



Lesson Activities

Let's Reflect



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.

Invite a spokesperson from each group to come up in turn and present their case.

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 that 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.



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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 they can develop or strengthen these characteristics in themselves.

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?

