

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Work from a brief, test your choices and communicate limits.

About 55 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Prepare a project handover - page 2
2. Pitch an idea with evidence - page 4
3. Check a weighted decision - page 6
4. Design a small test suite - page 8
5. Plan human review for an AI workflow - page 10
6. Coordinate a team with clear handoffs - page 12

A useful learning routine

Read the goal and example. Follow the four steps. Try the three questions. Make the project, explain your choices and reflect. Spend roughly half the session making and explaining.

Name or classroom nickname: _____ Start date: _____

Learning partner: _____

Print A4 portrait at 100% or Actual size. These are paper workbooks, not fillable forms. Learner questions and teacher answers are in separate documents. Version: 12 October 2026.

EXPERIENCE 1 / DIGITAL CONFIDENCE

Prepare a project handover

Make a project understandable to its next maintainer. | About 55 minutes

A handover combines files, setup instructions, checks, known limits and ownership. It should allow another person to continue without guessing.

Worked example: A fictional club website handover lists the source folder, preview steps, accessibility checks and a broken link still needing repair.

Follow the steps

1. Package: Identify the source and final outputs.
2. Explain: Write setup and repeatable verification steps.
3. Disclose: List known limitations and unfinished tasks.
4. Trial: Ask a reviewer to follow the handover.

Try these exercises

1. Which handover statement is most useful?

A. Ask someone else | B. Everything is perfect | C. One link is broken; location and next step are listed

Answer: _____

2. Which evidence would best show this skill?

A. Identify essential files and explain or demonstrate it | B. Say it is finished without checking | C. Copy an unrelated answer

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Trial | B. Disclose | C. Explain | D. Package

Answer: _____

EXPERIENCE 1 / CREATE, EXPLAIN AND REFLECT

Prepare a project handover

Prepare a handover for a school project with a setup checklist and a clearly labelled known-issues section.

Worked example reference - explain it, then try your own project

STEP 1

Package

STEP 2

Explain

STEP 3

Disclose

STEP 4

Trial

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Identify essential files
- ☐ Provide repeatable checks
- ☐ Disclose unresolved work

What did I learn, change or need help with?

Next challenge: Revise the guide after a reviewer tries it.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 2 / CREATE AND COMMUNICATE

Pitch an idea with evidence

Present a proposal that connects need, plan, evidence and trade-offs. | About 55 minutes

A pitch helps an audience decide what to do next. A convincing story still needs evidence and realistic limits.

Worked example: A fictional book-swap proposal describes the need, a small pilot, an inventory plan and a check before expansion.

Follow the steps

1. Need: Define who the proposal serves.
2. Plan: Show the smallest useful pilot.
3. Evidence: Explain what supports the idea and what is unknown.
4. Ask: Request a specific next decision or feedback.

Try these exercises

1. What is a useful final request?

A. Approve everything forever | B. Review a small pilot with stated success criteria | C. Ignore all risks

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. Define audience and need and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Ask | B. Evidence | C. Plan | D. Need

Answer: _____

EXPERIENCE 2 / CREATE, EXPLAIN AND REFLECT

Pitch an idea with evidence

Prepare a two-minute pitch for a small school project. Include one cost or time trade-off and one question for reviewers.

Worked example reference - explain it, then try your own project

STEP 1

Need

STEP 2

Plan

STEP 3

Evidence

STEP 4

Ask

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Define audience and need
- ☐ Support claims without exaggeration
- ☐ Ask for a clear next step

What did I learn, change or need help with?

Next challenge: Revise the pitch after two contrasting comments.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 3 / DATA AND DECISIONS

Check a weighted decision

Calculate a weighted score and examine the chosen weights. | About 55 minutes

Weights encode priorities; they are not objective truth. Use the same 1-5 scale: higher is better for both access and affordability. Test how a changed weight affects the choice.

Worked example: Option A scores 4 for access and 2 for affordability; weights are 60% and 40%.
Weighted score = $4 \times 0.6 + 2 \times 0.4 = 3.2$.

Follow the steps

1. Read: Read the labels and values: Access: 4, Affordability: 2.
2. Represent: Compare the bars on a scale that starts at zero.
3. Calculate: Work through the calculation in the example; result: 3.2.
4. Interpret: Explain what the result means and what it does not establish.

Try these exercises

1. What is the weighted score for the given example?

A. 5.2 | B. 2.2 | C. 3.2

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Use the supplied values accurately and explain or demonstrate it | C. Say it is finished without checking

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Interpret | B. Calculate | C. Represent | D. Read

Answer: _____

EXPERIENCE 3 / CREATE, EXPLAIN AND REFLECT

Check a weighted decision

Compare A (4,2) and B (3,4) at weights 60/40. Repeat with 80/20 and explain why the preferred option can change.

Worked example reference - explain it, then try your own project

Access		4
Affordability		2

Equal scale starts at 0; maximum 5. Fictional values.

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Use the supplied values accurately
- ☐ Show a calculation or count with its meaning
- ☐ State a fair comparison or limitation

What did I learn, change or need help with?

Next challenge: State whose priorities the weights represent.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 4 / COMPUTATIONAL THINKING

Design a small test suite

Select tests that exercise different behaviors. | About 55 minutes

A useful test suite includes normal, boundary and invalid cases with expected outputs. Passing a few tests does not prove the absence of bugs.

Worked example: For a count validator accepting whole numbers 0-20, test 7 (valid), 0 and 20 (boundaries), and 21 or 2.5 (invalid).

Follow the steps

1. Specify: Write the whole-number 0-20 rule.
2. Normal: 7 should be accepted.
3. Boundary: 0 and 20 should be accepted.
4. Invalid: 21 and 2.5 should be rejected.

Try these exercises

1. Which set covers both boundaries?

A. 21 and 22 | B. 7 and 8 | C. 0 and 20

Answer: _____

2. Which evidence would best show this skill?

A. Derive tests from the specification and explain or demonstrate it | B. Say it is finished without checking | C. Copy an unrelated answer

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Invalid | B. Boundary | C. Normal | D. Specify

Answer: _____

EXPERIENCE 4 / CREATE, EXPLAIN AND REFLECT

Design a small test suite

Create a test table for the validator with expected and observed outputs, marking unrun tests clearly.

Worked example reference - explain it, then try your own project

STEP 1
Specify

STEP 2
Normal

STEP 3
Boundary

STEP 4
Invalid

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Derive tests from the specification
- ☐ Include valid and invalid cases
- ☐ Distinguish planned tests from executed tests

What did I learn, change or need help with?

Next challenge: Add a test for missing input.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Plan human review for an AI workflow

Assign responsibility for checks and escalation. | About 55 minutes

A human reviewer needs time, relevant information and authority to reject an output. A nominal approval button is not enough oversight.

Worked example: A fictional club assistant drafts notices. A person checks dates, facts, tone and privacy before any notice is shared.

Follow the steps

1. Scope: Limit the assistant to draft suggestions.
2. Check: Assign factual, privacy and audience checks.
3. Escalate: Stop uncertain or harmful outputs for a suitable adult.
4. Record: Note the decision and needed correction.

Try these exercises

1. What makes human review meaningful?

A. Automatic approval | B. Enough information and authority to reject output | C. Only a decorative signature

Answer: _____

2. Which evidence would best show this skill?

A. Say it is finished without checking | B. Copy an unrelated answer | C. State the system limit and explain or demonstrate it

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Record | B. Escalate | C. Check | D. Scope

Answer: _____

EXPERIENCE 5 / CREATE, EXPLAIN AND REFLECT

Plan human review for an AI workflow

Design a review checklist and escalation flow for the fictional drafting assistant. Use no live messages.

Worked example reference - explain it, then try your own project

STEP 1
Scope

STEP 2
Check

STEP 3
Escalate

STEP 4
Record

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ State the system limit
- ☐ Give reviewers meaningful checks
- ☐ Define a stop or escalation condition

What did I learn, change or need help with?

Next challenge: Identify a task that should remain outside the proposed automation.

These ticks are a self-review. Ask an adult or partner to review what you can show.

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Coordinate a team with clear handoffs

Define roles, dependencies and acceptance checks. | About 55 minutes

A handoff should say what is ready, who receives it and how they check it. Responsibility needs a named role and a clear scope.

Worked example: A fictional exhibition team hands a poster to the reviewer with source notes and a checklist before printing.

Follow the steps

1. Assign: Define creator, reviewer and organiser roles.
2. Depend: Show what each role needs from the previous one.
3. Check: Write acceptance criteria for each handoff.
4. Resolve: Agree how blockers and disagreements are raised.

Try these exercises

1. What makes a handoff actionable?

A. Providing the work, receiver and acceptance checks | B. Changing roles without telling anyone | C. Just saying done

Answer: _____

2. Which evidence would best show this skill?

A. Copy an unrelated answer | B. Assign clear responsibilities and explain or demonstrate it | C. Say it is finished without checking

Answer: _____

3. Put the worked-example steps in order.

Write the letters in order. A. Resolve | B. Check | C. Depend | D. Assign

Answer: _____

EXPERIENCE 6 / CREATE, EXPLAIN AND REFLECT

Coordinate a team with clear handoffs

Draw a team workflow with three roles, handoff criteria and a respectful escalation route.

Worked example reference - explain it, then try your own project

STEP 1
Assign

STEP 2
Depend

STEP 3
Check

STEP 4
Resolve

My notes, drawing or dictated explanation (attach another sheet if needed):

Review your evidence

- ☐ Assign clear responsibilities
- ☐ Check handoff readiness
- ☐ Plan for a blocked task

What did I learn, change or need help with?

Next challenge: Test the workflow using a missing-source-note scenario.

These ticks are a self-review. Ask an adult or partner to review what you can show.

KEEP THE LEARNING GOING

Explain your next step

Choose one work sample. Explain an improvement you made, the evidence you used and where you could use the skill next.

Support and safe practice

Use fictional examples and approved tools. Ask an adult for help with instructions and classroom materials. No public posting, live AI account, purchase or personal information is needed.

Online companion

<https://www.heliolearn.com/skills/grade-11/>

Use the web pages for controllable animations and automatic exercise feedback. New practice-space notes stay in the browser and do not sync to school accounts. Download notes before changing devices. Help: <https://www.heliolearn.com/skills/help/>

Curriculum context

Original enrichment activities with an editorial grade progression. These are not a complete examination-board syllabus or formally endorsed by the organisations below.

ISTE student standards: broad digital-learning context

<https://iste.org/standards/students>

UNICEF: transferable skills across childhood and adolescence

<https://www.unicef.org/lac/en/transferable-skills-development>

UNESCO: student AI competencies

<https://www.unesco.org/en/articles/ai-competency-framework-students>