



## CHALLENGE 1 - SNOW CASTLE

### CHALLENGE 1

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





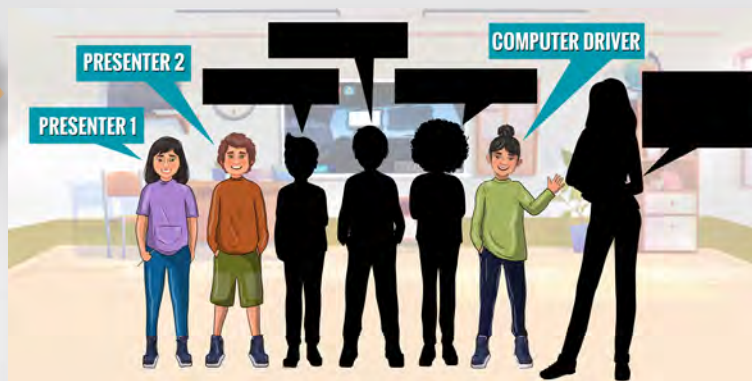
## CHALLENGE 1 - SNOW CASTLE

### IMPORTANT NOTE

The Presenter and computer driver sheets are written for pupils. However Challenge 1 - Snow Castle should be modelled by the teacher. Work through the instructions as if you were a peer educator so that you can demonstrate how to run the programme for your class.

### 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**.





## CHALLENGE 1 - SNOW CASTLE

'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**. **You are always a winner with feedback.** It is super important when you get positive feedback or a 'takeaway', 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.
- 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 may do good for the community.



## CHALLENGE 1 - SNOW CASTLE

'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

### MATERIALS REQUIRED FOR THE LESSON



Computer with speakers and a keyboard to control the character in the lesson.



Magical Leaders website.



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 1 - SNOW CASTLE

### BEFORE BEGINNING THE LESSON



Check the lesson is displayed on the whiteboard. Access the lesson on the Magical Leaders website.



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 1 - SNOW CASTLE

### PREPARATION INSTRUCTIONS



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 classmates.

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.

### PRESENTER INSTRUCTIONS

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?

Remember  
Challenge 1 is  
modelled by the  
Teacher



#### 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.

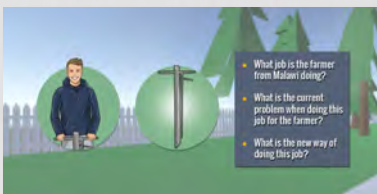
**Read/ Discuss:** This is Jack from Limerick in Ireland. As a teenager he set up a venture called Moyo Nua. Jack invented a tool for farmers in Malawi to make planting seeds easier.



#### 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?





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### 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 this 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?





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### 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 scissors to automatically cut hair. Magical Leaders come up with 'wild ideas' to create new ways to solve problems or do jobs for people.





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### 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 1 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 that 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?



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### 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 examples? But other ventures focus on a purpose – doing good for the community. Can you think of some 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

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#### 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.



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### PHONE 7: YOUR SKILLS AND ATTRIBUTES

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#### 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 you have 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 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.....





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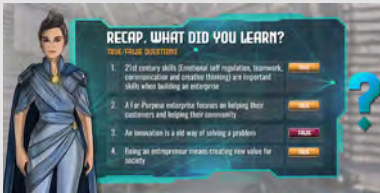
### PHONE 8: RECAP, FEEDBACK, HOME ACTIVITY



#### SCREEN 1

**Instructions:** Play the video.

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



#### SCREEN 2

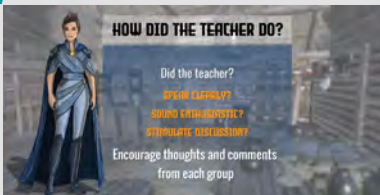
**Instructions:** Find out what the class learned today. Review the true and false questions you answered at the start of the lesson.

**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 we could do even better in the future.



#### 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).



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