

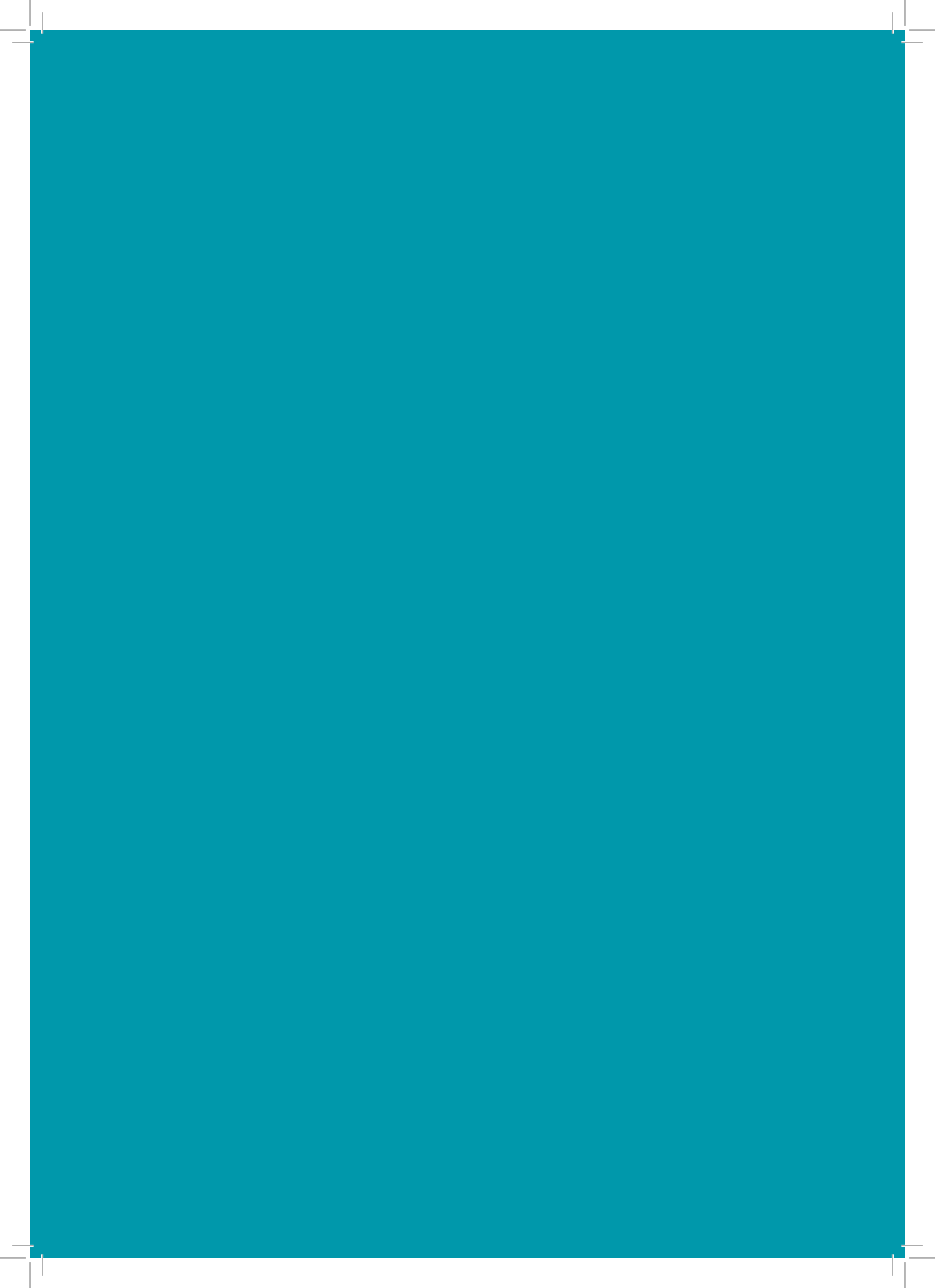
# CEANNAIRÍ DRAÍOCHTA

Teaching Pupils how to think not  
what to think



5th & 6th Class

**ZEEKO**





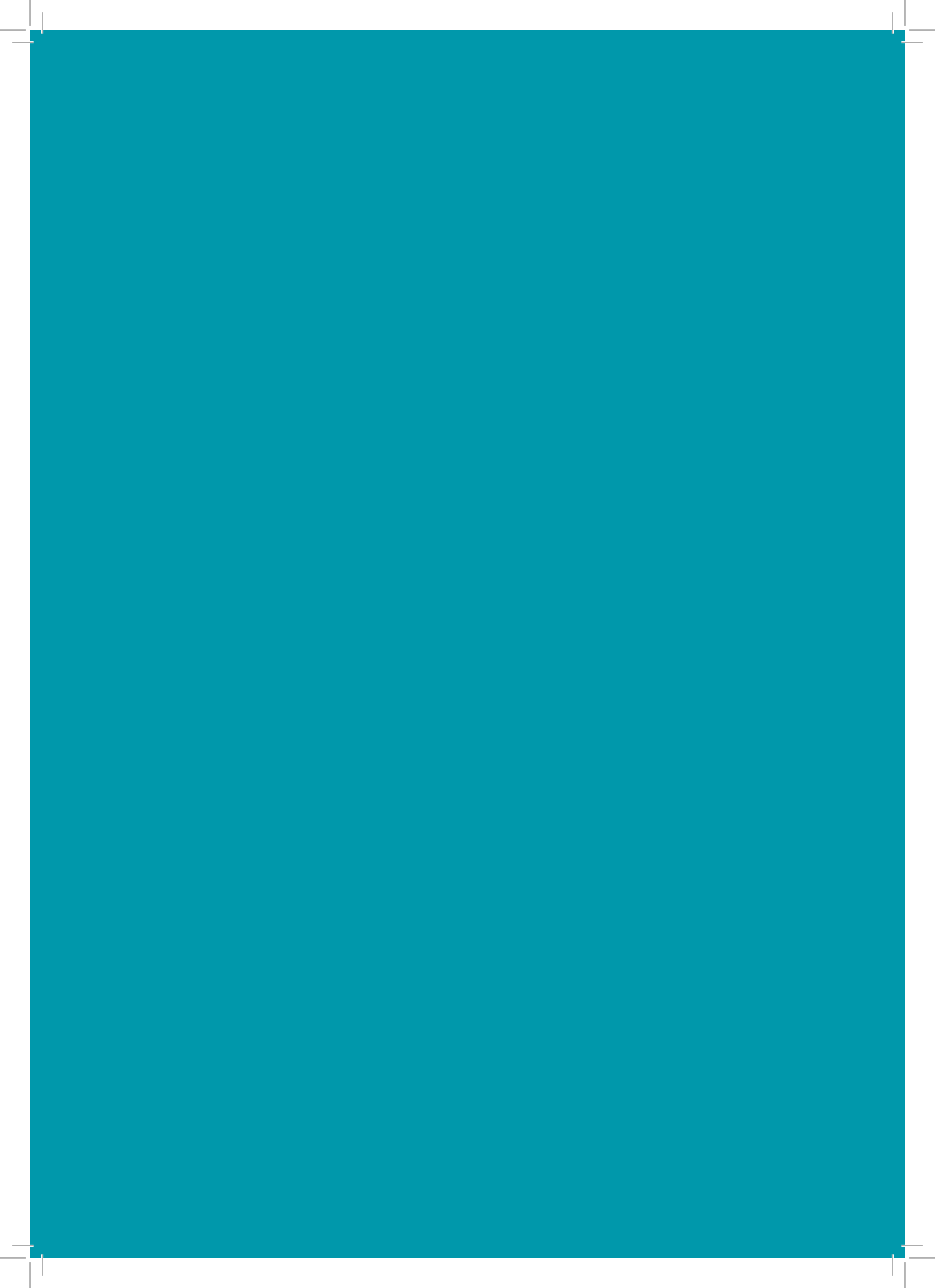
# CEANNAIRÍ DRAÍOCHTA

**An online resource for learning and applying 21st century skills**



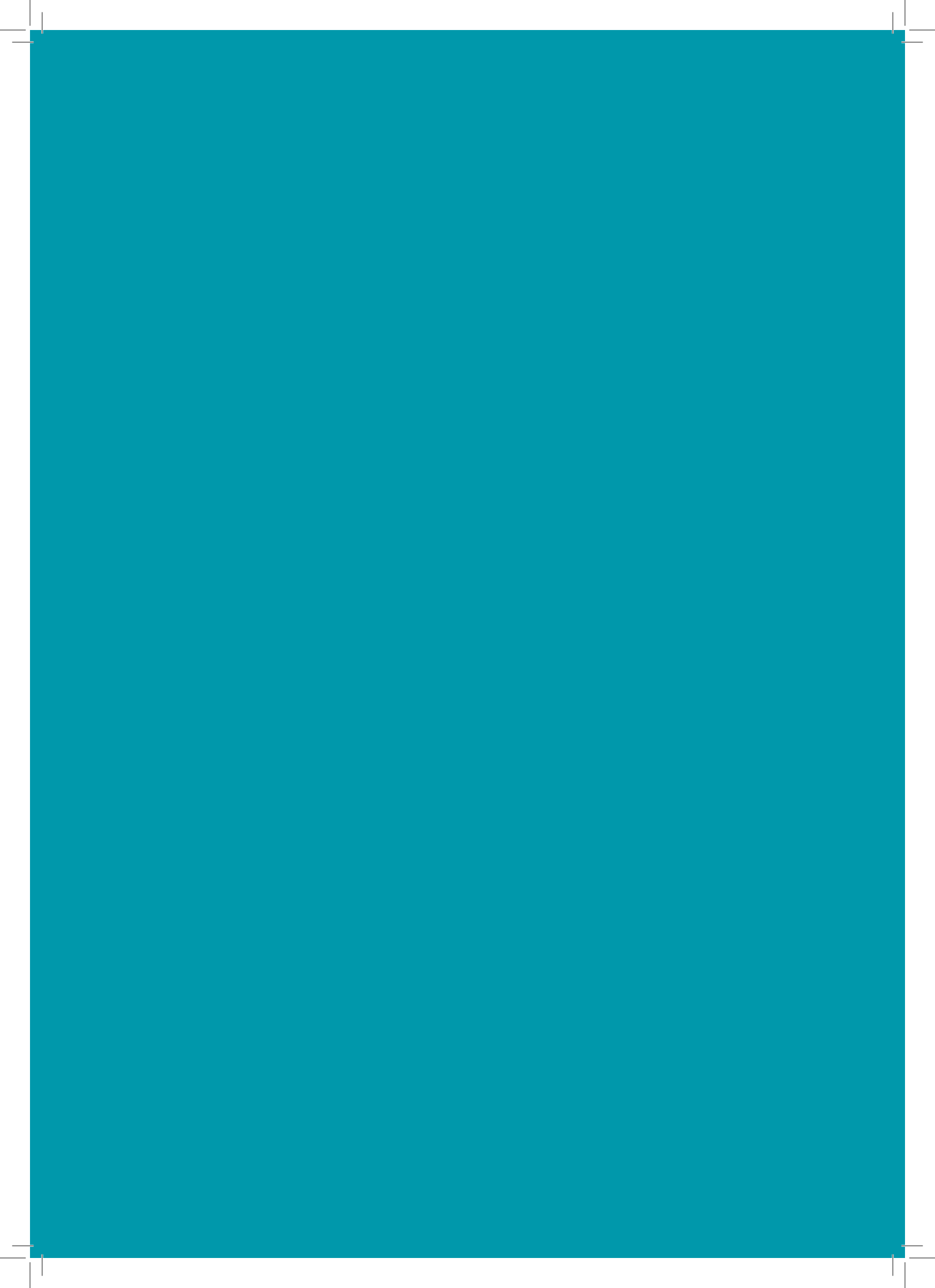
Ceannairí Draíochta Programme  
is funded by Enterprise Ireland







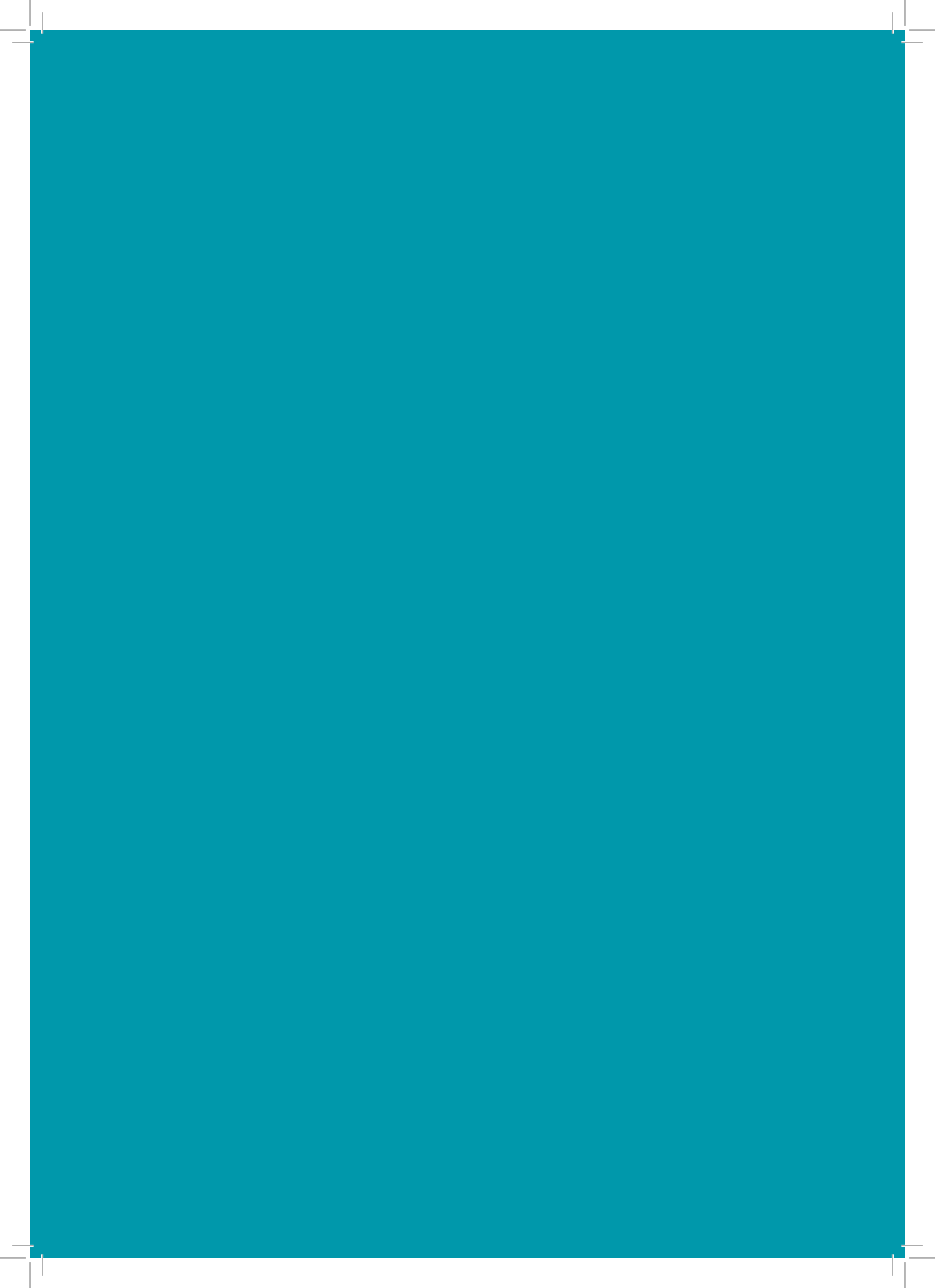
Thank you to Stephen, Emma, Robbie, John, Max, Linda, Laura and Maeve for all their ideas, and hard work to devise and deliver this programme.





# CONTENTS

FOREWARD	9
TEACHERS INTRODUCTION	11
LESSON 1 - SNOW CASTLE	29
LESSON 2 - SKULL ISLAND	59
LESSON 3 - SUBURBAN SURPRISE	86
LESSON 4 - WILD WEST	114
LESSON 5 - CASTLE IN THE CLOUDS	146
LESSON 6 - DARK DUNGEON	173
GLOSSARY	204
REFERENCES	206



## 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.

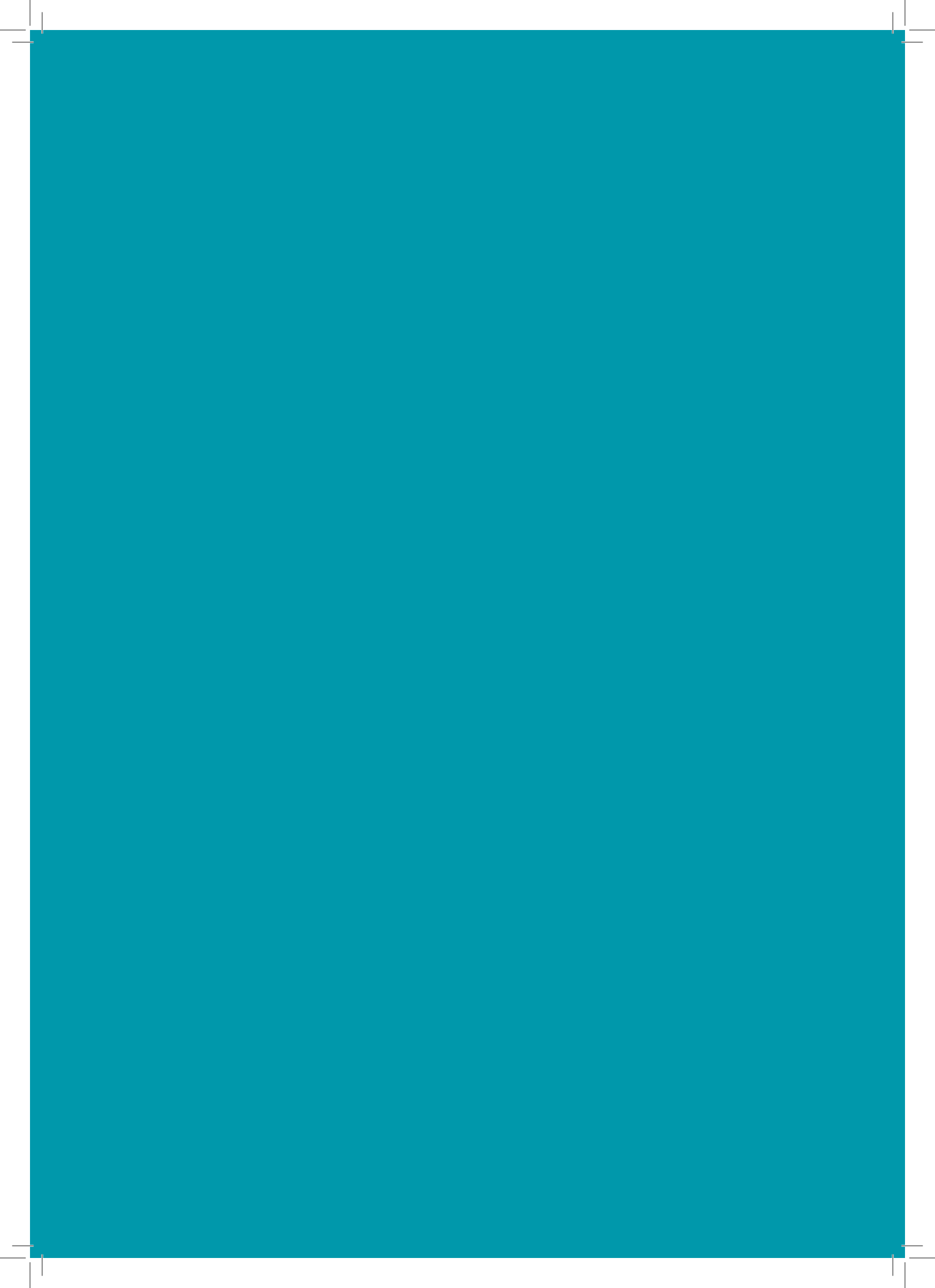
'Magical Leaders' will enable young people's 21st century skills (C21 Skills) by providing high quality content to develop a growth mindset, foster resilience and grow self-efficacy.

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.

1	Creating New Value For Society	12
2	Fostering AMBITION	13
3	Zeeko	13
4	Why Peer Education?	14
5	How Does Peer Education Work?	15
6	Magical Leaders Overview	16
7	Cross-Curricular Links	20
8	Lesson Format	20
9	Lesson Timing and Support	21
10	Preparation, Modelling and Support	21
11	Group Agreements	21
12	Setting Up The Peer Educators	22
13	Before Beginning Any Lesson	23
14	Home Learning Activities	25
15	Learning Assessment	26
16	Differentiating the Learning	26
17	Building On This Resource With SEN Pupils	26
18	Remote Learning	27
19	Celebration of Learning Event	27
20	Teacher Training	28
21	Support	28

## 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:

<b>A</b>	<b>TTIBUTES</b>	For 'New Value Creators' to develop an innovative culture
<b>M</b>	<b>OTIVATION</b>	To contribute, learn and succeed in social and commercial ventures
<b>B</b>	<b>USINESS</b>	Skills, driven by ethical, sustainable values
<b>I</b>	<b>NSPIRING</b>	The next generation grounded in an intrinsic motivation for learning
<b>T</b>	<b>ENACITY</b>	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
<b>I</b>	<b>INTERPERSONAL</b>	Skills to be better able to manage emotions, relationships and themselves
<b>O</b>	<b>PPORTUNITIES</b>	To improve relationships, team-work and self-efficacy
<b>N</b>	<b>EW AWARENESS</b>	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**tttributes, **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 refereed 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 27](#)

## *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

**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 peer educator team should take part.
- Peer educators should try to speak clearly.
- Peer educators should try to sound enthusiastic.
- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback 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 29**, 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 58**.

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

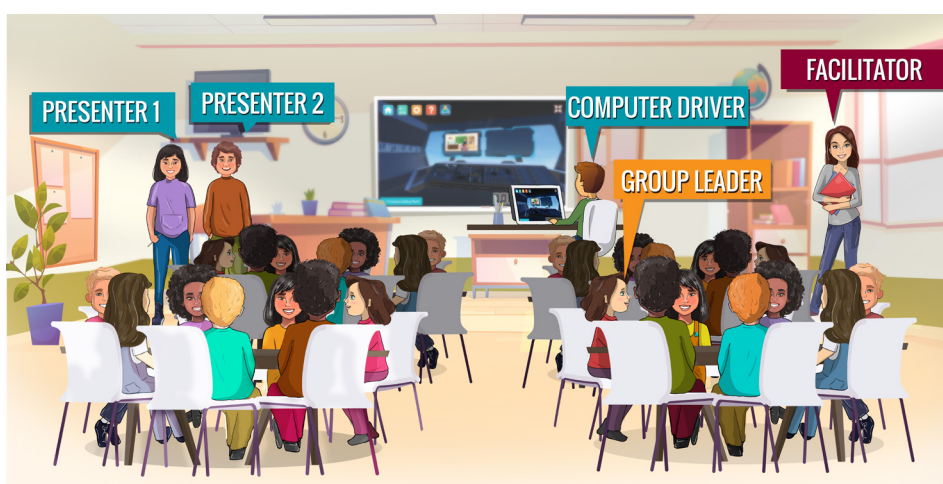


disclosures, or comments about other people, although there may be important moments for adults in the class to 'own' statements such as: I think racism is wrong; I will not allow homophobic comments etc.

- **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.

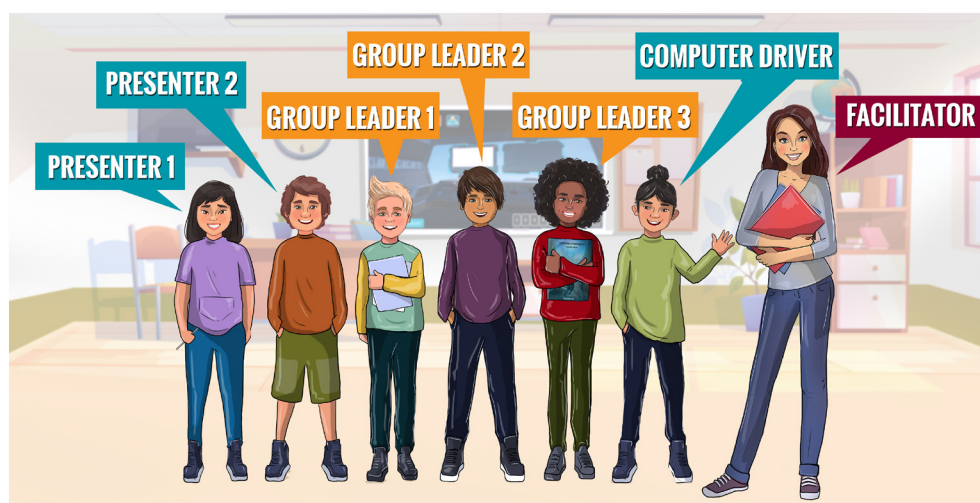
Teacher should note the following tasks:

- **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 of 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	No special equipment needed
Lesson 4	No special equipment needed
Lesson 5	Football, or tennis ball
Lesson 6	Optional: Recycled materials: plastic drinks bottles, cereal boxes, black plastic bags, black paper, black paint
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"*.



EVEN BETTER IF

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 207](#)

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

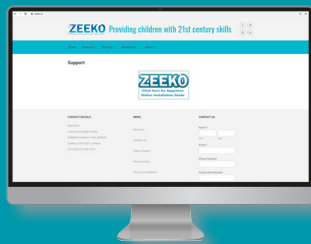
Teacher training for Magical Leaders is provided in two forms:

- 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](mailto:support@zeeko.ie)



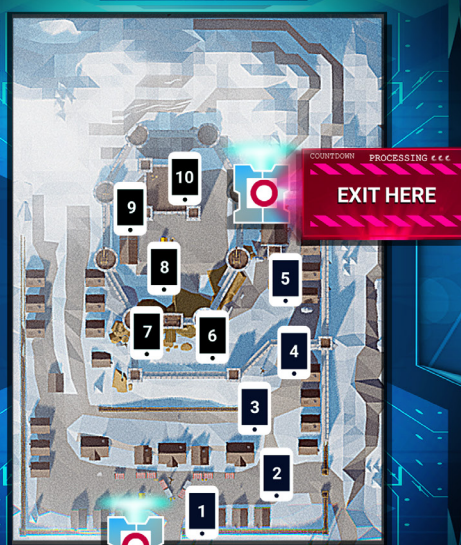
+353 - (0)1 - 96 96 708

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

# LESSON 1 - NEW VALUE CREATORS

## 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.



# LESSON 1 - NEW VALUE CREATORS

## LEARNING OVERVIEW

### CORE CONCEPT

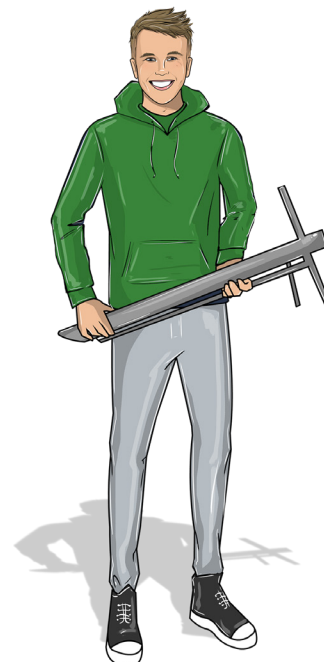
- **The class teacher models** the skills, concepts and practical activities for the peer education process.
- **Pupils reflect** on their attributes, which will help pupils to consider the role attributes play in their practical project for part 2.
- **Pupils practice** giving and receiving feedback, 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

# LESSON 1 – NEW VALUE CREATORS

2-Zero Hunger with Moyo Nua.

## CROSS-CURRICULAR 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.
- **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".



# LESSON 1 - NEW VALUE CREATORS

## 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, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 207

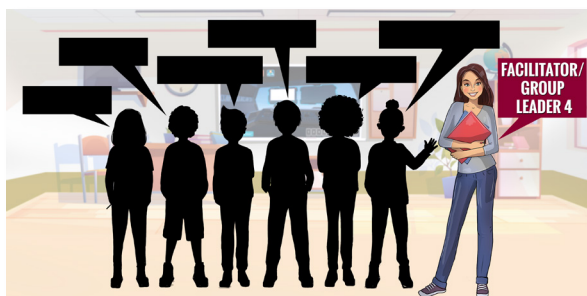
Objective	How well can you now do this?	Any comments?
I could explain...		
The 9 Enterprise Building Blocks		
The difference between an enterprise that is either For-Profit or For-Purpose		
The positive attributes that Venture Owners have		
The positive attributes that I have and/or could develop		
Who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

## 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 LESSON OVERVIEW



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.

# LESSON 1 - NEW VALUE CREATORS

The list below summarises the content for this lesson.

## PHONE 1 - What is Customer Value? - 5 Minutes

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.

## PHONE 2 - What is an innovation? - 5 Minutes

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? - 10 Minutes

- 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? - 10 Minutes

- 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? - 5 Minutes

- 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?



# LESSON 1 - NEW VALUE CREATORS

## PHONE 6 - Magical Leaders Skills and Attributes - 10 Minutes

- 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 - 10 Minutes

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 - 5 Minutes

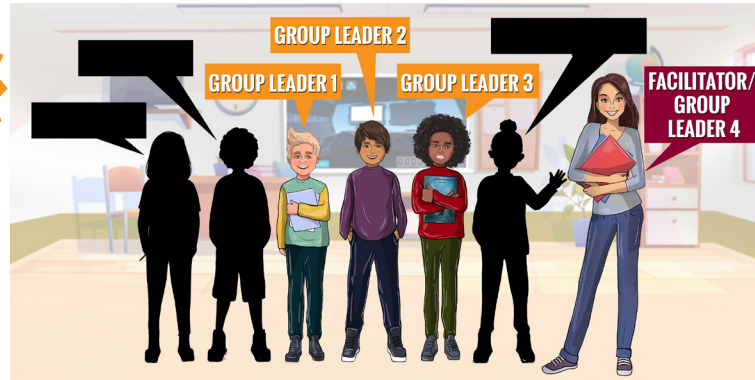
Pupils complete the 'Feedback Sheet. Pupils work in their teams to grade their teacher's performance against five success criteria and be ready to give feedback based on what went well (WWW) and what could they do even better if (EBI), in the future. The Home Activity is discussed.



# CHALLENGE 1 - SNOW CASTLE

## PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



### 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.**

CHALLENGE 1 FEED BACK	CHALLENGE 2 COMMUNICATION	CHALLENGE 3 EMOTIONAL REGULATION	CHALLENGE 4 TEAMWORKING SKILLS	CHALLENGE 5 CREATIVE PROBLEM SOLVING	CHALLENGE 6 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

## PRESENTER AND COMPUTER DRIVE CHECKLIST

### MATERIALS REQUIRED FOR THE LESSON:

- |   |   |                                     |
|---|---|-------------------------------------|
|    | Computer with speakers and a keyboard to control the character in the lesson.   | <input checked="" type="checkbox"/> |
|    | Lesson accessed through <a href="https://education.zeeko.ie/magical-leaders/">https://education.zeeko.ie/magical-leaders/</a> | <input checked="" type="checkbox"/> |
|    | Lesson projected on whiteboard.   | <input checked="" type="checkbox"/> |
|    | One presenter sheet for each presenter, computer driver and teacher (typically 4).  | <input checked="" type="checkbox"/> |
|   | One group leader sheet for each group leader (typically 4).   | <input checked="" type="checkbox"/> |
|  | Each pupil should have a Mission Log. (typically 24)  | <input checked="" type="checkbox"/> |

### BEFORE BEGINNING THE LESSON

- |   |   |                                     |
|---|---|-------------------------------------|
|  | Access the lesson on the Magical Leaders website <a href="https://education.zeeko.ie/magical-leaders/">https://education.zeeko.ie/magical-leaders/</a> . Check the lesson is displayed on the whiteboard.                               | <input checked="" type="checkbox"/> |
|  | Ensure that the class has been divided into groups of 5 or 6 pupils. A typical class of 30 pupils will have 4 groups of 6 pupils. Each group will have a group leader who will chair discussions and be the spokesperson for the group. | <input checked="" type="checkbox"/> |
|  | Introduce / remind the class of the ground rules you have for the lesson and classroom activities.  | <input checked="" type="checkbox"/> |

# 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 class.

## 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.

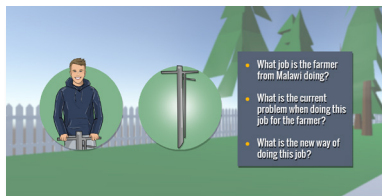
**Read/ Discuss:** This is Jack from Limerick in Ireland. As a teenager he set up a venture called Moyo Nua. Jack invented a tool for farmers in Malawi to make planting seeds easier.



### 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:**

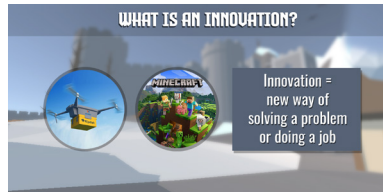
What two problems did the planters have?

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 4

**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 5

**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?

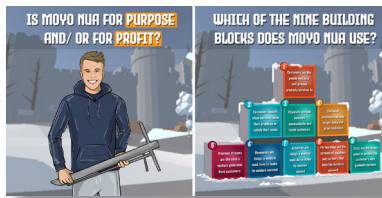
**Read Out and Discuss:** Some ventures focus on maximising the amount of money they earn i.e. profit. Can pupils think of some other examples? But other ventures focus on a purpose – doing good for the community. Can you think of some other examples?



### 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 8: RECAP, FEEDBACK, HOME ACTIVITY



### SCREEN 1

**Instructions:** Play the video.

**Read Out and Discuss:** Let's hear from our Venture Owner again.



### SCREEN 2

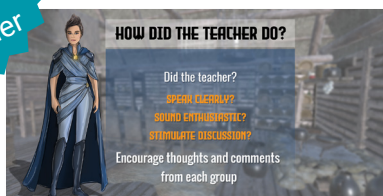
**Instructions:** Find out what the class learned.

**Read Out and Discuss:** Who can tell me one thing they've learned today?

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

**Read Out and Discuss:** I think it is really important to \_\_\_\_\_.

Modeled for  
Challenge 1  
by the  
Teacher



### SCREEN 3 - Feedback Sheet

**Instructions:** How did they do? Ask your classmates to fill out the feedback sheet.

**Read Out and Discuss:** Did all members from the Peer Educator Team try to:

- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### SCREEN 4 - Feedback Sheet

**Instructions:** On the feedback sheet, 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 and what could we do even better on a future occasion?



### SCREEN 5 - Home Activity

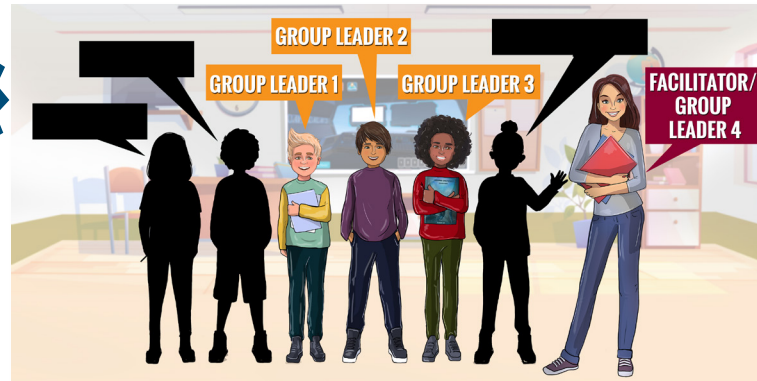
**Instructions:** Give the pupils details on the Home Activity.

**Read Out and Discuss:** Discuss the Home Activity sheet with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you (as appropriate).

# CHALLENGE 1 - SNOW CASTLE

## GROUP LEADER SHEETS

4  
Copies  
Per Class



### 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.
- The United Nations Sustainable Development Goals (UN SDG) are a plan to 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.

# CHALLENGE 1 - SNOW CASTLE

- 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.**

CHALLENGE 1 FEED BACK	CHALLENGE 2 COMMUNICATION	CHALLENGE 3 EMOTIONAL REGULATION	CHALLENGE 4 TEAMWORKING SKILLS	CHALLENGE 5 CREATIVE PROBLEM SOLVING	CHALLENGE 6 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).

## PREPARATION INSTRUCTIONS

**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

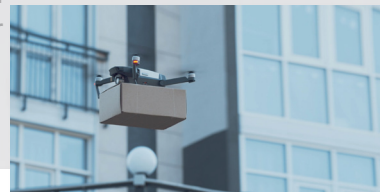
### READ:

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

1 Copy/  
Pupil (excls.  
Peer Team)



### 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 achieve a better and more sustainable future for all by 2030.



# CHALLENGE 1 – SNOW CASTLE

- 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.**

CHALLENGE 1 FEED BACK	CHALLENGE 2 COMMUNICATION	CHALLENGE 3 EMOTIONAL REGULATION	CHALLENGE 4 TEAMWORKING SKILLS	CHALLENGE 5 CREATIVE PROBLEM SOLVING	CHALLENGE 6 CRITICAL THINKING SKILLS
					

Successful venture owners learn from feedback.



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# 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.

<b>T</b> Channels	<b>R</b> The cash an enterprise generates from customers
<b>E</b> Relationships	<b>P</b> The things that enterprise must have to make its enterprise succeed
<b>P</b> Resources	<b>R</b> What an enterprise must do to make its enterprise succeed
<b>S</b> Costs	<b>N</b> When enterprises solve their problems or provide things people need
<b>N</b> Benefit Customers	<b>S</b> The money spent to provide customers with products/services
<b>E</b> Customers	<b>E</b> Resources
<b>I</b> Partnerships	<b>E</b> People that enterprises sell/provide products/services to
<b>E</b> Profit	<b>I</b> With suppliers and partners that help the enterprise succeed
<b>R</b> Activities	<b>T</b> To reach customers and communicate with them
<b>R</b> Revenue Streams	<b>E</b> 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

# 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?
	Feedback		
	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.

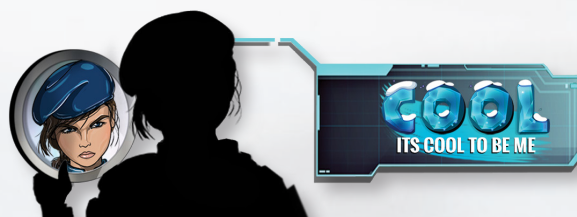


- 1.
- 2.
- 3.
- 4.

### 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 contributed.	
Peer Educators tried to speak clearly.	
Peer Educators tried to sound enthusiastic.	
Peer Educators tried to stimulate discussion amongst the rest of the class.	
Peer Educators tried to encourage each group to feedback their thoughts / comments.	
<b>TOTAL YES:</b>	<b>TOTAL NO:</b>



In your groups, list 3 things today's team 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 next five days.



### PREPARE FOR THE NEXT CHALLENGE 2 - SKULL ISLAND

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?

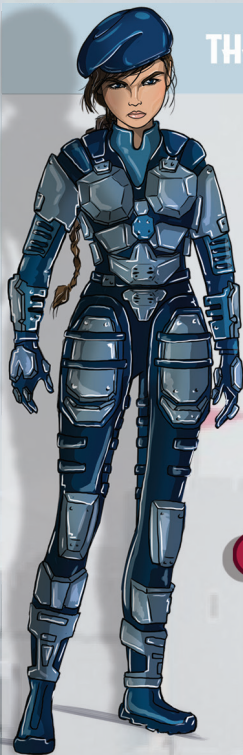
Parent/ Guardian signature

# MAGICAL LEADERS

## MISSION KENENG 1 - SNOW CASTLE

HANG ME  
ON YOUR  
BEDROOM  
WALL

THERE ARE 9 VENTURE BUILDING BLOCKS FOR ANY VENTURE.



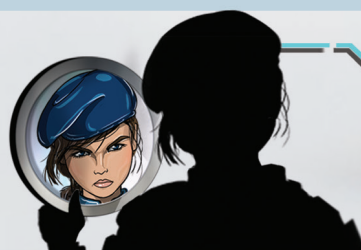
MAGICAL LEADERS HAVE 6 KEY ATTRIBUTES:

CHALLENGE 1 FEED BACK	CHALLENGE 2 COMMUNICATION	CHALLENGE 3 EMOTIONAL REGULATION	CHALLENGE 4 TEAMWORKING SKILLS	CHALLENGE 5 CREATIVE PROBLEM SOLVING	CHALLENGE 6 CRITICAL THINKING SKILLS

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.



ZEEKO

ENTERPRISE  
IRELAND



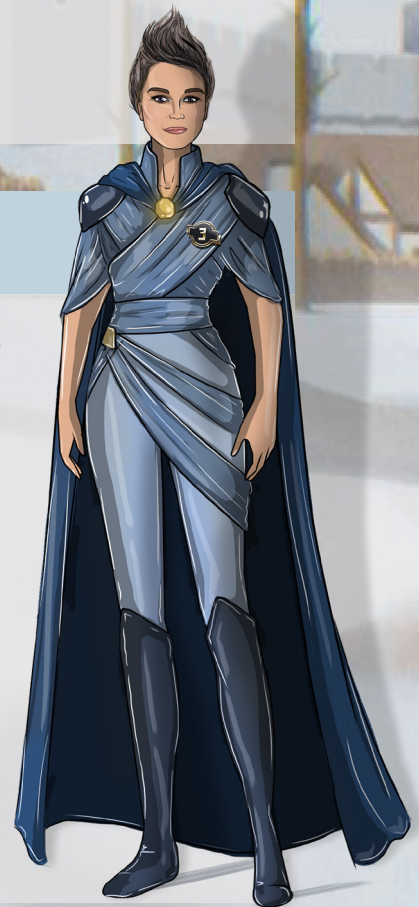
# MAGICAL LEADERS GROUND RULES

## 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.



LESSON 2 - EFFECTIVE COMMUNICATION

# CHALLENGE 2

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

CONTINUE

# LESSON 2 - EFFECTIVE COMMUNICATION

## LEARNING OVERVIEW

### CORE FOCUS

- **Teacher facilitates** the pupils learning.
- **Effective communication** is a key attribute of 'New Value Creators' and also, for success in life. Effective communication involves active listening and paraphrasing.
- **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

- **Develop 21st Century Skills Tool-kit:** Introduce key concepts for effective communication and practice these concepts. Effective communication is a pre-requisite for further lessons in Part 1 of Magical Leaders and is developed still further in Part 2.
- **Practice Peer Education Process:** The Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.



### SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



The learning from the lesson is supported by learning from Bobby Healy. Bobby is the inventor and developer of Manna Drones. The drones are used to make local deliveries. Manna Drones is linked to the UN Sustainable Development Goal 13 'Climate Action'. 'Climate Action'.

# LESSON 2 - EFFECTIVE COMMUNICATION

## CROSS - CURRICULUM LINKS

SPHE Strand: Myself

Strand unit: Making Decisions

- Identify sources of help in solving problems a parent or guardian, a trusted friend, a teacher.

SPHE Strand: Myself and Others

Strand Unit: Relating to Others

Strand Subunit: Communicating

- Listen actively to others and respect what each person has to say listening carefully to the experiences and views of others, reflecting and repeating what has been said giving and receiving compliments and affirmations and giving and receiving constructive criticism.

The skills from this lesson can also be used for the Pupil Celebrations Event after lesson 6 of this programme.

### KEYWORDS USED

Active listening, advertisers, branding, customers, directors, effective communication, evaluate, ideate, marketing, paraphrasing, stakeholders, sales, suppliers, web designers

## METHODOLOGIES

Communicating, evaluating, discussing, giving and receiving feedback, ideating, observing, recording.

## INTENDED LEARNING OUTCOMES

By the end of the lesson, Pupils will be able to:

- **Explain** the benefits of effective communication for Venture Owners, success in life and in school.
- **Describe** the body parts involved in effective communication.
- **Demonstrate** the outcomes of poor communication and describe what paraphrasing is.
- **Demonstrate** effective communication with active listening and paraphrasing.
- **Demonstrate** the link between effective communication and effective ideation.
- **Give or receive feedback**, based on success criteria:



# LESSON 2 - EFFECTIVE COMMUNICATION

- Everybody in the peer educator team should take part.
- Peer educators should try to speak clearly.
- Peer educators should try to sound enthusiastic.
- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

## 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, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 208

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 is important to listen more than we speak		
How effective communication helps creating new ideas		

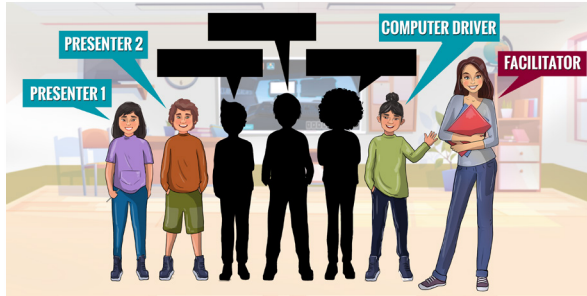
## FACE TO FACE AND REMOTE LEARNING



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.

# LESSON 2 - EFFECTIVE COMMUNICATION

## TEACHER LESSON OVERVIEW



This is the first lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher) and aims to continue the pupils new value creation journey. Pupils focus on **effective communication** and explore how **effective communication is vital for ideation and innovation**.

Lesson 1 was modelled by the teacher. It is essential for the success of this lesson for the teacher to:

- Help the first peer educator team to prepare for the lesson.
- Be ready to support the team during the lesson.

**It is essential to effectively prepare the Peer Educators to facilitate the lesson**

Teachers will need to ensure that the peer educator team have decided who is **Presenter 1, Presenter 2, the Computer Driver and the three Group Leaders**. The peer education team will have to use **the presenter sheets** and **group leader sheets** to familiarise themselves with the content of the lesson. The team should make some local adaptations and be prepared to own the script. However the peer education team should not be expected to improvise or to facilitate unprepared. Teachers should ensure all pupils (Peer Educators and the class members receiving the learning) are familiar with the ground-rules. The list below summarises the content that the Presenters will facilitate for this lesson.

### PHONE 1 - Introduction - 5 minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 1 and check who has been affirming 'It's cool to be me'
- The lesson feedback process is outlined.

### PHONE 2 - Venture Challenge - 5 minutes

- The key concept, effective communication and the collectable for the lesson are introduced.
- Bobby Healy from **Manna Drone** introduces himself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
  - Why is effective communication important for Venture Owners, success in life and in school?
  - What do you have to do to communicate effectively?



# LESSON 2 - EFFECTIVE COMMUNICATION

## PHONE 3 - Importance of Communication - 10 minutes

- Pupils work through two Classroom Group Activities to answer the questions listed in PHONE 2 - Venture Challenge.

## PHONE 4 - Speaking and Listening- 5 minutes

- The body parts for effective communication are explored.
- The concept of 'active communication' is introduced and evaluated.
- How New Value Creators use active listening is illuminated.

## PHONE 5 - Example of Ineffective Communication - 10 minutes

- A class activity is used to demonstrate ineffective communication.
- The concept of 'paraphrasing' is introduced. Paraphrasing is a different technique to repeating we would repeat a phone number, we would paraphrase a conversation.

## PHONE 6 - Demonstrate Effective Communication - 10 minutes

- A class activity is used to demonstrate effective communication using active listening and paraphrasing.

## PHONE 7 - Effective Communication and Ideation - 10 minutes

- The Zeeko Creative Problem Solving process is introduced.
- The concepts of ideation and evaluation are explained.
- Tricks to create 'wild ideas' are explained.
- Pupils complete an Classroom Activity 1 on ideation.



## PHONE 8 - Recap, Feedback, Home Activity - 5 minutes

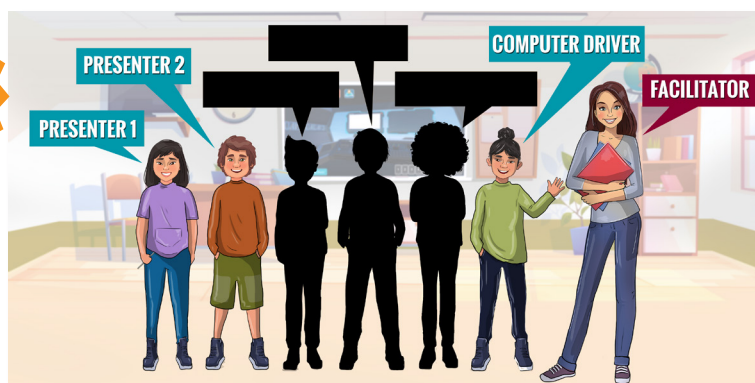
- Pupils find lessons and inspiration in the success from a short video from Bobby Healy who we heard from at the start of the lesson.
- Pupils recap on the keys messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about how to stay calm under pressure.



## CHALLENGE 2 - SKULL ISLAND

### PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



#### PUPIL OVERVIEW

Your Challenge is to explore Skull Island and find the 8 phones and unlock the collectible. The Challenge is about **effective communication**. Venture owners communicate with many people such as sales teams; marketing; advertisers; customers; suppliers; web designers; other directors; market leaders; branding, and; stakeholders. People typically think of communication as speaking, but **effective communication involves speaking and listening**.

Effective communication is like a radio or smart phone, speaking is like transmitting and listening is like being on 'receive'. **Effective communication involves two actions; active listening and paraphrasing**. Active listening is about letting the other person speak and listening to what they say. Paraphrasing is a way to **check the meaning and make sure the message is understood**. Effective communicators use their ears and mouths in the ratio 2:1 and focus on active listening and paraphrasing.

The Zeeko Creative Problem Solving Process is (i) a way to come up with ideas to solve a challenge, and (ii) a way to check if the ideas are good or bad and why they might be good or bad. The word for **coming up with ideas is called ideate**. The word **to check if ideas are good or bad is called evaluate**. Remember Bruce's Barber Shop and Bruce's automatic scissor, that was a wild idea. There are 3 tricks to help create new ways to do jobs for customers:

- **Build on the ideas of others** with active listening and paraphrasing.
- **Defer evaluation**, don't think/say if the idea of your classmate is good or bad.
- **Aim for loads of ideas**, like loads of stars in the aerial shell of a firework.













## CHALLENGE 2 - SKULL ISLAND

### HERE ARE THE KEY MESSAGES

- Effective communication involves listening and speaking.
- Effective communication means using ears and mouth in the ratio, 2:1.
- Effective communication involves active listening and paraphrasing.
- Active listening involves letting the other person speak and listening to what they say.
- Paraphrasing is a way to check the meaning and make sure the message is understood.
- Ideation is about coming up with ideas.
- Evaluation is about checking if ideas are good or bad, and why the ideas might be good or bad.
- There are 3 tricks to help create new ways to do jobs for customers:
  - Build on the ideas of others.
  - Defer evaluation.
  - Aim for loads of ideas.

### PRESENTER AND COMPUTER DRIVER CHECKLIST

#### MATERIALS REQUIRED FOR THE LESSON:

	Computer with speakers and a keyboard to control the character in the lesson.	
	Lesson accessed through <a href="https://education.zeeko.ie/magical-leaders/">https://education.zeeko.ie/magical-leaders/</a>	
	Lesson projected on whiteboard.	
	One presenter sheet for each presenter, computer driver and teacher (typically 4).	
	One group leader sheet for each group leader (typically 4).	
	Each pupil should have a Mission Log. (typically 24)	

# CHALLENGE 2 - SKULL ISLAND

## PRESENTER AND COMPUTER DRIVER CHECKLIST

### BEFORE BEGINNING THE LESSON



Access the lesson on the Magical Leaders website <https://education.-zeeko.ie/magical-leaders/>. Check the lesson is displayed on the white-board.



Ensure that the class has been divided into groups of 5 or 6 pupils. A typical class of 30 pupils will have 4 groups of 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 ground rules you have for the lesson and classroom activities.



## 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.

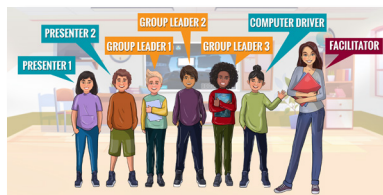
**Reminder:** You and your team need to work with your teacher to get the best possible learning / outcome for you and your classmates. Make sure that you know what you are going to say and do. If you have any questions about your challenge make sure you ask your teacher beforehand. You can also practice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

## 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 2 - SKULL ISLAND

## PHONE 1: INTRODUCTION



### SCREEN 1

**Instructions:** Peer educators introduce themselves.

**Read / Discuss:** Hi, we are going to be leading the session today I am \_\_\_\_\_ and I am one of the presenters today. I am \_\_\_\_\_ and I am also a presenter.

I am \_\_\_\_\_ and I am responsible for driving the computer, walking the avatar around the virtual world and opening the screens.

We are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. We are group leaders, our job is to lead the discussion and feedback our tables thoughts to the presenters.



### SCREEN 2

**Instructions:** Ask the class.

**Read / Discuss:** Who has been looking themselves in the mirror and saying: 'It's cool to be me'?. If you're going to be a 'New Value Creator', you have to feel good about yourself and stay positive.



### SCREEN 3

**Instructions:** Explain what pupils have to do at the end of the challenge.

**Read / Discuss:** At the end of the challenge you are all going to give the team, feedback on how well we facilitated this challenge. Did all members from the Peer Educator Team try to:

- Take part?
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



# CHALLENGE 2 - SKULL ISLAND

## PHONE 2: VENTURE CHALLENGE



### SCREEN 1

**Instructions:** Explain to the class.

**Read Out and Discuss:** Today we are going to cover communication in Skull Island. You will be able to use your Mission Log to help you prepare and record your learning.



### SCREEN 2

**Instructions:** Explain to the class.

**Read Out and Discuss:** Next we are going to show a video of Bobby Healy from Mana Drones. He is going to tell us what they do and what our challenge is for today.



### SCREEN 3

**Instructions:** Show the video.



### SCREEN 4

**Instructions:** Repeat the questions.

**Read Out and Discuss:**

Our challenge today is to get our own answers to these questions, do you think we can do that? Yes we can!

- Why is effective communication important for Venture Owners, success in life and in school?
- What do you have to do to communicate effectively?



# CHALLENGE 2 - SKULL ISLAND

## PHONE 3: IMPORTANCE OF COMMUNICATION



### SCREEN 1 - Classroom Group Activity 1

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

**Read Out and Discuss:** Now our Group Leaders are going to do Classroom Group Activity 1. You have 5 minutes to discuss before we take feedback.



### SCREEN 2

**Instructions:** Run the random number generator and ask the group for their answers.

**Read Out and Discuss:** What answers did you have for each question?

- How important is good communication for Venture Owners and success in life?
- What do you have to do to communicate effectively?



### SCREEN 3 - Classroom Group Activity 2

**Instructions:** Ask the Group Leaders to work with their group on Classroom Group Activity 2.

**Read Out and Discuss:** Our Group Leaders are now going to do Classroom Group Activity 2.

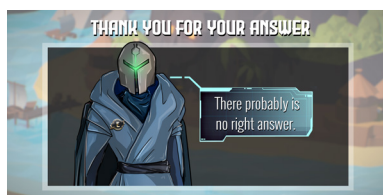


### SCREEN 4

**Instructions:** Run the random number generator and ask the group for their answers.

**Read Out and Discuss:**

Who might a 'New Value Creator' have to communicate with to create and sell new products and services?



### SCREEN 5

**Instructions:** Thank the groups.

**Read Out and Discuss:** Thank you for your answers. There is probably no right answer!

# CHALLENGE 2 - SKULL ISLAND

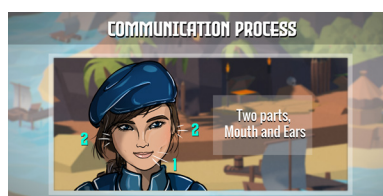
## PHONE 4: SPEAKING AND LISTENING



### SCREEN 1

**Instructions:** We know that facial gestures and body language are important when we communicate but ask the class:

**Read Out and Discuss:** Which parts of the body are used for communication? How many parts of our bodies are involved in effective communication?



### SCREEN 2

**Instructions:** Explain to your classmates.

**Read Out and Discuss:** Facial gestures and body language are important when we are communicating. Effective communication means using ears and mouth in the ratio, 2:1.



### SCREEN 3

**Instructions:** Ask your classmates.

**Read Out and Discuss:** Which is more important listening or speaking? Who votes for listening or who votes for speaking.



### SCREEN 4

**Instructions:** Explain to the class what 'New Value Creators' have to actively listen.

**Read Out and Discuss:** 'New Value Creators':

- Actively listen to customers and respond
- Actively listen to their team and respond
- Actively listen to the web designer to get the design right.



### SCREEN 5

**Instructions:** Explain to your classmates.

**Read Out and Discuss:** Effective communication includes 'active listening', which includes:

- Letting others speak.
- One voice at a time.
- Listening to what they say.
- Watching for a disconnect between body language or facial expression and what is said.

# CHALLENGE 2 - SKULL ISLAND

## PHONE 5: INEFFECTIVE COMMUNICATION



### SCREEN 1

**Instructions:** Compare communication to a radio/ smartphone.

**Read Out and Discuss:** Communication is like transmitting and receiving on a radio/ smartphone. Speaking is like transmitting. Listening is like being on 'receive'.



### SCREEN 2

**Instructions:** Get the pupils to stand in a circle. **Presenter 2** whisper to the first person in the circle "To be a 'New Value Creator' you have to use lots of active listening". **Presenter 1** see what message you get at the far end of the line. Write the message on the board.

**Read Out and Discuss:** Ok can we get everyone in a circle. I am going to give the first person the message. Then, pass the message on to the person beside you.



### SCREEN 3

**Instructions:** Read the text on the slide. Then read the text on the board. Compare the message sent to the message received.

**Read Out and Discuss:** \_\_\_\_\_ (Computer driver) can you put on the screen the message that we started off with, please. The message sent was "To be a 'New Value Creator' you have to use lots of active listening". How effective was our communication?



### SCREEN 4

**Instructions:** Explain what paraphrasing is.

**Read Out and Discuss:** 'New Value Creators' repeat back what someone has said to check the meaning and the message is understood.



### SCREEN 5

**Instructions:** Read out the example.

**Read Out and Discuss:** Ok, here is an example. Selva said "The volcano is super dangerous on Skull Island". Steve repeats back to check "Selva, are we saying that volcano is dangerous?". Selva says "Yes, Steve"



## CHALLENGE 2 - SKULL ISLAND

### PHONE 6: DEMONSTRATE EFFECTIVE COMMUNICATION



#### SCREEN 1

**Instructions:** Get the whole class to stand in two circles. Presenter 1 and Presenter 2 whisper to the first person in your circle "A 'New Value Creator' uses active listening and paraphrasing to communicate effectively". Then, get the message from the far end of the line and write it on the board.

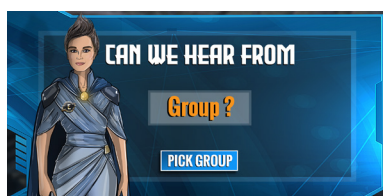
**Read Out and Discuss:** Let's have another go at the previous exercise. This time I'm going to whisper one sentence and \_\_\_\_\_ (Presenter 2) is going to whisper another sentence. But this time when somebody whispers the sentence to you, you have to paraphrase quietly to make sure that is exactly what they said.



#### SCREEN 2

**Instructions:** Read the text on the slide. Then read the text on the board. Compare the message sent to the message received.

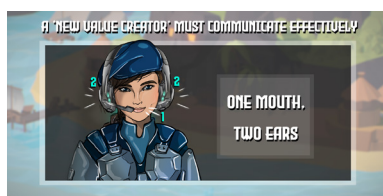
**Read Out and Discuss:** \_\_\_\_\_ (Computer driver name) can you put on the screen the message that we started off with, please. The message sent was "A 'New Value Creator' uses active listening and paraphrasing to communicate effectively"



#### SCREEN 3

**Instructions:** Ask the class how they did.

**Read Out and Discuss:** How did we do?



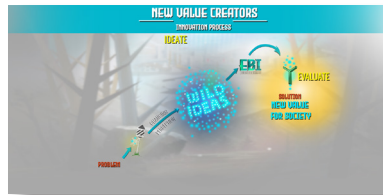
#### SCREEN 4

**Instructions:** Remind the class.

**Read Out and Discuss:** We should use our ears and mouth in the ratio 2:1 and the focus is on active listening, repeating and paraphrasing.

# CHALLENGE 2 - SKULL ISLAND

## PHONE 7: EFFECTIVE COMMUNICATION AND IDEATION



### SCREEN 1

**Instructions:** Introduce the New Value Creator's Innovation process.

**Read Out and Discuss:** This is the New Value Creator Innovation process. We will use it in Challenge 5 & 6 to create a new way to do a job for a customer.



### SCREEN 2

**Instructions:** Explain what Ideate and Evaluate mean to your classmates.

**Read Out and Discuss:** The process has two parts, Ideate and Evaluate. Ideate is a big word for coming up with ideas. Evaluate is a way to check if our ideas are good or bad and why we think they are good or bad ideas.



### SCREEN 3

**Instructions:** Reference Bruce's Barbers Shop.

**Read Out and Discuss:** We need to come up with wild ideas, like Bruce's automatic scissor for cutting hair from Challenge 1.



### SCREEN 4

**Instructions:** Explain the 3 tricks.

**Read Out and Discuss:** There are three tricks to create wild ideas:

- Build on the ideas of others with active listening and paraphrasing.
- Defer evaluation, don't think/say if the idea of your classmate is good or bad.
- Aim for loads of ideas, like loads of stars in the aerial shell of a firework.



## CHALLENGE 2 - SKULL ISLAND

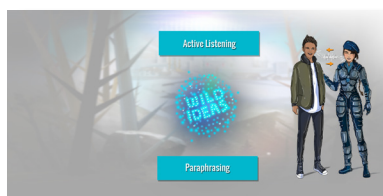
### PHONE 7: EFFECTIVE COMMUNICATION AND IDEATION - CONTINUED



#### SCREEN 5 - Classroom Activity 1

**Instructions:** Ask the pupils to complete Activity 1 in their Mission Log.

**Read Out and Discuss:** Ok, let's try it, Classroom Activity 1.



#### SCREEN 6

**Instructions:** Read out.

**Read Out and Discuss:** For wild ideas we need active listening and paraphrasing.

# CHALLENGE 2 - SKULL ISLAND

## PHONE 8: RECAP, FEEDBACK, HOME ACTIVITY



### SCREEN 1

**Instructions:** Play the video.

**Read Out and Discuss:** Let's hear from our Venture Owner again.



### SCREEN 2

**Instructions:** Find out what the class learned.

**Read Out and Discuss:** Who can tell me one thing they've learned today?

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

**Read Out and Discuss:** I think it is really important to \_\_\_\_\_.



### SCREEN 3 - Feedback Sheet

**Instructions:** How did they do? Ask your classmates to fill out the feedback sheet.

**Read Out and Discuss:** Did all members from the Peer Educator Team try to:

- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### SCREEN 4 - Feedback Sheet

**Instructions:** On the feedback sheet, 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 and what could we do even better on a future occasion?



### SCREEN 5 - Home Activity

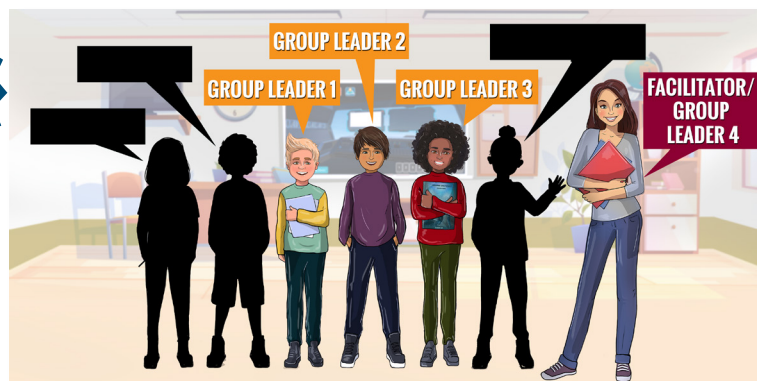
**Instructions:** Give the pupils details on the Home Activity.

**Read Out and Discuss:** Discuss the Home Activity sheet with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you (as appropriate).

## CHALLENGE 2 - SKULL ISLAND

### GROUP LEADER SHEETS

4  
Copies  
Per Class



#### PUPIL OVERVIEW

Your Challenge is to explore Skull Island and find the 8 phones and unlock the collectible. The Challenge is about **effective communication**. Venture owners communicate with many people such as sales teams; marketing; advertisers; customers; suppliers; web designers; other directors; market leaders; branding, and; stakeholders. People typically think of communication as speaking, but **effective communication involves speaking and listening**.

Effective communication is like a radio or smart phone, speaking is like transmitting and listening is like being on 'receive'. **Effective communication involves two actions; active listening and paraphrasing**. Active listening is about letting the other person speak and listening to what they say. Paraphrasing is a way to **check the meaning and make sure the message is understood**. Effective communicators use their ears and mouths in the ratio 2:1 and focus on active listening and paraphrasing.

The Zeeko Creative Problem Solving Process is (i) a way to come up with ideas to solve a challenge, and (ii) a way to check if the ideas are good or bad and why they might be good or bad. The word for **coming up with ideas is called ideate**. The word **to check if ideas are good or bad is called evaluate**. Remember Bruce's Barber Shop and Bruce's automatic scissor, that was a wild idea. There are 3 tricks to help create new ways to do jobs for customers:

- **Build on the ideas of others** with active listening and paraphrasing.
- **Defer evaluation**, don't think/say if the idea of your classmate is good or bad.
- **Aim for loads of ideas**, like loads of stars in the aerial shell of a firework.

# CHALLENGE 2 - SKULL ISLAND

## HERE ARE THE KEY MESSAGES

- Effective communication involves listening and speaking.
- Effective communication means using ears and mouth in the ratio, 2:1.
- Effective communication involves active listening and paraphrasing.
- Active listening involves letting the other person speak and listening to what they say.
- Paraphrasing is a way to check the meaning and make sure the message is understood.
- Ideation is about coming up with ideas.
- Evaluation is about checking if ideas are good or bad, and why the ideas might be good or bad.
- There are 3 tricks to help create new ways to do jobs for customers:
  - Build on the ideas of others.
  - Defer evaluation.
  - Aim for loads of ideas.

## PREPARATION INSTRUCTIONS

**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 2 - SKULL ISLAND

## CLASSROOM GROUP ACTIVITY 1

### READ:

Bobby Healy from Mana Drones told us about their Venture and gave us two questions to answer for our challenge for today.

### ASK:

**Question:** How important is good communication for Venture Owners and success in life?

**Question:** What do you have to do to communicate effectively?

### ANY OTHER QUESTIONS



## CLASSROOM GROUP ACTIVITY 2

### READ:

Do you remember from Challenge 1 we said a 'New Value Creator' is a person who finds a new way to solve a problem, or do a job for another person that also benefits society. Communication in any Venture is essential. With this in mind work with your group to answer the questions below.

### ASK:

**Question:** Who might a 'New Value Creator' have to communicate with?

**Question:** List everybody a 'New Value Creator' might have to communicate with to create and sell new products and services.

### ANY OTHER QUESTIONS





## CHALLENGE 2 - SKULL ISLAND

### PUPIL SHEETS

1 Copy/  
Pupil (excls.  
Peer Team)



#### PUPIL OVERVIEW

Your Challenge is to explore Skull Island and find the 8 phones and unlock the collectible. The Challenge is about **effective communication**. Venture owners communicate with many people such as sales teams; marketing; advertisers; customers; suppliers; web designers; other directors; market leaders; branding, and; stakeholders. People typically think of communication as speaking, but **effective communication involves speaking and listening**.

Effective communication is like a radio or smart phone, speaking is like transmitting and listening is like being on 'receive'. **Effective communication involves two actions; active listening and paraphrasing**. Active listening is about letting the other person speak and listening to what they say. Paraphrasing is a way to **check the meaning and make sure the message is understood**. Effective communicators use their ears and mouths in the ratio 2:1 and focus on active listening and paraphrasing.

The Zeeko Creative Problem Solving Process is (i) a way to come up with ideas to solve a challenge, and (ii) a way to check if the ideas are good or bad and why they might be good or bad. The word for **coming up with ideas is called ideate**. The word **to check if ideas are good or bad is called evaluate**. Remember Bruce's Barber Shop and Bruce's automatic scissor, that was a wild idea. There are 3 tricks to help create new ways to do jobs for customers:

- **Build on the ideas of others** with active listening and paraphrasing.
- **Defer evaluation**, don't think/say if the idea of your classmate is good or bad.
- **Aim for loads of ideas**, like loads of stars in the aerial shell of a firework.

## CHALLENGE 2 - SKULL ISLAND

### HERE ARE THE KEY MESSAGES

- Effective communication involves listening and speaking.
- Effective communication means using ears and mouth in the ratio, 2:1.
- Effective communication involves active listening and paraphrasing.
- Active listening involves letting the other person speak and listening to what they say.
- Paraphrasing is a way to check the meaning and make sure the message is understood.
- Ideation is about coming up with ideas.
- Evaluation is about checking if ideas are good or bad, and why the ideas might be good or bad.
- There are 3 tricks to help create new ways to do jobs for customers:
  - Build on the ideas of others.
  - Defer evaluation.
  - Aim for loads of ideas.

## CHALLENGE 2 - SKULL ISLAND



### CLASSROOM ACTIVITY 1

Work in pairs. Answer the questions below. Create ideas for your 'wild idea' jacket.



Would it have a zip, buttons, velcro or something else?

What would it look like?

Will they be red, green, or something else?

Would it have a heater?

What shop would you sell it in?

Oops, maybe you will not sell it in a shop?

Create a picture below by connecting all your ideas together. What did you end up with?



# CHALLENGE 2 - SKULL ISLAND

## 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 contributed.	
Peer Educators tried to speak clearly.	
Peer Educators tried to sound enthusiastic.	
Peer Educators tried to stimulate discussion amongst the rest of the class.	
Peer Educators tried to encourage each group to feedback their thoughts / comments.	
TOTAL YES: TOTAL NO:	



In your groups, list 3 things today's team did well.

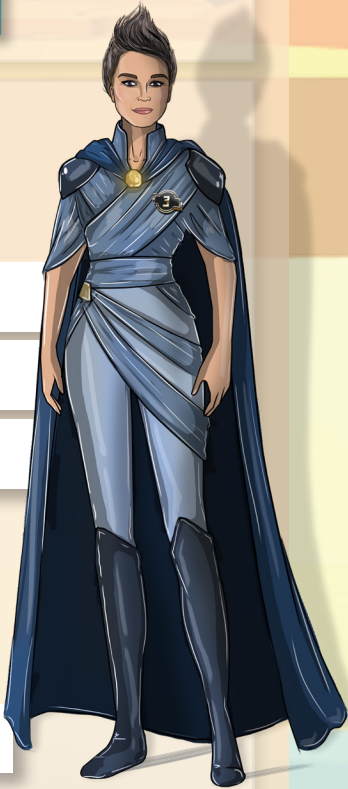
1

2

3



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





## CHALLENGE 2 - SKULL ISLAND



### HOME ACTIVITY

#### MISSION LOG

Write down 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 next five days.



#### PREPARE FOR THE NEXT CHALLENGE 3 - SUBURBAN SURPRISE

Talk to your family and ask where/ when/ how they had to manage their emotions? Can they give you an example (in a home or work setting) of when they noticed themselves start to frustrated and they had to take a deep breath to calm down and feel less frustrated.

Parent/ Guardian signature



# CEANNAIRÍ DRAÍOCHTA

## MISSION KENENG 2 - SKULL ISLAND



### EFFECTIVE COMMUNICATION INVOLVES

HANG ME  
ON YOUR  
BEDROOM  
WALL

1

Listening & Speaking.

2

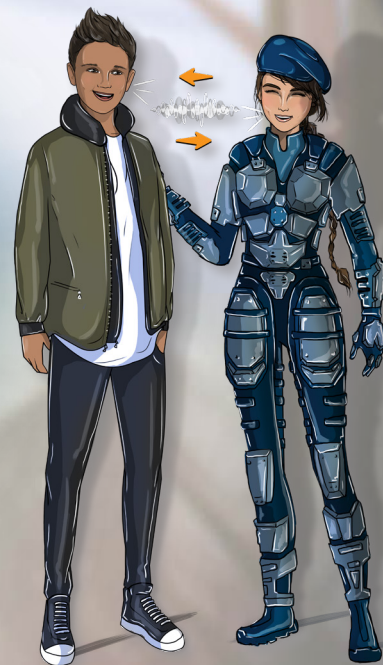
#### ACTIVE LISTENING

- Letting others speak.
- One voice at a time.
- Listening to what they say.

3

#### PARAPHRASING

- Check the message meaning.
- Ensure the message is understood.



#### Two steps to innovation

- IDEATION = coming up with ideas.
- EVALUATION = checking why ideas are good or bad.

#### 3 tricks to create new ways to do customer jobs:

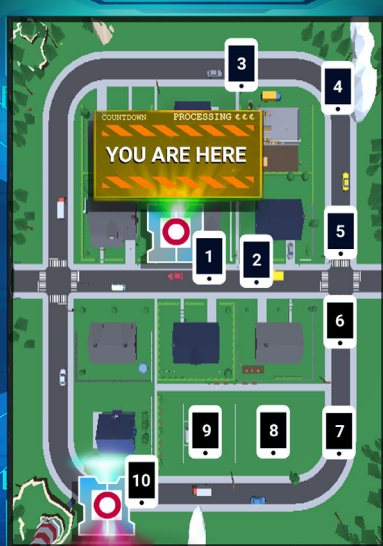
- BUILD on the ideas of others.
- AIM for loads of wild ideas.
- DEFER evaluation.



## LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

### CHALLENGE 3

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



CONTINUE



# LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

## LEARNING OVERVIEW

### CORE FOCUS

- **Teacher facilitates** the pupils learning.
- **Self Awareness** is a key attribute of 'New Value Creators' and also, for success in life. Pupils learn about the signs of stress and what strategies they can use to think correctly under pressure (T-CUP).
- **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

- **Develop 21st Century Skills Tool-kit:** Introduce key concepts for emotional self-regulation and practice these concepts. Emotional self-regulation is a key skill for group work and dealing with differing opinions within a group context. Emotional self-regulation is a pre-requisite for further lessons in Part 1 of Magical Leaders and is developed still further in Part 2.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

### SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



# LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

The learning from the lesson is supported by learning from Aimée Louise Carton. Aimée is the inventor and developer of KeepAppy an App to help people take control of their mental health and well-being. KeepAppy is linked to the UN Sustainable Development Goal 3 'Good Health and Well-being'

## CROSS-CURRICULAR LINKS:

SPHE Strand: Myself and Others

Strand Unit: Relating to Others

Strand Subunit: Resolving Conflict

- Discuss how conflict can arise with different people and in different situations.
- Identify and discuss various responses to conflict situations submission, negotiation, aggression, telling the truth, avoidance, walking away.
- Explore and practise how to handle conflict without being aggressive.

SESE/Science Strand: Living things

Strand Unit: Human Life

Develop a simple understanding of the structure of some of the body's major internal and external organs.

## KEYWORDS USED

Amygdala, brain stem, emotional self-regulation, pre-frontal cortex, self awareness, thinking correctly under pressure (T-CUP)

## METHODOLOGIES

Communicating, teamwork, discussing, giving and receiving feedback, role play.

## INTENDED LEARNING OUTCOMES

By the end of the lesson, Pupils will be able to:

- **Explain** the benefits of self awareness for Venture Owners, success in life and in school.
- **Describe** the parts of the brain involved in emotional regulation.
- **Explain** how our bodies signal that we are stressed.
- **Detail** actions to help think correctly under pressure (T-CUP).
- **Demonstrate** how to repair broken relationships.



## LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

- **Give or receive feedback**, based on success criteria:
  - Everybody in the peer educator team should take part.
  - Peer educators should try to speak clearly.
  - Peer educators should try to sound enthusiastic.
  - Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

## 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, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 209

## CHALLENGE 3 - SUBURBAN SURPRISE

### Reflection on Challenge 3

Objective	How well can you now do this?	Any comments?
<p>I could explain...</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>		
<p>Why managing my money can help a business owner?</p>		
<p>Why managing my money can help to improve living in suburb?</p>		
<p>Some of the things that happen in my suburb that I feel frightened, worried or anxious.</p>		
<p>The things that might happen in my suburb that I feel proud, excited or excited.</p>		
<p>Using my learnt skills to explain to my family, class, the congregation and the community why I am proud of my suburb. I should do it every day in the group case and C&amp;P and do it every day.</p>		
<p>Some of the things that I should do to help my city in the group case and C&amp;P and do it every day.</p>		
<p>At least 1-2 ways to say hello to people in my city. The answer can be - and to get going.</p>		
<p>Some of the ways that I should do to help my city in the group case and C&amp;P and do it every day.</p>		
<p>How to do my response to the things that I am proud of and the things that I am worried about.</p>		
<p>Some of the things in my family or church.</p>		

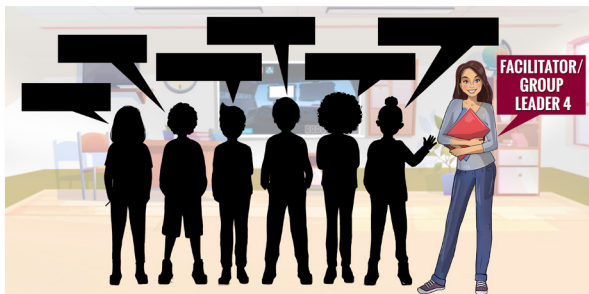
## FACE TO FACE AND REMOTE LEARNING



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.

# LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

## TEACHER LESSON OVERVIEW



This is the second lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **emotional self regulation**, the signs of stress, how to deal with stress and what to do if relationships get strained.

The list below summarises the content that the Presenters will facilitate for this lesson.

### PHONE 1 - Introduction - 5 Minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 2 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

### PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, self awareness and the collectible for the lesson are introduced.
- Aimée Louise Carton from **KeepAppy** introduces herself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
  - Why is self-awareness important for Venture Owners, success in life and in school?
  - What do you have to do to think correctly under pressure?

### PHONE 3 - Stressed! What Happened Our Brain? - 5 Minutes

- Fun facts are detailed.
- Pupils work through an analogy that describes how the brain reacts to stress.

### PHONE 4 - Danger! Snake In The Bedroom - 10 Minutes

- Pupils work in their groups on **Classroom Group Activity 1** to identify ways to deal with stress.



# LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

## PHONE 5 - What happens if we 'flip'? - 5 Minutes

- The hand model of the brain describes the different parts of the brain that are impacted when a person gets overwhelmed.

## PHONE 6 - Thinking Correctly Under Pressure (T-CUP) - 5 Minutes

- T-CUP, thinking correctly under pressure is introduced. Pupils work through **Classroom Group Activity 2** to identify techniques to think correctly under pressure.

## PHONE 7 - T-CUP - Techniques - 5 Minutes

- Techniques to think correctly under pressure are listed.

## PHONE 8 - Falling out and getting back together again - 10 Minutes

- A scenario where two Venture Owners have a disagreement, is presented.
- Pupils work on **Classroom Activity 1** to list ways to resolve this disagreement.
- One group role play their solution to the rest of the class.

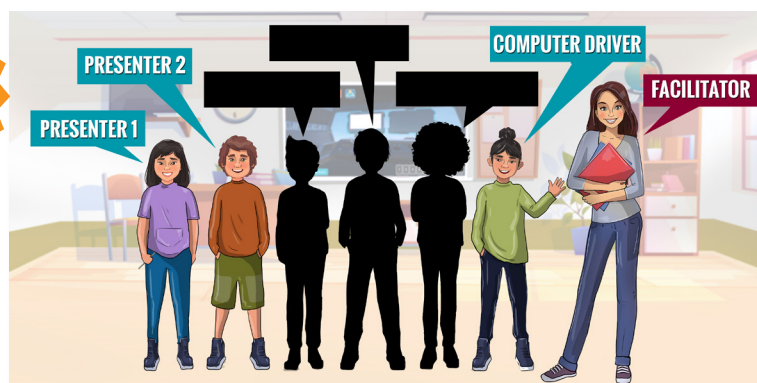
## PHONE 9 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils find lessons and inspiration in the success from a short video from Aimée Louise Carton who we heard from at the start of the lesson.
- Pupils recap on the keys messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about how to work in teams.

## CHALLENGE 3 - SUBURBAN SURPRISE

### PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



#### PUPIL OVERVIEW

Your Challenge is to explore the Suburbs and find the 9 phones and unlock the collectible. The Challenge is about **self-awareness and relationships**. Venture owners have to think correctly under pressure. Each person's brain reacts to stress in a similar way. When we are stressed our brains go into 'fight', 'flight' or 'freeze' modes.

We can recognise when we are stressed by the signals our bodies give us. Some examples of the signals are: dry mouth; heart beating fast; shaking knees, or ; sweating palms. The brain stem looks after breathing and keeping your heart beating. Another part of the brain, the amygdala looks after reacting to threats. The pre-frontal cortex manages emotions and makes complex decisions. When the amygdala takes over, we flip our lid and our pre-frontal cortex goes offline.

T-CUP stands for thinking correctly under pressure. To go from the 'amber' stressed zone back to the 'green' calm zone we need to recognise our bodies stress signals and to use T-CUP techniques. Example of such techniques are going for a walk or listening to music.

If you go into the 'red zone' and you need to get back together, talk afterwards face to face with the person and use lots of active listening.

#### HERE ARE THE KEY MESSAGES







- When stressed, people are hard wired to go into 'fight', 'flight' or 'freeze' modes.
- In fight, flight or freeze mode we cannot think calmly or rationally.
- The signs of stress on our bodies are: dry mouth; heart beating fast; shaking knees, or; sweating palms.
- Have a plan for when you get stressed e.g. go for a walk.
- To repair relationships talk face to face and use lots of active listening.






# CHALLENGE 3 - SUBURBAN SURPRISE

## PRESENTER AND COMPUTER DRIVE CHECKLIST

### 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 each presenter, computer driver and teacher (typically 4). ☒
-  One group leader sheet for each group leader (typically 4). ☒
-  Each pupil should have a Mission Log. (typically 24) ☒

### BEFORE BEGINNING THE LESSON

-  Access the lesson on the Magical Leaders 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 of 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 ground rules you have for the lesson and classroom activities. ☒

## CHALLENGE 3 - SUBURBAN SURPRISE

### 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 class.

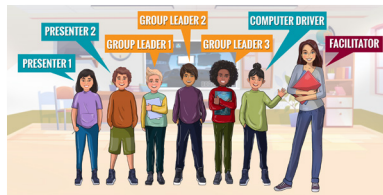
### PRESENTING INSTRUCTIONS

**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 3 - SUBURBAN SURPRISE

## PHONE 1: INTRODUCTION



### SCREEN 1

**Instructions:** Peer educators introduce themselves.

**Read / Discuss:** Hi, we are going to be leading the session today I am \_\_\_\_\_ and I am one of the presenters today. I am \_\_\_\_\_ and I am also a presenter.

I am \_\_\_\_\_ and I am responsible for driving the computer, walking the avatar around the virtual world and opening the screens.

We are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. We are group leaders, our job is to lead the discussion and feedback our tables thoughts to the presenters.



### SCREEN 2

**Instructions:** Ask the class.

**Read / Discuss:** Who has been looking themselves in the mirror and saying: 'It's cool to be me'?. If you're going to be a 'New Value Creator', you have to feel good about yourself and stay positive.



### SCREEN 3

**Instructions:** Explain what pupils have to do at the end of the challenge.

**Read / Discuss:** At the end of the challenge you are all going to give the team, feedback on how well we facilitated this challenge. Did all members from the Peer Educator Team try to:

- Take part?
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?

# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 2: VENTURE CHALLENGE



### SCREEN 1

**Instructions:** Explain to the class.

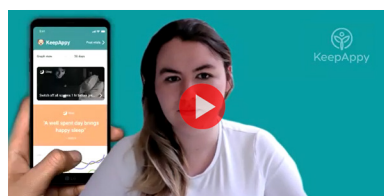
**Read Out and Discuss:** Today we are going to cover self-awareness and relationships. You will be able to use your Mission Log to help you prepare and record your learning.



### SCREEN 2

**Instructions:** Explain to the class.

**Read Out and Discuss:** Next we are going to show a video of Aimée Louis Carton from KeepAppy. She is going to tell us what they do and what our challenge is for today.



### SCREEN 3

**Instructions:** Show the video.



### SCREEN 4

**Instructions:** Repeat the questions.

**Read Out and Discuss:**

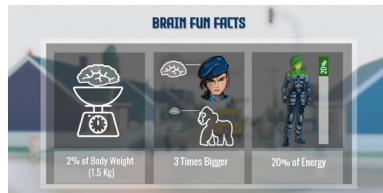
Our challenge today is to get our own answers to these questions, do you think we can do that? Yes we can!

- Why is self-awareness important for Venture Owners, success in life and in school?
- What do you have to do to think correctly under pressure?



# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 3: STRESSED! WHAT HAPPENS OUR BRAIN?

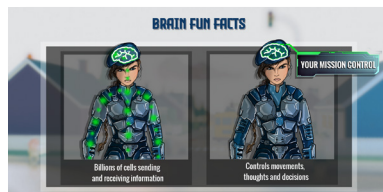


### SCREEN 1

**Instructions:** Explain to the class.

**Read / Discuss:** Let's start with 5 fun facts about the human brain:

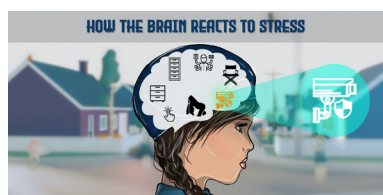
- The human brain only makes up about 2% of the weight of the body, it averages at around three pounds (1.5 kg) in an adult.
- Compared to other mammals of similar body size, the human brain is over three times larger.
- The brain is in constant use and needs about 20% of the body's energy.



### SCREEN 2

**Instructions:** Show how the brain works.

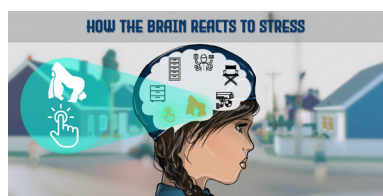
**Read / Discuss:** There are billions of cells in the brain that send and receive information throughout the body. The brain is the center of our nervous system, allowing us to control movements, thoughts and decisions.



### SCREEN 3

**Instructions:** Explain 'fight or flight'.

**Read/ Discuss:** Okay, so let's have a look at how the brain works. This is the same for everybody. First of all, we have a CCTV camera watching out for any danger. This helps to keep us safe.



### SCREEN 4

**Instructions:** Describe what the purpose of the panic button.

**Read/ Discuss:** The CCTV is monitored by a gorilla. If the gorilla see's something they don't like, they hit the panic button.

# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 3: STRESSED! WHAT HAPPENS OUR BRAIN? CONTINUED



### SCREEN 5

**Instructions:** Explain the different memory types.

**Read/ Discuss:** Our brains have short term memory, which holds about four or five items. So when we are learning, we have to ensure we move information from our short-term memory into our long-term memory.



### SCREEN 6

**Instructions:** Describe your super computer to your classmates.

**Read/ Discuss:** Our long-term memory is like a super-computer, better than anything anybody has ever made yet. Our brains are awesome. Our brains are a bit like a muscle, if we practice, we can train our brains to do almost anything.



### SCREEN 7

**Instructions:** Show the other parts of the brain.

**Read/ Discuss:** In the brain there is a director, like a movie director and they sit at the front of the brain. The director is helped by a personal assistant whose job it is to organise things.



### SCREEN 8

**Instructions:** Describe what happens the brain when a person sees something they don't like.

**Read/ Discuss:** If the gorilla sees something they don't like, they have one job to do, that is hit the panic button. They don't wait for the personal assistant, they don't look in the short or long term memory, they just hit the panic button. When the panic button gets hit, the body gets ready to fight whatever the threat is, fight is run away from it or freeze, keep still and hope that the threat doesn't notice you.



# CHALLENGE 3 - SUBURBAN SURPRISE

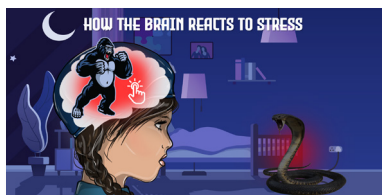
## PHONE 4: DANGER! SNAKE IN THE BEDROOM!



### SCREEN 1

**Instructions:** Tell the story to your classmates.

**Read/ Discuss:** Okay, so let's imagine that it's the middle of the night. You wake up to go to the toilet, you don't want to turn on the light and as you're creeping across your bedroom you suddenly see a snake on the floor! Two things happen in a millisecond. What has happened to our brain?



### SCREEN 2

**Instructions:** Continue to tell the story.

**Read/ Discuss:** That's right the gorilla has taken over the brain and the director has left the building. The gorilla has sent our brain into fight, flight or freeze, and we cannot think calmly or rationally.

Although your whole body is ready to fight the snake, maybe run away or freeze, the gorilla notices, through the CCTV that it's actually just an electrical cord. Phew!



### SCREEN 3

**Instructions:** Describe not being able to think calmly.

**Read/ Discuss:** We all know that feeling, we get scared and until things settle down again we just cannot think calmly. We know that for some people this happens if the teacher says there's going to be a test, they just go oh my goodness and cannot think rationally, logically or calmly.

# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 4: DANGER! SNAKE IN THE BEDROOM! CONTINUED



### SCREEN 4 - Classroom Group Activity 1

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 1.

**Read / Discuss:** Group Leaders can we complete Classroom Group Activity 1.



### SCREEN 5

**Instructions:** Run the random number generator and ask the group for their answers.

**Read Out and Discuss:** What answers did you have for the question?

- What are some of the signals our bodies give us when we are stressed?



### SCREEN 6

**Instructions:** Show your classmates the body signals of stress.

**Read/ Discuss:** We can see here some of the signals of stress, dry mouth, faster heartbeat, shaking knees and sweating palms.

Why do our bodies react in this way to stress? (It's because our bodies are getting ready to fight, run away or freeze)



# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 5: WHAT HAPPENS IF WE 'FLIP'?



### SCREEN 1

**Instructions:** Describe the brain stem.

**Read / Discuss:** At the base of your brain, represented here by your wrist is the brain stem. It's responsible for basic things like breathing and keeping your heart going.



### SCREEN 2

**Instructions:** Detail the amygdala for your classmates.

**Read / Discuss:** Your thumb folded like this sits in the middle just like the gorilla, the amygdala in the brain. The amygdala, like the gorilla, is responsible for looking or hearing, or perhaps even smelling danger, and then telling the brain to get your body ready to fight it, run away from it or keep still so that it won't eat you.



### SCREEN 3

**Instructions:** Describe the pre-frontal cortex.

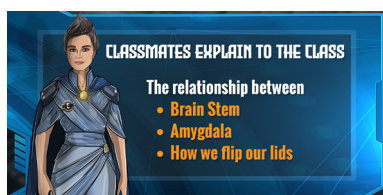
**Read / Discuss:** Your fingers are like your pre-frontal cortex that's like the director, the part of the brain that help's us manage emotions and make complex decisions.



### SCREEN 4

**Instructions:** Explain what happens when we 'flip'.

**Read / Discuss:** When fear, danger or intense emotions overwhelm our amygdala, that's the gorilla. The pre-frontal cortex, the director in our diagram, goes off-line and we flip our lid. That's why it's almost impossible to make rational decisions when we are very upset or angry. When our brains are overwhelmed like this, they need a break to reflect and reconnect.



### SCREEN 5

**Instructions:** Select one group to..

**Read / Discuss:** Explain to each other the relationship between the brain stem and amygdala and how we flip our lids.

# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 6: THINKING CORRECTLY UNDER PRESSURE, T-CUP



### SCREEN 1

**Instructions:** Explain to your classmates what T-CUP is.

**Read / Discuss:** If you are going to be a Magical Leader you have to stay calm and think correctly under pressure. We'll call this staying in the 'Green zone'.

To help us remember to think correctly under pressure we've called this T-CUP (pronounced T-CUP!).



### SCREEN 2

**Instructions:** Describe what happens in the amber zone.

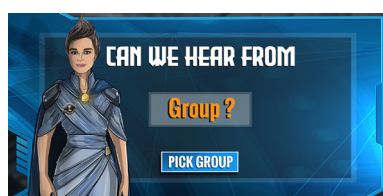
**Read / Discuss:** When we feel ourselves getting annoyed, we'll call this stage, the amber zone. Our bodies start to give us the stress signals, you are starting to get angry.



### SCREEN 3 - Classroom Group Activity 2

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 2.

**Read / Discuss:** Group Leaders can we complete Classroom Group Activity 2. Can you get all the ideas and be ready in 5 minutes to tell or even better, to show us what someone might do to stay calm and T-CUP.



### SCREEN 4

**Instructions:** Run the random number generator and ask the group for their answers.

**Read Out and Discuss:** What answers did you have for the question?

- What are some of the things that somebody could do to stop the gorilla going bananas and help us think correctly under pressure (T-CUP)?



# CHALLENGE 3 - SUBURBAN SURPRISE

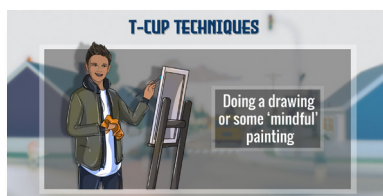
## PHONE 7: TCUP - TECHNIQUES



### SCREEN 1

**Instructions:** Tell the class about the ways they can think correctly under pressure.

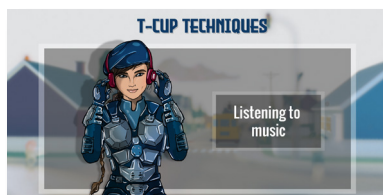
**Read/ Discuss:** Go for a walk.



### SCREEN 2

**Instructions:** Read out.

**Read/ Discuss:** Doing a drawing or some 'mindful' painting.



### SCREEN 3

**Instructions:** Read out.

**Read/ Discuss:** Listening to music.



### SCREEN 4

**Instructions:** Read out.

**Read/ Discuss:** Read a book.



### SCREEN 5

**Instructions:** Read out.

**Read/ Discuss:** Chat to a friend or trusted adult.



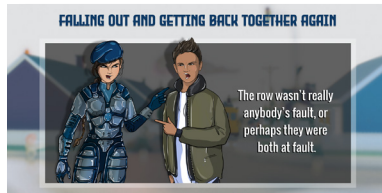
### SCREEN 6

**Instructions:** Read out.

**Read/ Discuss:** If it gets really bad you can punch a cushion or even scream into your pillow. Just as long as you don't hit anybody else, upset them or shout at them.

# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 8: FALLING OUT AND GETTING BACK TOGETHER AGAIN



### SCREEN 1

**Instructions:** Tell your classmates the story to set the context.

**Read Out and Discuss:** Let's imagine two Venture Owners, Selva and Steve have been working together. They've got some wild ideas, and they have got a deadline coming up, but they've just had a massive row.

Steve has really flipped his lid. They didn't see the warning signs and instead of going from the amber zone back to the calm rational, green zone he went into the red zone! The row wasn't really anybody's fault, or perhaps they were both at fault.



### SCREEN 2 - Class Activity 1

**Instructions:** Explain to the class what to do and to get ready for a role-play.

**Read Out and Discuss:** On your own jot down some ideas about how Selva and Steve could restore their relationship. Then, discuss your ideas in your teams. Then two people from your group have to role-play how Steve could approach Selva, or maybe Selva should approach Steve, to sort things out and make sure they can work together effectively. They've got a venture to run and they can't let an argument disrupt their plans.



### SCREEN 3

**Instructions:** Ask the class how Selva and Steve could repair their relationship.

**Read Out and Discuss:** Okay so you've got 10 minutes to prepare and then you've got to role-play to the rest of the class, what Selva or Steve could do to repair their relationship. Don't forget, if you want to use a narrator to explain what's happening, you can do that.



### SCREEN 4

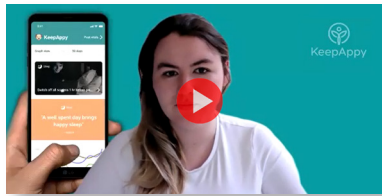
**Instructions:** Ask each group to show what they have decided.

**Read Out and Discuss:** As long as Selva and Steve make up and are ready to be Magical Leaders again, congratulate the whole team!



# CHALLENGE 3 - SUBURBAN SURPRISE

## PHONE 8: RECAP, FEEDBACK, HOME ACTIVITY



### SCREEN 1

**Instructions:** Play the video.

**Read Out and Discuss:** Let's hear from our Venture Owner again.



### SCREEN 2

**Instructions:** Find out what the class learned.

**Read Out and Discuss:** Who can tell me one thing they've learned today?

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

**Read Out and Discuss:** I think it is really important to \_\_\_\_\_.



### SCREEN 3 - Feedback Sheet

**Instructions:** How did they do? Ask your classmates to fill out the feedback sheet.

**Read Out and Discuss:** Did all members from the Peer Educator Team try to:

- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### SCREEN 4 - Feedback Sheet

**Instructions:** On the feedback sheet, 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 and what could we do even better on a future occasion?



### SCREEN 5 - Home Activity

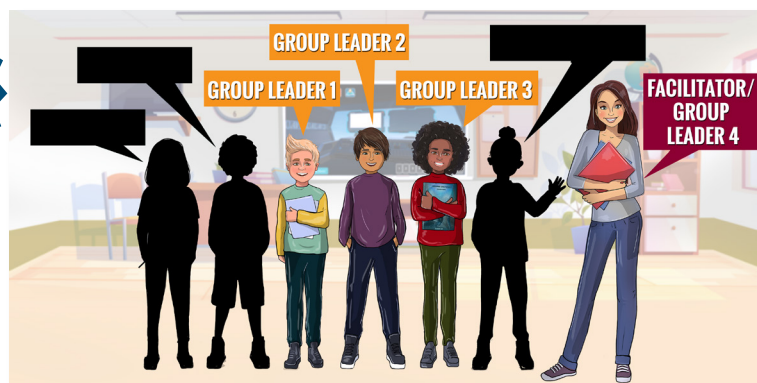
**Instructions:** Give the pupils details on the Home Activity.

**Read Out and Discuss:** Discuss the Home Activity sheet with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you (as appropriate).

# CHALLENGE 3 - SUBURBAN SURPRISE

## GROUP LEADER SHEETS

4  
Copies  
Per Class



### PUPIL OVERVIEW

Your Challenge is to explore the Suburbs and find the 9 phones and unlock the collectible. The Challenge is about **self-awareness and relationships**. Venture owners have to think correctly under pressure. Each person's brain reacts to stress in a similar way. When we are stressed our brains go into 'fight', 'flight' or 'freeze' modes.

We can recognise when we are stressed by the signals our bodies give us. Some examples of the signals are: dry mouth; heart beating fast; shaking knees, or ; sweating palms. The brain stem looks after breathing and keeping your heart beating. Another part of the brain, the amygdala looks after reacting to threats. The pre-frontal cortex manages emotions and makes complex decisions. When the amygdala takes over, we flip our lid and our pre-frontal cortex goes offline.

T-CUP stands for thinking correctly under pressure. To go from the 'amber' stressed zone back to the 'green' calm zone we need to recognise our bodies stress signals and to use T-CUP techniques. Example of such techniques are going for a walk or listening to music.

If you go into the 'red zone' and you need to get back together, talk afterwards face to face with the person and use lots of active listening.

### HERE ARE THE KEY MESSAGES

- When stressed, people are hard wired to go into 'fight', 'flight' or 'freeze' modes.
- In fight, flight or freeze mode we cannot think calmly or rationally.
- The signs of stress on our bodies are: dry mouth; heart beating fast; shaking knees, or; sweating palms.
- Have a plan for when you get stressed e.g. go for a walk.
- To repair relationships talk face to face and use lots of active listening.

## CHALLENGE 3 - SUBURBAN SURPRISE

### PREPARATION INSTRUCTIONS

**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 3 - SUBURBAN SURPRISE

## CLASSROOM GROUP ACTIVITY 1

### READ:

If we saw a snake, we all know that feeling, we get scared and until things settle down again we just cannot think calmly.

### ASK:

**Question:** What are some of the signals our bodies give us when we are stressed?

### ANY OTHER QUESTIONS



## CLASSROOM GROUP ACTIVITY 2

### READ:

If you are going to be a Magical Leader you have to stay calm and think correctly under pressure, to stay in the 'Green zone'.

### ASK:

**Question:** What are some of the things that somebody could do to stop the gorilla going bananas and help us think correctly under pressure (T-CUP)?

### ANY OTHER QUESTIONS





# CHALLENGE 3 - SUBURBAN SURPRISE

## PUPIL SHEETS

1 Copy/  
Pupil (excls.  
Peer Team)



### PUPIL OVERVIEW

Your Challenge is to explore the Suburbs and find the 9 phones and unlock the collectible. The Challenge is about **self-awareness and relationships**. Venture owners have to think correctly under pressure. Each person's brain reacts to stress in a similar way. When we are stressed our brains go into 'fight', 'flight' or 'freeze' modes.

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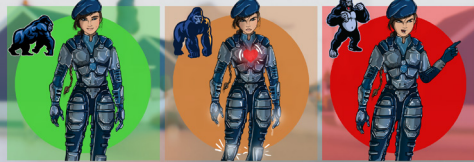
- When stressed, people are hard wired to go into 'fight', 'flight' or 'freeze' modes.
- In fight, flight or freeze mode we cannot think calmly or rationally.
- The signs of stress on our bodies are: dry mouth; heart beating fast; shaking knees, or; sweating palms.
- Have a plan for when you get stressed e.g. go for a walk.
- To repair relationships talk face to face and use lots of active listening.

# CHALLENGE 3 - SUBURBAN SURPRISE

## CLASSROOM ACTIVITY 1

### FALLING OUT AND GETTING BACK TOGETHER AGAIN

HOW COULD WE STOP GOING INTO THE RED ZONE AND RETURN TO CALM, GREEN ZONE?



#### 1. Write Ideas

On your own jot down some ideas about how Selva and Steve could restore their relationship.

A large white rectangular area intended for students to write their ideas.

#### 2. Discuss

Discuss your ideas in your teams.

FALLING OUT AND GETTING BACK TOGETHER AGAIN



#### 3. Role Play

Two people from your group have to role-play how Steve could approach Selva, or maybe Selva should approach Steve, to sort things out and make sure they can work together effectively. They've got a venture to run and they can't let an argument disrupt their plans.



# CHALLENGE 3 - SUBURBAN SURPRISE

## 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 contributed.	
Peer Educators tried to speak clearly.	
Peer Educators tried to sound enthusiastic.	
Peer Educators tried to stimulate discussion amongst the rest of the class.	
Peer Educators tried to encourage each group to feedback their thoughts / comments.	
<b>TOTAL YES:</b>	<b>TOTAL NO:</b>



In your groups, list 3 things today's team did well.

1

2

3



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



# CHALLENGE 3 - SUBURBAN SURPRISE

## HOME ACTIVITY

### MISSION LOG

Write down below your takeaways from your 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 next five days.



### PREPARE FOR THE NEXT CHALLENGE 4 - WILD WEST

Talk to your family and ask where / when / how they worked as a team? Can they give you an example (in a work or home setting) of when they worked with other people to successfully complete a task – it could be putting up a tent or just doing the washing up.

Parent/ Guardian signature



# CEANNAIRÍ DRAÍOCHTA

## MISSION KENENG 3 - SUBURBAN SURPRISE

HANG ME  
ON YOUR  
BEDROOM  
WALL

### GREEN ZONE - CALM



T-CUP  
THINKING CORRECTLY  
UNDER PRESSURE



### T-CUP TECHNIQUES



### AMBER ZONE - ANXIOUS



DRY MOUTH

SHAKING KNEES



HEART BEATING FAST

SWEATING PALMS



### RED ZONE - FLIPPED



TO REPAIR RELATIONSHIPS:  
TALK FACE TO FACE  
USE LOTS OF ACTIVE LISTENING



ZEEKO

ENTERPRISE  
IRELAND



## LESSON 4 - TEAMWORKING

### CHALLENGE 4

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



CONTINUE

# LESSON 4 - TEAMWORKING

## LEARNING OVERVIEW

### CORE FOCUS

- **Teacher facilitates** the pupils learning.
- **Team work** is a key attribute of 'New Value Creators' and also, for success in life. Pupils learn about the direct relationship between team-work, perception and innovation. The lesson draws on techniques explored in Lesson 2 - Effective Communication and Lesson 3 - Self-Awareness and Relationships to support effective team-work.
- **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:

- **Develop 21st Century Skills Tool-kit:** This lesson introduces key concepts for teamwork. Teamwork is essential to generate different perceptions. A change in perception is required for innovation, for example, fixed line phones to mobile phones or using a watch to replace credit cards and make contactless payments in shops. Pupils use the learning from lesson 2, active listening and lesson 3, recognising when we are anxious and the T-CUP techniques to support effective teamwork.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

### SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



# LESSON 4 – TEAMWORKING

## CURRICULUM LINKS:

SPHE Strand: Myself

Strand Unit: Self Identity

Strand Subunit: Developing self-confidence

Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others

SPHE Strand: Myself and the Wider World

Strand Unit: Developing Citizenship

Strand Subunit: Living in the Local Community

Practise ways of working together and of developing a sense of belonging celebrating group and individual achievements, reaching group decisions, making class decisions, taking particular responsibilities in class

## KEYWORDS USED

Active listening, blind spot, collaboration, empathy, innovation, paraphrasing, perception, perspective, point of view, teamwork

## METHODOLOGIES

Changing perceptions, communicating, teamwork, critical thinking, discussing, analysing, observing, giving and receiving feedback, recording.

## INTENDED LEARNING OUTCOMES:

By the end of the lesson, Pupils will be able to:

- **Explain** the benefits of teamwork for Venture Owners, success in life and in school.
- **Describe** the meaning of perception and the benefits of people having different perspectives.
- **Recognise** the links between teamwork, perception and innovation/ new value creation.
- **Understand** what actions are required to effectively work in a team.
- **Give or receive feedback**, based on success criteria:
  - Everybody in the peer educator team should take part.
  - Peer educators should try to speak clearly.
  - Peer educators should try to sound enthusiastic.



# LESSON 4 - TEAMWORKING

- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

## 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, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 210

Objective	How well can you now do this?	Any comments?
I could explain...		
Why it's cool to be me.		
How working as a team can help a team achieve its goals.		
How working as a team can help to improve learning in school.		
How an object could look at the same object in different and see something completely different.		
Why when we focus on one thing, we might miss something else.		
What is meant by reciprocity?		
How to stay in the green zone and T-CUP when someone else has a different perspective to me.		
I can ask to give feedback to others using WAVE and EBI.		
Some of this learning is my family at home.		

## FACE TO FACE AND REMOTE LEARNING



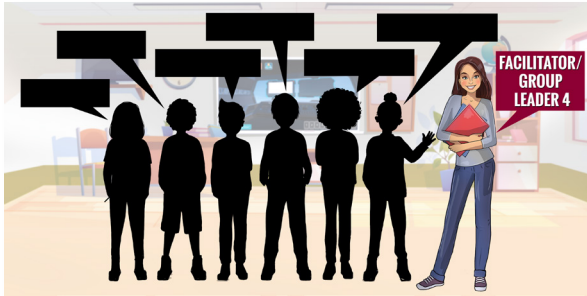
If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some 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.

## EXTENSION ACTIVITY

The text mentions the difference in perception between people watching a firework display and people watching a drone display. It is unlikely that there will be time or opportunity to show this in class, but teachers may be interested to watch The biggest drone display ever! - Guinness World Record: [https://www.youtube.com/watch?v=KhDEEN4gcpl&ab\\_channel=SacramentoBee](https://www.youtube.com/watch?v=KhDEEN4gcpl&ab_channel=SacramentoBee) . This video provides an opportunity to demonstrate technology and perspective to pupils.

# LESSON 4 - TEAMWORKING

## TEACHER LESSON OVERVIEW



This is the third lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **teamwork**, perceptions, innovation and how to support effective team relationships.

The list below summarises the content that the Presenters will facilitate for this lesson.

### PHONE 1 - Introduction - 5 Minutes

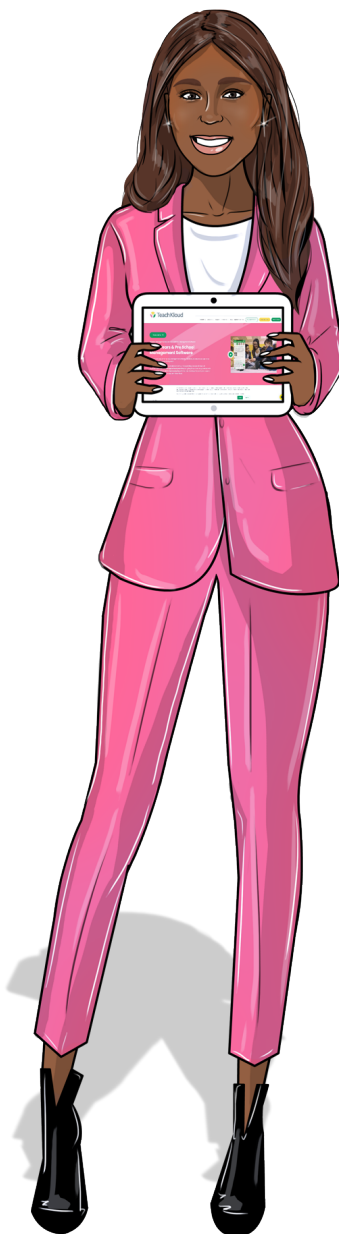
- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 3 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

### PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, teamwork and the collectible for the lesson are introduced.
- Wendy Oke from **TeachKloud** introduces herself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
  - Why is teamwork important for Venture owners, success in life and in school?
  - What do you have to do to effectively work in a team?

### PHONE 3 - Teamwork - 10 Minutes

- Teamwork examples are identified.
- Pupils work in their groups on Classroom Activity 1 to explore effective teamwork techniques.
- Pupils discuss Classroom Group Activity 1 Why is teamwork important for Venture owners, success in life and in school?.



# LESSON 4 – TEAMWORKING

## PHONE 4 - What Do You See? - 10 Minutes

- Pupils work through Classroom Activity 2 to explore their different perceptions.
- Pupils discuss Classroom Group Activity 2 to evaluate if they agree on what they have seen.

## PHONE 5 - Is It Both a Rabbit & Duck? - 5 Minutes

- Pupils reflect on the perception activity.
- Perception is described as having two points of view for one item.

## PHONE 6 - Missed Out! - 5 Minutes

- Pupils further reflect on the perception activity.
- Perception blind spots are discussed.

## PHONE 7 - Monkey Business! - 10 Minutes

- The 'Monkey Business' video is shown to practice perception blind spots.
- Pupils identify success as not being right or wrong but learning as success.

## PHONE 8 - Customer Empathy - 5 Minutes

- Varying contradicting images are shown to demonstrate how perception links to conflict.
- Empathy is defined as seeing the other person's point of view.

## PHONE 9 - Active Listening, T-CUP, Teamwork & Innovation - 5 Minutes

- Two the techniques from previous lessons are identified to support effective teamwork.
- The link between a change in perception and innovation is described.

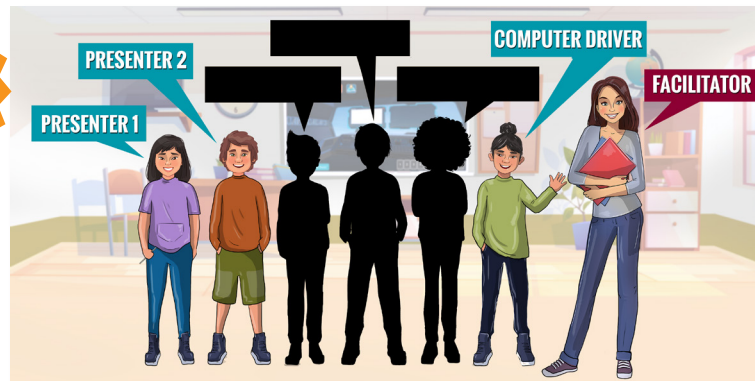
## PHONE 10 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils find lessons and inspiration in the success from a short video from Wendy Oke who we heard from at the start of the lesson.
- Pupils recap on the keys messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about different ways to come with ideas to solve problems.

## CHALLENGE 4 - WILD WEST

### PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



#### PUPILS OVERVIEW

Your Challenge is to explore the Wild West, find the 10 phones and unlock the collectible. The Challenge is about **Teamwork**. Venture owners work with many people to get the job done. For example, Venture Owners work with sales teams; marketing; advertisers; suppliers; web designers; other directors, and; branding.

**Perception is having two or more different points of view for the same thing – which could be a physical item or an idea.** Two people can see the same item, but have a different point of view. Sometimes when we are looking for one item, we might miss another item. This is a **blind spot in our perception**. The great thing about working in teams, is your team mate might see what you do not see.

It is okay, if you do not perceive/ see every item. It is not about getting it right or wrong. If you learn from the experience, this is success. **Empathy is putting yourself in the other person's shoes to look from their perspective/ point of view.**

Active listening is required to understand what another persons perception/ perspective is. Remember to use paraphrasing to check the message. Some times when working in teams our bodies give us the signals of anxiety. When we are in the amber zone use the T-CUP techniques to get back to the green zone.

An innovation is a new way of doing a job or solving a problem for someone. **To be an innovator you need to see an item from a different perspective.** For example, when other people see a duck you see a rabbit or when other people see a firework in the sky, you see drones with lights on them. There are lots of benefits to working in a team, together we can get jobs done, **more quickly, more cheaply and to a better standard.**









# CHALLENGE 4 - WILD WEST

## HERE ARE THE KEY MESSAGES

- Perception is having two points of view for one item.
- Perception blind spot is when we are looking for one item, we might miss another item.
- Empathy is putting yourself in the other person's shoes to look from their perspective/ point of view.
- To work effectively in a team, use:
  - Active listening to understand what another person's perception/ perspective is.
  - Paraphrasing to check the message.
  - The T-CUP techniques to get back to the green zone, from the amber zone when you are anxious.
- To be an innovator you need to see an item from a different perspective.
- In teams we can get jobs done, quicker, cheaper and better quality.

## PRESENTER AND COMPUTER DRIVE CHECKLIST

### MATERIALS REQUIRED FOR THE LESSON:

	Computer with speakers and a keyboard to control the character in the lesson.	<input checked="" type="checkbox"/>
	Lesson accessed through <a href="https://education.zeeko.ie/magical-leaders/">https://education.zeeko.ie/magical-leaders/</a>	<input checked="" type="checkbox"/>
	Lesson projected on whiteboard.	<input checked="" type="checkbox"/>
	One presenter sheet for each presenter, computer driver and teacher (typically 4).	<input checked="" type="checkbox"/>
	One group leader sheet for each group leader (typically 4).	<input checked="" type="checkbox"/>
	Each pupil should have a Mission Log. (typically 24)	<input checked="" type="checkbox"/>

# CHALLENGE 4 - WILD WEST

## BEFORE BEGINNING THE LESSON



Access the lesson on the Magical Leaders website <https://education.-zeeko.ie/magical-leaders/>. Check the lesson is displayed on the white-board.



Ensure that the class has been divided into groups of 5 or 6 pupils. A typical class of 30 pupils will have 4 groups of 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 ground rules you have for the lesson and classroom activities.



## 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 class.

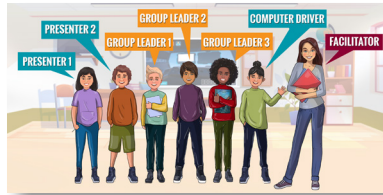
## PRESENTING INSTRUCTIONS

**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 4 - WILD WEST

## PHONE 1: INTRODUCTION



### SCREEN 1

**Instructions:** Peer educators introduce themselves.

**Read / Discuss:** Hi, we are going to be leading the session today I am \_\_\_\_\_ and I am one of the presenters today. I am \_\_\_\_\_ and I am also a presenter.

I am \_\_\_\_\_ and I am responsible for driving the computer, walking the avatar around the virtual world and opening the screens.

We are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. We are group leaders, our job is to lead the discussion and feedback our tables thoughts to the presenters.



### SCREEN 2

**Instructions:** Ask the class.

**Read / Discuss:** Who has been looking themselves in the mirror and saying: 'It's cool to be me'?. If you're going to be a 'New Value Creator', you have to feel good about yourself and stay positive.



### SCREEN 3

**Instructions:** Explain what pupils have to do at the end of the challenge.

**Read / Discuss:** At the end of the challenge you are all going to give the team, feedback on how well we facilitated this challenge. Did all members from the Peer Educator Team try to:

- Take part?
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?

# CHALLENGE 4 - WILD WEST

## PHONE 2: VENTURE CHALLENGE



### SCREEN 1

**Instructions:** Explain to the class.

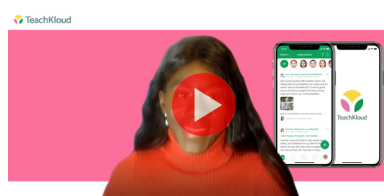
**Read Out and Discuss:** Today we are going to cover teamwork in the Wild West. You will be able to use your Mission Log to help you prepare and record your learning.



### SCREEN 2

**Instructions:** Explain to the class.

**Read Out and Discuss:** Next we are going to show a video of Wendy Oke from TeachKloud. She is going to tell us what they do and what our challenge is for today.



### SCREEN 3

**Instructions:** Show the video.



### SCREEN 4

**Instructions:** Repeat the questions.

**Read Out and Discuss:**

Our challenge today is to get our own answers to these questions, do you think we can do that? Yes we can!

- Why is teamwork important for Venture owners, success in life and in school?
- What do you have to do to effectively work in a team?



# CHALLENGE 4 - WILD WEST

## PHONE 3: TEAMWORK



### SCREEN 1

**Instructions:** Ask your classmates for examples of teamwork.

**Read/ Discuss:** Who can give an example of teamwork, when you worked with other people in school, at home or perhaps in sports where a group of people worked together.



### SCREEN 2

**Instructions:** Show the examples of teamwork to your classmates.

**Read/ Discuss:** Here are some examples of teamwork: soccer team, collab video, dance class or school debating team.



### SCREEN 3 - Classroom Activity 1

**Instructions:** Ask your classmates to complete Classroom Activity 1

**Read/ Discuss:** Can everyone go to Classroom Activity 1:

- Tear the page into 8 pieces.
- Write your name on 1 of the pieces.
- Scrunch the 8 pieces up and put them in a pile in the center of your groups table to create a paper snow storm.
- When all the pieces are in the center of the table, find your own name in SILENCE.
- If you open a piece of paper with someone else's name on it, scrunch it up again and put it back in the pile.



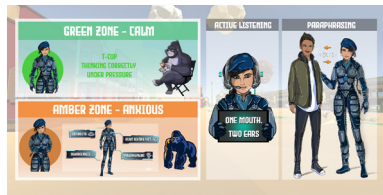
### SCREEN 4

**Instructions:** Give the class 3 minutes and then ask them.

**Read/ Discuss:** Did it take a long time to find your name?

# CHALLENGE 4 - WILD WEST

## PHONE 3: TEAMWORK CONTINUED



### SCREEN 5

**Instructions:** Find out from the class.

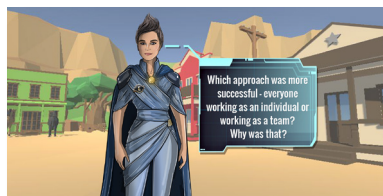
**Read/ Discuss:** Did anyone have to use the techniques we learned in challenge 2 and 3?

### SCREEN 6

**Instructions:** Now try the activity again this time using some teamwork.

**Read/ Discuss:** OK let us try again with some teamwork this time:

- Once again, throw all the pieces of paper on the pile.
- When all the pieces are in the center of the table, find your own name in SILENCE.
- If you find a piece of paper with somebody else's name on it, then give it to the owner.



### SCREEN 7

**Instructions:** Ask the class

**Read/ Discuss:** Which approach was more successful – everyone working as an individual or working as a team? Why was that?



### SCREEN 8 - Classroom Group Activity 1

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 1

**Read/ Discuss:** Group Leaders can we complete Classroom Group Activity 1.



### SCREEN 9

**Instructions:** Run the random number generator and ask the group for their answers.

**Read/ Discuss:** What answers did you have for the question?

- Why is teamwork important for Venture owners, success and in school?



# CHALLENGE 4 - WILD WEST

## PHONE 4: WHAT DO YOU SEE?



### SCREEN 1 Classroom Activity 2

**Instructions:** Complete Classroom Activity 2 on your own.

**Read Out and Discuss:** Can we complete Classroom Activity 2. Write down what you see for each of the following 5 images.



### SCREEN 2

**Instructions:** Leave the image on screen for 3 seconds.

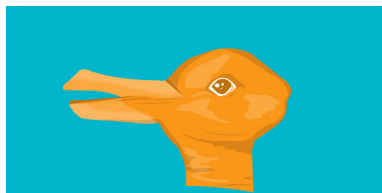
**Read Out and Discuss:** Write down what you see.



### SCREEN 3

**Instructions:** Check that everyone is ready and show image 2 on screen for 3 seconds.

**Read Out and Discuss:** What do you see. Please write down what you see.



### SCREEN 4

**Instructions:** When everyone is ready show image 3 on screen for 3 seconds.

**Read Out and Discuss:** Write down what you see for image 3.



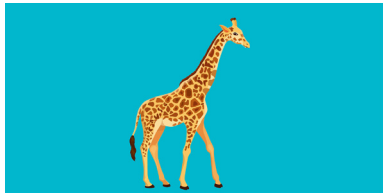
### SCREEN 5

**Instructions:** When everyone is ready show image 4 on screen for 3 seconds.

**Read Out and Discuss:** What do you see for image 4, please write it down.

# CHALLENGE 4 - WILD WEST

## PHONE 4: WHAT DO YOU SEE? CONTINUED



### SCREEN 6

**Instructions:** When everyone is ready show image 5 on screen for 3 seconds.

**Read Out and Discuss:** Write down what you see for image 5.



### SCREEN 7 - Classroom Group Activity 2

**Instructions:** Ask the groups to complete Classroom Group Activity 2.

**Read Out and Discuss:** Now our Group Leaders are going to do Classroom Group Activity 2.



### SCREEN 8

**Instructions:** Run the random number generator and ask the group for their answers.

**Read/ Discuss:** What answers did you have for the question?

- For the first image what did you see?
- For the remaining 4 images what did you see?



# CHALLENGE 4 - WILD WEST

## PHONE 5: IS IT BOTH A RABBIT & DUCK?

### WHO SAW THE VASE. WHO SAW TWO FACES



If someone has never seen a vase before do you think they would see the blue vase?

### SCREEN 1

**Instructions:** Show the image and ask the questions.

**Read Out and Discuss:** Who saw the vase? Who saw two faces? If someone has never seen a vase before do you think they would see the blue vase?

### WHO SAW THE VASE? OLD PERSON? GUITAR?

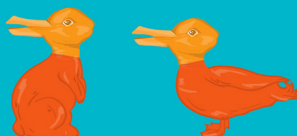


### SCREEN 2

**Instructions:** Show the next image and ask for hands up.

**Read Out and Discuss:** Hands up, who saw a vase? Who saw two faces? What do you now see?

### DID YOU SEE THE RABBIT? DUCK?

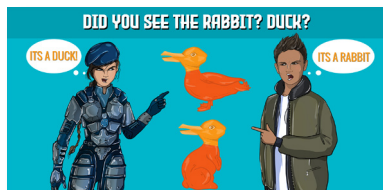


### SCREEN 3

**Instructions:** Show the rabbit/ duck and ask the questions.

**Read Out and Discuss:** Who saw a rabbit? Who saw a duck? Psychologists say that you can see both, but not both at the same time!

### DID YOU SEE THE RABBIT? DUCK?



### SCREEN 4

**Instructions:** Explain that perception is having two points of view for one item.

**Read Out and Discuss:** What we see, affects our perception, this becomes our point of view. Two people can see the same thing, but have a different point of view.

Can anybody think of an example of when two people saw the same situation but had a different perception?

For example, your Mum see's a mess, you see a 'floordrobe'!

# CHALLENGE 4 - WILD WEST

## PHONE 6: MISSED OUT!

WHO CAN SEE THE TIGER?

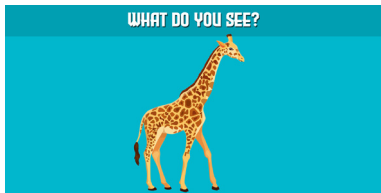


### SCREEN 1

**Instructions:** Ask the class for a show of hands.

**Read Out and Discuss:** What do you see? A Tiger. Ok, can you see the hidden tiger? I think the word tiger is written in his stripes on his hind leg?

WHAT DO YOU SEE?

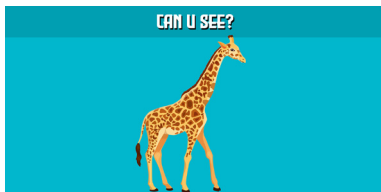


### SCREEN 2

**Instructions:** Ask the pupils to leave their hands up if they can see the giraffe.

**Read Out and Discuss:** OK, now leave your hands up if you can see the giraffe?

CAN U SEE?

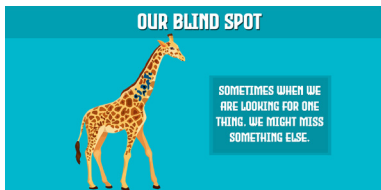


### SCREEN 3

**Instructions:** Explain about the hidden word 'giraffe' and ask about 'Can u see'. If people see both hidden items, tell them they did very well.

**Read Out and Discuss:** Most people will see the word 'Giraffe'. Does anyone see 'Can u see'?

OUR BLIND SPOT



### SCREEN 4

**Instructions:** Explain to the class about our blind spot.

**Read Out and Discuss:** Sometimes when we are looking for one thing, we might miss something else. This is a blind spot in our perception.

# CHALLENGE 4 - WILD WEST

## PHONE 7: MONKEY BUSINESS!



### SCREEN 1

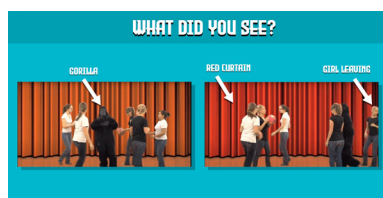
**Instructions:** When the class is ready, show 'The Monkey business illusion' [https://www.youtube.com/watch?v=IGQmdoK\\_ZfY&t=1s](https://www.youtube.com/watch?v=IGQmdoK_ZfY&t=1s).

**Read Out and Discuss:** We are going to watch an awareness test. You will be asked to count how many times the players wearing white T-shirts pass the ball. You must watch in absolute silence.



### SCREEN 2

**Instructions:** Show the video



### SCREEN 3

**Instructions:** As soon as the film has stopped, show this image

**Read Out and Discuss:** Put your hand up if you saw the gorilla, keep your hand up if you noticed the curtains change colour. Keep your hand up if you saw the person leaving the game.

Very few people spot all 3 items:

- The gorilla.
- The curtains changing colour.
- The person leaving.



### SCREEN 4

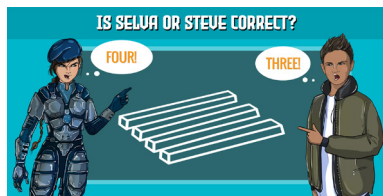
**Instructions:** Ask you classmates.

**Read Out and Discuss:** What did we learn from this example? It is not about getting this right or wrong. If you learn from the example, that is success.



# CHALLENGE 4 - WILD WEST

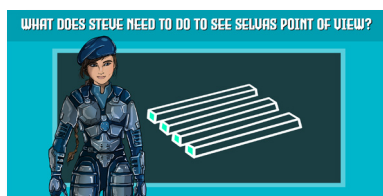
## PHONE 8: CUSTOMER EMPATHY



### SCREEN 1

**Instructions:** When the class is ready, show the image. Briefly discuss whether Selva or Steve is correct? They both are!

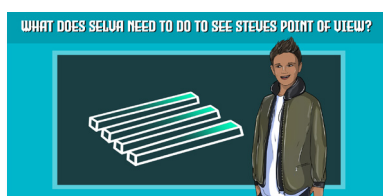
**Read Out and Discuss:** Is Selva correct or Steve correct?



### SCREEN 2

**Instructions:** Ask the question and agree that, Steve needs to walk around to see it from Selva's point of view.

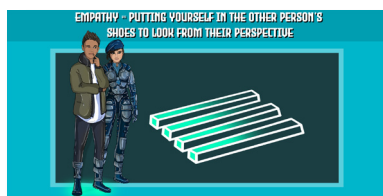
**Read Out and Discuss:** What does Steve need to do to see Selva's point view?



### SCREEN 3

**Instructions:** Ask the question and agree that, Selva needs to walk around to see it from Steve's point of view.

**Read Out and Discuss:** What does Selva need to do to see Steve's point view?



### SCREEN 4

**Instructions:** Explain what Empathy is.

**Read Out and Discuss:** Empathy is putting yourself in the other person's shoes to look from their perspective.



# CHALLENGE 4 - WILD WEST

## PHONE 8: CUSTOMER EMPATHY CONTINUED



### SCREEN 5

**Instructions:** Explain the slide.

**Read Out and Discuss:** To see the other person's point of view you need to empathise.



### SCREEN 6

**Instructions:** When the class is ready, show this image. Read out the customers issue and the potential solutions.

**Read Out and Discuss:** You own a coffee shop, your customer complains their coffee is too hot. What do you do?

- (a) Tell them no one else complained!
- (b) Apologise, pour it away and make a cooler one.
- (c) Can you think of a third option?

**Instructions:** Give the groups about 3 minutes for discussion and then explain.

**Read Out and Discuss:** If you answered

- (a) Customers may get annoyed
- (b) Is a waste of coffee
- (c) Pour the hot coffee into another cup, pour it back again, 2 or 3 times, and back into the original cup, by which time it will have cooled.

# CHALLENGE 4 - WILD WEST

## PHONE 9: TEAMWORK, ACTIVE LISTENING & T-CUP



### SCREEN 1

**Instructions:** Refer back to the key messages from Challenge 2.

**Read/ Discuss:** Active listening is required to understand what another person's perception/ perspective is. Remember to use paraphrasing to check the message.



### SCREEN 2

**Instructions:** Show your classmates that the key messages from Challenge 3 help with teamwork.

**Read/ Discuss:** Some times when working in teams our bodies give us the signals of anxiety. When we are in the amber zone use the T-CUP techniques to get back to the green zone.



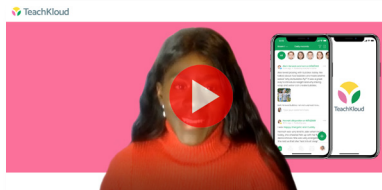
### SCREEN 3

**Instructions:** Explain to your classmates the link between perception and innovation.

**Read/ Discuss:** An innovation is a new way of doing a job or solving a problem for someone. To be an innovator you need to see an item from a different perspective. For example, when other people see a duck you see a rabbit or when other people see a firework in the sky you see drone with lights on them.

# CHALLENGE 4 - WILD WEST

## PHONE 10: RECAP, FEEDBACK, HOME ACTIVITY



### SCREEN 1

**Instructions:** Play the video.

**Read Out and Discuss:** Let's hear from our Venture Owner again.



### SCREEN 2

**Instructions:** Find out what the class learned.

**Read Out and Discuss:** Who can tell me one thing they've learned today?

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

**Read Out and Discuss:** I think it is really important to \_\_\_\_\_.



### SCREEN 3 - Feedback Sheet

**Instructions:** How did they do? Ask your classmates to fill out the feedback sheet.

**Read Out and Discuss:** Did all members from the Peer Educator Team try to:

- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### SCREEN 4 - Feedback Sheet

**Instructions:** On the feedback sheet, 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 and what could we do even better on a future occasion?



### SCREEN 5 - Home Activity

**Instructions:** Give the pupils details on the Home Activity.

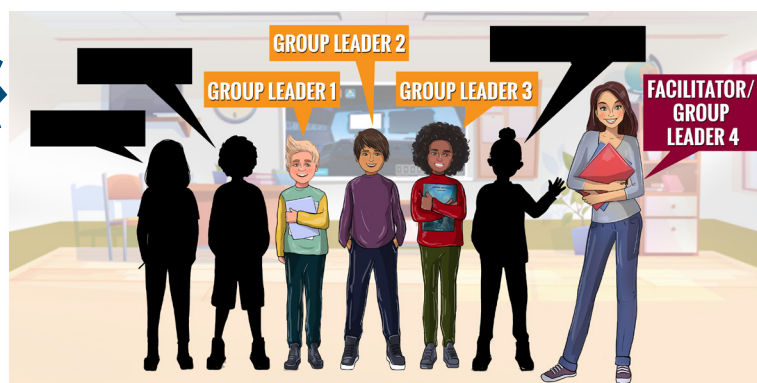
**Read Out and Discuss:** Discuss the Home Activity sheet with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you (as appropriate).



# CHALLENGE 4 - WILD WEST

## GROUP LEADER SHEETS

4  
Copies  
Per Class



### PUPILS OVERVIEW

Your Challenge is to explore the Wild West, find the 10 phones and unlock the collectible. The Challenge is about **Teamwork**. Venture owners work with many people to get the job done. For example, Venture Owners work with sales teams; marketing; advertisers; suppliers; web designers; other directors, and; branding.

**Perception is having two or more different points of view for the same thing – which could be a physical item or an idea.** Two people can see the same item, but have a different point of view. Sometimes when we are looking for one item, we might miss another item. This is a **blind spot in our perception**. The great thing about working in teams, is your team mate might see what you do not see.

It is okay, if you do not perceive/ see every item. It is not about getting it right or wrong. If you learn from the experience, this is success. **Empathy is putting yourself in the other person's shoes to look from their perspective/ point of view.**

Active listening is required to understand what another persons perception/ perspective is. Remember to use paraphrasing to check the message. Some times when working in teams our bodies give us the signals of anxiety. When we are in the amber zone use the T-CUP techniques to get back to the green zone.

An innovation is a new way of doing a job or solving a problem for someone. **To be an innovator you need to see an item from a different perspective.** For example, when other people see a duck you see a rabbit or when other people see a firework in the sky, you see drones with lights on them. There are lots of benefits to working in a team, together we can get jobs done, **more quickly, more cheaply and to a better standard.**



# CHALLENGE 4 - WILD WEST

## HERE ARE THE KEY MESSAGES

- Perception is having two points of view for one item.
- Perception blind spot is when we are looking for one item, we might miss another item.
- Empathy is putting yourself in the other person's shoes to look from their perspective/ point of view.
- To work effectively in a team, use:
  - Active listening to understand what another person's perception/ perspective is.
  - Paraphrasing to check the message.
  - The T-CUP techniques to get back to the green zone, from the amber zone when you are anxious.
- To be an innovator you need to see an item from a different perspective.
- In teams we can get jobs done, quicker, cheaper and better quality.

## PREPARATION INSTRUCTIONS

**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 4 - WILD WEST

## CLASSROOM GROUP ACTIVITY 1

### READ:

We saw in the snow blizzard activity that it is quicker to get the task done if we work together as a team.

### ASK:

**Question:** Why is teamwork important for Venture owners, success in life and in school?

### ANY OTHER QUESTIONS



## CLASSROOM GROUP ACTIVITY 2

### READ:

We have just looked at five images. Can we compare our answers for the last activity.

### ASK:

**Question:** For the first image what did you see?

**Question:** For the remaining 4 images what did you see?

### ANY OTHER QUESTIONS



# CHALLENGE 4 - WILD WEST

## PUPIL SHEETS

1 Copy/  
Pupil (excls.  
Peer Team)



### PUPILS OVERVIEW

Your Challenge is to explore the Wild West, find the 10 phones and unlock the collectible. The Challenge is about **Teamwork**. Venture owners work with many people to get the job done. For example, Venture Owners work with sales teams; marketing; advertisers; suppliers; web designers; other directors, and; branding.

**Perception is having two or more different points of view for the same thing – which could be a physical item or an idea.** Two people can see the same item, but have a different point of view. Sometimes when we are looking for one item, we might miss another item. This is a **blind spot in our perception**. The great thing about working in teams, is your team mate might see what you do not see.

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# CHALLENGE 4 - WILD WEST

## HERE ARE THE KEY MESSAGES

- Perception is having two points of view for one item.
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  - The T-CUP techniques to get back to the green zone, from the amber zone when you are anxious.
- To be an innovator you need to see an item from a different perspective.
- In teams we can get jobs done, quicker, cheaper and better quality.



# CHALLENGE 4 - WILD WEST

## CLASSROOM ACTIVITY 1

### SNOW BLIZZARD

Follow the instructions below for this activity:

- Tear the page into 8 pieces.
- Write your name on 1 of the pieces.
- Scrunch the 8 pieces up and put them in a pile in the center of your groups table to create a blizzard of bits of paper like a snow storm.
- When all the pieces are in the center of the table, find your own name in SILENCE.
- If you open a piece of paper with someone else's name, scrunch it up again and put it back in the pile.



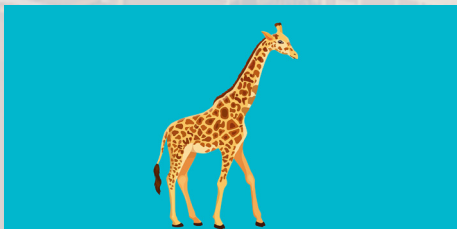
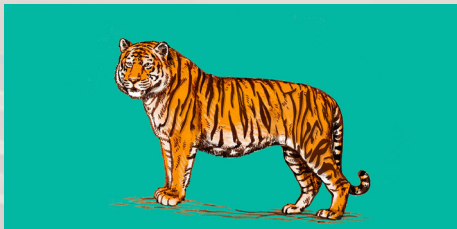
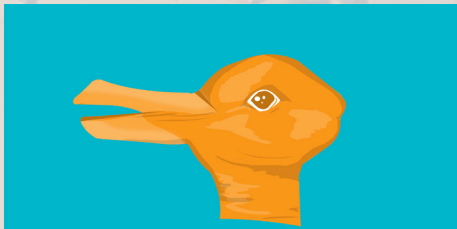
Enter your name in this box.

## CHALLENGE 4 - WILD WEST

### CLASSROOM ACTIVITY 2

#### WHAT DO YOU SEE?

On your own write down what you see for each of the following 5 images.  
When you are finished wait for the next instruction from the presenter.





## CHALLENGE 4 - WILD WEST

### 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

Everybody in the presenting group contributed.

Peer Educators tried to speak clearly.

Peer Educators tried to sound enthusiastic.

Peer Educators tried to stimulate discussion amongst the rest of the class.

Peer Educators tried to encourage each group to feedback their thoughts / comments.

#### Achieved? (Y/N)


TOTAL YES:

TOTAL NO:



In your groups, list 3 things today's team did well.

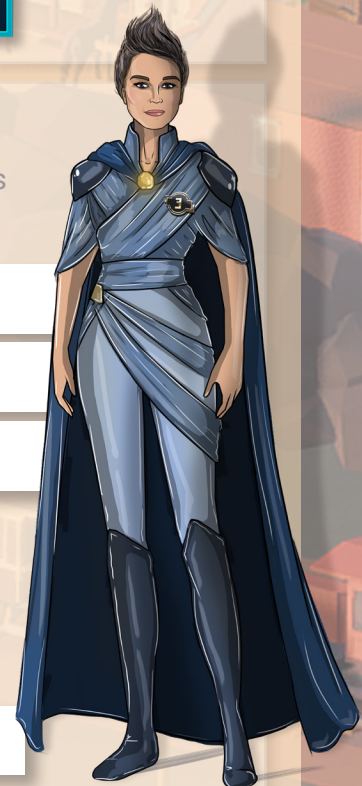
1

2

3



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






# CHALLENGE 4 - WILD WEST

## HOME ACTIVITY

### MISSION LOG

Write down below your takeaways from your 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 next five days.



### PREPARE FOR THE NEXT CHALLENGE 5 - CASTLE IN THE CLOUDS

Talk to your family and ask can they give you an example (in a work or home setting) of when they worked with other people to solve a problem. How did they think of the solutions. For example, it could be hanging a picture on the wall, but having no drill or hammer.

Parent/ Guardian signature



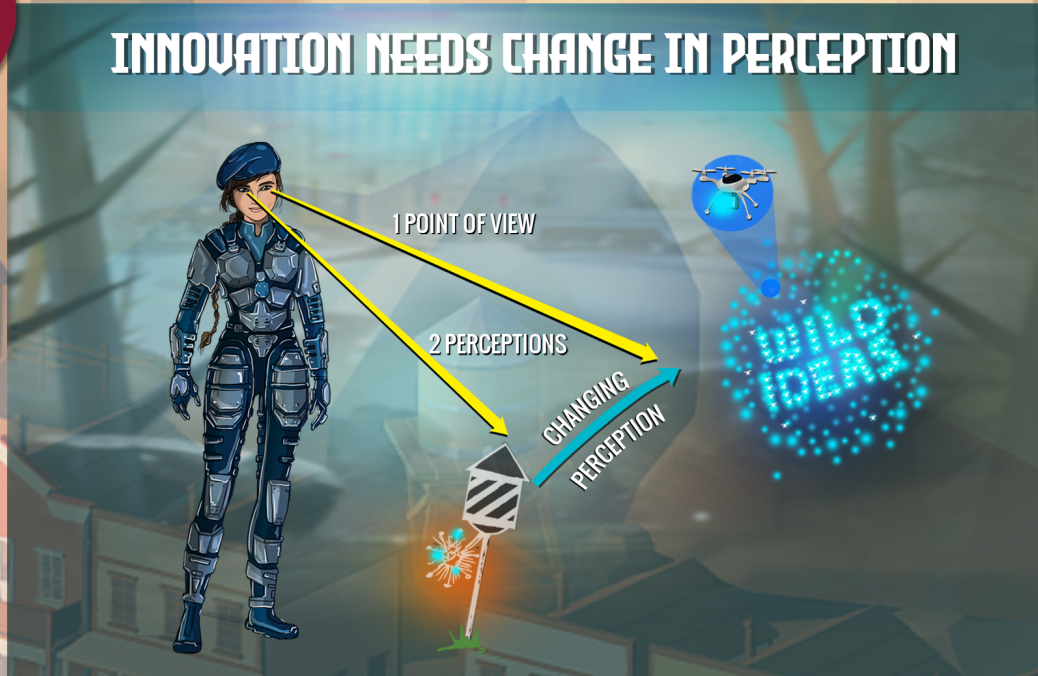
# CEANNAIRÍ DRAÍOCHTA

## MISSION KENENG 4 - WILD WEST



HANG ME  
ON YOUR  
BEDROOM  
WALL

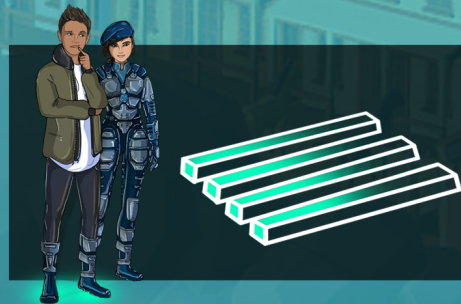
### INNOVATION NEEDS CHANGE IN PERCEPTION



TEAMS SEE MORE THAN  
ONE PERSPECTIVE



EMPATHY IS PUTTING YOURSELF IN THE  
OTHER PERSON'S SHOES TO LOOK FROM  
THEIR PERSPECTIVE/ POINT OF VIEW.



BLIND SPOT: WHEN WE ARE LOOKING FOR ONE ITEM WE  
MIGHT MISS ANOTHER ITEM



**ZEEKO**

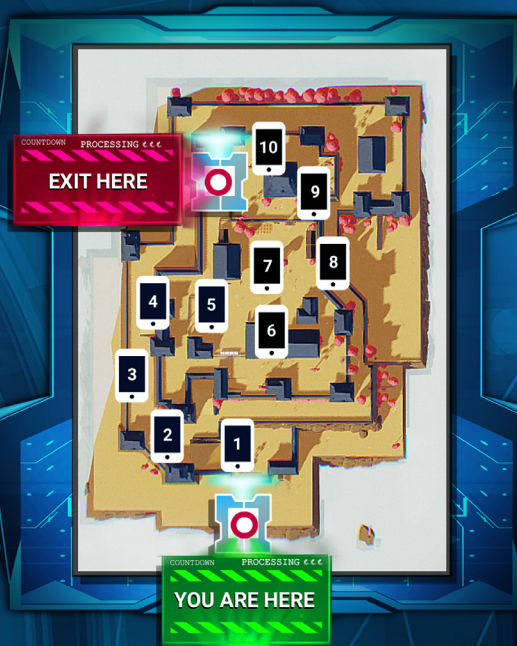
 **ENTERPRISE  
IRELAND**



## LESSON 5 - CREATIVE PROBLEM SOLVERS

### CHALLENGE 5

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



CONTINUE



# LESSON 5 - CREATIVE PROBLEM SOLVERS

## LEARNING OVERVIEW

### CORE FOCUS

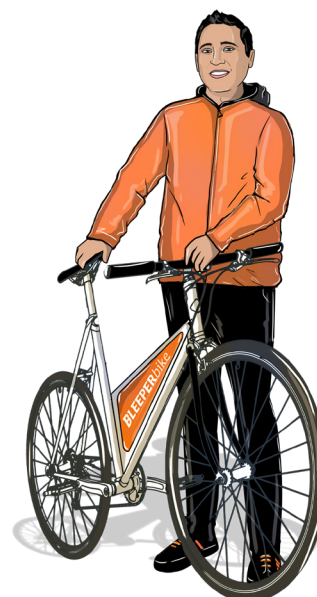
- **Teacher facilitates** the pupils learning.
- **Creative problem solving** is a key attribute of 'New Value Creators' and also, for success in life. The lesson positions problem solving as a creative process. Problem solving is initially explored in the broad sense of problem solving and then is linked to creating customer value i.e. solving problems or doing jobs for people. As part of creative problem solving pupils can use the ideation techniques introduced in lesson two.
- **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:

- **Develop 21st Century Skills Tool-kit:** This lesson introduces key concepts for creative problem solving. The difference between problem solving and creative problem solving is explained. The creative element requires innovation. A change in perception is required for innovation. Teamwork is essential to generate different perceptions. Pupils use the learning from lesson 2, active listening; lesson 3, recognising when we are anxious and the T-CUP techniques; lesson 4, teamwork to support creative problem solving.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

### SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



# LESSON 5 - CREATIVE PROBLEM SOLVERS

The learning from this lesson is supported by learning from Hugh Cooney. Hugh is the inventor of BleeperBike, an app to rent a bike. BleeperBike is linked to the UN Sustainable Development Goal 11 'Sustainable Cities and Communities'.

## CURRICULUM LINKS:

**SPHE Strand:** Myself and the Wider World

**Strand Unit:** Developing Citizenship

**Strand Subunit:** Environmental Care

Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.

**Geography Strand:** Environmental Awareness and Care

**Strand unit:** Caring for the Environment

Come to appreciate individual, community and national responsibility for environmental care, explore concept of custodianship and its implications, become familiar with concept of sustainable development, appreciate the need to protect environments for present and future inhabitants.

## KEYWORDS USED

**Creative problem solving, customer value, innovation, problem solving, radiant light, solar panel, thinking outside the box**

## METHODOLOGIES

Ideating, creative thinking, communicating, teamwork, critical thinking, discussing, analysing, observing, giving and receiving feedback, recording

## INTENDED LEARNING OUTCOMES:

By the end of the lesson, Pupils will be able to:

- **Explain** the benefits of creative problem solving for Venture Owners, success in life and in school.
- **Describe** the meaning of creative problem solving.
- **Explain** the difference between problem solving and creative problem solving.
- **Understand** what actions are required for creative problem solving.
- **Apply** creative problem solving to ideate a solution for an affordable energy project.

# LESSON 5 - CREATIVE PROBLEM SOLVERS

- **Give or receive feedback**, based on success criteria:
  - Everybody in the peer educator team should take part.
  - Peer educators should try to speak clearly.
  - Peer educators should try to sound enthusiastic.
  - Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

## 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, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 211

## FACE TO FACE AND REMOTE LEARNING

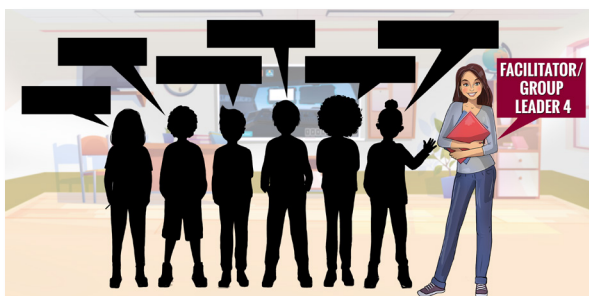


If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some 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.



# LESSON 5 - CREATIVE PROBLEM SOLVERS

## TEACHER LESSON OVERVIEW



This is the fourth lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **creative problem solving**, which requires a change in perception. A tennis ball or football is required for this lesson. The list below summarises the content that the Presenters will facilitate for this lesson.

### PHONE 1 - Introduction - 5 Minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 4 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

### PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, creative problem solving and the collectible for the lesson are introduced.
- Hugh Cooney from **BleperBike** introduces himself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
  - Why is creative problem solving important for Venture Owners, success in life and in school?
  - What do you have to do to solve a problem creatively?



### PHONE 3 - Creative Problem Solving - 5 Minutes

- Pupils contextualise creative problem solving in the context of customer value; solving problems or doing jobs for customers, and; ideation.

### PHONE 4 - Thinking Outside the Box? - 10 Minutes

- Pupils work individually on Classroom Activity 1 to understand the negative impact of our perception on problem solving. Ideation techniques are offered as a solution to this constraint.

## LESSON 5 - CREATIVE PROBLEM SOLVERS

## PHONE 5 - Fastest Finger - 10 Minutes

- Pupils practice a team based creative problem solving challenge and discuss creative problem solving for venture owners.



## PHONE 6 - Solar Energy Ideation - 10 Minutes

- The sun, radiant light and solar energy are discussed
- Pupils work through Classroom Activity 2 to ideate alternate solutions to creating solar heat for their classroom
- Suggested Solutions: The graphic below shows some alternate solution ideas to the solar heat panel activity.
  - Paint the bottle black, add water and place in direct sun light.
  - Cover a window that is in direct sunlight with the black paper or black plastic bags.
  - Paint the box black and place in direct sun light.

**Note:** Pupils will evaluate their proposed alternate solutions in the next lesson.



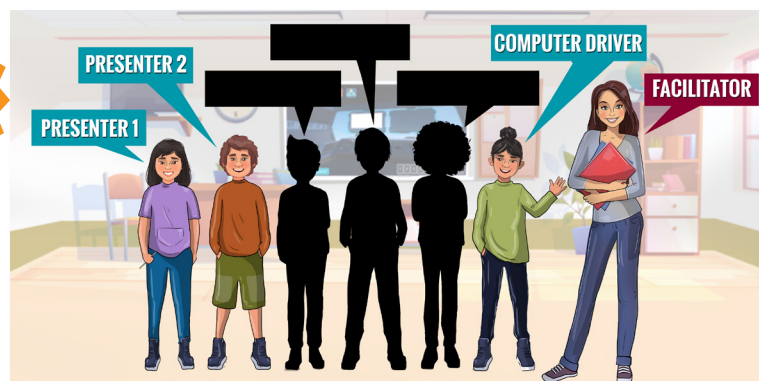
## PHONE 7 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils find lessons and inspiration in the success from a short video from Hugh Cooney who we heard from at the start of the lesson.
- Pupils recap on the keys messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about different ways to create ideas to solve problems.

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



### PUPILS OVERVIEW

Your Challenge is to explore the Castle in the Clouds, find the 7 phones and unlock the collectible. The Challenge is about **Creative Problem Solving**. Venture owners and people in general solve problems every day.

Throughout the previous challenges you have seen the customer value is solving a problem or doing a job for a person, and; an innovation is a new way of solving a problem. **To create innovations we need creative problem solving.** Do you remember the 3 tricks to ideate 'wild ideas'?

- **BUILD** on the ideas of others.
- **AIM** for loads of wild ideas.
- **DEFER** evaluation.

You have already used creative problem solving in Challenge 2 on your 'wild ideas' jacket.



When we try to create new solutions we are constrained in our perception that literally stop us from 'thinking outside the box'. The trick is to ideate and come up with 'wild ideas'.

**Solar energy is radiant light and heat from the sun.** Sun light can be captured for free to create heat and electricity. Black surfaces absorb more light and energy. The United Nations Sustainable Development Goal 7 is about affordable and clean energy. Can you use your creative problem skills to create a solar panel to heat your classroom from recycled items from your house?

### HERE ARE THE KEY MESSAGES

- Creative problem solving is necessary to create new value for customers









## CHALLENGE 5 - CASTLE IN THE CLOUDS

and society.

- Everybody is creative.
- Our perception blind spots stop us 'thinking outside the box'.
- Use your 'wild idea' tricks to overcome your perception blind spots:
  - **BUILD** on the ideas of others.
  - **AIM** for loads of wild ideas.
  - **DEFER** evaluation.
- Sun light can be captured for free to create heat and electricity.
- Solar energy can fulfil United Nations Sustainable Development Goal 7 to provide affordable and clean energy.
- It can be frustrating to think outside the box. Don't forget to use T-CUP.

### PRESENTER AND COMPUTER DRIVE CHECKLIST

#### MATERIALS REQUIRED FOR THE LESSON:

	Computer with speakers and a keyboard to control the character in the lesson.	<input checked="" type="checkbox"/>
	Lesson accessed through <a href="https://education.zeeko.ie/magical-leaders/">https://education.zeeko.ie/magical-leaders/</a>	<input checked="" type="checkbox"/>
	Lesson projected on whiteboard.	<input checked="" type="checkbox"/>
	One presenter sheet for each presenter, computer driver and teacher (typically 4).	<input checked="" type="checkbox"/>
	One group leader sheet for each group leader (typically 4).	<input checked="" type="checkbox"/>
	Each pupil should have a Mission Log. (typically 24)	<input checked="" type="checkbox"/>

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## BEFORE BEGINNING THE LESSON



Access the lesson on the Magical Leaders website <https://education.-zeeko.ie/magical-leaders/>. Check the lesson is displayed on the white-board.



Ensure that the class has been divided into groups of 5 or 6 pupils. A typical class of 30 pupils will have 4 groups of 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 ground rules you have for the lesson and classroom activities.



## 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 class.

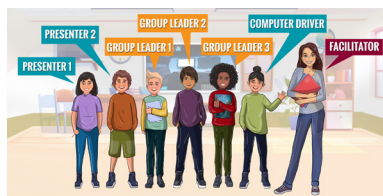
## PRESENTING INSTRUCTIONS

**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 5 - CASTLE IN THE CLOUDS

## PHONE 1: INTRODUCTION



### SCREEN 1

**Instructions:** Peer educators introduce themselves.

**Read / Discuss:** Hi, we are going to be leading the session today I am \_\_\_\_\_ and I am one of the presenters today. I am \_\_\_\_\_ and I am also a presenter.

I am \_\_\_\_\_ and I am responsible for driving the computer, walking the avatar around the virtual world and opening the screens.

We are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. We are group leaders, our job is to lead the discussion and feedback our tables thoughts to the presenters.



### SCREEN 2

**Instructions:** Ask the class.

**Read / Discuss:** Who has been looking themselves in the mirror and saying: 'It's cool to be me'?. If you're going to be a 'New Value Creator', you have to feel good about yourself and stay positive.



### SCREEN 3

**Instructions:** Explain what pupils have to do at the end of the challenge.

**Read / Discuss:** At the end of the challenge you are all going to give the team, feedback on how well we facilitated this challenge. Did all members from the Peer Educator Team try to:

- Take part?
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 2: VENTURE CHALLENGE



### SCREEN 1

**Instructions:** Explain to the class.

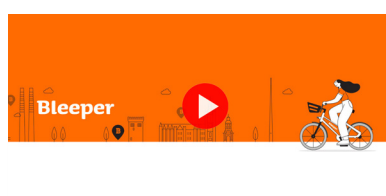
**Read Out and Discuss:** Today we are going to cover creative problem solving in the Castle In The Clouds. You will be able to use your Mission Log to help you prepare and record your learning.



### SCREEN 2

**Instructions:** Explain to the class.

**Read Out and Discuss:** Next we are going to show a video of Hugh Cooney from BleeperBike. He is going to tell us what they do and what our challenge is for today.



### SCREEN 3

**Instructions:** Show the video.



### SCREEN 4

**Instructions:** Repeat the questions.

**Read Out and Discuss:**

Our challenge today is to get our own answers to these questions, do you think we can do that? Yes we can!

- Why is creative problem solving important for Venture Owners, success in life and in school?
- What do you have to do to solve a problem creatively?

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 3: CREATIVE PROBLEM SOLVING



### SCREEN 1

**Instructions:** Explain to you classmate.

**Read/ Discuss:** In Challenge 1 we discovered creating customer value for people is solving a problem or doing a job for them. What problem is being solved in this picture?



### SCREEN 2

**Instructions:** Ask the class.

**Read/ Discuss:** What is stopping the delivery company solving the problem the same way next year, the year after or 2030?



### SCREEN 3

**Instructions:** Remind you classmates.

**Read/ Discuss:** What is the new way of solving the problem or doing the job? That is correct, a drone. A new way of solving the problem is called an innovation.



### SCREEN 4

**Instructions:** Remind the class.

**Read/ Discuss:** The delivery van is solving a problem. The delivery drone is innovative. To create the innovation we need creative problem solving.



### SCREEN 5

**Instructions:** Remind the class.

**Read/ Discuss:** In challenge 2 we spoke about Ideation is coming up with ideas. There are 3 tricks to create new ways to solve problems:

- **BUILD** on the ideas of others.
- **AIM** for loads of wild ideas.
- **DEFER** evaluation.



### SCREEN 6

**Instructions:** Ask th class to remember back to challenge 2.

**Read/ Discuss:** In Challenge 2 we created a 'wild idea' jacket. This was creative problem solving.



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 4: THINKING OUTSIDE THE BOX?



### SCREEN 1

**Instructions:** Explain the task to your classmates.

**Read/ Discuss:** Our challenge today is to think creatively, sometimes we have to think outside the box. This involves 'wild ideas'. Let us look at today's challenge.

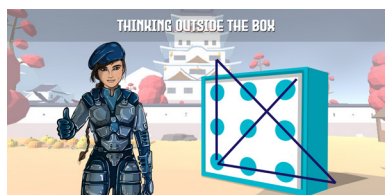


### SCREEN 2 - Classroom Activity 1

**Instructions:** Ask your classmates to complete part 1 of Classroom Activity 1

**Read/ Discuss:** Work on your own. The goal of this challenge is to join the nine dots with four straight lines without lifting your pen/ pencil off the page. The example shows the task done incorrectly.

Some people get very frustrated when faced with a task that looks impossible. It's important to stay in the green zone. Don't forget some of your 'calm down' techniques and T-CUP if you start to get frustrated or angry.



### SCREEN 3

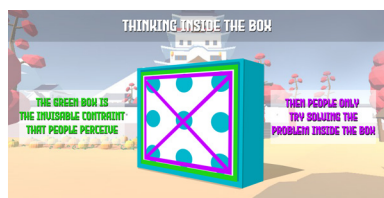
**Instructions:** Show the class the solution and explain.

**Read/ Discuss:** Here is the solution. Some people cannot find the solution because they literally cannot think outside the box.



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 4: THINKING OUTSIDE THE BOX? CONTINUED



### SCREEN 4

**Instructions:** Explain to the class what some people might perceive.

**Read/ Discuss:** The green box is the invisible constraint people perceive. Then, people only try to solve the problem inside the box.



### SCREEN 5

**Instructions:** Give your classmates the advice.

**Read/ Discuss:** The trick is to ideate and come up with 'wild ideas'. This is no problem to you as you proved you are all creative when you did the 'wild idea' jacket in challenge 2.

Use the 3 tricks to create new ways to solve problems:

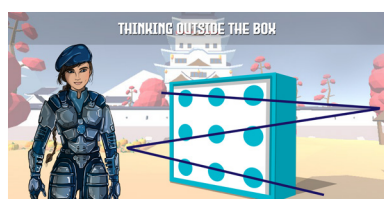
- **BUILD** on the ideas of others.
- **AIM** for loads of wild ideas.
- **DEFER** evaluation.



### SCREEN 6

**Instructions:** Now ask your classmate to complete the second part of Classroom Activity 1.

**Read/ Discuss:** Work in your groups. The goal of this challenge is to join the nine dots with three straight lines without lifting your pen/ pencil off the page. Use the 3 tricks to create new ways to solve problems.



### SCREEN 7

**Instructions:** Show the class the solution.

**Read/ Discuss:** Here is the solution on the screen. Group Leaders, how did your groups do?

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 5: FASTEST FINGER



### SCREEN 1

**Instructions:** Tell the class about the next challenge.

**Read/ Discuss:** Okay, so this is a test of active listening, thinking correctly under pressure (T-CUP) and creative problem-solving.



### SCREEN 2

**Instructions:** Explain to your classmates what is required for the next challenge.

**Read/ Discuss:** So the rules for this activity are:

- Get a ball or roll up a piece of paper into a ball.
- Nobody can be in physical contact with anybody else.
- The ball starts with your group leader.
- The ball has to touch each person in turn in the group.
- The ball has to get back to the group leader as fast as possible.

Groups take turns, watch each other and learn from each other.



### SCREEN 3

**Instructions:** Ask your teacher to use a stopwatch to time how long each group takes.

**Read/ Discuss:** When \_\_\_\_\_ says go, you've got to get the ball from one person to another and back to the Group Leader as fast as you can.



### SCREEN 4

**Instructions:** Once all 4 groups have had a go, tell the class about the world record.

**Read/ Discuss:** Would you be surprised if I told you the world record is half a second? Can anybody describe how this could be done?



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 5: FASTEST FINGER CONTINUED



### SCREEN 5

**Instructions:** Give the class a minute or so for the discussion.

**Read/ Discuss:** Let's take a minute to discuss in our groups.



### SCREEN 6

**Instructions:** Show the class the next slide with the solution.

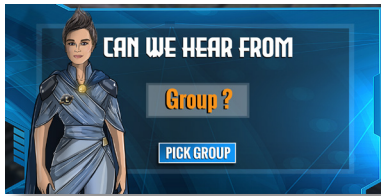
**Read/ Discuss:** Here is how the fastest people in the world did it.



### SCREEN 7 - Classroom Group Activity 1

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 1

**Read/ Discuss:** Group Leaders can we complete Classroom Group Activity 1.



### SCREEN 8

**Instructions:** Run the random number generator and ask the group for their answers.

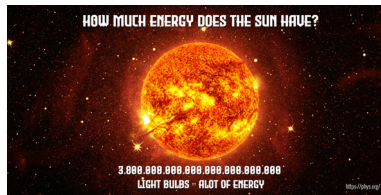
**Read/ Discuss:** What answers did you have for the question?

- When a Venture Owner has to think outside the box how might activities like we have just completed, help them?



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 6: SOLAR PANEL CHALLENGE



### SCREEN 1

**Instructions:** Tell to your classmates.

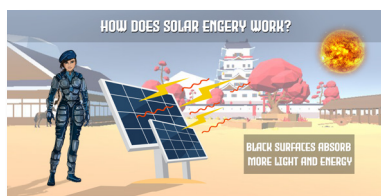
**Read/ Discuss:** The amount of energy in the sun is equal to 3.8 septillion light bulbs.



### SCREEN 2

**Instructions:** Explain to your class about solar energy.

**Read/ Discuss:** Solar energy is radiant light and heat from the Sun that is captured and used by people, for example to create heat or electricity.



### SCREEN 3

**Instructions:** Explain to your classes about black surfaces.

**Read/ Discuss:** Black surfaces absorb more light and energy. That is why solar panels are black.



### SCREEN 4

**Instructions:** Describe to your classmates, UNSDG 7 Affordable and Clean Energy.

**Read/ Discuss:** The United Nations Sustainable Development Goal 7 is about affordable and clean energy. The energy from the sun is free.



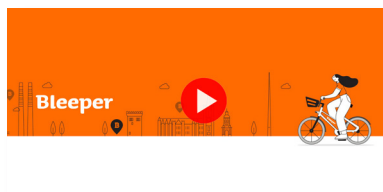
### SCREEN 5 - Classroom Activity 2

**Instructions:** Ask your classmates to complete Classroom Activity 2.

**Read/ Discuss:** In your groups can you work together on Classroom Activity 2 to create a solar panel to heat the class from recycled items from your house. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy.

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PHONE 7: RECAP, FEEDBACK, HOME ACTIVITY



### SCREEN 1

**Instructions:** Play the video.

**Read Out and Discuss:** Let's hear from our Venture Owner again.



### SCREEN 2

**Instructions:** Find out what the class learned.

**Read Out and Discuss:** Who can tell me one thing they've learned today?

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

**Read Out and Discuss:** I think it is really important to \_\_\_\_\_.



### SCREEN 3 - Feedback Sheet

**Instructions:** How did they do? Ask your classmates to fill out the feedback sheet.

**Read Out and Discuss:** Did all members from the Peer Educator Team try to:

- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### SCREEN 4 - Feedback Sheet

**Instructions:** On the feedback sheet, 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 and what could we do even better on a future occasion?



### SCREEN 5 - Home Activity

**Instructions:** Give the pupils details on the Home Activity.

**Read Out and Discuss:** Discuss the Home Activity sheet with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you (as appropriate).



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## GROUP LEADER SHEETS

4  
Copies  
Per Class



### PUPILS OVERVIEW

Your Challenge is to explore the Castle in the Clouds, find the 7 phones and unlock the collectible. The Challenge is about **Creative Problem Solving**. Venture owners and people in general solve problems every day.

Throughout the previous challenges you have seen the customer value is solving a problem or doing a job for a person, and; an innovation is a new way of solving a problem. **To create innovations we need creative problem solving.** Do you remember the 3 tricks to ideate 'wild ideas'?

- **BUILD** on the ideas of others.
- **AIM** for loads of wild ideas.
- **DEFER** evaluation.

You have already used creative problem solving in Challenge 2 on your 'wild ideas' jacket.



When we try to create new solutions we are constrained in our perception that literally stop us from 'thinking outside the box'. The trick is to ideate and come up with 'wild ideas'.

**Solar energy is radiant light and heat from the sun.** Sun light can be captured for free to create heat and electricity. Black surfaces absorb more light and energy. The United Nations Sustainable Development Goal 7 is about affordable and clean energy. Can you use your creative problem skills to create a solar panel to heat your classroom from recycled items from your house?

### HERE ARE THE KEY MESSAGES

- Creative problem solving is necessary to create new value for customers



# CHALLENGE 5 - CASTLE IN THE CLOUDS

and society.

- Everybody is creative.
- Our perception blind spots stop us 'thinking outside the box'.
- Use your 'wild idea' tricks to overcome your perception blind spots:
  - **BUILD** on the ideas of others.
  - **AIM** for loads of wild ideas.
  - **DEFER** evaluation.
- Sun light can be captured for free to create heat and electricity.
- Solar energy can fulfil United Nations Sustainable Development Goal 7 to provide affordable and clean energy.
- It can be frustrating to think outside the box. Don't forget to use T-CUP.

## PREPARATION INSTRUCTIONS

**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.

## CLASSROOM GROUP ACTIVITY 1

### READ:

Venture Owners and people in general have to solve problems everyday.

### ASK:

**Question:** When a Venture Owner has to think outside the box how might activities like we have just completed, help them?

### ANY OTHER QUESTIONS



# CHALLENGE 5 - CASTLE IN THE CLOUDS

## PUPIL SHEETS

1 Copy/  
Pupil (excls.  
Peer Team)



### PUPILS OVERVIEW

Your Challenge is to explore the Castle in the Clouds, find the 7 phones and unlock the collectible. The Challenge is about **Creative Problem Solving**. Venture owners and people in general solve problems every day.

Throughout the previous challenges you have seen the customer value is solving a problem or doing a job for a person, and; an innovation is a new way of solving a problem. **To create innovations we need creative problem solving.** Do you remember the 3 tricks to ideate 'wild ideas'?

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### HERE ARE THE KEY MESSAGES

- Creative problem solving is necessary to create new value for customers



## CHALLENGE 5 - CASTLE IN THE CLOUDS

and society.

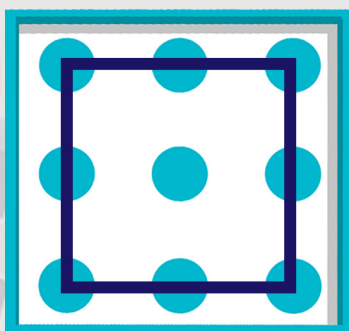
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- Our perception blind spots stop us 'thinking outside the box'.
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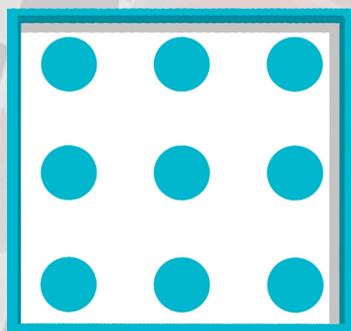
# CHALLENGE 5 - CASTLE IN THE CLOUDS

## CLASSROOM ACTIVITY 1

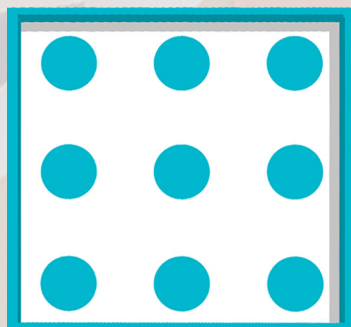
### THINKING OUTSIDE THE BOX



Work on your own. The goal of this challenge is to join the nine dots with **four straight lines** without lifting your pen/ pencil off the page. The example shows the task done incorrectly.



Now try it yourself. Try to join the nine dots with **4 straight lines**



Work in your groups. The goal of this challenge is to join the nine dots with **3 straight lines** without lifting your pen/ pencil off the page. Use the 3 tricks to create new ways to solve problems:

- BUILD on the ideas of others.
- AIM for loads of wild ideas.
- DEFER evaluation.

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## CLASSROOM ACTIVITY 2

### SOLAR ENERGY CHALLENGE

Create ideas to build a solar panel to heat your class from recycled items from your house. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy.



Use the 3 tricks to ideate 'wild ideas':

- **BUILD** on the ideas of others.
- **AIM** for loads of wild ideas.
- **DEFER** evaluation (don't say if the ideas are good or bad, we can evaluate the ideas in Challenge 6)

First, work on your own to come up with ideas. Do this for 3-5 minutes.

Secondly, share your ideas with your group and build on the ideas of your classmates.





# CHALLENGE 5 - CASTLE IN THE CLOUDS

## 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 contributed.	
Peer Educators tried to speak clearly.	
Peer Educators tried to sound enthusiastic.	
Peer Educators tried to stimulate discussion amongst the rest of the class.	
Peer Educators tried to encourage each group to feedback their thoughts / comments.	
<b>TOTAL YES:</b> <input type="text"/>	<b>TOTAL NO:</b> <input type="text"/>



In your groups, list 3 things today's team did well.

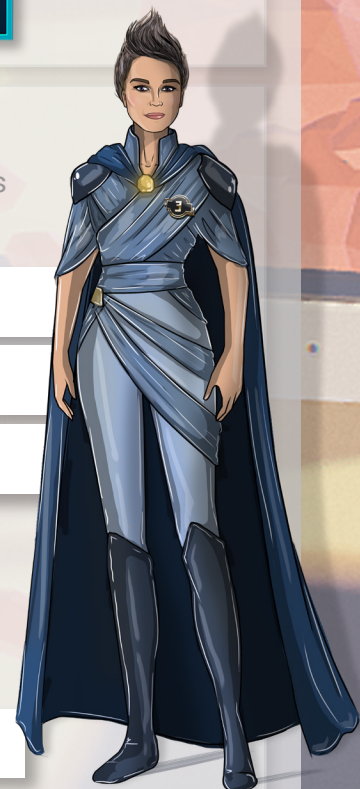
1

2

3



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





# CHALLENGE 5 - CASTLE IN THE CLOUDS

## HOME ACTIVITY

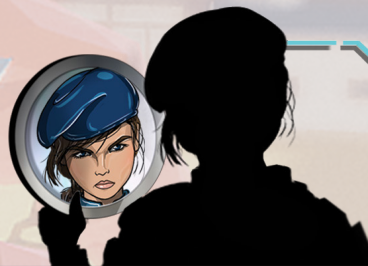
### MISSION LOG

Write down below your takeaways from your challenge today:



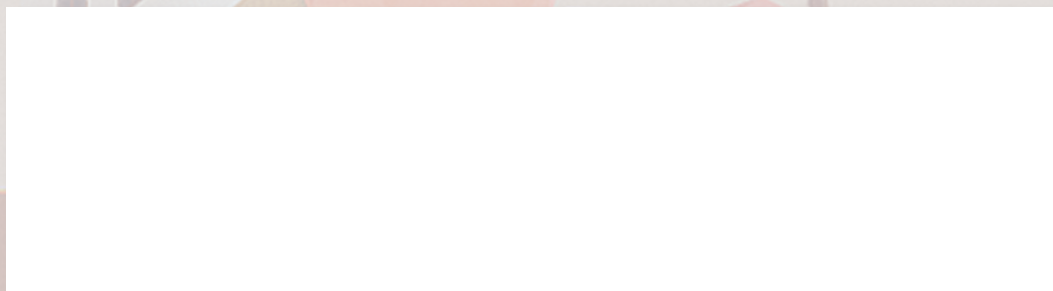
### IT'S COOL TO BE ME

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

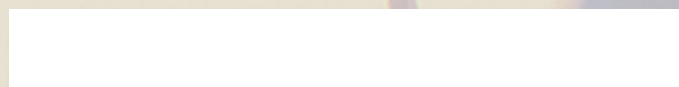


### PREPARE FOR THE NEXT CHALLENGE 6 - DARK DUNGEON

Talk to your family and ask can they give you an example (in a work or home setting) of when they worked with other people to evaluate if an item was good or bad and why the items was good or bad. For example, it could be what colour to paint or tile the kitchen walls or what to cook on a cold December day.



Parent/ Guardian signature





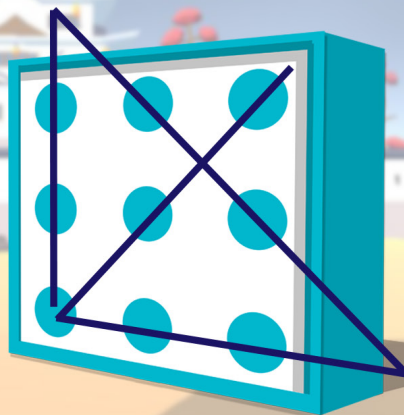
# CEANNAIRÍ DRAÍOCHTA

## MISSION KENENG 5 - CASTLE IN THE CLOUDS

HANG ME  
ON YOUR  
BEDROOM  
WALL

### THINKING OUTSIDE THE BOX

BEWARE OF PERCEPTION BLINDSPOTS



### BE 'BAD' TO OVERCOME BLINDSPOTS

**BUILD ON THE IDEAS OF OTHERS**

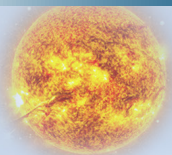
**AIM FOR LOADS OF WILD IDEAS**

**DEFER EVALUATION**



### NEW VALUE CREATION

A NEW WAY TO SOLVE A PROBLEM OR DOING A JOB  
THAT HAS A POSITIVE IMPACT ON SOCIETY



**ZEEKO**

 **ENTERPRISE  
IRELAND**



## LESSON 6 - CRITICAL THINKING

### CHALLENGE 6

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



CONTINUE



# LESSON 6 - CRITICAL THINKING

## LEARNING OVERVIEW

### CORE FOCUS

- **Teacher facilitates** the pupils learning.
- **Critical Thinking** is a key attribute of 'New Value Creators' and also, for success in life. Pupils learn how to analyse facts to form evidence based judgement. Evaluation is the last step in the New Value Creator Innovation Process.
- **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:

- **Develop 21st Century Skills Tool-kit:** Introduce key concepts for critical thinking and practice these concepts. Critical thinking is a key skill to make evidenced based decisions and better decisions. Critical thinking allows pupils to evaluate their proposed solutions to the solar energy challenge from Challenge 5.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

### SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



# LESSON 6 – CRITICAL THINKING

The learning from the lesson is supported by learning from Ahmad Mu’azzam. Ahmad is the inventor and developer of Evocco an App to help people take control of your food shopping’s carbon footprint. Evocco is linked to the UN Sustainable Development Goal 13 ‘Climate Action’

## CURRICULUM LINKS:

SPHE Strand: Myself

Strand Unit: Growing and Changing

Strand Subunit: As I grow I change

Increasing personal independence increasing personal and community responsibility.

English Strand: Developing Cognitive Abilities through Language

Strand Unit: Oral

Strand Subunit: Cognitive abilities through oral language

Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them

## KEYWORDS USED

Affordable, belief, checklist, critical thinking, debatable, evaluate, ideate, judgement, NASA, personal view, recycled, solar panel, solar system, universal, verify,

## METHODOLOGIES

Evaluating, ideating, verifying, communicating, teamwork, critical thinking, discussing, analysing, observing, giving and receiving feedback, recording.

## INTENDED LEARNING OUTCOMES:

By the end of the lesson, Pupils will be able to:

- **Explain** the benefits of critical thinking for Venture Owners, success in life and in school.
- **Describe** the meaning of critical thinking.
- **Recognise** the difference between an opinion and a fact.
- **Demonstrate** critical thinking to evaluate different scenarios.
- **Understand** what actions are required to think critically.
- **Give or receive feedback**, based on success criteria:

# LESSON 6 - CRITICAL THINKING

- Everybody in the peer educator team should take part.
- Peer educators should try to speak clearly.
- Peer educators should try to sound enthusiastic.
- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

## 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, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 212

## FACE TO FACE AND REMOTE LEARNING

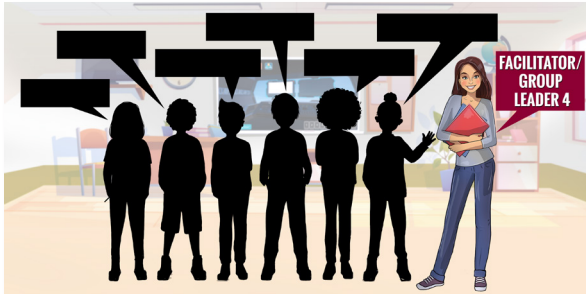


If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some 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.



# LESSON 6 - CRITICAL THINKING

## TEACHER LESSON OVERVIEW



This is the final lesson in part 1 which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **critical thinking**. They practice evaluating their innovative ideas.

The list below summarises the content that the Presenters will facilitate for this lesson.

### PHONE 1 - Introduction - 5 Minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 5 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

### PHONE 2 - Venture Challenge - 5 Minutes

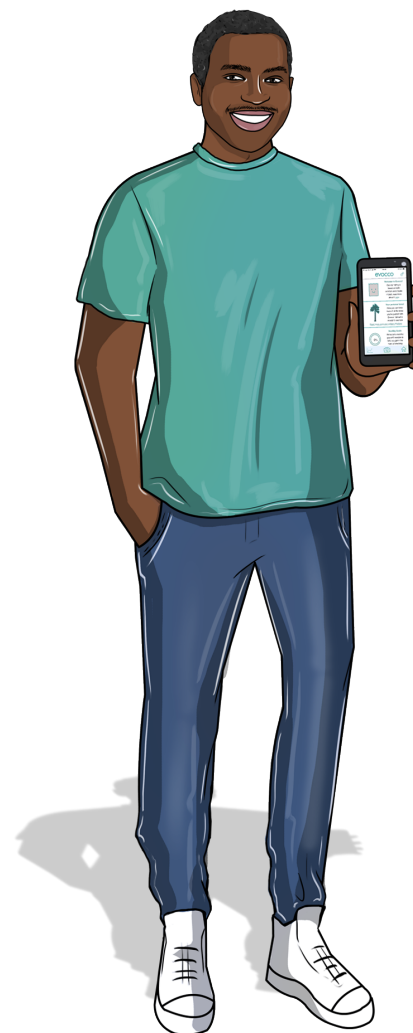
- The key concept, teamwork and the collectible for the lesson are introduced.
- Ahmad Mu'azzam from **Evocco** introduces himself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
  - Why is critical thinking important for Venture Owners, success in life and in school?
  - What do you have to do to think critically?

### PHONE 3 - Fact and Opinion - 10 Minutes

- Pupils are introduced to a checklist to identify facts and opinions.
- Three examples of 'Fact or opinion' are worked through in Classroom Activity 1.

### PHONE 4 - Meaning of Critical Thinking - 5 Minutes

- Critical thinking is explained. Pupils work through a practical example to evaluate what



# LESSON 6 - CRITICAL THINKING

planets in the solar system support life.

## PHONE 5 - Solar Challenge Evaluation Set-Up - 10 Minutes

- Pupils ground evaluation within the 'New Value Creator Innovation Process'.
- Pupils work through Classroom Group Activity 1 to discuss what questions and facts they can use to evaluate their alternate proposed solutions to the solar panel challenge they worked on in Challenge 5 - Castle in the Clouds.

## PHONE 6 - Solar Challenge Evaluation - 10 Minutes

- Pupils create a checklist to evaluate their ideas and identify facts to substantiate their answers.
- Pupils work through Classroom Activity 2 to evaluate their solution ideas from Challenge 5.

## PHONE 7 - Celebration Event - 10 Minutes

- Pupils plan the date, format, medium and invitee's for their celebration event.

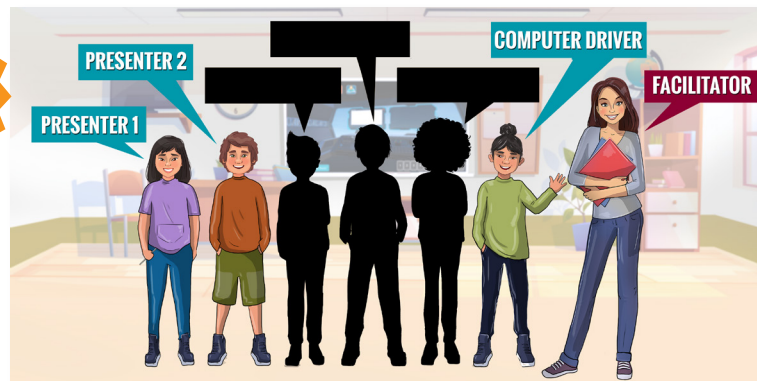
## PHONE 10 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils find lessons and inspiration in the success from a short video from Ahmad Mu'azzam who we heard from at the start of the lesson.
- Pupils recap on the keys messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.

# CHALLENGE 6 – DARK DUNGEON

## PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



### PUPILS OVERVIEW

Your Challenge is to explore the Dark Dungeon, find the 8 phones and unlock the collectible. The Challenge is about **Critical Thinking**. Venture owners and people in general use critical thinking to make effective decisions every day.

You can make better decisions with facts. But decisions made with opinions are not as good. The checklist below can help find if something is a fact:

- Can we check if it is true (verify).
- Based on research.
- Accepted by all people (universal).
- Not open to questions (not debatable).

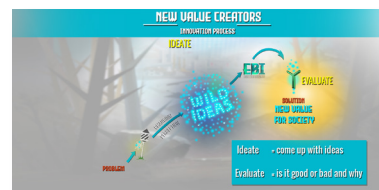
This checklist can help us find out if something is an opinion:

- A belief or judgement about something.
- Based on personal view.
- Not accepted by all people.
- Open to questions (debatable).

Critical thinking is about evaluating/ examining an item based on facts. In Challenge 2 we spoke about the New Value Creator Innovation Process having 2 parts:

- Ideate
- Evaluate

The solar panel challenge has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy. To evaluate your project think of questions





# CHALLENGE 6 – DARK DUNGEON

and what facts you can use.

Well done, you are nearly finished Part 1 Mission Keneng. Finally, plan your celebration event with your teacher.

## HERE ARE THE KEY MESSAGES

- Make better decisions with facts. Decisions made with opinions are not as good.
- Critical thinking is about evaluating/ examining an item based on facts.
- The New Value Creator Innovation Process has 2 parts
  - Ideate
  - Evaluate

## PRESENTER AND COMPUTER DRIVE CHECKLIST

### 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 each presenter, computer driver and teacher (typically 4).



One group leader sheet for each group leader (typically 4).



Each pupil should have a Mission Log. (typically 24)



# CHALLENGE 6 – DARK DUNGEON

## BEFORE BEGINNING THE LESSON



Access the lesson on the Magical Leaders website <https://education.-zeeko.ie/magical-leaders/>. Check the lesson is displayed on the white-board.



Ensure that the class has been divided into groups of 5 or 6 pupils. A typical class of 30 pupils will have 4 groups of 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 ground rules you have for the lesson and classroom activities.



## 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 class.

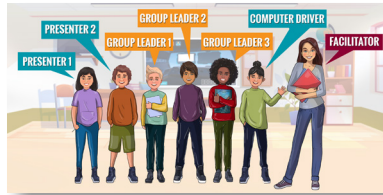
## PRESENTING INSTRUCTIONS

**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 6 – DARK DUNGEON

## PHONE 1: INTRODUCTION



### SCREEN 1

**Instructions:** Peer educators introduce themselves.

**Read / Discuss:** Hi, we are going to be leading the session today I am \_\_\_\_\_ and I am one of the presenters today. I am \_\_\_\_\_ and I am also a presenter.

I am \_\_\_\_\_ and I am responsible for driving the computer, walking the avatar around the virtual world and opening the screens.

We are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. We are group leaders, our job is to lead the discussion and feedback our tables thoughts to the presenters.



### SCREEN 2

**Instructions:** Ask the class.

**Read / Discuss:** Who has been looking themselves in the mirror and saying: 'It's cool to be me'?. If you're going to be a 'New Value Creator', you have to feel good about yourself and stay positive.



### SCREEN 3

**Instructions:** Explain what pupils have to do at the end of the challenge.

**Read / Discuss:** At the end of the challenge you are all going to give the team, feedback on how well we facilitated this challenge. Did all members from the Peer Educator Team try to:

- Take part?
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



# CHALLENGE 6 – DARK DUNGEON

## PHONE 2: VENTURE CHALLENGE



### SCREEN 1

**Instructions:** Explain to the class.

**Read Out and Discuss:** Today is Challenge 6, the final Challenge of Mission Keneng. In the next Mission, Mission Zhishi, we will need to use the tool kit we've built up in Mission Keneng.



### SCREEN 2

**Instructions:** Explain to the class.

**Read Out and Discuss:** Next we are going to show a video of Ahmad Mu'azzam from Evocco. He is going to tell us what they do and what our challenge is for today..



### SCREEN 3

**Instructions:** Show the video.



### SCREEN 4

**Instructions:** Repeat the questions.

**Read Out and Discuss:**

Our challenge today is to get our own answers to these questions, do you think we can do that? Yes we can!

- Why is critical thinking important for Venture Owners, success in life and in school?
- What do you have to do to effectively work in a team?

# CHALLENGE 6 – DARK DUNGEON

## PHONE 3: FACT AND OPINION

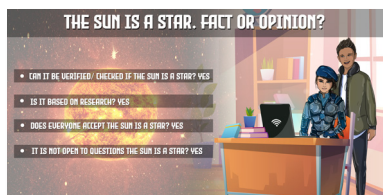


### SCREEN 1

**Instructions:** Explain to the class.

**Read/ Discuss:** This checklist can help us find out if something is a fact:

- Can we check if it is true (verify)
- Based on research
- Accepted by all people (universal)
- Not open to questions (not debatable)

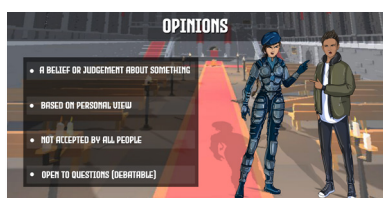


### SCREEN 2

**Instructions:** Work through the example with the class.

**Read/ Discuss:** 'The sun is a star'. Fact or opinion?

- Can it be verified/ checked if the sun is a star? Yes
- Is it based on research? Yes
- Does everyone accept the sun is a star? Yes
- It is not open to questions the sun is a star? Yes



### SCREEN 3

**Instructions:** Explain to the class.

**Read/ Discuss:** This checklist can help us find out if something is an opinion:

- A belief or judgement about something
- Based on personal view
- Not accepted by all people
- Open to questions (debatable)



# CHALLENGE 6 – DARK DUNGEON

## PHONE 3: FACT AND OPINION CONTINUED



### SCREEN 4

**Instructions:** Work through the example with the class.

**Read/ Discuss:** 'The sun is the best star'. Fact or opinion?

- Is a belief or judgement that the sun is the best star?
- Is it based on a personal view that the sun is the best star?
- Does it vary from one person to the next person that the sun is the best star?
- Is it debatable that the sun is the best star?



### SCREEN 5

**Instructions:** Read through both sides of the table on the screen.

**Read/ Discuss:** Okay, let us put it all together and go through the two checklists, one checklist to check a fact and one checklist to check an opinion.



### SCREEN 6 - Classroom Activity 1

**Instructions:** Ask you classmates to complete Classroom Activity 1.

**Read/ Discuss:** Let us try it ourselves, can you work through Classroom Activity 1 to check the fact or opinions.



# CHALLENGE 6 – DARK DUNGEON

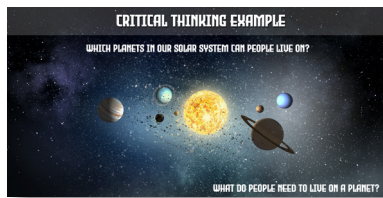
## PHONE 4: MEANING OF CRITICAL THINKING



### SCREEN 1

**Instructions:** Explain what critical thinking is.

**Read/ Discuss:** Critical thinking is about evaluating/ examining an item based on facts.



### SCREEN 2

**Instructions:** Give an example of critical thinking.

**Read/ Discuss:** Which planets in our solar system can people live on? To answer this question. We need to find out what people need to live on a planet. Can you think of what people need to live on a planet?



### SCREEN 3

**Instructions:** List the items that people need to live on a planet.

**Read/ Discuss:** Here are some items people need to live on a plant:

- Food
- Water
- Air



### SCREEN 4

**Instructions:** Let us answer these 3 questions for the planets in the solar system.

**Read/ Discuss:** Let us find out what planets have food, water and air. The planets with

# CHALLENGE 6 – DARK DUNGEON

## PHONE 4: MEANING OF CRITICAL THINKING CONTINUED

food, water and air, are the planets people can live on.



### SCREEN 5

**Instructions:** We did the research for you, explain the results.

**Read/ Discuss:** We looked up the NASA website to find out the facts about the planets in our solar system. Let us go through the results



### .SCREEN 7 - Classroom Group Activity 1

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 1

**Read/ Discuss:** Group Leaders can we complete Classroom Group Activity 1.



### SCREEN 8

**Instructions:** Run the random number generator and ask the group for their answers.

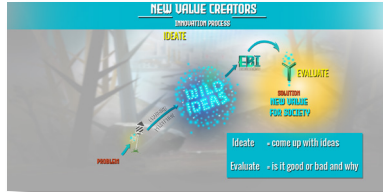
**Read/ Discuss:** What answers did you have for the question?

- When and how could critical thinking help a Venture Owner?



# CHALLENGE 6 – DARK DUNGEON

## PHONE 5: SOLAR PANEL CHALLENGE



### SCREEN 1

**Instructions:** Remind the class of the two parts of the Zeeko Innovation Process.

**Read/ Discuss:** In Challenge 2 we spoke about the New Value Creator Innovation Process having 2 parts

- Ideate
- Evaluate



### SCREEN 2

**Instructions:** Remind the class of the solar panel project.

**Read/ Discuss:** In the last challenge we ideated different solutions for our solar panel project. The next step is to list questions we can answer with facts to evaluate our ideas for the project.



### SCREEN 3 - Classroom Group Activity 1

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 1.

**Read/ Discuss:** Group Leaders can we complete Classroom Group Activity 1.



### SCREEN 4

**Instructions:** Run the random number generator and ask the group for their answers.

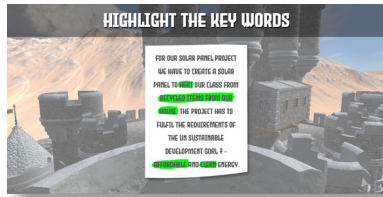
**Read/ Discuss:** For our solar panel project we have to create a solar panel to heat our class from recycled items from our house. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy.

- What questions could we ask and what facts could we get to evaluate this project?



# CHALLENGE 6 – DARK DUNGEON

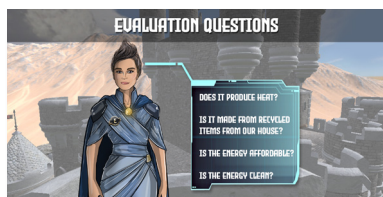
## PHONE 6: SOLAR CHALLENGE EVALUATION



### SCREEN 1

**Instructions:** Identify the key words to help write your questions.

**Read/ Discuss:** For our solar panel project we have to create a solar panel to **heat** our class from **recycled items from our house**. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - **Affordable** and **Clean** Energy.

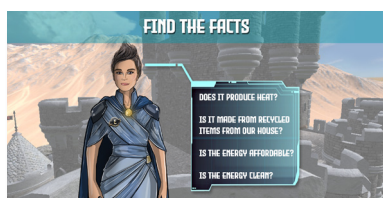


### SCREEN 2

**Instructions:** Read out the sample evaluation questions.

**Read/ Discuss:** The questions to evaluate our project with facts, could be:

- Does it produce heat?
- Is it made from recycled items from our house?
- Is the energy affordable?
- Is the energy clean?



### SCREEN 3

**Instructions:** Now find out with your class what facts you can find to answer the questions.

**Read/ Discuss:** What facts can we get for each of our 4 questions. Let me help you with the first question. How can we measure heat. Hands up.



### SCREEN 4 - Classroom Activity 2

**Instructions:** Ask your classmates to complete Classroom Activity 2

**Read/ Discuss:** Can you complete Classroom Activity 2 in your groups to evaluate your solution ideas you created in Challenge 5.

# CHALLENGE 6 – DARK DUNGEON

## PHONE 7: CELEBRATION EVENT



### SCREEN 1

**Instructions:** Let the class know about the celebration event.

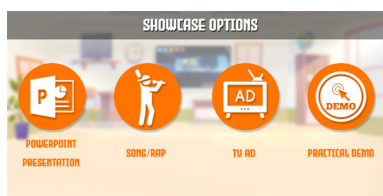
**Read/ Discuss:** We are going to organise a celebration event. At the event we can demonstrate what new skills we acquired from Mission Keneng. Our teacher can record and share the event on social media, our school website or the Magical Leaders 'Wall of Fame',



### SCREEN 2

**Instructions:** Explain to your classmates.

**Read/ Discuss:** Each Peer Educator team can focus on the content from their challenge. For example, Team 1 led the challenge on effective communication on Skull Island.



### SCREEN 3

**Instructions:** Give some ideas for the showcase.

**Read/ Discuss:** You can showcase your new skills. 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. We should consult with our teacher to ensure the best possible approach.



### SCREEN 4

**Instructions:** Tell the class the amount of time they will have.

**Read/ Discuss:** Each presentation should not be any longer than 3 minutes or a different amount of time agreed with our teacher.



# CHALLENGE 6 – DARK DUNGEON

## PHONE 7: CELEBRATION EVENT CONTINUED



### SCREEN 5

**Instructions:** ENTER TEXT.

**Read/ Discuss:** We need to think through whether we are able to invite our parents/ carers in to observe the celebration, or whether this can be filmed and put on social media/the schools website (safeguarding restrictions permitting).



### SCREEN 6

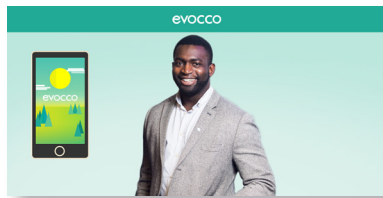
**Instructions:** Discuss with your classmates.

**Read/ Discuss:** Soportar also invites all the Magical Leaders to record their celebration event either as still images or as a movie (which could be filmed on a phone) which we can then post with the school's logo onto the 'Magical Leaders, Wall of fame'!.



# CHALLENGE 6 – DARK DUNGEON

## PHONE 8: RECAP, FEEDBACK, HOME ACTIVITY



### SCREEN 1

**Instructions:** Play the video.

**Read Out and Discuss:** Let's hear from our Venture Owner again.



### SCREEN 2

**Instructions:** Find out what the class learned.

**Read Out and Discuss:** Who can tell me one thing they've learned today?

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

**Read Out and Discuss:** I think it is really important to \_\_\_\_\_.



### SCREEN 3 - Feedback Sheet

**Instructions:** How did they do? Ask your classmates to fill out the feedback sheet.

**Read Out and Discuss:** Did all members from the Peer Educator Team try to:

- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### SCREEN 4 - Feedback Sheet

**Instructions:** On the feedback sheet, 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 and what could we do even better on a future occasion?



### SCREEN 5 - Home Activity

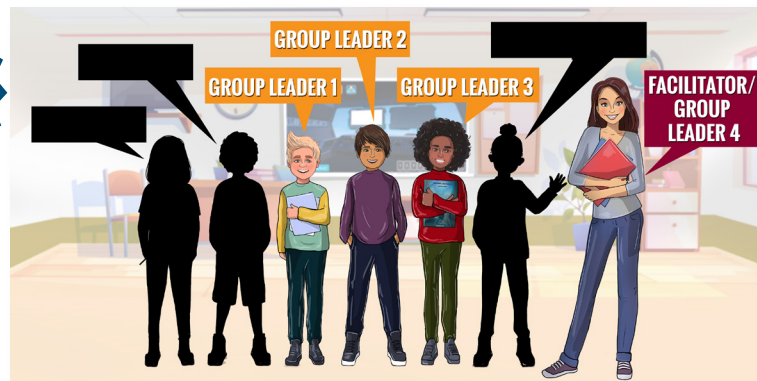
**Instructions:** Give the pupils details on the Home Activity.

**Read Out and Discuss:** Discuss the Home Activity sheet with your parent or guardian. Make sure your parent or guardian signs your Home Activity sheet for you (as appropriate).

# CHALLENGE 6 – DARK DUNGEON

## GROUP LEADER SHEETS

4  
Copies  
Per Class



### PUPILS OVERVIEW

Your Challenge is to explore the Dark Dungeon, find the 8 phones and unlock the collectible. The Challenge is about **Critical Thinking**. Venture owners and people in general use critical thinking to make effective decisions every day.

You can make better decisions with facts. But decisions made with opinions are not as good. The checklist below can help find if something is a fact:

- Can we check if it is true (verify).
- Based on research.
- Accepted by all people (universal).
- Not open to questions (not debatable).

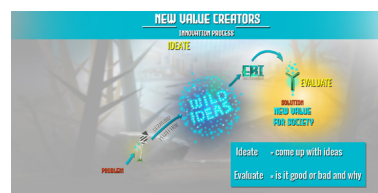
This checklist can help us find out if something is an opinion:

- A belief or judgement about something.
- Based on personal view.
- Not accepted by all people.
- Open to questions (debatable).

Critical thinking is about evaluating/ examining an item based on facts. In Challenge 2 we spoke about the New Value Creator Innovation Process having 2 parts:

- Ideate
- Evaluate

The solar panel challenge has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy. To evaluate your project think of questions





# CHALLENGE 6 – DARK DUNGEON

and what facts you can use.

Well done, you are nearly finished Part 1 Mission Keneng. Finally, plan your celebration event with your teacher.

## HERE ARE THE KEY MESSAGES

- Make better decisions with facts. Decisions made with opinions are not as good.
- Critical thinking is about evaluating/ examining an item based on facts.
- The New Value Creator Innovation Process has 2 parts
  - Ideate
  - Evaluate

## PREPARATION INSTRUCTIONS

**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 6 – DARK DUNGEON

## CLASSROOM GROUP ACTIVITY 1

### READ:

Critical thinking is about evaluating/ examining an item based on facts. We make better decisions with facts. Decisions made with opinions are not as good.

### ASK:

**Question:** When and how could critical thinking help a Venture Owner?

### ANY OTHER QUESTIONS



## CLASSROOM GROUP ACTIVITY 2

### READ:

Critical thinking is about evaluating/ examining an item based on facts. For our solar panel project we have to create a solar panel to heat our class from recycled items from our house. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy.

### ASK:

**Question:** What questions could we ask and what facts could we get to evaluate this project?

### ANY OTHER QUESTIONS





# CHALLENGE 6 – DARK DUNGEON

## PUPIL SHEETS

1 Copy/  
Pupil (excls.  
Peer Team)



### PUPILS OVERVIEW

Your Challenge is to explore the Dark Dungeon, find the 8 phones and unlock the collectible. The Challenge is about **Critical Thinking**. Venture owners and people in general use critical thinking to make effective decisions every day.

You can make better decisions with facts. But decisions made with opinions are not as good. The checklist below can help find if something is a fact:

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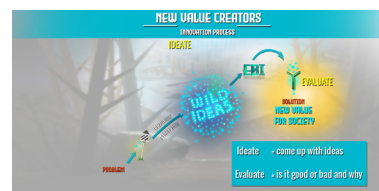
This checklist can help us find out if something is an opinion:

- A belief or judgement about something.
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- Not accepted by all people.
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# CHALLENGE 6 – DARK DUNGEON

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## HERE ARE THE KEY MESSAGES

- Make better decisions with facts. Decisions made with opinions are not as good.
- Critical thinking is about evaluating/ examining an item based on facts.
- The New Value Creator Innovation Process has 2 parts
  - Ideate
  - Evaluate



# CHALLENGE 6 – DARK DUNGEON

## CLASSROOM ACTIVITY 1

### FACT OR OPINION?

Use the table below to check if the statements below are facts or opinions.

FACT OR OPINION	
FACT	OPINION
CAN WE CHECK IF IT IS TRUE (VERIFY)	A BELIEF OR JUDGEMENT ABOUT SOMETHING
BASED ON PERSONAL VIEW	BASED ON RESEARCH
ACCEPTED BY ALL PEOPLE (UNIVERSAL)	NOT ACCEPTED BY ALL PEOPLE
OPEN TO QUESTIONS (DEBATEABLE)	NOT OPEN TO QUESTIONS (NOT DEBATEABLE)



### Fact or Opinion?

Manchester United are the worst soccer club in England.



### Fact or Opinion?

The Earth is not the smallest planet in the solar system.



### Fact or Opinion?

Ireland is the smallest country in Europe.



# CHALLENGE 6 - DARK DUNGEON

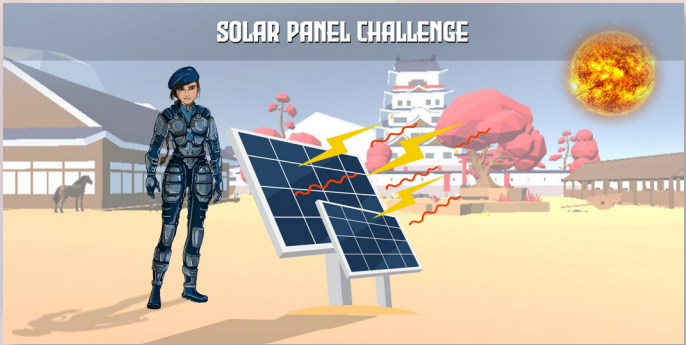
## CLASSROOM ACTIVITY 2



### EVALUATE YOUR SOLUTION IDEAS

For each of your solution ideas for your solar panel, evaluate each solution against the questions you listed:

	Idea 1	Idea 2	Idea 3	Idea 4	Idea 5	Idea 6
Does it produce heat?						
Is it made from recycled items from our house?						
Is the energy affordable?						
Is the energy clean?						





# CHALLENGE 6 - DARK DUNGEON

## 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 contributed.	
Peer Educators tried to speak clearly.	
Peer Educators tried to sound enthusiastic.	
Peer Educators tried to stimulate discussion amongst the rest of the class.	
Peer Educators tried to encourage each group to feedback their thoughts / comments.	
<b>TOTAL YES:</b> <input type="text"/>	<b>TOTAL NO:</b> <input type="text"/>



In your groups, list 3 things today's team did well.

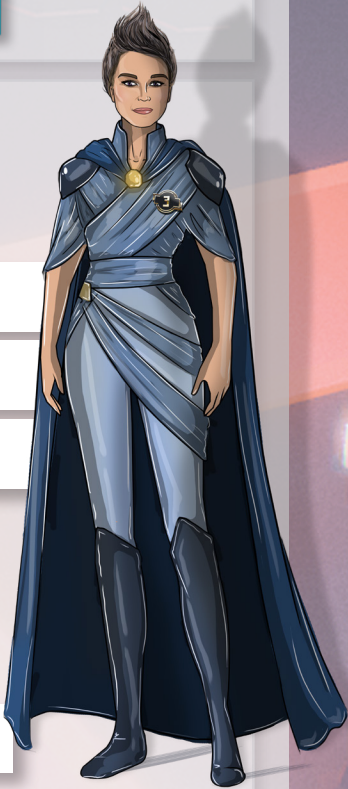
1

2

3



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



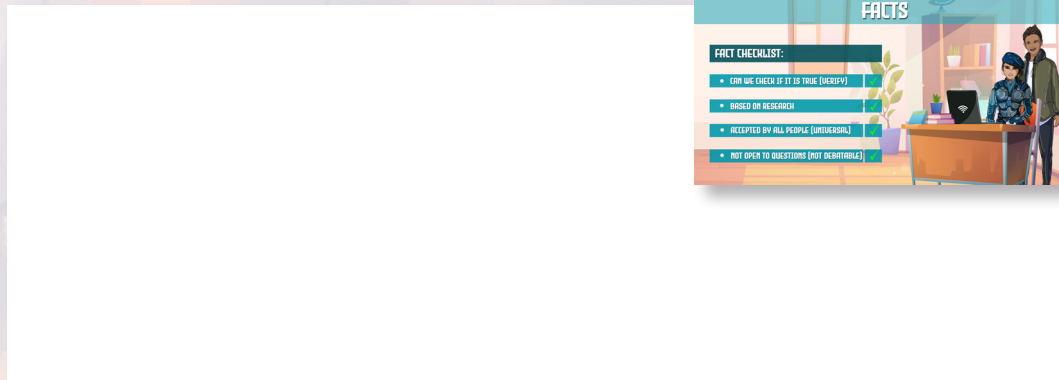


# CHALLENGE 6 - DARK DUNGEON

## HOME ACTIVITY

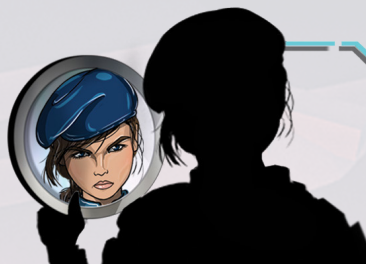
### MISSION LOG

Write down below your takeaways from your 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 next five days.



### PREPARE FOR THE CELEBRATION EVENT

Invite your parent/carer to observe the celebration event. Think of some ideas together for your PowerPoint presentation, song/ rap, TV ad, practical demonstration or other format your group chose.



Parent/ Guardian signature





# CEANNAIRÍ DRAÍOCHTA

## MISSION KENENG 6 - DARK DUNGEON

HANG ME  
ON YOUR  
BEDROOM  
WALL

### MAKE BETTER DECISIONS WITH FACTS

FACT	OPINION
CAN WE CHECK IF IT IS TRUE (VERIFY)	A BELIEF OR JUDGEMENT ABOUT SOMETHING BASED ON RESEARCH
BASED ON PERSONAL VIEW ACCEPTED BY ALL PEOPLE (UNIVERSAL)	NOT ACCEPTED BY ALL PEOPLE NOT OPEN TO QUESTIONS (NOT DEBATEABLE)
OPEN TO QUESTIONS (DEBATEABLE)	

### DECISIONS MADE WITH OPINIONS ARE NOT AS GOOD



I THINK  
MANCHESTER UNITED  
ARE GOOD

### CRITICAL THINKING INVOLVES EVALUATING/ EXAMINING AN ITEM BASED ON FACTS



- DOES IT PRODUCE HEAT?
- IS IT MADE FROM RECYCLED ITEMS FROM OUR HOUSE?
- IS THE ENERGY AFFORDABLE?
- IS THE ENERGY CLEAN?





# APPENDIX





# GLOSSARY

Term	Definition
<b>Captain Steam</b>	Captain Steams first name is Selva. Birth name is Selva Steam. Game character whose mission it is to complete all the challenges within the Magical Leaders programme. Selva Steam is a duplicitous name representing (i) game character name (ii) a key objective of the Magical Leaders programme to develop Self Esteem in each pupil.
<b>Challenge</b>	Content in each lesson for the Presenter and Computer Driver; Group Leaders and Pupils.
<b>Classroom Activity Worksheet</b>	Pages in the Mission Log that contain activities for Pupils to complete in the class as part of the mission.
<b>Classroom Group Activity</b>	Pages in the Teachers Notes that contain instructions and suggested content for the Group Leaders to facilitate discussion with the Pupils.
<b>Collectible</b>	In game object regarded as being of value by pupils. Each collectible represents a skill from the 21st Century Skills Toolkit e.g. a headset with two headphones and one microphone representing active listening i.e. listen twice as much as speaking.
<b>Computer Driver</b>	Peer Educator who controls the online software.
<b>Gamavator</b>	In game device to teleport the learner from one challenge to the next challenge.
<b>Group Leader</b>	Peer Educator who sits with Pupils and facilitates discussion about the lesson.
<b>Group Leader Sheets</b>	Instruction sheet for Group Leaders in the Teacher's Notes, providing details for the Group Leaders to facilitate group discussion.
<b>Home Activity</b>	Pages in the Mission Log that contain tasks for pupils to complete with their Parent/ Guardian at home.
<b>Learning Overview</b>	A section in each lesson plan to provide the teacher with an overview of the lesson.
<b>Magical Leader</b>	11 or 12 year old pupils taking part in the training programme.
<b>Mission Keneng</b>	Is the name given to Part 1 of the Magical Leaders Programme in the Pupils Mission Log. Keneng, pronounced 'hu-nang' is the Mandarin word for 'Possible' i.e. Mission Possible.

Term	Definition
<b>Mission Log</b>	Pupil workbook containing activities, feedback sheets, home activities and posters for each lesson/ challenge.
<b>Peer Educator Team</b>	Team of Pupils made up of typically 2 Presenters, 1 Computer Driver and 3 Group Leaders, who collectively facilitate the lesson to the Pupils.
<b>Planet Spe</b>	In game location which is the birth place of Captain Steam and current location of Soportar. Spe is the Latin word for "Hope".
<b>Presenter</b>	Peer Educators who facilitates the lesson key messages to the pupils via the online software.
<b>Presenter Sheets</b>	Instruction sheet for Presenters from the Teachers Notes, providing details for the Presenters and Computer Driver to facilitate the lesson.
<b>Pupils</b>	11 or 12 year old boys and girls receiving the training programme.
<b>Soportar</b>	Game character whose mission is to support the development of Selva Steam. Soportar is the Spanish word for "Endure".
<b>Teacher</b>	Facilitator of the lessons that are delivered by the Peer Educators.
<b>Teacher Notes</b>	A book for Teachers which includes an programme overview and detailed lesson plans.
<b>Teleporting</b>	Is a game action to instantaneous travel between two locations without crossing the intervening space.

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# CHALLENGE 1 - SNOW CASTLE

## Reflection on Challenge 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 or For-Purpose.				
The positive attributes that Venture Owners 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 Challenge 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 is important to listen more than we speak				
How effective communication helps creating new ideas				

## CHALLENGE 3 - SUBURBAN SURPRISE


### Reflection on Challenge 3

Objective	How well can you now do this?			Any comments?
I could explain...				
Why managing our emotions can help a Venture Owner?				
Why managing our emotions can help to improve learning in school?				
Some of the things that happen to my body when I feel frightened, worried or anxious.				
The '3fs' that might happen when someone feels frightened, worried or anxious.				
Using my hand what happens to the brain stem, the amygdala and the pre-frontal cortex, if someone is going 'flip their lid'.				
Some of the things that I should do to help me stay in the green zone and T-CUP – think correctly under pressure.				
At least 3 ways to stay calm if I start to go into the 'amber zone' – and start to get angry.				
Some of the ways that people could repair / restore a relationship if one of them has flipped their lid (gone into the red zone).				
How to give supportive feedback to others using WWW and EBI.				
Some of this learning to my family at home.				






## CHALLENGE 4 - WILD WEST

### Reflection on Challenge 4

Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
How working as a team can help a Venture Owner to add new value to society.				
How working as a team can help to improve learning in school.				
How two people could look at the same object or situation and see something completely different.				
Why when we focus on one thing, we might miss something else.				
What is meant by 'empathy'?				
How to stay in the green zone and T-CUP when somebody else has a different perspective to me.				
I am able to give feedback to others using WWW and EBI.				
Some of this learning to my family at home.				

# CHALLENGE 5 - CASTLE IN THE CLOUDS

## Reflection on Challenge 5

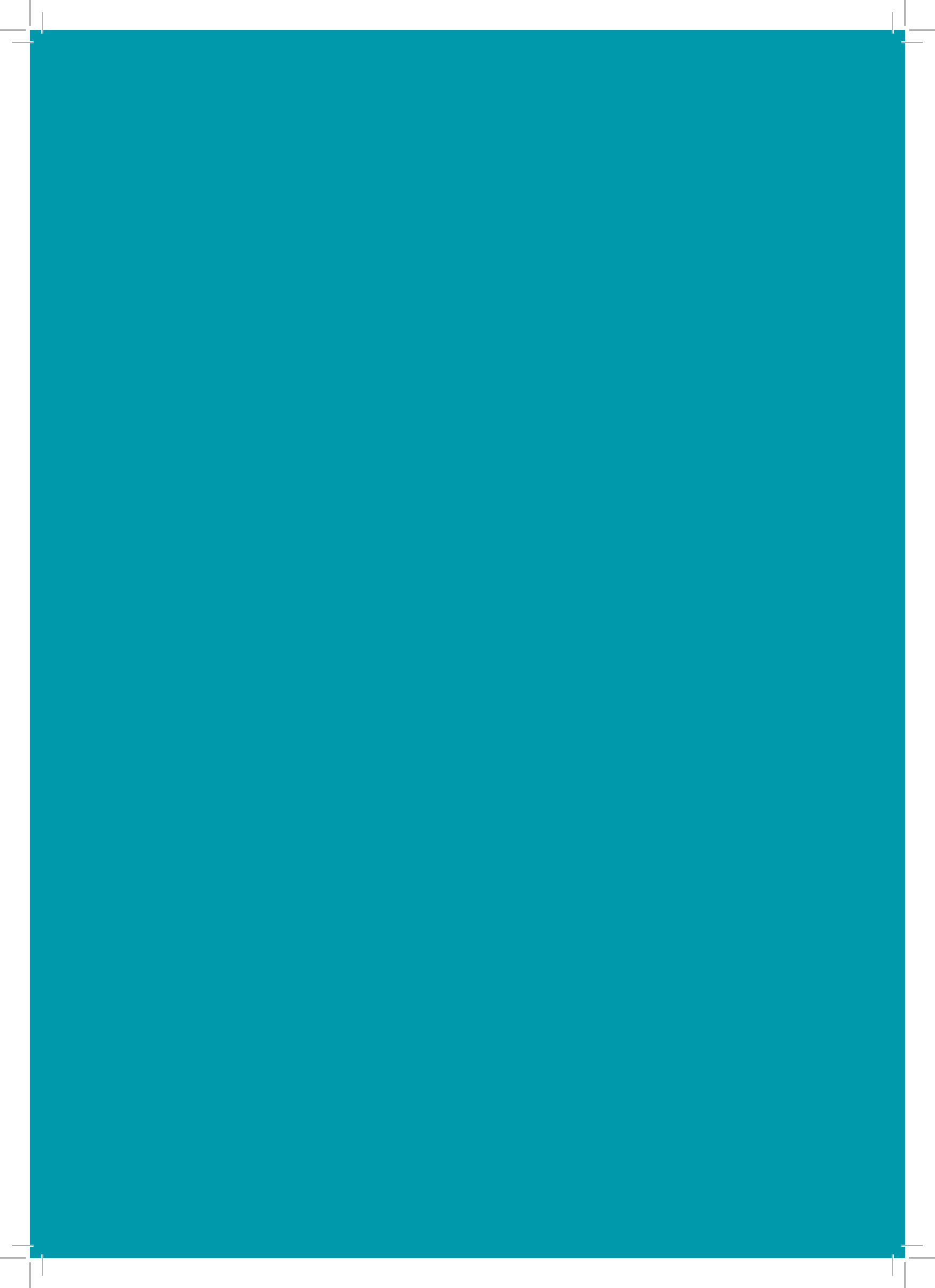
Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
How creative problem solving can help a Venture Owner to add new value to society.				
How creative problem solving can help to improve learning in school.				
3 ways to be 'BAD' to help create new ways to solve problems.				
Why it's good to have 'wild ideas'.				
Some ways to get people to think 'outside the box'.				
Why thinking 'outside the box' might be important to create new value for society.				
Why it's important to T-CUP if thinking outside the box becomes frustrating.				
What United Nations Sustainable Development Goal 7 is, and why it's so important.				
How to give supportive feedback to others using WWW and EBI.				
Some of this learning to my family at home.				

## CHALLENGE 6 – DARK DUNGEON

### Reflection on Challenge 6

Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
How critical thinking can help a Venture Owner to add new value to society.				
How critical thinking can help to improve learning in school.				
The difference between a 'fact' and an 'opinion'.				
How to create a checklist to evaluate ideas.				
How to use critical thinking to evaluate an idea.				
3 things that we need for life on Earth.				
Some ideas for a celebration of 'Magical Leaders'.				
How to give supportive feedback to others using WWW and EBI.				
Some of this learning to my family at home.				





# CEANNAIRÍ DRAÍOCHTA

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Ceannairí Draíochta Programme  
is funded by Enterprise Ireland



REVISION 1 MAR 2021