
SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Produce a reviewable portfolio with evidence and next steps.

About 60 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Build an evidence-led portfolio - page 2
2. Defend and revise a recommendation - page 3
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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

Build an evidence-led portfolio

Present a project with traceable evidence and realistic claims. | About 60 minutes

Answers and reasons

1. B. It passed this stated test under these conditions

A test supports a bounded statement about the conditions tested.

2. C. State your contribution honestly 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: Select → Trace → Qualify → Reflect

The example follows: Select → Trace → Qualify → Reflect. Explain what each step does.

Project evidence

Create a portfolio case study using fictional or permission-cleared work. Ask someone to trace one claim to evidence.

☐ State your contribution honestly

☐ Support claims with evidence

☐ Name limits and a next step

Teaching guidance

Avoid career guarantees; assess clarity, evidence and reflection.

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

Apply your evidence format to a different subject.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Defend and revise a recommendation

Respond to scrutiny and revise a recommendation transparently. | About 60 minutes

Answers and reasons

1. A. Revise the plan and explain why

A responsible recommendation responds to the evidence and the people affected.

2. B. Compare credible alternatives 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: Recommend → Challenge → Revise → Document

The example follows: Recommend → Challenge → Revise → Document. Explain what each step does.

Project evidence

Write a one-page decision memo comparing two ways to organise an event. Ask a reviewer to challenge one assumption.

- ☐ Compare credible alternatives
- ☐ Respond to evidence respectfully
- ☐ Record the reason for a revision

Teaching guidance

Evaluate evidence and inclusion, not presentation polish alone.

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

Adapt the memo to another community problem.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Audit a headline metric

Trace a rate to its definition and raw counts. | About 60 minutes

Answers and reasons

1. B. 84

Use the given numbers: the answer is 84. Explain your counting or calculation.

2. A. 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

Write a metric note with definition, counts, exclusions, calculation and limitation. Explain what a reviewer needs to reproduce it.

- ☐ 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

Propose a second metric that catches a weakness of the first.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Review an algorithm with an invariant

Use a maintained property to explain a loop. | About 60 minutes

Answers and reasons

1. A. The sum of the first k items

It connects the accumulator to exactly the processed prefix.

2. C. State the property precisely 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 $\rightarrow$ C $\rightarrow$ B $\rightarrow$ A: Initialise $\rightarrow$ Maintain 1 $\rightarrow$ Maintain 2 $\rightarrow$ Terminate

The example follows: Initialise $\rightarrow$ Maintain 1 $\rightarrow$ Maintain 2 $\rightarrow$ Terminate. Explain what each step does.

Project evidence

Explain initialisation, maintenance and termination for the example. Add assumptions about numeric inputs.

- ☐ State the property precisely
- ☐ Explain why each update preserves it
- ☐ Connect termination to the desired result

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

Adapt the reasoning to counting matching items.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Evaluate whether AI is appropriate

Compare a tool against a simpler alternative and its risks. | About 60 minutes

Answers and reasons

1. C. When it meets the need more transparently

Use the simplest suitable approach when it satisfies the goal and is easier to verify.

2. B. Compare a non-AI alternative 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: Define → Compare → Evaluate → Decide

The example follows: Define → Compare → Evaluate → Decide. Explain what each step does.

Project evidence

Write a short AI-use decision record with alternatives, evaluation evidence, limits and a reasoned recommendation.

- ☐ Compare a non-AI alternative
- ☐ Consider affected people and error consequences
- ☐ Set a review or stop condition

Teaching guidance

Treat this as critical evaluation; no commercial or account commitment is required.

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

Describe evidence that would make you revise the recommendation.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Deliver a capstone with a learning plan

Connect a problem, method, evidence and future learning. | About 60 minutes

Answers and reasons

1. C. Method, evidence, limitations and next steps

The record should let others understand and assess the work.

2. A. Connect choices to the problem 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: Frame → Build → Evaluate → Transfer

The example follows: Frame → Build → Evaluate → Transfer. Explain what each step does.

Project evidence

Choose a small fictional school problem. Produce a brief, prototype, test record, review memo and reflection; label untested parts.

- ☐ Connect choices to the problem
- ☐ Support claims with reviewable evidence
- ☐ Plan a realistic next skill to develop

Teaching guidance

Review process and evidence. Do not promise employment, certification or real-world approval.

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

Apply one learned method to a new problem.

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-12/>

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>