



CHALLENGE 2 - SKULL ISLAND

CHALLENGE 2

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



CONDITION PROCESSING € € €
EXIT HERE

CONDITION PROCESSING € € €
YOU ARE HERE

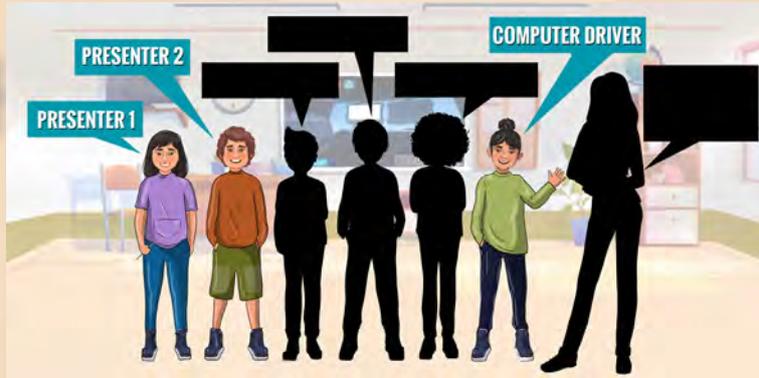
CONTINUE



CHALLENGE 2 - SKULL ISLAND

3
Copies
Per Class

PRESENTER AND COMPUTER DRIVER SHEETS



PUPIL OVERVIEW

Your Challenge is to explore Skull Island and find the 8 phones and unlock the collectible. This 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





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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 scissors? 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.

HERE ARE THE KEY MESSAGES

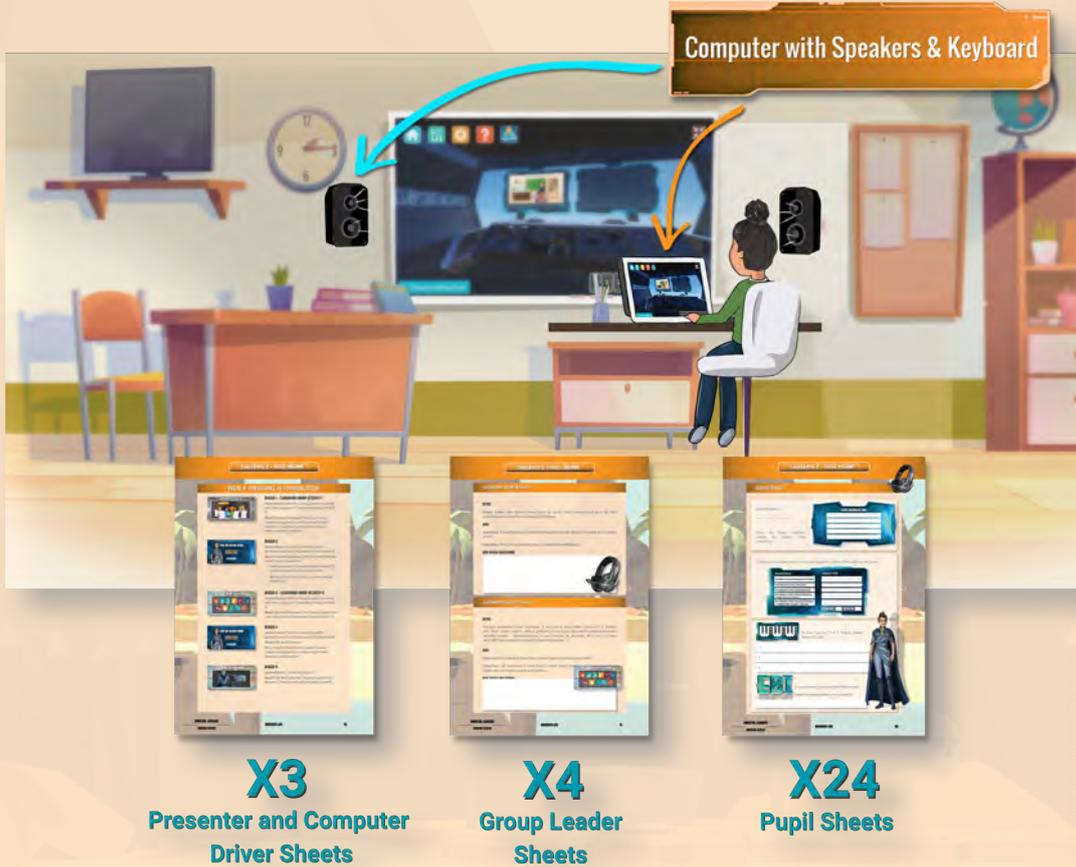
- Effective communication involves listening and speaking.
- Effective communication means using ears and mouth in the ratio, 2:1.
- Effective communication involves active listening and paraphrasing.
- Active listening involves letting the other person speak and listening to what they say.
- Paraphrasing 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.**





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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).





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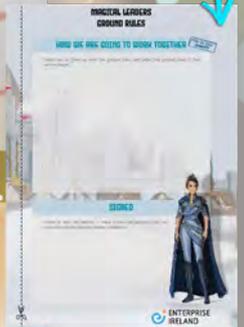
BEFORE BEGINNING THE LESSON

CHECK THE LESSON IS DISPLAYED ON THE WHITEBOARD

TYPICAL CLASS - 4 GROUPS OF 6 PUPILS

1 GROUP LEADER PER GROUP

REMIND CLASS OF GROUND RULES



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.





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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.



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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.

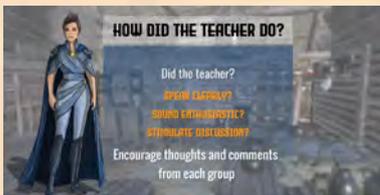
We are _____, _____ and _____. We are group leaders, our job is to lead the discussion and feedback our tables' thoughts to the presenters.



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?

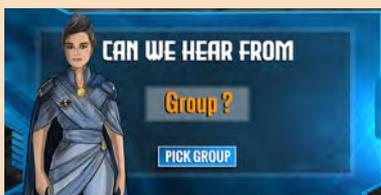
- How important is good communication for Venture Owners and success in life?
- What do you have to do to communicate effectively?



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.

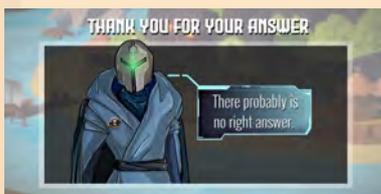


SCREEN 4

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!



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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 that '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.



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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** whispers to the first person in the circle "To be a 'New Value Creator' you have to use lots of active listening". Each classmate whispers the message to the next. **Presenter 1** sees 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"



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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.

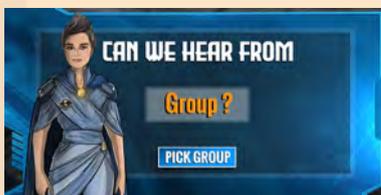
Read Out and Discuss: Let's have another go at the previous exercise. This time I'm going to whisper one sentence and _____ (Presenter 2) is going to whisper another sentence. But this time when somebody whispers the sentence to you, you have to paraphrase quietly to make sure that is exactly what they said. For example, if the message sent is "We are going to the park at 3pm today", the next person might ask "Are you saying that we are going to the park at 3pm today?"



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

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. Evaluating 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 Barber Shop.

Read Out and Discuss: We need to come up with wild ideas, like Bruce's automatic scissors 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 - (CONTD)



SCREEN 5 - CLASSROOM ACTIVITY 1

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

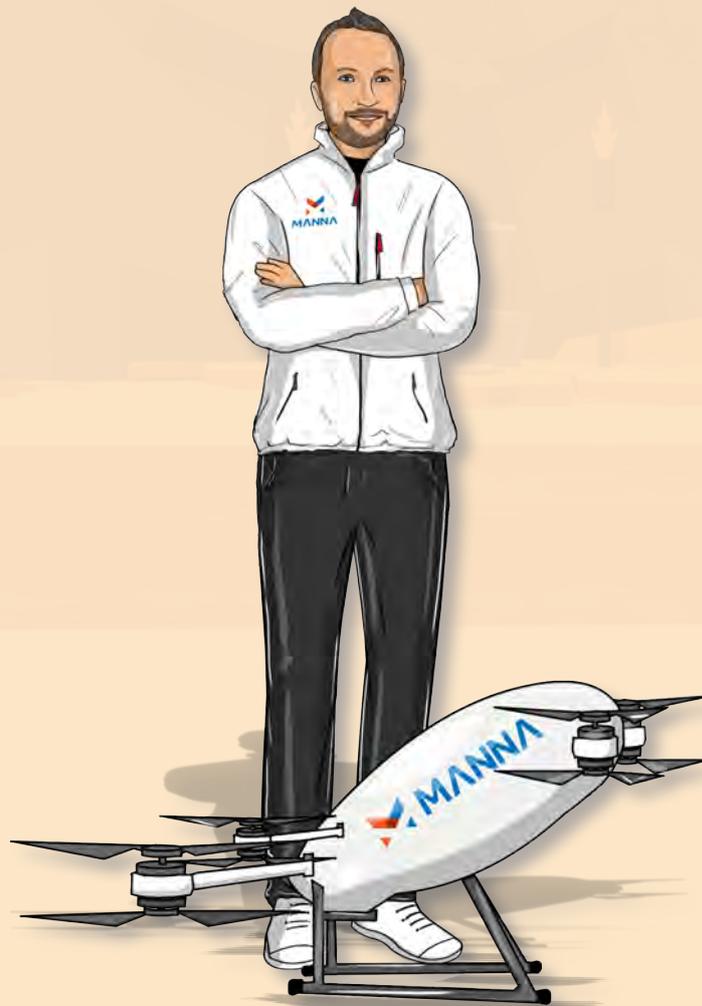
Read Out and Discuss: Ok, let's try it, Classroom Activity 1.



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 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 _____.



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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