



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.



CONTINUE



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PUPIL SHEETS

1 Copy/
Pupil (excls.
Peer Team)



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 the 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.





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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





CLASSROOM ACTIVITY 1

FALLING OUT AND GETTING BACK TOGETHER AGAIN



1. Write Ideas

On your own jot down some ideas about how Selva and Steve could restore their relationship.



2. Discuss

Discuss your ideas in your teams.



3. Role Play

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.



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FEEDBACK SHEET

Enter the date

____/____/____

Enter the team members' names of today's Peer Educators

TEAM MEMBERS ARE:

On your own answer yes or no to each question below. Then add up the score.

Success Criteria	Achieved? (Y/N)
Everybody in the presenting group contributed.	_____
Peer Educators tried to speak clearly.	_____
Peer Educators tried to sound enthusiastic.	_____
Peer Educators tried to stimulate discussion amongst the rest of the class.	_____
Peer Educators tried to encourage each group to feedback their thoughts / comments.	_____
TOTAL YES:	TOTAL NO:



In your groups, list 3 things today's team did well.



In your groups, note one item that would make the presentation even better if.





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HOME ACTIVITY

MISSION LOG

Write down below your takeaways from your challenge today:



IT'S COOL TO BE ME

Look at yourself in the mirror and say "it's cool to be me" every day for the next five days.





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HOME ACTIVITY

PREPARE FOR THE NEXT CHALLENGE 4 - WILD WEST

Talk to your family and ask where / when / how they worked as a team? Can they give you an example (in a work or home setting) of when they worked with other people to successfully complete a task – it could be putting up a tent or just doing the washing up.

Parent/ Guardian signature



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MAGICAL LEADERS

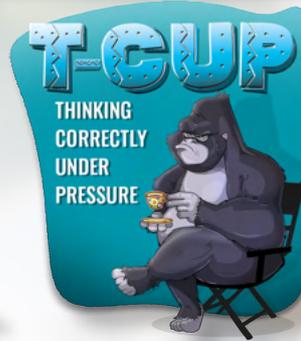
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HANG ME
ON YOUR
BEDROOM
WALL

SELF AWARENESS & RELATIONSHIPS



GREEN ZONE - CALM



T-CUP TECHNIQUES



AMBER ZONE - ANXIOUS



RED ZONE - FLIPPED



TO REPAIR RELATIONSHIPS:

- TALK FACE TO FACE
- USE LOTS OF ACTIVE LISTENING



