



Today's teens are going through a lot

1. Look at the meme and discuss the questions below.

Teenagers



 <p>What my parents think I do</p>	 <p>What society thinks I do</p>	 <p>What my teachers think I do</p>
 <p>What my friends think I do</p>	 <p>What I think I do</p>	 <p>What I actually do</p>

- Are your teenage years the best years of your life? Why (not)?
- Why are there so many conflicting views on what a teenager's life looks like?
- Do you think that today's teens are under more pressure than ever before? Why (not)?

2. Read the sentences below and work out the meaning of the verbs in bold.

- a) They've been **struggling with** financial issues for many years.
have difficulty dealing with something
- b) You need good communication skills to **perform** these tasks.
do something
- c) They had to **go through** a lot during their parents' divorce.
experience an unpleasant or difficult situation, feeling, etc.
- d) I love to **hang out** with my friends, but I don't have much time to do it.
spend time
- e) Before you go to sleep, can you **check on** the kids?
look at someone or something to make sure that they are safe/OK, etc.

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3. Add one more phrase or word to each verb to create collocations. There is one word that can go with two verbs.

a period of	anxiety	in a café
the condition of (something/someone)		well

- a) struggle with: issues, difficulties, **anxiety**
- b) perform: tasks, duties, **well**
- c) go through: a lot, a crisis, **a period of, anxiety**
- d) hang out: with friends, outside, **in a café**
- e) check on: the kids, progress, **the condition of (something/someone)**

4. Think of one more word or phrase that collocates with the verbs in ex. 3.

SAMPLE ANSWERS:

- struggle with: problems, depression, addiction
- perform: badly, a function, a job
- go through: a divorce, a series of, a process of
- hang out: with each other, after school, by the pool
- check on: a baby, patients, things

5. You're going to watch a video called *Speaking Up on Teen Stress*, but first, discuss the questions.

- What issues might today's teens struggle with?
- What kind of stressful situations do teenagers go through?
- Do you think there is enough dialogue about teenage stress and other problems?
- Who should check on students: parents, teachers or peers?



[Before watching the video, make sure your students understand the words *decline* and *suicide/suicidal*.]

6. Watch the [video](https://youtu.be/l-qmaC1bVHI) [https://youtu.be/l-qmaC1bVHI] and list five problems that teens face.

- They have anxiety attacks. [00:04]
- They struggle with their mental health. [00:16]

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- They are under pressure to perform well. [00:31]
- There are very high expectations to succeed. [00:44]
- They struggle with depression. [01:21]
- Some of them are suicidal. [01:26]
- They often lack support. [01:49]
- They try to show perfect lives on social media, but they don't actually live them. [02:09]
- Sometimes they don't have anyone to talk to. [02:35]

7. Watch the video again and complete the phrases with one or two words.

- a) struggle with **mental health** [00:15]
- b) perform at a very **high level** academically [00:31]
- c) go through a really **hard stage** of depression [01:19]
- d) hang out on their **tablets** [01:49]
- e) check on your **students** [03:04]

8. Discuss the sentences and say whether you agree or disagree with them.

Give reasons.

- Struggling with teenage mental health is something that is not taken seriously.
- As a result of a lack of support, kids isolate themselves and hang out on their tablets or smartphones.
- There has been an increase in expectations towards teens and in what they need to do to succeed.
- As teenagers come to classrooms every day, teachers should check on them and let them know that they care about them.
- There is a culture of perfection on social media and as a result people try to show their lives are better than they actually are.

9. Complete the sentences below with the words in the box.

[After finishing the task, you can explain the differences in the use of these words and phrases to your students.]

Because of/As a result of and **Due to** are followed by a noun phrase or verb + *ing* and they introduce a cause. *When* **As** and **Since** are placed at the beginning of the sentence we add a comma after the **As** or **Since** clause. When they are placed in the middle of the sentence, we don't add a comma. They introduce a

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cause and are more formal than **because**. **As a result, therefore** and **consequently** introduce an effect or a result (**therefore** and **consequently** are more formal than **as a result**). They can go in the middle of the sentence joining two clauses, or at the beginning of a new sentence to introduce an effect or a result.]

because of consequently due to since therefore

EXPRESSING CAUSE AND EFFECT	
CAUSE	EFFECT
There is lack of support.	Kids isolate themselves and hang out on their tablets or smartphones.
>>> As a result of/Because of/Due to a lack of support, kids isolate themselves and hang out on their tablets or smartphones. >>> Kids isolate themselves and hang out on their tablets or smartphones as a result of/because of/due to a lack of support.	
CAUSE	EFFECT
Teenagers come to classrooms every day.	Teachers should check on them and let them know that they care about them.
>>> As/Since teenagers come to classrooms every day, teachers should check on them and let them know that they care about them. >>> Teachers should check on teenagers and let them know that they care about them as/since they come to classrooms every day.	
CAUSE	EFFECT
There is a culture of perfection on social media.	People try to show their lives are better than they actually are.
>>> There is a culture of perfection on social media and as a result /therefore/consequently people try to show their lives are better than they actually are. >>> There is a culture of perfection on social media. As a result/Therefore/Consequently , people try to show their lives are better than they actually are.	

10. Combine the sentences using the words in the brackets.

- a) Teens have constant access to digital devices. They run away from uncomfortable emotions like sadness by playing games or chatting on social media. (therefore)

Teens have constant access to digital devices and therefore they run away from uncomfortable emotions like sadness by playing games or chatting on social media. / Teens have constant access to digital devices. Therefore, they run away from uncomfortable emotions like sadness by playing games or chatting on social media.

- b) Some teenagers struggle with their emotions and keep them inside. They often don't have anyone to talk to. (since)

Since teenagers often don't have anyone to talk to, some of them struggle with their emotions and keep them inside. / Some teenagers struggle with their emotions and keep them inside since they often don't have anyone to talk to.

- c) There is too much peer pressure to fit in. Teens might make risky choices. (due to)

Due to too much peer pressure to fit in, teens might make risky choices. / Teens might make risky choices due to too much peer pressure to fit in.

- d) Some teenagers go to sleep very late because they spend time on their phones. They don't get enough sleep. (as a result)

Some teenagers go to sleep very late because they spend time on their phones. As a result, they don't get enough sleep. / Some teenagers go to sleep very late because they spend time on their phones and as a result they don't get enough sleep.

- e) Social media is full of unrealistic body images. A lot of teenagers don't like the way they look. (consequently)

Social media is full of unrealistic body images and consequently a lot of teenagers don't like the way they look. / Social media is full of unrealistic body images. Consequently, a lot of teenagers don't like the way they look.

11. Read the sentences you created in ex. 10 and, in pairs, come up with some solutions to the problems. Think how parents, teachers and peers can help in each situation.