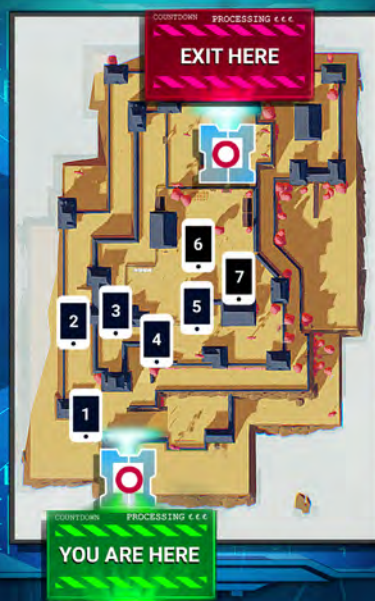


CHALLENGE 5 - CASTLE IN THE CLOUDS

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.

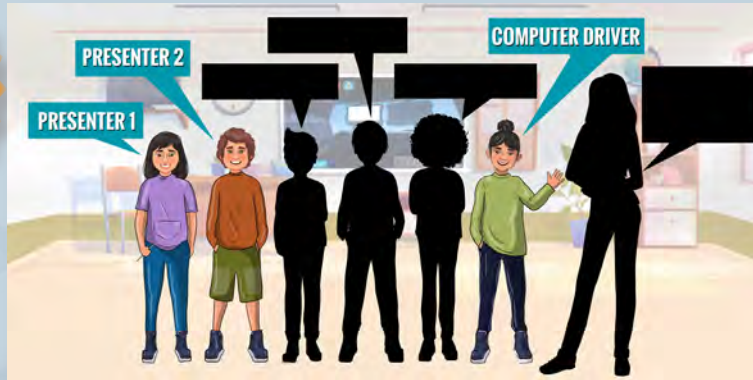


CONTINUE

CHALLENGE 5 - CASTLE IN THE CLOUDS

PRESENTER AND COMPUTER DRIVER SHEETS

3
Copies
Per Class



PUPIL OVERVIEW

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



Throughout the previous challenges you have seen that 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. Sunlight can be captured for free to create heat and electricity. Black surfaces absorb more

CHALLENGE 5 - CASTLE IN THE CLOUDS

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 and society.
- Everybody is creative.
- Our perception blind spots stop us from '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.
- Sunlight can be captured for free to create heat and electricity.
- Solar energy can fulfill 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.

CHALLENGE 5 - CASTLE IN THE CLOUDS







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. | <input checked="" type="checkbox"/> |
|  | Magical Leaders website. | <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

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.



CHALLENGE 5 - CASTLE IN THE CLOUDS

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.

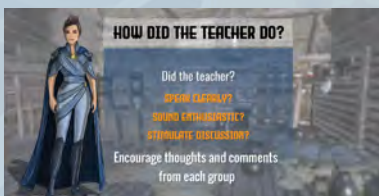
We are _____, _____ and _____. We are group leaders, our job is to lead the discussion and feedback our tables' thoughts to the presenters.



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.

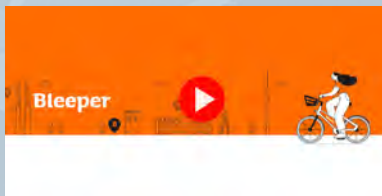
Read Out and Discuss: Today we are going to cover creative problem solving in the Castle In The Clouds. You will be able to use your Mission Log to help you prepare and record your learning.



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?



PHONE 3: CREATIVE PROBLEM SOLVING



SCREEN 1

Instructions: Explain to your classmates.

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 from solving the problem the same way next year, the year after or in 2030?



SCREEN 3

Instructions: Remind your 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 learned that 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 the class to remember back to Challenge 2.

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

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.

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 classmates 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?

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: 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?

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.

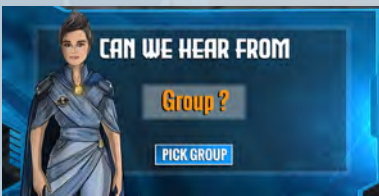
Read/ Discuss: Here is how the fastest people in the world did it.



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.



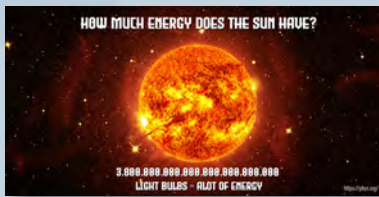
SCREEN 8

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?

PHONE 6: SOLAR PANEL CHALLENGE



SCREEN 1

Instructions: Tell your classmates the fact.

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.

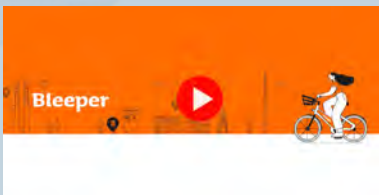


SCREEN 5 - CLASSROOM ACTIVITY 2

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.

PHONE 7: RECAP, FEEDBACK, HOME ACTIVITY



SCREEN 1

Instructions: Play the video.

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



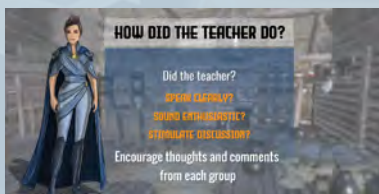
SCREEN 2

Instructions: Find out what the class learned 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:

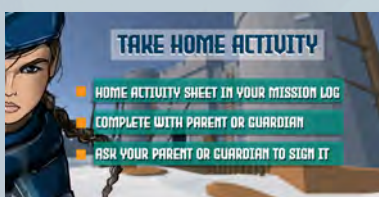
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



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 5 - CASTLE IN THE CLOUDS

