

MAGICAL LEADERS

Teaching Pupils how to think not
what to think



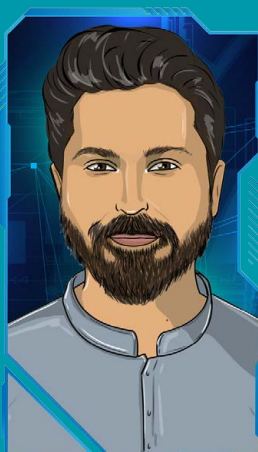
MAGICAL LEADERS

An online resource for learning and applying 21st century skills

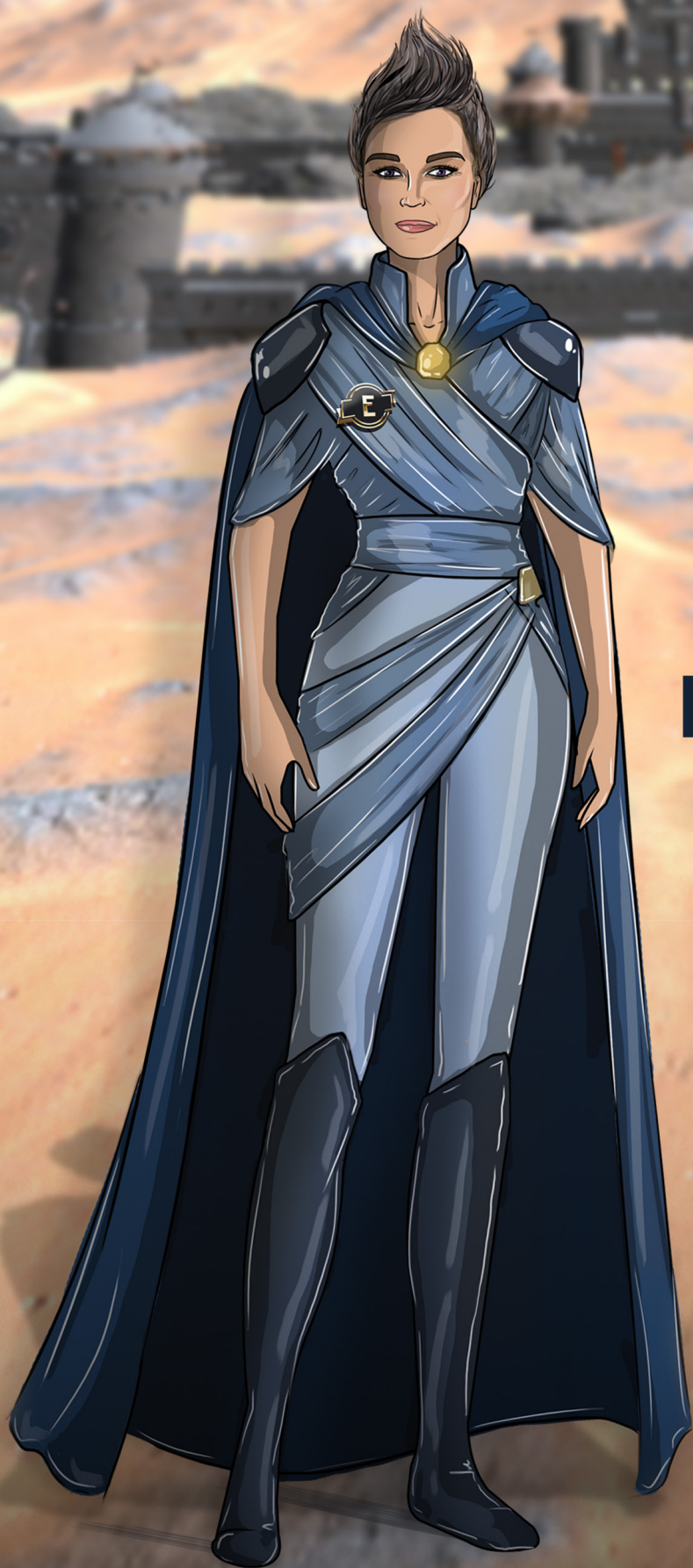


Magical Leaders Programme
is funded by Enterprise Ireland





Thank you to Stephen, Emma, Robbie, John, Max, Linda, Laoise, Maeve and Joe for all their ideas, and hard work to devise and deliver this programme.



PART 2
MISSION ZHISHI

COMING SOON..

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Foreword

Welcome to 'Magical Leaders', an exciting, innovative approach to teaching 21st-century skills and supporting pupils' personal development and their attainment across the curriculum.

I recognise, as a parent of two young boys and working in the IT industry, the need to change "how" and "what" we teach our children in primary schools. In under 10 years, a technological metamorphosis has



transformed the world into a society where innovation and change are an integral part of our lives. Are we ready for re-engineered communities? We are creating the Internet of Things (IoT), Block-chain and

Cryptocurrency, Artificial Intelligence (AI) and Virtual Reality/ Augmented Reality (VR/AR). Have we prepared the next generation for what is coming?

We live in a time of unprecedented social, economic and environmental change and challenge, driven by accelerating globalisation and technological innovation. Young people need to embrace and thrive in this uncertainty. 'Magical Leaders', funded by Enterprise Ireland, will support the curriculum and help to enhance teaching and learning but also change how business education is delivered in primary schools across Ireland.

Peer-to-Peer Education is an integral component of the programme as it contributes to building self-esteem, self-confidence and it intrinsically motivates life-long learning.

'Magical Leaders' will enable young people's 21st century skills (C21 Skills) by providing high quality content to develop a growth mindset, foster resilience and grow self-efficacy.

The OECD (2018) projected that the potential impact of focusing on the specific future skills needs of children would facilitate a:

- **Change in mindset** of children to help define tomorrow's hyper- connected, digital world.
- **Joined-up effort** to deliver a better economy for young people, and to boost growth, innovation and employment.
- **Scaling up** communication skills, team-working, confidence and resilience, and creative problem-solving skills to improve their job perspectives and employability and to help them become confident, contributing citizens.

'Magical Leaders' will help build online trust and enable young people to contribute to a vibrant Irish digital economy. The programme supports the UN Sustainable Development Goals and will reduce the under-representation of women in business, through content that has a multi-cultural orientation and celebrates difference and diversity in all its forms.

'Magical Leaders' aims to contribute to Ireland's global competitiveness by creating an 'Innovation Culture' in schools which will 'snowball' and further develop by enhancing children's attitudes to life-long learning, skill and knowledge acquisition about exciting enterprise projects that stimulate ambition and approaches to ethical, sustainable opportunities.

Teachers Introduction

The Teachers Introduction illustrates the programme rationale; explains the pedagogy; details the programme; describes a sample programme schedule; specifies the lesson location and requirement, and; lists the lessons roles for teachers and pupils.

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1. CREATING NEW VALUE FOR SOCIETY

Magical Leaders is funded by Enterprise Ireland, to provide an education programme that is both inspiring to teachers and pupils and to provide young people with the thought processes, skill sets and tools to live happy and fulfilled lives.

There is a common perception that business owners are focused on maximising profit, and/or they are not concerned with developing social capital or improving their communities. Neither of these perceptions is entirely accurate and one of the first things that Magical Leaders seeks to address is that some ventures are for profit but that others are for purpose. For example, one of the ventures highlighted to the pupils is Moyo Nua – a venture that helps farmers in Malawi plant crops more easily.

Our definition of ‘New Value Creation’ is best described by Dr Bruce Martin, associate professor at Thompson Rivers University in Canada (and until recently, at University College Dublin): *“Developing the ability to create new value for society. Every business aims to create value as we all do as individuals when we work for a living (whether paid or not) being innovative is about creating new value.”*

Being innovative is about problem-solving, creating something new and adding value to



people’s lives. Teachers are innovators, they problem solve on a daily basis, create new opportunities for children and, add value to the lives of pupils, parents and their communities.

Not every young person can, or wants to be a business owner, but Zeeko strongly believes there are benefits to the individual, their community and wider society if pupils develop 21st century skills and attributes. When pupils improve their communication and social skills, their capacity for self-regulation, their critical thinking and leadership skills, pupils also improve their behaviour for learning and academic progress.

TEACHERS INTRODUCTION

Schools, communities and the economy need people who are going to develop innovative products and services. The focus needs to be on 'New Value Creators' in the context of a changing world and creating new value for our shared society.

One of the only certainties that we can offer our young people is that change will be a constant. Developing 21st century skills for young people, some of whom may live into the 22nd century is essential. It is also essential that this is done within the spirit of the UN sustainable development goals.

2. FOSTERING AMBITION

Magical Leaders employs a pupil centred approach with the aim to foster each pupils' **ambition**, through:

A	TTIBUTES	For 'New Value Creators' to develop an innovative culture
M	OTIVATION	To contribute, learn and succeed in social and commercial ventures
B	USINESS	Skills, driven by ethical, sustainable values
I	NSPIRING	The next generation grounded in an intrinsic motivation for learning
T	ENACITY	To learn through seeing effort as the path to mastery, embracing challenges, learning from feedback, persisting in the face of setbacks, drawing lessons and inspiration in the success of others
I	INTERPERSONAL	Skills to be better able to manage emotions, relationships and themselves
O	PPORTUNITIES	To improve relationships, team-work and self-efficacy
N	EW AWARENESS	Of leadership skills by teaching their classmates

3. ZEEKO



Zeeko is an Irish company backed by Enterprise Ireland. Zeeko has delivered **1,035 training days** in Primary and Secondary schools across **26 counties** from Sept 2017 to March 2020. Training was provided to Pupils, Teachers/ Principals & Parents on Internet Safety. Training was provided directly through face to face, peer to peer, train the trainer and remotely. The Zeeko application, Appyness Online, is a peer-led digital relationships education programme where 12-year-old children deliver the programme to 9-11-year-old children. In the 2019/2020 school year, the programme was delivered in **89 schools, in 22 counties to 10,638 pupils**.

4. WHY PEER EDUCATION?

In Victorian times, early forms of peer education included 'monitor' systems where older pupils taught literacy and numeracy to groups of younger pupils.

Peer tutoring experienced a revival during the 1960's particularly in North America and the former Soviet Union, where older pupils supported the learning of younger pupils. The thinking was that interaction between peers was linked to successful learning outcomes, because pupils would develop their skills through sharing their thoughts, discussing ideas and learning to compromise with other young people who are similar to themselves. Peer-to-peer learning lacked some of the intimidation which, the theorists suggested, children might feel when being taught by adults.

Approximately 30 additional months' progress for both peer educators and peer educated pupils.

During the 1990s peer education became an increasingly popular way of providing health education to young people. In the USA, quantitative research methodologies have reported on short-term impacts but paid little attention to understanding the process. In the UK, evaluation of peer-led approaches has tended to remain principally within the grey literature (Svenson 1998) of unpublished reports, although there have been a few notable exceptions (Ford and Inman, 1992; Phelps et al., 1994; Mellanby et al., 1995; Frankham, 1998), who have shown some positive outcomes for both peer educators and those who have been peer educated. There is also some evidence that peer education can influence young people's behaviour in a way that adults struggle to match (Mellanby 2000).



More recently, the Education Endowment Foundation (EEF) has reported the benefits of improving social and emotional learning in primary schools and the effectiveness of 'cross-age tutoring', in which older learners are partnered with younger pupils. The approaches used in Magical Leaders can have a positive impact on learning, with a potential effect equivalent to approximately **30 additional months' progress** for both peer educators and peer educated pupils.

Magical Leaders contributes to:

- Improvements for Peer Educators through collaborative learning; the use of digital technology, teamwork, meta cognition and self-regulation; presentation skills and by receiving feedback from their classmates, improving social and emotional learning

- Improvements for the peer educated through collaborative learning; speaking and listening; parental engagement; and, by providing their classmates with feedback, improving their social and emotional learning

Magical Leaders imparts a deeper knowledge of concepts which many pupils may already be



aware of e.g. concept of a customer. Simultaneously, the peer education approach focuses on improving attributes such as self-esteem and social competence as well as developing the pupils communication skills. Allowing pupils to make informed choices about their behaviour, and feel empowered to act on these choices. Involvement can enhance peer educators' self-confidence, consolidate their understanding of business, and enhance their sense of engagement with their school and communities.

Magical Leaders aim to use the benefits of peer education to improve the self-efficacy of the peer educators. The benefits to the peer educators are significant. Evidence indicates that the younger pupils not only enjoy the sessions but develop positive **A**tttributes, **S**kills and **K**nowledge (**ASK**) about new ventures. It is this virtuous spiral of improvement in young people's transversal skills which aims to improve whole school culture.

5. HOW DOES PEER EDUCATION WORK?

There are a number of psycho-social learning theories that underpin the efficacy of peer education which include:

- **Changing social norms:** the perceptions of what individuals regard as normal among the people whose opinions and views they respect, can positively influence behaviour. Peer education provides young people with realistic information about the behaviour of their peers and may be effective in modifying any inaccurate perceptions they held. (Fishbein 1990)
- **Diffusion of new ideas:** suggests that change is initiated by a few key people in a group who are known, liked and trusted, and whose views are valued by others (Rogers 1983). Others copy their actions. Peer educators are often selected because they have this potential for influence. By communicating messages regarding new value creation, peer educators can positively influence the attitudes and understanding of their classmates. Young people who engage as peer educators, consistently report improvements in their own 'relationship & communication skills' and 'knowledge' (Kay 2002). Such approaches can also increase the self-efficacy of the peer educators.
- **Balanced development:** One of the criticisms historically levelled at peer education is that it does more for the 'educators', than the 'peer educated'. Magical Leaders seeks to capitalise on this by rotating the responsibilities for peer education, whilst providing

high-quality learning tasks with appropriate structure and the support from their regular class teacher. This will ensure positive learning outcomes for the peer educated but also harness the personal development opportunities for the educators.

When the teacher models the first lesson, and pupils give them feedback on **what went well (WWW)** and **even better if (EBI)**, it starts a process of changing and further enhancing the learning ethos of the classroom, developing not only knowledge, but allowing opportunities for enhancing skills and developing positive personal attributes. This in turn supports a positive classroom ethos and learning across the curriculum.

Peer education not only aims to increase the **A**tttributes, **S**kills and **K**nowledge (**ASK**) that pupils have about new value creation, but also enables pupils to practice interpersonal skills face to face in the classroom.

6. MAGICAL LEADERS OVERVIEW

The overall aim of the programme is to complement and enrich the school's curriculum by developing transversal skills with primary-aged pupils. A critical component in the delivery will be to teach pupils through practical hands-on experience, that transversal skills are essential for success in learning and life. The goal of Magical Leaders is to develop positive attributes in each pupil by:

- **Inspiring** ambition
- **Increasing** self esteem and self efficacy
- **Learning** from feedback
- **Finding** lessons and inspiration in the success of others

Magical Leaders enhances the learning of pupils in 5th Class and 6th Class, and is comprised of two parts, Part 1 - Introductory Programme and Part 2 In-Depth Programme. The overarching objective of Part 1 and Part 2 is to promote an enterprising culture both in and outside of the school environment by engaging the whole school community (pupils, teachers and parents).

Part 1 – Introductory Programme

Provides a **high level** of detail for both pupils and teachers with an **introduction to enterprise knowledge and skills**.

This Introductory Programme includes 6 lessons - or 'Challenges' as they are referred to in the pupil notes. Lesson 1 is introduced and modelled by the teacher. Lessons 2 - 6 can also be facilitated by the teacher. However research suggests the lessons are even more effective when facilitated by pupils, as peer educators to the rest of the class and supported by their teacher. These lessons cover:

TEACHERS INTRODUCTION

	Title	Challenge	Led by	Enterprise Owner	Key Focus
1	New Value Creators	Snow Castle	Teacher	Jack O'Connor - Moyo Nua	Creating new value for society; modeling peer learning; giving and receiving feedback to improve future learning
2	Effective Communication	Skull Island	Peer Educators	Bobby Healy - Manna Drones	Effective communication skills
3	Self Awareness and Relationships	Suburban Surprise	Peer Educators	Aimée-Louise Carton - KeepAppy	Emotional regulation; thinking correctly under pressure
4	Team-working	Wild West	Peer Educators	Wendy Oke - TeachKloud	Team working; and recognising the perceptions of others
5	Creative Problem Solvers	Castle in the Clouds	Peer Educators	Hugh Cooney - BleeperBike	Creative problem solving skills
6	Critical Thinking	Dark Dungeon	Peer Educators	Ahmad Mu'azzam - Evocco	Critical thinking skills
7	Celebrating the Learning		Teacher	N/A	The Magical Leaders 'Wall of Fame'

Lessons 2-6, ideally led by the pupils, employ active and action orientated learning strategies that focus on one practical case study per lesson to support pupils' development of transversal skills. The following so-called 'soft' skills are practised in each lesson:

- Communication skills including active listening
- Oracy and presentation skills
- Emotional regulation
- Team-working skills
- Creative problem solving skills
- Critical thinking skills
- Social skills
- Leadership skills
- Learning from feedback

Lesson Challenge

Each lesson introduces a real venture owner. At the start of each lesson the venture owner sets a “Challenge”. Then, pupils are presented with details based on real life situations, and are tasked with making difficult decisions based on the evidence given. The “Challenges” are designed to raise questions and to present just enough data to stimulate/engage pupils to find their own answers.



Each “Challenge” is linked to the lesson learning outcomes; key messages; presentations; discussion activities, and activities for the lesson. At the end of the lesson the venture owner suggests a solution to the “Challenge” they set.

CHALLENGE 1 FEED BACK	CHALLENGE 2 COMMUNICATION	CHALLENGE 3 EMOTIONAL REGULATION	CHALLENGE 4 TEAMWORKING SKILLS	CHALLENGE 5 CREATIVE PROBLEM SOLVING	CHALLENGE 6 CRITICAL THINKING SKILLS

Teacher/ Peer Led Facilitation

Resources are provided to enable pupils to work in 5 teams; each team takes a turn at being peer educators for the rest of the class. For the pupils to get the full benefit of being a peer-educator, teachers need to ensure that each team is fully briefed and rehearsed to enable them to succeed and flourish. Alternatively, the teacher may choose to facilitate the learning themselves, either in the classroom or virtually.

Celebration Event

Zeeko also encourages schools to include a celebration of learning event. The Magical Leaders demonstrate their learning, which teachers can record and share either on social media and / or on the Magical Leaders 'Wall of Fame'. [Reference Page 29](#)

Part 2 – In Depth Programme (not described in this book) Coming Soon

Part 2 “In Depth” programme provides **specific detail** and the **key core components of enterprise knowledge, skills and attributes**.

Part 2 applies the transversal skills developed in Part 1. The practical project in Part 2 aligns with the UN Sustainable Development Goals (UNSDG). There are 6 lessons. Sessions can be facilitated by the teacher, but preferably by pupils, as peer educators to the rest of the class. Peer educators are supported by their teacher. The lessons cover:

- ‘9 Enterprise Building Blocks’
- Let’s Help our Customers
- Let’s Investigate!
- What about the Money!
- Let’s Build It!
- Let’s Sell It!

Lessons employ active and action orientated learning that focus on a practical project to support pupils’ development of transversal skills. Part 2 Lesson 1 - ‘9 Enterprise Building Blocks’ builds on Part 1 Lesson 1 - New Value Creators. The 9 Enterprise Building Blocks are adapted from “The 9 Building Blocks” from “Business Model Generation” written by Alexander Osterwalder and Yves Pigneur. The 9 Enterprise Building Blocks provide a practical tool to understand the interdependencies and ‘trade-off’s’ of the 9 components **for any business**. In the remaining 5 lessons of Part 2 pupils are guided and apply the ‘Enterprise Building Blocks’ to the practical project.

Each of the 6 lessons in Part 2 are ideally delivered by a different group of peer educators and supported by the teacher. Each week the teacher will run through the lesson with the peer educators in advance of the lesson. Full notes include suggestions of how to prepare the peer educators and the class(es) that they are going to work with.

Zeeko also encourages schools to include a celebration of learning event in which Magical Leaders (the 5th and 6th class pupils) demonstrate the skills they acquired from their practical project in Part 2. Teachers can once again record and share their pupils’ presentations either on social media and / or on the Magical Leaders ‘Wall of Fame’. This growth mindset culture will be further consolidated by a national recognition event celebrating attributes such as:

- Seeing effort as the path to mastery
- Embracing challenges
- Learning from feedback

- Persisting in the face of temporary setbacks
- Finding lessons and inspiration in the success of others

7. CROSS-CURRICULAR LINKS

Magical Leaders lessons can be used to support cross-curricular learning especially in SPHE and English. The activities tie in with teaching the following subjects, strands and topics:

- **SPHE:** Myself and Others, Relating to others, Communicating.
- **SPHE:** Myself and the Wider World, Developing Citizenship, Living in the local community.
- **SPHE:** Myself, Self identity, Developing self-confidence.
- **English:** Oral Language, Communicating and Understanding.

8. LESSON FORMAT

Each of the lessons follow a similar format. Each lesson is broken down into sub-parts/ points. Each sub-part/ point corresponds to a phone location in the online programme.

Phone 1: Today's session is all about...

Phone 2: The "Challenge" is introduced by an enterprise owner via a video

Phone 3-8: Peer led presentation; Individual written activity; Group discussion

Last Phone: The enterprise owners suggest a solution to their "Challenge". In the final Phone, the Peer Educators of the day ask for and receive feedback on the lesson.



At the start of each lesson, the facilitators, whether they are peer educators or teachers, remind the class that the success criteria for their session are:

- Everybody in the peer educator team should take part
- Peer educators should try to speak clearly
- Peer educators should try to sound enthusiastic
- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments

At the end of each lesson the participating pupils individually score the facilitators (whether they are teachers or peer educators) and give feedback based on the success criteria.

9. LESSON TIMING AND SUPPORT

- **1 Hour Lesson:** The lesson plans for Magical Leaders are designed to last approximately one hour. This is made up of 45 minutes of activity and 15 minutes of feedback / consolidation. Schools unable to commit to this amount of time can review carefully which aspects of the classroom presentation and/or discussion are cut.
- **Differentiation:** Lesson durations include suggested timings for each discussion. Inevitably, pupil discussions, presentation and feedback will vary and so these cannot be precise. In most lessons, if the discussion finishes a few minutes early, pupils will be able to start their reflective learning diary and/or homework task.
- **Rescue the Session:** In the event of pupils becoming confused or lost, especially those who are presenting the lesson, teachers will have to be ready to step in and appropriately rescue the session. There is, of course, a fine line between supporting the peer educators and taking over the lesson. Zeeko would ask teachers to ensure that the self-confidence and dignity of all pupils is maintained.

10. PREPARATION, MODELLING AND SUPPORT

In the notes below, **reference Page 31**, teachers will find more specific details about the first lesson, which they are going to lead. This teacher led session is crucial to introduce 'Magical Leaders', establish the learning ethos and to model the facilitative approach.

The pupils will be asked to work in five groups. If teachers opt for the peer education route each group will take it in turns to facilitate a different lesson, starting with Lesson 2 'Effective Communication'. Teachers may wish to spend some time before Lesson 1 selecting and identifying which pupils will take which of the peer education roles.

The format of the lessons is explained to the pupils in the first lesson, but it is essential that the teacher has prepared this beforehand. Teachers will also need to ensure that each of the peer education teams is fully briefed, practised and prepared for when they are going to be leading the learning. The amount of support that teachers are able, or need to give different teams, will be very much at their professional discretion.

11. GROUP AGREEMENTS

One of the most important parts of setting behaviour expectations is to introduce and, as appropriate, co-construct the ground rules that pupils will follow when the peer educators are leading the class. Teachers can do this as part of the first lesson or may wish to confirm these ground rules with the class before starting each of the 'Magical Leaders' lessons. See the **Ground Rules Pupils Notes reference Page 25**.

To ensure a safe and appropriate learning environment, the pupils should suggest, agree and sign a group agreement. Some suggested ground rules are detailed below:

- **No personal comments:** We will avoid personal

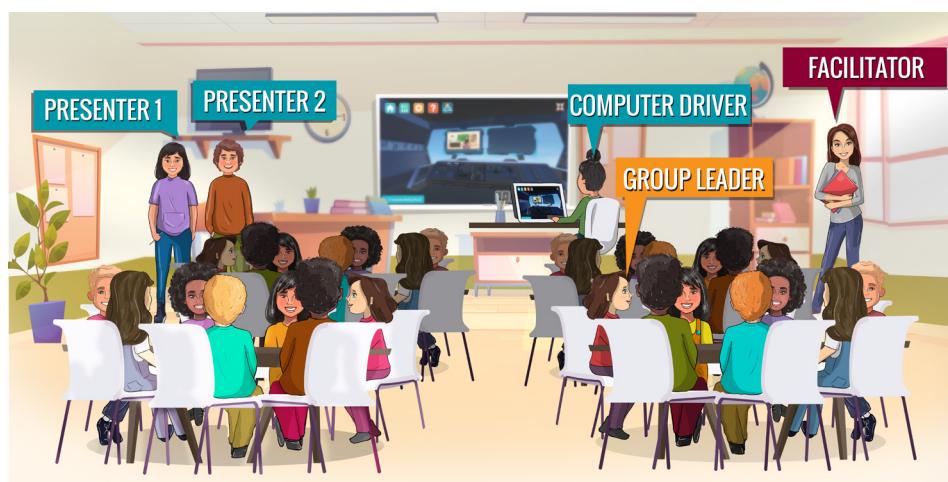


disclosures, or comments about other people, although there may be important moments for adults in the class to 'own' statements such as: I think racism is wrong; I will not allow homophobic comments etc.

- **Treat other people with respect:** We may not agree with everything another person says, but we should always treat them courteously
- **Listen to each other:** this may be subsumed as part of 'treat people with respect'
- **The right to pass:** this does not mean disengaging from learning but allows thinking time or avoiding discussing something that is too sensitive
- **Engage with the learning**
- **Enjoy the learning**

12. SETTING UP THE PEER EDUCATORS

During the first lesson the teacher explains that pupils will be working in 5 teams. Each team will facilitate a different lesson, focusing on different transversal skills/attributes. Each team will need to identify two presenters, a computer driver and 2-3 group leaders.



There are three types of **Peer Educators** in each group of pupils:

- **Presenters:** Presenter 1 (who has a slightly larger role) and Presenter 2 (who helps to lead/ present the lessons)
- **Computer Drivers:** Manage the IT and lead the on-screen character through the virtual world to open the screens as appropriate
- **Group Leaders:** Lead group discussions and activities with pupils from the class that are receiving the lesson

Pupils will have different levels of self-confidence. Some will naturally want to be a 'Presenter', others may prefer to be a 'Group Leader' or 'Computer Driver'. It is at the teacher's discretion to gently provide appropriate stretch and challenge for individuals and groups, and to encourage children to develop their presentation, assertiveness, and interpersonal skills. Teachers should also aim to enhance pupils' self-efficacy and develop their personal attributes such as their courage, kindness and self-worth.

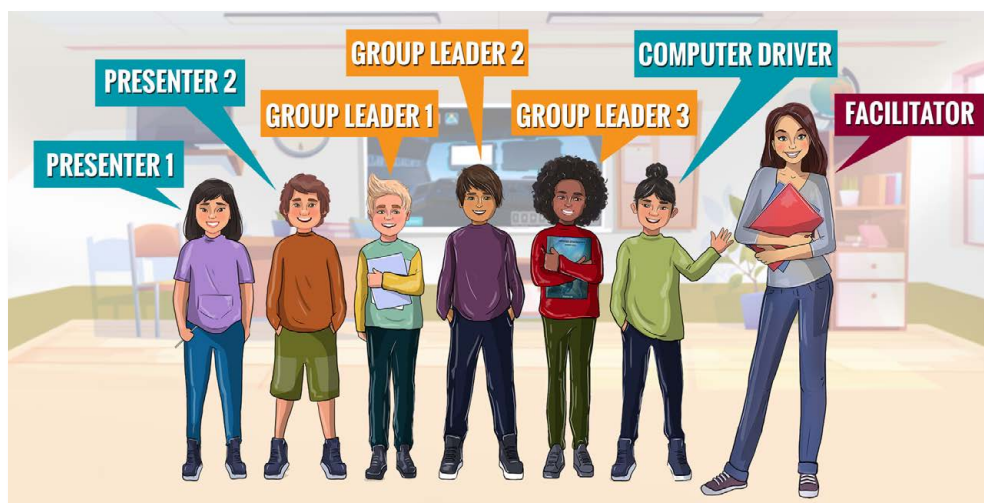
Teacher should note the following tasks:

- **5 Teams per Class:** In an average class of 30 pupils, there are likely to be five teams, each of six pupils. In smaller or larger classes, the team size may vary, but **it is important that there are five teams**, with an even spread of more confident (presenter) pupils and some who are perhaps less confident.
- **Teams and Roles:** Identify which group of pupils are going to lead each session and which of the roles each pupil in the team will fulfil.
- **Group Leaders:** These logistics mean that when a typical peer educator team of six members is leading the learning e.g. Team A, there will be four other groups in the class e.g. Teams B, C, D, E. The peer educator team i.e. Team A will have 3 Group Leaders, but there will be 4 Group Leaders required for each of the groups of pupils receiving the lesson. There is a shortage of one Group Leader. The Teacher should ensure that the fourth group, who does not have a group leader, either nominates a member of their team to act as a 'Group Leader' or is led by the teacher themselves. This allows the opportunity for the teacher to spend time in close observation with each group on a weekly basis.

13. BEFORE BEGINNING ANY LESSON

Teachers must ensure that:

- The Peer Educators are fully prepared and briefed to lead the lesson. They should have at least 2 presenters, 1 computer driver and 2-3 group leaders who are briefed to facilitate discussion and provide group feedback to the presenters and/or the rest of the class.



- The appropriate lesson plan is available through the Magical Leaders web-page <https://portal.zeeko.ie/> and that the 'Computer Driver' is ready to go.
- The class has been divided into groups of 5 or 6 students.
- All the pupils have their 'Mission Log' to hand.

- The agreed 'Ground Rules' poster is displayed in a prominent position for the lesson and understood by all pupils.

The lessons do not need any particular special equipment except

Lesson	Special Equipment
Lesson 1	No special equipment needed
Lesson 2	No special equipment needed
Lesson 3	No special equipment needed
Lesson 4	No special equipment needed
Lesson 5	Football, or tennis ball
Lesson 6	Optional: Recycled materials: plastic drinks bottles, cereal boxes, black plastic bags, black paper, black paint
Lesson 7	No special equipment needed

14. FEEDBACK

When the pupils lead the lessons (in lessons 2, 3, 4, 5 and 6) they will invite feedback from the class to assess how well they have done. The success criteria are:

- Everybody in the presenting group should take part
- Presenters should speak clearly
- Presenters should sound enthusiastic
- Presenters should stimulate discussion amongst the rest of the class
- Each group should share feedback and their thoughts / comments

CHALLENGE 1 - SHOW CASTLE

FEEDBACK SHEET

Enter the date: _____

Enter the team members' names of today's Peter Educators: _____

Do your team answer yes or no to each question below. Then add up the score.

Lesson Objectives	Achieved (%)
Everybody in the presenting group contributed	
Presenters spoke clearly	
Presenters sounded enthusiastic	
Presenters stimulated discussion amongst the rest of the class	
Each group shared feedback and their thoughts / comments	
TOTAL MARK	TOTAL %

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

EBI In your groups, sort one item that would make the presentation even better if

PERFORMER, LEADERS, REVISION MARK, REVISION LOG, 24

Towards the end of the session the peer educators will ask the other pupils in the class to calculate a score out of five (one point for each of the success criteria) and then discuss in their teams, the feedback that they wish to give the peer educator group. Each team should prepare three positive feedback comments about **'What Went Well'** (WWW). For example:



- *"Everybody spoke clearly and enthusiastically"*
- *"The presenters worked very efficiently with the group leaders and the computer driver to make the lesson run smoothly"*

Each team should also agree on one thing that the peer educators could have done **Even Better If ...** (EBI). It is essential that teachers reiterate that the feedback should not pick on an individual but emphasise that the peer educators have got to work as a team. For example *"It would have been even better if the team had spent a little bit more time rehearsing so that they knew who was going to say what, and when"*.



EVEN BETTER IF

As you will see in the lesson notes below, rather than hearing three positive pieces of feedback from each of the 4 teams, the teams will be numbered, and the computer driver will use the random number generator to identify two teams to give feedback.

When the WWW and EBI feedback is given, there should be no discussion, the peer educators should simply say thank you.

To enable pupils to see how this can be done successfully, the lesson notes for lesson one, 'New Value Creators' ask that **the pupils give feedback to the teacher**. This may feel rather strange at first but it's really important to model receiving feedback from and for the pupils.

15. HOME LEARNING ACTIVITIES

Zeeko appreciates that some primary schools do not "do homework" for SPHE. It is important for pupils to consolidate the learning, to:

- **Engage** and encourage pupils to talk to their families about their learning
- **Anticipate** the next lesson.

For example, at the end of Lesson 2, pupils are encouraged to reflect on their learning but also to talk to their family about when they might have worked together as a team. This could provide parents/carers with opportunities to talk about their own experiences of work or be as simple as organising clearing the table and doing the washing up.



16. LEARNING ASSESSMENT

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. [Reference Appendix Page 71](#)

As part of the assessment of learning, each pupil will have their 'Mission Log' in which they can record aspects of their learning, reflect on the learning from each lesson and access tasks for home learning. The 'Mission Log' will serve as an 'aide mémoire' when pupils are preparing their celebration event (Lesson 7).

The 'Mission Log' can also be retained between Part 1 and Part 2 of Magical Leaders, so that when pupils participate in Part 2 of 'Magical Leaders' they can refer back to a snapshot of their prior learning.

17. DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils; teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support to further develop their thinking.

18. BUILDING ON THIS RESOURCE WITH SEN PUPILS

Consideration needs to be given to how pupils with **Special Education Needs (SEN)** can be better enabled to achieve the learning outcomes of this learning resource. Some SEN pupils may need more time to explore the concepts in the lessons and/ or more opportunities to develop strategies needed for them to develop their skills. To that end, lessons should be revisited by resource learning support teachers on a one-to-one basis or in a small group situation as appropriate. Some pupils may need additional and dedicated time to:

- Explore effective communication
- Develop strategies and skills needed for emotional self-regulation and managing relationships
- Explore teamwork concepts
- Develop creative problem-solving strategies
- Develop critical thinking
- Practice and apply new terms contained in the glossary
- Work on activities that are broken down into achievable subtasks and where key learning objectives and vocabulary can be pre taught
- Review and check previous work

Opportunities for direct teaching, learning, role play, modelling, repetition and use of social stories may need to be considered as part of overall planning within the school. Some other strategies that may be considered include:

- **Pair up pupils** of mixed ability
- **More Time:** Give the group more time to take the lesson
- **Break down lessons** to be more task orientated

Alternatively the programme could be ran with the SEN and Special Needs Assistants (SNA) outside the class for weekly 1 hour sessions.

19. REMOTE LEARNING

If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

20. CELEBRATION OF LEARNING EVENT

- **Planning:** The format of this session should be thought through by the teacher, and agreed with the principal before starting the 'Magical Leaders' programme. Details can be found in the lesson notes below, but the second half of Lesson 6 is designed as preparation so that the pupils can showcase and celebrate their learning. It is recommended that each team focuses on the attributes, skills and knowledge that they taught the rest of the class about (e.g. if team 2 facilitate the session on communication, they should focus on communication).
- **Format:** Pupils are encouraged to showcase their learning in consultation with their teacher, to ensure the best possible approach. 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. Each presentation should not be any longer than 3 minutes – although again, practical arrangements around this are very much of the teacher's professional discretion.
- **Parent/ Carer Engagement:** Schools will need to think through whether they are able to invite parents/carers in to observe the celebration, or whether this can be filmed and put on social media/the school's website (safeguarding restrictions permitting).
- **Wall of Fame:** Zeeko also invites all schools participating in Magical Leaders to record their celebration event either as still images or as a movie (which could be filmed on a phone) which will then be posted with the school's logo onto the 'Magical Leaders, Wall of Fame'!

21. TEACHER TRAINING




Teacher training for Magical Leaders is provided in two forms:

- 1 hour webinar via Zoom after school at pre-arranged times. Book a session at <https://portal.zeeko.ie/>
- 1 hour online course via Zeeko's education platform which can be taken at any time.

Further details can be found on <https://zeeko.ie/magical-leaders/>

22. SUPPORT

Support is available to teachers for teaching and technical issues through 3 channels listed below:

		
https://zeeko.ie/support/	info@zeeko.ie	IRE: + 353 (01) 9696708 VN: (+84) 912503630 UK: +44 (20) 80897234 US: +1 (917) 7958234

The phone number and support email will be monitored during normal school opening hours and up to 17:00 each day.

CHALLENGE 1

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



CONTINUE

LEARNING OVERVIEW

CORE CONCEPT

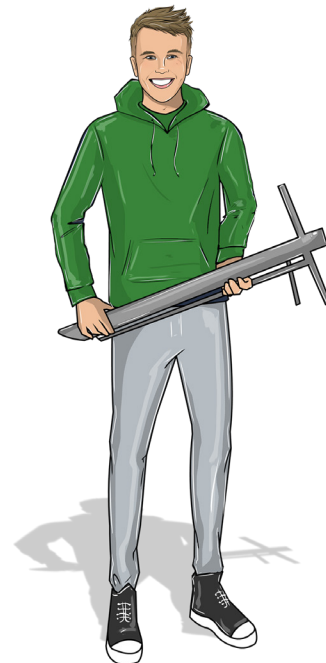
- **The class teacher models** the skills, concepts and practical activities for the peer education process.
- **Pupils reflect** on their attributes, which will help pupils to consider the role attributes play in their practical project for part 2.
- **Pupils practice** giving and receiving feedback, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.



PURPOSE

- **New Value Creators:** Ground the programme in the innovation domain.
- **21st Century Skills Toolkit:** Introduce the concept of the 21st Century Skills Toolkit (transversal skills) as a foundation to building an enterprise.
- **Model Peer Education Process:** Introduce the peer education process. Model some of the skills, concepts and practical activities for the peer educators.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



The learning from the lesson is supported by learning from Jack O Connor of Moyo Nua. Jack provides a seed planter to farmers in Malawi. 'New Value Creation' is linked to UNSDG number 2-Zero Hunger with Moyo Nua.

CROSS-CURRICULAR LINKS

English strand: Oral Language

Strand unit: Communicating

- Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

SESE, Geography, Science strand: Recording and Communicating

Strand unit:

- Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using information and communication technologies.

KEYWORDS USED

**Attributes; Customer Value; Enterprise; Enterprise Building Blocks
Innovation; For-Profit, For-Purpose; Jobs to be Done; New Value
Creators; Venture.**

METHODOLOGIES

Analysing, discussing, giving & receiving feedback, observing, recording.

INTENDED LEARNING OUTCOMES

By the end of the lesson, Pupils will:

- **Describe** the 9 Enterprise Building Blocks for any enterprise.
- **Explain** how the 21st Century Skills (i.e. Emotional self-regulation; Team working; Communication; Creative thinking; Problem solving and Critical thinking skills) contribute to building an Enterprise.
- **Recognise** the difference between a For-Profit and For-Purpose Enterprise.
- **Identify** the positive attributes that 'New Value Creators' have and pupils recognise they too can develop these positive attributes.
- **Identify** the peer group they will work and present with. Explain their various roles for 'Magical Leaders' Mission Keneng.
- **Implement** a feedback process. Explain "what went well" and identify how it could be "even better if".

DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

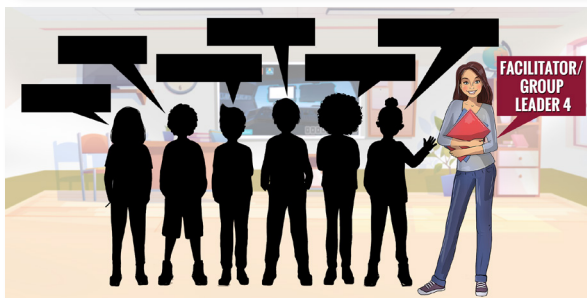
Reference Appendix Page 71

FACE TO FACE AND REMOTE LEARNING



If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

TEACHER LESSON OVERVIEW



This lesson aims to introduce the pupils to their new value creation journey. Although this first session is modelled by the teacher (and subsequent sessions could be facilitated by the teacher) the recommended approach for the remainder of the programme is that the pupils prepare in their teams to facilitate each of the next five lessons.

LESSON 1 - NEW VALUE CREATORS

The list below summarises the content for this lesson:

PHONE 1 - What is Customer Value? - 5 Minutes

The lesson starts with a discussion about 'What is Value?' And the explanation that value is created by solving a problem for someone or by doing a job for them.

PHONE 2 - What is an innovation? - 5 Minutes

An innovation is a new way of solving a problem for someone or doing a job for them.

PHONE 3 - What is Value for Society? - 10 Minutes

- Pupils work in their groups, each with a group leader (spokesperson) to discuss Classroom Group Activity 1:
- **Question:** What is the impact on our community of a delivery drone? Is the impact good or bad? Why?
- **Question:** Are there other ways a delivery drone could impact our community, in addition to affecting our environment?
- What do Magical Leaders do – they come up with wild ideas to create new ways to solve problems or do jobs for people.

PHONE 4 - What Are New Value Creators? - 10 Minutes

- Magical leaders like Jack, create new value for society. Pupils complete Classroom Activity 1 - 'Successful Ventures'.
- The 9 Venture Building Blocks are introduced. Pupils complete Classroom Group Activity 2 – 'Venture Building Blocks Mix and Match'.

PHONE 5 - For Purpose Or For Profit? - 5 Minutes

- Pupils discuss Classroom Group Activity 2.
- **Question:** Is Moyo Nua for profit or for purpose?
- **Question:** Did Jack mention any of the 9 Venture Building Blocks?



PHONE 6 - Magical Leaders Skills and Attributes - 10 Minutes

- What are some of the skills that new value creators need?
- Pupils fill in Classroom Activity 3 - 'Magical Leaders Attributes' and 'Peer Educator Team'.

PHONE 7 - Your skills and attributes - 10 Minutes

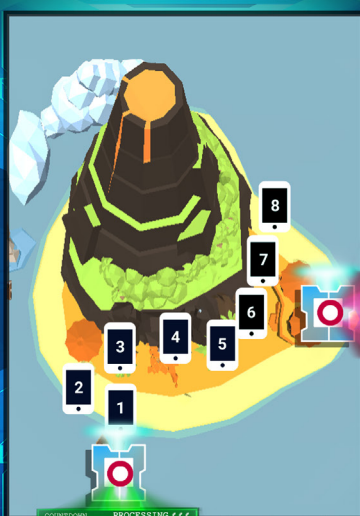
Feedback rules are explored. Classroom Activity 4 - Pupils write down three or more attributes that the person to the left has that could contribute to them becoming a Magical Leader and running a venture. Pupils identify their own attributes and create a list of 3-5 reasons why 'it's cool to be me!'

PHONE 8 - Recap, Feedback, Home Activity - 5 Minutes

Pupils complete the 'Feedback Sheet. Pupils work in their teams to grade their teacher's performance against five success criteria and be ready to give feedback based on what went well (WWW) and what could they do even better if (EBI), in the future. The Home Activity is discussed.

CHALLENGE 2

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



CONTINUE

LEARNING OVERVIEW

CORE FOCUS

- **Teacher facilitates** the pupils' learning.
- **Effective communication** is a key attribute of 'New Value Creators' and also, for success in life. Effective communication involves active listening and paraphrasing.
- **Pupils practice giving and receiving feedback**, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.



PURPOSE

- **Develop 21st Century Skills Toolkit:** Introduce key concepts for effective communication and how to practice these concepts. Effective communication is a pre-requisite for further lessons in Part 1 of Magical Leaders and is developed still further in Part 2.
- **Practice Peer Education Process:** The Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



The learning from the lesson is supported by learning from Bobby Healy. Bobby is the inventor and developer of Manna Drones. The drones are used to make local deliveries. Manna Drones is linked to the UN Sustainable Development Goal 13 'Climate Action'. 'Climate Action'.

LESSON 2 - EFFECTIVE COMMUNICATION

CROSS - CURRICULUM LINKS

SPHE Strand: Myself

Strand unit: Making Decisions

- Identify sources of help in solving problems a parent or guardian, a trusted friend, a teacher.

SPHE Strand: Myself and Others

Strand Unit: Relating to Others

Strand Subunit: Communicating

- Listen actively to others and respect what each person has to say listening carefully to the experiences and views of others, reflecting and repeating what has been said giving and receiving compliments and affirmations and giving and receiving constructive criticism.

The skills from this lesson can also be used for the Pupil Celebrations Event after lesson 6 of this programme.

KEYWORDS USED

Active listening, advertisers, branding, customers, directors, effective communication, evaluate, ideate, marketing, paraphrasing, stakeholders, sales, suppliers, web designers

METHODOLOGIES

Communicating, evaluating, discussing, giving and receiving feedback, ideating, observing, recording.

INTENDED LEARNING OUTCOMES

By the end of the lesson, Pupils will be able to:

- **Explain** the benefits of effective communication for Venture Owners, success in life and in school.
- **Describe** the body parts involved in effective communication.
- **Demonstrate** the outcomes of poor communication and describe what paraphrasing is.
- **Demonstrate** effective communication with active listening and paraphrasing.
- **Demonstrate** the link between effective communication and effective ideation.
- **Give or receive feedback**, based on success criteria:

LESSON 2 - EFFECTIVE COMMUNICATION

- Everybody in the peer educator team should take part.
- Peer educators should try to speak clearly.
- Peer educators should try to sound enthusiastic.
- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

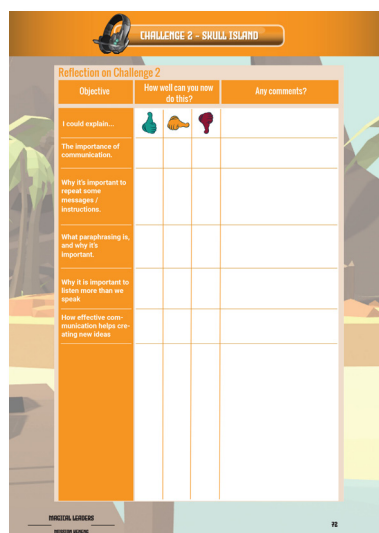
DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 72



The worksheet is titled 'CHALLENGE 2 - SKULL ISLAND' and 'Reflection on Challenge 2'. It contains a table with three columns: 'Objective', 'How well can you now do this?', and 'Any comments?'. The 'How well can you now do this?' column has three sub-columns with icons: a blue person, a yellow person, and a red person. The 'Any comments?' column is a single large column. The objectives listed are: 'I could explain...', 'The importance of communication.', 'Why it's important to repeat some messages / instructions.', 'What paraphrasing is, and why it's important.', 'Why it is important to listen more than we speak.', and 'How effective communication helps creating new ideas.' The bottom of the page has the text 'MAGICAL LEADERS' and 'PROVIDED BY'.

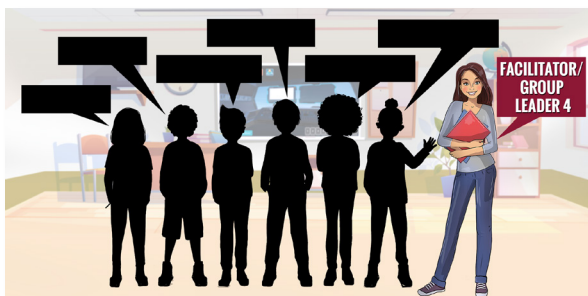
Objective	How well can you now do this?	Any comments?
I could explain...	<div><div></div><div></div><div></div></div>	
The importance of communication.	<div><div></div><div></div><div></div></div>	
Why it's important to repeat some messages / instructions.	<div><div></div><div></div><div></div></div>	
What paraphrasing is, and why it's important.	<div><div></div><div></div><div></div></div>	
Why it is important to listen more than we speak.	<div><div></div><div></div><div></div></div>	
How effective communication helps creating new ideas.	<div><div></div><div></div><div></div></div>	

FACE TO FACE AND REMOTE LEARNING



If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

TEACHER LESSON OVERVIEW



This is the first lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher) and aims to continue the pupils new value creation journey. Pupils focus on **effective communication** and explore how **effective communication is vital for ideation and innovation**.

Lesson 1 was modelled by the teacher. It is essential for the success of this lesson for the teacher to:

- Help the first peer educator team to prepare for the lesson.
- Be ready to support the team during the lesson.

It is essential to effectively prepare the Peer Educators to facilitate the lesson

Teachers will need to ensure that the peer educator team has decided who is **Presenter 1, Presenter 2, the Computer Driver and the three Group Leaders**. The peer education team will have to use **the presenter sheets** and **group leader sheets** to familiarise themselves with the content of the lesson. The team should make some local adaptations and be prepared to own the script. However the peer education team should not be expected to improvise or to facilitate unprepared. Teachers should ensure all pupils (Peer Educators and the class members receiving the learning) are familiar with the ground rules. The list below summarises the content that the Presenters will facilitate for this lesson.

PHONE 1 - Introduction - 5 minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 1 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

PHONE 2 - Venture Challenge - 5 minutes

- The key concept, effective communication and the collectable for the lesson are introduced.
- Bobby Healy from **Manna Drone** introduces himself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
 - Why is effective communication important for Venture Owners, success in life and in school?
 - What do you have to do to communicate effectively?



LESSON 2 - EFFECTIVE COMMUNICATION

PHONE 3 - Importance of Communication - 10 minutes

- Pupils work through two Classroom Group Activities to answer the questions listed in PHONE 2 - Venture Challenge.

PHONE 4 - Speaking and Listening- 5 minutes

- The body parts for effective communication are explored.
- The concept of 'active communication' is introduced and evaluated.
- How New Value Creators use active listening is detailed.

PHONE 5 - Example of Ineffective Communication - 10 minutes

- A class activity is used to demonstrate ineffective communication.
- The concept of 'paraphrasing' is introduced. Paraphrasing is a different technique to repeating, we would repeat a phone number, we would paraphrase a conversation.

PHONE 6 - Demonstrate Effective Communication - 10 minutes

- A class activity is used to demonstrate effective communication using active listening and paraphrasing.

PHONE 7 - Effective Communication and Ideation - 10 minutes

- The Zeeko Creative Problem Solving process is introduced.
- The concepts of ideation and evaluation are explained.
- Tricks to create 'wild ideas' are explained.
- Pupils complete Classroom Activity 1 on ideation.

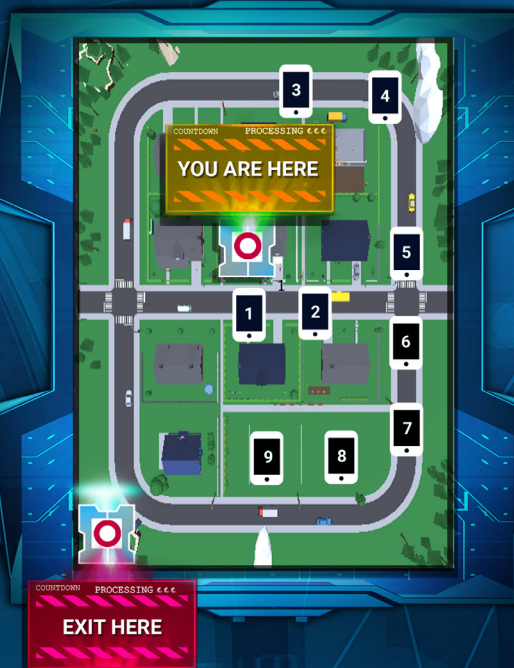


PHONE 8 - Recap, Feedback, Home Activity - 5 minutes

- Pupils take lessons and find inspiration from the success of Bobby Healy, who we heard from in the short video at the start of the lesson.
- Pupils recap on the key messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about how to stay calm under pressure.

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

LEARNING OVERVIEW

CORE FOCUS

- **Teacher facilitates** the pupils' learning.
- **Self Awareness** is a key attribute of 'New Value Creators' and also, for success in life. Pupils learn about the signs of stress and what strategies they can use to think correctly under pressure (T-CUP).
- **Pupils practice giving and receiving feedback**, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.



PURPOSE

- **Develop 21st Century Skills Toolkit:** Introduce key concepts for emotional self regulation and practice these concepts. Emotional self regulation is a key skill for group work and dealing with differing opinions within a group context. Emotional self regulation is a pre-requisite for further lessons in Part 1 of Magical Leaders and is developed further still in Part 2.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

The learning from the lesson is supported by learning from Aimée Louise Carton. Aimée is the inventor and developer of KeepAppy an App to help people take control of their mental health and well-being. KeepAppy is linked to the UN Sustainable Development Goal 3 'Good Health and Well-being'.

CROSS-CURRICULAR LINKS

SPHE Strand: Myself and Others

Strand Unit: Relating to Others

Strand Subunit: Resolving Conflict

- Discuss how conflict can arise with different people and in different situations.
- Identify and discuss various responses to conflict situations, submission, negotiation, aggression, telling the truth, avoidance, walking away.
- Explore and practice how to handle conflict without being aggressive.

SESE/Science Strand: Living things

Strand Unit: Human Life

Develop a simple understanding of the structure of some of the body's major internal and external organs.

KEYWORDS USED

Amygdala, brain stem, emotional self-regulation, pre-frontal cortex, self awareness, thinking correctly under pressure (T-CUP)

METHODOLOGIES

Communicating, teamwork, discussing, giving and receiving feedback, role play.

INTENDED LEARNING OUTCOMES

By the end of the lesson, pupils will be able to:

- **Explain** the benefits of self awareness for Venture Owners, success in life and in school.
- **Describe** the parts of the brain involved in emotional regulation.
- **Explain** how our bodies signal that we are stressed.
- **Detail** actions to help think correctly under pressure (T-CUP).
- **Demonstrate** how to repair broken relationships.

LESSON 3 - SELF AWARENESS AND RELATIONSHIPS

- **Give or receive feedback**, based on success criteria:
 - Everybody in the peer educator team should take part.
 - Peer educators should try to speak clearly.
 - Peer educators should try to sound enthusiastic.
 - Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

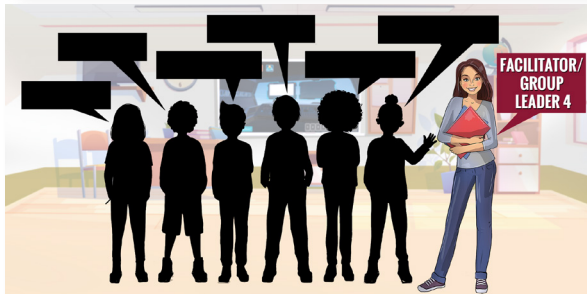
Reference Appendix Page 73

FACE TO FACE AND REMOTE LEARNING



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TEACHER LESSON OVERVIEW



This is the second lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **emotional self regulation**, the signs of stress, how to deal with stress and what to do if relationships get strained.

The list below summarises the content that the Presenters will facilitate for this lesson:

PHONE 1 - Introduction - 5 Minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 2 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, self awareness and the collectible for the lesson are introduced.
- Aimée Louise Carton from **KeepAppy** introduces herself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
 - 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?

PHONE 3 - Stressed! What Happens In Our Brain? - 5 Minutes

- Fun facts are detailed.
- Pupils work through an analogy that describes how the brain reacts to stress.

PHONE 4 - Danger! Snake In The Bedroom - 10 Minutes

- Pupils work in their groups on **Classroom Group Activity 1** to identify ways to deal with stress.



PHONE 5 - What Happens If We 'Flip'? - 5 Minutes

- The model of the brain describes the different parts of the brain that are impacted when a person gets overwhelmed.

PHONE 6 - Thinking Correctly Under Pressure (T-CUP) - 5 Minutes

- T-CUP, thinking correctly under pressure is introduced. Pupils work through **Classroom Group Activity 2** to identify techniques to think correctly under pressure.

PHONE 7 - T-CUP - Techniques - 5 Minutes

- Techniques to think correctly under pressure are listed.

PHONE 8 - Falling Out And Getting Back Together Again - 10 Minutes

- A scenario where two Venture Owners have a disagreement is presented.
- Pupils work on **Classroom Activity 1** to list ways to resolve this disagreement.
- One group role play their solution to the rest of the class.

PHONE 9 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils take lessons and find inspiration from the success of Aimée Louise Carton, who we heard from in the short video at the start of the lesson.
- Pupils recap on the key messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about how to work in teams.

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.



EXIT HERE

YOU ARE HERE

CONTINUE

LEARNING OVERVIEW

CORE FOCUS

- **Teacher facilitates** the pupils' learning.
- **Teamwork** is a key attribute of 'New Value Creators' and also, for success in life. Pupils learn about the direct relationship between teamwork, perception and innovation. The lesson draws on techniques explored in Lesson 2 - Effective Communication and Lesson 3 - Self-Awareness and Relationships to support effective teamwork.
- **Pupils practice giving and receiving feedback**, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.



PURPOSE:

- **Develop 21st Century Skills Toolkit:** This lesson introduces key concepts for teamwork. Teamwork is essential to generate different perceptions. A change in perception is required for innovation, for example, fixed line phones to mobile phones or using a watch to replace credit cards and make contactless payments in shops. Pupils use the learning from lesson 2, active listening and lesson 3, recognising when we are anxious and the T-CUP techniques to support effective teamwork.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



CURRICULUM LINKS

SPHE Strand: Myself

Strand Unit: Self Identity

Strand Subunit: Developing self-confidence

Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others

SPHE Strand: Myself and the Wider World

Strand Unit: Developing Citizenship

Strand Subunit: Living in the Local Community

Practice ways of working together and of developing a sense of belonging, celebrating group and individual achievements, reaching group decisions, making class decisions and taking particular responsibilities in class

KEYWORDS USED

Active listening, blind spot, collaboration, empathy, innovation, paraphrasing, perception, perspective, point of view, teamwork

METHODOLOGIES

Changing perceptions, communicating, teamwork, critical thinking, discussing, analysing, observing, giving and receiving feedback, recording.

INTENDED LEARNING OUTCOMES

By the end of the lesson, pupils will be able to:

- **Explain** the benefits of teamwork for Venture Owners, success in life and in school.
- **Describe** the meaning of perception and the benefits of people having different perspectives.
- **Recognise** the links between teamwork, perception and innovation/ new value creation.
- **Understand** what actions are required to effectively work in a team.
- **Give or receive feedback**, based on success criteria:
 - Everybody in the peer educator team should take part.
 - Peer educators should try to speak clearly.
 - Peer educators should try to sound enthusiastic.

LESSON 4 - TEAMWORKING

- Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 74

Objective	How well can you now do this?	Any comments?
I could explain...		
Why it's cool to be me.		
How working as a team can help a venture become fit and new value to society.		
How working as a team can help to improve learning in school.		
How two people could look at the same object or situation and see something completely different.		
Why when we focus on one thing, we might miss something else.		
What is meant by 'simplicity'?		
How to stay in the green zone and 'I got' when somebody else has a different perspective to me.		
I am able to give feedback to others using WWW and EIS.		
Some of this learning to my family at home		

FACE TO FACE AND REMOTE LEARNING

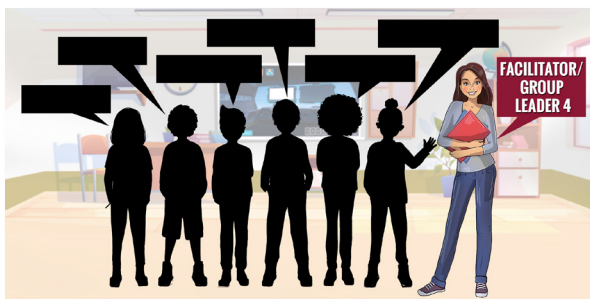


If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

EXTENSION ACTIVITY

The text mentions the difference in perception between people watching a firework display and people watching a drone display. It is unlikely that there will be time or opportunity to show this in class, but teachers may be interested to watch 'The biggest drone display ever! - Guinness World Record: https://www.youtube.com/watch?v=KhDEEN4gcpl&ab_channel=SacramentoBee. This video provides an opportunity to demonstrate technology and perspective to pupils.

TEACHER LESSON OVERVIEW



This is the third lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **teamwork**, perceptions, innovation and how to support effective team relationships.

The list below summarises the content that the Presenters will facilitate for this lesson:

PHONE 1 - Introduction - 5 Minutes

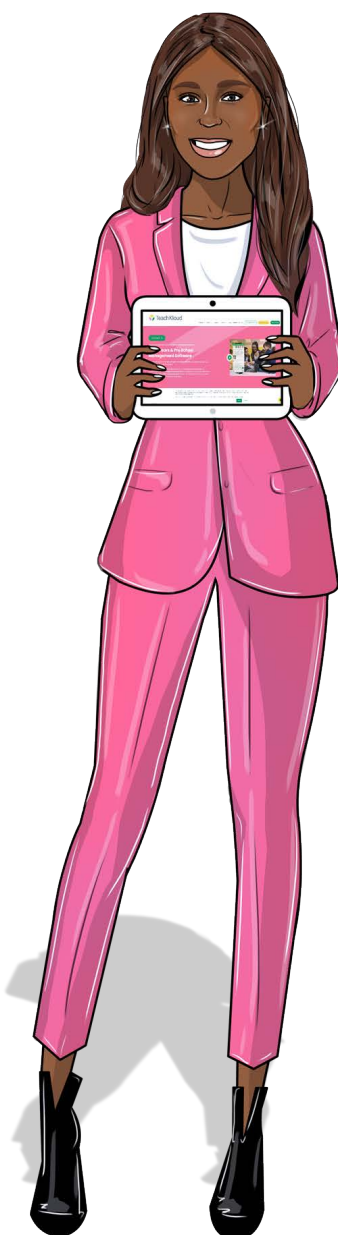
- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 3 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, teamwork and the collectible for the lesson are introduced.
- Wendy Oke from **TeachKloud** introduces herself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
 - 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 - 10 Minutes

- Teamwork examples are identified.
- Pupils work in their groups on Classroom Activity 1 to explore effective teamwork techniques.
- Pupils discuss Classroom Group Activity 1. Why is teamwork important for Venture owners, success in life and in school?.



PHONE 4 - What Do You See? - 10 Minutes

- Pupils work through Classroom Activity 2 to explore their different perceptions.
- Pupils discuss Classroom Group Activity 2 to evaluate if they agree on what they have seen.

PHONE 5 - Is It Both A Rabbit & A Duck? - 5 Minutes

- Pupils reflect on the perception activity.
- Perception is described as having two points of view for one item.

PHONE 6 - Missed Out! - 5 Minutes

- Pupils further reflect on the perception activity.
- Perception blind spots are discussed.

PHONE 7 - Monkey Business! - 10 Minutes

- The 'Monkey Business' video is shown to practice perception blind spots.
- Pupils identify success as not being right or wrong but learning as success.

PHONE 8 - Customer Empathy - 5 Minutes

- Varying contradicting images are shown to demonstrate how perception links to conflict.
- Empathy is defined as seeing the other person's point of view.

PHONE 9 - Active Listening, T-CUP, Teamwork & Innovation - 5 Minutes

- Two of the techniques from previous lessons are identified to support effective teamwork.
- The link between a change in perception and innovation is described.

PHONE 10 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils take lessons and find inspiration from the success of Wendy Oke, who we heard from in the short video at the start of the lesson.
- Pupils recap on the key messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about different ways to come up with ideas to solve problems.

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

LEARNING OVERVIEW

CORE FOCUS

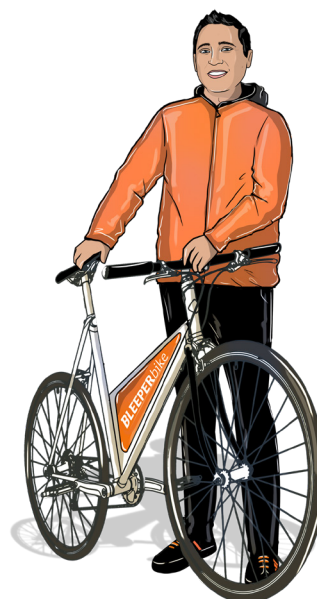
- **Teacher facilitates** the pupils' learning.
- **Creative problem solving** is a key attribute of 'New Value Creators' and also, for success in life. This lesson positions problem solving as a creative process. Problem solving is initially explored in the broad sense of problem solving and then is linked to creating customer value i.e. solving problems or doing jobs for people. As part of creative problem solving pupils can use the ideation techniques introduced in lesson 2.
- **Pupils practice giving and receiving feedback**, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.



PURPOSE

- **Develop 21st Century Skills Toolkit:** This lesson introduces key concepts for creative problem solving. The difference between problem solving and creative problem solving is explained. The creative element requires innovation. A change in perception is required for innovation. Teamwork is essential to generate different perceptions. Pupils use the learning from lesson 2, active listening; lesson 3, recognising when we are anxious and the T-CUP techniques; lesson 4, teamwork to support creative problem solving.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



LESSON 5 - CREATIVE PROBLEM SOLVERS

The learning from this lesson is supported by learning from Hugh Cooney. Hugh is the inventor of BleeperBike, an app to rent a bike. BleeperBike is linked to the UN Sustainable Development Goal 11 'Sustainable Cities and Communities'.

CURRICULUM LINKS

SPHE Strand: Myself and the Wider World

Strand Unit: Developing Citizenship

Strand Subunit: Environmental Care

Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.

Geography Strand: Environmental Awareness and Care

Strand unit: Caring for the Environment

Come to appreciate individual, community and national responsibility for environmental care, explore the concept of custodianship and its implications, become familiar with the concept of sustainable development, appreciate the need to protect environments for present and future inhabitants.



KEYWORDS USED

Creative problem solving, customer value, innovation, problem solving, radiant light, solar panel, thinking outside the box

METHODOLOGIES

Ideating, creative thinking, communicating, teamwork, critical thinking, discussing, analysing, observing, giving and receiving feedback, recording.

INTENDED LEARNING OUTCOMES

By the end of the lesson, pupils will be able to:

- **Explain** the benefits of creative problem solving for Venture Owners, success in life and in school.
- **Describe** the meaning of creative problem solving.
- **Explain** the difference between problem solving and creative problem solving.
- **Understand** what actions are required for creative problem solving.

LESSON 5 - CREATIVE PROBLEM SOLVERS

- **Apply** creative problem solving to ideate a solution for an affordable energy project.
- **Give or receive feedback**, based on success criteria:
 - Everybody in the peer educator team should take part.
 - Peer educators should try to speak clearly.
 - Peer educators should try to sound enthusiastic.
 - Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 75

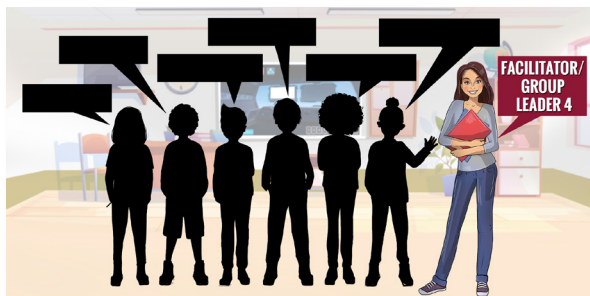
Objective	How well can you now do this?	Any comments?
I could explain...		
Why it's vital to be me		
How creative problem solving can help a Younger Leader to add new value to society		
How creative problem solving can help an employee learning in school		
I ought to be RAD to help create new ways to solve problems		
Why it's good to have 'old ideas'		
Some ways to get people to think 'outside the box'		
Why thinking 'outside the box' might be important to create new value for society		
Why it's important to 'CUP if thinking outside the box has become frustrating		
What United Nations Sustainable Development Goal 7 is, and why it's so important		
How to give supportive feedback to others using WIFF and IFF		
Some of the learning to my family at home		

FACE TO FACE AND REMOTE LEARNING



If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

TEACHER LESSON OVERVIEW



This is the fourth lesson which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **creative problem solving**, which requires a change in perception. A tennis ball or football is required for this lesson. The list below summarises the content that the Presenters will facilitate for this lesson:

PHONE 1 - Introduction - 5 Minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 4 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, creative problem solving and the collectable for the lesson are introduced.
- Hugh Cooney from **BleeperBike** introduces himself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
 - 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 - 5 Minutes

- Pupils contextualise creative problem solving in the context of customer value; solving problems or doing jobs for customers, and; ideation.

PHONE 4 - Thinking Outside the Box? - 10 Minutes

- Pupils work individually on Classroom Activity 1 to understand the negative impact of our perception on problem solving. Ideation techniques are offered as a solution to this constraint.

LESSON 5 - CREATIVE PROBLEM SOLVERS

PHONE 5 - Fastest Finger - 10 Minutes

- Pupils practice a team based creative problem solving challenge and discuss creative problem solving for venture owners.



PHONE 6 - Solar Energy Ideation - 10 Minutes

- The sun, radiant light and solar energy are discussed.
- Pupils work through Classroom Activity 2 to ideate alternate solutions to creating solar heat for their classroom.
- Suggested Solutions: The graphic below shows some alternate solution ideas to the solar heat panel activity.
 - Paint the bottle black, add water and place in direct sunlight.
 - Cover a window that is in direct sunlight with the black paper or black plastic bags.
 - Paint the box black and place in direct sunlight.

Note: Pupils will evaluate their proposed alternate solutions in the next lesson.

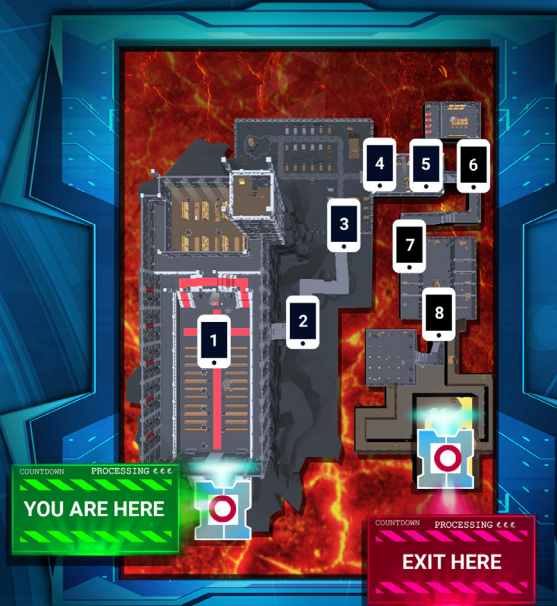


PHONE 7 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils take lessons and find inspiration from the success of Hugh Cooney, who we heard from in the short video at the start of the lesson.
- Pupils recap on the key messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.
- The class previews the Home Activity, which includes talking with their family about different ways to create ideas to solve problems.

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.



LEARNING OVERVIEW

CORE FOCUS

- **Teacher facilitates** the pupils' learning.
- **Critical Thinking** is a key attribute of 'New Value Creators' and also, for success in life. Pupils learn how to analyse facts to form evidence based judgement. Evaluation is the last step in the New Value Creator Innovation Process.
- **Pupils practice giving and receiving feedback**, which supports a feedback culture; ensures each pupil is a motivated perpetual learner, and; assists each child to reach higher levels of achievement.



PURPOSE

- **Develop 21st Century Skills Toolkit:** Introduce key concepts for critical thinking and practice these concepts. Critical thinking is a key skill to make evidence based decisions and better decisions. Critical thinking allows pupils to evaluate their proposed solutions to the solar energy challenge from lesson 5.
- **Practice Peer Education Process:** A new Peer Educator Team practice teamwork; oracy and presentation skills; social skills and leadership by presenting the lesson to their peers.

SUSTAINABLE DEVELOPMENT GOAL ALIGNMENT



LESSON 6 - CRITICAL THINKING

The learning from the lesson is supported by learning from Ahmad Mu'azzam. Ahmad is the inventor and developer of Evocco an App to help people take control of their food shopping's carbon footprint. Evocco is linked to the UN Sustainable Development Goal 13 'Climate Action'.

CURRICULUM LINKS

SPHE Strand: Myself

Strand Unit: Growing and Changing

Strand Subunit: As I grow I change

Increasing personal independence, increasing personal and community responsibility.

English Strand: Developing Cognitive Abilities through language

Strand Unit: Oral

Strand Subunit: Cognitive abilities through oral language

Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them.

KEYWORDS USED

Affordable, belief, checklist, critical thinking, debatable, evaluate, ideate, judgement, NASA, personal view, recycled, solar panel, solar system, universal, verify

METHODOLOGIES

Evaluating, ideating, verifying, communicating, teamwork, critical thinking, discussing, analysing, observing, giving and receiving feedback, recording.

INTENDED LEARNING OUTCOMES

By the end of the lesson, pupils will be able to:

- **Explain** the benefits of critical thinking for Venture Owners, success in life and in school.
- **Describe** the meaning of critical thinking.
- **Recognise** the difference between an opinion and a fact.
- **Demonstrate** critical thinking to evaluate different scenarios.
- **Understand** what actions are required to think critically.

LESSON 6 - CRITICAL THINKING

- **Give or receive feedback**, based on success criteria:
 - Everybody in the peer educator team should take part.
 - Peer educators should try to speak clearly.
 - Peer educators should try to sound enthusiastic.
 - Peer educators should try to stimulate discussion amongst the rest of the class and encourage each group to feedback their thoughts / comments.

DIFFERENTIATING THE LEARNING

It is not possible to provide detailed advice on how teaching should be adapted to meet the learning needs of all pupils. Teachers will know best the needs of their pupils to enable them to access this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or challenge to further develop their thinking.

ASSESSMENT OF LEARNING

Rather than dictate to schools how to assess pupils' learning and progress, a range of different approaches are provided, from which schools can select. The outcomes of the experiential learning that Magical Leaders provides should also be seen by teachers in the way that pupils conduct themselves, respond and contribute to feedback, manage their relationships and in their attitudes to learning.

Reference Appendix Page 76

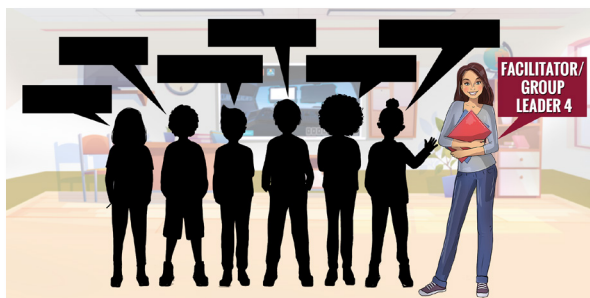
Objective	How well can you now do this?	Any comments?
I could explain...		
Why it's cool to be me.		
How critical thinking can help a business center to add new value to society.		
How critical thinking can help to improve learning in school.		
The difference between a 'fact' and an 'opinion'.		
How to create a checklist to evaluate ideas.		
How to use critical thinking to evaluate an idea.		
3 things that we need for life on Earth.		
Some ideas for a celebration of 'Magical Leaders'.		
How to give supportive feedback to others using SWIR and EIR.		
Some of this learning to my family at home.		

FACE TO FACE AND REMOTE LEARNING



If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some of the content and facilitates the sessions via Zoom, MS Teams, Google Meet or whatever online platform you and your pupils are used to using. Some activities will have to be adapted and if teachers want to discuss how this can happen, one of our team would be delighted to support you with this.

TEACHER LESSON OVERVIEW



This is the final lesson in part 1 which is planned to be facilitated by a team of Peer Educators, (although it can be facilitated by the Teacher). Pupils focus on **critical thinking**. They practice evaluating their innovative ideas.

The list below summarises the content that the Presenters will facilitate for this lesson:

PHONE 1 - Introduction - 5 Minutes

- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 5 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

PHONE 2 - Venture Challenge - 5 Minutes

- The key concept, teamwork and the collectible for the lesson are introduced.
- Ahmad Mu'azzam from **Evocco** introduces himself and presents the "Venture Challenge" for pupils to work through during the lesson. Two questions are asked:
 - Why is critical thinking important for Venture Owners, success in life and in school?
 - What do you have to do to think critically?

PHONE 3 - Fact And Opinion - 10 Minutes

- Pupils are introduced to a checklist to identify facts and opinions.
- Three examples of 'Fact or opinion' are worked through in Classroom Activity 1.

PHONE 4 - Meaning Of Critical Thinking - 5 Minutes

- Critical thinking is explained. Pupils work through a practical example to evaluate what planets in the solar system support life.



PHONE 5 - Solar Challenge Evaluation Set-Up - 10 Minutes

- Pupils ground evaluation within the 'New Value Creator Innovation Process'.
- Pupils work through Classroom Group Activity 1 to discuss what questions and facts they can use to evaluate their alternate proposed solutions to the solar panel challenge they worked on in lesson 5 - Castle in the Clouds.

PHONE 6 - Solar Challenge Evaluation - 10 Minutes

- Pupils create a checklist to evaluate their ideas and identify facts to substantiate their answers.
- Pupils work through Classroom Activity 2 to evaluate their solution ideas from lesson 5.

PHONE 7 - Celebration Event - 10 Minutes

- Pupils plan the date, format, medium and invitees for their celebration event.

PHONE 10 - Recap, Feedback, Home Activity - 5 Minutes

- Pupils take lessons and find inspiration from the success of Ahmad Mu'azzam, who we heard from in the short video at the start of the lesson.
- Pupils recap on the key messages from the lesson.
- The peer educators ask the class for feedback based on the success criteria. Peer educators express gratitude for feedback.
- Pupils give feedback based on 'what went well' and the lesson would be 'even better if'.

APPENDIX



GLOSSARY

Term	Definition
Captain Steam	Captain Steam's first name is Selva. Birth name is Selva Steam. Game character whose mission it is to complete all the challenges within the Magical Leaders programme. Selva Steam is a duplicitous name representing (i) game character name (ii) a key objective of the Magical Leaders programme to develop Self Esteem in each pupil.
Challenge	Content in each lesson for the Presenter and Computer Driver; Group Leaders and Pupils.
Classroom Activity Worksheet	Pages in the Mission Log that contain activities for Pupils to complete in the class as part of the mission.
Classroom Group Activity	Pages in the Group Leader Sheets that contain instructions and suggested content for the Group Leaders to facilitate discussion with the Pupils.
Collectible	In game object regarded as being of value by Pupils. Each collectible represents a skill from the 21st Century Skills Toolkit e.g. a headset with two headphones and one microphone representing active listening i.e. listen twice as much as speaking.
Computer Driver	Peer Educator who controls the online software.
Gamavator	In game device to teleport the learner from one challenge to the next challenge.
Group Leader	Peer Educator who sits with Pupils and facilitates discussion about the lesson.
Group Leader Sheets	Instruction sheet for Group Leaders, providing details for the Group Leaders to facilitate group discussion.
Home Activity	Pages in the Mission Log that contain tasks for Pupils to complete with their Parent/ Guardian at home.
Learning Overview	A section in each lesson plan to provide the teacher with an overview of the lesson.
Magical Leader	11 or 12 year old Pupils taking part in the training programme.

Term	Definition
Mission Keneng	Is the name given to Part 1 of the Magical Leaders Programme in the Pupils Mission Log. Keneng, pronounced 'hu-nang' is the Mandarin word for 'Possible' i.e. Mission Possible.
Mission Log	Pupil workbook containing activities, feedback sheets, home activities and posters for each lesson/ challenge.
Peer Educator Team	Team of Pupils made up of typically 2 Presenters, 1 Computer Driver and 3 Group Leaders, who collectively facilitate the lesson to the Pupils.
Planet Spe	In game location which is the birth place of Captain Steam and current location of Soportar. Spe is the Latin word for "Hope".
Presenter	Peer Educators who facilitates the lesson's key messages to the Pupils via the online software.
Presenter Sheets	Instruction sheet for Presenters, providing details for the Presenters and Computer Driver to facilitate the lesson.
Pupils	11 or 12 year old boys and girls receiving the training programme.
Soportar	Game character whose mission is to support the development of Selva Steam. Soportar is the Spanish word for "Endure".
Teacher	Facilitator of the lessons that are delivered by the Peer Educators.
Teacher Notes	A book for Teachers which includes a programme overview and detailed lesson plans.
Teleporting	Is a game action to instantaneously travel between two locations without crossing the intervening space.

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<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring>

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CHALLENGE 1 - SNOW CASTLE




Reflection on Challenge 1

Objective	How well can you now do this?			Any comments?
I could explain...				
The 9 Enterprise Building Blocks				
The difference between an enterprise that is either For-Profit or For-Purpose.				
The positive attributes that Venture Owners have.				
The positive attributes that I have and/or could develop.				
Who is in my peer team.				
Who is going to take each role (e.g. Presenter) in my peer team.				
How to give feed back to other people.				
How to receive feed-back from other people.				
Why it's cool to be me				



CHALLENGE 2 - SKULL ISLAND



Reflection on Challenge 2

Objective	How well can you now do this?			Any comments?
I could explain...				
The importance of communication.				
Why it's important to repeat some messages / instructions.				
What paraphrasing is, and why it's important.				
Why it is important to listen more than we speak				
How effective communication helps creating new ideas				



CHALLENGE 3 - SUBURBAN SURPRISE

Reflection on Challenge 3

Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
Why managing our emotions can help a Venture Owner?				
Why managing our emotions can help to improve learning in school?				
Some of the things that happen to my body when I feel frightened, worried or anxious.				
The '3fs' that might happen when someone feels frightened, worried or anxious.				
Using my hand what happens to the brain stem, the amygdala and the pre-frontal cortex, if someone is going 'flip their lid'.				
Some of the things that I should do to help me stay in the green zone and T-CUP – think correctly under pressure.				
At least 3 ways to stay calm if I start to go into the 'amber zone' – and start to get angry.				
Some of the ways that people could repair / restore a relationship if one of them has flipped their lid (gone into the red zone).				
How to give supportive feedback to others using WWW and EBI.				
Some of this learning to my family at home.				



CHALLENGE 4 - WILD WEST

Reflection on Challenge 4

Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
How working as a team can help a Venture Owner to add new value to society.				
How working as a team can help to improve learning in school.				
How two people could look at the same object or situation and see something completely different.				
Why when we focus on one thing, we might miss something else.				
What is meant by 'empathy'?				
How to stay in the green zone and T-CUP when somebody else has a different perspective to me.				
I am able to give feedback to others using WWW and EBI.				
Some of this learning to my family at home.				



CHALLENGE 5 - CASTLE IN THE CLOUDS

Reflection on Challenge 5

Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
How creative problem solving can help a Venture Owner to add new value to society.				
How creative problem solving can help to improve learning in school.				
3 ways to be 'BAD' to help create new ways to solve problems.				
Why it's good to have 'wild ideas'.				
Some ways to get people to think 'outside the box'.				
Why thinking 'outside the box' might be important to create new value for society.				
Why it's important to T-CUP if thinking outside the box becomes frustrating.				
What United Nations Sustainable Development Goal 7 is, and why it's so important.				
How to give supportive feedback to others using WWW and EBI.				
Some of this learning to my family at home.				



CHALLENGE 6 - DARK DUNGEON

Reflection on Challenge 6

Objective	How well can you now do this?			Any comments?
I could explain...				
Why it's cool to be me.				
How critical thinking can help a Venture Owner to add new value to society.				
How critical thinking can help to improve learning in school.				
The difference between a 'fact' and an 'opinion'.				
How to create a checklist to evaluate ideas.				
How to use critical thinking to evaluate an idea.				
3 things that we need for life on Earth.				
Some ideas for a celebration of 'Magical Leaders'.				
How to give supportive feedback to others using WWW and EBI.				
Some of this learning to my family at home.				

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