

Hustle culture is destroying our clients. It's time they let their impossible standards crash to the ground

Level 3: Advanced

Article summary: In this article, two mental health experts discuss issues that affect their clients' lives. The focus here is on 'hustle culture,' a modern lifestyle that forces people to work harder and faster, produce more, and take few or no breaks. This attitude impacts people's work lives and personal lives, leading to exhaustion and other struggles. The experts give advice on how to resist hustle culture and live in a healthier, more relaxed way.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Using sport-related words in the workplace

Materials needed: One copy of the worksheet per student

Key:

1. *loop*
2. *burn out*
3. *hectic*
4. *outwardly*
5. *compounded by*
6. *grit*
7. *rigidly*
8. *buffer*
9. *output*
10. *chronically*
11. *idleness*
12. *debilitating*
13. *virtuous*
14. *contingent*
15. *trap*
16. *fatigue*
17. *delegate*
18. *counterbalance*
19. *slack*
20. *drive*

1. Warmer

- a. The purpose of this activity is to introduce students to the concept of 'hustle culture,' which they will learn more about in the article. Start by asking students if they have ever heard this term before. You can encourage them to share similar terms from their own language. Have a student read the definition aloud. Check for understanding by asking another student to explain 'hustle culture' in their own words. Then have students work in pairs to decide which items they consider part of hustle culture. Take a class poll to see if there is any disagreement. Then encourage volunteers to share their own examples of hustle culture.

2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

Key:

1. *hectic*
2. *outwardly*
3. *loop*
4. *slack*
5. *chronically*
6. *contingent*
7. *idleness*
8. *grit*
9. *delegates*
10. *trap*

- c. Ask students to work individually or in pairs to write their own sentences with the remaining vocabulary items. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

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Key:

Students' own answers using: *buffer, burn out, compounded by, counterbalance, debilitating, drive, fatigue, output, rigidly, virtuous*

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answers. Remind them that if they can't find the information in the article, then they should circle Not mentioned. Check answers as a class. Compare the ways students corrected the false sentences. Is there more than one way to correct any of the sentences? To extend, have students quiz each other on more true and false statements about the article.

Key:

1. *False – They feel internal, or personal, pressure to work hard.*
2. *True*
3. *True*
4. *False – It's easy for people to notice when other people are overworked or struggling, but they often to recognise the same things in themselves.*
5. *Not mentioned – They give examples of people with stressful family situations, but they don't say that people without these situations are not affected by hustle culture.*
6. *False – Hustle culture ignores exhaustion and often glamorises it.*
7. *Not mentioned – This may be a commonly held belief in society, but it isn't discussed in the article.*
8. *False – They say that is someone is only resting in order to be more productive, then they're not truly resting at all.*
9. *False – People can recover from hustle culture by making small, simple changes in their lives.*
10. *True*

4. Key language

- a. Have student work in pairs. Tell them to read the article quickly to find the words in the box. Tell students to read the words in context and discuss the meaning with their partner. Then have students work in pairs to match the words from the article to their sport-related meaning. Check answers as a class.

Key:

1. *pace*
2. *jump*
3. *endurance*
4. *push through*
5. *run on fumes*
6. *hustle*
7. *sustain*
8. *race*

- b. The purpose of this activity is to have students think about why authors choose to use certain words in a text and the impact that these words have on readers. Have students work in pairs. Tell them to think about the images, ideas or feelings that come to mind when they read the sport-related definitions. Have them discuss the questions – *why did the authors use these words, and how are the people in the article similar to athletes?* Invite volunteers to share their answers with the class. To extend, have students make sentences using the words in the same way they are used in the article.

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences or beliefs whenever possible. Invite volunteers to share their answers with the class. To extend, ask students to share what they learned from discussing the questions with their classmates.

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6. In your own words

- a. The purpose of this activity is to encourage students to reflect on what they learnt from the article. In this task, students write questions to find out how hustle culture affects the people in their own lives. Tell students to think about what sort of information they are looking for. Do they want to know how many hours people work? Do they care about people's attitudes about their health and well-being? Are they interested in people's values about money or relationships? Tell students to think of 10 questions to find out more about how hustle culture affects the people they know. Encourage them to include at least one example of each type of question:
- **Yes/No questions:** These questions usually start with verbs like *Do* and *Are*. They only give people two ways to answer yes or no.
 - **Multiple choice questions:** These questions are more open. They often ask about opinions or experiences. Sometimes, there is only one possible answer, and sometimes more than one answer is possible.
 - **Ordering questions:** These questions ask people to put items in a list in order based on their priorities or preferences.
 - **Open-ended questions:** These are the most open type of questions. Why often ask *How* and *Why*. People can answer in their own words.
- b. Have students share the results of their survey with their class. Encourage them to find interesting ways to show the results, such as posters or graphs.