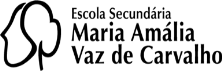
**Lesson Plan**

WORKSHOP – PRESENTATION for ERASMUS + Project: 2016-1-BG01-KA219-023692\_2

TEACHER: Elen Sotiropoulou, English Language Teacher at 17 Lyceum of Athens

Date: 29.4.2017

AUDIENCE: Teachers, (Students?) - School: Lisbon, Portugal ‘ 

LESSON TITLE :  **STRESS**

STUDENTS: Senior High School, ages 15-18, participating in ERASMUS+ Project ‘Creative Learning & Teaching’, 2016-2017. Lisbon, PORTUGAL, April 2017.

LANGUAGE - LEVEL: ENGLISH, Advanced Level English Language Skills

TIME: ~40 MIN

**SKILLS**: ALL (LISTENING – SPEAKING – READING – WRITING)

**AIM/GOAL**: HOLISTIC LEARNING THROUGH CREATIVITY, LEARNING THE NEW USING THE FAMILIAR- MASTERING AND IMPLEMENTING RELEVANT KNOWLEDGE AND SKILLS VIA INTERDISCIPLINARY APPROACH: English Language, Biology, Drama, Art, ICT, PBL,

**OBJECTIVES:** VOCABULARY AND GRAMMAR PRACTICE, ORAL SKILLS DEVELOPMENT, COGNITIVE, METACOGNITIVE, SOCIAL, EMOTIONAL, COMMUNICATIVE DEVELOPMENT, CRITICAL THINKING

OUTLINE:

ACTIVITIES PLANNED + TIME ALLOCATED FOR EACH ONE:

Use English language and all four learning skills. Practice using conditionals.

1’ – Introduction to topic via realistic shock tactic

1’ – split students into groups of 3-4 (each one from a different country so they

get to use English only, to communicate)

1’ – Introduction to activity – requirements, objectives, outcome – give

handouts

1’ – Students allocate roles (two doctors, one cameraman, one patient-if there

is a fourth person in the group, time keeper) – use journal-list

10’ - Read (skim), choose and use ideas from: text, vocabulary list of

expressions, alternative medicine handout, body charts (both controlled

and freer practice) - use journal-list

10’ – Act – Role Play improvising and record on video each group’s attempt.

Students – Teacher can use mobile phone camera. Video should not be

more than 1-2 min. in length – use journal-list

10’ – Watch videos silently - use journal-list

5’ – Students gather in groups of common roles , e.g. all alternative doctors

together. They give feedback and share their notes - use journal-list.

They allocate a speaker for their group to report to class.

5’- Feedback to whole class from all groups.. What went well, what they

enjoyed, realized and/or learned, what they would do differently.

Evaluation of self, others, activity.

1’ – Show our English language WIKI page on ‘Stress’ and Play song(s)

while wrapping up with positive outcomes, e.g. realizing there are ways

out of stress and the best way is to communicate with others.

Talking helps identify and solve underlying issues causing stress.

Solutions to stress will be offered in next meeting through a special

Mindfulness Activity.

MATERIAL/FACILITIES / REQUIREMENTS: Projector, PC, WIFI, Internet, Mobile phone camera, HD cable, Doctor’s robes (if possible), Handouts (text from coursebook, alternative medicine, body chart, journal-list, …)

RESOURCES/REFERENCES/LINKS:

QSE ADVANCED LEVEL by Andrew Betsis, unit 19, p.87

STRESS <https://www.psychologytoday.com/basics/stress>

Alternative medicine <http://altmedworld.net/alternative.htm>

<https://www.verywell.com/holistic-health-4014763>

Body chart <http://www.mindbodygreen.com/0-18426/diy-foot-reflexology-7-pressure-points-to-reduce-stress-boost-metabolism.html>

<http://www.newhealthguide.org/Reflexology-Foot-Chart.html>

Expressing opinion vocabulary - handout

Songs Don’t worry be Happy , Bob Marley

<https://www.youtube.com/watch?v=L3HQMbQAWRc>

all you need is love, Beatles

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

Perfect, Fairground attraction

<https://www.youtube.com/watch?v=txapREGWHp0>

Journal-list - handout

Wiki <http://17lyka.wikispaces.com/health>

Evaluation sheet - handout

Quiz **STRESS QUIZ** - Enjoy  
  
<https://quizlet.com/36437382/flashcards>  
<http://www.webmd.com/balance/rm-quiz-health-benefits-music>  
<http://www.webmd.com/balance/rm-quiz-happiness>  
<https://quizlet.com/36437382/stress-managment-flash-cards/>  
<http://study.com/academy/practice/quiz-worksheet-characteristics-of-general-adaptation-syndrome.html> -GAS  
<http://study.com/academy/practice/quiz-worksheet-chronic-stress-related-health-risks.html> - CHRONIC STRESS  
<http://study.com/academy/practice/quiz-worksheet-ways-to-reduce-stress.html> - COPING

LESSON PLAN : <https://v.gd/9OhBsb>

http://learningdesigner.org/

EVALUATION: Self, Others, Activity

TAKE HOME TASKS/ASSIGNMENT: - Create a video with captions, title,

project info etc and upload on our wiki Erasmus page to share with all

-Write a list of ideas to help students overcome exams stress and

present in a PPT with visuals and music. Upload on our Erasmus wiki

and share. A discussion may follow on which PPT was most

helpful/inspiring.

NOTES:

**USEFUL REFERENCES FOR TEACHERS**

1. LESSON PLANNING WITH BLOOM : <http://learningdesigner.org/>
2. STATE LEARNING STANDARDS

Five Components of Comprehensive Social and Emotional Learning

**• Self-Awareness** (identifying emotions, self-confidence, self-efficacy)

**• Self-Management** (impulse control, stress management, self-discipline,

motivation, goal setting, organizational skills)

**• Social-Awareness** (perspective taking, empathy, appreciating diversity,

respect for others)

• **Relationship Skills** (communication, social engagement, relationships,

cooperation, resolving conflicts, seeking help or helping)

• **Responsible Decision Making** (problem solving skills, ethical

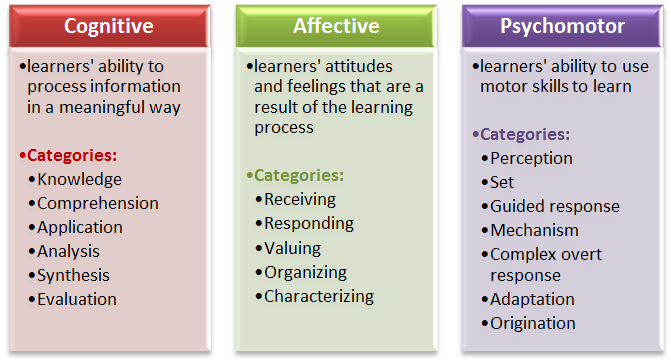
responsibility)

**UIC, UNI OF ILLINOIS CHICAGO**

<https://www.casel.org/wp-content/uploads/2016/01/state-learning-standards-to-advance-social-and-emotional-learning.pdf>

1. GOALS, OBJECTIVES AND LEARNING OUTCOMES

<http://schools.aucegypt.edu/academics/eli/IEG/Pages/Goals,%20Objectives,%20and%20Learning%20Outcomes.aspx>



1. MY WIKI LINKS

<http://17lyka.wikispaces.com/BLOOM>

<http://17lyka.wikispaces.com/ERASMUS++KA2>

<http://storybird.com/books/dreaming-of-happiness-or-living-it/>

<http://17lyka.wikispaces.com/happiness>

<http://17lyka.wikispaces.com/health> (Scroll down to ‘STRESS’)

1. **STRESS QUIZ** - Enjoy  
     
   <https://quizlet.com/36437382/flashcards>