

Mental Health and Covid-19 reading tasks

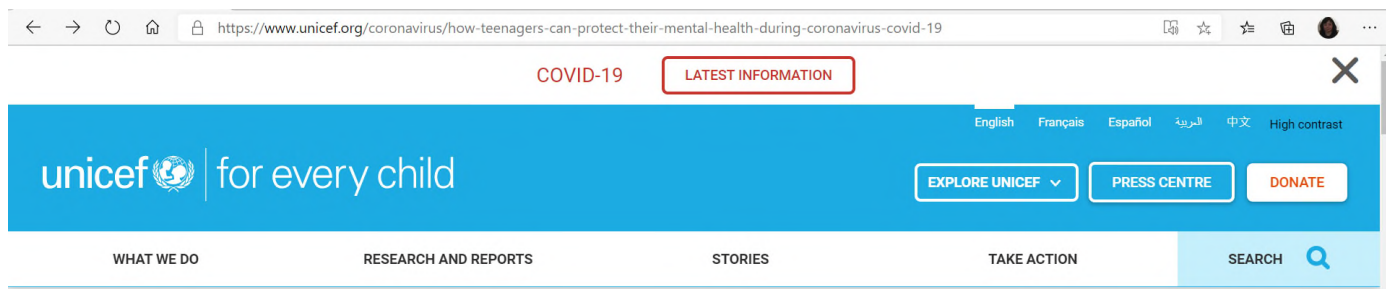
Name _____ Date _____



Source: <https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19>

Text A

Web page



How teenagers can protect their mental health during coronavirus (COVID-19)

Strategies for teens facing a new (temporary) normal.

By UNICEF

20 March 2020

Being a teenager is difficult no matter what, and the coronavirus disease (COVID-19) is making it even harder. With school closures and cancelled events, many teens are missing out on some of the biggest moments of their young lives — as well as everyday moments like chatting with friends and participating in class.

For teenagers facing life changes due to the outbreak who are feeling anxious, isolated and disappointed, know this: you are not alone. We spoke with expert adolescent psychologist, best-selling author and monthly *New York Times* columnist Dr. Lisa Damour about what you can do to practice self-care and look after your mental health.



1. Recognize that your anxiety is completely normal

If college closures and alarming headlines are making you feel anxious, you are not the only one. In fact, that's how you're supposed to feel. "Psychologists have long recognized that anxiety is a normal and healthy function that alerts us to threats and helps us take measures to protect ourselves," says Dr. Damour. "Your anxiety is going to help you make the decisions that you need to be making right now — not spending time with other people or in large groups, washing your hands and not touching your face." Those feelings are helping to keep not only you safe, but others too. This is "also how we take care of members of our community. We think about the people around us, too."

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While anxiety around COVID-19 is completely understandable, make sure that you are using “reliable sources [such as the [UNICEF](#) and the [World Health Organization's](#) sites] to get information, or to check any information you might be getting through less reliable channels,” recommends Dr. Damour.

If you are worried that you are experiencing symptoms, it is important to speak to your parents about it. “Keep in mind that illness due to COVID-19 infection is generally mild, especially for children and young adults,” says Dr. Damour. It’s also important to remember, that many of the symptoms of COVID-19 can be treated. She recommends letting your parents or a trusted adult know if you’re not feeling well, or if you’re feeling worried about the virus, so they can help.

And remember: “There are many effective things we can do to keep ourselves and others safe and to feel in better control of our circumstances: frequently wash our hands, don’t touch our faces and engage in social distancing.”

2. Create distractions

“What psychologists know is that when we are under chronically difficult conditions, it’s very helpful to divide the problem into two categories: things I can do something about, and then things I can do nothing about,” says Dr. Damour.

There is a lot that falls under that second category right now, and that’s okay, but one thing that helps us to deal with that is creating distractions for ourselves. Dr. Damour suggests doing homework, watching a favourite movie or getting in bed with a novel as ways to seek relief and find balance in the day-to-day.

3. Find new ways to connect with your friends

If you want to spend time with friends while you’re practicing social distancing, social media is a great way to connect. Get creative: Join in a Tik-Tok challenge like [#safehands](#). “I would never underestimate the creativity of teenagers,” says Dr. Damour, “My hunch is that they will find ways to [connect] with one another online that are different from how they’ve been doing it before.”

“[But] it’s not going to be a good idea to have unfettered access to screens and or social media. That’s not healthy, that’s not smart, it may amplify your anxiety,” says Dr. Damour, recommending you work out a screen-time schedule with your parents.

4. Focus on you

Have you been wanting to learn how to do something new, start a new book or spend time practicing a musical instrument? Now is the time to do that. Focusing on yourself and finding ways to use your new-found time is a productive way to look after your mental health. “I have been making a list of all of the books I want to read and the things that I’ve been meaning to do,” says Dr. Damour.

“When it comes to having a painful feeling, the only way out is through.”

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Text B

Email

To:

tom@ambit.com

From:

Isaacb2@biginternet.com

Subject:

Worried about you

Hi Tom

Hope you're well?

Wondered if you'd like to listen to the new music podcast I've uploaded onto my website? All our other mates have been on already, and it makes me ☹️ that you haven't listened to it yet. This lockdown is dragging on, isn't it? Thought I'd email you, as I haven't heard from you for a while and was getting worried.

I went on a TikTok challenge last night. It helped distract me from worrying about my grand-dad and this Corona stuff! I spoke to Mum about how worried I was in case he catches it. She said that all I could really do is help him by taking shopping round, which we have to leave on his doorstep. We also talk to him through Whatsapp and Facetime, so he doesn't get too lonely. He's got the hang of his computer now. Mum says I'm better worrying about things I can change like that, as I can't really change whether he catches it or not.

Anyway, I'm spending my extra time practising the drums. Mum goes crazy at the noise though! Lol.

If you're real down, and you don't want to talk to me, you can ring Hopelineuk on 0800 068 4141 for help. Or you can ring the Samaritans, 116 123. It's free or email jo@samaritans.org you know. My sis rang them both once when she was REALLY down over something. She reckons they helped her a lot.

Bye for now

Isaac

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Name _____ Date _____

Questions – Text A

1. Your friend wants to know the names of two websites, where he/she can find reliable information about Covid-19. Write them down below.

(a)

(b)

2. Which word best describes the style of Text A? Write a cross in one of the boxes.

- A informative
- B humorous
- C angry
- D urgent

3. Which **one** of these statements is a fact?

- A** Being a teenager is difficult no matter what.
- B** Social media is a great way to connect.
- C** Dr Lisa Damour is an adolescent psychologist and *New York Times* columnist.
- D** Many teens are missing out on some of the biggest moments of their young lives.

4. Using **Text A**, identify two language features used to advise teenagers how to look after their mental health during coronavirus (COVID-19).

Give an example to support each answer.

Language feature

Example

.....

Language feature

Example

.....

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5. You may use a dictionary to answer this question.

(a) 'Everyday moments like chatting with friends and participating in class'

Give **one** word or phrase to replace 'participating' that keeps the meaning of this quotation from Text A the same.

.....

(b) 'finding ways to use your new-found time is a productive way to look after your mental health'

Give **one** word or phrase to replace 'productive' that keeps the meaning of this quotation from Text A the same.

.....

6. (a) What is one of the ways suggested in Text A that you can use to keep in touch with friends?

.....

(b) What organisational/layout feature helped you to find this information?

.....

7. Find two quotations in Text A that suggest feeling anxious at the moment is completely normal.

(i)

.....

(ii)

.....

8. What does the photograph imply about the content of the web page and its intended audience?

.....

.....

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Questions – Text B

9. What is the main purpose of Text B?

.....
.....

10. Write down **two** quotations from Text B that are examples of informal language?

(i)

(ii)

11. What did Isaac do to try and help himself stop worrying about his grand-dad?

.....
.....

12. Who does Isaac suggest Tom should contact if he is feeling very depressed?

.....
.....

13. Explain how the way the text is set out helps the reader to understand the email.

.....
.....

14. 'It helped distract me from worrying about my grand-dad...'

Explain in your own words the meaning of the word **distract** in this sentence.

.....
.....

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15. Compare similar ideas from Text A **and** Text B about how teenagers can help their mental health during coronavirus (COVID-19).

In your answer you should:

- give two similarities about great ways to help your mental health. (2 marks)
- give one quotation from Text A and one from Text B for each similarity. (4 marks)

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If you, or someone you know is feeling very depressed or anxious, try and speak to someone you can trust.

Or, you can get help and support by contacting the Samaritans for free on 116 123 or by contacting jo@samaritans.org or ring Hopelineuk for free on 0800 068 4141. You can also speak to a GP or ring NHS 111.

Stay safe and stay well.

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Curriculum mapping and notes



FUNCTIONAL SKILLS (FS) ENGLISH 2018 (takes effect from September 2019)

Functional English - Reading

'Reading' within FS English qualifications is defined as the independent understanding of written language in specific contexts and can be demonstrated through the use of texts on screen or on paper. ✓ = main **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. For a full list of descriptors for speaking, listening & communicating; reading and writing see:

DfE (Feb 2018), *Subject content functional skills*:

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Learning aims for reading L1-2 Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

*Content (and *text types) at each level subsumes and builds upon that at lower levels.*

Level 1

- L1.9 Identify and understand the main points, ideas and details in texts ✓ **Q1 Q12**
- L1.10 Compare information, ideas and opinions in different texts ✓ **Q15**
- L1.11 Identify meanings in texts and distinguish between fact and opinion ✓ **Q3**
- L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes ✓ **Q4**
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words ✓ **Q5ab Q14**
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts ✓ **Q6b Q13**
- L1.15 Infer from images meanings not explicit in the accompanying text ✓ **Q8**
- L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory, persuasive) ✓ **Q9 Q10**
- L1.17 Read and understand a range of specialist words in context
- L1.18 Use knowledge of punctuation to aid understanding of straightforward texts

Level 2

- L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details ✓ **Q6a Q11**
- L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed ✓ **Q15**
- L2.13 Identify implicit and inferred meaning in texts ✓ **Q7**
- L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes ✓ **Q4**
- L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
- L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources ✓
- L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias ✓ **Q10**
- L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion ✓ **Q3**
- L2.19 Identify different styles of writing and writer's voice ✓ **Q2**

Scope of study – learners should read *texts that include:

straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

straightforward and complex ✓ texts on a range of topics and varying lengths that instruct, describe, explain and persuade.

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Curriculum mapping and notes



GCSE ENGLISH LANGUAGE		Bold font indicates main coverage.
READING (50% weighting)		
A1	(a) Identify and interpret explicit and implicit information and ideas. ✓ Q1 Q3 Q5 Q6 Q7 Q8 (b) Select and synthesise evidence from different texts. ✓ Q15	
A2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views ✓ Q2 Q4	
A3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. ✓ Q15	
A4	Evaluate texts critically and support this with appropriate textual references. ✓ Q4 Q15	

DfE (2013), English Language *GCSE subject content and assessment objectives*.

<https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content>

T LEVEL (Level 3 technical qualifications) General English Competencies (GEC)

Descriptors are only included for competencies covered in this resource. See source for full descriptors.

T level learners must achieve Level 2 Functional English OR an English GCSE grade from 4 to 9. In addition, the *Outline Content for Technical Qualifications* includes maths, English and digital skills that are specific for each T Level. These skills are implicitly taught [embedded] and are in addition to the minimum maths and English requirements for the overall T Level. There are six GEC competencies. Source:

<https://www.instituteforapprenticeships.org/t-levels/developing-t-levels/>

1. Convey technical information to different audiences

2. Present information and ideas

3. Create texts for different purposes and audiences

4. Summarise information/ideas

5. Synthesise information

Synthesising information is an essential skill in the workplace where there is a requirement to gather information from different sources. People with this GEC select the appropriate sources to reflect the particular purpose. They read, understand and synthesise the information in a way that suits the audience and purpose. They recognise the difference between fact and opinion and recognise bias in a source.

✓ **Q1-8, Q15**

6. Take part in / Lead discussions

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If you wish to become a registered contributor, please contact Maggie using the site contact link. There is no answer sheet for this resource. If you would like to provide one please get in contact.