

STAGES AND TECHNIQUES

Stage	Description	Key instructions	Interaction	Skills	Time
1. Introduction	The teacher greets the students. - Good morning everyone! - How are you today?	Students answer the teacher's greeting. - Fine, thank you/ Rather tired etc.	teacher-students	speaking	2'
2. Warm up	Work and stress Ss fill in the questionnaire (appendix 1) and make up their score; discussing implications of score for your performance	Students fill in questionnaire and present their scores	teacher-students students-teacher	writing speaking	3'
3. Introducing new topic	1. Ss read the BBC article "Work stress changes your body" http://news.bbc.co.uk/2/hi/health/7203088.stm 2. Students explore finding a common definition of stress	The students identify the concept of stress The students give their own definition of stress (3-4 definitions) and provide a few personal examples	teacher- students students-teacher	speaking	7'
4. Listening	<i>a) Pre-listening</i> The teacher tells students they will listen to an audio tape describing various elements of stress. They have some hints to understand the material, such as: <ul style="list-style-type: none"> □ What kind of stress may affect you daily? □ What kind of effects they have on us? □ When do such stressful cases happen? <i>b) While-listening</i> The teacher plays the link http://abcnews.go.com/Health/StressOverview/story?id=4672752 <i>c) Post-listening</i> The teacher asks the students to summarize the material they have listened to. Ss are divided in two groups: one is asked to think of other examples of cases, situations causing stress; the second will focus on possible effects on their body and mind.	Students listen to the tape Students answer the guiding questions and then find the main ideas and the supporting details. Students may note key words/useful phrases Students summarize the speech. Each group has 5 minutes to report their findings to the other group.	teacher-students student-student	speaking listening writing	3' 10' 3'
5. Minimise your stress: role play	Instruction: Students are divided in teams of three; where S1 plays the role of an employer, S2 the role of a stressed employee, and S3 the role of the National Agency for Stress and Health; each group has to find a solution following instructions in Appendix 2	The students play their roles. The reporters present their solution for reducing the stress on the employee.	student-student students-teacher	speaking	10'
6. Evaluation/ next session	Teacher recaps the concept of stress; key elements identified together Teacher's feedback on everybody's involvement during the class. Students are encouraged to present their own views on the activity. Teacher thanks everybody for contribution and informs the topic of the next class.	Teacher Students	teacher- students		3'