

SIX EXPERIENCES / SUGGESTED SIX-WEEK PATHWAY

Skills to use, explain and grow

Record your method so another learner can repeat it.

About 45 minutes per experience. Use one experience each week, or split it into shorter sessions. Grade labels are flexible starting points.

Your course map

1. Manage roles in shared work - page 2
2. Summarise and credit sources - page 3
3. Use the median thoughtfully - page 4
4. Trace a function - page 5
5. Compare independent evidence - page 6
6. Define success before testing - page 7

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

Manage roles in shared work

Plan viewer, commenter and editor roles for a project. | About 45 minutes

Answers and reasons

1. A. Commenter

Commenting supports review without granting unrestricted editing.

2. B. Match role to task 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: List → Match → Review → Close

The example follows: List → Match → Review → Close. Explain what each step does.

Project evidence

Draw a permissions matrix for a fictional team document. Explain one risk of giving everyone editing rights.

- ☐ Match role to task
- ☐ Avoid unnecessary public access
- ☐ Include a review point

Teaching guidance

Use a paper simulation; actual sharing changes need owner or teacher 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 your matrix to a group presentation.

Review: with support / independently / transfer

EXPERIENCE 2 / CREATE AND COMMUNICATE

Summarise and credit sources

Separate your wording from borrowed information. | About 45 minutes

Answers and reasons

1. C. Preserving the main idea with appropriate credit

A summary compresses meaning without disguising copying.

2. A. Keep the source meaning 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 → Restate → Credit → Compare

The example follows: Read → Restate → Credit → Compare. Explain what each step does.

Project evidence

Summarise the supplied fictional club record and add a source note. Explain which details you omitted.

- ☐ Keep the source meaning
- ☐ Use your own wording
- ☐ Provide a traceable source note

Teaching guidance

Use the fictional source card or a teacher-approved short text.

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

Compare two summaries for a change in meaning.

Review: with support / independently / transfer

EXPERIENCE 3 / DATA AND DECISIONS

Use the median thoughtfully

Find the middle value after sorting the data. | About 45 minutes

Answers and reasons

1. A. 5

Use the given numbers: the answer is 5. Explain your counting or calculation.

2. C. 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

Calculate mean and median, then explain which you would report for a stated purpose. Keep the outlier visible.

- ☐ 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

Explain why deleting an unusual result needs evidence, not convenience.

Review: with support / independently / transfer

EXPERIENCE 4 / COMPUTATIONAL THINKING

Trace a function

Separate input, transformation and returned output. | About 45 minutes

Answers and reasons

1. A. 9

$$2 \times 4 + 1 = 9.$$

2. B. Identify input and output 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: Input $\rightarrow$ Double $\rightarrow$ Add $\rightarrow$ Return

The example follows: Input $\rightarrow$ Double $\rightarrow$ Add $\rightarrow$ Return. Explain what each step does.

Project evidence

Write pseudocode and test the function with 0, 4 and 7. Show expected results first.

- ☐ Identify input and output
- ☐ Calculate expected results
- ☐ Compare predictions with the trace

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

Describe an inverse transformation for a valid output.

Review: with support / independently / transfer

EXPERIENCE 5 / RESPONSIBLE TECHNOLOGY

Compare independent evidence

Distinguish corroboration from repetition. | About 45 minutes

Answers and reasons

1. C. No independent confirmation is added

Repetition of the same origin does not add independent confirmation.

2. A. Trace shared origins 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: Trace → Compare → Seek → Qualify

The example follows: Trace → Compare → Seek → Qualify. Explain what each step does.

Project evidence

Draw a source tree for three copied posts and one independent record. Explain which adds evidence.

- ☐ Trace shared origins
- ☐ Identify relevant independent evidence
- ☐ Avoid counting copies as confirmation

Teaching guidance

Assess the evidence chain, not the number of search results.

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

Explain what you would do if suitable sources conflict.

Review: with support / independently / transfer

EXPERIENCE 6 / DESIGN AND LIFE SKILLS

Define success before testing

Use observable criteria to evaluate a prototype. | About 45 minutes

Answers and reasons

1. B. Before testing

Prior criteria make evaluation more transparent.

2. C. Use measurable criteria 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 → Build → Test → Compare

The example follows: Specify → Build → Test → Compare. Explain what each step does.

Project evidence

Design a paper desk sign and a test checklist. Mark unperformed tests clearly.

- ☐ Use measurable criteria
- ☐ Keep tests consistent
- ☐ Record failures and improvements

Teaching guidance

Use paper prototypes and a clear table surface.

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

Explain a trade-off between stability and material use.

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-7/>

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>