

# Lesson Plan and Teacher's Notes

## Lesson One: The Challenge

### Context

This first lesson of the series looks at the way the team prepares for their expedition and the challenges they will face. It will look at the idea of a 'comfort zone' and 'challenge'. It will show how these definitions can change over time. It is recommended that you watch the video and work through the PowerPoint yourself first.

### Resources

The Challenge Student Workbook

The Challenge PowerPoint

### Activity 1 (Suggested timing - 5 mins)

Give out a workbook to each student.

Play the PowerPoint: The Challenge

**Slide 2:** Read aloud the information about the expedition.

**Slide 3:** In pairs, or alone, try to suggest what the word 'resilience' means

**Slide 4:** A few thoughts about resilience; ask students if there anything that could be added? Can anyone think or share of any examples of resilience they have seen or done?

**Slide 5:** Read aloud the quote:

*"If you do nothing, you will go nowhere."*

Ask students to think about this quote.

**In Workbook:** Students should write down what they think the quote means.

### Activity 2 (Suggested timing - 5 mins)

**Slide 6:** Ask students to think about the types of challenges that the expedition team might face. Students should then find the definition of a challenge by rearranging the words in the slide.

**In Workbook:** Students should write down the definition of 'challenge'

The correct answer is given on **Slide 7**; *A situation that requires great mental or physical effort in order to be done successfully, and therefore tests a person's ability"*

### Activity 3 (Suggested timing - 10 mins)

**Slide 8:** Play the video.

**In Workbook:** While it is playing, students should write down the different challenges they see. They should separate them into **Physical Challenges** and **Human Challenges**.

**Slide 9:** Ask students to give verbal feedback to the class on their ideas. Ideas can be written down on this slide. Some examples have been given.

Physical Challenges might include

- The terrain (stony surfaces; soft sand; mountains; extended sand dune systems)
- A lack of drinking water on the route and the difficulty in locating water sources
- High temperatures during the day and low temperatures at night
- Strong winds and sand storms

Human Challenges might include

- Carrying enough water
- Carrying enough fuel
- Tough driving conditions
- Chances of injury and sickness
- Misunderstandings between team members

**Slide 10:** Ask students which column they think would test the expedition team most and why they think this.

**In Workbook:** Students write down their ideas.

#### **Activity 4 (Suggested timing - 15 mins)**

Ask students what they think a 'comfort zone' is.

**Slide 11:** Show students that a comfort zone is *"a mental state where all things feel familiar and people experiencing it feel at ease with and in control of what lies ahead"*.

**Slide 12:** Students should think of an activity where:

1. they feel they are in their comfort zone.
2. they feel they are being stretched. This means they are being challenged with something new.
3. they would feel a sense of panic. This means they would not know what to do in a situation.

**Slide 13 and in Workbook:** Students should write their examples in the right place in the diagram. There is an example for students to follow.

**Slide 14:** Students should then show their diagram to a friend. Does their friend feel the same as them? If not, why not?

**In Workbook:** Students should write down their ideas.

Students should discuss verbally the benefits of stepping into one's stretch zone (this area of discussion is revisited in *Lesson Three: The Lessons*).

**In Workbook:** Students should write down their ideas.

Some of the benefits they might wish to include are:

- A chance to try something new
- A sense of accomplishment when something difficult and different is achieved
- A feeling of pride
- Knowledge that other new challenges will not seem as daunting
- The opportunity to use previously untapped skills

## Activity 5 (Suggested timing - 10 mins)

Explain to students that the expedition team had to make thorough preparations for stepping outside their comfort zone and accepting a challenge. Planning things carefully meant they were not in their 'panic zone' as the expedition went on.

**Slide 15:** Students think of three preparations they have to make to step into the 'stretch zone' they chose in Activity 4.

**In Workbook:** Students should write down their three preparations.

**Slide 16:** Students should think about why such preparations are important.

**In Workbook:** Students should write down their ideas.

Some key points that students might like to explore:

- Being prepared means having a vision of what the challenges will look like at each stage
- It is about anticipating problems before they arise
- Preparations help you to break down tasks into smaller and more manageable parts
- Poor preparation can create feelings of frustration and dissatisfaction
- At worse, poor preparation may lead to serious outcomes and bring someone into harm.

## Activity 6 (Suggested timing - 10 mins)

**Slide 17:** Ask students to think of a situation in their life where something went wrong because it was not thoroughly planned. Students should also think of something that is coming up in the next two years of their life which will need careful planning.

**In Workbook:** Students should note down their ideas.

## Summary Activity (Suggested timing - 5 mins)

**Slide 18:** Ask students to think about why a challenging experience (such as that offered by an Outward Bound Oman course) might make them attractive to a future employer.

**In Workbook:** Students write down five key reasons why an Outward Bound Course would make them stand out to a potential employer.

## Reflection and Points for Discussion

- How might one's definition of 'challenge' and 'comfort zone' change as we gain more experience in life?
- How might the challenges of the expedition change over time? Will some become more important as the journey goes on?
- Choose one quote from either Mohamed, Amur or Mark that shows a determination to overcome these challenges and step outside their comfort zone.

## **Links to the work of Outward Bound Oman**

Outward Bound Oman gives young people an opportunity to step outside their comfort zone in a carefully planned and managed way. Through multiday expeditions in the mountains and deserts of northern Oman, the young people control their own achievements and learn a range of skills that help them overcome challenges. With guidance from the Outward Bound Oman staff, participants learn to set themselves challenging goals and plan for the completion of these goals.