

# TEACHER GUIDANCE

## How to play the Creators' challenge card game

### GETTING STARTED

Creativity isn't always about what you produce or make, but a way of thinking – like how you approach a problem, or the ideas you come up with.

The Creators' challenge card game helps students develop transferable skills by tackling real-world scenarios linked to JLR's business areas. With prompts, inspiration, and unexpected challenges provided along the way, each challenge focuses on encouraging big-ideas and creative, bold thinking from your students.

Designed to be facilitated in various school contexts the game can be completed individually, in pairs or small groups. It will help students to get a sense of the problem-solving at the heart of many roles they may not previously have considered.

### AT A GLANCE

#### AGE

11-14 year olds

#### TIME

We've designed this card game to be as flexible as possible, to suit the differing schedules of every teacher! Timings can be altered dependent on activity, class size or via teacher discretion. Recommended timings are below:

- 1x 45-60 minute lesson
- 2x 30 minute sessions with homework (one for set up and one for presentations)
- 2-3 hours (full drop-down afternoon)

#### RESOURCES

- **5x Creators challenge cards:** Present a unique JLR-related scenario which students will have to answer
- **5x Rules cards:** Set the instructions and parameters of the game
- **9x Scenario cards:** Introduce a variety of real-world challenges into the game, which students will have to navigate as part of their overall idea
- **8x Inspiration cards:** A range of unique and real-life examples from the JLR business which will help inspire students to approach the challenge with creativity and innovation
- **8x Response cards [Optional]:** Ask students to present their ideas through different formats

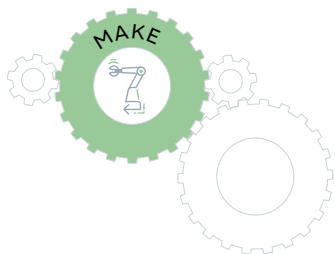
#### MATERIALS

Dependent on subject specialism and desired presentation format. Could include:

- **Research:**
  - Pen/pencil/paper
  - Desktop/tablet
- **Presentation:**
  - Desktop/tablet/Microsoft PPT
  - Colouring pens/ pencils/ paper [optional based on format]
  - Materials for a 3D model [optional based on format - this could include wood/ paper mâché/ fabric/ wire etc]

#### EMPLOYABILITY LINKS

- Foundational and transferable skills for all jobs and careers
- Creativity and problem-solving skills
- Teamwork and collaboration
- Adaptability and resilience
- Planning and research skills



## ? HOW TO USE THE RESOURCE

The Creators' challenge card game is designed to be flexible. The game introduces scenarios with relevance to a wide range of school subjects and school contexts – from art & design, to form time and biology. It can be played individually or in groups and can be facilitated more rigidly by teachers or students can have more agency in how they play.

The guidance below suggests a format for playing the game in one 30-60 minute lesson however additional materials can elongate or shorten the exercise.

## 🎯 LEARNING OUTCOMES

- **Transferable skills:** Build foundational transferable skills that are in high demand from employers.
- **Creativity:** Encourage students to think creatively, boldly, and uniquely.
- **Problem-solving:** Develop problem-solving skills that will be valuable in their future careers.
- **Adaptability:** Promote flexibility and adaptability in facing unexpected challenges.
- **Planning:** Teach effective planning techniques and the importance of setting clear goals and targets.
- **Research Skills:** Guide thorough research practices to inform decision-making
- **[FOR TEAM USE] Collaboration:** Emphasize the importance of working collaboratively and respecting diverse perspectives.

## ACTIVITY GUIDANCE

### Before you start, some things to know:

- Teachers should print out cards and cut them out.
- Cards should be separated into piles and teachers should ensure the rule cards are numbered correctly.
- **Rule cards** are played one-by-one in consecutive order, and apply to the whole class.
- Teachers should place the cards at the front of the class and select or ask for a volunteer student to come up, turn over the card and read it aloud to the class.
- **Inspiration cards** can be given to students at any point in the game (and can be distributed via teacher discretion) to stimulate thinking and give inspiration of how to approach the challenge.

### 1. Begin by getting students into teams (Rule Card #1) [3 minutes]

- a. Teams can be formed randomly, assigned by the teacher, or self-selected based on students' interests and strengths.
- b. Guide students to share tasks and responsibilities fairly among team members.

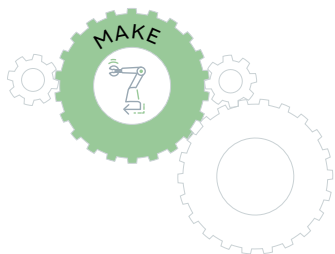
### 2. Working collaboratively (Rule card #2) [2 minutes]

- a. Remind students to use polite language and avoid interrupting others.
- b. Teachers should encourage students to give their full attention when someone else is speaking, and to acknowledge each other's ideas – no idea is a bad idea!

### 3. Set challenges (5x Creator challenge cards) [2 minutes]

- a. Teachers may also set one challenge for the whole class to follow or use all 5 challenges.
- b. If you're using multiple challenges, you can assign different ones to specific groups, allow teams to pick their challenge, or allocate randomly to increase the difficulty. If teams are taking on different challenges, encourage them to read their challenge to the group.
- c. The teacher should indicate that each team will need to present their ideas back to the class (see 'response format' below).

POSSIBLE



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### 4. Fun, optional element: Set the response format [5 minutes]

If you want all students to present back in the same way, then skip the response cards and set the rules for students on sharing back (for example, all to make a Powerpoint presentation).

- Alternatively, to increase the difficulty/fun of the challenge, you can use the response cards. These cards present the different formats teams should present their ideas in. The purpose is to get students to think creatively about the best/most effective way of presenting their ideas and explore formats they haven't tried before.
- As with the challenge cards, you can make this a fun element by randomising them – with each team picking one format card face down and having to present back in whichever format they get. Alternatively, you can have the challenge cards face up and allow teams to pick their format one at a time – when a card's gone, it's gone!
- You can also save the response cards and introduce them later to provide more structure for any teams who are struggling.
- Specific guidance for each response card can be found in the **additional guidance document**.

### 5. Initial ideation (Rule card #3): [5-10 minutes]

- Students should be encouraged to discuss the challenge in their groups and brainstorm initial ideas.
- Urge students to listen carefully and show interest in others' ideas by asking questions and providing feedback.
- Additional prompt questions can be found in the **additional guidance document** and can be shared with groups to stimulate ideas.

### 6. Rule card #4: Planning [2-3 minutes]

- Teachers should urge pupils to think carefully about the time needed to complete the challenge: this will include thinking about different ways to approach the brief and ownership of tasks.

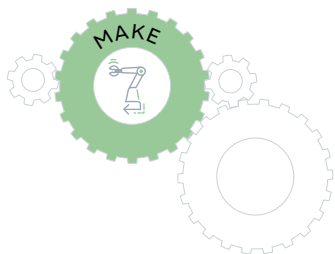
**Bonus activity:** If teachers want to extend these projects, this stage works well alongside the JLR Create Possible [Planning worksheet \(PREPARE\)](#) which helps students plan for new tasks or pieces of work. You could encourage them to complete to add rigour and depth to their idea. [25-45 minutes]

### 7. Rule card #5: Research and inspiration [flexible]

- Teachers should guide students to conduct thorough research to gather relevant information that will inform their approach to the challenge. This stage can be a brief review, 10 minutes, or extended to deepen the research. If you're using this challenge for a drop down day, you could allow teams one hour for research.
- Encourage students to look for credible sources, compare different viewpoints, and consider how existing solutions might inspire new ideas.
- This step is essential in ensuring that their concepts are grounded and backed by evidence. Remind students that the quality of their research will directly impact the strength of their proposals.

### 8. Conceptualizing and creating their idea [10-15 minutes]

- Students should begin to work through their idea/creating where necessary.
- At any moment teachers can distribute a scenario card to each team, or nominate one individual to come up and read a random 'scenario card' out to the whole class.
  - These scenario cards are designed to introduce a variety of real-world challenges into the game, making the learning experience more dynamic and engaging. Adding an element of surprise, some scenarios make the challenges easier, others make them more complex.
  - By navigating these scenarios, students will develop critical thinking, problem-solving, and adaptability skills that are essential for their future careers.



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- c. At this stage, you can also distribute the inspiration cards with exciting ideas from real JLR projects that can spark fresh thinking. Again you can use these flexibly, giving one to each team that you think will prompt new ideas, or presenting them all at the front and encouraging each team to take one.
  - i. To increase the difficulty, you can ask teams to note one new idea they have taken, or thing they have changed.
  - ii. Specific guidance for each inspiration card can be found in the additional guidance document.
- 9. **Students present their challenges to the class**  
[Timing dependent on class and group size – 3-5 minutes per concept]
  - a. Students should present their challenges to the rest of the class.
  - b. Encourage other students to take on the role of supportive colleagues, asking clarifying or probing questions and leaving supportive feedback to make ideas even better.
  - c. You can also facilitate a short whole-class discussion afterwards by asking about each team's concept/idea, comparing similarities and differences, and how the challenges might compare to real world scenarios.

**Bonus activity:** If teachers want to elongate this exercise, they can get students to fill out and work through the JLR Create Possible [Innovative thinking journal \(REFLECT\)](#) which helps students reflect on how the challenge went, what skills they used and what they could improve on next time when completing a new task or pieces of work. [25-45 minutes]

## SUPPORTING YOUR CURRICULUM

The JLR Create Possible Creators' card game is a versatile and engaging tool designed to help students develop key transferable skills that are increasingly in high demand in the world of work. Below are several examples of how teachers can integrate this card game into their curriculum to enhance learning and inspire students:

### Art & design coursework

Setting your students some art & design coursework? Why not use the Creators' challenge to kick start some ideas and teach transferable skills along the way too!

### Business studies

Use the Creators challenge to teach valuable lessons about working collaboratively and in a team environment – plus introduce them to various segments of the business world. Set the whole class the business challenge and see what different ideas they come up with!

### Computing or ICT

Teaching your students about how to use AI? The technology challenge in the Creators' challenge can be used to demonstrate a practical application of using AI to solve real-world challenges.

### English – Communication skills

Enhance your students' communication skills by integrating the Creators' challenge into your English lessons. Use the cards to prompt discussions and role-playing activities and ask all students to share their ideas through a presentation to develop their oracy skills.

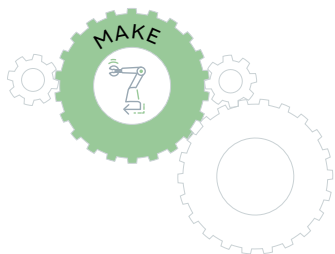
### Geography

Want to explore sustainability in a hopeful, real-world context? Set students the sustainability challenge and let their creativity run wild – it's a great segway to talking about green jobs and green skills, and why they matter to all of us.



#### Additional teacher notes – formats

RESPONSE CARD	TEACHER GUIDANCE
<b>Video</b>	<p>Videos should be no longer than 3 minutes.</p> <p>Some prompts: Videos could be of teams speaking (recorded) with other clips pulled from YouTube. Videos could be more conceptual and creative eg. The sustainability video could involve videos of nature with audio overlayed.</p>
<b>Poster</b>	<p>Materials needed may include an A3 piece of paper and pens/colouring pens/pencils.</p> <p>Students should be encouraged to think creatively about how they can convey their ideas.</p>
<b>Written document</b>	<p>Teachers should encourage students to think about how they want to structure their written document.</p> <p>For example: the futures challenge may want to include a vision statement along with details on who their solution will help and then information about how they will share their solution.</p>
<b>3-D Model</b>	<p>This should be left open-ended to encourage students to think about the different ways they can make a model a reality.</p> <p>Possible materials could include: clay, paper, woodwork (DT), wire.</p>
<b>PowerPoint presentation</b>	<p>Pupils will need access to a laptop/computer and Microsoft PowerPoint.</p> <p>Teachers should encourage students to think about how the presentation will look, how it will be structured and what it should contain. Teachers should also encourage students to limit text on the presentation.</p>
<b>Storyboard</b>	<p>Pupils should be encouraged to be selective in what key moments they include to best explain/visualize their idea. Teachers can define the number of boxes students can use if they want to make this exercise more challenging (eg. Less boxes = more challenging and requires more selectivity).</p> <p>Possible materials could include: paper, pens.</p>
<b>Song / Rhyme</b>	<p>Teachers can define the number of verses that they'd like the song to include.</p> <p>Students should be encouraged to think carefully about the lyrics they include.</p> <p>Extra emphasis should be placed on the chorus as this where students can reiterate the key idea/message.</p>
<b>Drawing/illustration</b>	<p>Students should be encouraged to get creative with their drawings. What are the key things to include/exclude? How will a drawing show key points?</p> <p>Extra: Teachers could indicate that only a select number of colours can be used – students should think selectively about where they can use colour to emphasise their key message/ idea.</p>



Additional teacher notes on challenges:

CHALLENGE	TEACHER IDEATION PROMPT QUESTIONS
<b>Sustainability Challenge:</b>	<ul style="list-style-type: none"> <li>What does sustainability mean to you and why?</li> <li>How will you get your colleagues, and other teams, on board with your recommendations?</li> <li>What research can you do to strengthen your argument?</li> <li>You can target your ideas on any part of the process of creating a new vehicle - from the design stage, to engineering, to how the vehicle is sold, the way it drives, or what happens to the vehicle when it reaches the end of its life.</li> </ul>
<b>Marketing Challenge:</b>	<ul style="list-style-type: none"> <li>Consider what audience you want to target and what their needs and wants might be</li> <li>Think about how you can take advantage of all the existing vehicles JLR produces. What do people know and love about JLR that you can build on?</li> <li>Think about how to persuade colleagues about your idea - outlining the business case and answering any questions you think they might have.</li> </ul>
<b>Futures Challenge:</b>	<ul style="list-style-type: none"> <li>Consider what audience you want to target and what their needs and wants might be</li> <li>Think about how you can take advantage of all the existing vehicles JLR produces. What do people know and love about JLR that you can build on?</li> <li>Think about how to persuade colleagues about your idea - outlining the business case and answering any questions you think they might have.</li> </ul>
<b>Creative Design Challenge:</b>	<ul style="list-style-type: none"> <li>Start by creating your designs. How could it look different to anything else on the road? What could set it apart?</li> <li>How can it be stylish and solve challenges facing your customers?</li> <li>What does a brilliant immersive event look like? What kinds of things get people excited and engaged?</li> <li>How could you bring your vehicle to life through an engaging event?</li> <li>How will you persuade your colleagues to follow your plans?</li> <li>What would people who drive this vehicle want from it?</li> </ul>
<b>Technology Challenge:</b>	<ul style="list-style-type: none"> <li>What aspects of owning, using, driving or managing a vehicle could be made easier, simpler or more enjoyable with an app? What are the 'pain points' for customers and what could an app help with?</li> <li>One area to consider is self driving vehicles - which are creating a luxury experience for drivers (making driving safe, easy and enjoyable). How could the app support a self-driving vehicle?</li> <li>Consider what the app would look like, the features it would have, the benefits it would have for the organization and to customers.</li> <li>How will you convince the wider team that is worth investing in?</li> <li>What AI prompts could you use to come up with further ideas for the new app and create a simple mockup?</li> </ul>