

**HOW TO OVERCOME YOUR  
CHALLENGES IN LIFE?**

# your problems are your gifts your problems

## LESSON OBJECTIVES

**At the end of this lesson, students will be able to:**

- ◆ Understand the concept of well-being by identifying myths and truths about it.
- ◆ Understand that challenges are a part of life and differentiate between external and internal challenges.
- ◆ Discover practical strategies to navigate and overcome life's challenges in ways that support overall well-being.
- ◆ Acquire new vocabulary related to the topic.
- ◆ Improve listening skills and effective note-taking techniques.
- ◆ Promote inner strengths and empathy to give others strength to overcome challenges.

## TARGET LEARNERS

Teens (B1 – B2 levels)

## DURATION

90 minutes

## PREPARATION

Classroom technology  
Large-sized papers  
Art supplies (crayons, pencils, ...)





## 1 Engage 10 minutes

*The purpose of this stage is to introduce the concept of well-being, encourage students to reflect on their understanding of the term, and explore common myths and truths about well-being.*

### Suggested teacher's activities

#### Exercise A: What is well-being?

- Begin the lesson by posing the question, "What is well-being?"
- Use prompt questions like *"Have you ever heard of the term 'well-being'?"* or *"What do you think 'well-being' means?"* to facilitate their answers.
- Use the picture in 1A and ask the students relate it to well-being.
- Have students read and discuss the questions in their groups.
- Ask the groups to share their definitions of "well-being" and any interesting examples they discussed.
- Summarize the main points of the discussion without making corrections yet.

#### Exercise B: Well-being Myths and Truths

- Arouse students' interest to the statements. Invite some students to read them out loud.
- **B1.** Divide students into groups of 3 or 4 and ask them to work together and identify which one are myths and truths of well-being.
- **B2.** Invite them to raise their answers and explain them.

### Answer key

**A.** (Students' answers vary.)

**B.**

Myths: 1, 4, 8, 9, 10

Truths: 2, 3, 5, 6, 7

## 2 Explore 25 minutes

*The purpose of this stage is to help students explore their personal well-being, identify challenges, and gain new perspectives through listening to a podcast, laying the foundation for further self-reflection and growth.*

### Suggested teacher's activities

#### Exercise A:

##### A1. How's your well-being?

- Show the Eight Dimensions of Wellness (UCDavis Student Health and Counseling Services) to the students and explain that they will be exploring this model and conducting a personal self-assessment.
- Encourage students to thoughtfully consider their current state in each area and rate their own well-being on a scale of 1 (very low) to 5 (very high). Ask them to refer to the follow-up questions in their SW (Students' Worksheet) to help them rate each dimension.
- After students have completed their self-assessments, ask them to calculate their overall well-being score by summing up all the ratings and dividing by 8.

**A2.** Invite students to share their overall well-being scores with the class, but do not require them to share the individual dimension ratings if they do not feel comfortable.

##### A3. What are your challenges to well-being?

- Instruct students to reflect on the dimensions they rated as low.
- Ask them to identify 3 reasons or challenges that contribute to those lower ratings and note them in their worksheets.
- Explain that they will not be required to share these personal reflections with the class now, but may be asked to do so later in the lesson.



## Exercise B: Listening

- Introduce the activity by informing students they will listen to a podcast that shares a helpful perspective on viewing life's struggles. Explain that listening to podcasts can be a useful way to gain new insights and different views on personal challenges.
- Draw attention to the 3 multiple-choice questions about the main ideas of the podcast in the student workbooks.
- Ensure the necessary classroom technology (computer, projector, speakers) is set up and ready for audio playback.
- Provide the podcast access code or [link](#), and encourage students to listen carefully in order to answer the follow-up questions.
- Play the podcast audio and have students listen attentively.
- After the podcast, review the 3 multiple-choice questions as a class and correct the answers together.



**Audio source:** Watch this if you're struggling in life, Lavendaire channel on Youtube.

## Answer key

**A.** (Students' answers vary.)

**B.**

Q1: Your problems are your gifts

Q2: External challenges are from sources outside our control, while internal challenges are self-imposed.

Q3: See the challenges as opportunities to learn and grow

## Listening Script:

We're all struggling with something in life. Regardless of what someone's life looks like on the outside, each person is fighting their own battle.

One of my favorite concepts is your problems are your gifts. Instead of seeing problems as negative and something to avoid, accept your challenges and problems as your gifts. They're here to teach you a lesson, help you grow stronger and help you evolve into the person you're meant to be. Without them, we wouldn't be able to grow into our best selves.

The point of life isn't to avoid struggle or pain, but to experience all of it. The good and the bad, the highs and the lows. In short, it's because you've experienced the lows that you can deeply appreciate the highs. Still, we want to overcome challenges with grace and not make it any more difficult than it has to be. So it's important to make the distinction between external challenges and internal challenges. External challenges are challenges that come from sources outside of our control. It's the challenges that life throws at us, if we overcome them, we become a stronger, more refined version of ourselves as a result. And remember, although we can't control what happens to us, we can always choose how we respond.

We can respond by being frustrated and angry at our problems problem. Or we can choose to see it as an opportunity to learn and grow. It is that choice that makes all the difference. In a way, we also have a choice whether to let that external challenge become an internal one as well.

Internal challenges come from our own selves. These are the struggles that are self imposed, consciously or unconsciously, like self criticism, self doubt, or self sabotage. These are the struggles with the mind, and sometimes have the power to affect us more deeply than external challenges do, because they are never ending. Events will pass, but the thoughts and feelings we have about them could linger if we allow them to. These are the challenges that we must become aware of because they cause us more suffering than necessary.

We can't expect ourselves to be perfect. And we can't expect life to be perfect either. It's the imperfections that make life more interesting anyway. And it's the fact that we've overcome so much that makes life more meaningful.



## 3 Explain 15 minutes

The purpose of this stage is to engage students in active listening and note-taking to deepen their understanding of the podcast content, and then reinforce their vocabulary comprehension through matching definitions and practicing pronunciation.

### Suggested teacher's activities

#### Exercise A:

- Instruct students to listen to the podcast audio again, this time with the intention of completing the notes of an uncompleted text.
- Emphasize that for each blank, they should aim to write down no more than two words.
- Once students have finished listening and completing their notes, invite them to share their responses with a partner or the class (optional for your class).
- Facilitate a brief discussion, allowing students to compare and discuss their notes, ensuring they have accurately captured the main ideas from the podcast.
- Provide clarification or additional explanation if any students seem to have misunderstood or missed key points from the audio.

#### Exercise B:

- Introduce the list of definitions and explain that their task is to match each new word in the box with its correct definition.
- Facilitate a class discussion where students share and explain their answers.
- Do pronunciation drill and comprehension check.

### Answer key

#### A.

- (1) grace
- (2) distinction
- (3) refined
- (4) frustrated
- (5) struggles
- (6) self-imposed
- (7) never-ending.
- (8) linger
- (9) suffering

#### B.

**struggle:** (n) a very difficult task that you can do only by making a great effort

**grace:** (n) a quality of behaviour that is polite and pleasant and deserves respect

**distinction:** (n) a clear difference or contrast especially between people or things that are similar or related

**internal:** (a) connected with the inside of something

**frustrated:** (a) feeling annoyed and impatient because you cannot do or achieve what you want

**refined:** (a) polite, well educated and able to judge the quality of things

**external:** (a) connected with or located on the outside of something or somebody

**linger:** (v) to continue to exist for longer than expected

## 4 Elaborate 30 minutes

The purpose of this stage is to have students collaboratively create visual representations of strategies for overcoming life's challenges, share and discuss their ideas, and then curate personalized collections of the most compelling strategies to apply in their own lives.

### Suggested teacher's activities

#### Exercise A:

- **A1.** Divide the class into groups and ask them to collaborate on creating a poster for strategies to overcome challenges in life.
- Tell the students to read the prompt questions to gather ideas for their poster.
- Allow enough time for the poster creation.
- Ask students to write or draw their group's arguments or points onto an A4-sized paper or large sheet of paper.
- Encourage them to make the poster attractive or add some visuals using art supplies.



- **A2.** Display the completed posters around the classroom for students to share and discuss.
- Have the groups take turns sharing their strategies with the class.
- Ask them to briefly explain their strategies and why they think their strategies work in many situations.
- Encourage classmates to provide feedback, support, or suggestions for each other's strategies.

**Exercise B:**

- Ask each student to choose a specific problem from the three challenges they wrote earlier (in Explore – A2) that they need advice on.
- Pair up students and have them walk around the school grounds or nearby green space to discuss their chosen problem and provide advice to each other.
- Encourage them to apply the strategies discussed earlier in giving advice.
- After the walk, gather in the classroom and have students share whether they found the strategies helpful and if they came up with additional strategies.

**Exercise C:**

- Ask students to review the strategies shared by their classmates and the ones from the groups' presentations and identify the ones that resonate most with them or that they believe could be particularly effective.
- Ask students to spend time independently reflecting on and writing down the strategies they want to add to their personal collection. Encourage them to briefly explain why they selected each strategy.
- Facilitate a whole-class discussion, allowing volunteers to share one or two strategies from their collections and explain why they found those strategies compelling.
- Suggest that students may want to periodically review and update their strategy collections as they continue to learn and grow.

**Answer key**

**A.** (Students' answers vary.)

**B.** (Students' answers vary.)

**C.** (Students' answers vary.)

**Here are 5 strategies that students can consider to overcome challenges in life:**

- **Positive Self-Talk:** Encourage students to practice speaking to themselves with kindness and encouragement, rather than self-criticism. Positive self-talk can help boost their confidence and resilience.
- **Seek Support:** Advise students to identify trusted friends, family members, teachers, or mentors they can turn to for emotional support and guidance when facing difficulties.
- **Break Down Problems:** Teach students to approach complex challenges by breaking them down into smaller, more manageable steps. This can make the problem feel less overwhelming.
- **Embrace Flexibility:** Emphasize the importance of being open to alternative solutions and adaptable when initial plans don't work out. Flexibility can help students navigate unexpected obstacles.
- **Practice Self-Care:** Encourage students to engage in activities that promote their physical, mental, and emotional well-being, such as exercise, mindfulness practices, or hobbies they enjoy. Self-care can provide a vital source of rejuvenation.



**5****Evaluate**

10 minutes

*This stage is to encourage reflection through a lesson-based checklist and prompt commitment to ways to deal with challenges and ensure well-being in a 70-word paragraph.*

**Suggested teacher's activities****Exercise A:**

- Ask students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

**Exercise B:**

- Have students engage in reflective thinking and write a 100-word paragraph to commit to ways you will ensure your well-being and deal with challenges in the future.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

**Answer key****A.** (Students' answers vary.)**B.** (Students' answers vary.)