

Ethics and Values

Year 7 Blended Learning Booklet – Spring 1 and 2

Living in the Wider World

Ethics and Values – Year 7

Lesson 1: Enterprise Skills

Learning intent: To understand the skills and qualities associated with enterprise and employability.

Connection phase

Think about the following...



What skills do you think you need to be employable in the future?

- Identify the personality qualities that make up an enterprising personality and match up the card sort correctly.
- Describe the qualities you have that fall under the category of an enterprising personality and explain the difference between an enterprising person and an entrepreneur.
- Analyse the likelihood of people with enterprising personalities ending up in careers as entrepreneurs.

Activation phase

Challenge:

Who would you employ to work in the new bike shop?

More challenging:

Explain your reasoning for why you would pick this candidate.

Mega Challenging:

Explain for both candidates which of their qualities fit the advertisement for an innovative and enterprising person.

VACANCY: Business Development Assistant for exciting new bike shop. Must be an innovative and enterprising person!



Candidate Ron:
10 GCSEs at A*-C
Can program computers, speaks three languages.
Hobbies: cycling and studying for Business and Law degree.

Candidate Terry:
7 GCSEs at A*-C
Has own bike review website, invented bike glow safety stickers.
Hobbies: researching latest bike trends.



Demonstration phase

Keywords:

Enterprising person: a person who is full of energy, ambition and good ideas about how to succeed. These are people who are suited to be entrepreneurs.

Enterprising characteristics: the character and personality qualities an enterprising person demonstrates.

Work skills: the skills needed in order to succeed at work.



https://www.youtube.com/watch?v=yuISg_DQH2U

What is an enterprising personality and what does it mean if you have one? Watch the clip (it's quick so we'll watch it twice) and answer the questions at your challenge level

Demonstration phase

The careers for people with enterprising personalities tend to be....

What are the eight personality traits enterprising people normally have?

What might people with this type of personality do in their careers?

What do people with a 'persuaders' personality usually like to do?

What hobbies may these type of people have and why?

Why can we call an enterprising personality a persuading personality?

Enterprising people are more likely to earn more money and reach higher positions in a company. How true is this?

Demonstration phase

	Business Link 😊
<i>Name:</i>	
<i>My skills and qualities:</i>	
<i>A bit about my personality:</i>	
<i>My relevant hobbies:</i>	
<i>My ideal workplace and role:</i>	
<i>My favourite entrepreneur and why:</i>	
<i>I think the most important qualities an entrepreneur can have are.....</i>	

Consolidation phase

Challenge: Create a 'Business Link' profile for an enterprising person, or yourself, using your template. (It's like a social media profile for job-seekers for employers to see).

More challenging: Using a partner's 'Business Link' profile, suggest a career that would suit them.

Mega challenging: After viewing three 'Business Link' profiles, explain who you would invite for a job interview at a new and growing company, who you wouldn't invite and why.

Enterprising personality	Entrepreneur

Good decision maker	Can be a bit cheeky	Can adapt a business plan to the market
Identifies opportunities	Strategic thinker	Takes calculated financial risks in the hope of financial benefit
Enjoys networking	Sees a niche in the market	Persuades people to buy things easily
Focuses on making money	Good at persuading people	Good time management skills
Creative problem solver	Risk taker	

**Business
Link** 😊

Name:

My skills and qualities:

A bit about my personality:

My relevant hobbies:

My ideal workplace and role:

My favourite entrepreneur and why:

I think the most important qualities an entrepreneur can have are.....



**Business
Link** 😊

Name:

My skills and qualities:

A bit about my personality:

My relevant hobbies:

My ideal workplace and role:

My favourite entrepreneur and why:

I think the most important qualities an entrepreneur can have are.....



Enterprising personality	Entrepreneur
Good decision maker	Enjoys networking
Identifies opportunities	Focuses on making money
Creative problem solver	Sees a niche in the market
Can be a bit cheeky	Can adapt a business plan to the market
Strategic thinker	Takes calculated financial risks in the hope of financial benefit
Good at persuading people	Persuades people to buy things easily
Risk taker	Uses initiative to see what's needed by the company
Good at persuading people	

Ethics and Values – Year 7

Lesson 2: Entrepreneurs

Learning intent: To understand the skills and qualities associated with entrepreneurs.

Connection phase

Think about the following...



List a few skills required for enterprising personalities from last lesson

- **Identify what makes a person an entrepreneur. Pick out the times the business people from our case studies have used enterprising skills.**
- **Describe the different ways the business people in our case studies have become entrepreneurs. Describe what made them so successful and any particular qualities they share.**
- **Explain any obstacles that the business people in our case studies overcame to become successful entrepreneurs.**

Activation phase

One incredibly hot summer, Tom and his friends just couldn't keep cool at school. After suffering enough, Tom decided to bring in a mini-fridge and kept it in a store cupboard in his maths classroom.

At lunchtime, Tom sneaked into the classroom, took out refreshing, cold drinks and sold them to other students for double the price he'd bought them for. Tom's maths teacher rang Tom's home when he found out and told Tom's mother, 'I'm not happy about Tom using the school's electricity, but your son seems to be a young entrepreneur...'

Questions:

Challenge: What does the word 'entrepreneur' mean?

More challenging: Give an example of someone who is an entrepreneur. Explain what makes them an entrepreneur.

Mega challenge: Is being an entrepreneur the same as being an enterprising person? Why / why not?

Demonstration phase

Keywords:

Entrepreneur: a person who sets up a business or businesses, taking on financial risks in the hope of profit.

Enterprising person: a person who is full of energy, ambition and good ideas about how to succeed. These are people who are suited to be entrepreneurs.



<https://www.youtube.com/watch?v=s6cPmBSL-OQ>

What is an enterprising personality and what does it mean if you have one? Watch the clip and answer the questions at your challenge level

Demonstration phase

Challenging

1. Name THREE of the qualities of an entrepreneur, according to the video.
2. What is the difference between an entrepreneur and an employee?
3. Why is it important to get support along the way?

More Challenging

1. What are the top qualities of an entrepreneur, in YOUR opinion? List at least three points and explain why they are so important.
2. How could a budding entrepreneur build networks? List several ways.
3. What are the potential obstacles that a budding entrepreneur could face? How could these be overcome? Explain your answer fully.

Mega Challenging

1. To what extent do you think it is possible to develop the skills of an entrepreneur? Or do you have to be born that way? Explain your answer fully.

Demonstration phase

Read the information posters about some of the world's most famous entrepreneurs. Collect information from the different posters and fill in your sheet, ensuring you complete the work at your challenge levels.

**Challenge: What has this person done to be an entrepreneur?
When have they used enterprising skills?**

More challenging: What skills and qualities have made this person successful? Which do they share with the other case studies?

Mega challenging: How has the person in the case study overcome obstacles in order to be a successful entrepreneur?

Case Studies:	What has this person done to be an entrepreneur? When have they used enterprising skills?	What skills and qualities have made this person successful? Which do they share with the other case studies?	How has the person in the case study overcome obstacles in order to be a successful entrepreneur?



[https://www.proprofs.com/
quiz-
school/story.php?title=are-
you-enterprising-person_1](https://www.proprofs.com/quiz-school/story.php?title=are-you-enterprising-person_1)

- **Richard Branson**, born in Surrey in 1950, had a hard time at school as he is dyslexic. It may be this early challenge which taught him that he could overcome adversity and succeed, as soon after dropping out of school he started a youth culture magazine which made thousands of pounds through selling advertising space.
- Using profits from his magazine, Branson soon set up a record company, called Virgin Records. He opened up a successful shop in London and soon a recording studio. After attracting big names such as Mike Oldfield, The Rolling Stones and The Sex Pistols, pretty soon Richard Branson became a very rich man. He could have stopped there. However, Branson had the entrepreneurial bug and couldn't keep still for long. His energy and ambition meant he wanted to expand into new areas.
- Branson started a travel group including Virgin Atlantic Airlines and a chain of Virgin Megastores, however, after in 1992 Virgin was struggling financially. Branson had to sell his record business to EMI (a rival company) and he felt crushed.
- As a typical entrepreneur however, Branson bounced back and founded V2, a new record company, and signed Tom Jones. Branson's travel company also did very well and today he finds himself even exploring the potential of space travel through Virgin Galactic voyages.
- **Anita Roddick** had no idea what a huge success The Body Shop would be when she opened her first small shop in 1976. She just wanted to be able to provide for herself and her daughters whilst her husband was working away. When her husband returned a few years later, she had a chain of 700 shops throughout the UK.
- In a magazine interview in 1993 Roddick spoke of her success:
 - *'The original Body Shop was a series of brilliant accidents. It had a great smell, it had a funky name. It was positioned between two funeral parlours—that always caused controversy. It was incredibly sensuous. It was 1976, the year of the heat wave, so there was a lot of flesh around. We knew about storytelling then, so all the products had stories. We recycled everything, not because we were environmentally friendly, but because we didn't have enough bottles. It was a good idea. What was unique about it, with no intent at all, no marketing nous, was that it translated across cultures, across geographical barriers and social structures. It wasn't a sophisticated plan, it just happened like that'*
- The body shop became well known for being environmentally friendly and against animal testing. However, when Roddick sold her company to L'Oreal, who do do some animal testing, she came under a lot of criticism. Roddick said she was going to stay on and try to change L'Oreal to give up animal testing.
- When she died in 2007, as Dame Anita Roddick, she left all of her £51 million fortune to charity.



- **Zoe Sugg** started her fashion and beauty blog 'Zoella' in 2009 and by the end of the year she had so many followers she had turned it into a successful Youtube channel. Her followers increased into the millions and it soon became a full-time job, replacing her job and New Look and enabling her to move to New York.
- At 24, Zoella now has 7.5 million subscribers and a second channel with yet more. She has not only published a book about her success but also launched her own product range, netting her thousands over the years and enabling her to buy a £1 million mansion in Brighton.
- Zoe says her success is down to working hard and always reading and researching. 'Ever since I was little I've had my nose in a book' she commented in a recent interview.
- It's not all been easy for Zoe though, as with many online successes she's had her fair share of run-ins with trolls who have been unable to stand her mass success at such a young age and so aimed their criticisms at her in often cruel ways. Speaking recently Zoe said:
- *"Unfortunately, it's an experience I know about all too well, having gone through it myself in recent years, I've had comments about being too skinny and that I pretend to suffer from anxiety to boost my subscriber figures. I try not to take the negative comments personally by focusing on all the lovely, positive things that people write instead."*



Shawn Corey Carter, usually known as **Jay-Z**, is a perfect example of an enterprising person turned entrepreneur. After growing up in a poor neighbourhood and dropping out of school at 14, it seemed for a while like Carter would not be a success. However, after getting caught up in drug dealing and criminal activity, he decided to use his skills and qualities that he had previously used for hustling into a legitimate successful business.

- Carter had always done some rapping as Jay-Z, even when he was a criminal but had always seen it as a bit of fun rather than a serious business. Then he started thinking – if I could put all my energy and ambition into shifting CDs the way I've been shifting drugs, I could become a legal success and never have to worry about the way I make my money. So that's exactly what he did.
- Jay-Z started up Roc Nation, before being made CEO of Def-Jam records. He signed Kanye-West amongst other big names and is now one of the world's richest men. Jay-Z is friends with Barack Obama and married to Beyonce. Not bad for a child from a single parent family from Brooklyn.



Case Studies:	What has this person done to be an entrepreneur? When have they used enterprising skills?	What skills and qualities have made this person successful? Which do they share with the other case studies?	How has the person in the case study overcome obstacles <u>in order to</u> be a successful entrepreneur?

Ethics and Values – Year 7

Lesson 3: Literacy and Numeracy

Learning intent: To understand why both literacy and numeracy skills are important

Connection phase

Think about the following...



If they could give people in our class one piece of advice on being a young entrepreneur, what do you think it would be?

- **Describe** what literacy and numeracy skills are and how we use them.
- **Engage** in activities to identify and assess different contexts for using literacy and numeracy skills.
- **Become** confident in working together in order to reflect on how we use literacy and numeracy skills

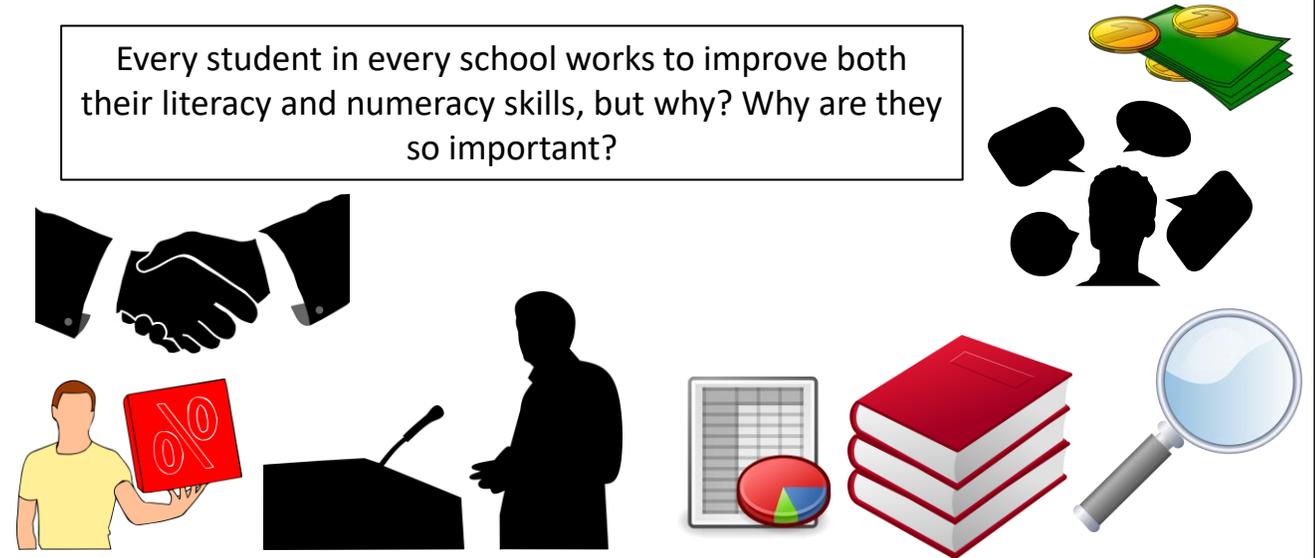
Activation phase

Look at the pictures, they represent literacy and numeracy skills.
Challenge: What do 'literacy' and 'numeracy' mean?

More challenging: What different skills are involved in literacy and numeracy?

Mega challenge: How might your literacy and numeracy skills be important in your future workplace? Explain specific examples.

Every student in every school works to improve both their literacy and numeracy skills, but why? Why are they so important?



New Information



A lot of people think Literacy just means 'reading', but it also includes:

- Analysing
- Interpreting
- Understanding
- Evaluating
- Inferring and implying meaning
- Expressing thoughts, opinions and emotions
- Presenting ideas and opinions
- Interacting with others both inside and outside of the classroom
- Using and modifying language for different purposes, audiences and contexts

A lot of people think Numeracy just means 'adding up', but it also includes:

- Interpreting data, charts and diagrams
- Processing information
- Solving problems
- Checking answers
- Understanding and explaining solutions
- Make important decisions based on logical thinking and reasoning

As you have probably already been thinking about, all of these skills are absolutely crucial in almost every job or workplace you can think of.

Demonstration phase

On your worksheet you have three workplace scenarios. Use the lists of literacy and numeracy skills to complete the following:

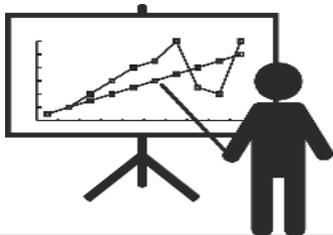
Which literacy and numeracy skills are you going to be using in each scenario?

Why do you think you will need to use those literacy and numeracy skills in each scenario?

Out of the skills listed, which do you think are likely to be the most important in any workplace scenario? Why did you choose those?



https://www.proprofs.com/quiz-school/story.php?title=are-you-enterprising-person_1



Demonstration phase

Reflecting on our own Literacy and Numeracy Skills



Literacy Skills	How do use these skills in the classroom and your life right now?	Numeracy Skills	How do use these skills in the classroom and your life right now?
<ul style="list-style-type: none"> Analyzing 	<i>We look at different texts in English and analyse how a writer uses different language features</i>	<ul style="list-style-type: none"> Interpreting data, charts and diagrams 	
<ul style="list-style-type: none"> Interpreting 		<ul style="list-style-type: none"> Processing information 	
<ul style="list-style-type: none"> Understanding 		<ul style="list-style-type: none"> Solving problems 	
<ul style="list-style-type: none"> Evaluating 		<ul style="list-style-type: none"> Checking answers 	
<ul style="list-style-type: none"> Inferring and implying meaning 		<ul style="list-style-type: none"> Understanding and explaining solutions 	
<ul style="list-style-type: none"> Expressing thoughts, opinions and emotions 		<ul style="list-style-type: none"> Make important decisions based on logical thinking and reasoning 	
<ul style="list-style-type: none"> Presenting ideas and opinions 		Any other skills you think you use:	
<ul style="list-style-type: none"> Interacting with others both inside and outside of the classroom 			
<ul style="list-style-type: none"> Using and modifying language for different purposes, audiences and contexts 			

Consolidation phase

“Literacy and numeracy is not important for my future...”

What do you think of this statement? Do you agree or disagree? Why?

Literacy and numeracy Skills in 'Real Life'

A lot of people think Literacy just means 'reading', but it also includes:

- Analysing
- Interpreting
- Understanding
- Evaluating
- Inferring and implying meaning
- Expressing thoughts, opinions and emotions
- Presenting ideas and opinions
- Interacting with others both inside and outside of the classroom
- Using and modifying language for different purposes, audiences and contexts

A lot of people think Numeracy just means 'adding up', but it also includes:

- Interpreting data, charts and diagrams
- Processing information
- Solving problems
- Checking answers
- Understanding and explaining solutions
- Make important decisions based on logical thinking and reasoning

•Your manager has asked you to create a presentation on the big project you have been working on over the past few months. The people at the meeting will not know all the specifics of the project like you do, so you'll need to make it clear, relevant and easy-to-understand.

What literacy and numeracy skills would you need to use in this scenario?

•You are a business owner. You need to complete your tax return so you can pay the right amount of taxes. You must complete complex online forms and provide evidence of your accounts with your form.

What literacy and numeracy skills would you need to use in this scenario?

•A loyal customer has written a letter of complaint to your place of work after feeling let down by the customer service on offer. You have been asked to write back to the customer.

What literacy and numeracy skills would you need to use in this scenario?

Reflecting on our own Literacy and Numeracy Skills



Literacy Skills	How do use these skills in the classroom and your life right now?	Numeracy Skills	How do use these skills in the classroom and your life right now?
Analysing	<i>We look at different texts in English and analyse how a writer uses different language features</i>	Interpreting data, charts and diagrams	
Interpreting		Processing information	
Understanding		Solving problems	
Evaluating		Checking answers	
Inferring and implying meaning		Understanding and explaining solutions	
Expressing thoughts, opinions and emotions		Make important decisions based on logical thinking and reasoning	

Ethics and Values – Year 7

Lesson 4: Digital Footprint

Learning intent: To understand why your digital footprint is important

Connection phase

How important is numeracy?



<https://www.youtube.com/watch?v=Q3GanzFA9cM>

- Identify how we can take steps to manage our digital footprints, the types of content we would not want future employers to see and describe what the digital footprint of celebrities has revealed about them, even when deleted.
- Describe in detail how you will take each steps to manage your digital footprint and how we can take measures to prevent a negative digital footprint by creating a three-step rule before posting.
- Explain the impact a negative digital footprint can have on our future career and relationship prospects as well as how you can take immediate measures to prevent a negative digital footprint

Activation phase

What is happening in this scenario?

What do you think is meant by the term 'digital footprint'?

Can you think of three ways our digital footprint we create now could impact on our later lives?



Demonstration phase

Keywords:

Digital Footprint – the information about a particular person that exists on the Internet as a result of their online activity.



https://www.youtube.com/watch?v=o8C1a2z_cuQ

Demonstration phase

Challenging

1. Why was it a problem that the students were able to find out so much about Meghan, including her photographs?
2. Brian didn't post photos of himself, but they still appeared online. How did this happen?
3. Name THREE strategies for protecting your digital footprint.

More Challenging

1. If Meghan had set all her social media settings to private, why is so much information about her still available? Suggest several reasons.
2. In what ways do you relinquish control by having 1,000 friends on social media? Explain your answer fully.
3. What are the pros and cons of removing your social media profiles?

Demonstration Phase

Main Activity

Managing my digital footprint.

It may be too late for Matthew at his job interview, but it is by no means too late for you to manage your digital footprint. Employers are not supposed to search for potential employee's online history's, but they do – and for good reason. They need to know you are someone they can rely on, who isn't going to bring their workforce into disrepute.

Challenge: Around your mind map with a partner, identify five pieces of information or things about a person they might not want a future employer/partner to see.

More challenging: For each point explain why and give one preventative measure.



How can I
manage my
digital
footprint?

I could delete social media accounts I no longer use and delete any embarrassing photos I've uploaded before anyone shares them.

Demonstration phase



I could delete social media accounts I no longer use and delete any embarrassing photos I've uploaded before anyone shares them.

Consolidation phase

"Protecting your digital footprint is easy - just stop using your real name online."

What do you think of this statement? Do you agree or disagree? Why?

DART Activity Digital Footprint

What is a digital footprint?

A 'digital footprint' is the trail of data and information that you create when using the internet. You create a digital footprint with every website that you visit, every email you send and every time you enter information online.

There are two main categories of digital footprint: active and passive. A passive digital footprint is the trail of information that you leave online without intending to. For example, when you visit a website, a web server may log your IP address, which means that your location is recorded. Another example is when you use a search engine to search for information online: many search engines record your previous searches, which means they have a record of things you've searched for previously (your search history).

An active digital footprint is the trail of information that you intentionally create. For example, when you send an email, you are expecting someone else to see it, and maybe save, print, or share it. Creating and sharing content on social media such as Twitter, Facebook and Instagram is also part of your active digital footprint, since you intend the information to be seen and potentially shared. Making and uploading videos on sites like YouTube is another example of an active digital footprint, as is 'liking' videos and posts, subscribing to channels and 'following' people or pages online.

Everybody who uses the internet has a digital footprint of some kind, but it is worth considering what kind of a trail you're leaving, in both your active and passive footprint.

Why do I need to think about my digital footprint?

The information that you create and share can be traced by others who wish to find out more about you. This may be a potential employer who wants to make sure that you are respectable before they offer you a job. It may be a potential friend or love interest who wants to make sure that you are not dangerous before getting to know you further. It may be a hacker who wants to steal your information and identity for criminal reasons.

Potential employers, friends and partners may use social media to see your active footprint. They may also carry out google searches on you in order to see if you appear in any of the main search results. Hackers may use a combination of your active and passive footprints to gain the data that they want.

Another reason that you need to consider your digital footprint is that once digital data has been shared online, there is no guaranteed way of removing from the internet. This means that, even if you decide to take down a video or post that you've made, you can't get rid of it completely unless you know everyone else who has shared or saved it and made them delete it too. This is often impossible to do, especially with content that has gone viral. Even on social media platforms like Snapchat, where messages are supposed to disappear after a short time, there are ways of working around this feature, e.g. screenshots, which allow users to retain the messages they want to save.

Sharing information about yourself online can also be dangerous for your own safety. For example, if you have been in an abusive relationship, you would not want your abuser to be able to locate you, for safety reasons.

What should I do about my digital footprint?

There are some steps you can take to ensure that your digital footprint doesn't bring you unwanted consequences. These include:

Search your name online. If you're unhappy with the information that you see, you can contact the relevant websites and ask them to remove the information about you. If your social media profile is listed in the search, you can alter your privacy settings on the social media sites.

Consider what you are posting. This may sound obvious, but any posts you make in public are potentially there forever. Consider whether what you're posting is mean, offensive, likely to get you into trouble, illegal, or likely to make you very embarrassed when you're older. Only post what you would be happy for others to post about you, or what you'd be happy for others to know about you for the rest of your life.

Check the security and privacy settings of what you're using. For example, don't enter any important personal information (such as address, phone number or bank details) into a website that isn't secure. Look for a secure website with an EV (extended validation) certificate – you can see this by looking for a padlock icon next to the address in the address bar. If the website has an EV certificate, the address bar (or part of the address itself) should be green.

Deactivate old accounts such as email addresses that you don't use any more, old bank accounts or social media profiles that you're no longer actively using. This way, you minimise the chances of them being hacked into and taken over for criminal activity.

Questions:

1. What is digital footprint?
2. How can you create a digital footprint?
3. What are the two main categories of digital footprint?
4. Summarises the two main categories of digital footprint
5. Why do you need to think about your digital footprint?
6. Give an example of how sharing information about yourself online can also be dangerous
7. What steps can you take to ensure your digital footprint does not bring unwanted consequences?

Ethics and Values – Year 7

Lesson 5: Online Safety

Learning intent: To understand what grooming is and recognise the warning signs

Connection phase

Discuss



Have you made any changes to protect your digital footprint?

- Correctly identify the different ways an online groomer will try to exploit someone
- Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else
- Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be

Activation phase



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Do u like Liddle Mix? 😊
Yeh went 2C them last yr lol

Knew ud be a fan! U buy a t-shirt?
Yeh got 3! 😊

U wearin it now?
Nah

Wht r u wearin now?

Kiera has been chatting to Aiden online for a few weeks now. He likes all the same music she does. Aiden also seems to like asking Kiera lots of questions about herself.

Should Kiera reply to Aiden's latest message? Why/why not?
How does Kiera know who Aiden really is?

Demonstration phase

Keywords:

Groomer/online predator – a groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way

<https://www.youtube.com/watch?v=IUjwHPah72o>

<https://www.youtube.com/watch?v=Q2kU3gXF8f4>



Demonstration phase

Challenging

**How old did each groomer seem from the profile and messages?
What impression did Sarah have of the groomer after chatting to him?**

Is it easy or hard for groomers to chat to young people?

More Challenging

How did the groomer originally win Sarah's trust?

Why did the groomer seem younger on his profile?

What did the groomer have planned for Sarah? Think what he had in his hand and why that might be?

Demonstration phase

On your worksheet there are some different things you should always look out for when speaking to people online

Match up the 'warning signs of an online groomer' and 'what this means'

Warning signs of an online groomer	What this means	Why they do this
1. Receiving or sending personal pictures	A. Saying things like: 'you're the cutest girl ever' or 'you're the hottest boy ever'	
2. Inappropriate or sexual chat	B. Saying their webcam is broken, but asking you to use yours anyway	
3. Saying flattering things	C. Talking about subjects that make you feel uncomfortable, referring to private parts of your body or sexual acts	
4. Sudden change of mood	D. Telling you not to tell anyone about the conversation you've had together	
5. Private online chat	E. Sending you pictures which you might not have asked for and asking for some of you in return	
6. Asking you to keep things secret or make things secret	F. Keeping out of group conversations	
7. They can see you, but you can't see them	G. If you don't do what they ask for, they might appear angry or eventually stop contacting you	

Consolidation phase

Write two things you have learnt today and one question you still have
