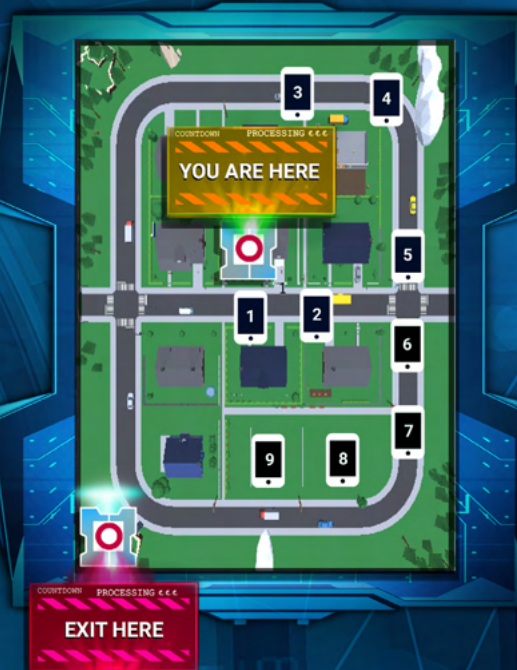


CHALLENGE 3

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



CONTINUE

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 Toolkit:** 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 further still 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 practice 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 73

CHALLENGE 3 – SUBURBAN SURPRISE		
Reflection on Challenge 3		
Objective	How well can you rate do this?	Any comments?
I could explain...	  	
My life used to be like...		
Why managing our emotions can help a business succeed?		
Why managing our emotions can help us improve learning in school?		
Some of the things that happen to me today when I am disappointed, nervous or...		
Why this might explain some common behaviours, feelings, actions or attitudes.		
Being my hand out		
Some of the things that happen to me today when I am disappointed, nervous or...		
Why this might explain some common behaviours, feelings, actions or attitudes.		
At least 3 steps to help when I want to give the 'you owe me' – and what to do next		
Some of the ways that people can explain / manage a challenging situation or feeling		
How to give suggestions		
How to give suggestions		
Some of how learning to be healthy or happy		

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 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 Happens In 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.



PHONE 5 - What Happens If We 'Flip'? - 5 Minutes

- The 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 take lessons and find inspiration from the success of Aimée Louise Carton, who we heard from in the short video at the start of the lesson.
- Pupils recap on the key 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.