UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

DANCES AROUND THE WORLD AND HOW THIS ACTIVITY CAN HELP WITH STRESS IN STUDENTS.

TRABAJO RECEPCIONAL

**PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS
COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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México, DF. a 10 de julio de 2024.

UNIVERSIDAD PEDAGÓGICA NACIONAL
Unidad Ajusco

Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera.

Final project:

Dances around the world and how this activity can help with stress in students.

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July 10, 2024

Ciudad de México, 18 de septiembre de 2024

DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN DEL DIPLOMA

Se hace constar que el/la participante Calzada Rodríguez Marcela Isabel con matrícula 230926069 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Dances around the world and how this activity can help deal with stress in students", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

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Abstract

The main theme of this lesson plan is to know the causes and symptoms of stress, and the theme of culture and interculturality is also integrated, for this reason the importance of knowing about dances in other countries arose, and since dancing is a way to de-stress with this information the students made a presentation addressing these topics.

Keywords: interculturality, culture, stress, dance.

Introduction

The purpose of this project is to carry out adequate planning for our class using everything we have seen throughout the specialization such as methodology, strategies and techniques, since these help us to innovate said planning and the student has quality learning.

This final project contains the following:

Chapter 1, philosophy and theory, which contains the context, identity and philosophy where we base our lesson plan, theory that underlies the teaching practice and identity, where the theoretical foundations, principles, approaches, methods will be found, techniques that are part of your new teaching style and will be reflected in our class planning.

Chapter 2, Methodology and practice, the format of our class planning will be found that will be appropriate to the context and needs. It will also include the necessary tools that were designed to evaluate students; the justification that supports our class planning will be explained; and the evidence that was obtained within the development of the class will be added, such as images and an edited video is included that contains the steps of our lesson and the most memorable moments of it.

Chapter 3, Experience report, in this part, the reflection and analysis of the results obtained during the development of the activities are developed, where opportunities for improvement were seen.

Chapter 4, Conclusions, it reflects what was done in the specialization and in the design of this final project.

Chapter 1: Philosophy and theory

<u>1.1 Teacher context, identity, and philosophy.</u>

Teaching context.

Universidad del Valle del Fuerte (UNIVAFU) is a private school founded 25 years ago, with undergraduate and graduate educational programs at the forefront, standing out for excellence in academic quality and a practical professional approach.

The classes attended with a half-hour break. It is a group made up of 22 students, where their academic level is both secondary and high school and one student is at the primary level, with this, the ages are between 15 and 18 years old. The socioeconomic level is medium-high, the university is located in a section of the city where there are residences around, it is busy, nearby there is an IMSS hospital, a shopping center, and a bus stop.

Regarding the infrastructure of the university, it is a 3-level building, it has 3 computer classrooms, refrigerated classrooms with projectors in each one, bathrooms on the first two levels of the building, it also has water containers on each floor, administrative offices, a cafeteria, and the languages offices, this is responsible for taking care of everything related to students who take English classes.

Teaching identity

"Teaching identity is about the beliefs, values, and commitments an individual holds towards being a teacher" (Sanako, 2021) Being an English teacher, my beliefs are that everyone can learn English if they set their mind to it, and the classes do not have to be just about the book, but also make the student speak it. The values that I transmit are zero tolerance for ridicule when a student is reading or expressing themselves in English, since there is a lot of bullying between them and that makes the student no longer want to participate and; my commitment to the school and myself is to prepare myself day by day to be a better English teacher, and That is why I took this specialization, to help students have a better experience in the classroom.

Teaching Philosophy.

The philosophy teaching is based on respect, have a structure in class, be more communicative with each other and the most important, to transmit to students the passion of learning new things, in this case a new language, which will open many doors for them both professionally and personally, that is why in the class the philosophy used in class is the Communicative Language Teaching, this is about "focuses not only on the functions to express ideas, but also in the structures". (Cerdas Ramirez & Ramirez Acosta, 2015), the students have to search more, to read more, to talk about it with the goal of being more communicative with each other's. An The Affective Humanistic Approach "the students decide what they want to learn and do with the language goal" (Cerdas Ramirez & Ramirez Acosta, 2015), is more about respect, if we respect the student, they will respect us, the atmosphere in the classroom is going to be healthier and more productive at the time of learning.

1.2 Theory underlying the teaching practice and identity.

Theoretical foundations.

The method that is used in UNIVAFU is the constructivist theory "arises from the contributions of: Piaget, Vygotsky, Bruner and Ausubel; all of them consider learning as a complex construction process based on the student's prior knowledge." (Alviárez, Guerreiro, & Sánchez, 2005) The student is the active one of learning, and that is very important in English, because is going to help him to understand and think in English, to be focus in the topics and are going to build new ideas on the bases of their past knowledge, and that is what we want as teachers, that students think for themselves to solve daily problems and that they are capable of reacting correctly to what is presented to them in the future.

Combining the Communicative Language Teaching and The Affective Humanistic Approach with the constructivist theory UNIVAFU has, learning will be less complex than the books present it, it will be less traditional since the student will not be frustrated with so many activities and will be free to express their opinion according to the progress of their own learning, and I, as their English teacher, have to support

them and encourage them to speak English without fear that someone will make fun of them or think something of them.

The following concepts that form the theoretical framework were the components that helped to have a structured basis to develop the class planning.

Reading skill

"Reading is the process of looking at a series of written symbols and getting meaning from them. Reading is a *receptive* skill – through it we *receive* information." (Essberger, 2024)

The approach reading is going to be used is Interactive approaches, this particular book activity has extracts from an adventure blog, activities with True or False sentences. The students need this approach for the reading skill, they have an intermediate English level, and they will understand the text with or without the teacher's help.

For reading, the formal schema and the content schema will also be used, since the extracts from the blog texts contain information that the students will relate to their own experiences and will be read in the personal blog of the person who is reporting the event.

Writing skill

According to Grabowsky (1996) "writing as compared to speaking, can be seen as more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties." (EEAILE, 2024)

In the case of writing, the writing instruction process model will be used in part, since there is a selection of the topic to be developed, it will be written, a prior review will be done, it will be edited, it will be evaluated and, in the end, if the student If you prefer, you can present it to the class and with this, students will use their micro skills.

Listening skill

"Listening comprehension is a receptive language skill (as is reading) that requires a person to take meaning from the oral language produced by another speaker." (EEAILE, 2023) In this matter, most of the students are passive listeners, seems like have afraid to participate or express themselves, they pay attention to the audios and ask to repeat it if they did not understand the first time, that is why it will be used Interactive listening situations in the lesson plan.

Speaking skill

Speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and nonverbal symbols in a particular language, situation, and context. (Colle, 2022)

With speaking comes accuracy, fluency and, pronunciation "teachers face the questions as to how to *prioritize the two clearly important speaker goals or accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural)* language". (EEAILE, 2023) And pronunciation instruction tends to focus on the development of intelligibility rather than on achieving native-like pronunciation, which, may not be neither practical nor desirable. (EEAILE, 2023)

Technology in education.

Educational technology is about the use of technological devices for learning. Currently, educational center staff have the possibility of acquiring the Internet, computers, digital whiteboards, mobile phones and tablets to share their knowledge or organize classes and tasks. (Universidad de Negocios ISEC, 2022) Being a globalized society, students need to learn to use technology within the classroom and to use it in a positive way, which is why it is important to have this point in our planning.

The main skills to develop and learn any language are listening, writing, speaking and reading skills, in this plan lesson it will apply for the different skills the next approaches:

Skill	Approach	Explanation
Reading	Interactive reading.	Combines the characteristics form bottom-up and top-down decoding. "Is one which has text as input and has meaning extracted by the reader as output by interacting with the text and selecting as little or as much of the cues from the text as necessary." (UPN, 2024) They will used Macro-skills for writing. Students will investigate in internet for the activity and will present in front of the class.
Writing	Discursive structures.	"The reader is better able to navigate among these sections by setting *signposts* for transitions." "The first sentence should explain what is in that paragraph, so it is called the topic sentence. The final sentence should present the results, which consist of argumentation and/or examples." (UPN, 2024) Students will do in Power Point or Canva their presentation.
Listening	Pre-listening activities.	"Incorporate new vocabulary and give students an introductory awareness of the words." (UPN, 2024) It will be used to multimedia: video and audio.
Speaking	Functional communicative activities:	"Involve pair work mostly, the activities show shapes/pictures, discovering differences,

	- Sharing information with unrestricted cooperation. Social interaction activities. - Classroom as social context.	they communicate each other's." (UPN, 2024) "Help to students develop skills for communicating (and behaving) in socially acceptable ways." (UPN, 2024)

Chapter 2: Methodology and practice.

2.1 A practical and useful lesson plan

Rationale

This project will focus on the application of methodology, strategies and techniques that can be used in class planning and activities designed for teaching the English language at the secondary level. This work will allow how planning is carried out within the classroom, report, if any, results to identify areas of opportunity and reflect on our practice as teachers.

1. Lesson plan identification cell.	
Author	Marcela Isabel Calzada Rodriguez
Educational stage	Secondary
Title of your Lesson plan	Do you often feel stressed?
Learning Objective of the plan	Students learn about how to talk about causes and symptoms of stress and ways of relieving.
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	
Language Functions	Listening to people talking about ways of relieving stress. Talking about causes and symptoms of stress.

Main Grammar structure	Prefixes under- / over-. E.g. underpaid / overworked.
Brief description of the plan	Causes of stress.
Hours /sessions of the plan implementation	5
Number of sessions	5
Contents required for the lesson	Reading, writing, audio, visual.
Link of the content	https://richmondlp.com/

Step of the lesson	Teacher activities	Students activities	Session number
Introduction activity Warm up/ Lead in	Warm up. T. draw a cloud on the board and write STRESS in the center. T. ask sts to work in pairs and write as many words related to stress as they can think of. T. ask to do activity **DanceImpro.** - Engage body movements and communicate words but dancing.	Sts write answer on the board. Sts have to find out what word is dancing their classmate, and the other students have to do the word with their body.	**1**
Set the objective of the lesson	Teacher explains about the causes and symptoms of stress, lifestyle changes.	Sts learn how to talk about causes and symptoms of stress and ways to relieving.	
Information processing activity	A.Teacher will draw sts attention to the photos is going to project on page 124.	Sts watch the photos and will work in pairs and say what the people in each photo.	

Vocabulary introduction LISTENING	B.Teacher draw sts' attention to the unit title and to the photos. What do they represent? C.Teacher ask sts to match the problems in the ad to photos a-h.	Sts complete the activity matching the photos. Sts listen 10.1 (Appendix A) sound and do classcheck.	**2**
1st practice	Grammar A.T tell sts to listen to eight people talking about their biggest stressor and the number the photos. B.T asks to sts to listen to the survey and number the photos in the order they heard. C.T asks to sts to listen again and write the number or the speaker who:	Sts complete the activity and listen the audio 10.2.	
2nd practice or social interaction TECHNOLOGY	T tell sts that by dancing they can relax; T play a video about	Sts investigate about the different dances in the world and their meaning with images.	

READING	different performed dances in the world. (Appendix B) [20 Dance pStyles From Around The World](#) T asks to sts to investigate in their cell phone about the different dances' performances in the world and their meaning, they will bring images about it. T asks to sts to bring the information in class and do a presentation.	Sts will bring <u>extra information</u> to class and do a presentation.	
	T ask to sts about the first draft of their presentation.	Sts correct what the teacher tells them and will practice their presentation in class. Sts present the activity in class.	**3**
	T ask to sts to finish the presentation activity, they'll presented in class.	Sts present their activity in order.	**4**
Grammar Focus	D.T Read examples 1-5, then match 1-3 below to uses a-c.	Sts complete the activity and will remember the prefixes and suffixes.	**5**

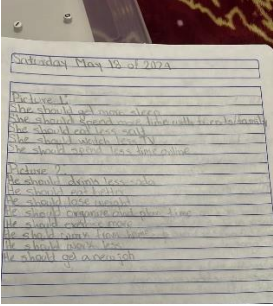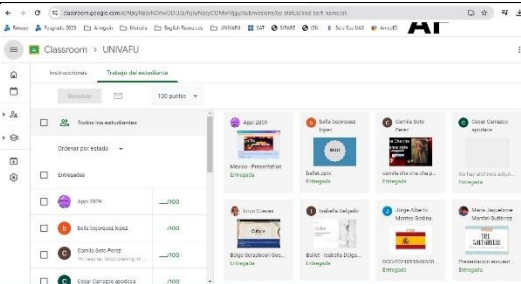|	E.T ask to sts to complete 1-6 with *under-*, *over-*, or *lack of.* Then, in pairs, ask and answer the questions.	Sts will do classcheck, and work to a partner and ask questions using under, over, lack of.	
	LISTENING A.T play audio 10.3 and asks to sts *What do people do to relieve stress?* Review with the class. B.T asks to listen audio 10.3, and answer T or F.	Sts listen audio 10.3 (Appendix C), then do paircheck and answer why the woman dos does not do other thing. Sts answer T or F and review, check pronunciation.	
	T. ask to students to upload their activity in Classroom.	Sts upload to Classroom the presentation before doing it. Sts present their activity in class.	
Testing tools	T show to sts the rubric about the presentation.		

2.2 Designing of necessary tools to assess/test the progress of students.

Rationale

This Excel file was made as a tool to evaluate and know the progress of the students and in the end, be able to obtain the final grade. With this, we can see if the students are completing their activities and if not, help them do it in a timely manner and fill it up according to the scheduled recreational activities.

	A	B	AA	AL	AM	AN	AT	AU
1		UNIVAFU IDIOMAS						
2		JANUARY - JUNE 2024	Presentation				PROMEDIO	
3		TEACHER MARCELA						
4		TOP 4A AULA 15		SUMA ACT.	CALIF. ACTIVID.	60%		OBSERVACIONES
5		STUDENT'S NAME		1				
6	1	ACOSTA GONZALEZ KEVIN PAUL	✔	1	100.00	60.00	9.6	APROBADO
7	2	ARENTA TO ISLAS IFFINY		0.5	50.00	30.00	8.0	APROBADO
8	3	BOJORQUEZ BELTRAN BELLA	✔	1	100.00	60.00	10.0	APROBADO
9	4	CARRAZCO APODACA CESAR EDUARDO		0.5	50.00	30.00	6.6	REPROBADO
10	5	COSAIN ALCANTAR CAEL DAMIAN	✔	1	100.00	60.00	10.0	APROBADO
11	6	DELGADO MONROY SANTI LA	✔	1	100.00	60.00	10.0	APROBADO
12	7	DOMINGUEZ VALAFOX ANDREA	✔	1	100.00	60.00	8.0	APROBADO
14	9	FIERRO LIMA OLISE MEREDITH	✔	1	100.00	60.00	10.0	APROBADO
15	10	FUENTE CUEVAS ENZO ANTONIO		0.8	80.00	48.00	7.6	APROBADO
16	11	GALLARDO ARDINAGA NAEID	✔	1	100.00	60.00	9.6	APROBADO
17	12	GARCIA SOTO ANA CAMILA		0.8	80.00	48.00	8.0	APROBADO
18	13	ILLAS ACOSTA ANA KAREN	✔	1	100.00	60.00	9.2	APROBADO
19	14	JIMENEZ SANUDO ESTHER ABIGAIL	✔	1	100.00	60.00	10.0	APROBADO
20	15	NEZA COREA ALINT YAMILETI	✔	1	100.00	60.00	10.0	APROBADO
21	16	MIRANDA SERRANO SEBASTIAN	✔	1	100.00	60.00	9.6	APROBADO
22	17	MONTES GODINA JORGE ALBERTO		0.5	50.00	30.00	6.2	REPROBADO
23	18	.AQUELINNE	✔	1	100.00	60.00	9.6	APROBADO
24	19	OCEGUA ARENTA TO ANA SOFIA		0.5	50.00	30.00	5.8	REPROBADO
26	21	PEREZ GARCIA SEBASTIAN	✔	1	100.00	60.00	6.3	REPROBADO
27	22	RAMIREZ GARCIA KAMILA		0	0.00	0.00	0.0	REPROBADO
28	23	SOTO PEREZ CAMILA	✔	1	100.00	60.00	9.6	APROBADO
29	24	JAVER	✔	1	100.00	60.00	10.0	APROBADO
30	25							
31								

U6 U7 U8 U9 **U10** +

2.3 Attached evidence.

		Portfolio
		Warmup: DanceImpro
		Searching information
		Classroom: Activity uploaded.

		Students presentation
		Students presentation
		Students presentation
		Students presentation
		Students presentation
		Students presentation

	Students presentation
[Ireland Dance - Student presentation](#)	Students presentation

2.4 Evidence of the designed tools

	5 pts.	4 pts.	3 pts.	2 pts.
Fluency.	The student is able to produce and talk without pauses, an in a correct rhythm.	Ther are a few pauses coming from the student. Talk is slightly accelerated or slow.	The student commits noticeable pauses in between phrases. Talk is somehow too fast, or too slow.	The student' talk is interrupted all the time by long pauses and stutter.
Management of subject.	The student makes evident the knowledge of the subject, demonstrating the ability of answering.	The student shows sufficient knowledge and management of the topic, being able of answering questions.	The student proves some knowledge of the topic and can answer a few questions.	The student does not manage the subject completely and is not able to answer the questions.
Grammar	The student does not commit any essential grammar mistake.	The student has eye contact with the audience for most of the presentation. The moving across the room is not permanent.	The student maintains eye contact with the audience for a few moments of the presentation. There is little moving while speaking.	The student has almost no eye contact with the audience, and he/she does not move around the room.
Vocabulary	The student uses wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.
Materials	The student uses high quality material to support the speech. Material is used in the right way.	The student uses good quality material to support the speech. Material is usually used in the right way.	The student uses the material in the right way, but it is not high quality one and/or the other way around.	The student doesn't use the material in the right way, and it is not high quality one.

2.5 Video recording activities

[2.5 Class video recording_Marcela Calzada - Google Drive](#)

[2.5 Class video recording_Marcela Calzada - YouTube](#)
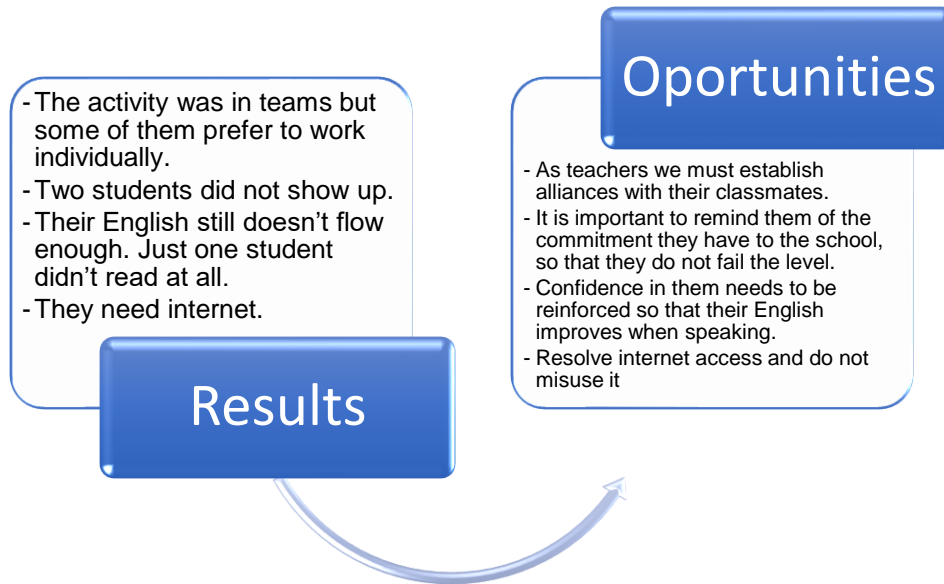
Chapter 3: Experience Report

At the beginning of the activity where the word STRESS is written on the blackboard, the students were actively participating, but during the DanceImpro activity the students were not very participatory, but they still carried out the activity. When explaining their activity, which was the team presentation, some students preferred to do their presentation individually, I allowed it but emphasizing that in some cases it is the final grade for the unit, with a team or not.

They were asked to bring for homework more information for the next class, some did it, others didn't, and the problem was that there is no internet in the classrooms, only for the teachers, so they used my personal laptop, and they could look for information and continue working. Some of the older ones did have a way to connect, but others did not, because their parents do not allow them to use the Internet on their cell phones.

The first draft was reviewed, the pertinent adjustments were made and with that they began to rehearse what they were going to say in their presentation, which was going to be in the next class.

The day of the presentation they did an excellent job, the day before, they uploaded their work to the Classroom, as requested, all the teams' work was ready in the computer on the presentation day, but sadly, there were others who sent it but did not show up on the assigned day. This presentation was their rating of the last unit viewed.

Some points observed are their English still doesn't flow enough, they still read, there was only one student who memorized everything and only used key words in his slides, which left me very impressed, he was congratulated in front of his classmates, and they were invited to do so in future presentations.

Results

- The activity was in teams but some of them prefer to work individually.
- Two students did not show up.
- Their English still doesn't flow enough. Just one student didn't read at all.
- They need internet.

Oportunities

- As teachers we must establish alliances with their classmates.
- It is important to remind them of the commitment they have to the school, so that they do not fail the level.
- Confidence in them needs to be reinforced so that their English improves when speaking.
- Resolve internet access and do not misuse it

Conclusions

In conclusion, it is demonstrated that planning must have a structure to help develop the class, it must show our philosophy and identity, a methodology appropriate to the context of the school, an evaluation and collection of evidence and that is where we can demonstrate our progress in the students and what could be failing.

The reason for carrying out this planning was to help students identify what causes them stress and how to solve it. From the beginning, students liked the idea of doing something different at the end of the course, which they showed in their activity, despite the limitation of the internet for research, the objective was achieved. Therefore, the class planning was applied at the time and the main activity was carried out successfully and, the materials were collected to be able to carry out this final project.

As teachers we must have a clear lesson plan in order to help our students achieve the objective of the course itself and be prepared for any changes during our class, in this case, learning a foreign language like English.

This project will provide students with another way to solve a problem so common today that is stress, this is the invitation to be interested in eradicating that problem through dance, whether it is going to classes, watching online about it or continue investigating, and with this, at some point make the decision to include dance in their activities.

At the end, in my case, the objective of this specialization became clear, my paradigm changed completely, I am still in the fight, but it opened my mind about how I should carry out my practice in the classroom.

Appendices

<u>Extra evidence</u>

		Extra activity: Jalisco costume

<u>Appendix A</u>

Unit 10

▶10.1 Notice /v/, /b/ **and** *have to* = /hæftə/.

Int = Interviewer

Int Hello! I'm conducting a survey for the Institute for Meditation and Relaxation. Do you have time to answer a question for me? What's the biggest stressor for you in your daily life?

1

W1 Hmm ... Well, in general, I would say that I always have so much work – my boss always gives me deadlines – I have to start and finish things with very little time. In fact, I have to do a report by the end of today, so, sorry, I have to go.

2

M1 My kids – I have two children – I love them, don't get me wrong, but it's just so hard caring for them all the time. I never get a break! Melissa! Stop that!

3

W2 It would have to be school – there's so much pressure to succeed – we have exams all the time and I need to do well to get into grad school.

4

M2 Uh ... well, I never seem to have enough money. I have a job, but I'm overworked and underpaid, and I'm in school too, and by the end of the month I have no money and I have to pay for things with my credit card – it's just a vicious circle.

5

W3 Food and eating is the biggest problem for me – I don't have time to eat well and so I eat fast, easy food and this is a really poor diet – I don't eat well when I'm stressed. then I get sick.

6

M3 Definitely lack of sleep – when I don't sleep well, I get worried about not sleeping and that stops me from sleeping and then I get more stressed. Then, when I do sleep, I oversleep! I'm late for class ... I have to go!

7

W4 I really need to exercise every day to get energy, but I'm always so tired when I get home at night that I just fall in front of the TV because I have no energy, so lack of exercise is my biggest problem.

8

M4 OK, great, thanks, talk to you later, bye ... So, I try to do so many things at the same time, I'm answering the phone and writing emails and reading reports all at the same time.

6

M3 Definitely lack of sleep – when I don't sleep well, I get worried about not sleeping and that stops me from sleeping and then I get more stressed. Then, when I do sleep, I oversleep! I'm late for class ... I have to go!

7

W4 I really need to exercise every day to get energy, but I'm always so tired when I get home at night that I just fall in front of the TV because I have no energy, so lack of exercise is my biggest problem.

8

M4 OK, great, thanks, talk to you later, bye ... So, I try to do so many things at the same time, I'm answering the phone and writing emails and reading reports all at the same time. Multitasking is really stressful! Excuse me ... This is John Maley.

Appendix B

20 Dance Styles From Around The World
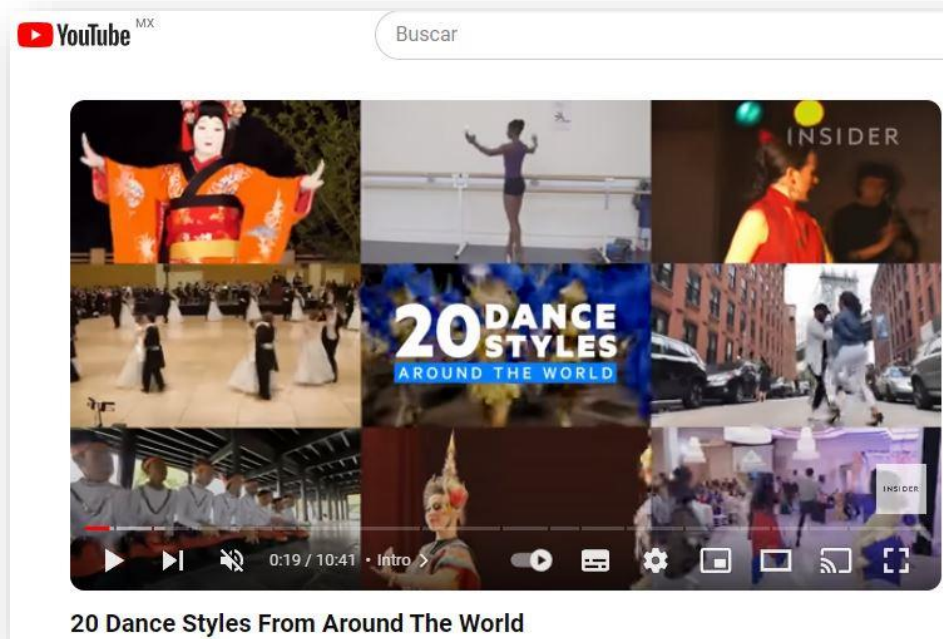
Appendix C

▶10.3

S = Suzanne   T = Tony

T What're you doing Suzanne?

S I took part in a survey today about stress and they gave me this questionnaire to answer online.

T Well, you certainly are stressed.

S Thanks! Let's see. ... What do I usually do to relieve stress?

T Well, you sometimes have a cup of tea.

S Or two – I drink a lot of tea! But I never take medicine – I don't think that's a good idea.

T And you sure don't eat or sleep well – you go to bed late and you get up early.

S I know.

T You really don't sleep much.

S Well, I can't sleep because I'm so worried about my work and so I get up to work.

T I know! You don't need to tell me – you wake me up all the time!

S Sorry! Let's see ... I don't have much choice in my deadlines – my boss decides those and she's strict, but I do try to plan carefully so that I have enough time to do things.

T What about exercise? Are you doing enough exercise?

S Exercise? I don't have time to exercise! And besides, I'm too tired.

T Suzanne, it's easy to relax. Just breathe deeply and meditate. Omm.

S Well, I took that yoga class last year, but I had to stop, because I had so much work! I try to stop and take deep breaths when I get stressed out at work, but I don't meditate. I don't ...

T I know ... You don't have time. Hmm ... It seems like there are more things you could do.

S Yeah, maybe I'll contact the institute later and find out about their classes. But when will I have time?

T I'll come with you – I need to learn to relax more too! Listening to you talking about your stress is making me stressed!

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