



Challenge Zone Facilitator Instructions

WE Schools Digital Programming: Reflective module













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<https://bit.ly/2Mm49dG>

Challenge Zone




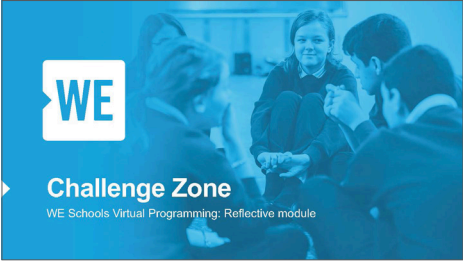
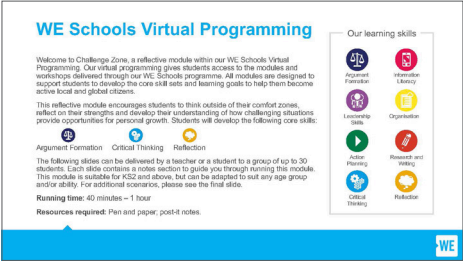

Welcome to Challenge Zone, a reflective module within our WE Schools Digital Programming. Our digital programming gives students access to the workshops delivered through our WE Schools programme. Designed as ready-to-use PowerPoint presentations, our workshops support students to build the necessary skills for work and life, as active local and global citizens.




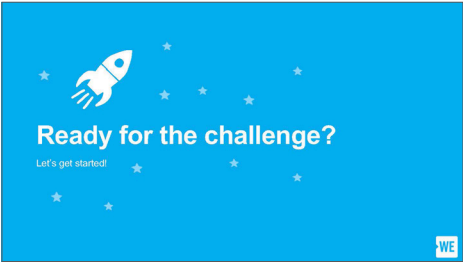
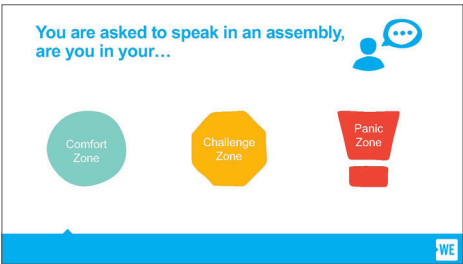

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 <p>Module synopsis:</p> <p>This reflective module encourages students to think outside of their comfort zones, reflect on their strengths and develop their understanding of how challenging situations provide opportunities for personal growth.</p>	 <p>Skills developed:</p> <ul style="list-style-type: none">  Argument Formation  Critical Thinking  Reflection 	 <p>In our experience of facilitating this module, we have developed some best practice tips to help you to lead the session.</p> <p>Top tips:</p> <ul style="list-style-type: none"> • Ensure your group understand what is meant by “comfort,” “challenge” and “panic” zones and spend a few minutes discussing what these zones look like to them before proceeding with the activity. • Don't emphasise one zone being “better” than another, if a participant mentions this, throw it back out to the group and allow them to explore whether they think this is necessarily the case. There is no right or wrong zone, this activity is about exploring personal levels of comfort. • Give participants no longer than 5-10 minutes on each scenario—this should allow adequate time for them to explore all possible options. • Encourage discussion between participants in different zones by asking prompting questions, e.g., “What would you need from one another to move zones?”. This will foster peer-to-peer support. • Encourage participants to move between zones. You can change the physical location of where the zones are if you find that your group aren't moving at all—this physical shift in position gives participants who may not be as vocal the opportunity to express their thoughts.
 <p>Age group:</p> <p>KS2 and above, but can be adapted to suit any age group and/or ability.</p>	 <p>Running time:</p> <p>40 minutes – 1 hour</p>	
 <p>Group size:</p> <p>These slides can be delivered by a teacher or a student to a group of up to 30 students.</p>	 <p>Running the module:</p> <p>Use the notes below or contained in the PowerPoint to guide your group through each slide. For additional scenarios, please see Slide 18.</p>	




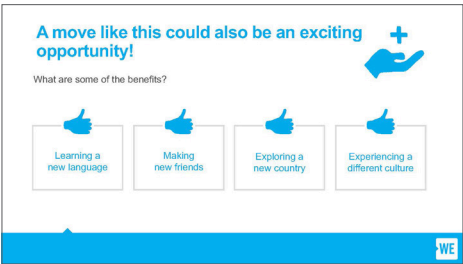
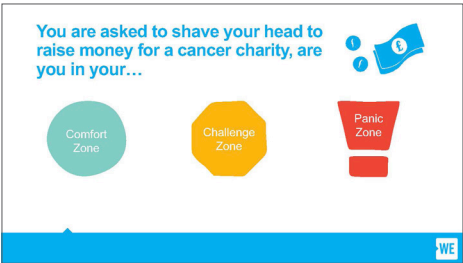

If you have any questions or would like support with delivering this module, please email ukyouth@WE.org.





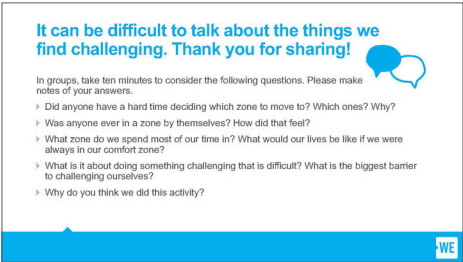

How to run the workshop:





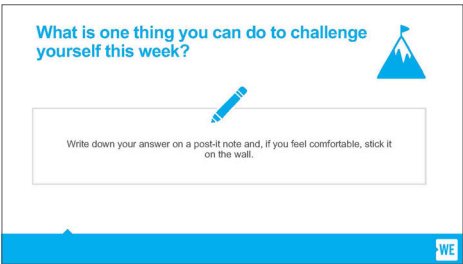
<div> Presentation</div>	<div> Teacher notes</div>	<div> Your notes</div>
<div>Slide 1</div> <div></div>	<p>Use this slide to introduce Challenge Zone to your group.</p> <p>Challenge Zone asks students to think about their personal strengths, as well as opportunities for growth. Throughout this module, your group will be given different scenarios and asked to identify how they feel about them: comfortable, challenged or panicked. For example, how would your group feel if they were asked to eat a food that they had never heard of or seen before? Participants must decide how they feel and will then be asked to discuss their reasoning.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 2</div> <div></div>	<p>This slide gives you an overview of WE Schools Digital Programming and the module Challenge Zone. Feel free to delete it when you deliver the module to your group.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 3</div> <div></div>	<p>Use this slide to define the three zones—ask your group what they think is meant by each zone, before revealing the definition.</p> <p>When you read out each scenario, participants must move into their chosen zone. Participants who feel comfortable should move to the “Comfort Zone,” e.g. the left-hand side of your classroom. Participants who feel challenged should move to the “Challenge Zone,” e.g. the middle of your classroom. Participants who feel panicked should move to the “Panic Zone,” e.g. the right-hand side of your classroom. If participants feel conflicted between two zones, they should select the most appropriate one, but can change their mind later.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>





<div>  Presentation </div>	<div>  Teacher notes </div>	<div>  Your notes </div>
<div>Slide 4</div> 		<div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 5</div> 	<p>Start with a more straightforward question to get your group talking. Participants should physically move to their chosen zone, depending on how this scenario makes them feel. Ask one group member in each zone to explain why they feel this way, before moving on to the next slide.</p>	<div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 6</div> 	<p>Use this slide to show participants in the challenge and panic zones that they share many of the same fears. Ask your group to volunteer some answers, before revealing the suggestions on the slide. Below are some suggested questions to stimulate discussion.</p> <p>Were you surprised by how many people feel challenged/panicked by public speaking?</p> <ul style="list-style-type: none"> • Why does it feel bad to get things wrong? • If people laugh at you, would we call this bullying? 	<div></div> <div></div> <div></div> <div></div> <div></div>

<div>  Presentation </div>	<div>  Teacher notes </div>	<div>  Your notes </div>
<div> Slide 7 <div> <div>Public speaking is something many people find daunting.</div> <div>For those of you who find this less challenging, what is one action you can do to help others become more confident?</div> <div> <div>Practice with them</div> <div>Don't laugh at them</div> <div>Share your own advice</div> <div>Offer to speak alongside them</div> </div> </div> </div>	<div> Encourage your students to explore this scenario and build empathy for their peers' feelings. Ask your group to volunteer some answers, before revealing these suggestions. Below are some questions to stimulate discussion. <ul style="list-style-type: none"> • Why do you think it is important to help others to become more confident? • Would it help you to have friends/classmates speaking alongside you? • Is it a good thing to feel challenged by public speaking? If not, why not? If so, why? • How can you put some of these suggestions into practice in your daily life? </div>	<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
<div> Slide 8 <div> <div>You have to move away to a country where you don't know anyone, and the main language isn't English, are you in your...</div> <div> <div>Comfort Zone</div> <div>Challenge Zone</div> <div>Panic Zone</div> </div> </div> </div>	<div> Next scenario! Participants should physically move to their chosen zone, depending on how this scenario makes them feel. Ask one group member in each zone to explain why they feel this way, before moving on to the next slide. </div>	<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
<div> Slide 9 <div> <div>What is it about moving to a new country that makes you feel uncomfortable?</div> <div> <div>Being unable to communicate</div> <div>Difficulties of understanding a new culture</div> <div>Not knowing your way around</div> <div>Feeling homesick</div> <div>Leaving friends/family behind</div> </div> </div> </div>	<div> Use this slide to show participants in the challenge and panic zones that they share many of the same fears. Ask your group to volunteer some answers, before revealing the suggestions on the slide. Below are some questions to stimulate discussion. <ul style="list-style-type: none"> • What is the main thing that worries you about making a move like this? Why? • Were you surprised by how many people feel challenged/panicked by this scenario? • Why does it feel frightening to be unable to speak the country's language? • If you are unable to speak the same language, how else might you communicate? • What could you do to help yourself feel more comfortable? E.g., learn about the country before you move, join a club to make new friends, etc. </div>	<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>

 Presentation	 Teacher notes	 Your notes
<p>Slide 10</p> 	<p>Encourage your students to explore this scenario and focus on the positives. Ask your group to volunteer some answers, before revealing these suggestions. Below are some questions to stimulate discussion.</p> <ul style="list-style-type: none"> • What excites you most about making a move like this? • What are the benefits of learning a new language/experiencing a different culture? • What are the benefits of meeting people from a different country? • What are some of the core skills you might learn from making this move? E.g., problem-solving, communication, etc. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 11</p> 	<p>Next scenario! Participants should physically move to their chosen zone, depending on how this scenario makes them feel. Ask one group member in each zone to explain why they feel this way, before moving on to the next slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 12</p> 	<p>Use this slide to show participants in the challenge and panic zones that they share many of the same fears. Ask your group to volunteer some answers, before revealing these suggestions. Below are some questions to stimulate discussion.</p> <ul style="list-style-type: none"> • What is the main thing that worries you about doing this? Why? • Were you surprised by how many people feel challenged/panicked by this scenario? • Why does changing your physical appearance worry you? • Do you notice a difference in how the boys answered this question, compared to the girls? Why do you think this might be? • What could you do to help yourself feel more comfortable? E.g., ask friends and family to attend the event, visit your charity of choice to see the impact your donation will have, etc. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<div> <div></div> <div>Presentation</div> </div>	<div> <div></div> <div>Teacher notes</div> </div>	<div> <div></div> <div>Your notes</div> </div>
<div>Slide 13</div> <div>  </div>	<p>Encourage your students to explore this scenario and focus on the positives. Ask your group to volunteer some answers, before revealing the suggestions in this slide. Below are some questions to stimulate discussion.</p> <ul style="list-style-type: none"> • What is the biggest benefit of fundraising in this way? • Are there any personal benefits? What are they? E.g., build confidence and resilience, learn about an important issue, feel good about giving back, etc. • What are some of the core skills you might learn? E.g., action planning, organisation, leadership, etc. • What are some other ways you could fundraise for charity? • Why is it important to step out of our comfort zones? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div>Slide 14</div> <div>  </div>	<p>In groups, ask participants to discuss the following questions. After 5-10 minutes, take time to listen to a few answers from each group. Encourage groups to talk about their comfort zones, and the reason why we don't challenge ourselves often enough (e.g., embarrassment, fear of failure, fear of the unknown, etc.). Try to guide groups to the understanding that one of the primary reasons we don't step out of our comfort zones is our own perceptions and fears, rather than other people.</p> <p>This is a great opportunity for students to self-reflect and get to know themselves better.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div>Slide 15</div> <div>  </div>	<p>Being challenged is how we learn and grow. Encourage your group to see challenges as opportunities for personal development. If we never try anything that we find difficult, we will never know what it could be like! Even when choices are tough, they can often have a positive impact in the longer term. Plus, when we talk about the things we find challenging, we can get support from our peers.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<div>  Presentation </div>	<div>  Teacher notes </div>	<div>  Your notes </div>
<div> Slide 16 </div> <div>  </div>	<div> Ask your group to volunteer some answers, before revealing these suggestions. If your group finds this difficult, encourage them to think back to their answers from the previous scenarios. </div>	<div> <hr/><hr/><hr/><hr/><hr/> </div>
<div> Slide 17 </div> <div>  </div>	<div> Support your group to make a challenge promise—they should do one thing that they find difficult this week. If they feel comfortable, ask participants to share their challenge promise on a post-it note so they can help to hold one another accountable. Ask your group to report back on what they did at your next session. </div>	<div> <hr/><hr/><hr/><hr/><hr/> </div>

<div>  Presentation </div>	<div>  Teacher notes </div>	<div>  Your notes </div>
<p>Slide 18</p> 	<p>Thank you for taking part in Challenge Zone. Your group can start challenging themselves by taking action with our WE Schools action campaigns. Go to WE.org/gb/campaigns to get started.</p> <p>Use the below questions to adapt or add additional scenarios to this workshop:</p> <ul style="list-style-type: none"> • Eat a food you've never tried before. • Go skydiving. • Learn to play a sport, instrument, etc. that you're never attempted before. • Tell a member of your family, or a friend, that you love them. • Say hello to a homeless person. • Sit down in the cafeteria with someone who has no friends. • Move away from home to go to college/university. • Travel outside of your own country/travel alone. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Congratulations!

You have now completed workshop two of three as part of WE Schools Digital Programming. The next step is to run workshop three, Action Planning, with your group. During this module, students will be guided to develop a plan of action for changing the world! Go to WE.org/gb/we-schools/digital-programming to download Action Planning.

