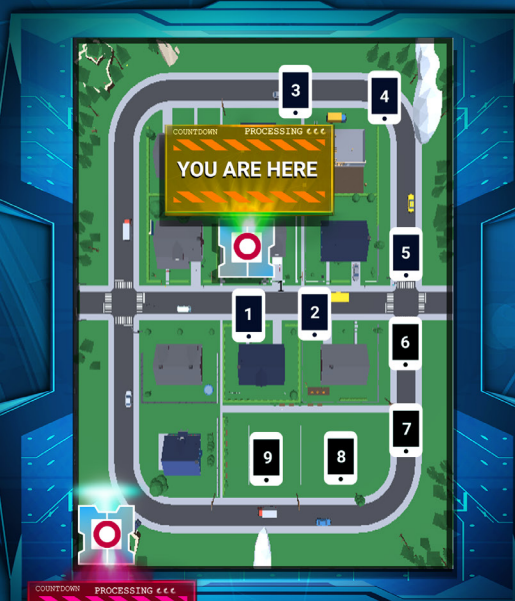




CHALLENGE 3 - SUBURBAN SURPRISE

CHALLENGE 3

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



EXIT HERE

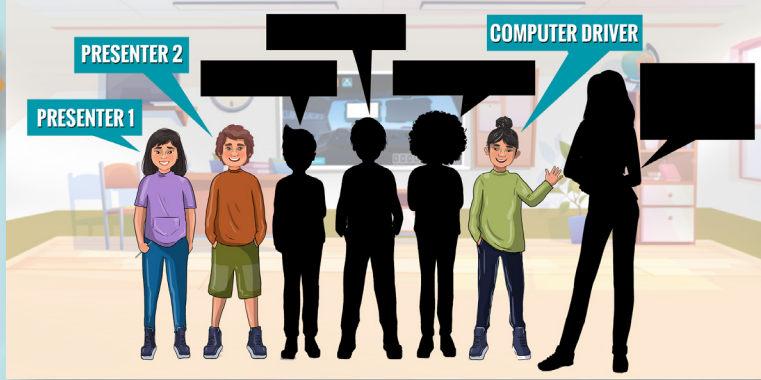
CONTINUE



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 collectable. 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 t h e 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. Examples of such techniques are going for a walk or listening to music.

If you go into the 'red zone' and say or do something in anger, 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.

HOW OUR BODY SIGNALS STRESS





CHALLENGE 3 - SUBURBAN SURPRISE







MATERIALS REQUIRED FOR THE LESSON



X3
Presenter and Computer
Driver Sheets

X4
Group Leader
Sheets

X24
Pupil Sheets

-  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 3 - SUBURBAN SURPRISE

BEFORE BEGINNING THE LESSON

CHECK THE LESSON IS DISPLAYED
ON THE WHITEBOARD

TYPICAL CLASS - 4 GROUPS
OF 6 PUPILS

1 GROUP LEADER PER GROUP

REMINDE 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.





CHALLENGE 3 - SUBURBAN SURPRISE

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

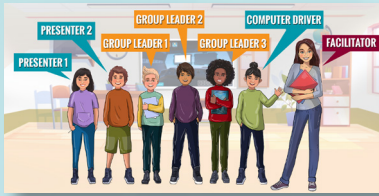
make sure you **ask your teacher beforehand**. You can also **practice at home** by getting your friends and family to play the role of the pupils that you will be helping during your class,

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.



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.

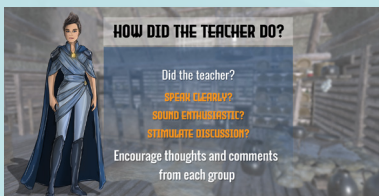
We are _____, _____ and _____. We are group leaders, our job is to lead the discussion and feedback our tables' thoughts to the presenters.



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?



PHONE 2: VENTURE CHALLENGE



SCREEN 1

Instructions: Explain to the class.

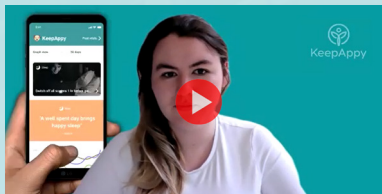
Read Out and Discuss: Today we are going to cover self-awareness and relationships. You will be able to use your Mission Log to help you prepare and record your learning.



SCREEN 2

Instructions: Explain to the class.

Read Out and Discuss: Next we are going to show a video of Aimée Louise 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:

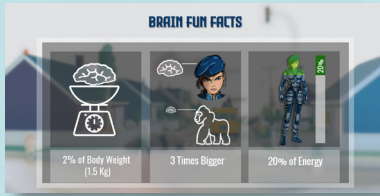
Our challenge today is to get our own answers to these questions, do you think we can do that? Yes we can!

- 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?

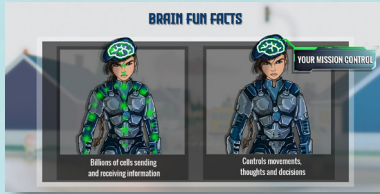


SCREEN 1

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 brain is over three times larger in humans.
- 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 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.



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 to 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, run away from it (flight) or freeze, keep still and hope that the threat doesn't notice you.



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 wire. 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.



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.

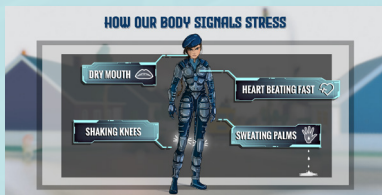


SCREEN 5

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.

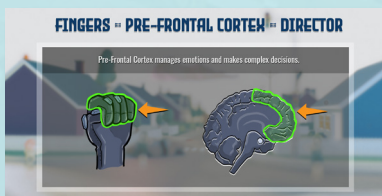
Read / Discuss: At the base of your brain, represented here by your wrist, is the brain stem. It's responsible for basic things like breathing and keeping your heart going.



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.

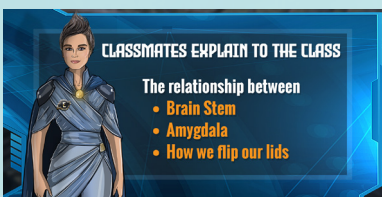
Read / Discuss: Your fingers are like your pre-frontal cortex that's like the director, the part of the brain that help's us manage emotions and make complex decisions.



SCREEN 4

Instructions: Explain what happens when we 'flip'.

Read / Discuss: When fear, danger or intense emotions overwhelm our amygdala, that's the gorilla taking control. 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 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 call this stage the amber zone. Our bodies start to give us the stress signals that we 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

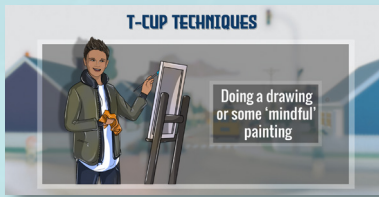
PHONE 7: TCUP - TECHNIQUES



SCREEN 1

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

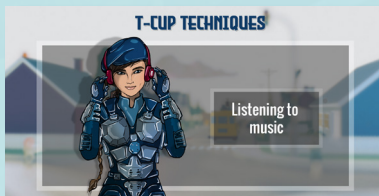
Read/ Discuss: Go for a walk.



SCREEN 2

Instructions: Read out.

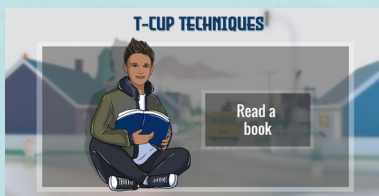
Read/ Discuss: Doing a drawing or some 'mindful' painting.



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

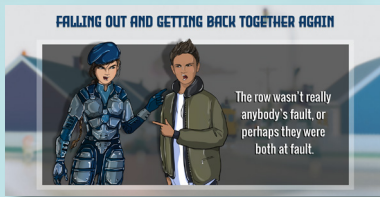
Instructions: Read out.

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 big fight.

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 fight 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 your solution to the rest of the class, If you want to use a narrator to explain what's happening, you can do that.



SCREEN 4

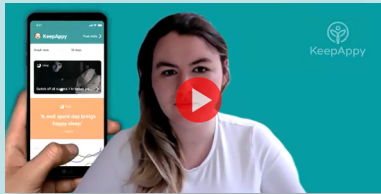
Instructions: Ask each group to show what they have decided. If the group has repaired the relationship, congratulate them!

Read Out and Discuss: Now each group will show us what they have decided to do.



CHALLENGE 3 - SUBURBAN SURPRISE

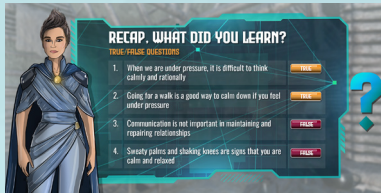
PHONE 9: RECAP, FEEDBACK, HOME ACTIVITY



SCREEN 1

Instructions: Play the video.

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



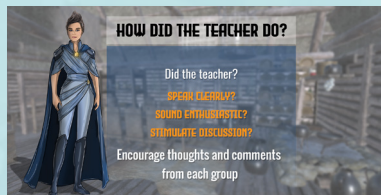
SCREEN 2

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:

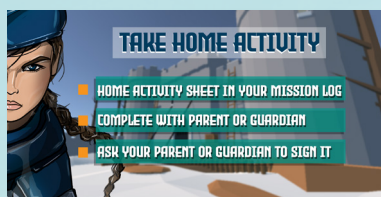
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



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).



CHALLENGE 3 - SUBURBAN SURPRISE

