

Lesson Plan and Teacher's Notes

Lesson Two: The Team

Context

The second lesson of the series looks at how the expedition team work together and how the strengths of the team match each other and make the outcomes of the expedition better. Students will be asked to look for these qualities in the team and to compare the situations they see in the video to situations in their own lives. It is recommended that you watch the video and work through the PowerPoint yourself first.

Resources

The Team Student Workbook

The Team PowerPoint

Activity 1 (Suggested timing - 5 mins)

Give out a workbook to each student.

Play the PowerPoint: The Team

Slide 2: Read aloud the information about the expedition.

Slide 3: Read aloud the old Arab proverb. Ask students to think about what it means and how it connects to the expedition.

In Workbook: Students should write down their ideas.

Activity 2 (Suggested timing – 10 mins)

Slide 4 and 5: Ask students to think about the definition of a team. Give a letter (or more than one letter) of the alphabet to each member of the class. Students should then describe a team using their letter(s) of the alphabet. Some examples have been given.

In Workbook: Students should write down their description words.

Students should give feedback on the task verbally so students can hear the whole alphabet of words.

Activity 3 (Suggested timing – 5mins)

Slide 6: Play the video to 5 min 10 sec

Slide 7 and 8: Read aloud the text.

Slide 9: Ask students to remember a time when they have had to work with someone who is not a team player. Ask students to talk with the class about how they would deal with the situation.

Remind students that some independent thoughts can be a good thing, but that stubbornness is negative in a team situation.

Activity 4 (Suggested timing – 10 mins)

Slide 10 and 11: Ask students to read the seven strategies for dealing with someone who is not a team player.

In Workbook: Students should rank the strategies from one to seven , where one is the least and seven is the most favourable.

Ask students for verbal feedback about the rankings they used.

In Workbook: Students should write down why they have chosen to put the strategies in that order.

Activity 5 (Suggested timing – 15mins)

Slide 12: Read the text on the slide aloud.

Slide 13 and in Workbook : Ask students to write down examples of each of the emotions when they watch the video again. The students should try to write down quotes from the team where possible.

Slide 14: Play the video from 5 min 10 sec to the end

Some examples that students might include are:

Joyous

- Feeling the encouragement expressed by local people
- Mark's wonder at the passion and enthusiasm of the team
- Sheikh Mubarak Bin Kalut excitement at the team taking on the journey of his great grandfather
- Finding water and it being drinkable

Worried

- Mohamed thinking about the heat and his blisters
- Mark thinking about creating paths up the dunes for the camels
- Amur thinking about the sick camel
- Amur recognising that nothing is a simple task

Proud

- The sense of reviving the glory of the past expedition
- The team finding the ability to ride the camels well at last

Humbled

- How over one thousand people come out to wish them well on their journey

Frustrated

- Walking on sliding sands
- Trying to get the camels up and down the dune hills
- Being tired of the lack of breeze and the relentless heat

Activity 6 (Suggested timing – 20 mins)

Slide 15: Mohamed notes that when he was climbing the dunes, "*every step is like a kilometre*". Later Mark describes "*the routine of the marches*".

Slide 16: Ask students to think of an example from their own life when a) something physical has felt impossible and b) when something boring and repetitive has made them mentally tired. For example, a student might like to think about a particularly difficult piece of homework they have had to do, or when they have had to practice a piece of music on an instrument.

In Workbook: Students should write down their ideas

Slide 17: Students should think about how they overcame these challenges.

In Workbook: Choosing one of their experiences, students should write a postcard to one of the expedition team with encouragement and advice to overcome these challenges. They should describe the skills the team members need.

Summary Activity (Suggested Timing - 5 mins)

Slide 18 and 19: Read the text aloud to students and show them the teamwork model.

Slide 20 and in Workbook: Ask students to look at the model and then complete the sentence to show how they understand it.

A team will be most effective when...

Slide 21: Students should then think about why some groups find it difficult to follow this model.

In Workbook: Students should fill in the table with problems and solutions.

Reflection and Points for Discussion

- What ideas had to be considered before removing Aryam from the expedition team? Do you think it was the right decision?
- How might the landscape of Sanam make the expedition team feel?
- How might the necessary skills of the original expedition team (Bin Kalut and Bertram Thomas) differ from those of Mohamed, Amur and Mark? Are the same skills needed today?

Links to the work of Outward Bound

Outward Bound often works with groups of young people on expeditions who do not know each other. Therefore, establishing a good relationship between different participants becomes essential. Each person is given a role to play in the group, and without them, the outcomes of the expedition may be compromised. Participants review their own skills as well as those of the team. They recognise the strengths and weaknesses of their peers and participants are encouraged to talk about things they find difficult.