

Lesson Plan and Teacher's Notes

Lesson Three: The Lessons

Context

The third and final lesson of the series looks at the conclusion of the expedition and everything the team has learnt through its completion. In this lesson, the video shows the expedition team undertaking an evaluation of their achievements and students will be proud to witness this. It is recommended that you watch the video and work through the PowerPoint yourself first.

Resources

The Lessons Student Workbook

The Lessons PowerPoint

Activity 1 (Suggested timing – 5 mins)

Give out a workbook to each student.

Play the PowerPoint: The Lessons

Slide 2: Read aloud the information about the expedition.

Slide 3: Play the video

Slide 4: Read aloud the text. Discuss with students the importance of finding the water in the well at Turaiga.

Slide 5 and in Workbook: Students should write down three lessons the team had to learn to allow this moment to happen.

Some ideas might cover

- The concept of being able to visualise a 'finishing line'
- Having a belief in the skills and knowledge of the team
- The feeling of entering the 'final stretch'
- The importance of understanding the purpose of the expedition
- The sense of pride in all they had done so far

Activity 2 (Suggested timing – 15 mins)

Slide 6: Ask students to think about the skills and lessons that the team have learnt over during the expedition.

In Workbook: Students make a list of practical skills and things the team have learnt about themselves.

Slide 7 and in Workbook: Students should write down which set of ideas will serve them best as they continue to move through life.

Practical skills that the students may mention include:

- working with the camels
- driving in the dunes
- navigating in difficult terrain
- looking after their health in difficult circumstances
- communicating effectively
- understanding different human cultures
- understanding the landscape and how to read it
- teamwork

Lessons that the team may have learnt about themselves may include:

- understanding their own self-worth
- resilience in the face of difficulty
- understanding that all challenges can be overcome
- being able to focus on 'the big picture' when things are difficult
- goal setting
- perseverance and not giving up

Activity 3 (Suggested timing – 10 mins)

Slide 8 and in Workbook: Ask students to write a 'recipe for success'. They will need to identify the ingredients that should be included (and their quantities).

Slide 9: Although the expedition was an exceptional event, ask students to think about which of their ingredients is essential for success in life more generally.

In Workbook: Students write down their ideas.

Ingredients that students might like to include could be

- Sense of humour
- Physical strength
- Perseverance
- Resilience
- Team player qualities
- Respect
- Trust

Activity 4 (Suggested timing – 5 mins)

Slide 10 and 11: Read the text aloud.

Slide 12 and in Workbook: Students should rank the skills from one to nine. Before comparing their answers with a neighbour.

Activity 5 (Suggested timing – 10 mins)

Slide 13 and in Workbook: Students should rank themselves in each of the seven skill groups.

Activity 6 (Suggested timing – 20 mins)

Slide 14: Ask students to think about their own challenges and goals.

Slide 15 and in Workbook: Students should complete their own Personal Action Plan

Reflection and Points for Discussion

- What did the expedition team learn about the desert environment?
- Do you think the expedition team will want to do another expedition like this in the future? Why do you think this?
- What are the biggest gains to be had from stepping outside your comfort zone?

Links to the work of Outward Bound

Outward Bound is positive about celebrating the successes of the young people who take part in their courses. Course participants are expected to actively reflect on the lessons they have learnt practically, as well as on the things they have learnt about themselves. Outward Bound provides an ideal stepping stone for young people to challenge themselves, learn new skills and be better prepared for their futures. Young people become empowered and more confident to enter new work environments, knowing that their CVs display competitive experiences and skill sets.