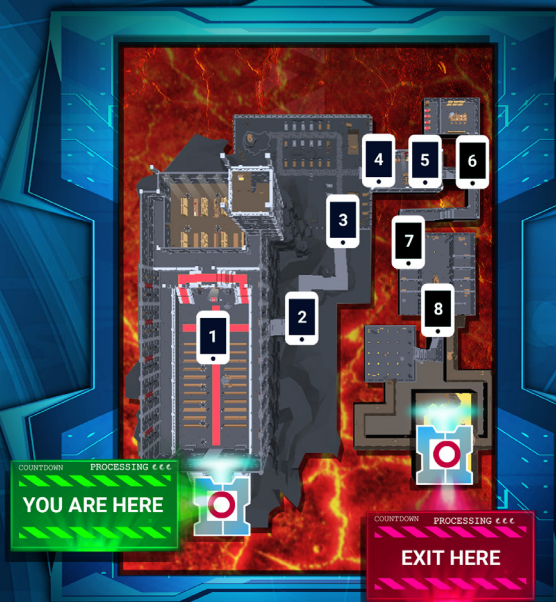




## CHALLENGE 6 - DARK DUNGEON

### CHALLENGE 6

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



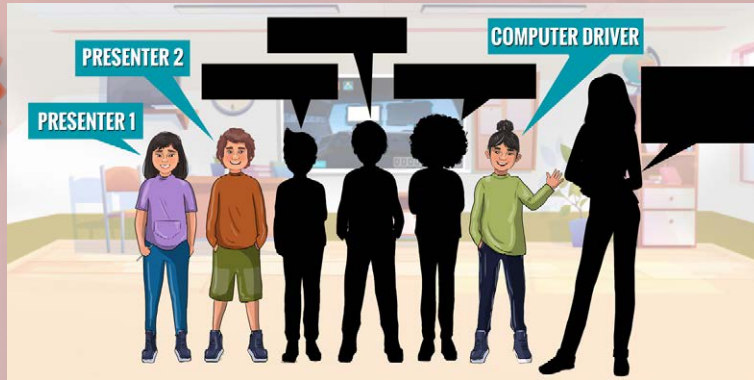
CONTINUE



# CHALLENGE 6 - DARK DUNGEON

## PRESENTER AND COMPUTER DRIVER SHEETS

3  
Copies  
Per Class



### PUPIL OVERVIEW



Your Challenge is to explore the Dark Dungeon, find the 8 phones and unlock the collectible. This Challenge is about **Critical Thinking**. Venture owners and people in general use critical thinking to make effective decisions every day.

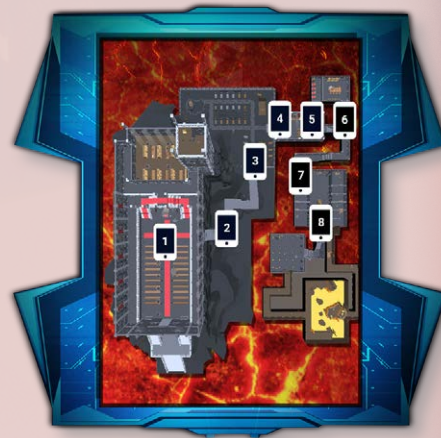
You can make better decisions with facts.

Decisions made with opinions are not as good. The checklist below can help you identify if something is a fact:

- Can we check if it is true (verify).
- Based on research.
- Accepted by all people (universal).
- Not open to questions (not debatable).

This checklist can help us identify if something is an opinion:

- A belief or judgement about something.
- Based on personal view.
- Not accepted by all people.
- Open to questions (debatable).



Critical thinking is about evaluating/ examining an

item based on facts. In Challenge 2 we spoke about the New Value Creator Innovation Process having 2 parts:



- Ideate
- Evaluate



## CHALLENGE 6 - DARK DUNGEON

The solar panel challenge from Challenge 5 has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy. To evaluate your project think of questions and what facts you can use.

Well done, you are nearly finished Part 1 Mission Keneng. Finally, plan your celebration event with your teacher.



### HERE ARE THE KEY MESSAGES

- Make better decisions with facts. Decisions made with opinions are not as good.
- Critical thinking is about evaluating/ examining an item based on facts.
- The New Value Creator Innovation Process has 2 parts.
  - Ideate
  - Evaluate



# CHALLENGE 6 - DARK DUNGEON

## 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).





# CHALLENGE 6 - DARK DUNGEON

## BEFORE BEGINNING THE LESSON



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 6 - DARK DUNGEON

### 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.

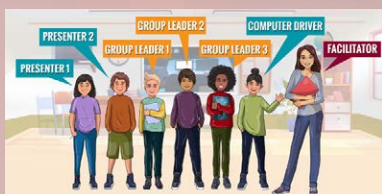
### PRESENTER INSTRUCTIONS

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.



# CHALLENGE 6 - DARK DUNGEON

## 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 6 - DARK DUNGEON

## PHONE 2: VENTURE CHALLENGE



### SCREEN 1

**Instructions:** Explain to the class.

**Read Out and Discuss:** Today is Challenge 6, the final Challenge of Mission Keneng. In the next Mission, Mission Zhishi, we will need to use the tool kit we've built up in Mission Keneng.



### SCREEN 2

**Instructions:** Explain to the class.

**Read Out and Discuss:** Next we are going to show a video of Ahmad Mu'azzam from Evocco. 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 critical thinking important for Venture Owners, success in life and in school?
- What do you have to do to think critically?





# CHALLENGE 6 - DARK DUNGEON

## PHONE 3: FACT AND OPINION



### SCREEN 1

**Instructions:** Explain to the class.

**Read/ Discuss:** This checklist can help us find out if something is a fact:

- Can we check if it is true? (verify).
- Is it based on research?
- Is it accepted by all people? (universal).
- Is it not open to questions? (not debatable).



### SCREEN 2

**Instructions:** Work through the example with the class.

**Read/ Discuss:** 'The sun is a star'. Fact or opinion?

- Can it be verified/ checked if the sun is a star? Yes.
- Is it based on research? Yes.
- Does everyone accept the sun is a star? Yes.
- Is it not open to questions the sun is a star? Yes.



### SCREEN 3

**Instructions:** Explain to the class.

**Read/ Discuss:** This checklist can help us find out if something is an opinion:

- Is it a belief or judgement about something?
- Is it based on a personal view?
- Is it not accepted by all people?
- Is it open to questions? (debatable).



# CHALLENGE 6 - DARK DUNGEON

## PHONE 3: FACT AND OPINION (CONTINUED)



### SCREEN 4

**Instructions:** Work through the example with the class.

**Read/ Discuss:** 'The sun is the best star'. Fact or opinion?

- Is it a belief or judgement that the sun is the best star?
- Is it based on a personal view that the sun is the best star?
- Does it vary from one person to the next person that the sun is the best star?
- Is it debatable that the sun is the best star?



### SCREEN 5

**Instructions:** Read through both sides of the table on the screen.

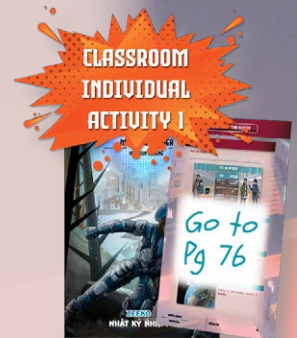
**Read/ Discuss:** Okay, let us put it all together and go through the two checklists, one checklist to check a fact and one checklist to check an opinion.



### SCREEN 6

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

**Read/ Discuss:** Let us try it ourselves, can you work through Classroom Individual Activity 1 to check for facts or opinions.





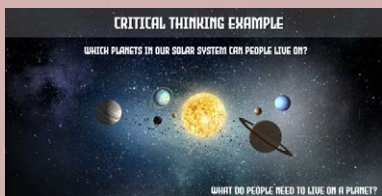
## PHONE 4: MEANING OF CRITICAL THINKING



### SCREEN 1

**Instructions:** Explain what critical thinking is.

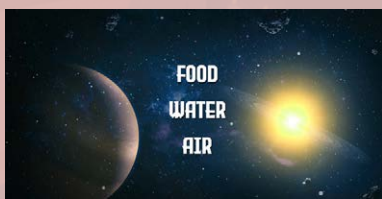
**Read/ Discuss:** Critical thinking is about evaluating/ examining an item based on facts.



### SCREEN 2

**Instructions:** Give an example of critical thinking.

**Read/ Discuss:** Which planets in our solar system can people live on? To answer this question. We need to find out what people need to live on a planet. Can you think of what people need to live on a planet?



### SCREEN 3

**Instructions:** List the items that people need to live on a planet.

**Read/ Discuss:** Here are some items people need to live on a planet:

- Food
- Water
- Air



### SCREEN 4

**Instructions:** Let us answer these 3 questions for the planets in the solar system.

**Read/ Discuss:** Let us find out what planets have food, water and air. The planets with food, water and air, are the planets people can live on.



# CHALLENGE 6 - DARK DUNGEON

## PHONE 4: MEANING OF CRITICAL THINKING (CONTINUED)



### SCREEN 5

**Instructions:** We did the research for you to explain the results.

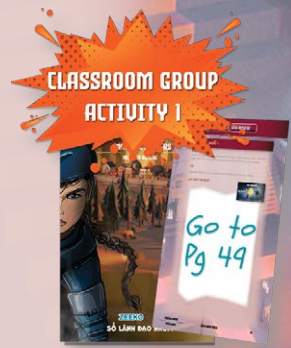
**Read/ Discuss:** We looked up the NASA website to find out the facts about the planets in our solar system. Let us go through the results.



### SCREEN 6

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

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

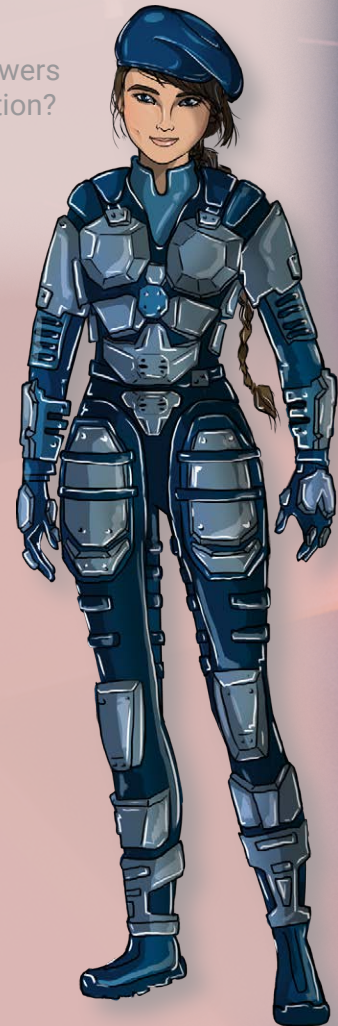


### SCREEN 7

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

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

- When and how could critical thinking help a Venture Owner?





# CHALLENGE 6 - DARK DUNGEON

## PHONE 5: SOLAR PANEL CHALLENGE



### SCREEN 1

**Instructions:** Remind the class of the two parts of the Zeeko Innovation Process.

**Read/ Discuss:** In Challenge 2 we spoke about the New Value Creator Innovation Process having 2 parts

- Ideate
- Evaluate



### SCREEN 2

**Instructions:** Remind the class of the solar panel project.

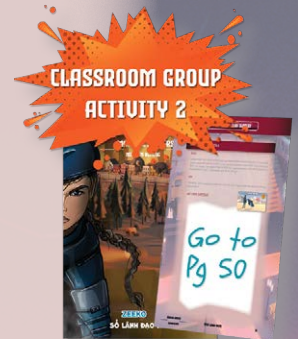
**Read/ Discuss:** In the last challenge we ideated different solutions for our solar panel project. The next step is to list questions we can answer with facts to evaluate our ideas for the project.



### SCREEN 3

**Instructions:** Ask the Group Leaders to complete Classroom Group Activity 2.

**Read/ Discuss:** Group Leaders can we complete Classroom Group Activity 2.



### SCREEN 4

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

**Read/ Discuss:** For our solar panel project we had to create a solar panel to heat our class from recycled items from our house. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - Affordable and Clean Energy.

- What questions could we ask and what facts could we get to evaluate this project?



# CHALLENGE 6 - DARK DUNGEON

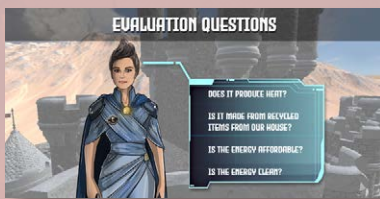
## PHONE 6: SOLAR CHALLENGE EVALUATION



### SCREEN 1

**Instructions:** Identify the key words to help write your questions.

**Read/ Discuss:** For our solar panel project we have to create a solar panel to **heat** our class from **recycled items from our house**. The project has to fulfil the requirements of the UN Sustainable Development Goal 7 - **Affordable** and **Clean** Energy.



### SCREEN 2

**Instructions:** Read out the sample evaluation questions.

**Read/ Discuss:** The questions to evaluate our project with facts, could be:

- Does it produce heat?
- Is it made from recycled items from our house?
- Is the energy affordable?
- Is the energy clean?



### SCREEN 3

**Instructions:** Now find out with your class what facts you can find to answer the questions.

**Read/ Discuss:** What facts can we get for each of our 4 questions. Let me help you with the first question. How can we measure heat? Hands up.



### SCREEN 4

**Instructions:** Ask your classmates to complete Classroom Individual Activity 2.

**Read/ Discuss:** Can you complete Classroom Individual Activity 2 in your groups to evaluate your solution ideas you created in Challenge 5.





## CHALLENGE 6 - DARK DUNGEON

### PHONE 7: CELEBRATION EVENT



#### SCREEN 1

**Instructions:** Let the class know about the celebration event.

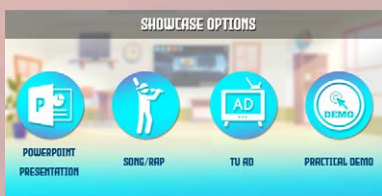
**Read/ Discuss:** We are going to organise a celebration event. At the event we can demonstrate what new skills we acquired from Mission Keneng. Our teacher can record and share the event on social media, our school website and/or the Magical Leaders 'Wall of Fame'.



#### SCREEN 2

**Instructions:** Explain to your classmates.

**Read/ Discuss:** Each Peer Educator team can focus on the content from their challenge. For example, Team 1 led the challenge on effective communication on Skull Island.



#### SCREEN 3

**Instructions:** Give some ideas for the showcase.

**Read/ Discuss:** You can showcase your new skills in lots of different ways. So, for example, some groups may choose to do a PowerPoint presentation, others may choose to demonstrate their learning as a song or as a rap, a TV ad or a practical demonstration. We should consult with our teacher to ensure the best possible approach.



#### SCREEN 4

**Instructions:** Tell the class the amount of time they will have.

**Read/ Discuss:** Each presentation should not be any longer than 3 minutes or a different amount of time agreed with our teacher.



# CHALLENGE 6 - DARK DUNGEON

## PHONE 7: CELEBRATION EVENT (CONTINUED)



### SCREEN 5

**Instructions:** Discuss with your classmates.

**Read/ Discuss:** We need to think through whether we are able to invite our parents/ carers in to observe the celebration, or whether this can be filmed and put on social media/the school website (safeguarding restrictions permitting).



### SCREEN 6

**Instructions:** Discuss with your classmates.

**Read/ Discuss:** Soportar also invites all the Magical Leaders to record their celebration event either as still images or as a movie (which could be filmed on a phone) which we can then post with the school's logo onto the 'Magical Leaders, Wall of fame'!

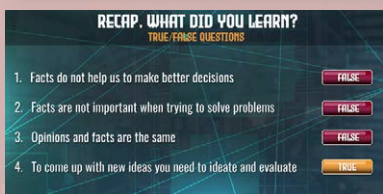






# CHALLENGE 6 - DARK DUNGEON

## PHONE 8: 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 \_\_\_\_\_.

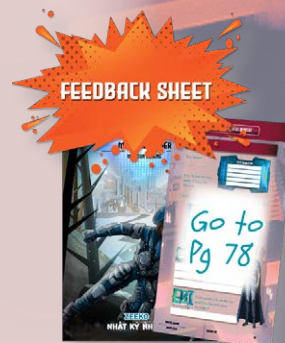


### SCREEN 3 - FEEDBACK SHEET

**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:

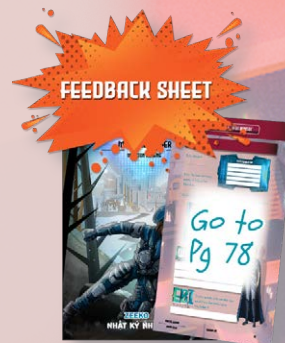
- Speak clearly?
- Sound enthusiastic?
- Stimulate discussion amongst the rest of the class?
- Encourage each group to feedback their thoughts / comments?



### 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 6 - DARK DUNGEON

### PHONE 8: 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).

