

# 10

## *Celebrating Diversity through World Literature*

English

Learner's Material

Module 1:  
Overcoming Challenges  
Lesson 5

This book was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph).

We value your feedback and recommendations.

Department of Education  
Republic of the Philippines

*Celebrating Diversity through World Literature – Grade 10*

English - Learner's Material

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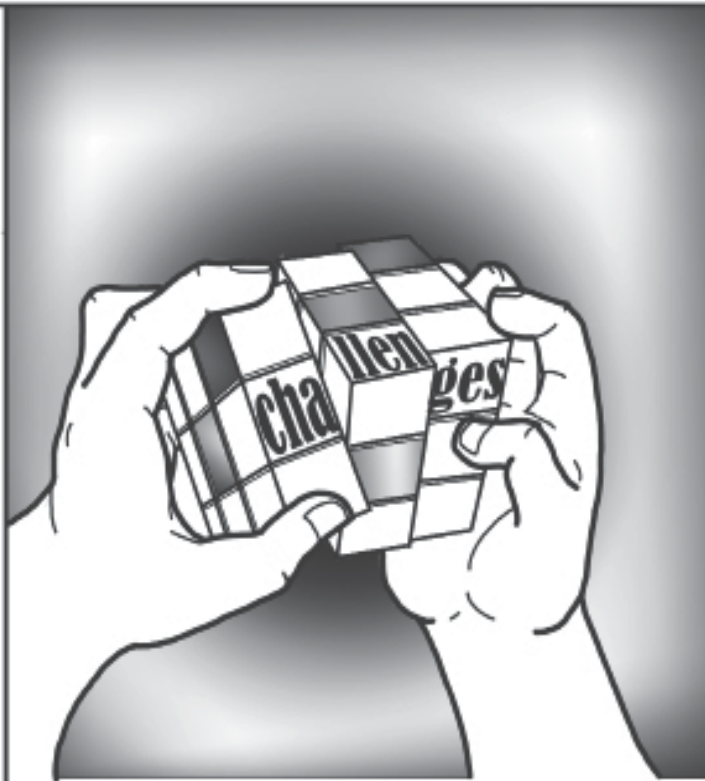
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# Module 1



## Overcoming Challenges

## Module 1

### LESSON 5

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#### *Winning over Individual Challenges*

#### **YOUR JOURNEY**

Just like the heroes in classic myths and tales, you want to achieve your goal. In doing so, you can't avoid meeting challenges or tests which you must surpass or hurdle. Have you ever found yourself facing a problem which seemed to have no solution? That's a challenge, of course! One thing is certain; you were able to learn from it. Did you learn the lesson the hard way?

Sometimes you feel that the stakes you have to pay are too high, but what matters most is, win or lose, you've got to face these challenges head on. You can change the course of your life for the best. At this point, you know that these challenges affect your decisions in life, therefore you need to have control over the decision you make. How important is winning over your challenges? In what ways can winning over these challenges prepare you for a more fulfilling life?

#### **YOUR OBJECTIVES**

For this lesson, you are expected to:

- compare new insights to previous learning
- show appreciation for songs highlighting how to win over challenges
- draw conclusions based on the material viewed
- use formal and informal definition to clarify the meaning of words
- compose a persuasive text expressing one's stand on an issue
- use modals indicating obligation and necessity
- analyze how characterization contribute to the effective development of the theme
- stress the importance of winning over challenges
- employ speaking techniques in panel discussion



Be reminded that your expected output is to participate in a short but meaningful panel discussion on winning over personal challenges. It will be based on the following criteria: focus, clarity of ideas, persuasive techniques used, response to questions asked, and language convention.

## YOUR INITIAL TASKS

### Task 1 CONNECT TO THE CAP

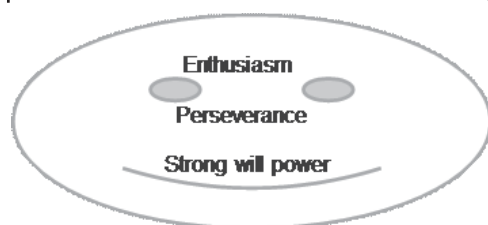
Form groups of five.

- For three minutes, think back and list down the personal challenges you've experienced or encountered in your readings.
- Check them against the entries in the box.

#### Challenges Affecting Me

• Having internal conflict (grappling/struggling against my opposing feelings, beliefs, needs and desires, envy, anxiety, fears, oversensitivity to criticism; idealized image or what I prefer to be or feel ought to be)
• Comparing self to someone more powerful
• Deciding where true integrity and loyalty lies
• Accepting adult responsibilities
• Overcoming great odds
• Being caught off guard
• Being treated unfairly
• Becoming a victim of prejudice
• Feeling inadequate/insecure/incapacitated (physical, mental, and emotional attributes)
• Being overwhelmed by a difficult task

- Choose a specific example that interests your group, and talk about it. Answer the following questions:
  - ✓ Why is it bad for you?
  - ✓ How does it affect your life?
  - ✓ What are its advantages and disadvantages?
  - ✓ Which challenge would you like to happen or not to happen again?
- Consider the positive attitudes listed in the following figure.



- Decide which of these positive attitudes are important for young people like you to win over a difficult challenge.
- Share your thoughts with the rest of the class.

## Task 2 OUTLOOK TURN UP

- Form a triad, and study the drawing.



- Use picture clues and see how it relates to your idea about winning over challenges.
- Discuss your answers to the following questions:
  - ✓ Does the drawing portray a man of action? Explain.
  - ✓ What can you tell about the person's personality from the drawing?
  - ✓ Which details in the drawing show how to overcome over individual challenges?
- List down questions about winning over personal challenges that you still have to ask and answer.
- Check them against this essential question: ***Considering today's context, what can we possibly do to win over challenges?***
- Give tentative answers to the essential question.

### Task 3 TUNE IN

- Listen to “Roar” by Katy Perry, and find out what it says about challenges.
- List down words and expressions that relate to ways we deal with challenges.
- Discuss with your partner what the message of the song is all about.

## Task 4 LOOKING FORWARD

- Using the essential question as a focal point, list down what you believe is necessary to learn about how to win over individual challenges. Use the space below for your entries.

[illegible]

***You are now ready for the next phase of the lesson.***

## **YOUR TEXT**

### **Task 5 SMALL GROUP DIFFERENTIATED ACTIVITIES (SGDA) UNDERSTANDING THE TEXT**

Read “How Odin Lost His Eye” as retold by Catherine F. Sellew.

#### **HOW ODIN LOST HIS EYE**

Retold by Catherine F. Sellew

Once the world was still very young, Odin sat on his throne in the most beautiful palace in Asgard. His throne was so high that he could see over all three parts of the world from where he sat. On his head he wore a helmet shaped like an eagle. On his shoulder perched two black ravens called Memory and Thought. And at his feet crouched two snarling wolves.

The great king gazed thoughtfully down on the earth below him. He had made the green land that stretched out before his eyes. With the help of the other gods he had made men and women who lived on that earth. And he felt truly like the All- father he was called.

The fair elves had promised they would help his children of the earth. The elves were tiny people who lived between heaven and earth. They were so small that they flit about doing their work unseen. Odin knew that they were the artists who painted the flowers and made the beds for the streams. They took care of all the bees and butterflies. And it was the elves that brought the gentle rain and sun shine to the earth.

Even the ugly dwarfs, who lived in the heart of the mountains, agreed to help. They forged iron and metals, made tools and weapons. They dug gold and silver, and beautiful jewels out of the earth. Sometimes they even cut the grain and ground the flour for the farmers on the earth.

All seem to be going well. Odin found it hard to think of evil times. But he knew that the frost giants were only waiting for the chance to bring trouble to his children. They were the ones who brought cold and ice to the world and shook the earth in anger. They hated Odin and all the works of the gods.

And from high on his throne Odin looked down beyond the earth deep into the gloomy land of his enemies. He saw dark figures of huge men moving about. They looked like evil shadows. He, the king of gods, needs to have more wisdom. It was not enough just to see his enemies. He ought to know more about them.

So, Odin wrapped his tall figure in a blue cloak. Down from his throne, he climbed. Down the broad rainbow bridge, he strode and across the green earth till he came to one of the roots of the great evergreen tree. There, close by the tree, was a well full of clear water. Its surface was so still it was like a mirror. In it one could see pictures of things that had happened and things that were going to happen.

But beside the well sat an old man. His face was lined with the troubles of the world. His name was Mimir, which means “memory.” No one, not even the great Odin, could see the pictures in the well unless he first drank some of its water. Only Mimir could give the magic drink.

“Aged Mimir,” Odin said to the old man, “You who hold the knowledge of the past and the future in your magic waters, let me have but one sip. Then, I can know enough to protect the men and women of the earth from the hate of the giants.”

Mimir looked kindly at Odin, but he did not smile. Although he spoke softly, his voice was so deep it reminded Odin of the distant roar of the ocean.

“The price of one drink from this well is not cheap,” Mimir said. “And once you have drunk and gazed into the mirror of life, you may wish you had not. For sorrow and death as well as joy are pictured there so you should think again before you ask to drink.”

But once the king of the gods had made up his mind, nothing could change it. He was not afraid to look upon sorrow and death.

“What is your price, aged Mimir?” Odin asked.

“You are great and good, Odin,” answered Mimir. “You have worked hard to make the world. Only those who know hard work may drink from my well. However, that is not enough. What have you given up that is very dear to you? What have you sacrificed? The price of a drink must be a great sacrifice. Are you still willing to pay the price?”

What could the king of the gods sacrifice? What was most dear to him? Odin thought of his handsome son, Balder, whom he loved most in the world. To give up his son would be like giving up life and all that was wonderful around him. Odin stood silent before Mimir. Indeed that would be a high price!

Then, Mimir spoke again. He had read Odin’s thoughts.

“No, I am not asking for your dear son. The fates say his life must be short, but he has time yet to live and bring happiness to the gods and the world. I ask for one of your eyes.”

Odin put his hands up to his bright blue eyes. Those two eyes had gazed across the world from his high throne in the shining city of the gods. His eyes had taught him what was good and beautiful. What was evil and ugly. But those eyes had also seen his children, the men and women of the earth, struggling against the hate of the giants. One eye was a small sacrifice to win knowledge of how to help them. And without another thought, Odin plucked out one of his blue eyes and handed it to Mimir.

Then, Mimir smiled and gave Odin a horn full of the waters of his well.

“Drink deeply, brave king, so you may see all that you wish in the mirror of life.”

Odin lifted the horn to his lips and drank. Then, he knelt by the edge of the well and watched the pictures passing across its still and silent surface. When he stood up again, he sighed, for it was as Mimir had said. He had seen sorrow and death as well as joy. It was only the glorious promise at the end that gave him courage to go on.

So Odin, the great king of the gods, became one-eyed. If you can find Mimir’s well, you will see Odin’s blue eye resting at the bottom. It is there to remind men and women of the great sacrifice he made for them.

- Form small groups of six, and work on your assigned task.
- Remember to share your ideas, thoughts, and experiences with the class.

### Group 1 Vocabulary Hunt

- Look for difficult words found in the selection “How Odin Lost His Eyes.”
- Use a dictionary to find their denotative meaning, and then share how you understand each word (connotative meaning).
- Describe each word to other groups by using words and gestures.
- Ask members of other groups to identify the word you’re describing.
- Repeat the process until the last difficult word is clear to all.

### Group 2 The Power of C<sup>2</sup> (Conflict and Character)

- Discuss the answer to the following questions.
  1. What internal conflict has Odin experienced as he faced Mimir?  
Look for phrases and sentences that express his duty to his family particularly to his son) and duty to his people.

Write this conflict in the chart below.

Conflict in “How Odin Lost His Eye”	
<i>Duty to his family (son)</i>	<i>Duty to his people</i>

- Focus on character change and use the dialogue or the character’s experiences with the supporting character/s to support your answers.
  1. Do you consider Odin as a hero? Why or why not?
  2. Does he only think of himself or other people? Why does he think that way?
  3. Consider Odin’s desire. Does it serve as an opportunity to prove he can face the challenges?
  4. How did the character succeed over his challenges? What did he learn from the experience?
  5. Was there a change in his actions, thoughts, feelings, and attitude, or did he remain the same till the end?

### Group 3 Lasting Virtue

1. What do Odin's actions and traits reveal about human nature?
2. What behavior (admired or condemned by gods) has been illustrated or featured in "How Odin Lost His Eye"?
3. Are the virtues highlighted still observed these days? Prove your point.
4. Which of the characters do you like best? Did he promote an enduring virtue that is applicable even today? In what way?
5. Do you think Odin's attitude would be helpful to win over our personal challenges? Explain.
6. From which of the characters do you think you learn the most valuable lesson? Why?
7. Which of the characters consistently portrayed a positive attitude of winning over challenges?
8. How did the last part surprise you? Explain.

### Group 4 Thinking It Through

1. What details from the story made a powerful or lasting impression on you about winning over challenges? Explain how they can make you a better person.
2. What lessons did you learn about overcoming challenges?
3. How does "How Odin Lost His Eye" help you understand your world? Will your life change from what you learned? How?
4. Explain how your perception has changed and what you plan to do from now on.
5. Which of the following ways will you adopt to win over your challenges? Why?

Having strong **Determination** Doing **HARD WORK**  
**Defending your beliefs** **Jumping over limitations**  
**Making personal adjustments** Using struggles as opportunities  
**Standing your ground**  
*Using temporary solutions*  
**Being strong**

### Group 5 Theme Connection

- Point out which of the ways above are easy, difficult, or not very important choices to make in order to win over a difficult challenge.
- Explain why it is important to read and discuss myths, tales, legends, or other stories.
- How will you convince or persuade others to agree with you that it is important to read and discuss traditional literatures? Explain why it is important to practice and to uphold these ways.

## Group 6 Winning Appeal

- Recall how the myths, legends, tales, and other stories you have encountered in class appeal to you.
- Analyze which of the following persuasive techniques in myth is employed in “How Odin Lost His Eyes,” and in your chosen myth.
  - His/Her appeal – the character is the only one who can do the job.
  - Basic humanity appeal – the character is really a good person who is not afraid to do something, or he/she is the only one who has a good solution to the problem.
  - Promise appeal – the character is offered some kind of reward for doing something.
- Explain which techniques are still used in today’s persuasive writing and speaking.

## Task 6 LANGUAGE LINE

### A. Sense of Value

- Read the following sentences from “How Odin Lost His Eye.”
  - “Odin, the king of the gods, *needs to* have more wisdom.”
  - “He *ought to* know more about his enemies.”
  - “The price of a drink *must* be a great sacrifice.”
  - “You *should* think again before you ask to drink.”
- Form a triad, and answer the following questions.
  - What do the italicized words have in common?
  - How are they positioned in the sentences?
  - Which of them indicates a sense of obligation?
    - a necessity?
    - a prohibition, disapproval of something that was done in the past?
  - How do we call these expressions?
  - How do they help in communicating messages?

### B. Saving Grace

Pair up and take turns in answering these questions.

- Why do you need to sacrifice something to help the people you love?
- Why must you struggle against the forces of evil or why is it necessary to win over challenges?
- Whom must you turn to or consult in order to win over your challenges?
- How does he/she help you win over challenges?
- What must be taken into consideration for you to turn challenges to opportunities?
- How must you proceed in winning over challenges?

### C. Rewarding

- Write at least five desirable traits or habits you **need to** develop, and five undesirable traits or habits you **ought to** weed out.
- Write a short paragraph persuading others on the importance of developing these desirable attitudes and weeding out the undesirable habits to win over challenges. Use this title: "Habits and Traits to Develop or to Weed Out in Order to Win over Challenges." Clarify your stand and use words that appeal to reason or emotion. Remember to use the appropriate modals.

Remember the following points.

Modals are auxiliary verbs performing specific functions. Some examples are:

- *Must* – expresses obligation
- *Need to* – indicates necessity
- *Should and ought to* – express sense of obligation to do, or to become something,
- *Shouldn't or should not have, or ought not* – indicate prohibition, or disapproval of something that was done in the past

*At this stage, you should have several ideas on the value of dealing with challenges positively. Eventually, you are ready to prove your understanding of winning over personal challenges and this can be realized through getting involved in real-life tasks.*

### YOUR DISCOVERY TASKS

#### Task 7

- Form six groups, and work on your assigned task.
- Remember to share your ideas, thoughts, and experiences with the class.

#### Group 1 Striking Lines

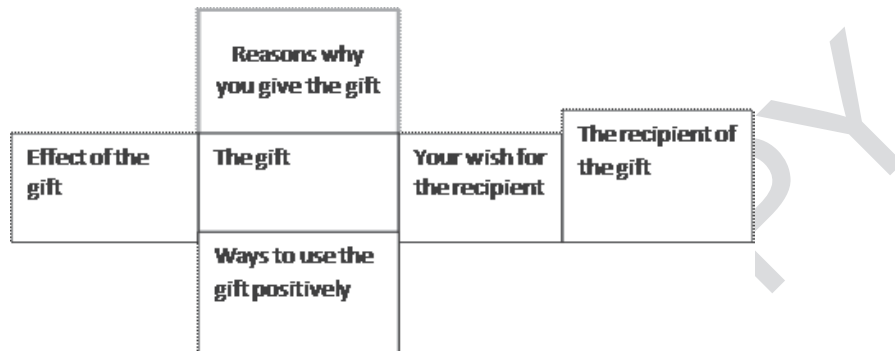
- Reread "How Odin Lost His Eye," and choose memorable lines.
- Explain how these lines can help you win over your challenges in life.
- Be open to comments and suggestions.

#### Group 2 Follow Up

- Think of another story, television program, movie, or real-life experience that portrayed a lesson about winning over challenges.
- Explain how it is similar to "How Odin Lost His Eye."
- Be open to comments and suggestions.

### Group 3 The Gift

- Imagine that your best friend or your loved one will celebrate his/her birthday.
- Think of a gift you can give him/her in the form of an advice on how to win over a challenge.
- Revisit the box entries in Ways to Win over Challenges (Task 5 Group 4), and choose one or two that you believe would be appropriate for your friend's or relative's need.
- Design a gift box following the illustration and the instructions.



- Be open to comments and suggestions.

### Group 4 The Power of a Song

- Think of a simple tune (rap song) or a folk song (sung to highlight the important experience of common people. It is a part of folk traditions in most countries).
- Share any folk song you know that highlights the value of winning over challenges.
- Does it persuade you to win over challenges?
- How does it give inspiration to people? Sing it before the class.
- Be open to comments and suggestions.

### Group 5 What Always Worked

- Find ads/commercials that use fair or unfair persuasive techniques.
- Present them to the class.
- Point out parts/elements of the ads/commercial that use fair or unfair persuasive techniques.
- Explain the effects of these persuasive techniques.
- Be open to comments and suggestions.

### Group 6 Thoughts for Today

- Write whatever is in your wildest imagination about the following:
  - ✓ kind of challenge you don't want to meet or do when you leave this room
  - ✓ the challenge you prefer to meet (more than anything else in the world).  
when you walk out of this room

- Give reasons to support your responses
- Remember to use modals in sharing ideas, thoughts, and experiences about winning over individual challenges
- Be open to comments and suggestions

*You've finished the enabling activities/tasks at this point. Think about how you can apply or demonstrate your understanding of these ideas, concepts, and literary language communication skills. What will you do next? Here's your challenge!*

## YOUR FINAL TASK

### Task 8 LIFE SKILLS CONNECTION

- Read the following excerpt from The Koran as translated by N.J. Dawood.
- Find out what it says about challenges in life as well as our attitudes toward them.

**COMFORT**  
*from the Koran*  
*translated by N.J. Dawood*

In the name of Allah  
 the Compassionate, the Merciful  
 Have we not lifted up your heart and relieved you  
 of the burden which weighed down your back?  
 Have we not given you high renown?  
 Every hardship is followed by ease.  
 Every hardship is followed by ease.  
 When your task is ended, resume your toll, and seek your  
 Lord with all your fervor.      --- Sura 94

- Think back on literary characters who serve as models of moral values that have endured and are shared and preserved.
- Answer the following questions:
  1. What does the verse say to those experiencing challenges?
  2. How does one face hardship?
  3. What is the verse trying to persuade you to think or do in response to the challenges in life?
  4. What kind of appeal (emotion or reason) does the author seem to favor?
  5. Does the author convince you to accept his position? Why?
  6. Which part is specially convincing? Explain.
- Give examples of **catchy hooks** (words that strongly appeal to emotion) used in the excerpt, and talk about how they persuade you to win over challenges.

## Task 9 Giving Your Best

This time you will participate actively in a panel discussion. Remember to use the skills you've learned for you to give your best.

Here are some ideas for your panel discussion. Do the following:

- Form a panel of 5 to 6 members (1 chairman and 5 panelists or discussants)
  - ✓ The chairman serves as the facilitator who sees to it that the discussion proceeds smoothly; as an initiator who starts the discussion through a question or asks one in the group to start the discussion; or a clarifier who makes clear any vague responses during the exchange.
  - ✓ The summarizer is the one who gives the summary during the discussion or at the end of the discussion.
- Prepare for a panel discussion by choosing the best way to win over challenges.
  - ✓ What is the best way to adopt in order to win over challenges?
  - ✓ Do you think this will help you persuade others?
- Develop set of questions to be asked during the discussion.
  - ✓ Decide which question your group will tackle, how you'll assign the questions among the group members, and how long should each panel discuss and talk.
  - ✓ Conduct research (if possible), and take notes on the possible answers to the questions.
  - ✓ Focus on its impact, effects, and solutions.
- Elect a leader and assign roles to the chairman and the panelists or the discussants; the moderator then establish rules for the panel.
- Plan on the points to be covered during the discussion by preparing an outline.
- Revisit the features of and the required format for a panel discussion:
  - ✓ Have opening remarks by a chairperson to set the purpose.
  - ✓ Introduce the issue in the form of a question, a statement, or a situation and supply some background.
  - ✓ Introduce the speakers or panel members (pose as experts on the subject being discussed).
  - ✓ Present the panel members' different points of view on the aspects of the issue.
  - ✓ Have informal exchange of comments, additional details, and rebuttals to reinforce meaning of the issue.
  - ✓ Allow the audience to ask questions and to give comments.
- Remember to apply the following conventions and strategies in group speaking:
  - ✓ Sharing points or information from observations and interview (if possible).
  - ✓ Adding extra details to what others shared (use graphs or charts).
  - ✓ Asking questions and clarifications of a designated discussant or speaker.
  - ✓ Challenging a statement.
  - ✓ Giving an opinion.
  - ✓ Supporting personal opinion with evidence.
  - ✓ Respecting all opinions and consider them justified.
- End the discussion by summarizing the panels' views and evaluating the participants' performance.

- Use the following rubric as your guide.

Criteria	5	4	3	2	1	TOTAL
<b>Focus</b> (concentrates on a specific topic that is clear, significant, and supportable)						
<b>Teamwork</b> (manifests coordination and collaboration among the panelists to clarify the topic at hand)						
<b>Persuasive Techniques</b> (uses logical and emotional appeals; avoids fallacies)						
<b>Clarity of ideas</b> (clearly presents reasons, facts, and opinion as supports)						
<b>Response to questions asked</b> (thinks before speaking; presents relevant ideas; clearly uses evidence; gives reasons)						
<b>Language Convention</b> (uses simple, direct, concise, and clear expressions free from errors; articulates responses clearly)						
<b>Total</b>						

Legend: Rating – Description

5 - Excellent

4 - Very Impressive

3 - Impressive

2 - Convincing

1 - Beginning

$$\text{Formula} = \frac{F + T + P + C + R + L}{6} = \text{Total} / 6 = \boxed{\phantom{000}}$$

## MY TREASURE

### *The Magic Five*

- Reflect on how you performed in this lesson, and make a plan on how to improve your language communication skills. Use the following sentence starters:
  1. The new concepts / skills I learned from this lesson are \_\_\_\_\_
  2. The skill/s I must improve is/are \_\_\_\_\_
  3. The following are the steps I can take to improve \_\_\_\_\_
  4. \_\_\_\_\_ help me achieve my target for this lesson.
  5. I expect to be a \_\_\_\_\_.
- On your journal, quickly write these essential points or post them on your Facebook wall or Twitter.
- Encourage others to comment on the posted material for words of encouragement.