



CHALLENGE 4 - WILD WEST

CHALLENGE 4

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



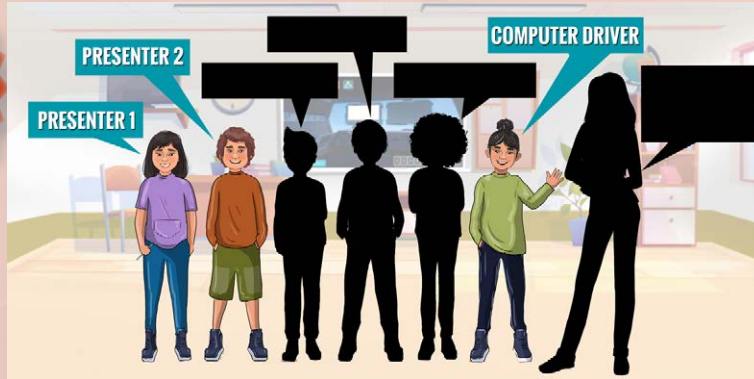
CONTINUE



CHALLENGE 4 - WILD WEST

PRESENTER AND COMPUTER DRIVER SHEETS

3
Copies
Per Class



PUPIL OVERVIEW

Your Challenge is to explore the Wild West, find the 10 phones and unlock the collectible. This Challenge is about **Teamwork**. Venture owners work with many people to get the job done. For example, Venture Owners work with sales teams; marketing; advertisers; suppliers; web designers; other directors, and; branding.



Perception is having two or more different points of view for the same thing - which could be a physical item or an idea. Two people can see the same item, but have a different point of view. Sometimes when we are looking for one item, we might miss another item. This is a **blind spot in our perception**. The great thing about working in teams is your teammate(s) might see what you do not see.

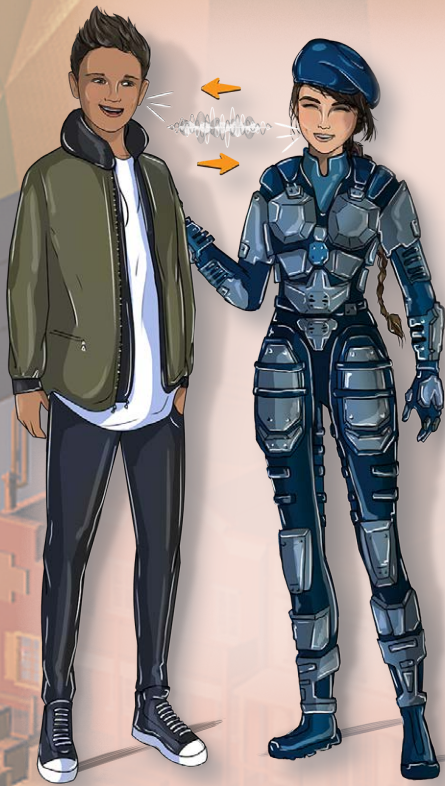
It is okay, if you do not perceive/see every item. It is not about getting it right or wrong. If you learn from the experience, this is success. **Empathy is putting yourself in the other person's shoes to look from their perspective/point of view.**

Active listening is required to understand another person's perception/perspective. Remember to use paraphrasing to check the message. Sometimes working in teams can be





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stressful and our bodies will give us the signals for anxiety. When we are in the amber zone use the T-CUP techniques to get back to the green zone.



An innovation is a new way of doing a job or solving a problem for someone. **To be an innovator you need to see an item from a different perspective.**

For example, when other people see a duck you see a rabbit or when other people see a firework in the sky, you see drones with lights on them. We will explore these examples more throughout the lesson. There are lots of benefits to working in a team, together we can get jobs done, **quicker, cheaper and to a better standard.**

HERE ARE THE KEY MESSAGES







- Perception is having two points of view for one item.
- A perception blind spot is when we are looking for one item so intently that we miss another item.
- Empathy is putting yourself in the other person's shoes to look from their perspective/ point of view.
- To work effectively in a team, use:
 - Active listening to understand what another person's perception/ perspective is.
 - Paraphrasing to check the message.
 - The T-CUP techniques to get back to the green zone, from the amber zone when you are anxious.
- To be an innovator you need to see an item from a different perspective.
- In teams we can get jobs done, quicker, cheaper and to a better standard.



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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 4 - WILD WEST

PHONE 2: VENTURE CHALLENGE



SCREEN 1

Instructions: Explain to the class.

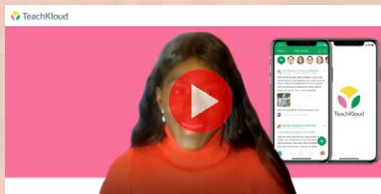
Read Out and Discuss: Today we are going to cover teamwork in the Wild West. You will be able to use your Mission Log to help you prepare and record your learning.



SCREEN 2

Instructions: Explain to the class.

Read Out and Discuss: Next we are going to show a video of Wendy Oke from TeachKloud. 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 teamwork important for Venture owners, success in life and in school?
- What do you have to do to effectively work in a team?



PHONE 3: TEAMWORK



SCREEN 1

Instructions: Ask your classmates for examples of teamwork.

Read/ Discuss: Who can give an example of teamwork. For example a time when you worked with other people in school, at home or perhaps on a sports team.



SCREEN 2

Instructions: Show the examples of teamwork to your classmates.

Read/ Discuss: Here are some examples of teamwork: soccer team, collab video, dance class or school debating team.



SCREEN 3

Instructions: Ask your classmates to complete Classroom Individual Activity 1.

Read/ Discuss: Can everyone go to Classroom Individual Activity 1:

- Tear the page into 8 pieces.
- Write your name on 1 of the pieces.
- Scrunch the 8 pieces up and put them in a pile in the center of your groups' table to create a paper snow storm.
- When all the pieces are in the center of the table, find your own name in SILENCE.
- If you open a piece of paper with someone else's name on it, scrunch it up again and put it back in the pile.



SCREEN 4

Instructions: Give the class 3 minutes and then ask them.

Read/ Discuss: Did it take a long time to find your name?



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PHONE 3: TEAMWORK (CONTINUED)



SCREEN 5

Instructions: Find out from the class.

Read/ Discuss: Did anyone have to use the techniques we learned in challenge 2 and 3?

SCREEN 6

Instructions: Now try the activity again this time using some teamwork.

Read/ Discuss: OK let us try again with some teamwork this time:

- Once again, throw all the pieces of paper on the pile.
- When all the pieces are in the center of the table, find your own name in SILENCE.
- If you find a piece of paper with somebody else's name on it, then give it to the owner.



SCREEN 7

Instructions: Ask the class

Read/ Discuss: Which approach was more successful – everyone working as an individual or working as a team? Why was that?



SCREEN 8

Instructions: Ask the Group Leaders to complete Classroom Group Activity 1.

Read/ Discuss: Group Leaders can we complete Classroom Group Activity 1.



SCREEN 9

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

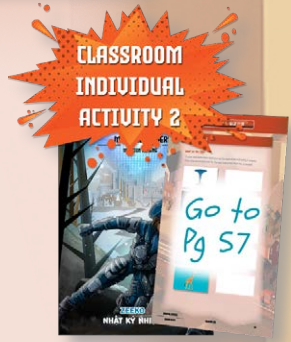
Read/ Discuss: What answers did you have for the question?

- Why is teamwork important for Venture owners, success and in school?



CHALLENGE 4 - WILD WEST

PHONE 4: WHAT DO YOU SEE?



SCREEN 1

Instructions: Complete Classroom Individual Activity 2 on your own.

Read Out and Discuss: Can we complete Classroom Individual Activity 2. Write down what you see for each of the following 5 images.



SCREEN 2

Instructions: Leave the image on screen for 3 seconds.

Read Out and Discuss: Write down what you see.



SCREEN 3

Instructions: Check that everyone is ready and show image 2 on screen for 3 seconds.

Read Out and Discuss: What do you see. Please write down what you see.



SCREEN 4

Instructions: When everyone is ready show image 3 on screen for 3 seconds.

Read Out and Discuss: Write down what you see for image 3.



SCREEN 5

Instructions: When everyone is ready show image 4 on screen for 3 seconds.

Read Out and Discuss: What do you see for image 4, please write it down.



SCREEN 6

Instructions: When everyone is ready show image 5 on screen for 3 seconds.

Read Out and Discuss: Write down what you see for image 5.



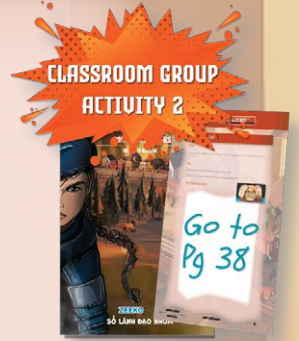
PHONE 4: WHAT DO YOU SEE? (CONTINUED)



SCREEN 7

Instructions: Ask the groups to complete Classroom Group Activity 2.

Read Out and Discuss: Now our Group Leaders are going to do Classroom Group Activity 2.



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?

- For the first image what did you see?
- For the remaining 4 images what did you see?





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PHONE 5: IS IT BOTH A RABBIT & DUCK?

WHO SAW THE VASE, WHO SAW TWO FACES



If someone has never seen a vase before do you think they would see the blue vase?

SCREEN 1

Instructions: Show the image and ask the questions.

Read Out and Discuss: Who saw the vase? Who saw two faces? If someone has never seen a vase before do you think they would see the blue vase?

WHO SAW THE VASE? OLD PERSON? GUITAR?



SCREEN 2

Instructions: Show the next image and ask for hands up.

Read Out and Discuss: Hands up, who saw a vase? Who saw two faces? What do you now see?

DID YOU SEE THE RABBIT? DUCK?



SCREEN 3

Instructions: Show the rabbit/ duck and ask the questions.

Read Out and Discuss: Who saw a rabbit? Who saw a duck? Psychologists say that you can see both, but not both at the same time!

DID YOU SEE THE RABBIT? DUCK?



SCREEN 4

Instructions: Explain that perception is having two points of view for one item.

Read Out and Discuss: What we see, affects our perception, this becomes our point of view. Two people can see the same thing, but have a different point of view.

Can anybody think of an example of when two people saw the same situation but had a different perception?

For example, your Mum sees a mess, you see a 'floordrobe'!



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PHONE 6: MISSED OUT!

WHO CAN SEE THE TIGER?



SCREEN 1

Instructions: Ask the class for a show of hands.

Read Out and Discuss: Hands up, who sees a tiger? Ok, can you see the hidden tiger? I think the word tiger is written in his stripes on his hind leg?

WHAT DO YOU SEE?



SCREEN 2

Instructions: Ask the pupils to leave their hands up if they can see the giraffe.

Read Out and Discuss: OK, now leave your hands up if you can see the word giraffe?

CAN U SEE?



SCREEN 3

Instructions: Explain about the hidden word 'giraffe' and ask about 'Can u see'. If people see both hidden items, tell them they did very well.

Read Out and Discuss: Most people will see the word 'Giraffe'. Does anyone see the words 'Can u see'?

OUR BLIND SPOT



SOMETIMES WHEN WE ARE LOOKING FOR ONE THING, WE MIGHT MISS SOMETHING ELSE.

SCREEN 4

Instructions: Explain to the class about our blind spot.

Read Out and Discuss: Sometimes when we are looking for one thing, we might miss something else. This is a blind spot in our perception.



CHALLENGE 4 - WILD WEST

PHONE 7: MONKEY BUSINESS!

THE MONKEY BUSINESS ILLUSION



SCREEN 1

Instructions: When the class is ready, show 'The Monkey business illusion'

https://www.youtube.com/watch?v=IGQmdoK_ZfY&t=1s.

Read Out and Discuss: We are going to watch an awareness test. You will be asked to count how many times the players wearing white T-shirts pass the ball. You must watch in absolute silence.



SCREEN 2

Instructions: Show the video

WHAT DID YOU SEE?



SCREEN 3

Instructions: As soon as the film has stopped, show this image.

Read Out and Discuss: Put your hand up if you saw the gorilla, keep your hand up if you noticed the curtains change colour. Keep your hand up if you saw the person leaving the game.

Very few people spot all 3 items:

- The gorilla.
- The curtains changing colour.
- The person leaving.

WHAT DID WE LEARN FROM THIS EXAMPLE?



SCREEN 4

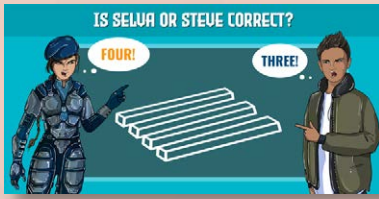
Instructions: Ask your classmates.

Read Out and Discuss: What did we learn from this example? It is not about getting this right or wrong. If you learn from the example, that is success.



CHALLENGE 4 - WILD WEST

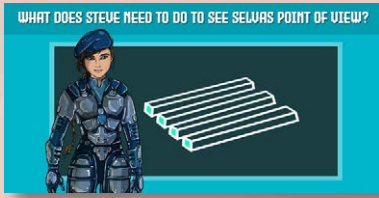
PHONE 8: CUSTOMER EMPATHY



SCREEN 1

Instructions: When the class is ready, show the image. Briefly discuss whether Selva or Steve is correct? They both are!

Read Out and Discuss: How many bars are on the ground? Is Selva correct or Steve correct?



SCREEN 2

Instructions: Ask the question and agree that, Steve needs to go to where Selva is standing to see it from Selva's point of view.

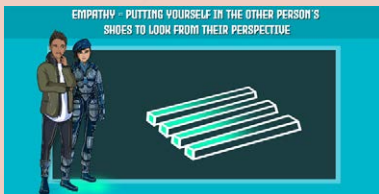
Read Out and Discuss: What does Steve need to do to see Selva's point of view?



SCREEN 3

Instructions: Ask the question and agree that, Selva needs to go to where Steve is standing to see it from Steve's point of view.

Read Out and Discuss: What does Selva need to do to see Steve's point of view?



SCREEN 4

Instructions: Explain what Empathy is.

Read Out and Discuss: Empathy is putting yourself in the other person's shoes to look from their perspective.



SCREEN 5

Instructions: Explain the slide.

Read Out and Discuss: To see the other person's point of view you need to empathise.



PHONE 8: CUSTOMER EMPATHY (CONTINUED)

YOU OWN A COFFEE SHOP. YOUR CUSTOMER COMPLAINS THEIR COFFEE IS TOO HOT. WHAT DO YOU DO?



A) Tell them no one else complained!
B) Apologise, pour it away and make a cooler one.
C) Can you think of a third option?

SCREEN 6

Instructions: When the class is ready, show this image. Read out the customer's issue and the potential solutions.

Read Out and Discuss: You own a coffee shop, your customer complains their coffee is too hot. What do you do?

- (a) Tell them no one else complained!
- (b) Apologise, pour it away and make a cooler one.
- (c) Can you think of a third option?

Instructions: Give the groups about 3 minutes for discussion and then explain.

Read Out and Discuss: If you answered

- (a) If we did option (a) (on the whiteboard) the Customers may get annoyed.
- (b) If we did option (b) (on the whiteboard) this is a waste of coffee.
- (c) A example of a third option is, pour the hot coffee into another cup, pour it back again, 2 or 3 times, and back into the original cup, by which time it will have cooled.



CHALLENGE 4 - WILD WEST

PHONE 9: TEAMWORK, ACTIVE LISTENING & T-CUP



SCREEN 1

Instructions: Refer back to the key messages from Challenge 2.

Read/ Discuss: Active listening is required to understand what another person's perception/perspective is. Remember to use paraphrasing to check the message.



SCREEN 2

Instructions: Show your classmates that the key messages from Challenge 3 help with teamwork.

Read/ Discuss: Sometimes when working in teams our bodies give us the signals of anxiety. When we are in the amber zone use the T-CUP techniques to get back to the green zone.



SCREEN 3

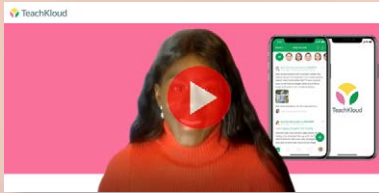
Instructions: Explain to your classmates the link between perception and innovation.

Read/ Discuss: An innovation is a new way of doing a job or solving a problem for someone. To be an innovator you need to see an item from a different perspective. For example, when other people see a duck, you see a rabbit or when other people see a firework in the sky, you see drones with lights on them.



CHALLENGE 4 - WILD WEST

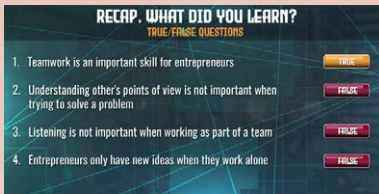
PHONE 10: RECAP, FEEDBACK, HOME ACTIVITY



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.





CHALLENGE 4 - WILD WEST

PHONE 18: RECAP, FEEDBACK, HOME ACTIVITY (CONTINUED)



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).

