

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

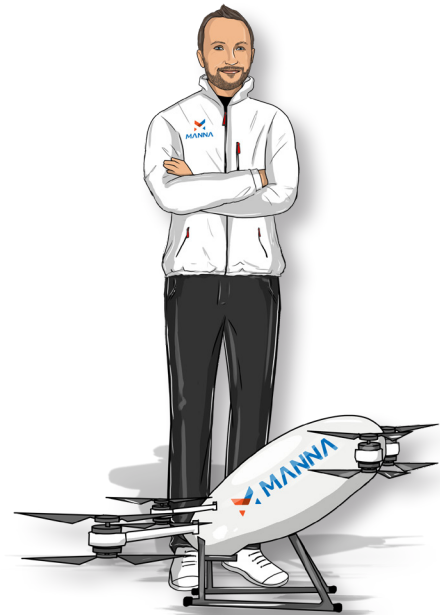
- **Teacher facilitates** the pupils' learning.
- **Effective communication** is a key attribute of 'New Value Creators' and also, for success in life. Effective communication involves active listening and paraphrasing.
- **Pupils practice giving and receiving feedback**, which supports a feedback culture; 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'.

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.

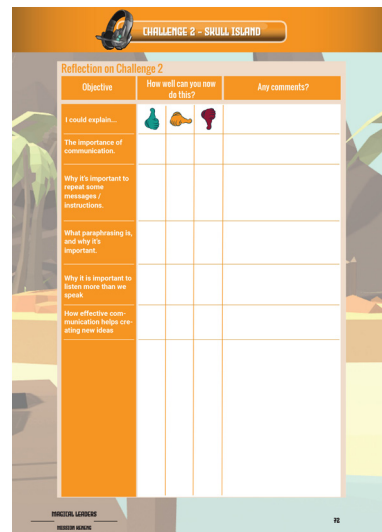
DIFFERENTIATING THE LEARNING

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 image shows a worksheet titled 'CHALLENGE 2 - SKULL ISLAND' with a 'Reflection on Challenge 2' section. It features a table with three columns: 'Objective', 'How well can you now do that?', and 'Any comments?'. The 'Objective' column lists several points for reflection, such as '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 'How well can you now do that?' column contains three small icons: a blue thumbs up, a yellow thumbs down, and a red lightbulb. The 'Any comments?' column is empty for each row.

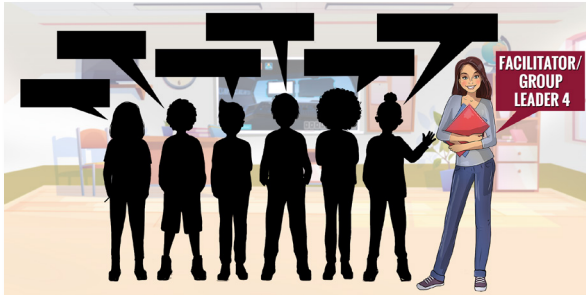
Objective	How well can you now do that?	Any comments?
I could explain...	👍 🙅💡	
The importance of communication.		
Why it's important to repeat some messages / instructions.		
What paraphrasing is, and why it's important.		
Why it is important to listen more than we speak.		
How effective communication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

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

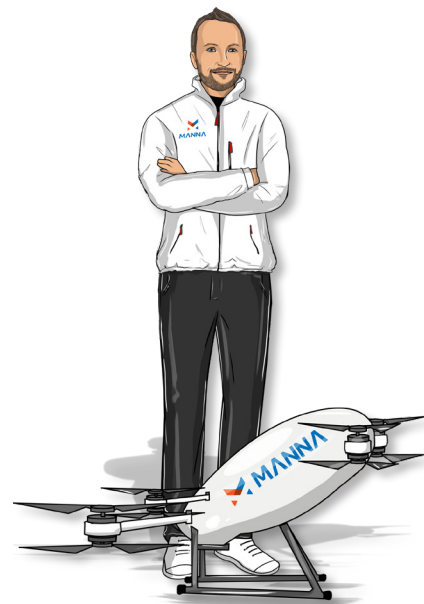
Teachers will need to ensure that the peer educator team has decided who is **Presenter 1, Presenter 2, the Computer Driver and the three Group Leaders**. The peer education team will have to use **the presenter sheets** and **group leader sheets** to familiarise themselves with the content of the lesson. 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.