Sheila Love IMPACT-ology Mastermind

“Sheila Love — Where Everything Is Possible”

LESSON 10

The Terror Barrier

Position	Lesson 10 of 20
Duration	40–50 minutes
Age Group	12–18 years, Liberia, West Africa
Core Idea	A worthy goal excites you and frightens you at once, because your old paradigm and the new one you're reaching for are pulling in different directions.

1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Explain why a real goal produces both excitement and fear

2. Describe the conflict between the old paradigm and the new one in their own words

3. Recognize the terror barrier as a sign of real growth, not a warning to stop

4. Name one place they are currently standing at their own terror barrier

2. OPENING HOOK (5 minutes)

Ask: “Has anyone here ever wanted something so much it actually made you a little afraid?”

Let a few answers come, quietly. Trying out for a team. Speaking in public. Applying somewhere far from home.

> “That feeling has a name. Today you learn it.”

3. CORE CONTENT

Excited and Scared, Together

A real goal, the kind worth having, excites you and scares you at the same time. If it only excites you, it's probably too small. If it only scares you, you probably don't actually want it.

Both feelings arriving together is the sign you've found something worth chasing.

Two Vibrations in Conflict

Your old paradigm and the new one you're reaching for are like two different frequencies, pulling against each other.

The fear you feel isn't a warning sign telling you to stop. It's the sound of the old programming resisting.

Crossing It

To change your results, you have to change your paradigm. And that takes strong, conscious control over your thinking, held steady exactly at the point where the fear is loudest.

Most people turn back right there. Not because the goal was wrong. Because the barrier felt like a stop sign instead of a doorway.

4. STORY: ‘THE MICROPHONE AT THE STATION’

THE MICROPHONE AT THE STATION

Prince had listened to the same community radio station every evening since he was old enough to work the dial himself.

He knew the presenters' voices the way he knew his own family's. He had, more than once, imagined his own voice coming through that same small speaker, though he had never told anyone this, not even his closest friend.

When the station announced an open tryout for a youth presenter slot, Prince read the notice three times before he let himself believe it was real.

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For two days he carried the idea around like something fragile. He wanted it badly enough that thinking about it made his chest feel tight.

On the morning of the tryout, standing outside the station's gate, he almost turned back twice.

His hands were sweating. His mind kept producing reasons this was a bad idea. He didn't have the right voice. He'd freeze at the microphone. Everyone would remember him failing.

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An older presenter, a woman named Ma Fatu who had worked at the station for a decade, found him standing at the gate longer than the other applicants.

“First time wanting something this much?” she asked, not unkindly.

“How do you know I want it that much?”

“Because you look terrified. Nobody stands at a gate this long over something they don't care about.”

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Prince didn't have a response to that. It was exactly true.

“The fear doesn't mean don't,” Ma Fatu said. “It means you're standing right at the edge of something. Most people who feel exactly what you're feeling right now turn around. The ones who don't, that's usually where the whole thing starts.”

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She didn't wait for him to decide. She just held the gate open a little longer than she needed to.

Prince's hands were still sweating when he walked through it.

5. ACTIVITY (10 minutes)

Materials: any paper, any pen or pencil.

1. Write down a goal or opportunity that excites you and frightens you at the same time.

2. Write down exactly what the fear says to you, in its own words.

3. Write down one reason the fear might actually be a sign you're close to something real, not a warning to stop.

4. Write one small action you could take this week that walks toward the fear rather than away from it.

6. DISCUSSION QUESTIONS

1. What is something you've wanted badly enough that it also scared you?

2. What did the fear actually say to you, when you listen to it honestly?

3. Where have you seen someone else cross their own terror barrier, the way Prince did?

4. What is one terror barrier you're standing at right now?

7. FACILITATOR NOTES

Be careful not to romanticize fear as always good. The lesson is specific: fear tied to a genuinely worthy goal is often a sign of growth, not fear in general.

Some students carry fears rooted in real danger or trauma, not growth. Help the group distinguish between the two kinds without dismissing either.

Ma Fatu's line, “the fear doesn't mean don't,” is worth writing on the board. Let it sit.

This lesson sets up the Belief Ladder directly. Keep today's named terror barrier for next lesson's activity.

8. BRIDGE TO LESSON 11

Before students leave, ask:

“If you can't yet believe you're capable of crossing your terror barrier in one jump, how do you think you get there instead?”

Let them guess.

“We build it, step by step, next time.”