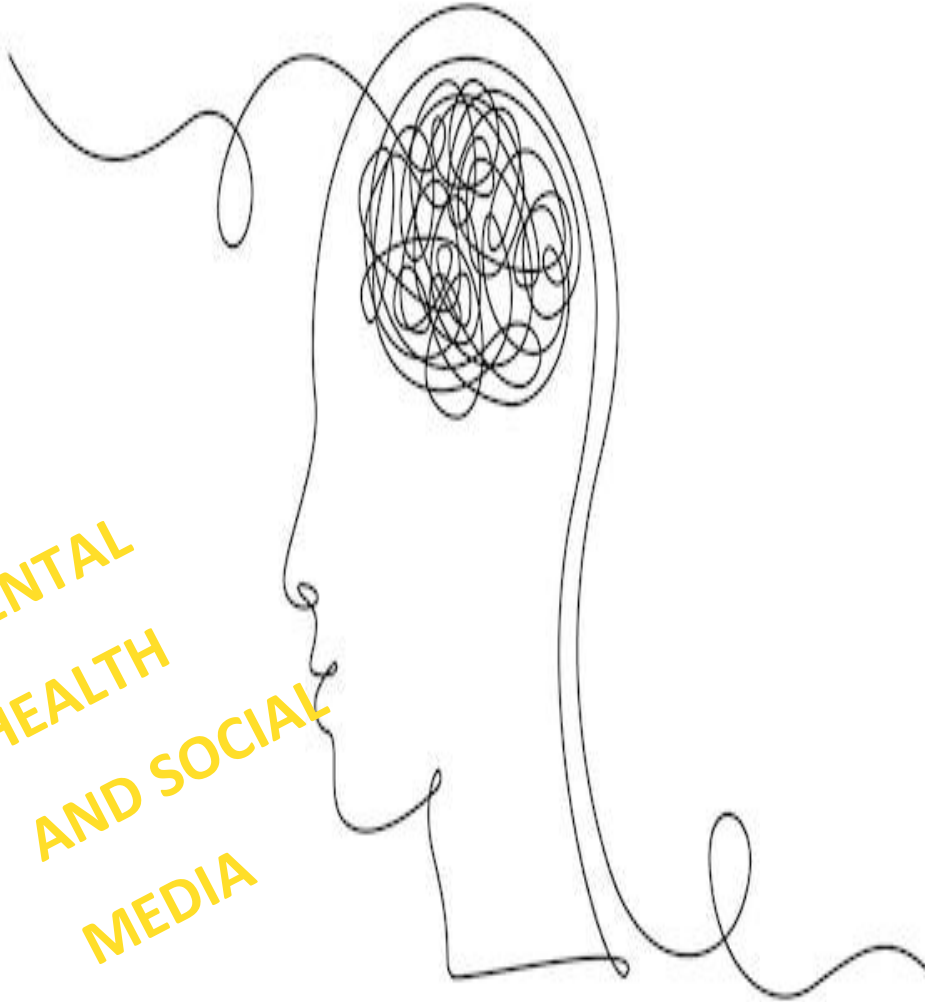
I can...



- Use the past tense correctly ()
- Discuss about the importance of exercise confidently, using a more complex vocabulary ()
- Identify words, while I'm watching a video ()
- Create an infographic ()
- Use different idioms which use body part names ()

UNIT 2

**MENTAL
HEALTH
AND SOCIAL
MEDIA**





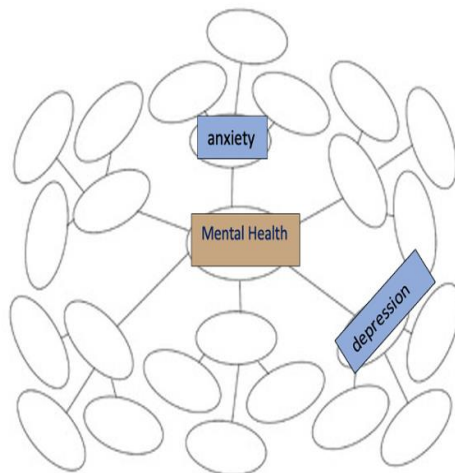
GETTING STARTED

UNIT GOALS

- Discuss mental health and its link with social media.
- Learn the use of should.
- Recognise vocabulary related to mental health.

Warm-up (Before reading)

Activity 1- Mind Mapping



Think of as many words as possible, which you can associate with Mental Health, use the examples in blue as a reference. When finished, compare your work with a friend. Have you both thought of similar words, or were they completely different? Share your thoughts with the class.



1. Read the article below:



May 23, 2023, 10:00 AM BST

By Erika Edwards and Hallie Jackson

Surgeon General Vivek Murthy, long a proponent of mental health awareness, has issued a warning that social media use is a main contributor to depression, anxiety and other problems in the nation's teenagers.

Murthy calls youth mental health “the defining public health issue of our time,” urging policymakers to help ensure strong safety standards to help protect adolescents and teens from exposure to harmful content and excessive use.

Up to 95% of teens between the ages of 13 and 17 say they use a social media platform, according to the report. About a third say they're scrolling, posting or otherwise engaged with social media “almost constantly.”

The report pulls together research that links social media use and poor mental health in adolescents, such as a [2019 study](#) that found teens who spent more than three hours a day on social media “faced double the risk of experiencing poor mental health outcomes, including symptoms of depression and anxiety.”

The surgeon general's warning about social media comes as the rates of teenage depression, [sadness and hopelessness have skyrocketed](#) over the past decade, especially among girls.

Available on: <https://www.nbcnews.com/health/health-news/social-media-mental-health-anxiety-depression-teens- surgeon-general-rcna85575>

Vocabulary



2. SYNONYM MATCH: Match the following synonyms from the article.

- a) Anxiety
- b) Outcome
- c) Depression
- d) Awareness
- e) Skyrocket
- f) Contributor

- 1. the state of feeling very unhappy and without hope for the future.
- 2. a result or effect of an action, situation, etc.
- 3. knowledge that something exists or understanding of a situation or subject at the present time based on information or experience.
- 4. one of the reasons why something happens.
- 5. to rise extremely quickly or make extremely quick progress.
- 6. an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

Comprehension questions

- 1. According to Surgeon General Vivek Murthy, what is the main contributor to depression, anxiety, and other problems in teenagers?
- 2. How does Surgeon General Murthy describe youth mental health in the text?
- 3. What action does Murthy suggest policymakers take to address the impact of social media on teenagers' mental health?
- 4. According to the report mentioned in the text, what percentage of teenagers between the ages of 13 and 17 use a social media platform?

5. How often do about a third of teenagers say they engage with social media, according to the text?
6. How have rates of teenage depression, sadness, and hopelessness changed over the past decade?
7. Which demographic group, according to the text, has been particularly affected by the increase in rates of depression and anxiety?

GRAMMAR

Should is an auxiliary verb - a modal auxiliary verb. We use **should** mainly to:

- give advice or make recommendations
- talk about obligation
- talk about probability and expectation
- express the conditional mood
- replace a subjunctive structure

The basic structure for **should** is:

subject	+	auxiliary verb <i>should</i>	+	main verb
---------	---	---------------------------------	---	-----------

Note that:

- The auxiliary verb **should** is invariable. There is only one form: **should**
- The **main verb** is usually in the *base* form (*He should go*).

Look at the basic structure again, with positive, negative and question sentences:

	subject	auxiliary <i>should</i>	<i>not</i>	main verb <i>base</i>
+	He	should		work.
-	You	should	not	go.
?	Should	we		help?

In this unit we will focus on the use of *should* as for advice and opinions

Use of *should*

should for advice, opinions

We often use *should* when offering advice or opinions (similar to *ought to*):

- You should see the new James Bond movie. It's great!
- You should try to lose weight.
- John should get a haircut.
- He shouldn't smoke. And he should stop drinking too.
- What should I wear?
- They should make that illegal.
- There should be a law against that.
- People should worry more about global warming.

LET'S PRACTICE

Transform the phrases below using *should* as in the example in green:

1. "It would be wise to get a good night's sleep before the exam."
2. "Eating more fruits and vegetables is beneficial for your health."
3. "Reading regularly can improve your vocabulary and comprehension skills."
4. "Getting some fresh air and sunlight can boost your mood."

Transformed into "Should" Phrases:

1. "You should get a good night's sleep before the exam."
- 2.
- 3.
- 4.

WORKING IN GROUPS OF 4

BASED ON: *"Maria spends hours on social media every day and feels anxious. She has lots of friends online, but she feels lonely in the real world, she is always comparing herself to others and she is not happy about her body image"*, please create a list of "should" statements to give advice in this scenario. Please make sure to explain the reasoning behind each piece of advice your group came up with and present them to the class.

GRAMMAR

Now, using the knowledge you learned and practiced with your classmates on past tense, let's go back to the text. Show your understanding and answer the following questions.

Please give full answers using the past tense as: "Did he call last night?" "Yes, he *called* last night."

BEFORE LISTENING



Before watching the video, make a list of the activities you do daily and list them as “This makes me feel good (calm and happy)”, “This makes me feel anxious and stressed”

This makes me
feel good

Going out for lunch
with my friends

This makes me feel
anxious and stressed

Comparing myself to other
people I see on Instagram



Check how many times you hear these words:

stressful
curveball
lifestyle
vital
dopamine
endorphins
pursuit
warding off
issues
coping
mental health

Available on: <https://www.youtube.com/watch?v=LVbn4cwiX5Q>

Vocabulary



VOCABULARY: You heard these words; do you know what they mean? There are 4 words which don't match to their definitions, please can you find them and adjust them to the equivalent definition?

Vital: Causing mental or emotional strain; characterized by difficulty, pressure, or tension.

Curveball: In a literal sense, it refers to a type of pitch in baseball that is thrown with a spinning motion causing it to curve unexpectedly. Figuratively, it means an unexpected or surprising event or situation.

Lifestyle: The way in which a person or group of people live, including their habits, attitudes, interests, and social, economic, and moral standards.

Stressful: Absolutely necessary or essential; crucial for the success, continuation, or existence of something.

Dopamine: A type of neurotransmitter (chemical messenger) in the brain that plays a role in regulating mood, pleasure, reward, and other important functions.

Endorphins: Natural chemicals produced by the body that help relieve pain and induce feelings of pleasure or euphoria. They are often released during exercise and other activities.

Warding off: The action of seeking or striving for something; the act of trying to achieve or attain a goal.

Pursuit: Taking action to prevent or protect oneself from a negative situation, threat, or outcome.

Issues: In this context, it refers to problems, difficulties, or concerns that need to be addressed or resolved.

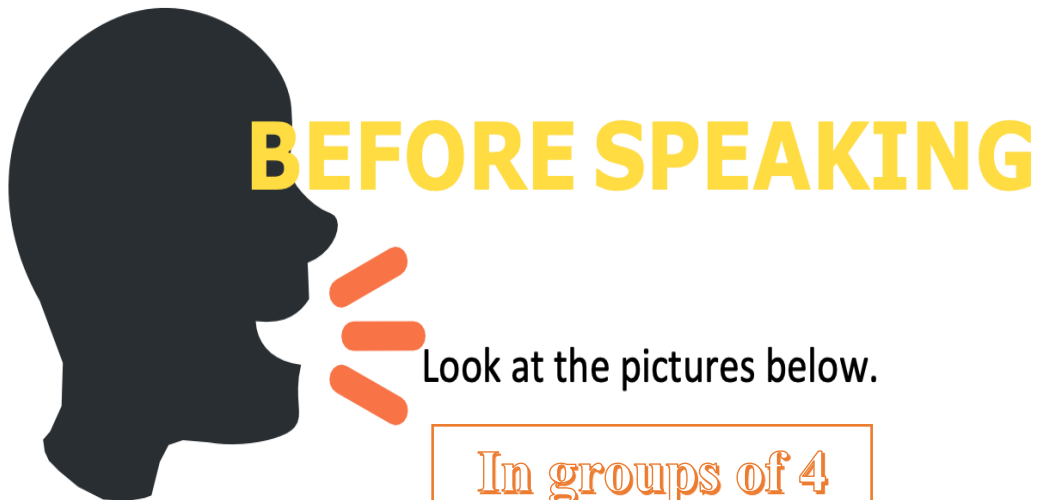
Coping: Dealing effectively with something difficult or challenging; finding ways to manage and adapt to stressful or demanding situations.

AFTER LISTENING



Please create a visual representation of how you envision nature positively influencing your mental health. You can draw scenes of natural environments, people engaging with nature, or any other creative expression that reflects the theme. Share your work with the class.

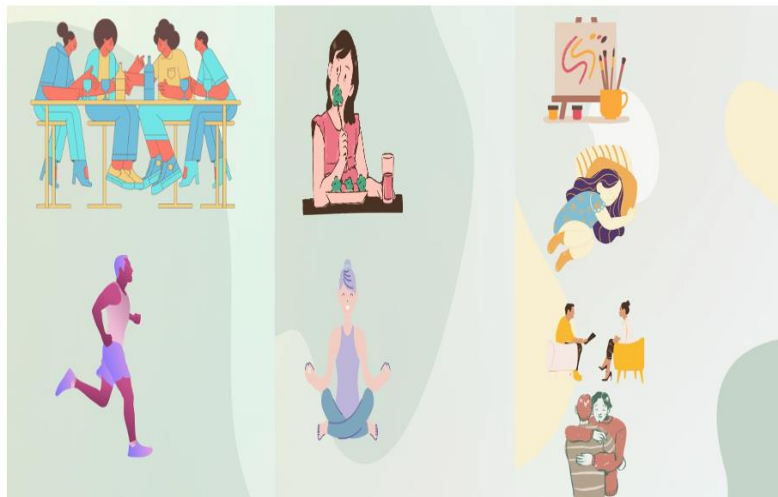




Look at the pictures below.

In groups of 4

Choose 1 activity (yoga, exercise, meeting with friends, sleeping well, eating healthy food etc) and write recommendations to people on how they could incorporate this activity to their routine to promote mental well-being.



SPEAKING

1. Create a "Talk Show" environment.
2. Working with the same group choose 2 hosts and 2 guests.

The Talk Show:

The hosts introduce the guests and the topic they'll be discussing.

The hosts will be asking the questions they have written in the previous activity.

The guests present their written piece, aiming to engage the audience (the rest of the class).

AFTER SPEAKING



After the presentation, the audience should ask questions or offer comments about the topic.

BEFORE WRITING

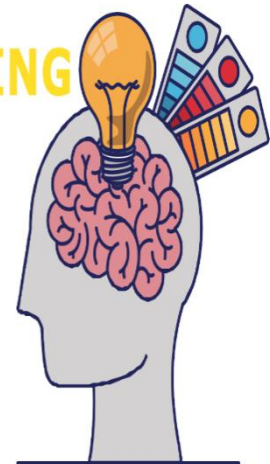


Make a list of all interesting things which young people could benefit from social media and how they could impact their mental health.

Now, you are the creator. Put your thoughts into action!

On a piece of paper, canva or power point, design your own social media.

WRITING

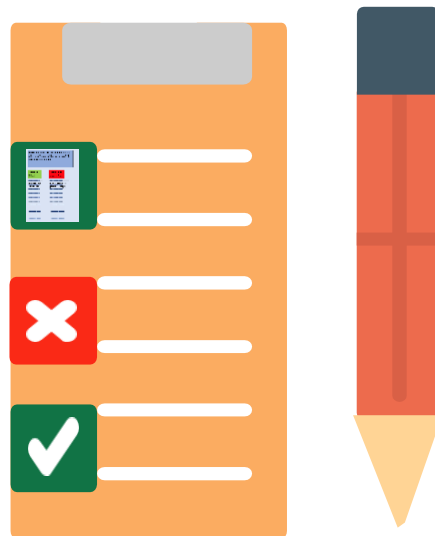


AFTER WRITING

You should give a feedback/opinion/suggestion to your peers' works.

CHECKING YOUR PROGRESS

I CAN...



Think of things which make me feel good ()

Recognise elements on social media which make me feel anxious ()

Recognise vocabulary related to mental health ()

Make the correct use of should ()

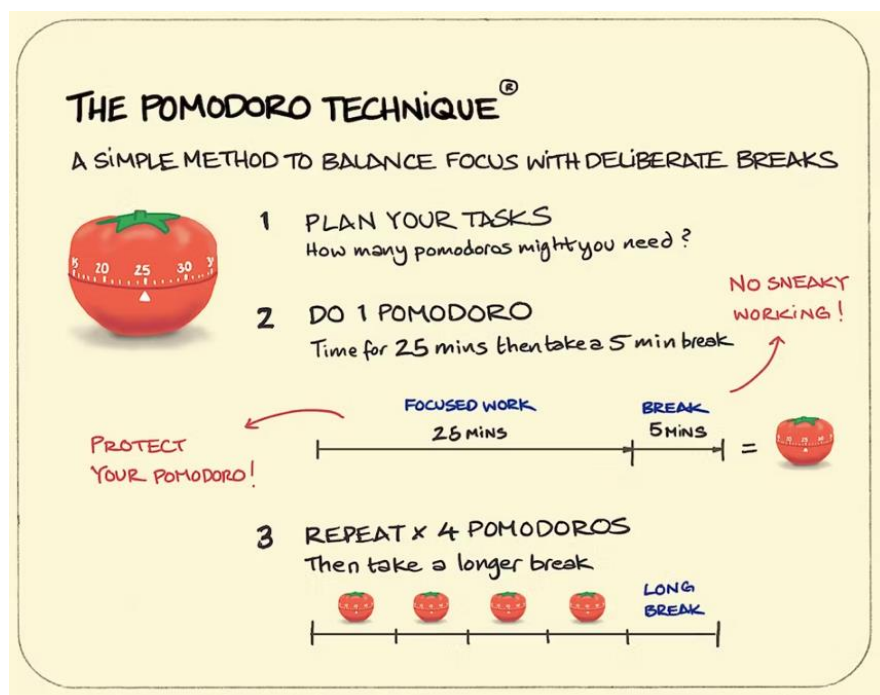
TEACHER'S GUIDE AND ANSWER KEY

Before we start:

Make sure you encourage your students to take a break after long discussions or activities which will require a lot of concentration. You can use the Pomodoro technique.

The Pomodoro Technique is a method based on 25-minute stretches of focused work broken by five-minute breaks. Each work interval is called a pomodoro, the Italian for tomato.

During the breaks, encourage students to have some water, do some stretches, do some drawings, listen to some music and/or dance, chat with their friends etc. The idea here is that it should be pleasurable enough to get them ready, fresh and focused for their next stretch of work. Students will have the chance to enter the *focused mode* and *diffused mode*, allowing better learning.



Unit 1

Goals

Encourage students to reflect on the significance of regular exercise for physical and mental well-being.

Use the influence of the sporty figures to inspire students to adopt healthy habits and routines.

Warm-up/ Getting started

This warm-up activity was designed to promote curiosity and interest about exercise. In this activity, we'll be drawing inspiration from some renowned sports people who are not only known for their talents but also for their dedication in maintaining a healthy and active lifestyle. Begin by discussing the importance of exercise in maintaining a healthy lifestyle.

Introducing images related to physical activity: Display the images and ask questions, such as which sport would you rather do? Which sport do you think would be more challenging? Encourage them to see the link between their dedication and their success. For example, include figures like "The Rock", Serena Williams, Messi, Neymar etc

Now, allow them to work on the material. Images of Cristiano Ronaldo, Mo Farah, Guga and Michael Jordan. Give them a few minutes.

Now, ask a few questions to the class:

How do you think their exercise routine benefits them physically and mentally?

What can we learn from their commitment to fitness?

Encourage thoughtful discussions and questions.

Ask students to individually reflect on what they've learned from the activity. Prompt them to consider how they can incorporate elements of their chosen sports' person exercise routine into their own lives.

Encourage students to set personal fitness goals based on their reflections.

Answer Key

Answers may vary.

Before reading

This activity is for the students to answer in their material.

It would be good to encourage a few students to share their answers with the class.

Answer Key

Answers may vary.

Reading

Before jumping into the activity ask the students to read the text, look away and then try to recall the main ideas. After that, ask them to read the text out loud, taking in turns. So, the whole class can participate.

Ask about their thoughts about the article. Were they surprised? Encourage some discussion about that.

After that, they should read the article silently and proceed with the activity.

Go through the answers with them. If anyone has given a wrong answer, go through it with them to understand why they thought the answer was that one.

Answer Key

True, false, true, true.

After reading

Ask the students to work in pairs and answer the questions. After they have discussed their answers between them, ask them to share their thoughts with the class.

Answer Key

Answers may vary.

Grammar

1st activity

Explain the past simple, giving practical examples. Now, explain the first grammar activity and encourage them to go around the class and talk to their friends, asking the questions suggested. Use the first one as an example. “*Watched* a film last night”, should be converted to “***Did*** you ***watch*** a film last night”? Make sure this is an assisted activity and watch them closely enough to help them to make the correct use of the given grammar structure, if necessary. After they have finished with their mini questionnaire, ask them to sit down and encourage a few students to share with the class their answers.

Answer Key

Answers may vary.

Pronunciation

Explain the distinction between voiced and voiceless sounds and encourage students to pay attention to the sounds they hear at the end of a word. Then, explain the activity and allow enough time for its completion.

Answer key

Watched- (wɒtʃt) – t ending

Played- (pleɪd)- ɪd ending

Talked- (tɔːkt)- t ending

2nd activity

Now, they will have the chance to use their grammar knowledge to answer questions related to the text they are already familiar with.

Make sure to remind them how to use the grammatical structure correctly to answer the questions. Give a few examples first. Give them some time to answer the questions and then ask a few students to share with the class their answers. Make sure, everyone has understood the structure taught and they feel comfortable using it.

Answer Key

1- Yes, the researchers from the University of Bristol worked together...

2- Yes, the data included...

3- Yes, they recorded...

4- Yes, they associated...

Vocabulary

Ask students to read the sentences and match the highlighted words to their definitions.

Go through the answers with them. After that, review the vocabulary words and their meanings and ask students to create different sentences using the vocabulary learned. Ask them to share those sentences with the class. Make sure that they have made the adequate use of the vocabulary learned, and correct them or make different suggestions if necessary.

Answer Key

1- b

2- e

3- a

4- c

5- d

Idioms

The same approach used for the vocabulary activity can be used here.

Answer Key

a-7

b-6

c-5

d-4

e-3

f-2

g-1

Before listening

Introduce the activity briefly, giving a few examples.

Ask students to individually think about what they already know or associate with the topic. Then ask them to proceed with the activity. After they have finished with their lists, encourage them to share their list with the class.

Answer Key

Answers may vary.

Listening**While listening 1**

Ask students to make predictions about what they think they might hear during the listening exercise.

Introduce the Listening Material (video). Provide any necessary context or instructions for the listening exercise. Let students know what they should focus on while listening.

Play the video and ask them to only watch it. Now, play it again, encourage active listening and remind them to circle the words they hear and to number how many times they hear them.

After the listening exercise, check and correct their answers and discuss the content as a class.

Address any questions or observations that arose during the activity.

Answer Key

Heart- 1

Neurotransmitters- 2

Brain- 13

Memory-17

Cardiorespiratory- 1

Transmitters- 2

Exercise-2

Muscle-1

While listening 2

Play the video one more time and ask students to fill in the gaps. Go through the answers with them and make sure to address any questions or observations that appeared during the activity. Encourage students to reflect on how their prior knowledge influenced their understanding of the material.

Answer Key

Neurotransmitters

Serotonin

Cardiorespiratory

Anatomy

Physiology

Thumb

Audio Transcript

What if I told you there was something that you can do right now

0:17

that would have an immediate, positive benefit for your brain

0:20

including your mood and your focus?

0:24

And what if I told you that same thing could actually last a long time

0:29

and protect your brain from different conditions

0:32

like depression, Alzheimer's disease or dementia.

0:36

Would you do it?

0:37

Yes!

0:39

I am talking about the powerful effects of physical activity.

0:43

Simply moving your body,

0:46

has immediate, long-lasting and protective benefits for your brain.

0:51

And that can last for the rest of your life.

0:54

So what I want to do today is tell you a story

0:56

about how I used my deep understanding of neuroscience,

1:01

as a professor of neuroscience,

1:02

to essentially do an experiment on myself

1:05

in which I discovered the science underlying

1:08

why exercise is the most transformative thing

1:12

that you can do for your brain today.

1:15

Now, as a neuroscientist, I know that our brains,

1:19

that is the thing in our head right now,

1:22

that is the most complex structure known to humankind.

1:27

But it's one thing to talk about the brain,

1:29

and it's another to see it.

1:31

So here is a real preserved human brain.

1:34

And it's going to illustrate two key areas that we are going to talk about today.

1:38

The first is the prefrontal cortex, right behind your forehead,

1:42

critical for things like decision-making, focus, attention and your personality.

1:49

The second key area is located in the temporal lobe, shown right here.

1:53

You have two temporal lobes in your brain, the right and the left,

1:56

and deep in the temporal lobe is a key structure

1:59

critical for your ability

2:01

to form and retain new long-term memories for facts and events.

2:05

And that structure is called the hippocampus.

2:08

So I've always been fascinated with the hippocampus.

2:12

How could it be that an event that lasts just a moment,

2:17

say, your first kiss,

2:19

or the moment your first child was born,

2:23

can form a memory that has changed your brain,

2:26

that lasts an entire lifetime?

2:28

That's what I want to understand.

2:30

I wanted to start and record the activity of individual brain cells

2:35

in the hippocampus

2:37

as subjects were forming new memories.

2:39

And essentially try and decode how those brief bursts of electrical activity,

2:44

which is how neurons communicate with each other,

2:47

how those brief bursts either allowed us to form a new memory, or did not.

2:52

But a few years ago, I did something very unusual in science.

2:56

As a full professor of neural science,

2:58

I decided to completely switch my research program.

3:02

Because I encountered something that was so amazing,

3:07

with the potential to change so many lives

3:10

that I had to study it.

3:11

I discovered and I experienced the brain-changing effects of exercise.

3:18

And I did it in a completely inadvertent way.

3:21

I was actually at the height of all the memory work that I was doing --

3:25

data was pouring in,

3:27

I was becoming known in my field for all of this memory work.

3:31

And it should have been going great. It was, scientifically.

3:35

But when I stuck my head out of my lab door,

3:39

I noticed something.

3:41

I had no social life.

3:43

I spent too much time listening to those brain cells

3:46

in a dark room, by myself.

3:47

(Laughter)

3:48

I didn't move my body at all.

3:51

I had gained 25 pounds.

3:54

And actually, it took me many years to realize it,

3:57

I was actually miserable.

3:58

And I shouldn't be miserable.

4:00

And I went on a river-rafting trip -- by myself, because I had no social life.

4:04

And I came back --

4:06

(Laughter)

4:07

thinking, "Oh, my God, I was the weakest person on that trip."

4:10

And I came back with a mission.

4:12

I said, "I'm never going to feel like the weakest person

4:14

on a river-rafting trip again."

4:16

And that's what made me go to the gym.

4:18

And I focused my type-A personality

4:21

on going to all the exercise classes at the gym.

4:24

I tried everything.

4:26

I went to kickbox, dance, yoga, step class,

4:30

and at first it was really hard.

4:32

But what I noticed is that after every sweat-inducing workout that I tried,

4:37

I had this great mood boost and this great energy boost.

4:41

And that's what kept me going back to the gym.

4:44

Well, I started feeling stronger.

4:47

I started feeling better, I even lost that 25 pounds.

4:50

And now, fast-forward a year and a half into this regular exercise program

4:56

and I noticed something that really made me sit up and take notice.

5:00

I was sitting at my desk, writing a research grant,

5:03

and a thought went through my mind

5:05

that had never gone through my mind before.

5:07

And that thought was,

5:09

"Gee, grant-writing is going well today."

5:13

And all the scientists --

5:14

(Laughter)

5:15

yeah, all the scientists always laugh when I say that,

5:17

because grant-writing never goes well.

5:20

It is so hard; you're always pulling your hair out,

5:22

trying to come up with that million-dollar-winning idea.

5:26

But I realized that the grant-writing was going well,

5:29

because I was able to focus and maintain my attention

5:33

for longer than I had before.

5:35

And my long-term memory -- what I was studying in my own lab --

5:40

seemed to be better in me.

5:43

And that's when I put it together.

5:45

Maybe all that exercise that I had included and added to my life

5:50

was changing my brain.

5:52

Maybe I did an experiment on myself without even knowing it.

5:55

So as a curious neuroscientist,

5:56

I went to the literature to see what I could find about what we knew

6:00

about the effects of exercise on the brain.

6:02

And what I found was an exciting and a growing literature

6:06

that was essentially showing everything that I noticed in myself.

6:11

Better mood, better energy, better memory, better attention.

6:15

And the more I learned,

6:17

the more I realized how powerful exercise was.

6:21

Which eventually led me to the big decision

6:24

to completely shift my research focus.

6:28

And so now, after several years of really focusing on this question,

6:33

I've come to the following conclusion:

6:36

that exercise is the most transformative thing

6:39

that you can do for your brain today

6:41

for the following three reasons.

6:43

Number one: it has immediate effects on your brain.

6:47

A single workout that you do

6:49

will immediately increase levels of neurotransmitters

6:53

like dopamine, serotonin and noradrenaline.

6:56

That is going to increase your mood right after that workout,

7:00

exactly what I was feeling.

7:01

My lab showed that a single workout

7:04

can improve your ability to shift and focus attention,

7:07

and that focus improvement will last for at least two hours.

7:11

And finally, studies have shown

7:13

that a single workout will improve your reaction times

7:16

which basically means

7:18

that you are going to be faster at catching that cup of Starbucks

7:21

that falls off the counter,

7:23

which is very, very important.

7:25

(Laughter)

7:26

But these immediate effects are transient, they help you right after.

7:30

What you have to do is do what I did,

7:32

that is change your exercise regime, increase your cardiorespiratory function,

7:36

to get the long-lasting effects.

7:38

And these effects are long-lasting

7:41

because exercise actually changes the brain's anatomy,

7:45

physiology and function.

7:48

Let's start with my favourite brain area, the hippocampus.

7:52

The hippocampus --

7:53

or exercise actually produces brand new brain cells,

7:58

new brain cells in the hippocampus, that actually increase its volume,

8:02

as well as improve your long-term memory, OK?

8:07

And that including in you and me.

8:10

Number two: the most common finding in neuroscience studies,

8:14

looking at effects of long-term exercise,

8:16

is improved attention function dependent on your prefrontal cortex.

8:21

You not only get better focus and attention,

8:23

but the volume of the hippocampus increases as well.

8:27

And finally, you not only get immediate effects of mood with exercise

8:32

but those last for a long time.

8:33

So you get long-lasting increases in those good mood neurotransmitters.

8:39

But really, the most transformative thing that exercise will do

8:44

is its protective effects on your brain.

8:47

Here you can think about the brain like a muscle.

8:50

The more you're working out,

8:52

the bigger and stronger your hippocampus and prefrontal cortex gets.

8:57

Why is that important?

8:58

Because the prefrontal cortex and the hippocampus

9:01

are the two areas that are most susceptible to neurodegenerative diseases

9:07

and normal cognitive decline in aging.

9:10

So with increased exercise over your lifetime,

9:14

you're not going to cure dementia or Alzheimer's disease,

9:17

but what you're going to do is you're going to create

9:19

the strongest, biggest hippocampus and prefrontal cortex

9:22

so it takes longer for these diseases to actually have an effect.

9:27

You can think of exercise, therefore,

9:30

as a supercharged 401K for your brain, OK?

9:35

And it's even better, because it's free.

9:39

So this is the point in the talk where everybody says,

9:42

"That sounds so interesting, Wendy,

9:44

but I really will only want to know one thing.

9:47

And that is, just tell me the minimum amount of exercise

9:51

I need to get all these changes."

9:53

(Laughter)

9:54

And so I'm going to tell you the answer to that question.

9:57

First, good news: you don't have to become a triathlete to get these effects.

10:01

The rule of thumb is you want to get three to four times a week exercise

10:06

minimum 30 minutes an exercise session,

10:09

and you want to get aerobic exercise in.

10:12

That is, get your heart rate up.

10:14

And the good news is, you don't have to go to the gym

10:16

to get a very expensive gym membership.

10:18

Add an extra walk around the block in your power walk.

10:22

You see stairs -- take stairs.

10:24

And power-vacuuming can be as good as the aerobics class

10:29

that you were going to take at the gym.

10:31

So I've gone from memory pioneer

10:35

to exercise explorer.

10:37

From going into the innermost workings of the brain,

10:41

to trying to understand how exercise can improve our brain function,

10:45

and my goal in my lab right now

10:48

is to go beyond that rule of thumb that I just gave you --

10:51

three to four times a week, 30 minutes.

10:53

I want to understand the optimum exercise prescription

10:58

for you, at your age, at your fitness level,

11:02

for your genetic background,

11:04

to maximize the effects of exercise today

11:08

and also to improve your brain and protect your brain the best

11:13

for the rest of your life.

11:15

But it's one thing to talk about exercise, and it's another to do it.

11:19

So I'm going to invoke my power as a certified exercise instructor,

11:23

to ask you all to stand up.

11:25

(Laughter)

11:27

We're going to do just one minute of exercise.

11:29

It's call-and-response, just do what I do, say what I say,

11:32

and make sure you don't punch your neighbour, OK?

11:36

Music!

11:37

(Upbeat music)

11:38

Five, six, seven, eight, it's right, left, right, left.

11:43

And I say, I am strong now.

11:48

Let's hear you.

11:49

Audience: I am strong now.

11:52

Wendy Suzuki: Ladies, I am Wonder Woman-strong.

11:56

Let's hear you!

11:57

Audience: I am Wonder Woman-strong.

12:00

WS: New move -- uppercut, right and left.

12:02

I am inspired now. You say it!

12:06

Audience: I am inspired now.

12:10

WS: Last move -- pull it down, right and left, right and left.

12:14

I say, I am on fire now! You say it.

12:18

Audience: I am on fire now.

12:22

WS: And done! OK, good job!

12:24

(Applause)

12:30

Thank you.

12:31

I want to leave you with one last thought.

12:34

And that is, bringing exercise in your life

12:37

will not only give you a happier, more protective life today,

12:42

but it will protect your brain from incurable diseases.

12:47

And in this way it will change the trajectory of your life

12:52

for the better.

12:53

Thank you very much.

12:55

(Applause)

12:58

Thank you.

12:59

After listening

Ask students to look at the pictures, then ask them to pair with a friend and discuss the questions of the activity. Ask them to give advice to each other and share their discussion with the class.

Answer Key

Answers may vary.

Before speaking

Tell the students that they will be watching a video about the link between physical activity and brain health. Ask the students to watch the video and to make some notes. Show them examples of the notes they can take from the video (blue box).

Answer Key

Answers may vary.

Speaking

Play the video again. Ask them to work in groups of 5 and to discuss their notes and their thoughts. Ask the students to choose 1 person to share with the class their summarised ideas and thoughts. Make sure you ask relevant questions to encourage critical thinking.

Answer Key

Answers may vary.

After speaking

After each group has presented their summarised ideas. You should ask relevant questions to encourage critical thinking.

Answer Key

Answers may vary.

Before writing

Ask the students to make a list of physical activities we could bring to our lives in order to be healthier and fitter. Give practical examples and encourage participation.

Then ask them to work in pairs to discuss their lists. Choose a few students to share with the class their ideas.

Answer Key

Answers may vary.

Writing

Tell the students that they will be creating an infographic. Explain what an infographic is, and show a little tutorial on how to create one. The infographic should be about exercise and its benefits. Ask students to be creative. They should choose a social media to post it. Give suggestions if necessary.

Answer Key

Answers may vary.

After writing

Tell the students that they should give a feedback/opinion or suggestion to their friends' works. Discuss their feedbacks and works with the whole class. Encourage their participation.

Answer Key

Answers may vary.

Checking your progress

This area helps the students to check understanding and retention of the material they've learned. However, although the self-assessment is designed to help the students to check their own comprehension, please make sure that you check if there are areas which may require further review or practice.

Answer Key

Answers may vary.

Unit 2

Goals

This unit aims to create a comprehensive and supportive learning environment that addresses the complex relationship between mental health and social media for teenagers. Through this unit, students will develop the knowledge and skills to navigate the digital world while prioritising their mental well-being. This unit should help students to develop media literacy skills, enabling them to critically assess the reliability and credibility of information encountered on social media platforms.

Warm-up/ Getting started

This warm-up activity was designed to promote understanding of the impact of social media on mental health, including potential benefits and challenges.

Begin by giving a little introduction on mental health, what it is and the importance of looking after our mental health to help maintaining a healthy lifestyle. Emphasise its benefits for overall quality of life.

Ask them to think of as many words as possible, which can be associated with mental health. Then, once they have worked individually, ask them to compare their work with a friend. Afterwards, they should share their thoughts with the class. Encourage thoughtful discussions and questions.

Ask students to individually reflect on what they've learned from the activity.

Encourage students to set personal mental well-being goals based on their reflections.

Answer Key

Answers may vary.

Reading

Before jumping into the activity ask the students to read the text out loud, taking in turns. So the whole class can participate.

After that, they should read the article silently and proceed with the activity (vocabulary and text comprehension sections).

Go through the answers with them. If anyone has given a wrong answer, go through it with them to understand why that was their choice.

Answer Key

a-6

b-2

c-1

d-3

e-5

f-4

Grammar and vocabulary

Explain the different uses of “should” giving practical examples. Ask students to participate, thinking of examples, using their own routine. Now, explain the grammar activity. They should work on this individually. Allow enough time for the completion of this activity. Once they have finished, encourage a few students to share their answers with the class. Use this opportunity to correct their answers if necessary. Make sure, you have a look at each work individually though and correct their answers if necessary.

Answer Key

1- social media

2-The defining public health issue of our time.

3- Policymakers should help ensure safety standards to help protect adolescents and teens from exposure to harmful content and excessive use.

4- Up to 95%.

5- About a third spends more than 3 hours a day on social media

6-Social media contributed to the increase of depression, anxiety, sadness and hopelessness in teenagers, over the past decade.

7- Especially among girls.

Working in groups of 4

Read this activity out loud. Explain it to the students. Ask them to work in groups of 4. They should present their ideas to the class. Encourage thoughtful discussions and whole class participation.

Answer Key

Answers may vary.

Before listening

Introduce the activity briefly, giving a few examples.

Ask students to individually think about what they already know about the topic. Then ask them to proceed with the activity. After they have finished with their lists, encourage them to share their list with the class.

Answer Key

Answers may vary.

While Listening 1

Ask students to make predictions about what they think they might hear during the listening exercise.

Introduce the Listening Material (video). Provide any necessary context or instructions for the listening exercise. Let students know what they should focus on while listening.

Play the video and ask them to only watch it. Now, play it again, encourage active listening and remind them to check how many times they hear the words shown. After the listening exercise, check and correct their answers and discuss the content with the class.

Answer key

All the words 1, apart from coping-2, and mental health-5.

While Listening 2

Play the video one more time. Introduce the vocabulary activity associated to the video. Explain the activity. Ask them to work individually. Go through the answers with them and make sure to address any questions or observations that appeared during the activity. Encourage students to reflect on how their prior knowledge influenced their understanding of the material.

Answer key

Vital, stressful, warding off, pursuit

Vital should be where stressful is, and stressful should be where vital is.

Warding off should be where pursuit is, pursuit should be where warding off is.

Audio transcript

0:00

[Music]

0:02

there are many mental health benefits

0:04

from nature

0:05

spending time outside in nature can give

0:07

us a positive distraction

0:09

from stressful or worrying things that

0:11

are playing on our minds

0:13

being active in nature can support our

0:15

physical well-being

0:17

which can leave our brains and our

0:18

bodies in a better state to cope when

0:20

life throws as a curveball

0:22

and nature can also help us learn what

0:24

makes us happy and content

0:26

so that we can create a lifestyle which

0:28

balances and includes the things that

0:30

most

0:30

matter to us but how do you connect with

0:33

nature

0:35

during the covid19 pandemic 45

0:38

of us have said that going for walks

0:40

outside was one of our top coping

0:42

strategies

0:43

and that being in green spaces has been

0:45

vital for our mental health

0:47

swimming in the sea or in a lake is a

0:49

natural way that some people find

0:51

supports their mental well-being

0:54

after braving icy water cold water

0:56

swimming boosts dopamine levels

0:58

and increases the release of endorphins

1:01

gardening is a natural pursuit that

1:03

could be beneficial for our mental

1:05

health

1:06

planting seeds and watching them grow

1:08

gives us something to look forward to

1:09

and spending time in daylight gives us

1:11

vitamin d

1:12

which can play an important role in

1:14

regulating our moods and warding off

1:16

depression

1:18

listening to birdsong and trying to

1:19

identify the different species of birds

1:21

that fly around us

1:23

is another relaxing activity that could

1:25

give us a positive distraction when

1:27

issues are playing on our minds

1:29

at able futures we can support you to

1:31

understand what's playing on your mind

1:33

and learn new ways to deal with issues

1:35

and feel better

1:36

including how you might find your own

1:38

ways to spend time in nature

1:40

as a positive coping strategy for more

1:43

information about how able futures could

1:45

support if you are

1:46

experiencing issues that are affecting

1:48

your mental health at work

1:50

visit the able futures website or call

1:52

us on

1:56

to arrange regular appointments with our

1:58

mental health specialists

2:00

who can support you for nine months at

2:02

no cost if you're having problems

2:04

that are affecting your mental health at

2:06

Work

After listening

Explain the activity. Ask them to create a visual representation (drawing) of how nature can influence their mental well-being. Ask them to share their work with the class and explain their thoughts behind their drawing.

Answer Key

Answers may vary.

Before speaking

Ask students to work in groups of 4. Ask them to look at the pictures shown and choose 1 activity. They should write recommendations to people on how they could incorporate the activity chosen to their routines in order to promote mental well-being. Ask them to be creative and do this work in a form of poster. The recommendations should be accompanied by pictures etc.

Answer Key

Answers may vary.

Speaking

Explain the activity and make sure to give examples on how they can proceed with it. Ask them to work with the same group from the previous activity. This activity should have the whole class engaged. Make sure you ask relevant questions to encourage critical thinking.

Answer Key

Answers may vary.

After speaking

After each presentation, you should ask relevant questions to encourage critical thinking and encourage participation when necessary.

Answer Key

Answers may vary.

Before writing and writing

Ask the students to make a list of interesting activities young people could benefit from social media. Give practical examples and encourage participation.

Then ask them to work individually. They should use their creativity to create their ideal “own social media”. Give them examples on how they can proceed with this activity. Ask students to post their work on the e-wall of Padlet.

Answer Key

Answers may vary.

After writing

Tell the students that they should give a feedback/opinion or suggestion to their friends’ works (on padlet).

Discuss their feedbacks and works with the whole class. Encourage their participation.

Answer Key

Answers may vary.

Checking your progress

This area helps the students to check understanding and retention of the material they've learned. However, although the self-assessment is designed to help the students to check their own comprehension, please make sure that you check if there are areas which may require further review or practice.

Answer Key

Answers may vary.

RATIONALE

From the 1970s to the 1980s, language teaching went through a significant shift, moving away from grammar-heavy methods. There were different methods, such as the Natural Approach, Silent Way, Total Physical Response and Suggestopedia. Nowadays, the Communicative Approach seems to be the preferable approach used in language teaching. This material focuses on a Communicative Approach to discuss physical and mental health with teenagers.

Unit 1 has its focus on physical health and the importance of exercise, and unit 2 has its focus on mental health and social media. The units were designed with emphasis on the Communicative Approach to maximize the students' progress in language learning. This approach encourages real-life communication skills, enabling learners to engage in meaningful conversations. All the sections for reading, listening, speaking and writing activities, also have pre and after activities (warm up/getting started, before-reading, after-reading, before-listening, after-listening, before-speaking, after-speaking, before-writing and after-writing). The goal here is to promote creative and critical thinking before, during and after each section. Each unit was structured into the following sections:

Warm-up/Getting started- The objective here is to create an environment where language can flow more naturally, and that the students can improvise or express themselves more creatively. Students will have the chance to use the language and interact with their peers in a relaxed environment, before engaging in activities involving subjects such as grammar and vocabulary.

Allwright (1984) thinks warm-up activities as a fun start to get everyone focused and ready for the lesson: “the fact that everything that happens in the classroom happens through of a process of live person-to-person interaction”.

Vocabulary- Vocabulary activities are used to promote effective communication and enhance skills in listening, speaking, and comprehension. Richards emphasizes the need for learners to push past the plateau:

[...] helping learners develop their own approaches to vocabulary learning is also an important goal at the advanced level, so that learners can deal with new words they encounter in independent learning. (RICHARDS, 2008, p.14)

Pronunciation (Unit 1)- Learning a new language brings novelty to our brains and opens a new world full of possibilities.

Pronunciation is the physical aspect of language; we will use our muscular memory to get our words pronounced its best, be them spoken, read or simply listened to.

Teaching/learning pronunciation can have a huge impact on our self-esteem, as we will understand better, and will be better understood. While basic grammar and vocabulary can convey meaning, clear pronunciation is key to effective communication. When we have phonological awareness, we are able to develop the ability to differentiate sounds/structures and meanings (policy-/'pɒl.ə.si/; police- /pə'li:s/; policies- 'pɒləsɪz). We will be able to make the

sound short (sit- /sɪt/) or long (seat- /si:t/). We will be able to understand which syllable should be stressed as in PRESENT (gift) or preSENT (opposite of absent). Just like in a dance, we will be able to improve our rhythm, breathing, pauses, when to give longer steps rather than shorter ones, or vice-versa and so on. Wells suggests:

[...] debate about the phonology of English as an international language (EIL) should encourage us to think about our aims in language teaching, and specifically in the teaching of English pronunciation in the context of English for speakers of other languages. (WELLS, 2003, p.1).

Grammar- Teaching grammar is an important element to promote better writing, listening and speaking. Students here will be able to explore the structure, meaning, and application of the grammar topic with practical examples. Understanding and using grammar rules helps students to construct sentences accurately, an essential tool for effective communication. As Braga and Oliveira suggests:

With the recognition of the importance of grammar instruction for language development, a focus on linguistic forms has been included in recent proposals for language teaching. Form-focused activities are being integrated with meaning-focused practice; this means that the role of grammar has changed from the ruler of language to assist language for communication purposes. (BRAGA & OLIVEIRA, 2017, p.93)

Listening- Each unit brings a listening section with fun and interactive activities which will promote better listening skills. Nunan points out that:

[...] there are many different types of listening, which can be classified according to a number of variables, including purpose for listening, the role of the listener, and the type of text being listened to. These variables are mixed in many different configurations, each of which will require a particular strategy on the part of the listener. (NUNAN, 2010, p.239)

Speaking- Here students are encouraged to interact with each other, in pairs, groups or individually. They will have the chance to use the grammar and vocabulary explored in each unit.

Sari Luoma says that speaking, seen as an individual skill, is a crucial aspect of language learning:

[...] it is also important to remember that speaking forms a part of the shared social activity of talking. In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together. Each participant is both a speaker and a listener; they construct the event together and share the right to influence the out-comes – which can be both shared and individual. (LUOMA, 2004, p.10)

Writing: Here students will have the chance to write their ideas and thoughts using their prior knowledge. They will be able to enhance their communication skills using the elements explored in previous discussions which they may have done individually, in pairs or in groups. As Nunan suggests (2015, p.77), “like reading, writing is not only a tool for communication but also an instrument for intellectual growth and development”.

The units were also created, understanding the importance of the use of different genres. Students will have the chance to have access different experiences that reflect the complexities of everyday communication, by being exposed to a range of genres such as articles, TED talks videos and interactive discussions. Being exposed to different genres not only enriches learners' vocabulary and comprehension skills, but also brings adaptability in experiencing various linguistic styles.

The diversity of genres allows students to engage in empathetic conversations about physical health and the importance of exercise, as well as the ability to comprehend vocabulary and idioms related to mental health, and critically analyse social media content, all of which are vital skills in today's digital world. Accessing different genres can give the students a chance to expand their cultural and social understanding.

In fact, introducing captivating authors, diverse genres, and engaging materials into the classroom can effectively stimulate students' interest in reading.

Reading- Here students will have the chance to engage critically with different articles and texts.

When reading strategies are discussed, it can promote an understanding of how to enhance the students' engagement with different types of texts. Anderson highlights the importance of reading in language acquisition:

Engaged readers read with comprehension and are able to do something with what they read. The doing something with what they read, often results in readers critically evaluating what was read and determining ways that they can demonstrate their new knowledge. (ANDERSON, 2014, p.12)

Effective reading will play a vital role in developing speaking and listening skills in language acquisition. Reading exposes learners to a new world of vocabulary, grammar structures, formal and informal texts, idioms and more, important tools for the development of their spoken language. Incorporating a range of genres in reading materials is crucial for the holistic development of speaking and listening skills in language learning.

Burns suggests:

[...] spoken language is produced for a purpose and therefore is functional in fulfilling speakers' everyday transactional and interactional goals... from a cultural point of view, in relation to these goals, speakers need to understand and use the range of genres (or culturally patterned stages in discourse) to achieve transactional or interpersonal interactions in ways that their interlocutors can recognise and follow. (BURNS, 2017, p. 3).

Burns (2017, p. 168) also suggests that “speaking lessons are not just occasions for practising or “doing” speaking. They need to be conceptualised as structured and supported learning opportunities”.

I truly believe that a communicative and holistic approach to language learning can encourage critical thinking and meaningful discussions and that individuals who are exposed to different languages will gain access to a new and fascinating world. Besides all the incredible benefits to the brain's function, when you learn a new language, you have the opportunity to learn about different cultures, new sounds and interact with new communities. Therefore, bilingualism will encourage an open-minded approach to embracing differences, enriching the learners' capacity for empathy, cultural understanding, and diversity. Grosjean (2012, p.12) address the role which bilingualism plays for each individual “usually acquire and use their languages for different purposes, in different domains of life, with different people. Different aspects of life often require different languages”.

By using interactive exercises such as role-playing scenarios/speaking, working in pairs/groups, listening, writing, reading and reading out loud activities, students are encouraged

to express their thoughts, share experiences and learn from their peers. This not only enhances their language proficiency, but also encourages important skills for effective communication in real-world situations. For instance, the discussions on physical and mental health will allow students to acquire the language to express their emotions, as well as to learn to navigate sensitive conversations with empathy and understanding.

The themes chosen and the access to different genres can equip students with the tools to a healthier relationship with technology, allowing a balance between their digital interactions and their mental and physical well-being.

Image Credits

<https://www.istockphoto.com/br/banco-de-imagens>

Videos Credits

<https://www.youtube.com/watch?v=bhy0fxzokze&list=plga3->

<https://www.youtube.com/watch?v=UzWd8ynGLEM>

<https://www.youtube.com/watch?v=LVbn4cwiX5Q>

Texts

<https://www.nbcnews.com/health/health-news/social-media-mental-health-anxiety-depression-teens-surgeon-general-rcna85575>

REFERENCES

ALWRIGHT, R. **The importance of interaction in classroom language learning.** Applied Linguistics, Volume 5, Issue 2, 1984.

WELLS, J. **Goals in teaching English pronunciation,** 2003.

NUNAN D. **Methodology in Language Teaching An Anthology of Current Practice,** Chapter 21, 2010.

LUOMA, Sari. **Assessing Speaking.** Cambridge University Press, 2004.

ANDERSON, Neil. **Developing Engaged Second Language Readers,** Chapter 12, 2014.

BURNS, Anne. **Teaching speaking: Towards a holistic approach,** 2016.

GROSJEAN, F. **The Psycholinguists of Bilingualism,** 2012.

DWECK, Carol. **Mindset-The new psychology of success,** 2007.

BRAGA, J & OLIVEIRA, Ana. **Inspiring Insights from an English Teaching Scene,** 2017.

OTHER REFERENCES

<https://athleticpoetics.wordpress.com/2012/10/18/dont-dream-of-winning-train-for-it-mo-farah/>

<https://www.irishmirror.ie/sport/soccer/soccer-news/cristiano-ronaldos-brutal-workout-secrets-24829065>

<https://sketchplanations.com/the-pomodoro-technique>

<https://www.theguardian.com/sport/2017/aug/11/mo-farah-5000-metres-world-athletics-championships>

<https://www.uol/esporte/especiais/guga---20-anos-do-primeiro-titulo-de-roland-garros.htm>

https://www.ebiografia.com/michael_jordan/

<https://www.yourhealthyliving.co.uk/>

<https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/past-continuous-past-simple#:~:text=The%20past%20simple%20shows%20us,called%2C%20played%2C%20arrived>

<https://www.scribd.com/document/481692609/TEACHER-Healthy-Diet-American-English-Upper-Intermediate-Advanced-Group>

<https://www.linguahouse.com/en-GB/learning-english/general-english/idioms-with-parts-of-the-body>

<https://www.youtube.com/watch?v=bhy0fxzokze&list=plga3ca7b2uq8cjxwwcmzmjqy4mrfezen>

<https://www.youtube.com/watch?v=UzWd8ynGLEM>

<https://www.nbcnews.com/health/health-news/social-media-mental-health-anxiety-depression-teens-surgeon-general-rcna85575>

<https://www.englishclub.com/grammar/verbs-modal-should.php>

<https://www.youtube.com/watch?v=LVbn4cwiX5Q>

<https://dictionary.cambridge.org/>

<https://www.canva.com/design/play?type=TABQqtO7tYQ&category=tACFahzNhT4&locale=en-GB&ui=eyJHIjp7IkUiOnRydWV9fQ&layoutQuery=info>

All other images if not listed references on this list, have been obtained from Word (Stock images).