

# 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.



COUNTDOWN PROCESSING <<<<  
EXIT HERE

COUNTDOWN PROCESSING <<<<  
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



## LESSON 4 - TEAMWORKING

### 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 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 I can when somebody else has a different perspective to me.		
I am able to give feedback to others using WWW and EEE.		
Some of this learning to my family at home.		

### FACE TO FACE AND REMOTE LEARNING

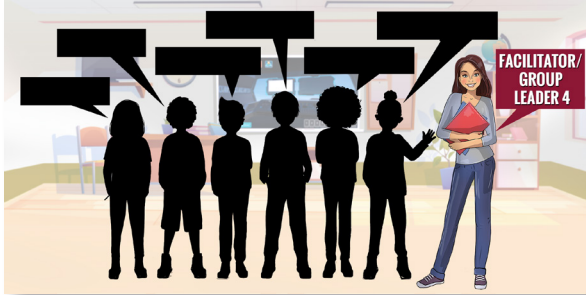


If pupils are not able to come into school, teachers can facilitate Magical Leaders virtually. It would be great to think that young people could be empowered to become peer educators and facilitate the sessions online themselves. Zeeko suggests that it is probably better that the teacher adapts some 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](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

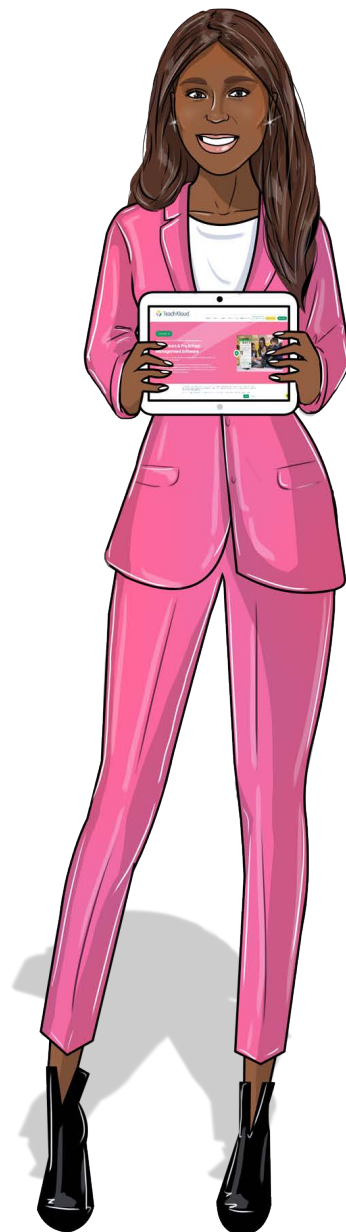
- The lesson starts with an introduction to the peer educator team.
- Pupils review the Home Activity from lesson 3 and check who has been affirming 'It's cool to be me'.
- The lesson feedback process is outlined.

### 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?.



## LESSON 4 - TEAMWORKING

### 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.