

Video Lesson Guide: Facing Challenges

Program 62, Careers, Segment 5 – Facing Challenges. (this should follow a lesson on goal setting)

1. Remind students that when they set goals in life it is normal that they will face challenges along the way. Ask the students what they think about when they hear the word “challenge”. Focus on ideas that relate to facing difficulties or obstacles.
2. Explain that you are going to show them a video that tells the story of Miriam and the challenges she has faced in her life. Ask them to watch the video and to identify the challenges that Miriam faced. Play from the beginning and stop at 3:27.
3. Create a table on the chalk board with 3 columns. Ask, what are some of the difficulties or challenges that Miriam faced? Fill out the first column with the whole class.

CHALLENGES	WHAT DID SHE DO?	HOW DO OTHERS DESCRIBE HER?	HOW DOES SHE FEEL?
<ul style="list-style-type: none"> • She became paralyzed when she was young • People laughing at her • No school wanted her – did not want to mingle with people using crutches • Her own fear – she did not want to be seen by others 			

4. After the students have given ideas on Miriam’s challenges, ask them to think about the goals they have set and any challenges they have had or that they think they may have in trying to reach their goal? Once students give a few ideas, divide them into pairs. Explain that you would like them to continue to learn more about Miriam’s story and as they watch and listen you want them to note:
 - What did Miriam do so that she could succeed in life?
 - How do others describe her?
 - How does Miriam feel?

Play from 3:27 to the end.

5. Ask students to share their ideas based on what they heard and saw in the video. Complete the rest of the chart as a whole class.

CHALLENGES	WHAT DID SHE DO?	HOW DO OTHERS DESCRIBE HER?	HOW DOES SHE FEEL?
<ul style="list-style-type: none"> • She became paralyzed when she was young • People laughing at her • No school wanted her • She did not want to be seen by others 	<ul style="list-style-type: none"> • She studied hard • She went to get a job at the bike shop 	<ul style="list-style-type: none"> • Adventurous • Courageous • Doesn't get discouraged • An advocate for others 	<ul style="list-style-type: none"> • Happy • Proud

6. Explain that if they want to feel pride in themselves and feel happiness in life, they too have to be prepared to meet challenges head on, as Miriam has done. Remind them of the importance of education. Ask, what do you think may have happened to Miriam if she did not study hard?

7. Ask students to return to their goal activity sheet that they completed in the previous lesson. Explain that you want them to look back at their long and short-term goals and identify:

- **Challenges:** That they are facing (known) or might face in future (anticipated)
- **Strengths:** Their attitudes, their skills, what they are good at
- **Resources:** Who are the people, organizations, programs that can help them to succeed?

8. Ask them to create a plan for how challenges may be avoided or how they might be dealt with if they occur. Ask student to share their plan with other students in the class for feedback. (in pairs or groups). Collect their activity sheet once they have finalized it. When you return the assignment to the students, ask for some students to share with the class. Emphasize the importance of attitude to success. Just as Miriam was courageous and did not get discouraged, they too have such strengths that can carry them through on their pathway to success.

Facing Challenges: My Pathway to Success

Sample Student Activity Sheet

Name _____

Date _____

LONG TERM GOAL:

SHORT TERM GOALS	CHALLENGE	STRENGTHS	RESOURCES
1.			
2.			
3.			

MY PLAN TO ADDRESS CHALLENGES