

2A3

Plan with purpose: Preparing for a day out

How can we use written information to plan a successful day out?

Choose a local place of interest, like a museum, park, exhibition, or event. Use websites, leaflets, maps or other written resources to plan how you would get there, what you would do, and what to bring. Compare different sources of info and decide what's most useful when preparing a plan. Then present your itinerary with reasons for your choices.

What you'll do

This challenge looks at planning a visit using real-world texts. You will:

- choose a place or event to base your plan on
- collect resources like leaflets, websites or travel apps
- use the information to make decisions
- present a basic itinerary and justify your choices



✓ Skills I used:

- | | | |
|---|-----------------|--------------------------|
|  | Learning | ☐ |
|  | Decision-making | ☐ |
|  | Communicating | ☐ |
|  | Team working | ☐ |
|  | Thinking | ☐ |
|  | Self-awareness | ☐ |

How I might show the skills

Skills	Examples
 Learning	Uses texts to find location, activity, and travel details. Identifies key info from different sources.
 Decision-making	Compares text types and selects ones most helpful for planning. Prioritises what to include in the itinerary.
 Communicating	Describes choices clearly and supports them with evidence from texts. Uses formats like lists or timelines.
 Team working	Collaborates on shared plans or compares options with a peer. Offers and responds to feedback.
 Thinking	Uses reasoning to explain choices. Considers time, travel, cost, and accessibility.
 Self-awareness	Reflects on how planning can reduce stress and increase independence. Describes what they learned.

5A3

Follow the clues

How do we find and follow instructions, signs or clues in unfamiliar places?

Look at the texts we rely on when we're not sure where to go - signs, arrows, colour codes, info desks, digital boards. Practise following a real or simulated route (like a library, supermarket, station or hospital). What helped? What was hard? Design a simple route and write or record the instructions for someone else to follow.

What you'll do

This challenge strengthens confidence in new places. You will:

- identify signs, symbols and prompts used in public spaces
- practise using them to follow a real or imagined route
- write a clear route guide or navigation aid
- reflect on how info design affects access for different people



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Describes signage or layout techniques used in public environments.
 Decision-making	Selects layout, words or images that make directions easier to follow.
 Communicating	Writes or speaks clear route instructions others can follow.
 Team working	Supports others through route design or trial runs.
 Thinking	Reflects on how design affects access for different people.
 Self-awareness	Describes how uncertainty or confusion in public spaces affects confidence.

8A5

Digital persona

How can we craft a mock profile that clearly communicates identity, purpose and audience expectations?

Design a realistic mock profile for a chosen context (eg student, club member, job seeker) on a platform of your choice. Include bio, profile picture concept, sample posts and privacy settings notes. Explain how each element serves the intended audience and purpose.

What you'll do

In this challenge, you will:

- select a context and target audience
- create bio, visuals and sample posts consistent with that persona
- annotate design and language choices
- reflect on how these elements shape audience perception



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Identifies key components of online profiles (bio, visuals, privacy cues).
 Decision-making	Selects language, images and settings to match persona and audience.
 Communicating	Designs a coherent profile with appropriate tone, content and settings.
 Team working	Shares profiles for peer feedback on authenticity and clarity.
 Thinking	Reflects on how profile elements influence credibility and engagement.
 Self-awareness	Describes how controlling one's digital persona can protect privacy and boost confidence.

10B1

Building professional connections

How do I craft networking messages that open doors and build lasting relationships?

Networking is an important part of any career but knowing who to make contact with and how to do this in the most effective way is not always obvious. In this challenge, you'll look at different ways to make yourself noticed by employers and other people working in the career you'd like to move into and you'll practise making contact and linking with others.

What you'll do

In this challenge, you will:

- analyse examples of professional outreach messages
- draft three networking communications (eg LinkedIn connection request, follow-up email after a mock interview, speculative enquiry) that are tailored for the situation (tone, structure, call-to-action)
- gather peer feedback on tone, clarity and etiquette
- revise each message for maximum professionalism and effectiveness



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Identifies conventions of professional networking messages.
 Decision-making	Selects content and tone to match context (LinkedIn, email, interview request).
 Communicating	Writes clear, polite and purposeful outreach communications.
 Team working	Exchanges drafts, gives and uses feedback on clarity and professionalism.
 Thinking	Reflects on etiquette, reciprocity and long-term relationship building.
 Self-awareness	Describes how networking confidence supports career and personal growth.