



# Let's Reflect



## Suggested Learning Intentions

We are learning to:

- understand the impact the innovators we've studied have had;
- identify what characteristics make someone an innovator; and
- recognize the impact that the Ulster-Scots people have had in our area.

## Curricular Links

The activities within this lesson will contribute to the following statutory aspects of the Northern Ireland Curriculum:

### The World Around Us

Pupils should be enabled to explore:

- positive and negative effects of natural and human events upon place over time.

### Personal Development and Mutual Understanding

Teachers should enable pupils to develop knowledge, understanding and skills in:

#### Personal Understanding and Health

- their self esteem, self confidence and how they develop as individuals;
- effective learning strategies;

#### Mutual Understanding in the Local and Wider Community

- valuing and celebrating cultural difference and diversity; and
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.



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### Thinking Skills and Personal Capabilities

#### Thinking, Problem-Solving and Decision-Making

You should help your pupils discover how to:

- sequence, order, classify, and make comparisons.

#### Self-Management

You should help your pupils to discover how to:

- be aware of their personal strengths, limitations and interests.

## Connected Learning Opportunities

This lesson also can be connected with [CCEA's 'Being and Belonging' Thematic Unit](#).

## Assessment for Learning Idea

### Reflect

Encourage students to reflect on what they have learned during these lessons by noting what things surprised them, what they think they did well and what things they would like to improve.

## Lesson Activities

### Innovation and Impact

Divide the class into groups and assign them one of the innovators they have studied in the previous lessons. Tell them to create a short speech (they can use images as well) on why their innovator had the most important impact.



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Then ask the children to vote on who they think had the most impact (they don't need to vote for the person that they presented on).

## Compare and Contrast

Ask the children to discuss in groups and agree on five ways in which all the innovators are the same, and five ways they are different.

Get feedback from the class as a whole.

## What makes a Good Innovator?

Distribute post-it notes to the children in their groups. On a wall or on the board, write the heading 'What makes an innovator?'

Ask the groups to think about some of the similarities they noted in the previous activity. Have they noticed any personal qualities or capabilities that the innovators shared? Were they determined? Did they keep trying even if they didn't succeed the first time?

Encourage children to think about the sorts of qualities or characteristics would help make someone more innovative. Did the innovators show these qualities? Ask them to write each characteristic that they agree is important on a post-it note.

Tell the groups to rank these characteristics in order of importance. You may wish to encourage them to use the 'Diamond Ranking' activity to help them do this. This can be found in [CCEA's Active Learning and Teaching Methods for Key Stages 1 & 2](#).

Give the groups 5-10 minutes to complete the task and then ask each group to bring their five most important characteristics on their post-its and stick them under the heading.

Discuss as a whole class if there were any similarities or themes in the characteristics the different groups chose. Prompt the children to think about how



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## Ulster-Scots Impact on Our Area

Remind the children about what they learned about Ulster-Scots in the first 'Let's Plan' lesson. Can they think about how the Ulster-Scots people have had an impact on the local area? Perhaps the children or their relatives use some Ulster-Scots words. Perhaps their town has buildings (a bawn or a church) that were built during the Plantation of Ulster.

Ask the children to add this information to the map that they started in the 'Let's Plan' lesson.



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## What's Next?

