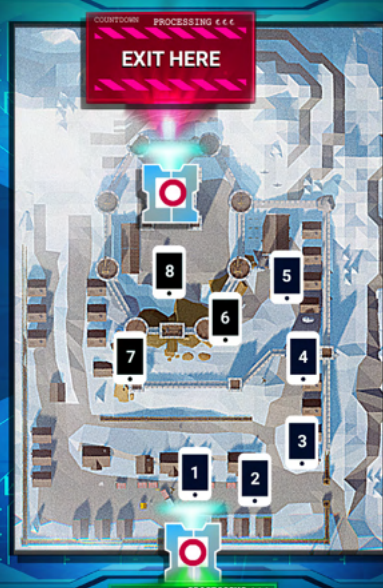


CHALLENGE 1

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



LEARNING OVERVIEW

CORE CONCEPT

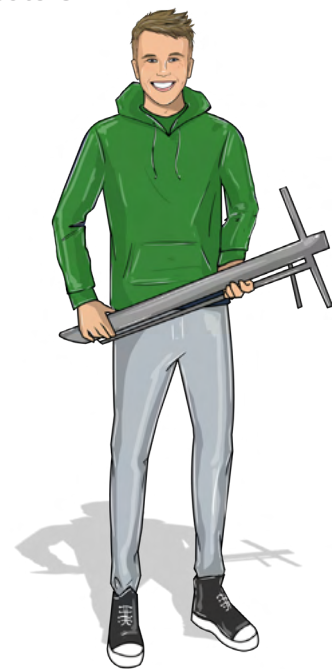
- **The class teacher models** the skills, concepts and practical activities for the peer education process.
- **Pupils reflect** on their attributes, which will help pupils to consider the role attributes play in their practical project for part 2.
- **Pupils practice** giving and receiving feedback, 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".

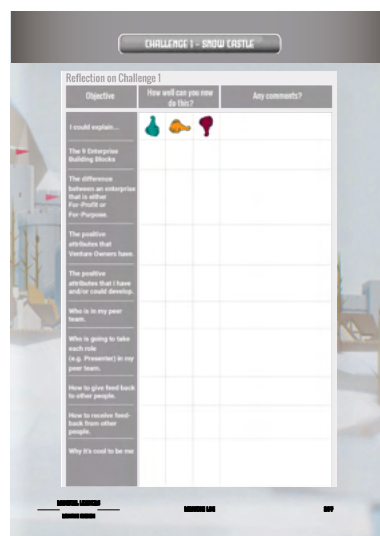
DIFFERENTIATING THE LEARNING

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.

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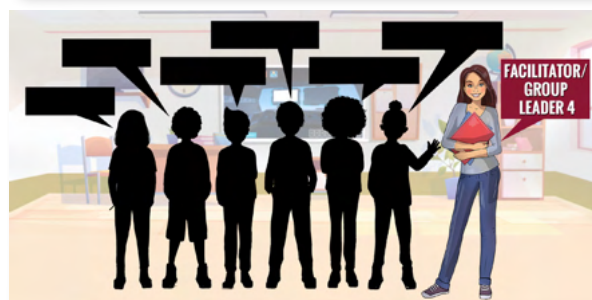


FACE TO FACE AND REMOTE LEARNING



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.

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.