

TOMORROW'S ENTREPRENEUR'S

Teaching Pupils how to think not
what to think



5th & 6th Class

CEANNAIRÍ DRAÍOCHTA

An online resource for learning and applying 21st century skills



Ceannairí Draíochta Programme
is funded by Enterprise Ireland



**ENTERPRISE
IRELAND**

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Foreword

Welcome to 'Magical Leaders', an exciting, innovative approach to teaching 21st-century skills, supporting pupil's personal development and their attainment across the curriculum.

I recognise, as a parent of two young boys and working in the IT industry the need to change "how" and "what" we teach our children in primary schools. In under 10 years, a technological metamorphosis has



transformed the world into a society where innovation and change are an integral part of our lives. Are we ready for re-engineered communities? We are creating the Internet of Things (IoT), Block-chain and

Cryptocurrency, Artificial Intelligence (AI) and Virtual Reality/ Augmented Reality (VR/AR)? Have we prepared the next generation for what is coming?

We live in a time of unprecedented social, economic and environmental change and challenge, driven by accelerating globalisation and technological innovation. Young people need to embrace and thrive in this uncertainty. 'Magical Leaders', funded by Enterprise Ireland, will support the curriculum and help to enhance teaching and learning but also change how business education is delivered in primary schools across Ireland.

Peer-to-Peer Education is an integral component of the programme as it contributes to building self-esteem, self-confidence and it intrinsically motivates life long learning.

'Magical Leaders' will enable young people's 21st century skills (C21 Skills) by providing high quality content to develop a growth mindset, foster resilience and grow self-efficacy.

The OECD (2018) projected that the potential impact of focusing on the specific future skills needs of children would facilitate a:

- **Change the mindset** of children to help define tomorrow's hyper- connected, digital world.
- **Joined-up effort** to deliver a better economy for young people, and to boost growth, innovation and employment.
- **Scaling up** communication skills, team-working, confidence and resilience, and creative problem-solving skills to improve their jobs perspectives and employability and to help them become confident, contributing citizens.

'Magical Leaders' will help build online trust and enable young people to contribute to a vibrant Irish digital economy. The programme supports the UN Sustainable Development Goals and will reduce the under-representation of women in business, through content that has a multi-cultural orientation and celebrates difference and diversity in all its forms.

'Magical Leaders' aims to contribute to Ireland's global competitiveness by creating an 'Innovation Culture' in schools which will 'snowball' and further develop by enhancing children's attitudes to life-long learning, skill and knowledge acquisition about exciting enterprise projects that stimulate ambition and approaches to ethical, sustainable opportunities.

Teachers Introduction

The Teachers Introduction illustrates the programme rationale; explains the pedagogy; details the programme; describes a sample programme schedule; specifies the lesson location and requirement, and; lists the lessons roles for teachers and pupils.

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1 CREATING NEW VALUE FOR SOCIETY

Magical Leaders is funded by Enterprise Ireland, to provide an education program that is both inspiring to teachers and pupils and to provide young people with the thought processes, skill sets and tools to live happy and fulfilled lives.

There is a common perception that business owners are focused on maximising profit, and/or they are not concerned with developing social capital or improving their communities. Neither of these perceptions is entirely accurate and one of the first things that Magical Leaders seeks to address is that some ventures are for profit but that others are for purpose. For example, one of the ventures highlighted to the pupils is Moyo Nua – a venture that helps farmers in Malawi plant crops more easily.

Our definition of 'New Value Creation' is best described by Dr Bruce Martin, associate professor at Thompson Rivers University in Canada (and until recently, at University College Dublin): *"Developing the ability to create new value for society. Every business aims to create value as we all do as individuals when we work for a living (whether paid or not) being innovative is about creating new value."*

Being innovative is about problem-solving, creating something new and adding value to



people's lives. Teachers are innovators, they problem solve on a daily basis, create new opportunities for children and, add value to the lives of pupils, parents and their communities.

Not every young person can, or wants to be a business owner, but Zeeko strongly believes there are benefits to the individual, their community and wider society if pupils develop 21st century skills and attributes. When pupils improve their communication and social skills, their capacity for self-regulation, their critical thinking and leadership skills, pupils also improve their behaviour for learning and academic progress.

Schools, communities and the economy need people who are going to develop innovative products and services. The focus needs to be on 'New Value Creators' in the context of a changing world and creating new value for our shared society.

One of the only certainties that we can offer our young people is that change will be a constant. Developing 21st-century skills for young people, some of whom may live into the 22nd century is essential. It is also essential that this is done within the spirit of the UN sustainable development goals.

2 FOSTERING AMBITION

Magical Leaders employs a pupil centred approach with the aim to foster each pupils' **ambition**, through:

A	TTIBUTES	For 'New Value Creators' to develop an innovative culture
M	OTIVATION	To contribute, learn and succeed in social and commercial ventures
B	USINESS	Skills, driven by ethical, sustainable values
I	NSPIRING	The next generation grounded in an intrinsic motivation for learning
T	ENACITY	To learn through seeing effort as the path to mastery, embracing challenges, learning from feedback, persisting in the face of setbacks, drawing lessons and inspiration in the success of others
I	NTERPERSONAL	Skills to be better able to manage emotions, relationships and themselves
O	PPORTUNITIES	To improve relationships, team-work and self-efficacy
N	EW AWARENESS	Of leadership skills by teaching their classmates

3 ZEEKO



Zeeko is an Irish company backed by Enterprise Ireland. Zeeko has delivered **1,035 training days** in Primary and Secondary schools across **26 counties** from Sept 2017 to March 2020. Training was provided to Pupils, Teachers/ Principals & Parents on Internet Safety. Training was provided directly through face to face, peer to peer, train the trainer and remotely. The Zeeko application, Appyness Online, is a peer-led digital relationships education programme where 12-year-old children deliver the programme to 9-11-year-old children. In 2019/ 2020 school year, the programme was delivered in **89 schools, in 22 counties to 10,638 pupils**.

4 WHY PEER EDUCATION?

In Victorian times, early forms of peer education included 'monitor' systems where older school pupils taught literacy and numeracy to groups of younger pupils.

Peer tutoring experienced a revival during the 1960's particularly in North America and the former Soviet Union, where older students supported the learning of younger pupils. The thinking was that interaction between peers was linked to successful learning outcomes, because pupils would develop their skills through sharing their thoughts, discussing ideas and learning to compromise with other young people who are similar to themselves. Peer-to-peer learning, lacked some of the intimidation which, the theorists suggested, children might feel when being taught by adults.

Approximately 30 additional months' progress for both peer educators and peer educated pupils.

During the 1990s peer education became an increasingly popular way of providing health education with young people. In the USA, quantitative research methodologies have reported on short-term impacts but paid little attention to understanding the process. In the UK, evaluation of peer-led approaches has tended to remain principally within the grey literature (Svenson 1998) of unpublished reports, although there have been a few notable exceptions (Ford and Inman, 1992; Phelps et al., 1994; Mellanby et al., 1995; Frankham, 1998), who have shown some positive outcomes for both peer educators and those who have been peer-educated. There is also some evidence that peer education can influence young people's behaviour in a way that adults struggle to match (Mellanby 2000).



More recently, the Education Endowment Foundation (EEF) has reported the benefits of improving social and emotional learning in primary schools and the effectiveness of 'cross-age tutoring', in which older learners are partnered with younger pupils. The approaches used in Magical Leaders can have a positive impact on learning, with a potential effect equivalent to approximately **30 additional months' progress** for both peer educators and peer educated pupils.

Magical Leaders contributes to:

- Improvements for Peer Educators through collaborative learning; the use of digital technology, teamwork, meta cognition and self-regulation; presentation skills and by

receiving feedback from their classmates improving social and emotional learning

- Improvements for the peer educated through collaborative learning; speaking and listening; parental engagement; and, by providing their classmates with feedback, improving their social and emotional learning

Magical Leaders imparts a deeper knowledge of concepts which many pupils may already be



aware of e.g. concept of a customer. Simultaneously, the peer education approach focuses on improving attributes such as self-esteem and social competence as well as developing the pupils communication skills. Allowing pupils to make informed choices about their behaviour, and feel empowered to act on these choices. Involvement can enhance peer educators' self-confidence, consolidate their understanding of business, and enhance their sense of engagement with their school and communities.

Magical Leaders aim to use the benefits of peer education to improve the self-efficacy of the peer educators. The benefits to the peer educators are significant. Evidence indicates that the younger pupils not only enjoy the sessions but develop positive **A**tttributes, **S**kills and **K**nowledge (**ASK**) about new ventures. It is this virtuous spiral of improvement in young people's transversal skills which aims to improve whole school culture.

5 HOW DOES PEER EDUCATION WORK?

There are a number of psycho-social learning theories that underpin the efficacy of peer education which include:

- **Changing social norms:** the perceptions of what individuals regard as normal among the people whose opinions and views they respect, can positively influence behaviour. Peer education provides young people with realistic information about the behaviour of their peers and maybe effective in modifying any inaccurate perceptions they held. (Fishbein 1990)
- **Diffusion of new ideas:** suggests that change is initiated by a few key people in a group who are known, liked and trusted, and whose views are valued by others (Rogers 1983). Others copy their actions. Peer educators are often selected because they have this potential for influence. By communicating messages regarding new value creation, peer educators can positively influence the attitudes and understanding of their classmates. Young people who engage as peer educators, consistently report improvements in their own 'relationship & communication skills' and 'knowledge' (Kay 2002). Such approaches can also increase the self-efficacy of the peer educators.
- **Balanced development:** One of the criticisms historically levelled at peer education is that it does more for the 'educators', then the 'peer educated'. Magical Leaders seeks

to capitalise on this by rotating the responsibilities for peer education, whilst providing high-quality learning tasks with appropriate structure and the support from their regular class teacher. This will ensure positive learning outcomes for the peer-educated but also harness the personal development opportunities for the educators.

When the teacher models the first lesson, and pupils give them feedback on **what went well** and **even better if**, it starts a process of changing and further enhancing the learning ethos of the classroom, developing not only knowledge, but allowing opportunities for enhancing skills and developing positive personal attributes. This in turn supports a positive classroom ethos and learning across the curriculum.

Peer education not only aims to increase the **A**ttitudes, **S**kills and **K**nowledge (**ASK**) that pupils have about new value creation, but also enables pupils to practice interpersonal skills face to face in the classroom.

6 MAGICAL LEADERS OVERVIEW

The overall aim of the programme is to compliment and enrich the school's curriculum by developing transversal skills with primary-aged pupils. A critical component in the delivery will be to teach pupils through practical hands-on experience, that transversal skills are essential for success in learning and life. Magical Leader's goal is to develop positive attributes in each pupil by :

- **Inspiring** ambition
- **Increasing** self esteem and self efficacy
- **Learning** from feedback
- **Finding** lessons and inspiration in the success of others

Magical Leaders enhances the learning of pupils in 5th Class and 6th Class, and is comprised of two parts, Part 1 - Introductory Programme and Part 2 In-Depth Programme. The overarching objective of Part 1 and Part 2 is to promote an enterprising culture both in and outside of the school environment by engaging the whole school community (pupils, teachers and parents).

Part 1 – Introductory Programme

Provides a **high level** of detail for both pupils and teachers with an **introduction to enterprise knowledge and skills**.

This Introductory Programme includes 6 lessons - or 'Challenges' as they are referred to in the pupil notes. Lesson 1 is introduced and modelled by the teacher. Lessons 2 - 6 can also be facilitated by the teacher. However research suggests the lessons even more effective when facilitated by pupils, as peer educators to the rest of the class and supported by their teacher. These lessons cover:

	Title	Challenge	Led by	Enterprise Owner	Key Focus
1	New Value Creators	Snow Castle	Teacher	Jack O'Connor - Moyo Nua	Creating new value for society; modeling peer learning; giving and receiving feedback to improve future learning
2	Effective Communication	Skull Island	Peer Educators	Bobby Healy - Manna Drones	Effective communication skills
3	Self Awareness and Relationships	Suburban Surprise	Peer Educators	Aimée-Louise Carton - KeepAppy	Emotional regulation; thinking correctly under pressure
4	Team-working	Wild West	Peer Educators	Wendy Oke - TeachKloud	Team working; and recognising the perceptions of others
5	Creative Problem Solvers	Castle in the Clouds	Peer Educators	Hugh Cooney - BleeperBike	Creative problem solving skills
6	Critical Thinking	Dark Dungeon	Peer Educators	Ahmad Mu'azzam - Evocco	Critical thinking skills
7	Celebrating the Learning		Teacher	N/A	The Magical Leaders 'Wall of Fame'

Lessons 2-6, ideally lead by the pupils, employ active and action orientated learning strategies that focus on one practical case study per lesson to support pupil's development of transversal skills. The following so-called 'soft' skills are practiced in each lesson:

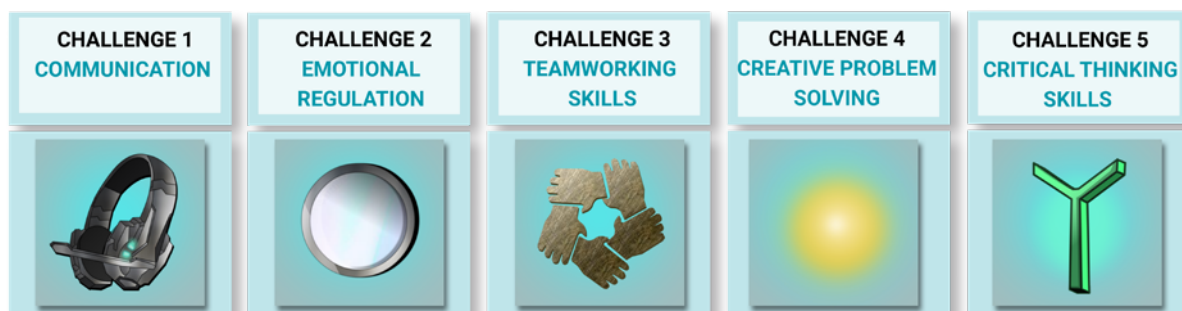
- Communication skills including active listening
- Oracy and presentation skills
- Emotional regulation
- Team-working skills
- Creative problem solving skills
- Critical thinking skills
- Social skills
- Leadership skills
- Learning from feedback

Lesson Challenge

Each lesson introduces a real venture owner. At the start of each lesson the venture owner sets a “Challenge”. Then, pupils are presented with details based on real life situations, and are tasked with making difficult decisions based on the evidence given. The “Challenges” are designed to raise questions and to present just enough data to stimulate/engage pupils to find their own answers.



Each “Challenge” is linked to the lesson learning outcomes; key messages; presentations; discussion activities, and activities for the lesson. At the end of the lesson the venture owner suggests a solution to the “Challenge” the set.



Teacher/ Peer Led Facilitation

Resources are provided to enable pupils work in 5 teams; each team takes a turn at being peer educators for the rest of the class. For the pupils to get the full benefit of being a peer-educator, teachers need to ensure that each team is fully briefed and rehearsed to enable them to succeed and flourish. Alternatively, the teacher may choose to facilitate the learning themselves, either in the classroom or virtually.

Celebration Event

Zeeko also encourage schools to include a celebration of learning event. The Magical Leaders demonstrate their learning, which teachers can record and share either on social media and / or on the Magical Leaders 'Wall of Fame'. **Reference Page 25**

Part 2 – In Depth Programme (not described in this book) Available September 2021

Part 2 “In Depth” programme provides **specific detail** and the **key core components of enterprise knowledge, skills and attributes**.

Part 2 applies the transversal skills developed in Part 1. The practical project in Part 2 aligns with one of the UN Sustainable Development Goals (UNSDG). There are 6 lessons. Sessions can be facilitated by the teacher, but preferably by pupils, as peer educators to the rest of the class. Peer educators are supported by their teacher. The lessons cover:

- ‘9 Enterprise Building Blocks’
- Let’s Help our Customers
- Let’s Investigate!
- What about the Money!
- Let’s Build It!
- Let’s Sell It!

Lessons employ active and action orientated learning that focus on a practical project to support pupil’s development of transversal skills. Part 2 Lesson 1 - ‘9 Enterprise Building Blocks’ builds on Part 1 Lesson 1 - New Value Creators. The 9 Enterprise Building Blocks are adapted from “The 9 Building Blocks” from “Business Model Generation” written by Alexander Osterwalder and Yves Pigneur. The 9 Enterprise Building Blocks provide a practical tool to understand the interdependencies and ‘trade-off’s’ of the 9 components **for any business**. In the remaining 5 lessons of Part 2 pupils are guided and apply the ‘Enterprise Building Blocks’ to the practical project.

Each of the 6 lessons in Part 2 are ideally delivered by a different group of peer educators and supported by the teacher. Each week the teacher will run through the lesson with the peer educators in advance of the lesson. Full notes include suggestions of how to prepare the peer educators and the class(es) that they are going to work with.

Zeeko also encourage schools to include a celebration of learning event in which Magical Leaders (the 5th and 6th class pupils) demonstrate the skills they acquired from their practical project In Part 2. Teachers can once again record and share their pupil’s presentations either on social media and / or on the Magical Leaders ‘Wall of Fame’. This growth mindset culture will be further consolidated by a national recognition event celebrating attributes such as:

- Seeing effort as the path to mastery
- Embracing challenges
- Learning from feedback

- Persisting in the face of temporary setbacks
- Finding lessons and inspiration in the success of other

7 CROSS-CURRICULAR LINKS

Magical Leaders lessons can be used to support cross-curricular learning especially in SPHE and English. The activities tie in with teaching the following subjects, strands and topics:

- **SPHE:** Myself and Others, Relating to others, Communicating.
- **SPHE:** Myself and the Wider World, Developing Citizenship, Living in the local community.
- **SPHE:** Myself, Self identity, Developing self-confidence.
- **English:** Oral Language, Communicating and Understanding.

8 LESSON FORMAT

Each of the lessons follows a similar format. Each lesson is broken down into sub-parts/ points. Each sub-part/ point corresponds to a phone location in the online programme.

Phone 1: Today's session is all about...

Phone 2: The "Challenge" is introduced by an enterprise owner via a video

Phone 3-8: Peer led presentation; Individual written activity; Group discussion

Second Last Phone: Lesson recap and details of the home activity, including completion of the reflective learning log

Last Phone: The enterprise owners suggested solution to their "Challenge". In the final Phone, the Peer Educators of the day ask for and receive feedback on the lesson.



At the start of each lesson, the facilitators whether they are peer educators or teachers, remind the class that the success criteria for their session are:

- Everybody in the presenting group should take part
- Presenters should speak clearly
- Presenters should sound enthusiastic
- Presenters should stimulate discussion amongst the rest of the class and encourage each group to give feedback and their thoughts / comments

At the end of each lesson the participating pupils individually score the facilitators (whether they are teachers or peer educators) and give feedback based on the success criteria.

9 LESSON TIMING AND SUPPORT

- **1 Hours Lesson:** The lesson plans for Magical Leaders are designed to last approximately one hour. This is made up of 45 minutes activity, 15 minutes of feedback / consolidation. Schools unable to commit to this amount of time can review carefully, which aspects of the classroom presentation and/or discussion are cut.
- **Differentiation:** Lesson durations include suggested timings for each discussion, inevitably, pupil discussions, presentation and feedback means that these cannot be precise. In most lessons, if the discussion finishes a few minutes early, pupils will be able to start their reflective learning diary and/or homework task.
- **Rescue the Session:** In the event of pupils becoming confused or lost, especially those who are presenting the lesson, teachers will have to be ready to step in and appropriately rescue the session. There is, of course, a fine line between supporting the peer educators and taking over the lesson. Zeeko would ask teachers to ensure that the self-confidence and dignity of all pupils is maintained.

10 PREPARATION, MODELLING AND SUPPORT

In the notes below, **reference Page 22**, teachers will find more specific details about the first lesson, which they are going to lead. This teacher led session is crucial to introduce 'Magical Leaders', to establish the learning ethos and to model the facilitative approach.

The pupils will be asked to work in five groups. If teachers opt for the peer education route each group will take it in turns to facilitate a different lesson, starting with Lesson 2 'Effective Communication'. Teachers may wish to spend some time before Lesson 1 selecting and identifying which pupils will take which of the peer education roles.

The format of the lessons is explained to the pupils in the first lesson, but it is essential that the teacher has prepared this beforehand. Teachers will also need to ensure that each of the peer education teams is fully briefed, practised and prepared for when they are going to be leading the learning. The amount of support that teachers are able, or need to give different teams, will be very much at their professional discretion.

11 GROUP AGREEMENTS

One of the most important parts of setting behaviour expectations is to introduce and, as appropriate, co-construct the ground rules that pupils will follow when the peer educators are leading the class. Teachers can do this as part of the first lesson or may wish to confirm these ground rules with the class before starting each of the 'Magical Leaders' lessons. See the **Ground Rules reference Page 51**.

To ensure a safe and appropriate learning environment, the pupils should suggest, agree and sign a group agreement. Some suggested ground rules are detailed below:

- **No personal comments:** We will avoid personal

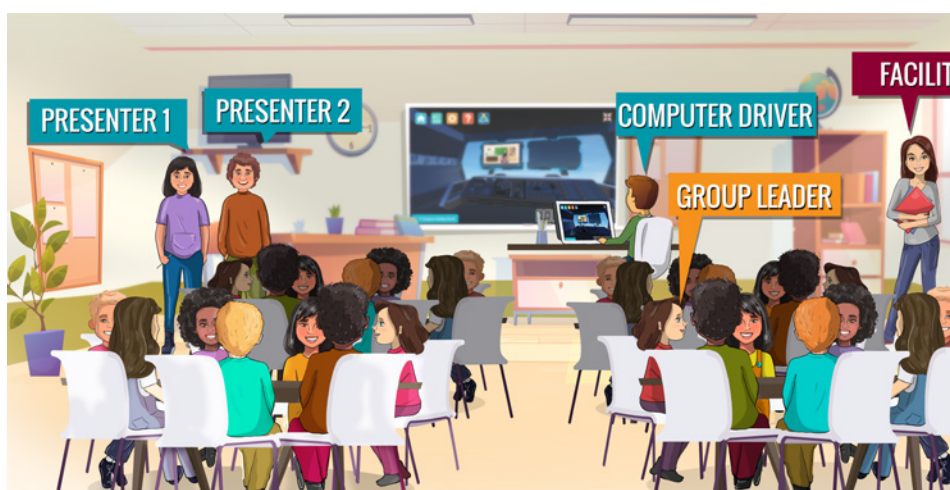


disclosures, or comments about other people, although there may be important moments for adults in the class to 'own' statements such as: I think racism is wrong; I will not allow homophobic comments etc.

- **Treat other people with respect:** We may not agree with everything another person says, but we should always treat them courteously
- **Listen to each other:** this maybe subsumed as part of 'treat people with respect'
- **The right to pass:** this does not mean disengaging from learning but allows thinking time or avoiding discussing something that is too sensitive
- **Engage with the learning**
- **Enjoy the learning**

12 SETTING UP THE PEER EDUCATORS

During the first lesson the teacher explains that pupils will be working in 5 teams. Each team will facilitate a different lesson, focusing on different transversal skills/attributes. Each team will need to identify two presenters, a computer driver and 2-3 group leaders..



There are three types of **Peer Educators** in each group of pupils:

- **Presenters:** Presenter 1 (who has a slightly larger role) and Presenter 2 (who helps to lead/ present the lessons)
- **Computer Drivers:** Manage the IT and lead the on-screen character through the virtual world to open the screens as appropriate
- **Group Leaders:** Lead group discussions and activities with pupils from the class that are receiving the lesson

Pupils will have different levels of self-confidence. Some will naturally want to be a 'Presenter', others may prefer to be a 'Group Leader' or 'Computer Driver'. It is up to the teacher's discretion to gently provide appropriate stretch and challenge for individuals and groups, and to encourage children to develop their presentation, assertiveness, and inter-personal skills. Teachers should also aim to enhance pupils' self-efficacy and develop their personal attributes such as their

courage, kindness and self-worth.

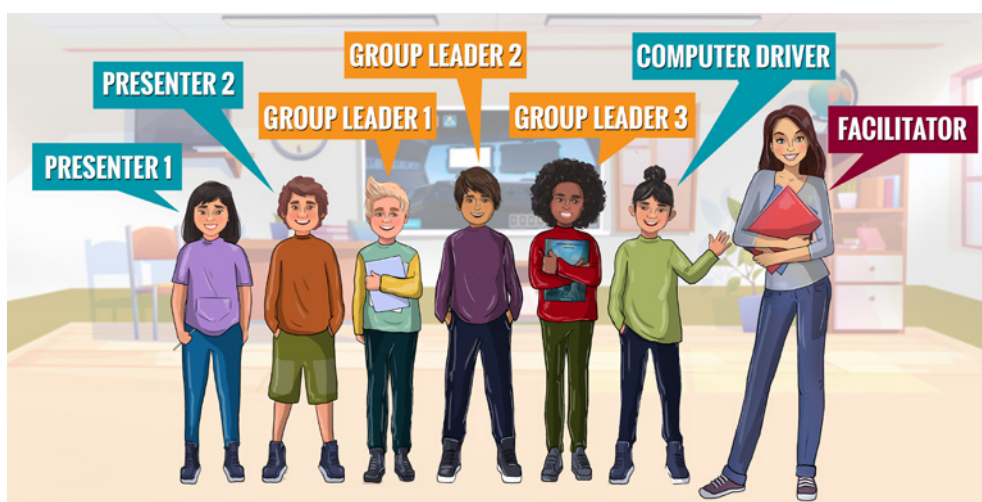
Teacher should note the following tasks:

- **5 Teams per Class:** In an average class of 30 pupils, there are likely to be five teams, each of six pupils. In smaller or larger classes, the team size may vary, but **it is important that there are five teams**, with an even spread of more confident (presenter) pupils and some who are perhaps less confident.
- **Teams and Roles:** Identify which group of pupils are going to lead each session and which of the roles each pupil in the team will fulfil.
- **Group Leaders:** These logistics mean that when a typical peer educator team of six members is leading the learning e.g. Team A, there will be four other groups in the class e.g. Teams B, C, D, E. The peer educator team i.e. Team A will have 3 Group Leaders, but there will be 4 Group Leaders required for each of the 4 groups of pupils receiving the lesson. There is a shortage of one Group Leader. The Teacher should ensure that the fourth group, who does not have a group leader, either nominates a member of their team to act as a 'Group Leader' or is lead by the teacher themselves. This allows the opportunity for the teacher to spend time in close observation with each group on a weekly basis.

13 BEFORE BEGINNING ANY LESSON

Teachers must ensure that:

- The Peer Educators are fully prepared and briefed to lead the lesson. They should have at least 2 presenters, 1 computer driver and 2-3 group leaders who are briefed to facilitate discussion and provide group feedback to the presenters and/or the rest of the class.



- The appropriate lesson plan is available through the Magical Leaders web-page <https://education.zeeko.ie/magical-leaders/> and that the 'Computer Driver' is ready to go.
- The class has been divided into groups of 5 or 6 students.

- All the pupils have their 'Mission Log' to hand
- The agreed 'Ground Rules' poster is displayed in a prominent position for the lesson and understood by all pupils.

The lessons do not need any particular special equipment except

Lesson	Special Equipment
Lesson 1	No special equipment needed
Lesson 2	No special equipment needed
Lesson 3	Each pupil will need a piece of A4 paper Computer Driver will need access to YouTube The Monkey Business Illusion: https://www.youtube.com/watch?v=IGQmdoK_ZfY&t=1s 1 packet of Marshmallows per team 1 packet of straight, dried spaghetti per team
Lesson 4	Each pupil will need a piece of A4 paper Computer Driver will need access to You Tube: https://www.youtube.com/watch?v=yXB-sXKAAVU (1:29) and https://www.youtube.com/watch?v=BjZ5O4sA-fg A set of sticky notes (post-its) or multiple pieces of paper per group
Lesson 5	Each pupil will need a piece of A4 paper
Lesson 6	A tennis or 'air flow' ball
Lesson 7	No special equipment needed

FEEDBACK

When the pupils lead the lessons (in lessons 2, 3, 4, 5 and 6) they will invite feedback from the class to assess how well they have done. The success criteria are:

- Everybody in the presenting group should take part
- Presenters should speak clearly
- Presenters should sound enthusiastic
- Presenters should stimulate discussion amongst the rest of the class
- Each group should share feedback and their thoughts / comments

Towards the end of the session the peer educators will ask the other pupils in the class to calculate a score out of five (one

point for each of the success criteria) and then discuss in their teams, the feedback that they wish to give the peer educator group. Each team should prepare three positive feedback comments about 'What Went Well' (WWW). For example:



- "Everybody spoke clearly and enthusiastically"
- "The presenters worked very efficiently with the group leaders and the computer driver to make the lesson run smoothly"

Each team should also agree one thing that the peer educators could have done **Even Better If ... (EBI)**. It is essential that teachers reiterate that the feedback should not pick on an individual but emphasise that the peer educators have got to work as a team so, for example "It would have been even better if the team had spent a little bit more time rehearsing so that they knew who was going to say what, and when".



As you will see in the lesson notes below, rather than hearing three positive pieces of feedback from each of 4 teams, the teams will be numbered, and the computer driver will use the random number generator to identify two teams to give feedback.

When the WWW and EBI feedback is given, there should be no discussion, the peer educators should simply say thank you.

To enable pupils to see how this can be done successfully, the lesson notes for lesson one, 'New Value Creators' ask that **the pupils give feedback to the teacher**. This may feel rather strange at first but it's really important to model receiving feedback from and for the pupils.

14 HOME LEARNING ACTIVITIES

Zeeko appreciates that some primary schools do not "do homework" for SPHE. It is important for pupils to consolidate the learning, to:

- **Engage** and encourage pupils to talk to their families about their learning
- **Anticipate** the next lesson.

For example, at the end of Lesson 2, pupils are encouraged to reflect on their learning but also to talk to their family about when they might have worked together as a team. This could provide parents/carers with opportunities to talk about their own experiences of work or be as simple as organising clearing the table and doing the washing up.



15 LEARNING ASSESSMENT

Rather than dictate to schools how to assess pupils learning and progress, a range of different approaches are provided, from which schools can select. [Reference Appendix Page 145](#)

As part of the assessment of learning, each pupil will have their 'Mission Log' in which they can record aspects of their learning, reflect on the learning from each lesson and access tasks for home learning. The 'Mission Log' will serve as an 'aide mémoire' when pupils are preparing their celebration event (Lesson 7).

The 'Mission Log' can also be retained between Part 1 and Part 2 of Magical Leaders, so that when pupils participate in Part 2 of 'Magical Leaders' they can refer back to a snapshot of their prior learning.

16 DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils; teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support to further develop their thinking.

17 BUILDING ON THIS RESOURCE WITH SEN PUPILS

Consideration needs to be given to how pupils with **Special Education Needs (SEN)** can be better enabled to achieve the learning outcomes of this learning resource. Some SEN pupils may need more time to explore the concepts in the lessons and/ or more opportunities to develop strategies and skills needed for them to develop their skills. To that end, lessons should be revisited by resource learning support teachers on a one-to-one basis or in a small group situation as appropriate. Some pupils may need additional and dedicated time to:

- Explore effective communication
- Develop strategies and skills needed for emotional self-regulation and managing relationships
- Explore teamwork concepts
- Develop creative problem-solving strategies
- Develop critical thinking
- Practice and apply new terms contained in the glossary
- Work on activities that are broken down into achievable subtasks and where key learning objectives and vocabulary can be pre taught
- Review and check previous work

Opportunities for direct teaching, learning, role play, modelling, repetition and use of social stories may need to be considered as part of overall planning within the school. Some other strategies that maybe considered include:

- **Pair up pupils** of mixed ability
- **More Time:** Give the group more time to take the lesson
- **Break down lessons** to be more task orientated

Alternatively the programme could be ran with the SEN and Special Needs Assistants (SNA) outside the class weekly for 1 hour sessions.

18 REMOTE LEARNING

If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

19 CELEBRATION OF LEARNING EVENT

- **Planning:** The format of this session should be thought through by the teacher, and agreed with the principal before starting the 'Magical Leaders' programme. Details can be found in the lesson notes below, but the second half of Lesson 6 is designed as preparation so that the pupils can showcase and celebrate their learning. It is recommend that each team focuses on the attributes, skills and knowledge that they taught the rest of the class about (e.g. if team 2 facilitate the session on communication, they should focus on communication).
- **Format:** Pupils are encouraged to showcase their learning in consultation with their teacher, to ensure the best possible approach. So, for example, some groups may choose to do a PowerPoint presentation, others may choose to demonstrate their learning as a song or as a rap, a TV ad or a practical demonstration. Each presentation should not be any longer than 3 minutes – although again, practical arrangements around this are very much of the teacher's professional discretion.
- **Parent/ Carer Engagement:** Schools will need to think through whether they are able to invite parents/carers in to observe the celebration, or whether this can be filmed and put on social media/the schools website (safeguarding restrictions permitting).
- **Wall of Fame:** Zeeko also invites all schools participating in Magical Leaders to record their celebration event either as still images or as a movie (which could be filmed on a phone) which will then be posted with the school's logo onto the 'Magical Leaders, Wall of fame'!

20 TEACHER TRAINING




Teacher training for Magical Leaders is provided in two forms:

- 1 hour webinar via Zoom after school at pre-arranged times. Book a session at
- <https://zeeko.ie/magical-leaders-teachers-briefing/>
- 1 hour online course via Zeeko's education platform which can be taken at any time.

Further details can be found on <https://zeeko.ie/magical-leaders/>

21 SUPPORT

Support is available to teachers for teaching and technical issues through 3 channels listed below:

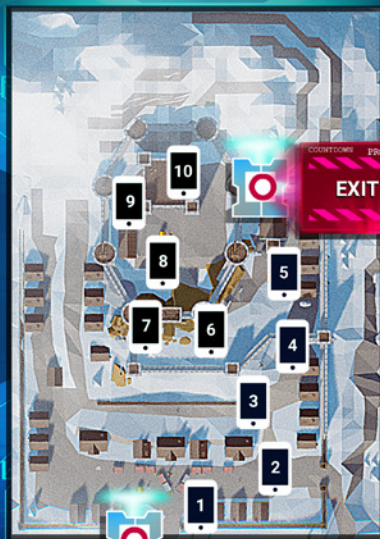
		
https://zeeko.ie/support/	support@zeeko.ie	+353 (0)1- 96 96 708

The phone number and support email will be monitored during normal school opening hours and up to 17:00 each day.

CHALLENGE 1 - SNOW CASTLE

CHALLENGE 1

Your challenge is to work your way through the Snow Castle. Find the phones. Complete your mission log and report back to Soportar.



EXIT HERE

YOU ARE HERE

Teacher Lesson Overview

CORE CONCEPT

- **The class teacher models** the skills, concepts and practical activities for the peer education process.
- **Pupils reflect** on their attributes, which will help pupils to consider the role attributes play in their practical project for part 2.
- **Pupils practice** giving and receiving feedback, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.

PURPOSE

- **New Value Creators:** Ground the programme in the innovation domain.
- **21st Century Skills Tool-kit:** Introduce the concept of the 21st Century Skills Tool-kit (transversal skills) as a foundation to building an enterprise.
- **Model Peer Education Process:** Introduce the peer education process. Model some of the skills, concepts and practical activities for the peer educators.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



The learning from the lesson is supported by learning from Jack O Connor of Moyo Nua. Jack provides a seed planter to farmers in Malawi. 'New Value Creation' is linked to UNSDG number 2-Zero Hunger with Moyo Nua.

LESSON 1 – NEW VALUE CREATORS

CURRICULUM LINKS

English strand: Oral Language

Strand unit: Communicating

- Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences

SESE, Geography, Science strand: Recording and Communicating

Strand unit:

- Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using information and communication technologies

KEYWORDS USED

Attributes; Customer Value; Enterprise; Enterprise Building Blocks Innovation; For-Profit, For-Purpose; Jobs to be Done; New Value Creators; Venture.

METHODOLOGIES

Analysing, Discussing, Giving & receiving feedback, Observing, Recording.

INTENDED LEARNING OUTCOMES:

By the end of the lesson, Pupils will:

- Describe the 9 Enterprise Building Blocks for any enterprise
- Explain how the 21st Century Skills (i.e. Emotional self-regulation; Team working; Communication; Creative thinking; Problem solving and Critical thinking skills) contribute to building an Enterprise.
- Recognise the difference between a For-Profit and For-Purpose Enterprise.

LESSON 1 - NEW VALUE CREATORS

- Identify the positive attributes that 'New Value Creators' have and pupils recognise they too can develop these positive attributes.
- Identify the peer group they will work and present with. Explain their various roles for 'Magical Leaders' Mission Keneng.
- Implement a feedback process. Explain "what went well" and identify how it could be "even better if".

DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils learning and progress, we have provided a range of different approaches from which schools can select. [Reference Appendix Page 145.](#)

FACE TO FACE AND REMOTE LEARNING



If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

Teacher Notes

This lesson aims to introduce the pupils to their new value creation journey. Although this first session is modeled by the teacher (and subsequent sessions could be facilitated by the teacher) the recommended approach for the remainder of the programme is that the pupils prepare in their teams to facilitate each of the next five lessons.

PHONE 1 - WHAT IS CUSTOMER VALUE?

The lesson starts with a discussion about 'What is Value?' And the explanation that value is created by solving a problem for someone or by doing a job for them.

LESSON 1 - NEW VALUE CREATORS

PHONE 2 - WHAT IS AN INNOVATION?

An innovation is a new way of solving a problem for someone or doing a job for them.

PHONE 3 - WHAT IS VALUE FOR SOCIETY?

- Pupils work in their groups, each with a group leader (spokesperson) to discuss Classroom Group Activity 1:
- **Question:** What is the impact on our community of a delivery drone? Is the impact good or bad? Why?
- **Question:** Are there other ways a delivery drone could impact our community, in addition to affecting our environment?
- What do Magical Leaders do – they come up with wild ideas to create new ways to solve problems or do jobs for people.

PHONE 4 - WHAT ARE NEW VALUE CREATORS?

- Magical leaders like Jack, create new value for society. Pupils complete Classroom Activity 1 - 'Successful Ventures'.
- The 9 Venture Building Blocks are introduced. Pupils complete Classroom Group Activity 2 – 'Venture Building Blocks Mix and Match'.

PHONE 5 - FOR PURPOSE OR FOR PROFIT?

- Pupils discuss Classroom Group Activity 2
- **Question:** Is Moyo Nua for profit or for purpose?
- **Question:** Did Jack mention any of the 9 Venture Building Blocks?

PHONE 6 - MAGICAL LEADERS SKILLS AND ATTRIBUTES

- What are some of the skills that new value creators need?
- Pupils fill in Classroom Activity 3 - 'Magical Leaders Attributes' and 'Peer Educator Team'.



PHONE 7 - YOUR SKILLS AND ATTRIBUTES

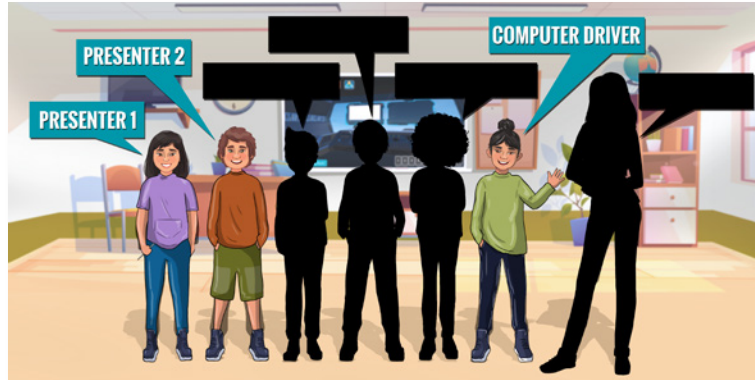
Feedback rules are explored. Classroom Activity 4 - Pupils write down three or more attributes that the person to the left has that could contribute to them becoming a Magical Leader and running a venture. Pupils identify their own attributes and create a list of 3-5 reasons why 'it's cool to be me!'

PHONE 8 - RECAP, FEEDBACK, HOME ACTIVITY

Pupils complete the 'Feedback Sheet. Pupils work in their teams to grade their teacher's performance against five success criteria and be ready to give feedback based on what went well (WWW) and what could they do even better if (EBI), in the future. The Home Activity is discussed.

CHALLENGE 1 – SNOW CASTLE

PRESENTER AND COMPUTER DRIVER SHEETS



PUPIL OVERVIEW

This challenge is the start of your **Venture Journey**. You will hear from Jack O Connor from Moyo Nua and their innovation to help farmers in Malawi. Customer value is about **solving problems or getting jobs done**. An innovation is a **new way to solve a problem or to do a job**.

United Nations Sustainable Development Goals (UN SDG) are a **plan to achieve a better and more sustainable future** for all by 2030. Jack helps with UN SDG 2 - Zero Hunger. Magical Leaders like Jack come up with '**wild ideas**' and **create new value for society**.

There are **9 Enterprise Building Blocks** that every venture uses. There are two types of venture, **For-Purpose** and **For-Profit**.

'**New Value Creators**' have **6 key attributes**: effective communication; emotional self-regulation; teamwork; perception; creative problem solving and critical thinking skills. Organise your Peer Educator groups and identify attributes you have to run a venture.

In the final part of the challenge recap what you did and learned. Provide feedback to the presenter (the teacher!) on **What Went Well** and would make the challenge **Even Better If** they included these take aways the next time. **You are always a winner with feedback**. It is super important when you get positive feedback or a 'take away', to say '**thank you**'.

HERE ARE THE KEY MESSAGES

- Customer value involves solving a problem or doing a job for a person
- An innovation is a new way of solving a problem or doing a job for a person
- The United Nations Sustainable Development Goals (UN SDG) are a plan to

CHALLENGE 1 - SNOW CASTLE

achieve a better and more sustainable future for all by 2030

- Magical Leaders come up with 'wild ideas' to create new ways to solve problems or do jobs for people.
- Magical Leaders create new value for society
- There are **9 Enterprise Building Blocks** for any Enterprise.
- **For Purpose** Enterprise - focused on the needs of the community and is sustainable by earning money
- **For Profit** Enterprise – focuses on maximising profit and which may do good for the community

'New Value Creators' have **6 key attributes**:

- **Communication**
- **Emotional self-regulation**
- **Perception**
- **Teamwork**
- **Creative problem solving**
- **Critical thinking skills**









Successful venture owners learn from feedback:






- It is cool to always learn from feedback. You are always a **winner when you learn from feedback.**
- To receive and give feedback use **WWW** (what went well) and **EBI** (even better if)

CHALLENGE 1 – SNOW CASTLE

MATERIALS REQUIRED FOR THE LESSON:

-  Computer with speakers and a keyboard to control the character in the lesson ☒
-  Lesson accessed through <https://education.zeekeo.ie/magical-leaders/> ☒
-  Lesson projected on whiteboard ☒
-  One presenter sheet for the presenter and teacher ☒
-  One group leader sheet for each group leader (typically 4) ☒
-  Each pupil should have a Reflective Learning Log ☒

BEFORE BEGINNING THE LESSON:

-  Access the lesson on the Tomorrow's Entrepreneurs website <https://education.zeekeo.ie/magical-leaders/>. Check the lesson is displayed on the whiteboard. ☒
-  Ensure that the class has been divided into groups of 5 or 6 pupils. A typical class of 30 pupils will have 4 groups or 6 pupils. Each group will have a group leader who will chair discussions and be the spokesperson for the group. ☒
-  Introduce / remind the class of the 'working agreement' rules you have for the lesson plan and classroom activities ☒

CHALLENGE 1 - SNOW CASTLE

PREPARATION INSTRUCTIONS

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are a storyteller. You and your team are facilitating the learning of your class mates.

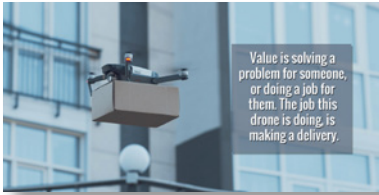
Reminder: You and your team need to work with your teacher to get the best possible learning / outcome for you and your classmates. Make sure that you know what you are going to say and do. If you have any questions about your challenge make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during your challenge.

PRESENTING INSTRUCTIONS

Presenters: To yourself, **read** the “Instructions” for each phone. **Read** the completed text from each phone to the class. When it is appropriate, **discuss** with the class, what is on the screen and the text you have read out.

CHALLENGE 1 – SNOW CASTLE

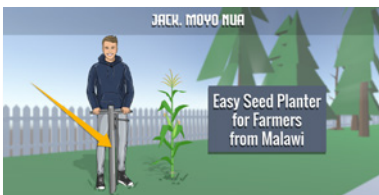
PHONE 1: WHAT IS CUSTOMER VALUE?



SCREEN 1

Instructions: Explain to your classmates

Read/ Discuss: Creating value for people is solving a problem, or doing a job for them. The job this drone is doing, is making a delivery.



SCREEN 2

Instructions: Explain what Jack does

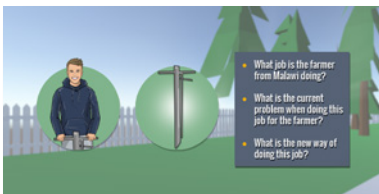
Read/ Discuss: This is Jack from Limerick in Ireland. As a teenager he set up a venture called Moyo Nua. Jack invented a tool for farmers in Malawi to make planting seeds easier.



SCREEN 3

Instructions: Show the video

Read/ Discuss: Now we are going to look at a video about Jack and farmers in Malawi.



SCREEN 4

Instructions: Ask your classmates about value

Read/ Discuss:

What two problems did the planters have?

How does Jack's invention solve the problems?

How does Jack's invention create new value for the farmers?

CHALLENGE 1 - SNOW CASTLE

PHONE 2: WHAT IS AN INNOVATION?



SCREEN 1

Instructions: Explain what an innovation is

Read/ Discuss: An innovation is a new way of solving a problem or doing a job for a person.



SCREEN 2

Instructions: Ask your classmates

Read/ Discuss: What job does a horse and cart do? What is the job a delivery van does? What is the new way of doing the job?



SCREEN 3

Instructions: Now, ask your classmates

Read/ Discuss: A delivery van delivers items to people.

What job does a delivery drone do? What is the new way of doing the job?

Does a horse and cart, delivery van and delivery drone do the same job?

CHALLENGE 1 - SNOW CASTLE

PHONE 3: WHAT IS VALUE FOR SOCIETY?



SCREEN 1

Instructions: Explain what the United Nations Sustainable Development Goals are.

Read/ Discuss: The United Nations Sustainable Development Goals (UN SDG) are a plan to achieve a better and more sustainable future for all by 2030.



SCREEN 2 - Classroom Group Activity 1

Instructions: Ask the Group Leaders to work with their group on Classroom Group Activity 1.

Read/ Discuss: Now our Group Leaders are going to do Classroom Group Activity 1.



SCREEN 3

Instructions: Ask your classmates

Read/ Discuss: What is the impact of Jack's agricultural tool for farmers in Malawi and their community? Is the impact good or bad? Why? For example does Moyo Nua's seed planter help grow food or help feed people?



SCREEN 5

Instructions: Explain what leaders do

Read/ Discuss: Being a leader means creating new value for society. Jack created new value for farmers in Malawi with a seed planter that is easy to use. Jack fulfills UN-SDG 2 - Zero Hunger



SCREEN 6

Instructions: Explain what Magical Leaders do

Read/ Discuss: Here are two barber shops. Both do the same job, cut hair. The barber shop on the left cuts hair by hand using a scissors. There is nothing 'new'. The barber in the barber shop on the right, had a 'wild idea'. He created a computer controlled scissor to automatically cut hair. Magical Leaders come up with 'wild ideas' to create new ways to solve problems or do jobs for people.



CHALLENGE 1 - SNOW CASTLE

PHONE 4: WHAT ARE 'NEW VALUE CREATORS'?



SCREEN 1

Instructions: Explain what new value creators are

Read Out and Discuss: 'Magical Leaders' create new value for society like Jack.



SCREEN 2 - Classroom Activity 1

Instructions: Ask the class to complete 'Successful Ventures'

Read Out and Discuss: Please complete the activity 'Successful Ventures'. What do ventures like Moyo Nua need to do to be successful?



SCREEN 3

Step Instructions: Point to the 9 blocks on the screen and read them out.

Read Out and Discuss: Here are the 9 Venture Building Blocks. Can you read through each block please.

Step 2 Instructions: Explain every venture has these 9 blocks.

Read Out and Discuss: Moyo Nua use these 9 Venture Building Blocks. Every venture uses these 9 Venture Building Blocks.



SCREEN 4 - Classroom Activity 2

Instructions: Ask the class to complete 'Venture Building Blocks Mix and Match'

Read Out and Discuss: Match the Venture Building Blocks on the left hand side with the corresponding Venture Building Block definition on the right hand side? If you get it right, what word does it spell?

CHALLENGE 1 - SNOW CASTLE

PHONE 5: FOR PURPOSE OR FOR PROFIT?



SCREEN 1

Instructions: Ask the class do all ventures focus on making money?

Read Out and Discuss: Some ventures focus on maximising the amount of money they earn i.e. profit. Can pupils think of some other examples? But other ventures focus on a purpose – doing good for the community. Can you think of some other examples?



SCREEN 2 - Classroom Group Activity 2

Instructions: Ask the group leaders to complete Classroom Group Activity 2.

Read Out and Discuss: We watched a video earlier about Jack from Moyo Nua. Please use your Classroom Group Activity 2 sheet to decide, in your team, is the venture for purpose or for profit? Did Jack mention any of the nine Venture Building Blocks that we have just been talking about.



SCREEN 3

Instructions: Meet Jack

Read Out and Discuss: Is Moyo Nua for purpose or for profit? Which of the Nine Venture Building Blocks does Jack mention?

CHALLENGE 1 - SNOW CASTLE

PHONE 6: MAGICAL LEADER SKILLS AND ATTRIBUTES



SCREEN 1

Instructions: Ask the class

Read Out and Discuss: What are some of the skills that 'New Value Creators' need?



SCREEN 2 - Classroom Activity 3

Instructions: Ask the class about the 'New Value Creator' attributes.

Read Out and Discuss: What do you think we might mean by:

1. Communication
2. Emotional self-regulation
3. Teamwork
4. Perception
5. Creative problem solving
6. Critical thinking skills

Why would a 'New Value Creator' need these attributes to run a successful Venture?



SCREEN 3 - Classroom Activity 3

Instructions: Pupils work in their teams to identify which of them is going to be the presenters (x2), the computer driver (x1) and the group leaders (x3). Pupils record the details in their Mission Log.

Read Out and Discuss:

Now what about you? Decide in your teams who is going to be a presenter, computer driver and group leader. Don't forget that the presenters cannot do their job without the computer driver or feedback from the group leaders, so it is all about teamwork, and working together to help each other.

CHALLENGE 1 - SNOW CASTLE

PHONE 7: YOUR SKILLS AND ATTRIBUTES



SCREEN 1

Instructions: Talk through the ground rules for feedback

Read Out and Discuss: Feedback is the key to getting better. You always win from feedback. There are 3 tricks with feedback

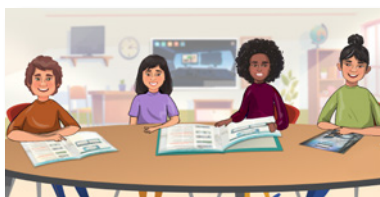
- Always listen
- Say 'thank you'
- Do not argue



SCREEN 2 - Classroom Activity 4

Instructions: Ask the class to complete 'My Classmates Skills and Attribute'

Read Out and Discuss: Please write down three or more attributes that the person to your left has that could contribute to running a Venture



SCREEN 3 - Classroom Activity 4

Instructions: Ask the class to complete 'Skills and Attributes Feedback from My Classmate'

Read Out and Discuss: Now take feedback from your classmate to your right. Record in your Mission Log the attributes they identified that could contribute to running a Venture.



SCREEN 4 - Classroom Activity 4

Instructions: Ask the class to complete 'It's Cool to be me'

Read Out and Discuss: This is an even harder task! In your Mission Log, write down at least three, ideally five or more attributes that you have which could contribute to running a Venture. Part of your home activity is to look yourself in the eye/mirror every morning and say 'it's cool to be' me because.....

CHALLENGE 1 - SNOW CASTLE

PHONE: RECAP, FEEDBACK, HOME ACTIVITY



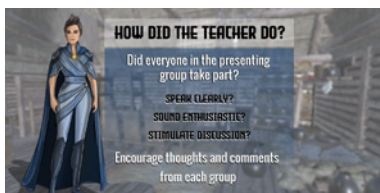
SCREEN 1

Step 1 Instructions: Find out what the class learned.

Read Out and Discuss: Can anyone tell me one thing they learned today?

Step 2 Instructions: Tell the class what you think is important from the lesson.

Read Out and Discuss: I think it is really important to _____.



SCREEN 2

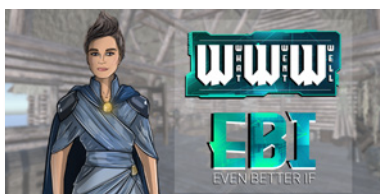
Instructions: How did they do?

Read Out and Discuss: Did they

- All members from the Peer Educator Team take part?
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



Modeled for
Challenge 1 by the
Teacher



SCREEN 3

Instructions: Reflect on how well the challenge went, WWW? (What went well?) and EBI (Even Better if ..).

Read Out and Discuss: Please be ready to give feedback based on what went well (three stars) and a wish... what could we do even better on a future occasion?



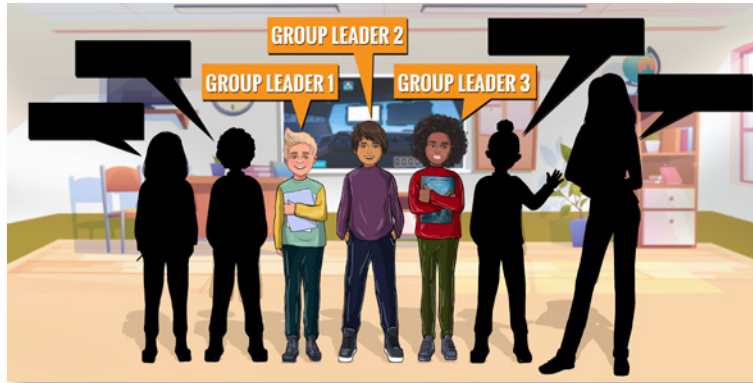
SCREEN 4

Instructions: Give the pupils details of the Home Activity

Read Out and Discuss: There is a Home Activity sheet in your Mission Log. Discuss the tasks with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you.

CHALLENGE 1 – SNOW CASTLE

GROUP LEADER SHEETS



PUPIL OVERVIEW

This challenge is the start of your **Venture Journey**. You will hear from Jack O Connor from Moyo Nua and their innovation to help farmers in Malawi. Customer value is about **solving problems or getting jobs done**. An innovation is a **new way to solve a problem or to do a job**.

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In the final part of the challenge recap what you did and learned. Provide feedback to the presenter (the teacher!) on **What Went Well** and would make the challenge **Even Better If** they included these take aways the next time. **You are always a winner with feedback**. It is super important when you get positive feedback or a 'take away', **to say 'thank you'**.

HERE ARE THE KEY MESSAGES

- Customer value involves solving a problem or doing a job for a person
- An innovation is a new way of solving a problem or doing a job for a person
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CHALLENGE 1 – SNOW CASTLE

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- **Perception**
- **Teamwork**
- **Creative problem solving**
- **Critical thinking skills**



Successful venture owners learn from feedback:



- It is cool to always learn from feedback. You are always a **winner when you learn from feedback.**
- To receive and give feedback use **WWW** (what went well) and **EBI** (even better if)

Group Leaders: Read through your group activity sheets. Think about what kind of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the challenge make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the challenge.

CHALLENGE 1 – SNOW CASTLE

CLASSROOM GROUP ACTIVITY 1



READ:

When we solve a problem or do a job for a person this creates value. An innovation is a new way of solving a problem or doing a job. What is value for society?

ASK:

Question: What is the impact on our community of a delivery drone? Is the impact good or bad? Why?

Question: Are there other ways a delivery drone could impact our community, in addition to affecting our environment?

ANY OTHER QUESTIONS



CLASSROOM GROUP ACTIVITY 2



READ:

Some ventures focus on a purpose. Others ventures focus on maximising the money that they make i.e. profit.

ASK:

Question: Is Moyo Nua for profit or for purpose?

Question: Did Jack mention any of the 9 Venture Building Blocks?

ANY OTHER QUESTIONS



CHALLENGE 1 – SNOW CASTLE

PUPIL SHEETS

PUPIL OVERVIEW

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CHALLENGE 1 - SNOW CASTLE

'New Value Creators' have **6 key attributes**:

- **Communication**
- **Emotional self-regulation**
- **Perception**
- **Teamwork**
- **Creative problem solving**
- **Critical thinking skills**



Successful venture owners learn from feedback:



- It is cool to always learn from feedback. You are always a **winner when you learn from feedback**.
- To receive and give feedback use **WWW** (what went well) and **EBI** (even better if)

CHALLENGE 1 – SNOW CASTLE

CLASSROOM ACTIVITY 1

SUCCESSFUL VENTURES

What does a Venture like Moyo Nua need to do to be successful. Fill in the blanks below. List the actions in the left hand column and how might they do this, in the right hand column.

Action Example: Sell more products/ services	How might they do this? Get more customers

CLASSROOM ACTIVITY 2

VENTURE BUILDING BLOCKS - MIX AND MATCH

Match the Venture Building Blocks on the left hand side with the corresponding Venture Building Block definition on the right hand side. The first Venture Building Block is matched with the corresponding definition, for you.

T Channels	R The cash an enterprise generates from customers
E Relationships	P The things that enterprise must have to make its enterprise succeed
P Resources	R What an enterprise must do to make its enterprise succeed
S Costs	N When enterprises solve their problems or provide things people need
N Benefit Customers	S The money spent to provide customers with products/services
E Customers	E Resources
I Partnerships	E People that enterprises sell/provide products/services to
E Profit	I With suppliers and partners that help the enterprise succeed
R Activities	T To reach customers and communicate with them
R Revenue Streams	E Not all Entrepreneurs will focus on profit

Rearrange the letter from above to reveal a word related to this challenge. The first letter is entered for you.






E									
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CHALLENGE 1 - SNOW CASTLE

CLASSROOM ACTIVITY 3

MAGICAL LEADER ATTRIBUTES

Write down what each of the attributes means in the blank boxes. Then, fill in how each of these attributes might help with a Venture.

MAGICAL LEADER ATTRIBUTES			
	ATTRIBUTE	WHAT DOES THIS MEAN?	HOW MIGHT IT HELP A VENTURE?
	Communication		
	Self awareness & managing relationships		
	Team working & other's perceptions		
	Creative problem solving		
	Critical thinking skills		

PEER EDUCATOR TEAM

Now what about you? Decide in your teams who is going to be a presenter, computer driver and group leader. Do not forget that the presenters cannot do their job without the computer driver or feedback from the group leaders, so it is all about teamwork, and working together to help each other.

TEAM MEMBERS ARE:	

CHALLENGE 1 - SNOW CASTLE

CLASSROOM ACTIVITY 4

MY CLASSMATES SKILLS AND ATTRIBUTES

Write down three or more attributes that the person to your left has that can contribute to running a Venture.



- 1.
- 2.
- 3.
- 4.

Classmate signature:

SKILLS AND ATTRIBUTES FEEDBACK FROM MY CLASSMATE

Now take feedback from your classmate to your right. Record in your Mission Log the attributes they identified that could contribute to running a Venture.



- 1.
- 2.
- 3.
- 4.

IT'S COOL TO BE ME

This is an even harder task! Write down at least three, ideally five or more attributes that you have which could contribute to running a Venture. Part of your home activity is to look yourself in the eye/mirror every morning and say 'it's cool to be' me because:

- 1.
- 2.
- 3.
- 4.
- 5.



CHALLENGE 1 - SNOW CASTLE

FEEDBACK SHEET



Enter the date

___ / ___ / ___

Enter the team members' names of today's Peer Educators

TEAM MEMBERS ARE:

On your own answer yes or no to each question below. Then add up the score

Success Criteria	Achieved? (Y/N)
Everybody in the (presenting) group must take part,	
Presenters must speak clearly	
Presenters must sound enthusiastic	
Presenters must stimulate discussion amongst the rest of the class and	
Encourage each group to feedback their thoughts / comments.	
TOTAL YES: <input type="text"/>	TOTAL NO: <input type="text"/>



In your groups, list 3 things the presenter(s) did well.

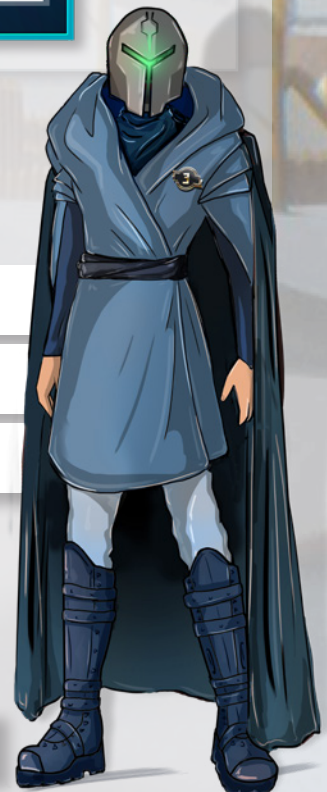
1

2

3



In your groups, note one item that would make the presentation even better if



CHALLENGE 1 – SNOW CASTLE

HOME ACTIVITY



MISSION LOG

Write down below your takeaways from the challenge today:

•
•

IT'S COOL TO BE ME

Look at yourself in the mirror and say "it's cool to be me" every day for the day next five days



PREPARE FOR THE NEXT CHALLENGE

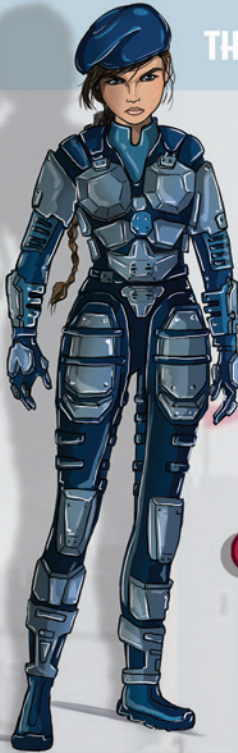
- Talk to your family and ask why good communication is important in life.
- Can they give you an example at home or in a work setting of what they did to communicate effectively?

MAGICAL LEADERS

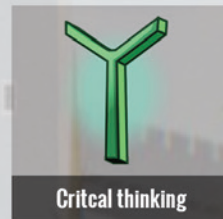
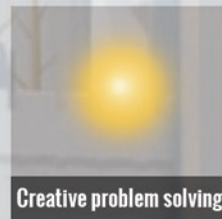
MISSION KENENG 1 - SNOW CASTLE

HANG ME
ON YOUR
BEDROOM
WALL

THERE ARE 9 VENTURE BUILDING BLOCKS FOR ANY VENTURE.



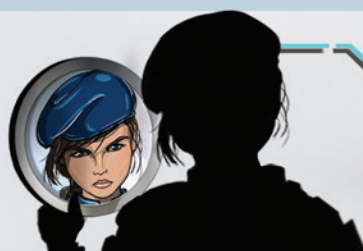
MAGICAL LEADERS HAVE 5 KEY ATTRIBUTES:



IT'S ALWAYS COOL TO LEARN FROM FEEDBACK. YOU ARE ALWAYS A WINNER.
TO RECEIVE AND GIVE FEEDBACK USE:



LOOK AT YOURSELF IN THE MIRROR AND SAY IT'S COOL TO BE ME EVERY DAY
FOR THE NEXT FIVE DAYS.



MAGICAL LEADERS

GROUND RULES

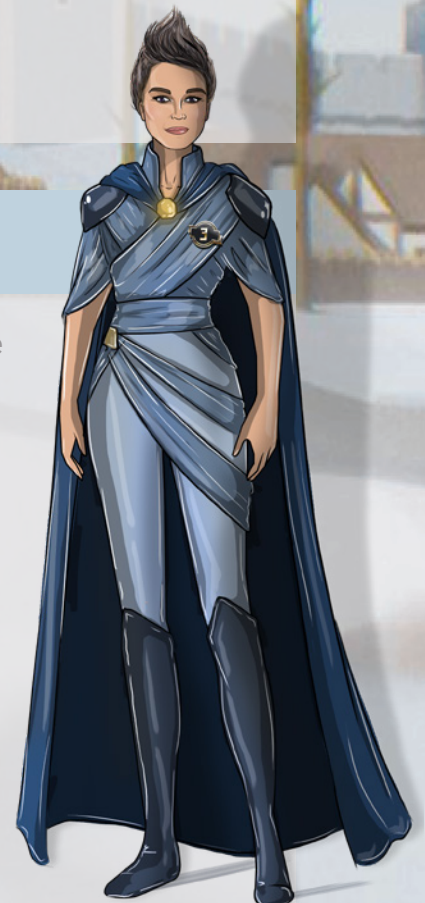
HOW WE ARE GOING TO WORK TOGETHER



Pupils are to come up with the ground rules and enter the ground rules in the section below.

SIGNED

Pupils to sign this section. I agree to use the ground rules we created during the Magical Leaders challenges.



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CHALLENGE 1 – SNOW CASTLE

Reflection on Mission 1

Objective	How well can you now do this?			Any comments?
I could explain...				
The 9 Enterprise Building Blocks				
The difference between an enterprise that is either For-Profit and For-Purpose.				
The Positive attributes that Entrepreneurs have.				
The positive attributes that I have and/or could develop.				
Who is in my peer team.				
Who is going to take each role (e.g. Presenter) in my peer team.				
How to give feed back to other people.				
How to receive feed-back from other people.				
Why it's cool to be me				

CHALLENGE 2 - SKULL ISLAND

Reflection on Mission 2

Objective	How well can you now do this?			Any comments?
I could explain...				
The importance of communication.				
Why it's important to repeat some messages / instructions.				
What paraphrasing is, and why it's important.				
Why it's important to listen more than we speak				
How effective communication helps creating new ideas				

CEANNAIRÍ DRAÍOCHTA

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