
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
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3. Check a weighted decision - page 4
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5. Plan human review for an AI workflow - page 6
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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.

Review levels: with support / independently / applied to a new task. Accept spoken or drawn evidence when it demonstrates the skill. A practice score or self-review is not a certificate.

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

Answers and reasons

1. C. One link is broken; location and next step are listed

Specific limitations help the next person act.

2. A. Identify essential files and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Package → Explain → Disclose → Trial

The example follows: Package → Explain → Disclose → Trial. Explain what each step does.

Project evidence

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

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

Teaching guidance

Do not include credentials, private datasets or access tokens.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Revise the guide after a reviewer tries it.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Pitch an idea with evidence

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

Answers and reasons

1. B. Review a small pilot with stated success criteria

A bounded next step makes the proposal reviewable.

2. C. Define audience and need and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Need → Plan → Evidence → Ask

The example follows: Need → Plan → Evidence → Ask. Explain what each step does.

Project evidence

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

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

Teaching guidance

Use pretend budgets; do not seek money or publish personal information.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Revise the pitch after two contrasting comments.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Check a weighted decision

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

Answers and reasons

1. C. 3.2

Use the given numbers: the answer is 3.2. Explain your counting or calculation.

2. B. Use the supplied values accurately and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Read → Represent → Calculate → Interpret

The example follows: Read → Represent → Calculate → Interpret. Explain what each step does.

Project evidence

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

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

Teaching guidance

Ask the learner to show intermediate work. Use fictional data; no real pupil records are needed.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

State whose priorities the weights represent.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Design a small test suite

Select tests that exercise different behaviors. | About 55 minutes

Answers and reasons

1. C. 0 and 20

Zero and twenty are the exact valid limits.

2. A. Derive tests from the specification and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Specify → Normal → Boundary → Invalid

The example follows: Specify → Normal → Boundary → Invalid. Explain what each step does.

Project evidence

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

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

Teaching guidance

Trace before testing. These are learning models and pseudocode, not instructions to run arbitrary downloaded code.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Add a test for missing input.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Plan human review for an AI workflow

Assign responsibility for checks and escalation. | About 55 minutes

Answers and reasons

1. B. Enough information and authority to reject output

The reviewer must be able to understand and change the decision.

2. C. State the system limit and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Scope → Check → Escalate → Record

The example follows: Scope → Check → Escalate → Record. Explain what each step does.

Project evidence

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

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

Teaching guidance

Do not automate consequential judgments about real learners.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Identify a task that should remain outside the proposed automation.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Coordinate a team with clear handoffs

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

Answers and reasons

1. A. Providing the work, receiver and acceptance checks

The receiver needs enough information to verify readiness.

2. B. Assign clear responsibilities and explain or demonstrate it

Show the actual work or action described by the lesson criterion. An adult or partner can review it.

3. D → C → B → A: Assign → Depend → Check → Resolve

The example follows: Assign → Depend → Check → Resolve. Explain what each step does.

Project evidence

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

☐ Assign clear responsibilities

☐ Check handoff readiness

☐ Plan for a blocked task

Teaching guidance

Use roles or fictional names instead of personal contact details.

Model one step, invite the learner to try the next, then ask for an explanation. Give feedback on the evidence rather than speed.

Transfer challenge

Test the workflow using a missing-source-note scenario.

Review: with support / independently / transfer

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>