

Grade Level: **Tenth Grade**

Number of lessons: **10 (plus a pre- and post- test)**

Subject: **Life Skills**

IAM Mental Health Project – Mazar-e Sharif

### **Overall Unit Learning Goals**

According to the World Health Organization, “life skills are the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are the heart of skills-based initiatives for the promotion of health and well-being of children and adolescents.” These are listed below:

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationship skills
7. Self-awareness
8. Empathy
9. Coping with emotions
10. Coping with stress

At the end of this ten lesson unit, each tenth grade student will have an understanding the Life Skills listed above. He/she will have skills to effectively manage the various demands and stresses of home and school life.

### **Definition of Life Skills Strategies**

1. **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing different options, and what effects different decisions may have.
2. Similarly, **problem solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
3. **Creative thinking** contributes to both decision making and problem solving by enable us to explore the available alternatives and various consequences of our actions or non-actions. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations or daily lives.

4. **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, and the media.

5. **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also need and fears. And it may mean being able to ask for advice and help in a time of need.

6. **Interpersonal relationship skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relationships with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

7. **Self-awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desire, and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

8. **Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity.

9. **Coping with emotions** involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

10. **Coping with stress** is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

(Taken from *Life Skills Education for Children and Adolescents in Schools*, WHO, pg. 2-3)

## Resources

Author. (2005). *Health Promotion Modules: 8, 9, and 10<sup>th</sup> Std.* India.

Smet, P. (1988). *How To Talk So Your Teenager Will Listen.* USA.

World Health Organization. (1997). *Life Skills Education for Children and Adolescents in Schools.* Switzerland.



### Unit Overview of Lessons and Life Skills

Lesson Number	Lesson Topic	Assessment	Lesson Activities	Homework	Life Skills Included
		Pre-Assessment			All
1	Anger		Discuss emotions Role-play scenarios	Journal about coping strategies	5, 6, 7, 9, 10
2	Coping with Failure		Group & class discussion Group activity	Journal entry about success and failure	4, 5, 7, 9, 10
3	Coping with Failure		Nine-dots problem Case study discussion	Journal entry about positive coping	2, 4, 7, 9, 10
4	Bullying		“Esteemed chair” activity Group discussion	Journal entry about responding to bullying	5, 7, 8, 9
5	Time Management		Charting daily activities Group discussion	Prepare a chart of daily routine	1, 2, 3, 4, 7, 10
6	Coping with Grief		Coping with grief activity Group discussion	Journal entry about coping with grief	2, 7, 9, 10
7	Peer pressure- Smoking and Drugs		Role play assertive skills Class discussion	Journal entry about individual assertiveness	1, 2, 4, 5, 6, 10
8	Making Life Choices		Life Choice Career worksheet Class discussion	Journal reflection on life choices	1, 2, 4, 6, 9, 10
9	Self Esteem – I’m the person with...		Reflect on opinions of self Pairs discussion	Create a “Self-esteem tree”	3, 4, 7
10	Empathy – Do unto others		Empathy promoting activity Group discussion	Journal entry reflecting on personal empathy practices	5, 6, 7, 8
				Post-Assessment	All

**Life Skills Taught:**

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| <ol style="list-style-type: none"> <li>1. Decision making</li> <li>2. Problem solving</li> <li>3. Creative thinking</li> <li>4. Critical thinking</li> <li>5. Effective communication</li> <li>6. Interpersonal relationship skills</li> </ol> | <ol style="list-style-type: none"> <li>7. Self-awareness</li> <li>8. Empathy</li> <li>9. Coping with emotions</li> <li>10. Coping with stress</li> </ol> |
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Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **35-40 minutes**  
Daily Topic: **Dealing with Anger**

#### Lesson #1

#### **Goal of the Lesson**

Students will recognize what causes them to feel angry, and they will understand how to cope with their feelings of anger and stress.

#### **Behavioral Objectives**

During a classroom discussion, each tenth grade student will explain what they do when they become angry.

Domain & Level: (Cognitive – 3)

Performance Indicator: verbally share information about their actions

Working in pairs, each tenth grade student will role play at least two “heated” scenarios and practice controlling angry responses.

Domain & Level: (Psychomotor)

Performance Indicator: role play dealing with anger

Working individually, each tenth grade student will evaluate what makes them angry and he/she will journal at least two solutions to controlling anger in those situations.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

#### **Life Skills Promoted**

This lesson will promote self-awareness, coping with emotions, communication skills, interpersonal relationships and coping with stress.

#### **Differentiation Strategies**

If there is not enough time to complete the entire lesson, the teacher can divide this lesson into

smaller parts. Day 1, he/she can teach the motivator and two ideas for controlling anger. Day 2, he/she can teach two more ideas for controlling anger and the whole class can role play scenario (a). Day 3, he/she can teach two more ideas for controlling anger and the whole class can role play scenario (b). Day 4, he/she can teach the remaining ideas for controlling anger and pairs of students can role play scenarios (c), (d), and (e).

#### **Resources**

Author. (2005). *Health Promotion Modules: 8<sup>th</sup> Std.* India.

#### **Equipment & Materials**

Chalk board & chalk (or white board & markers)  
Journals

## Implementation

### Motivator (5 minutes)

Teacher will ask the students to explain what makes them feel angry. He will encourage the students to name situations that make them feel angry (i.e. when someone calls them names or when someone hits them). The teacher will ask students to think about one time when they felt very angry. The students should not describe the situation. Instead, the teacher will ask the students to remember the feelings that they felt. As the students feel comfortable, they will explain the feelings and the teacher will write these on the board (i.e. face becomes red, feeling hot, not able to breathe, etc.). Each student should be encouraged to participate, if they feel comfortable.

### Procedure (25 minutes)

1. (I do/We do): Using the ideas collected above, the teacher will ask the students to consider the source of their anger. What was the root cause of their anger? {*Note:* It may be too difficult for students to articulate the root cause at this point. That is okay. Asking the question will start the students thinking about the cause of their feelings of anger.} The teacher will use the following story to demonstrate they root causes of anger.

For example, Ahmad had a difficult exam today. This morning, Ahmad's little brother kept being noisy and banging his toy car on Ahmad's head. Ahmad hit his brother because he felt angry. The *root cause* of Ahmad's anger at his brother was his *anxiety* over his difficult exam. After giving the above example, teacher should give one or two more examples and ask the students to think about possible root causes for the anger.

{*Note to the teacher:* Anger is the result of anxiety, mistrust, hurt, frustration or sadness. This means that anger is secondary to these feelings. The experience of such feelings is a warning to be careful. When a person becomes

angry, there is a release of adrenaline. Adrenaline makes the person feel warm, the muscles become tense, the pulse and breathing become faster, and the heart beats quicker. It feels a lot like anxiety. Feeling these symptoms is an indicator that the person is angry.}

Once the students seem to understand the "warning signs" of anger and the root causes behind anger, the teacher will explain how to control anger (writing each **bold point** on the board). The teacher will write the each idea for how to control anger and give an explanation and demonstrate.

- **Stop and count 1 to 10.** Close your eyes and count 1 to 10 forward or backward.
- **Breathe and calm down.** Take a deep breath and tell yourself "Relax" or "Calm Down."
- **Think it through.** Talk to yourself. Say, "What is wrong?" Use your words to say what you do not like rather than what you think the other person is doing to make you angry. For example, say, "I do not like being charged extra money for ice cream without a valid reason," rather than saying, "This ice cream seller is cheating me by charging me more money than everyone else."
- **Decide on another time to talk about the problem.** When you are angry with a person, give them a clear indication that you are upset and you do not want to deal with the issue now because you are angry. Tell the person that you want to talk to them about the issue later. Set a specific time later when you will be more under control. For example, "I do not like the fact that you talked about my problems with Surab. I would like to talk with you about it tomorrow evening."

- **Walk away.** When you feel very angry, walk away from the person or issue that is making you angry until you calm down.
- **Use “I” words.** While discussing the issue of anger, avoid using words like “never or always” and use “I” words. Instead of saying, “You hurt me” say, “I feel so hurt.” This is one way of taking responsibilities for one’s own emotions and allowing space for dialogue and possible ways of solving the problems or situation that is causing anger.
- **Write it down.** Write down your feelings when you are angry. Read and reread what you have written until you are able to think about the problem calmly.
- **Practice relaxation.** During a time when you are not feeling angry, practice learning to relax and calm down. Begin by closing your eyes and taking some deep breaths, exhaling slowly. Think about the muscles in your body that feel tense (i.e. shoulders, fists, forehead). Keep taking deep breaths and intentionally relax your muscles, one area at a time until you feel relaxed.

2. (We do): Teacher will explain each of the following situations, one at a time. The whole class will practice responding in a positive way from the list of ways to control anger. Teacher will give a lot of wait time so that each student has time to think of a positive way to respond to the situations (although each student may not get a chance to voice their ideas).

- a. A fellow student sees the beautiful poem that you have written at home. He/she copies your poem while you are not looking. During class the next day, the fellow student gives the poem your teacher and claims that he/she wrote the poem as home work. When you find out that your fellow student stole your idea

about the poem, you feel very angry and frustrated. How could you respond?

- b. As you are walking home from school with your friends, you accidentally trip and fall on the ground. Your friends laugh. Some other teenagers standing nearby begin laughing, too. The teenagers shout, “You’re so clumsy! Why are you even walking? You’re like a little baby!” You feel embarrassed and angry. How could you respond?

3. (You do it together/You do it on your own): As the students understand the various ways to control anger, the teacher will give them several more situations. The students will practice role playing the situations in pairs using ways to control anger. Students will work in pairs, with one student acting as the one causing the anger and the other student responding with controlled anger. After the first scenario, the pairs will trade roles so that the other student will cause the anger and the first student in the pair will respond with controlled anger.

{*Note to teacher:* It will be necessary to demonstrate how students should work in pairs for the role play. The teacher and a student can demonstrate for the whole class before the students divide into pairs. The teacher should assign pairs, keeping in mind which students work well together. The role plays should focus on the students responding positively by controlling their anger NOT focused on the one causing the anger. }

The teacher will read each of the following situations one at a time. He/she will pause and give the student pairs time to role play the situation and their responses (about 2 minutes).

- c. After a big meal, your mother asks you to carry dirty dishes from the living room so that she can wash them. As you are collecting the dishes in front of your uncle, you accidentally drop the half-empty dish of palau onto your uncle's lap. Now he is covered in palau and he is very angry. Your uncle hits you and shouts, "You idiot! You stupid dog!" You feel hurt, embarrassed, and angry. How do you respond?
- d. You want to buy a new phone. You have been saving your money from your evening job for several weeks, keeping the money in a jar in your cupboard. One day, you come home and find that your jar is empty. Your little brother found the jar in the cupboard. He spent all the money on candy and toys for himself. You feel very angry and frustrated. How do you respond?
- e. You are invited to a wedding on Thursday. Before the wedding, you ask your sister to iron your best clothes so that you can wear them to the wedding. An hour before the wedding starts, you find your newly ironed clothes laying in the muddy yard. Your sister hung the clothes near the door and the wind blew the clothes outside. The chickens and the goat have already walked across your clothes and they are stained. How do you respond?

#### Closure (5 minutes)

As the lesson ends, teacher will remind students that getting angry is not wrong. Anger should not be suppressed or ignored. It is not possible for a person not to get angry at all. Finding an appropriate expression of anger is better. When students feel angry, they should not pretend that

they are not angry. Instead, they should realize that they are angry and use the ideas from this lesson to control that anger, because anger is a real and valid feeling.

Teacher will encourage the students not to blame themselves or injure themselves when they feel angry. Students should be discouraged from smashing things, punching walls, throwing stones, drinking alcohol, or screaming. If the student has tried to control their anger using the ideas in this lesson but they still feel angry, the teacher can invite the students to talk about their anger with a safe/wise person in their family or community (i.e. a mullah, a teacher, a parent, or a grandparent).

#### **Optional Homework Reflection for students to write in Journals**

What makes me angry at home?

What physical changes happen in me when I am angry?

What do I usually do when I get angry?

Do people get upset with the way that I express my anger?



Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **60 minutes**  
Daily Topic: **Facing failure**

## Lesson #2

Smet, P. (1988). *How to Talk So Your Teenager Will Listen*. USA.

### Goal of the Lesson

Students will recognize that difficulties cause stress and intense emotions, and they will discover skills to cope with the stress effectively.

### Behavioral Objectives

During a classroom discussion, each tenth grade student will explain what they do when they face failure.

Domain & Level: (Cognitive – 3)

Performance Indicator: verbally share information about their actions

Working in pairs, each tenth grade student will participate in the “ties that bind” activity.

Domain & Level: (Psychomotor)

Performance Indicator: active participation in the “ties that bind” activity

Using information from the concluding classroom discussion, each tenth grade student will reflect on his or her own reactions in a one page journal entry.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

### Life Skills Promoted

This lesson will promote self-awareness, effective communication, problem solving, critical thinking, coping with emotions, and coping with stress.

### Resources

Author. (2005). *Health Promotion Modules: 10<sup>th</sup> Std.* India.

Photograph taken from <http://www.smart-kit.com>

### Equipment & Materials

Chalk board & chalk (or white board & markers)  
Two pieces of 1 meter long string for each pair of partners  
Journals

### Implementation

#### Motivator (5 minutes)

Teacher will ask students to think about times in their lives that they have felt like a failure. The teacher will ask the students to tell the class about common failures that students experience (for example, an exam, sports competitions, relationships, etc.). The teacher will write this list on the right side of the board.

Next, the teacher will ask the students to think about some possible ways to positively handle the stress that comes with trying to solve problems (for example, take a short break from the stressful situation and breathe calmly). The teacher will write the students’ ideas on the left side of the board.

{*Note to teacher:* The purpose of this entire lesson is to facilitate opportunities for the students to find creative ways to cope with difficulties and failure. In general, life has successes and failures because life is uncertain. This uncertainty can cause students to become stressed. If young people cannot cope with failure, they may do things that they will regret later – such as giving up on studying, running away from home, or attempting suicide. When people do not cope with stress and failure, it

creates and bad cycle of distress, depression, and more failure.

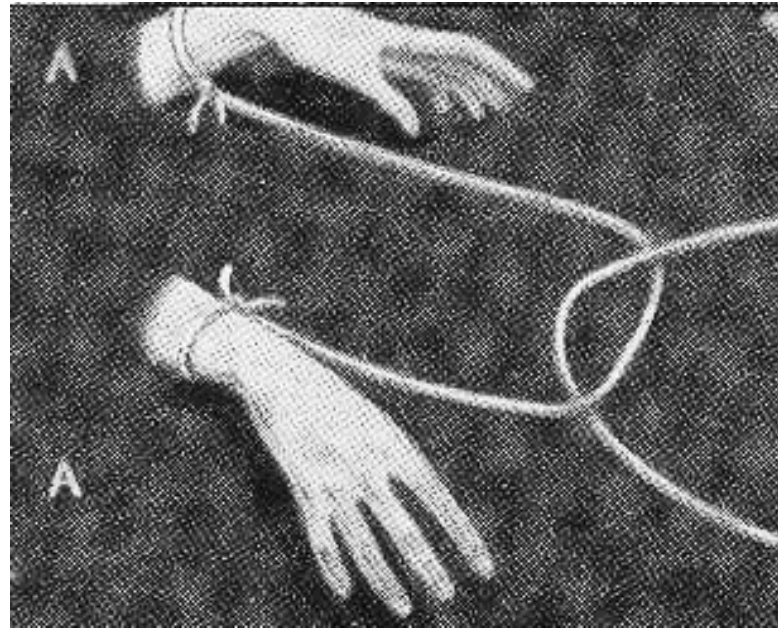
However, when young people learn how to positively cope with difficulties and failure, their self-image improves, they gain confidence, and become mentally more mature. A useful proverb says, “Failure is a stepping stone to success.” The activity in this lesson gives students the chance to learn how to cope with failure and grow because of it.}

#### Procedure (50 minutes)

1. Teacher will divide the students into groups of 6 students per group. Each group should choose one student to be a spokesperson for the group. Each group should also choose two students to be Partner A and Partner B. (5 minutes)

2. The teacher will give each group of students 2 pieces of string. The teacher will demonstrate and instruct Partner A in each group to tie the ends of one string (String #1) around both his wrists. (5 minutes)

3. The teacher will instruct Partner B to tie one end of String #2 around his right wrist. The teacher will direct and demonstrate Partner B to loop String #2 over String #1 before tying the other end of String #2 to his left wrist. (10 minutes) (see picture below)



4. Teacher will instruct the students that the task for the partners – Partner A, Partner B, and their group – is to disconnect themselves without breaking or untying the strings. The students in the group should give suggestions to the partners about how to disconnect the strings, but they shouldn't touch them. The spokesperson will take notes about the steps and process taken by the partners. He will also write down the suggestions from the group members. (10 minutes)

5. The teacher will inform the students that their time is finished. The partners may untie the strings from their hands. The teacher will instruct the students to sit down in their activity groups to discuss their experiences. The students will discuss with each other using the discussion questions written on the board:

#### **Discussion Questions**

1. How did it feel to do the activity?
2. What are the things that the partners and group members did to solve the problem?
3. What feelings did you feel when you were successful? How did you react when you experienced failure?

4. Review the list of common failures that students face (from Motivator) and discuss how students face these failures?
5. What ability does a person need to be able to face failure in life?

The spokesperson for each group will take turns presenting their groups' experiences and a summary of the group's discussion. (20 minutes)

#### Closure (5 minutes)

The teacher will end the lesson by summarizing the students' comments and presentations. The teacher can help the students to understand that successes and failures are a part of our lives. People face failure in exams, relationships, learning a new task, and in competitions. No one is born with the ability to face challenges and succeed every time (think about how a small child learns to walk or about how a young boy learns to ride a bicycle – by falling down and getting back up many times).

Understanding why failure happens is the way to progress instead of feeling paralyzed or hopeless. Realizing that failure can happen allows a person to face the task, continue to try, ask for help or suggestions from others to help solve difficulties. Success cannot be achieved only by daydreaming.

The teacher should especially encourage the students to understand that failure is not the end of the road. When a person fails, he often thinks self-defeating thoughts, has undesirable actions, or feels helpless. However, it is important to move forward by overcoming the difficulties. Unfortunately, there isn't an immediate ready-made answer to the challenges in life. Failure is one of the challenges in life. Young people can realize that a success is the result of continuous effort. "Failure is a stepping stone to success."

#### **Homework Reflection for students to write in Journals**

How do I feel when I get "NO" for an answer at school, in my family, or from my friends?  
In your own words, explain the proverb "failure is stepping stone to success."

#### **Differentiation Strategies**

If the listed materials (i.e. string) are not available, the students can do the following activity instead. This activity will require a large space so that each group has space to move. Begin the lesson with the Motivator listen in the lesson plan. Then, instead of the string activity, students should gather in groups of 20 students per group.

In their groups, all the students should reach for and hold the hands of two other students. Once everyone is holding hands with each other, the students need to work together to untangle themselves until they are standing in a big circle. The students may need to climb over and around each other to get untangled. They can work together by talking to one another, but they should NOT let go of the hands that they are holding. The students MUST hold hands for the entire activity. This activity should end after ten minutes, even if the students are still tangled.

Students should then work in groups of 6-8 students per group to discuss the questions listed in Part 5 of the Procedure part of the lesson. After the students have had time to discuss the questions, a spokesperson should summarize the discussion of each group. The teacher can conclude the lesson with the Closure part of the lesson from the following pages.

Important Note: Teacher, tell the students during the untangling of hands activity – "DO NOT hold the hand of a person close to you or next to you. DO NOT hold both hands of one person. Each student needs to hold one hand of one student and another hand of another student. It is best if you hold hands with students on the opposite side of the group."

**Optional Activity for students to do at home with family members**

*Note to Teacher:* Because life skills are beneficial for school, family, and all aspects of life, it is important to involve parents and members of the community whenever possible. Please consider photocopying or communicating the below information and ideas to your students' parents.

Dear Parents,

In our Life Skills class, we have been talking about facing failures. The purpose is to facilitate opportunities for your teenager to find creative ways to cope with difficulties and failure. As we all know, life has successes and failures because life is uncertain. This uncertainty can cause young people to feel stressed. If young people cannot cope with failure, they may do things that they will regret later. When people do not cope with stress and failure, it creates a bad cycle of distress, depression, and more failure.

However, when young people learn how to positively cope with difficulties and failure, their self-image improves, they gain confidence, and become mentally more mature. Learning to positively cope with difficulties prepares them to succeed in life. We want to invite you to talk with your teenagers about how you personally have coped with difficult and stressful situations in everyday life. Your open, honest, and caring conversation with your young person is a long-term measure in helping them learn to face failures and cope with life's problems.

During a quiet evening at home, tell your teenagers two or three stories from your life. Explain the way that you felt about the situation and the way that you responded to the difficulties. Talk to your young people about the successes and failures in life. Ask them about their ideas on how to respond to stress and failure. They may have some ideas from today's lesson.

At another time, if you notice that your teenager may want to talk to you, but he doesn't know how to begin, use these ideas to take the initiative. Be clear and straight forward. Say to your young person, "I see that you seem worried recently. Let's talk about it. I'm ready to listen." As your teenager talks, we suggest that you listen to them without making negative comments. If teenagers express their feelings through talking to a parent, they often feel relief from the stress. This is a useful way for them to cope with stress.

Thank you for taking the time to encourage your young persons' coping skills and development.

With Respect,  
Life Skills Teacher

Unit Topic: **Life Skills**  
Lesson Length: **45-60 minutes**  
Daily Topic: **Coping with failure**

Grade Level: **Tenth Grade**

### Lesson #3

#### **Goal of the Lesson**

Students will understand that successes and failures are common in life. Facing life with a positive attitude – such as seeking support, discussing problems, and considering problem solving strategies – are positive ways of coping. Students will understand that harming oneself and suicide are not positive ways of coping.

#### **Behavioral Objectives**

Working in small groups, each tenth grade student will discuss and solve the problem of connecting the nine dots.

Domain & Level: (Psychomotor)

Performance Indicator: verbal discussion and solved problem of the nine dots

Working in small groups, each tenth grade student will read the case studies and discuss the related questions.

Domain & Level: (Cognitive – 3)

Performance Indicator: active participation in the “ties that bind” activity

Using the concluding classroom discussion, each tenth grade student will reflect on her coping strategies in a one page journal entry.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

#### **Life Skills Promoted**

This lesson will promote self-awareness, critical thinking, effective communication, problem solving, coping with emotions, and coping with stress.

#### **Differentiation Strategies**

If there is not enough time to complete the entire lesson, the teacher can divide this lesson into

smaller parts. On the first day, teach the motivator activity and the nine dots problem. On the second day, teach the case studies and closure activities.

#### **Resources**

Author. (2005). *Health Promotion Modules: 10<sup>th</sup> Std.* India.

Smet, P. (1988). *How To Talk So Your Teenager Will Listen.* USA.

#### **Equipment & Materials**

Chalk board & chalk (or white board & markers)

Journals

## Implementation

### Motivator (5 minutes)

Teacher will draw nine dots on the board (see the dots at the right). The students will each copy the nine dots into their notebooks or journals. The teacher will divide the class into small groups of 5-7 students per group. He will ask each group to choose a spokesperson.

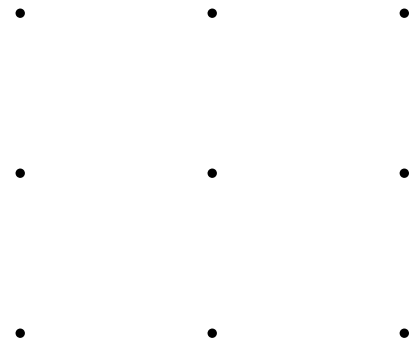
### Procedure (35 minutes)

1. The teacher will ask the students to work in their assigned groups and to discuss ways to solve the problem: connect all the nine dots with four lines without lifting the pen or pencil from the paper and without retracing a line that has already been drawn. If one group solves the problem before the other groups, they should sit quietly and not tell the results. The teacher will ask for solutions from each group after ten minutes.

2. The spokesperson for each group will explain the group's solution to the problem. One of the spokespersons can demonstrate their solution on the board. Once he has explained the solution, the teacher will extend the line to show the pictures as a kite. The teacher will explain that when people face problems and difficult situations, they can use their successes and failures to learn to fly the kite of hope. Just like the nine dots problem was difficult to solve, people face problems and difficulties in everyday life. However, these problems can be faced with help, advice, and direction from a positive school atmosphere, strong friendships, supportive parents and teachers, just like the nine dots problem was solved with help and advice from other students in the group. (10 minutes)

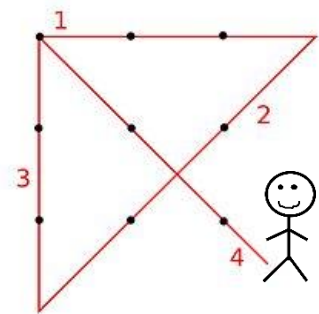
3. Teacher will read the case studies about Cameron, Poyenda, and Chaman. The students will listen to the two case studies.

Cameron is the only remaining child of



his parents. His parents continuously fight with each other about Cameron's father's unemployment and about the family's money problems. Cameron often threatens to run away from home if his parents don't stop fighting.

His parents never take his threats seriously. One day, when Cameron's parents are fighting and hitting each other, he stands in the yard and lights himself on fire.



Poyenda and Chaman are good friends who are both in tenth grade. They spend a lot of time together reading, talking, exchanging class notes, and staying late at one another's homes. One of Chaman's friends is jealous of his friendship with Poyenda. He writes on the school walls and on the classroom board that Poyenda and Chaman are "more than just friends." Both of them

feel very upset and ashamed by this. Poyenda goes home during the class and, without telling his parents anything, hangs himself with some rope in the storage room. When Chaman hears about Poyenda's suicide, he cuts his wrists with a sharp knife but his brother finds him and quickly takes him to the hospital.

The teacher will write the below questions on the board. The students will work in their groups to discuss the questions:

1. Are the problems of Cameron, Poyenda, and Chaman common among adolescents?
2. In the story of Laila and Majnun, Laila committed suicide after she learned of Majnun's death. What do you think about what she did?
3. Is there an effective way of solving even the most difficult problems in our lives?
4. Is suicide a good option at any time for any problem?
5. Often, solving problems is not easy. How do you go about solving problems in your life?

After the students have had time to discuss all five questions, the teacher will ask the group leader to summarize the group's discussion. These questions are very candid and may result in honest and open discussion by the students. It is important for the teacher to LISTEN to the leader group's summaries without commenting or teaching at this point. Each group leader should feel free to openly express the observations and ideas of his group. (10-15 minutes)

{*Note to Teacher:* You can expect some of the following responses from the student discussion time.

- The young people in the case studies felt desperate and frustrated. They didn't

look for support or think critically about what to do. Many young people act impulsively because they feel hopeless and angry, but they don't have the coping skills to respond to their situation.

- Often, we young people learn poor behavior from TV and serials. On TV, the actors feel frustrated or depressed so they respond by running away from home or by attempting suicide. But they get a response from their family and friends and everything turns out alright in the end. Young people who watch these serials feel that running away or attempting suicide is the best way to get sympathy...because it works for the actors.
- Our group believes that students who attempt suicide, often do not expect to die. Instead, they are hoping to be rescued and for their families and teachers to understand how desperate they feel. It is really a cry for help.
- Our group members noted that parents often say, "It is better to die than live with shame." If this is the situation at our homes, how can we go to our parents for support and sympathy?

If these are the opinions and thoughts expressed by your students, do not comment on the summaries except to encourage the students to explain their ideas further. Wait until the Closure activity to give your comments. }

#### Closure (5 minutes)

As the lesson ends, the teacher should thank the students for their honest and thoughtful comments. The teacher should summarize the lesson by commenting on specific things that were mentioned by the students. Below is a list of possible comments that may be appropriate, depending on what the students said during their discussions. The teacher should use this closure time to encourage the students to think through

other options for coping with stress and failure – other than running away, giving up, or committing suicide.

- Developing good communication skills to be able to explain your feelings and talk about problems or feelings of failure are important ways to cope with failure.
- When people understand their strengths, they can excel in the things that they are good at doing. When a person knows his limitations, he can more easily accept failures as areas for further development, not the end of the road.
- Having strong friendships, a positive school atmosphere, and supportive parents and teachers allows young people to have a safe place to work through the crises of adolescent life by being willing to share their personal difficulties and failures with others.
- Learning problem solving skills, such as those already learned in past lessons and those to be learned in future lessons, students can consider alternative ways to cope with stress and failure that is common to young people's lives.
- If students notice that they or a friend feel frustrated, helpless, stressed, angry, depressed, rejected, or shamed, this is a dangerous time. When young people feel these emotions, they are vulnerable to acts that can lead to deliberate self-harm. When a young person realizes that he feels these emotions, he should stop and think critically

about how to respond. He can use problem solving skills that he has learned (such as talking to a trusted teacher or sympathetic parent; making failures a stepping stone to success; or finding ways to calm down from the stress).

{*Note to the Teacher:* Suicide is the ultimate withdrawal from relationship. It is a tragic message, a struggle to get in the last word. An expert wrote, "Suicide is a desperate scream, a final attempt to communicate how teenagers feel about life and the world they live in" (Richard Krawiec).

What causes teens to attempt suicide? In addition to drugs and alcohol, experts think that family problems, depression, loneliness, rejection, lack of communication, poor self-image, extreme stress, and feelings of failure contribute to teens' attempts at suicide. How can parents and teachers recognize clues or signs of suicidal tendencies in a young person? Often words, behavior, and circumstances can demonstrate that a teen has suicidal tendencies. For example, he might say, "I might as well kill myself." "Nothing matters; it's no use." Prolonged depression or acts of self-destruction are behavioral signs of suicidal tendencies. Stressful events such as a failed exam, divorce of parents, death of parents or siblings are possible times for higher risk of suicide.

If you notice that something is wrong with one of your students, contact a qualified counselor or a psychologist as soon as possible. Be available to your student to listen to their problems and thoughts, without making negative comments. Encourage and train parents in ways to help their young people cope with stress and failure (see the parent letter from Lesson 2). Once the student has had lots of time to speak to you freely and openly, help your student to think



about some possible positive solutions from Lessons 2 and 3.

**Optional Homework Reflection for students to write in Journals**

Do I have the ability to face failure, stress, and problems in life?

What are some positive ways that I can cope with stress, failure, and problems at school and at home?

Do I have at least one of the three positive relationships to help me talk through failure and stress: very good friends, very supportive parents, or sensitive and compassionate teachers?

**Optional Activity for students to do at home with family members**

*Note to Teacher:* Because life skills are beneficial for school, family, and all aspects of life, it is important to involve parents and members of the community whenever possible. Please consider photocopying or communicating the below information and ideas to your students' parents.

Dear Parents,

In our Life Skills class, we are continuing to talk about facing failures and stress in every-day life. One of the positive ways that young people can positively cope is by having a safe place to talk about their feelings. As parents and teachers, we can offer our young people a place to communicate their feelings of anger, frustration, depression, and stress without feeling judged or shamed.

As your young person shares his feelings with you, listen to him and encourage further communication by giving him positive feedback. Once he has shared his thoughts, talk to him about possible options. Unfortunately, suicide often happens because young people feel that it is the only option. However, as teachers and

parents, we must help them to understand – through our words and our actions – that life is worth living. We can show them that there is more than one way to deal with problems.

As your young person sees that you are willing to help him, he will be better able to consider other options. Strong emotional feelings of depression and uncertainty are part of the “mood swings” of adolescence. Help your young person understand that these feelings are natural and the feelings can be survived. Encourage him to see that failures and mistakes are not the way that you measure his worth. Show him that you care for him whether he fails or succeeds because you value him for who he is as a person and as your child.

Thank you for taking the time to encourage your young persons' coping skills and personal development.

With Respect,  
Life Skills Teacher

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **45-60 minutes**  
Daily Topic: **Bullying**

#### Lesson #4

#### **Goal of the Lesson**

Students will understand how to respond effectively and ways to avoid bullying at school and in daily life.

#### **Behavioral Objectives**

Each tenth grade student will attempt to coax at least one classmate out of the “esteemed chair” through cunning, reasoning, or clever negotiation.

Domain & Level: (Psychomotor)

Performance Indicator: active participation in “esteemed chair” activity

Working as a whole class and in small groups, each tenth grade student will discuss and debrief the “esteemed chair” activity and related questions.

Domain & Level: (Cognitive – 3)

Performance Indicator: small group discussion

Using the concluding classroom discussion, each tenth grade student will reflect on his experiences in responding to a bully in a one page journal entry.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

#### **Life Skills Promoted**

This lesson will promote empathy, self-awareness, effective communication, and coping with emotions.

#### **Resources**

Author. (2005). *Health Promotion Modules: 8<sup>th</sup> Std.* India.

#### **Equipment & Materials**

Chalk board & chalk (or white board & markers)  
Journals

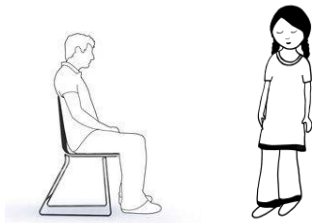
## Implementation

### Motivator (5 minutes)

The teacher will divide the students into groups of 10 students per group. One student should sit on a chair (or on the ground) in the middle of the group. This student is sitting in the “esteemed chair.” The other students in the group should sit in chairs (or on the ground) in a circle around the student in the “esteemed chair.”

### Procedure (35 minutes)

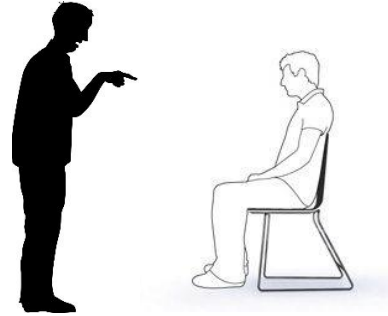
1. The teacher will explain that the other students in the group should take turns – one student at a time – trying to convince the student in the “esteemed chair” to get up out of the chair. The student who is trying to convince the “esteemed chair” student should use clever reasons or creative dialogue. For example, a student might say, “Excuse me kind sir, my mother is very sick. Please can you move to another seat on the bus so that my mother can sit in your chair?” (10 minutes)



{*Note to teacher:* Encourage the student to use humor, comedy, and to be creative. If one student is still in the chair after 2 minutes, ask them to sit down with the rest of the group around the circle and let someone else have a turn in the “esteemed chair.” Each of the students should get a chance to sit in the “esteemed chair” and a chance to convince the “esteemed chair” student to move.}

2. Once half of the students in each group have had a chance to sit in the “esteemed chair,” the teacher will encourage the student who is talking to the person in the “esteemed chair” to use

stronger language and harsher words to get the student out of the “esteemed chair.” For example, the student might say, “Get out of that chair now!” However, the students should not swear or use physical force to get the student out of the chair. The teacher will monitor each of the groups. (10 minutes)



3. When each student in the group has had a turn in the “esteemed chair,” the students will discuss their experiences in the same groups. At first, the students should talk about their own reactions to being asked to get up from the chair. Next, the students will answer the below questions that the teacher will write on the board:

1. Why or why didn't you get up quickly from the chair? How did you respond to the coaxing of your classmates?
2. Did harsh language and stronger language convince you to move? Did a sympathetic argument and logical reasoning convince you to move?
3. Can the “esteemed chair” game be compared to any situations in real life? Give examples.
4. Is bullying people through harsh language or physical harm ever a good way to achieve what you want? Why or why not?
5. How can we face bullying without losing self-confidence?

The teacher will invite the students to summarize their group discussion about their feelings and experiences during the activity. (10 minutes)

4. The teacher should write down the students' ideas about good and effective ways to respond to a bully. The students might think of some of the following ways to effectively respond to a bully during the above portion of the lesson. If they don't, after a few minutes of collecting ideas, the teacher can add the remaining ideas from the list below:

- Don't show a bully that you are angry or afraid of him.
- Get support from a supportive teacher or a parent.
- Practice and anticipate how you will respond to the bully.
- Do not fight with bullies (they're usually bigger and stronger).
- Try making a funny comment or a joke when you encounter a bully before they begin to hurt or frighten you.
- Stay in the company of your friends if you anticipate encountering a bully.
- If you feel very upset by the bullying, write your feelings down in a journal. This may help you to handle the bullying next time without feeling angry or afraid.

#### Closure (5 minutes)

As the lesson ends, the teacher should explain that bullying is a universal phenomenon that happens in schools, homes, neighborhoods, and

in the market place. The teacher will explain that the bully's intention is always to hurt, shame, or harm the person he is bullying. The teacher should end the lesson by asking the students to think about a time or situation where they have encountered a bully. The students should not talk about the experience at this time, but they should think about the experience. The teacher will tell the students to choose one of the ideas from the list above to use as a way to respond to the bully in the future.

#### **Optional Homework Reflection for students to write in Journals**

Have I ever experienced bullying at school or on the street?

How did I respond? What can I do differently next time?

Have I ever bullied anyone at school or at home? Why did I do it?

Can I interact with my classmates or siblings in a better way (i.e. talking out problems and not bullying)?

#### **Optional Activity for students to do at home with family members**

{*Note to teacher:* Make a copy of the following bullying scenario. Encourage the students to read this scenario with their families and talk about ways to effectively respond to bullying (i.e. the list from the Procedures: part 4 of the lesson). If the scenario can't be photocopied, the teacher can read them to the students and they can share the scenario orally with their families. }

Scenario: Thirteen year old Chaman and his sister are shopping in the market place when a group of big boys begin following them. Chaman tries to make the boys go away by shouting at them. However, the big boys are not frightened. They begin bullying Chaman and his sister. The big boys pull off Chaman's hat and poke him. They call his sister bad names and laugh at the two of them. What should Chaman and his sister do? How could they effectively

respond to the big boys who are bullying them today? How can they respond if the big boys bully them again on another day?

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **60-75 minutes**  
Daily Topic: **Time Management**

Lesson #5

Author. (2005). *Health Promotion Modules: 9<sup>th</sup> Std.* India.

**Goal of the Lesson**

Students will understand how to organize their daily routines by wisely balancing the time and various activities that they have in each day.

**Behavioral Objectives**

Each tenth grade student will reflect on and demonstrate how she spends her time on various activities throughout a typical day.

Domain & Level: (Cognitive – 2)

Performance Indicator: completed and filled circle indicating activities in 24 hours

Working in groups of 5, tenth grade students will compare and analyze answers to the discussion questions related to balancing and managing time and activities on a daily basis.

Domain & Level: (Cognitive – 4)

Performance Indicator: small group discussion

Each tenth grade student will reflect on ways that she can apply time management strategies in daily life and prepare a daily routine chart allotting time for various activities.

Domain & Level: (Cognitive – 3)

Performance Indicator: completed daily routine chart

**Life Skills Promoted**

This lesson will promote self-awareness, critical thinking, decision making, creative thinking, problem solving, and coping with stress.

**Lesson Alternatives**

This lesson is quite long. The lesson can be divided up between two days. The students can complete the 24-hour circles activity one day. On the next day, the students can discuss the questions and write a daily routine chart.

**Resources**

**Equipment & Materials**

Chalk board & chalk (or white board & markers)

Journals or paper

Colored pencils

## Implementation

### Motivator (5 minutes)

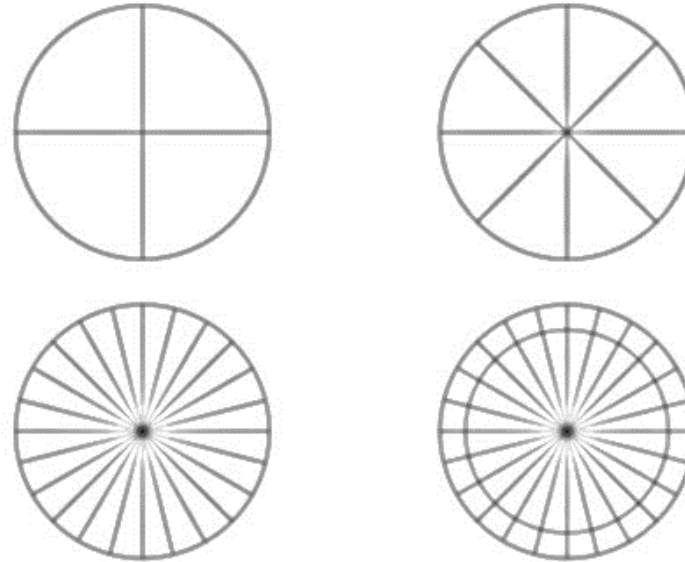
The teacher will introduce the topic of time management. Time management is a simple and practical way of planning and structuring a day. Managing time means allocating time for various activities throughout the day such as household activities, school, play, sleep, entertainment, and hygiene. Planning and structuring a day allows students to be in control. Effective time management strategies are helpful for young people and adults. Time management is a means to combat boredom, emptiness, uncertainty, and frustration. It is a good way for students to succeed in exams, do well in their studies, and stay in control of the many demands of school and home life.

{*Note to Teacher:* Most young people are familiar with the concept of time management and structuring activities in school. Successful time management involves creating a plan, following the plan, review the effectiveness of the plan, and make changes to the plan when necessary. While school activities are inseparable from a student's life, it is important to help students recognize that there are other activities too. These activities – rest, relaxation, play, studies, recreation, housework, social activities, reading, writing, and so on – break the monotony of routine. Time management doesn't make the student a machine, but instead it allows him to have skills to plan, decide, and have personal responsibility. Most importantly, time management is useful in preventing high-risk behavior like excessive TV viewing, smoking, drug abuse, etc. Time management allows the student to control his time and activities instead of the other way around.}

### Procedure (60 minutes)

1. Each student will take a piece of paper and draw a circle measuring 16 cm in diameter in the lower half of the page. The teacher will demonstrate on the board. The students will

divide the circle into 24 parts indicating 24 hours. The teacher will demonstrate how to divide the circle into 24 portions. See the picture below. (15 minutes)



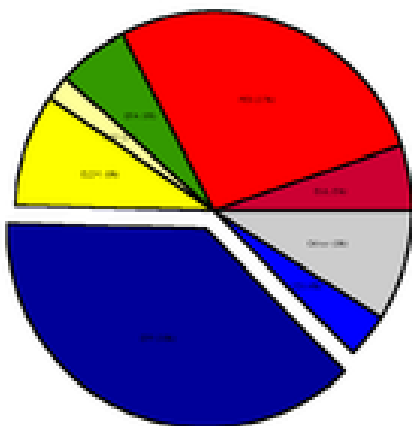
2. The teacher will ask the students to name various activities of a typical day. The teacher will write these activities as a list on the board. The activities should include school, home activities, leisure activities, and work related activities. For example, the students might mention sleeping, washing, doing *namaz*, bathing, eating, helping with house work, playing chess, homework, reading, etc. Using the ideas on the board (and other ideas that each student thinks of individually), the teacher will instruct the students to write in their individual notebook how much time they each spend on each activity in a day (see simplified example below).

Sleeping = 8 hours  
Housework = 3 hours  
Watching TV = 2 hours  
Reading = 1 hour

The students should each complete their own activity list without discussing or copying from another student. This activity will help the

students to think about the total time spent on activities so that he can understand the circle as a graph, not a 24-hour clock where activities appear periodically throughout the day. Note: the students' activities might add up to more than 24 hours. If this happens, the teacher will need to guide individual students to rethink the actual time spent on each activity. (15 minutes)

3. Once the list of activities and time is complete, the teacher will ask the students to transfer their information on to the circle (divided into 24 equal parts). The students should color in the parts in sections. For example, sleep – 8 hours would be colored in using 8 parts of the circle. The teacher will instruct the students to use different colors for each activity, because this will make it easier to see. The teacher should move around the class during this activity and assist those who need help and clarification. (10 minutes)



Guide to the chart:  
 Dark blue: sleep (8 hours)  
 Light blue:  
 Grey:  
 Dark red:  
 Light red:  
 Green:  
 Light yellow:  
 Dark yellow:

hygiene (1 hour)

Grey: visiting with friends (2 hours)

Dark red: reading (1 hour)

Light red: school/studies/courses (6 hours)

Green: house work (3 hours)

Light yellow: relaxing (1 hour)

Dark yellow: watching TV (2 hours)

4. When everyone has completed the activity above, the teacher will divide the students into small groups of 5 students per group. The students will share their information in their groups. The teacher will write the following

questions on the board. The students will discuss the questions in their groups.

**Discussion Questions:**

1. Which activities require the most time during the 24 hour period?
2. Which activities require the least amount of time?
3. Do you and your parents always agree on the amount of time that you spend on each activity?
4. Which activities do you and your parents have different opinions about?
5. What activities would you like to include in your routine but you don't have time for them?
6. Do you feel dissatisfied with the amount of time you spend on any activity, whether it is too much or too little?
7. Can you suggest any alternatives so that you can change what you don't like?
8. How many hours should we sleep in a day?
9. Should we allot time for studying every day and include it in our daily planning?
10. Is it beneficial to sleep less and read more?

After the students have discussed the questions for about 10 minutes, a spokesperson from each group will present the group's discussions and observations to the whole class. The teacher will write each group's significant observations on the board. (20 minutes)

Closure (5 minutes)

As the lesson ends, the teacher will summarize and conclude the lesson. The teacher will



mention that a time management schedule is a scientific and realistic plan to effectively use the time that each person has available in order to complete all the activities in a specific day, week, month, and year. Often we aren't aware of how we spend our time and we waste time without much thought about how we are using our time. We also feel that "time flies" or time passes exceedingly slowly, and we feel like we have not control over our time.

Time management is a method that can give a person control. He can use the time in whichever way he wants. For example, if he wants to spend time chatting with friends, he can organize his time to enable him to be free to chat with friends. It is important to periodically review and reorganize activities according to your priorities. In conclusion, managing time is an individual's responsibility. Each person should try his best to wisely manage his time. Not only does time management give a person control over time and himself, it also decreases boredom and high risk behaviors such as excessive TV viewing, smoking, and drug abuse.

**Optional Homework Reflection for students to write in Journals**

Students will each prepare a personal Daily Routine chart allotting time to different activities. A sample chart is given below. The student should keep this chart in his closet or on a wall in the room where he studies at home.

6-7:30 am	7:01 am	1-1 pm	1-3 pm	3-4 pm	4-6 pm	6-7 pm	7-8 pm	8-10 pm	10-11 pm
Pray	At	Eat	Stu	W	C	H	E	R	Sl
,	sc	lu	an	c	t	u	di	a	e

ba	h	n	d	h	wi	se	n	d,	e
th	o	c	ho	T	th	w	ne	W	p
e,	ol	h,	me	V	fri	or	r,	at	
ge		h	wo		en	k	cl	c	
t		o	rk		ds		ea	h	
dr		u			,		n	T	
es		se			pl		di	V	
se		w			ay		sh	,	
d,		or			fo		es	C	
ha		k			ot			h	
ve					ba			at	
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**Optional Activity for students to do at home with family members**

{*Note to teacher:* Encourage your students to share their daily routine chart with their parents and discuss some of the discussion questions from this lesson.}

The student can show his parents and siblings the 24-hour chart and the other members of the family can think about how they spend their time, too. The student can help his siblings create a similar chart to help them manage their time wisely, too.

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**  
Lesson Length: **45-60 minutes**  
Daily Topic: **Coping with grief**

Lesson #6

**Equipment & Materials**

Chalk board & chalk (or white board & markers)  
Journals or paper

**Goal of the Lesson**

Students will understand feelings related to the five stages of grief and ways to positively cope with grief.

**Behavioral Objectives**

Each tenth grade student will describe emotions that are experienced during the grieving process.

Domain & Level: (Cognitive – 2)

Performance Indicator: class discussion

Working in groups of 5-6, tenth grade students will discuss possible solutions for the people in the scenarios.

Domain & Level: (Cognitive – 4)

Performance Indicator: small group discussion

Each tenth grade student will reflect on his experiences of grief and ways to cope with grief in order to find complete healing.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

**Life Skills Promoted**

This lesson will promote self-awareness, coping with emotions, problem solving, and coping with stress.

**Resources**

<http://www.helpguide.org/articles/grief-loss/coping-with-grief-and-loss.htm>

[http://www.thelightbeyond.com/10\\_strategies\\_for\\_coping\\_with\\_grief.html](http://www.thelightbeyond.com/10_strategies_for_coping_with_grief.html)

<http://mamiverse.com/death-coping-skills-that-work-grief-7567/>

## Implementation

### Motivator (5 minutes)

The teacher will introduce the topic by explaining that although grief is universal, the way that people respond to grief can be different from person to person. Grief is a natural response to death and loss. Grief is a very personal and individualized process. While there isn't a right way or a wrong way to grieve, there are helpful strategies for coping with the stages of grief.

{*Note to Teacher:* This is a sensitive and could potentially stir strong emotions and sadness in the students. It is important to stay sensitive to the students' feelings and experiences. Encourage the students to use empathy by kindly and quietly listening to one another's ideas and experiences.}

### Procedure (40 minutes)

1. The teacher will ask the students to think about a time when they lost someone to death. He will invite the students to describe the feelings and emotions that they felt immediately after the death and during the months following the death. The students shouldn't talk about who died, but they should describe the feelings or emotions that they felt. The teacher will write the students' thoughts on the board. The teacher should make sure to give the students time to think of their own emotions before adding any from the list below.

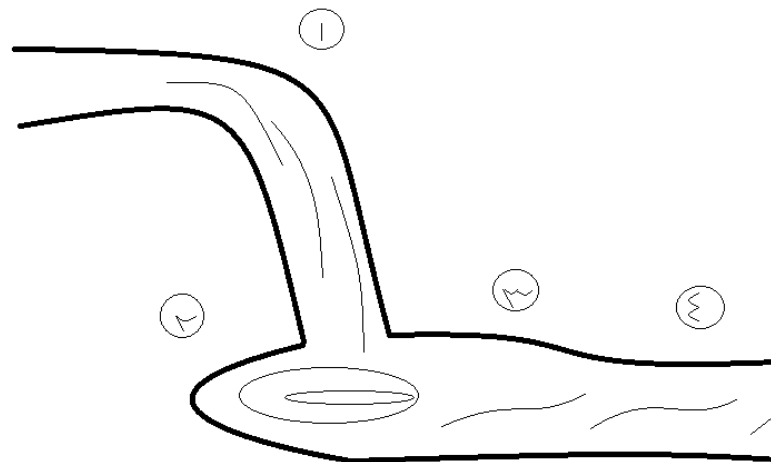
Numbness	Sadness
Guilt	Insomnia
Shock	Anger
Nausea	Stomach aches
Disbelief	Sorrow
Physical fatigue	Head aches
Weight loss or weight gain	
Deep loneliness	Despair

The teacher will explain that these are all possible symptoms of grief, beginning in the early stages and continuing through the process.

However, an individual's initial reaction to grief often includes - feeling like you're going crazy, feeling like you're in a bad dream, or questioning your religious beliefs. Remember that these are all normal feelings. Healing from the loss will happen gradually, and there isn't a "normal" timeline for grieving. It's important to be patient with yourself and let the grieving process happen naturally and in your own way and time. (10 minutes)

2. Next, the teacher will explain that in 1969, a psychiatrist named Elisabeth Kubler-Ross introduced the "five stages of grief." Although people often experience the five stages of grief after the death of a friend or family member, not everyone needs to experience all five stages in order to heal from the loss.

The teacher will copy the below picture of the river onto the board. As he explains the five stages of grief, he will tell the students that journeying through the stages of grief can feel like you are being carried down a river. The teacher will complete the picture of the river one step at a time as he describes the five stages below. AFTER the teacher has drawn and explained the five stages of grief, the students can copy the stages into their notebooks. (15 minutes)



(Stage 1) When you first fall into the deep and ice-cold “river” of grief, you may immediately feel numb and be in denial about the death of your family member or friend. The chilling shock of the death and grief feels so overwhelming that you don’t even want to think about it. You might think to yourself, “This can’t be happening to me.”

{*Note to teacher:* Complete the “stage 1: denial” part of the river picture on the board }

(Stage 2) After some time, maybe a few days or maybe a few weeks, you may be carried farther downstream and begin to feel angry. Anger fills your thoughts. You wonder, “Why is this happening? Who is to blame? Whose fault is it that my friend/family member died?” Sometimes these angry feelings may push you down to the bottom of the river, and you feel like you are drowning in your sorrow and grief.

{*Note to teacher:* Complete the “stage 2: anger” part of the river picture on the board }

(Stage 3) Further along the river ride, or mixed up with the feelings of anger, you may begin bargaining. You might beg God, “Make this bad situation not happen. Bring back my friend/family member, and in return I will \_\_\_\_\_ (example, live a better life; give half my salary to the poor; etc.).”

{*Note to teacher:* Complete the “stage 3: bargaining” part of the river picture on the board }

(Stage 4) Further along the river of grief or mixed up with the feelings of anger and bargaining, you may become depressed. Life no longer has any zest or interest. You feel too sad to do anything. You may feel like the pain and sorrow of grief will never pass. You might feel like you are stuck at the bottom of the river and you don’t have any energy or even a desire to swim to the top of the river for a breath. You just feel too tired and too sad.

{*Note to teacher:* Complete the “stage 4: Depression” part of the river picture on the board }

(Stage 5) Eventually, several weeks or months after the death of your friend/family member, you will reach the end of your journey down the river of grief. You will feel that your heart and soul have begun to heal. You will feel acceptance of the death. You will feel that you are at peace with the death that has happened, although you may still feel sad and miss your friend, especially during holidays or special days when you feel the loss more strongly.

{*Note to teacher:* Complete the “stage 5: acceptance” part of the river picture on the board }

3. The teacher will remind the students that a person doesn’t have to go through each stage of the grieving river in order to heal. Thinking about grief like a river is a helpful illustration because the emotions during grief are as violent, deep, and changing as a flowing river. The teacher will ask the students to tell some of the ways that they have been able to cope with grief and loss. The teacher will write the students’ ideas on the board and add any of the following coping strategies that the students do not mention:

Share your feelings with a close friend or an understanding family member

Take comfort from religious mourning rituals

Take care of yourself- sleep, eat healthy food, don’t use drugs to numb the pain

Face your feelings, don’t avoid or deny what you’re feeling

Write about your feelings in a journal

Go to the graveside and express the things that you never got to say

Become involved in something that was important to your deceased friend/family member

Take care of your own health

Don't let other people tell you how you SHOULD feel

Don't tell yourself how you SHOULD feel (your grief is your own process)

Have fun when you can – read a good book, resume activities that you enjoy

Plan ahead for potentially difficult times such as anniversaries and holidays during the first two years might reawaken feelings of grief

(10 minutes)

4. The teacher will divide the students into groups of 6 students per group. Each group will choose a spokesperson for the group. The teacher will read each of the below scenarios to the class, stopping for student discussion after each scenario. Using the information about the stages of grief and strategies for coping with grief, the students will discuss possible strategies for the people in the scenarios to cope with their grief.

(Scenario 1) Fifteen year old Chaman's grandmother lived with his family during his whole childhood. Chaman loved his grandmother because she listened to him when he shared his dreams for the future. She took care of him whenever he became ill. Suddenly, Chaman's grandmother became sick with pneumonia and died within a week. Chaman followed village men and cried as he watched them bury his beloved grandmother. During the next weeks, Chaman felt overwhelmed with feelings of sadness, fear, and loneliness. He missed chatting with his grandmother during the evenings after school. He tried to have a brave face when he was with his friends and family, but he often silently cried himself to sleep at night.

(Scenario 2) Poya's best friend Surab died after a slow and painful battle with stomach cancer. Poya felt numb when Surab died. Over the next months, Poya struggled with feelings of anger, depression, and despair. After about nine months of riding the ups and downs of grief, Poya began to accept Surab's death. He began to enjoy life and school again. On the one-year anniversary of Surab's death, Poya was very surprised to feel the overwhelming feelings of anger depression, and despair return.

Discussion questions:

1. Which part of the "river of grief" do you think the person in the scenario is experiencing? Give evidence for your answer.
2. What are some ways that he can cope with his grief?
3. Have you or a friend ever experienced the grief of the person in the scenario? If so, what was helpful for you or him to move along the river of grief and find healing?

5. Once the students have had time to thoroughly discuss the scenarios and the discussion questions, the teacher will invite the spokesperson of each group to stand up and give a brief summary of the group's discussion. (15 minutes)

Closure (5 minutes)

As the lesson ends, the teacher will summarize the lesson by reading the following poem to the students.

My grief is like a river,  
I have to let it flow,  
but I myself determine  
just where the banks will go.

Some days the current takes me  
in waves of guilt and pain,  
but there are always quiet pools  
where I can rest again.

I crash on rocks of anger;  
my faith seems faint indeed,  
but there are other swimmers  
who know what I need

There are loving are to hold me  
when the waters are too swift,  
and someone kind to listen  
when I just seem to drift.

Grief's river is a process  
of relinquishing the past.  
By swimming in hope's channels,  
I'll reach the shore at last.

*By Cinthia G. Kelley*

The student can use this little river to demonstrate to his family that the grieving process is full of ups and downs. The ride on the river of grief is often rougher in the beginning and the lows (extremely sad feelings) may be deeper and longer. As weeks and months pass, the difficult feelings should become less intense and shorter, but it takes time to work through the loss and grief.

### **Optional Homework Reflection for students to write in Journals**

Have you ever experienced part or all of the “river of grief”?

If you have experienced the “river of grief,” what helped you to heal from the grief, sadness, and despair?

Which coping strategies do you think would have been the most helpful?

### **Optional Activity for students to do at home with family members**

{*Note to teacher:* Your students will greatly benefit from talking about the stages of grieving with their families.}

The students can create a “river of grief” to facilitate their discussion with their families. For example, the student can use a stick or a small shovel to create a 20cm “river” in their yard. Next, the student can place a stone, stick or other marker to indicate each of the five stages of grief – denial, anger, bargaining, depression, and acceptance. He can pour water into the little river, beginning at the *denial* stage.

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **45-60 minutes**  
Daily Topic: **Handling Peer Pressure**

Lesson #7

Author. (2005). *Health Promotion Modules: 9<sup>th</sup> Std.* India.

**Goal of the Lesson**

Students will recognize what peer pressure is and how to respond when they experience peer pressure.

**Equipment & Materials**

Chalk board & chalk (or white board & markers)  
Journals

**Behavioral Objectives**

During a classroom discussion, each tenth grade student will describe situations where a young person might face peer pressure – encouragement to go in a bad way.

Domain & Level: (Cognitive – 1)

Performance Indicator: verbally share ideas about peer pressure situations

Working in pairs, each tenth grade student will role play a peer pressure situation and how to respond appropriately.

Domain & Level: (Psychomotor)

Performance Indicator: role play handling peer pressure

Working individually, each tenth grade student will evaluate their current and potential responses to peer pressure.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

**Life Skills Promoted**

This lesson will promote self-awareness, coping with stress, critical thinking, creative thinking, decision making, interpersonal relationship skills, problem solving and effective communication.

**Differentiation Strategies**

If there is not enough time to complete the entire lesson, the teacher can divide this lesson into smaller parts.

**Resources**

## Implementation

### Motivator (5 minutes)

Teacher will explain that it is important for adolescents to be aware of peer pressure (encouragement on a good way or on a bad way) and to learn the skill of saying “NO” to friends who try to persuade them to do things which aren’t positive. It is necessary to learn to use analytical decision making skills to be able to differentiate between when to follow friends and when not to follow friends. Throughout the lesson, there will be opportunities to practice ways to maintain friendships despite not following everything your friends insist on.

### Procedure (40 minutes)

1. (I do/We do): The teacher will write the proverb on the board – “If you sit with us, you will become like us. If you sit with the pot, you will become black.” She will ask the students to think about this proverb. She will ask the students to work in pairs and spend three minutes telling each other what they think the proverb means. After the students have talked in pairs for three minutes, the teacher will ask two or three students to share their ideas with the class.

The teacher will invite the students to think of different situation where they might experience “peer pressure” or encouragement from friends go on a bad path. This negative encouragement is usually about behavior where a young person’s friends or peers put strong pressure on them to act in a way that could potentially have negative affect on his mental, physical, social, or spiritual health.

The teacher will give the following example to help students understand possible situations of peer pressure – Chaman is a good student who has good grades and good attendance. On his way to school, his classmate Poya invites him skip school and go to a party at Poya’s uncle’s house. All the way to school, Poya puts pressure

on Chaman to skip school saying, “Come on! You’re a good student. You deserve to have a holiday from school for one day! No one will know...”

The teacher will encourage the students to name other situations where young people experience peer pressure. The teacher will write their ideas on the right side of the board. The students’ ideas may include, but is not limited to the following list:

Gambling  
Stealing  
Smoking cigarettes  
Running away from home

Bullying weaker students as a gang  
Destroying public property  
Disobeying parents

Talking to the opposite gender on Facebook, on the phone, or with SMS (without permission from parents)

2. (We do): Once the students have expressed their ideas, the teacher will ask the students to think of some possible ways to politely but firmly say “NO” to friends when they pressure them to do the above activities. The teacher will explain to the students that young people need to have an assertive manner and use voice messages and body messages. The teacher will write the students’ ideas on the left side of the board. For example, the students might say some of the following ideas:

Use a firm tone of voice and a calm voice volume level (Don’t yell or become hysterical or angry)

Keep a posture that communicates confidence  
Maintain eye-to eye contact with the other person (Avoid looking down or somewhere else)  
Avoid blaming other people

Avoid giving an explanation for your decision  
Practice accepting and giving compliments about good behavior

Avoid interfering with the rights of others (this is not assertion but aggression)



Use 'I statements' instead of 'You statements' such as:

- |                           |     |
|---------------------------|-----|
| "I think..."              | NOT |
| "You should not..."       |     |
| "I feel..."               | NOT |
| "You are at fault..."     |     |
| "What I feel about..."    | NOT |
| "You make me get hurt..." |     |

{*Note to Teacher:* The students may give examples of ways to say "NO" to peer pressure instead of the general ideas listed above. That is okay. Encourage the students to find specific ways to say "NO" as well as the ideas listed above.}

3. (You do it together/You do it on your own): The teacher will read each of the follow situations one at a time. He/she will pause and give the student pairs time to role play the situation and their responses (about 4 minutes per situation). The teacher should remind the students to use the assertive ideas written on the board – use "I statements...", avoid blaming others, etc.

{*Note to teacher:* It will be necessary to demonstrate how students should work in pairs for the role play. The teacher and one student can demonstrate for the whole class before the students work in pairs. The teacher should assign pairs, keeping in mind which students work well together. The role plays should focus on the students responding assertively to the friend who is encouraging them to do something bad. However, the role play should NOT be aggressive. The student needs to stay calm and demonstrate the characteristics from part 2 of the lesson.}

- a. Rahmat, Sangy, and Shereen Gul are close friends. Rahmat and Sangy like to drink alcohol, and they want their friend Shereen Gul to come drinking with them. One day during a wedding party, Sangy has some alcohol and offers it to Shereen Gul. Sangy teases him and

pours some vodka into Shereen Gul's glass of Pepsi saying that nothing will happen to them. No one will see or know. Shereen Gul firmly says 'NO' to Sangy saying that....

- b. Mehrab and Rostam are close friends. Mehrab Bibi and Khadija are good friends. Rostam and Khadija saw each other at a big community event. They like each other and want to chat with each other on the telephone, even though their parents did not give them permission. Khadija asks Mehrab Bibi to let her use her telephone so that she can secretly call Rostam. Rostam asks Mehrab to let him use his Smart phone so that he can secretly call Khadija. Mehrab/Mehrab Bibi want to help their friends, but they say 'NO' firmly explaining that....
- c. Hazrat Gul and Janet Gul finish their exams early. Their parents have told them to come home immediately after the exams finish. However, Janet Gul wants to go to the bazar to look at some new things. He has some money to buy a small meal for both of them. Janet Gul encourages Hazrat Gul to come with him to the bazar saying, "Our parents aren't expecting us to be home for another hour. Let's go celebrate our success of finishing our exams early!" Hazrat Gul firmly says 'NO' explaining that...

#### Closure (5 minutes)

As the lesson ends, teacher will summarize that many young people face situations where they are under pressure from friends and society to follow a certain type of behavior. Assertive skills such as those practiced in the role play are necessary for handling such issues. Expressing your own opinions and decisions clearly is assertion. Assertion is different from aggression

where the other person's rights are not recognized or validated. The assertive skills that were practiced in today's lesson can be used in real life.

**Optional Homework Reflection for students to write in Journals**

Am I strong enough to say "NO" if my best friend offers/forces/suggests that 'smoke some drugs' or 'ignore class and go with him to a party without permission from my family'?

Am I usually assertive (expressing my own opinions and rights)?

Am I aggressive (ignoring other people's opinions and rights)?

Should I always think about a situation before I act?

**Optional Activity for Students to do at home with their families**

The student should tell his brother, sister or parent to pressurize him for some unimportant action – such as having more bread during dinner, sleep closer to the bukhari (heater), etc.

The student must practice saying "NO" in various ways politely. The student should use the assertive skills practiced in the role play and listed on the board. Being polite is as important as saying "NO".

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **45-60 minutes**  
Daily Topic: **Life Choices**

Lesson #8

Author. (2005). *Health Promotion Modules: 10<sup>th</sup> Std.* India.

**Goal of the Lesson**

Students will begin to think about life choices and realize that career choices require planning and forethought.

**Equipment & Materials**

Chalk board & chalk (or white board & markers)  
Journals

**Behavioral Objectives**

During a classroom discussion, each tenth grade student will discuss the questions related to making lasting life choices.

Domain & Level: (Cognitive – 1)

Performance Indicator: verbally share ideas

Working individually, each tenth grade student will dialogue with himself to complete the “Life Choice Worksheet”.

Domain & Level: (Cognitive - 3)

Performance Indicator: completed Life Choice Worksheet

Working individually, each tenth grade student will evaluate their decisions about current and future life choices.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

**Life Skills Promoted**

This lesson will promote self-awareness, coping with stress, coping with emotions, critical thinking, decision making, interpersonal relationship skills and problem solving.

**Differentiation Strategies**

If there is not enough time to complete the entire lesson, the teacher can divide this lesson into smaller parts. The students can complete the Life Choice Career Worksheet on one day and complete the discussion activity on a second day.

**Resources**

## **Implementation**

### Motivator (5 minutes)

Teacher will introduce the topic of Life Choices – job choices, career choices, marriage and other choices. We often make these choices based on various factors in our lives and circumstances. However, there is a need for a young person who is 14 and 15 years old to think about his choices and to make some preparatory decisions. For example, a young person who wants to have a career as a Science teacher needs to study Chemistry, Biology, Physics, etc. in high school. He may need to attend extra courses to prepare him to succeed in Science on the Concord exam after high school. He will need to study in the Science faculty at the government university or in a private university. When he graduates, he will search for a job as a Science teacher in a private or public high school and be happy with his career. However, if this young person does not begin planning his career while he is in high school, he will have difficulty achieving his career goal.

### Procedure (40 minutes)

The teacher should photocopy the below “Life Choice Worksheet” (one per student) ahead of time. If it isn’t possible to copy the worksheet, the teacher should write the worksheet questions on the board ahead of time. The teacher will explain that the worksheet activity will help the students begin to think about the choices that they want to make for their future. The teacher will ask the students to think about and mention various career possibilities and other important life issues. For example, the students might mention having a family, choosing extensive studies, purchasing a house or a business, or having a career such as engineer, doctor, nurse, soldier, police officer, manual laborer, etc.

It is crucial that students realize that one career choice is not better than another. However, some career choices may be more demanding than other career choices. Once the students have had

time to voice their ideas, the teacher will hand out the worksheet for the students to complete individually. The teacher will instruct the students to sit quietly and read the questions to themselves. The teacher will tell the students to be true to their thoughts and emotions while answering the questions. He will tell the students not show their answers to the other students or to the teacher. This is an individual activity and is for the students’ benefit. If the students want, they can share their answers with a very close friend or their families at a later time.

### **The Life Choice Worksheet**

*Career:* Today you are a student. According to your opinion, what job will you have 10 years from now?

1. Does your job choice need further studies?
2. Does your job choice require training?
3. According to you, how many years of further study will you need?
4. According to you, how many years of training to you need?
5. Is it a skilled job or unskilled job?
6. Would you like a salaried job?
7. Would you like a self-employed job?
8. Would you like a job with a private company?
9. Would you prefer a government job?
10. In what way are you preparing yourself for this job?
11. Is the job choice made by you or by your parents?
12. Will your parents support your decision?
13. How much guidance to you expect from your parents about this decision? (full/a little/ a lot)
14. How much guidance do you expect from your teachers about this decision? (full/a little/a lot)
15. What is the monetary total required to get this dream realized?
16. Do you often think about your job/career?
17. Have you discussed this with your friends?

18. Have you discussed this with your parents?

Have you decided on this career because:

1. You have always wanted it – Yes / No
2. You think you have the abilities required for this job – Yes / No
3. Your parents decided this for you – Yes / No
4. Many of your friends choose it – Yes / No
5. This job is the most popular job today – Yes / No
6. It pays the most money – Yes / No
7. It gives stability and security to you and your family – Yes / No
8. It means quick money – Yes / No
9. The job gives employment to others – Yes / No
10. The job has high respect in society – Yes / No
11. (Female students only) It allows you as a woman to be married, have children & work – Yes / No
12. The job is easy to get – Yes / No
13. Extra income is possible – Yes / No

Is there a possibility that you will be unemployed ten years from now? Why?

*Family:* Do you expect to get married?

1. When do you think you will get married – number of years from now?
2. Will you be able to say ‘no’ if you do not like the person your parents choose?
3. Do you think that your parents will listen to your opinion?
4. What is the most important character quality in a husband / wife?
5. (Female students only) Would you like to work after you get married?
6. (Male students only) Would you like your wife to work after you get married?
7. Have you discussed your feelings about marriage with your close friends?

8. Have you discussed your feelings about marriage with your siblings – brothers and sisters?

9. Are you engaged now? If yes, are you happy with the arrangement?

Once the students have had enough time to thoughtfully complete the worksheet, the teacher will write the “Facilitative Questions” on the board. The teacher will divide the students into groups of 6-8 students per group. Without sharing the specific answers of their worksheets, the students should discuss the questions written on the board.

After 5-7 minutes of group discussion, one volunteer from each group will take turns sharing the group’s ideas with the whole class.

**Facilitative Questions:**

1. How easy or difficult was it to answer the questions?
2. What personal abilities do you need in order to think about the queries?
3. What personal abilities do you need in order to make decisions about the questions?
4. What should a person do if their life choices are different from their parents’ or friends’ choice?
5. Do you think that a student like yourself is capable of making good decisions?

Closure (5 minutes)

As the lesson ends, teacher will summarize the lesson by reminding the students that each career has its own unique problems and advantages. The commitment to continue in that career depends upon our ability to stay motivated and feel satisfied by doing it. Choosing a career can be a difficult issue. It is necessary to consider various alternatives, assimilate information from a variety of sources, understand ourselves and our abilities, and make a tentative decision on what we want to become.

**Optional Homework Reflection for students  
to write in Journals**

Where did I paste the “Life Choice Worksheet”?  
Will I be able to see it at least once a month in  
this place?

Did I share the information of my “Life Choice  
Worksheet” with anybody else? Who?

Thus far in my life, whenever I have had to  
make a choice (such as the color of my clothes,  
etc), I made the choice by: (1) thinking about  
various options, (2) making the decision based  
on my desire or emotions, or (3) by allowing my  
parents to make the decision for me.

**Optional Activity for Students to do at home  
with their families**

If the students feel comfortable, they can share  
their answers to the “Life Choice Worksheet”  
with their parents and close family members.

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **45-60 minutes**  
Daily Topic: **Empathy**

### Lesson #9

#### **Goal of the Lesson**

Students will recognize the rights and dignity of people who are different (for example, people with disabilities).

#### **Behavioral Objectives**

Working in groups, each tenth grade student will write and act out an activity that promotes empathy.

Domain & Level: (Cognitive – 1)

Performance Indicator: write and act out activity

Working in groups, each tenth grade student discuss their new understanding of empathy.

Domain & Level: (Cognitive - 3)

Performance Indicator: group discussion

Working individually, each tenth grade student will evaluate their feeling and practices of empathy.

Domain & Level: (Cognitive – 3)

Performance Indicator: journal entry

#### **Life Skills Promoted**

This lesson will promote self-awareness, empathy, effective communication, and interpersonal relationships.

#### **Resources**

Author. (2005). *Health Promotion Modules: 9<sup>th</sup> Std.* India.

#### **Equipment & Materials**

Chalk board & chalk (or white board & markers)  
Journals

## Implementation

### Motivator (5 minutes)

Teacher will introduce the topic of empathy by writing the proverb “do to others as you would have them do to you” on the board. The teacher will ask the students to say what they think the proverb is talking about. Two or three students should have a chance to speak their thoughts and ideas.

### Procedure (40 minutes)

1. The teacher divide the students into groups of 6-8 students per group. Each group should have an even number of students. Each student in the group should choose a person to be their partner. A mature and responsible student in each group should be chosen by the teacher to be the group leader. (5 minutes)

2. Each student needs a piece of paper and a pencil. The teacher will tell the students to think of and write down an activity that he wants his partner to perform within 1 minute in front of the class. The teacher will ask the students to write their partner’s name at the **top** of the paper and his own name at the **bottom** of the paper. It is imperative that the students do not discuss the activities that they write for their partners.

#### **Examples of some activities:**

Touch your nose with the tip of your tongue.

“Swim” around the classroom for 1 minute.

Jump like a frog for a minute.

Each group leader will collect the papers from his group members. (5 minutes)

3. The teacher will ask the group leaders to open all of the pieces of paper. The leader should read out the name of the person who should perform the activity and also the activity. However, the activity should not be performed at this time. The leader will only read out the names and each activity. (10 minutes)

4. Once all of the activities have been read out by each group leader, the teacher will tell the groups that the rules will be changed. The leaders of each group will make the student who wrote the activity for his partner to perform the activity himself. All of the students will be surprised by this, but they need to perform the activities. Each student in the group should take a turn performing the activity that they themselves wrote. (10 minutes)

5. After the students have completed the activities, the teacher should thank the students for their co-operation. The teacher will write the **Facilitative Questions** on the board. Teacher will then ask the students to discuss the below questions in their groups. The leader should write down a summary of the ideas that the students say during the discussion. After 5-7 minutes of group discussion, one volunteer from each group will take turns sharing the group’s ideas with the whole class. (10 minutes)

<p>Chaman</p> <p><i>Touch your left ear with your right knee.</i></p> <p>Written by Sangy</p>
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#### **Facilitative Questions:**

1. How did you feel while you were performing the activity that you wrote for your partner? When you wrote the activity, did you think about how he would feel about performing or about his ability to perform the activity?
2. Think about the proverb “do to others as you want them to do to you.” Did this proverb guide your actions when you were writing the activity for your partner?
3. Did some of the students choose not to participate when the rules were changed?



4. What did you learn from this game?  
How do you think those ideas apply to the following situations:
- Making fun of a boy who is handicapped; a boy/girl who stammers; a boy/girl who squints his eyes.
  - Making fun of teachers in the class room.
  - Demanding that parents or friends help us without first considering whether they are able to do so.
  - Showing the wrong way to or teasing a blind man who is walking along a street
5. What happens to people who are treated cruelly by other people?
6. Is it possible for students to develop the skills to understand other people's feelings and respect them?

Do I make fun of other people without understanding their feelings – Yes / No  
Today's lesson helped me to understand:

- \_\_\_\_\_
- \_\_\_\_\_

#### Closure (5 minutes)

As the lesson ends, teacher will summarize by explaining that empathy means understanding what it means to be in someone else's place. Empathy means fully realizing other people's ideas, attitudes, feelings, and behavior. Empathy means accepting people even though you may not agree with them. It is a very mature skill to master. Empathy is essential for us to relate to people, to be supportive, and to maintain a sense of harmony with others even when they are different from us.

Empathy skills make us better human beings because it makes us realize our responsibility to free society of evils like discrimination by language, gender, ability/disability, and ethnicity. Practicing empathy promotes peace, harmony, self-respect, and it restores dignity for people who are disadvantaged and discriminated against in our society.

**Optional Homework Reflection for students to write in Journals**

Grade Level: **Tenth Grade**  
Unit Topic: **Life Skills**

Lesson Length: **45-60 minutes**  
Daily Topic: **Self-Esteem**

### Lesson #10

#### **Goal of the Lesson**

Students will understand their individual self-concept of themselves and will discuss ways to improve one's self-esteem.

#### **Behavioral Objectives**

Working individually, each tenth grade student will reflect on his strengths and weaknesses.

Domain & Level: (Cognitive – 2)

Performance Indicator: completed reflection about questions

Working in pairs, each tenth grade student will discuss his strengths and weaknesses with a familiar person and get feedback so that they are aware of realistic aspects of themselves.

Domain & Level: (Cognitive – 3)

Performance Indicator: pair discussion

Using the feedback from his partner, each student will create a **self-esteem tree** to reflect his strengths, weakness, and plans for future growth.

Domain & Level: (Cognitive – 3)

Performance Indicator: completed **self-esteem tree**

#### **Life Skills Promoted**

This lesson will promote empathy, self-awareness, creative thinking, and critical thinking.

#### **Resources**

Author. (2005). *Health Promotion Modules: 10<sup>th</sup> Std.* India.

#### **Equipment & Materials**

Chalk board & chalk (or white board & markers)

Journals

## Implementation

### Motivator (5 minutes)

The teacher will ask the students to divide into pairs. The teacher will allow each student to choose somebody that he has known for at least a year.

### Procedure (40 minutes)

The teacher will explain that each student in the pair will create a list of information about themselves based on the following questions (which the teacher will write on the board):

- TEN Things about myself that I am proud of
- What are the things that other people appreciate about me?
- How do I know what other people appreciate about me?
- What are the things I would like to change about myself? How?
- What are the attributes that other people do not like about me?
- How do I know what people don't like about me?

Before the student pairs begin writing their lists, the teacher will verbally (do **not** write the examples on the board) give some examples of possible answers to these questions (do **not** write the examples on the board). These examples should help the students get ideas for their own lists. However, the teacher should stress the importance that each student think about his OWN personality and characteristics.

### **Example answers given verbally by teacher:**

- Things about myself that I am proud of: *(1) I am very patient with children, (2) I am tall (3) etc.*
- What are the things that other people appreciate about me? *People appreciate that I am helpful around the house/family yard.*
- How do I know what other people appreciate about me? *I know this because my mother often comments to visitors that she is so grateful for her helpful child - me.*
- What are the things I would like to change about myself? How? *I would like to change my lazy study habits by faithfully studying for an extra 1/2 hour every evening. OR I would like to become healthier by exercising for 45 minutes each afternoon.*
- What are the attributes that other people do not like about me? *Other people do not like my talkativeness. I like to talk a lot because I have a lot of ideas.*
- How do I know what people don't like about me? *I know that people think that I'm too talkative because my friends and siblings often tell me to be quieter and talk less.*

Once each pair has finished writing their ideas and answers to the questions, the teacher will instruct them to exchange papers with each other. The teacher will ask each partner to read the paper written by his partner. Before the students begin to read their partner's paper quietly, the teacher will remind the students of the lesson about empathy... "Do /say to others what you would want them so do /say to you."

The teacher will instruct the pairs to quietly read their partner's paper and then give them constructive feedback. The point of this activity is to build each other's self-esteem and help his partner to have a correct opinion of himself. Part of building self-esteem is learning to accept oneself unconditionally - with both strengths and weaknesses. As a person realistically assesses his strengths and weaknesses, he can accept his limitations and make plans to simple and achievable steps to fix his weaknesses. Improving self-esteem includes learning to like yourself regardless of what other people feel about you. Therefore, as

the students discuss their papers with their partners, they should focus on improving each other's self-esteem by embracing the strengths AND weaknesses.

Once the students have discussed their papers with each other, the partners should suggest some very specific ways for their partner to improve the aspects that he himself wants to change. The teacher should stress the importance of not discussing their partner's weaknesses with other students. Once the students have all completed the discussion, the teacher will ask each student to place his own paper in a safe place.

The teacher will divide the class up into groups - each group will have four pairs (8 students total). As a group, the students will discuss the following questions written on the board. Note: the students should not use their papers for this discussion.

**Facilitative Questions:**

1. How did you feel while completing the activity?
2. What have you discovered about yourself? How do you feel knowing that?
3. Which is more difficult to recognize - good things about yourself or things that you need to change?
4. What it difficult to write negative things about yourself? Did the negative things impact the way you feel about yourself? How?
5. Were you surprised by anything that your partner told you?
6. Discuss and suggest 3 ways to improve your self-esteem.

The teacher will conclude the lesson without asking the groups to share their thoughts as a whole class.

Closure (5 minutes)

As the lesson ends, the teacher will thank the students for their open and honest reflections. The teacher will explain that self-esteem is the value that we place on ourselves. The self-concept that young people have is the sum of (1) what they think about themselves and (2) how they view themselves as individuals. People with a high self-concept are more positive about themselves. On the other hand, those with a low self-esteem believe that they are unimportant, unable to change, and they are often lonely. The reason that someone has low self-esteem is possibly because they have a sense of hopelessness, a lack of awareness about their own abilities, or because they are too critical of themselves. The impact of low self-esteem is a feeling of inadequacy, low self-worth, and inability to adjust socially, poor mental health, poor academic achievement, or becoming dependent on drugs.

Learning to accept oneself, learning to like oneself for who you truly are, and assessing one's own abilities realistically - including strengths and weaknesses - will improve self-esteem.

**Optional Homework Reflection and Activity for students to do at home with family members**

The student will draw a tree and label it **self-esteem tree**

The students will ask his parents, brothers, and sisters to write/say the student's:

- Talents and abilities (on the roots of the tree)
- Successes (on the branches of the tree)
- Suggestions for future growth and improvement (on the trunk of the tree)

The student should hang the self-esteem tree in his room at home

**Grade: Tenth**

**Title: life skills**

**Time: 60-70 minutes**

**Everyday theme: Definition and types of Maturity in boys**

### **Lesson 11<sup>th</sup>**

**Objective:**

Students will learn about the definition and types of maturity and its stages.

Behavioral Intentions:

Each student will explain to the groups about the problems of puberty and the experiences they have had.

Performance Indicator: Class Discussion

Students in groups of five will share their experiences with other members of the group.

**Performance Indicator:**

Discussion of each small group in a group of classmates and discussing the problems of puberty

Improving Life Skills: This lesson will help students identify problems in puberty and learn its solutions.

Course changes: The puberty lesson is long and needs to be taught for two days.

**Materials and Supplies:**

Chalk and board (or whiteboard and marker) ,White paper

Motivation factor 5 minutes:

Definition and Types of Maturity:

Maturity means completeness, integrity and reaching the age of adolescence and perfection. In the term of puberty, it is a stage of development of human being

that is accompanied by physical, emotional and behavioral changes, and the stage of transition from infancy to adolescence. It is noteworthy that the speed of these maturation changes is not the same for all people. The World Health Organization calls people between the ages of 10 and 19 adolescents and youths 20-24.

Hormones are directly and indirectly responsible for the changes that occur during adolescence, the most important of which are estrogen in women and testosterone in men.

Every human being goes through three stages of maturity, physical maturity, mental maturity and social maturity.

1. **Physical maturity:** It is the onset of changes in the levels of sex hormones that cause physical and psychological changes and is affected by the factors such as climate, climatic conditions, heredity, nutrition and so on.

Mental and intellectual maturity: Ability to understand, percept, think, predict, analyze and conclude different situations. Mostly it occurs 3 to 4 years after physical puberty. Adolescents have relatively stable psychological well-being at this stage. Mental maturity is the development of feelings and emotions, and at this stage the young persons can recognize and control their emotions to some extent.

2. **Social maturity:** The last stage of maturity that occurs three years after mental maturity. At this stage, the sense of responsibility develops in the young person, overcoming the emotion, the desire to marry, and the establishment of deep and lasting relationships within the individual. Symptoms of social maturity are the interest in jobs, education, and social activities.

#### **Factors affecting onset of puberty:**

- At the onset and continuation of puberty, the body's general health status, normal activity of related organs, and heredity play a major role.
- Nutrition, mental status and living conditions affect the onset of puberty.
- Persistent illnesses and malnutrition delay puberty.
- Climatic and geographical location of residence.

- Social relations, access to information resources such as media and magazines related to youth issues.

### **Brief anatomy of the male reproductive system:**

The male genitalia include the following structures.

1. **Penis:** The outer part of the reproductive system in male.
2. **Testis:** The testes are normally flat and oval in shape and are located under the penis and inside the scrotum. Its main task is to produce testosterone and produce sperm.
3. **Testicular sac:** This is the skin and muscular sac that holds the testicles inside. Its primary function is to maintain the temperature required by the testes to produce sperm.
4. **Seminal duct:** This duct resembles a small feta-like cuticle on the testes. The sperm is stored in the semen after it enters the duct and maintains its fertility even for very long periods (months).
5. **Seminal aqueduct:** The aqueduct is followed by the above duct and its task is to transfer sperm to the seminal vesicles.
6. **Seminal vesicles:** These are two small sac-like structures located on the back of the bladder on both sides of the prostate gland. The seminal vesicle is responsible for the production of nutrients (sugar, protein for sperm feeding).
7. **Prostate gland:** A small gland that is "almost like a cone with a base below the bladder neck. The primary function of the prostate gland is to contract during ejaculation and to excrete diluted milk secretions containing calcium, Phosphate and so on.

### **Boys puberty**

Puberty changes in boys occur between the ages of 10 and 16 and usually begin two years later than girls. The duration of development in boys is longer and results in taller boys than girls.

### **How puberty happens in boys:**

The onset of puberty in boys is based on a regular schedule in which part of the brain, which is responsible for growth and development, releases

stimulus to produce androgen hormone, the most important of which in men is testosterone. This hormone is responsible for producing secondary sexual properties such as height, hoarseness, hair growth in different parts of the body (including beard) and enlargement of the muscles in boys.

### **Symptoms of puberty in boys**

#### **Primary sexual characteristics in boys include:**

The penis, two testicles inside the scrotum, the seminal duct and the seminal vesicles.

Secondary sexual characteristics caused by hormonal changes in boys include:

- Change and hoarseness of the sound.
- The appearance of hair in different parts of the body such as face, armpit and genital area.
- Increasing in height, shoulder flattening and muscle growth.
- Semen exhaustion during sleep.
- Acne on face.
- Penis and testicles enlargement.
- Increased activity of sweat glands and sweat production.
- Tendency to the opposite sex.
- Bumps in the breast (chest) that last for several weeks and then decrease.

#### **Emotional and behavioral changes during puberty:**

- Reduce obedience to elders.
- Interested in reading love and sex books.
- Interested in attracting the opposite sex.
- Development of a sense of shame.
- Aggression, bitterness and loneliness.
- Strengthening curiosity in different ways.
- Depression, hopelessness, sadness, or overwhelming joy, dislike of acquaintances.



- Decreased willingness to read and study.
- Taking on responsibilities higher than one's ability.

### **Nutrition and preservation tips for teenagers:**

As the human body grows and develops during puberty, teenagers in this stage need balanced nutrition to meet their nutritional needs. In addition, teenagers at this stage are in need of regular exercise, rest, and healthy activities in addition to food. Exercise has been a good tool for the physical and mental development of youth and teens, with many benefits listed below.

- Exercise enhances physical activity and vitality in youth and adolescents.
- Exercise and physical activity is a form of entertainment.
- Improves self-esteem in youth and adolescents.
- Research has shown that physical activity is a good way to relieve stress and depression.
- Regular physical activity in adolescence can reduce the risks of obesity in adulthood.
- Physical activity reduces the tendency to use drugs in young people.
- Participating in sports can strengthen bone and prevent bone weakening in adulthood.
- Exercise is the best way to prevent diseases such as diabetes, high blood sugar, heart disease and high blood pressure.

Cleanliness and personal hygiene are important, and with mental well-being, they play a vital role in the health of the individual, the family and the health of the community. Therefore, it is important for adolescents to maintain a healthy body that includes cleaning their teeth, hair, nails, cleanliness and regular washing. Increased activity of sweat and fats at the same time if the body is not regularly washed with soap and water, may pave the way for germs to interfere, causing the body to smell and cause microbial skin diseases. Another major problem that most adolescents face is the acne that is produced by the activity of hormones and the activity of fatty glands, such as the germs that interfere with the color of black.

### **Essential Advice on acne:**

- Do not touch and refrain from compressing them, as they cause microbes to interfere and causes the scar on the face.
- Washing with soap and water several times a day is helpful.
- Keep track of movement and exercise regularly.
- Reduce the consumption of chocolates and sweets and dried fruits such as almonds and nuts.
- Not using chemicals and cosmetics.
- Use caution when shaving beard.
- If complicated, see dermatologist.

### **The critical role of parents and carers in ensuring youth health and well-being:**

- It is important for parents to look at the adolescents as an adult and trust him or her to consult with. In life, ask for opinion and give him/her responsibility to let personality flourish.
- Parents and carers have a responsibility to encourage teens and youth to participate in educational, sports, artistic and recreational activities and to create a healthy environment for them.
- Parents and carers have the task to obtain and use information about puberty changes and understanding of the critical situation and problems of adolescence and how to deal with it, for the purpose of the education and guidance of adolescents and youths.
- Parents and carers have a duty to provide youths with information on important life decisions such as choosing a job, getting married and forming a family, the rights and respect of individuals, preventing violence and controlling the unhealthy behaviors.
- Adolescence is the period of identity formation and teenage period is the time of its establishment. In adolescence and childhood, the family has the most influence on identity formation. In adolescence, the social environment and the young, both play an essential role in identity stabilization. So parents and carers have a duty to create a healthy family environment for the development of youth identity.
- One of the traits of human personality in adolescence is role modeling that influences the growth and formation of identity. Adolescents are looking

for a model to love and try to model their personality accordingly. Parents and carers strive to be role models for youths.

- One of the most important tasks in a teenager's education is to help him/her find his/her identity, which includes his/her religious, social and family identities. They should be able to nurture the youth in an environment where they can have a clear image and description of themselves, religion, social status and future prospects at the end of adolescence.

**A healthy family environment has the following characteristics:**

- Not ignoring teens' problems, needs and questions
- Taking care of the mental and physical needs of adolescents
- Respect the opinions of teens and involve them in decisions

Closing (5 minutes)

As soon as the lesson is over, the teacher concludes the lesson.

**Grade: tenth**

**Title: life skills**

**Time: 60-70 minutes**

**Everyday theme: Definition and types of maturity in girls**

### **Lesson 12<sup>th</sup>**

**Objective:**

Students will learn about the definition and types of puberty and its stages.

**Behavioral Intentions:**

Each student will explain to the groups about the problems of puberty and the experiences they have had.

**Performance Indicator: Class Discussion**

Students in groups of five will share their experiences with other members of the group.

**Performance Indicator:**

Discussion of each small group in a group of classmates and discussing the problems of puberty

Improving Life Skills: This lesson will help students identify problems in puberty and learn its solutions.

Course changes: The puberty lesson is long and needs to be taught for two days.

**Materials and Supplies:**

Chalk and board (or whiteboard and marker) ,White paper

**Motivation factor 5 minutes:**

**Definition and Types of Maturity:**

Maturity means completeness, integrity and reaching the age of adolescence and perfection. In the term of puberty, it is a stage of development of human being that is accompanied by physical, emotional and behavioral changes, and the stage of transition from infancy to adolescence. It is noteworthy that the speed of these maturation changes is not the same for all people. The World Health Organization calls people between the ages of 10 and 19 adolescents and youths 20-24.

Hormones are directly and indirectly responsible for the changes that occur during adolescence, the most important of which are estrogen in women and testosterone in men.

Every human being goes through three stages of maturity, physical maturity, mental maturity and social maturity.

**I. Physical maturity:** It is the onset of changes in the levels of sex hormones that cause physical and psychological changes and is affected by the factors such as climate, climatic conditions, heredity, nutrition and so on.

**Mental and intellectual maturity:** Ability to understand, percept, think, predict, analyze and conclude different situations. Mostly it occurs 3 to 4 years after physical puberty. Adolescents have relatively stable psychological well-being at this stage. Mental maturity is the development of feelings and emotions, and at this stage the young person can recognize and control their emotions to some extent.

**Social maturity:** The last stage of maturity that occurs three years after mental maturity. At this stage, the sense of responsibility develops in the young person, overcoming the emotion, the desire to marry and the establishment of deep and lasting relationships within the individual. Symptoms of social maturity are the interest in jobs, education, and social activities.

**Factors affecting onset of maturity:**

- At the onset and continuation of puberty, the body's general health status, normal activity of related organs and heredity play a major role.
- Nutrition, mental status and living conditions affect the onset of puberty.
- Persistent illnesses and malnutrition delay puberty.
- Climatic and geographical location of residence.
- Social relations, access to information resources such as media and magazines related to youth issues.

**The female reproductive system is divided into external and internal parts.**

**External genitalia:**

Vulva:

The vulva is the outermost part of the female genitalia, which is clearly visible from the outside.

**Internal genitalia:**

The women's internal genitalia include the following:

**Vagina:**

The vagina is a globular-shaped muscular structure that is about 1–2 cm on average. The vagina extends from the uterus to the vulva and has a large dilatation force that can withstand childbirth. The cervix is located at the upper end of the vagina. The vaginal hole is immediately located in the lower part of the urethra. Vaginal hole is involved in the child's passage at birth, the passage of menstrual blood, and the marital relationship.

**Hymen:**

The hymen is a membrane located at the beginning of the vagina and near the hole. The shape, consistency, thickness and breadth of the hymen vary from person to person. Some people do not have this membrane. In the middle of the membrane there are holes or is a hole leading to menstrual

bleeding or menses. If there is a virginity, it may be ruptured with the first sexual intercourse, with slight pain and bleeding.

### **Uterus:**

It is a muscular organ located inside the pelvis. The uterus is the place where the fetus grows. The inner lining of the uterus grows and thickens under the influence of female sex hormones (estrogen and progesterone).

This layer sheds blood during menstruation.

### **Cervix:**

It is the lower part of the uterus that opens to the vagina and is thinner than the rest of the uterus.

### **Uterine tubes:**

These are tube-like structures that are located at the two ends of the uterus, forming a link between the uterus and the ovaries. These tubes are the site of female egg crossing and their integration with male egg (sperm).

### **Ovaries:**

It is an almond-shaped organ that promotes and releases female eggs and is also responsible for the production of female sex hormones. Each woman naturally has two ovaries. Since the menstruation is regularized (i.e., about 2 years after the first menstrual period), one egg is usually made and released every month. This release usually takes place fourteen days before the menstruation.

### **Girls puberty:**

Puberty changes in girls occur between the ages of 8 and 16 and usually begin two years earlier than boys. Girls' puberty begins with breast development, and the last sign of it is the beginning of the menstrual cycle.

### **How puberty happens in girls:**

The onset of puberty in girls is based on a regular schedule in which part of the brain, which is responsible for growth and development, releases the androgen hormone, most notably the estrogen and progesterone produced by the ovaries and these hormones are responsible for the development of secondary sexual properties and helps the girls grow and mature.

### **Symptoms of puberty in girls**

#### **Primary sexual characteristics in girls include:**

**The external genitalia and the internal genitalia** (the vagina, ovaries, and fallopian tubes).

Secondary sex characteristics caused by hormonal changes in girls include:

- Breast development.
- Hair in the armpit and genital area.
- Muscle height and mass increase.

- Acne on face
- Increased activity of sweat glands and sweat production.
- tendency to the opposite sex.
- Continuation of the menstruation.

#### **Conduct changes during puberty:**

- Reduce obedience to elders.
- Increased interest in reading love and sex books.
- Attracting the opposite sex.
- Developing a sense of shame.
- Aggression, spiciness and loneliness.
- Strengthening curiosity in different ways.
- Depression, hopelessness, sadness, or overwhelming joy, dislike of acquaintances.
- Decline in reading and studying.
- Take on higher responsibilities than one's ability.

#### **Basic facts and information for young girls:**

##### **Breast Enlargement:**

Since your body is developing and slowly taking shape of a woman's body, so it starts with breast enlargement. At first, you will feel a small, painful prominence at the tip of the breasts, which will grow over several years, which this will be different for everyone. Sometimes it is possible that one breast is larger than the other, which is normal.

##### **Menses or menstruation:**

Menses is a monthly bleeding period caused by hormonal changes in girls where a certain amount of blood is released through the vaginal canal. The menstruation usually occurs between the ages of 10 and 15 and lasts until the age of 45-50. The duration of the menses is about 3-7 days on average. And the average menstrual blood volume is 30 mL, but it can vary from a blotch to 80 mL. The waste of more than 80 mL is considered abnormal.

##### **Discomforts of the menstruation:**

A few days before the menstruation, some of the discomforts such as headaches, breast sensitization, pelvic pain, behavioral changes, sleep changes, lack of energy, appetite changes, and crying are normal. And with the beginning of the menses, they reduce and disappear.

##### **Painful menstruation:**

Is one of the main complaints in women or a common with women. Normally, women can have some degree of discomfort during the menstruation, but pain is present to varying degrees, which does not disrupt their daily routine. Usually the pain starts on the first day. It mostly disappears on the second day and can be accompanied by heartburn, vomiting and headaches.

Irregular menstruation:

The regular menstruation indicates your good health. At the outset it is common for a girl to have an irregular menstruation for up to two years and after that you have regular periods, which varies depending on each person. The interval between the two periods is 3 weeks and in some 4 to 5 weeks.

**You should see your doctor in the following cases:**

- If you haven't experienced any menstruation periods until the age of 16
- If the interval between the two periods is more than 3 months.
- If your bleeding lasts more than 8 days or you have bleeding between two menstrual cycles.
- If the amount of bleeding is high.
- If you have a painful menstruation that can hinder your daily activities.

**Maintain the necessary hygiene during your menstrual c:**

- The most important thing to maintain hygiene during menstruation is to use clean tampon or fabrics. Make sure that the tampon and the fabric are properly wrapped under clothing and that it is still necessary to change it after every 6-8 hours. The use of foul fabrics can cause diseases, especially infections (germs) of the reproductive system. It is imperative that the genital area be washed with soap and water before applying new cloth. Dispose of fabrics and tampon in proper place after use.
- During the menstruation, the body has increased sweat, which needs more attention for maintaining a healthy body. Women usually wash their bodies at the end of their menstruation, but in order to keep their body clean they also need to take bath in the meantime, which is not only harmful but also beneficial.
- It is common for women to have flow of white liquid before the menstruation through the vagina. This is a natural, but if the liquid turns green, or has a bad smell, itching and burning, it is important to consult a doctor.
- It is useful to perform regular exercises during your menstruation. These exercises strengthen the muscles of the body and reduce the back pain during the pregnancy. Exercise and sport during this period not only prevent, but also relax the muscles and reduce physical and mental problems before the menses.
- Lower abdominal pain is a common complaint during menstrual periods. Adequate rest, use of hot water, warm fluids, balanced nutrition, green leafy vegetables and fruits during menstrual periods can alleviate this problem. If you have too much pain, you can use analgesics such as paracetamol and consult your doctor if your pain persists.
- Eating a balanced diet during menstruation and puberty is essential for body growth and development. Try to use foods that contain enough iron and protein. Like legumes, green leafy vegetables and fruits. Using too much salt and eating too much coffee and sweets is not recommended during this time.

**Vital role of parents and carers in ensuring girls' health and well-being:**

- The sacred religion of Islam urges parents to look at the young person as an adult and to trust and consult with him/her on different issues. In life, ask for his/her opinion and give responsibility to let his/her personality flourish.



- Parents and carers have a duty to encourage teens and youth to participate in educational, sports, artistic and recreational activities and to create a healthy environment for them.
- Parents and carers have the task to obtain and use information about puberty changes and understanding of the critical situation and problems of puberty and how to deal with it, and use it for the education and guidance of adolescents and young people.
- Parents and carers are tasked with identifying their children's talents and encouraging them in areas where they are capable.
- Parents have a responsibility to provide teens and young people with access to the right information and to take care of their needs.
- Parents and carers have a duty to provide young people with information on important life decisions such as choosing a job, getting married and forming a family, the rights and respect of individuals, preventing violence and controlling unhealthy behaviors.
- Adolescence is the period of identity formation and teenage period is the time of its establishment. In adolescence and childhood, the family has the most influence on identity formation and in teenage period the social environment and the young, both play an essential role in identity stabilization. So parents and carers have a duty to create a healthy family environment for the development of teenage identity.
- One of the traits of human personality in adolescence is role modeling that influences the growth and formation of identity. Adolescents are looking for a model to love and try to model their personality accordingly. Parents and carers strive to be role models for young people.
- One of the most important tasks in educating the teenage generation is to help them find their identity, which includes their religious, family and social identities. To nurture adolescents and young people in an environment where they can have a clear image and description of themselves, their religious status, social status and future at the end of adolescence.

**A healthy family environment has the following characteristics:**

- Not overlooking the problems, needs and questions of adolescents
- Taking care of the mental and physical needs of adolescents
- Respect for adolescent opinions and their involvement in decision making

Closing (5 minutes)

As soon as the lesson is over, the teacher concludes the lesson.