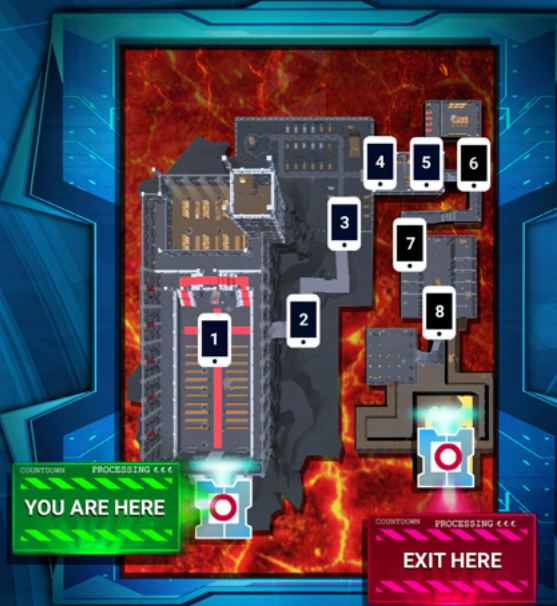


CHALLENGE 6

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



CONTINUE

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



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.
- **Give or receive feedback**, based on success criteria:

LESSON 6 - CRITICAL THINKING

- 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 good to be me		
How critical thinking can help a team		
How to create a checklist to evaluate ideas		
I things that we need for life on Earth.		
How to give support to feedback to others using WWW and EBI.		
Some of the learning to my friends or 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'.