

1A1

## Belonging to a community and being a good citizen

How do we know we belong to a community, and how can we be good citizens?

In pairs, discuss about the communities you belong to (eg home, school, neighbourhood, country, online groups). Say how these communities make you feel and why they matter.

In a small group, talk about what it means to be a good citizen. Think about ways people help others, follow rules, and support their community.

Write down your group's ideas. Share them with the class and make a final list together. Use this list to think about what kind of citizen you want to be.

### What you'll do

This challenge helps you explore what it means to be part of a community and how to be a good citizen. To complete this challenge, you will:

- talk about the communities you belong to
- share your ideas on citizenship
- create a group list of how people can show good citizenship
- reflect on your own role in communities



✓ Skills I used:

	Learning	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
	Communicating	<input type="checkbox"/>
	Team working	<input type="checkbox"/>
	Thinking	<input type="checkbox"/>
	Self-awareness	<input type="checkbox"/>

### How I might show the skills

Skills	Examples
Learning	Identifies different communities they belong to. Names ways people can show good citizenship. Applies new understanding about citizenship to real-life examples.
Decision-making	Selects important points from group discussions. Chooses which ideas to include in the final list. Provides reasons for personal opinions.
Communicating	Speaks clearly during discussions. Asks questions to build understanding. Presents shared group ideas to the class.
Team working	Shares personal experiences with a partner. Supports others by listening and encouraging. Combines everyone's contributions into a group list.
Thinking	Compares different views about being a good citizen. Explains what citizenship means. Sorts ideas into useful categories (eg local, national, global).
Self-awareness	Reflects on their own role in different communities. Describes how their actions affect others. Shows respect for different experiences and opinions.

2B2

## Planning and taking part in a volunteering placement

How do you plan and take part in a volunteering placement, and what can you learn from it?

Choose a volunteering opportunity and make a plan to take part.

Find out about the organisation and what they do.

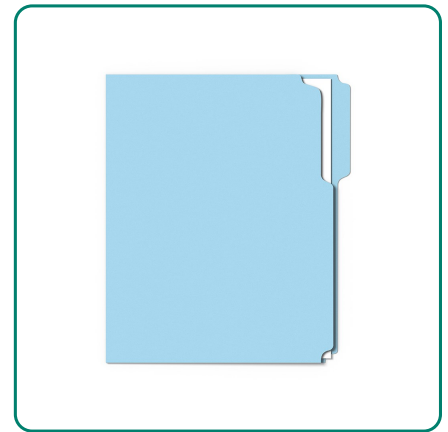
Take part in your volunteering placement and keep a diary or notes of what you do.

Afterwards, explain your role and reflect on what you learned from the experience.

### What you'll do

This challenge helps you plan and take part in a volunteering placement. To complete this challenge, you will:

- choose a volunteering opportunity that interests you
- find out about the organisation you will be helping
- keep a diary or notes of your experience
- describe your role and reflect on what you learned



✓ Skills I used:

	Learning	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
	Communicating	<input type="checkbox"/>
	Team working	<input type="checkbox"/>
	Thinking	<input type="checkbox"/>
	Self-awareness	<input type="checkbox"/>

### How I might show the skills

Skills	Examples
Learning	Finds out about the organisation and its purpose. Records actions in a diary or notes. Applies learning to complete volunteering tasks.
Decision-making	Chooses a suitable placement. Plans key steps before volunteering. Justifies why they chose this opportunity.
Communicating	Asks questions to understand their role. Describes their experience clearly. Presents what they did and what they learned.
Team working	Works with others during the placement. Supports colleagues or service users. Follows instructions to complete tasks as part of a team.
Thinking	Explains how the organisation helps others. Evaluates their own contribution. Identifies ways to improve next time.
Self-awareness	Reflects on what they learned. Describes how the experience helped them grow. Shows awareness of strengths and areas for development.

3A6

## Finding out about your local elected representative

Who is your local elected representative and how do they help your community?

Find out who your local elected representative is and learn what their job involves and how they help your local area.



Find out what they did before being elected and how this helped prepare them. Find two ways people can contact them.

Present your findings using a format of your choice.

### What you'll do

This challenge helps you understand what your local elected representative does and how their background helps them in the role. To complete this challenge, you will:

- find out who your local representative is (eg councillor, MP, MSP, or mayor)
- learn about their job and how they help the local community
- research their past experience and how it prepared them
- find at least two ways to contact them
- present what you've learned in a format of your choice (eg poster, report, video or presentation)

✓ Skills I used:

	Learning	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
	Communicating	<input type="checkbox"/>
	Team working	<input type="checkbox"/>
	Thinking	<input type="checkbox"/>
	Self-awareness	<input type="checkbox"/>

### How I might show the skills

Skills	Examples
Learning	Finds facts about the local representative. Records their background and responsibilities. Applies this knowledge to explain their role.
Decision-making	Chooses who to research. Selects useful facts to include. Gives reasons for linking their background to their current job.
Communicating	Writes or speaks clearly about the person's role. Includes key information such as contact details. Presents findings in a chosen format.
Team working	Shares research tasks or ideas (if working with others). Supports each other during research or presentation. Combines ideas to produce one final output.
Thinking	Explains how the representative helps the community. Sorts information into helpful sections (e.g. job, background, contact). Links past experience to current duties.
Self-awareness	Reflects on what makes a good representative. Describes how local leaders affect their own life. Shows curiosity about leadership and decision-making.

4B2

## Exploring the law and moral dilemmas

How does the law help decide what's right or wrong in new or difficult situations?

Find examples of difficult situations where the law had to decide what was right or wrong, such as new technology, medicine, emergencies, or changes in society.

Choose one example to look at closely. Find out what each side argued, what the legal decision was, and what laws were used. Think about the moral dilemma in the case – what made the decision difficult?

Present your findings in a case study report. Explain the facts, the arguments, the law, and your view of the outcome.

### What you'll do

This challenge helps you understand how the law makes decisions in difficult or new situations. To complete this challenge, you will:

- research examples where the law had to decide what was right or wrong in a new situation
- choose one case to explore in more detail
- find out what each side said and what the court decided
- identify any laws or rules used in the case
- explain why the case was a moral dilemma and what you think about the outcome
- present your findings as a case study report



✓ Skills I used:

Learning	<input type="checkbox"/>
Decision-making	<input type="checkbox"/>
Communicating	<input type="checkbox"/>
Team working	<input type="checkbox"/>
Thinking	<input type="checkbox"/>
Self-awareness	<input type="checkbox"/>

### How I might show the skills

Skills	Examples
Learning	Finds a real case involving a moral dilemma. Records key facts, arguments, and laws. Applies this information in a structured report.
Decision-making	Chooses a suitable case. Selects key evidence to include. Judges the fairness of the legal decision.
Communicating	Writes clearly about legal arguments and decisions. Explains both sides of the case. Presents findings using correct terms.
Team working	Shares research and ideas (if working in pairs). Supports discussion of complex issues. Combines notes into one report (optional).
Thinking	Explains why the case was morally difficult. Compares the arguments made. Evaluates the outcome and its implications.
Self-awareness	Reflects on personal views about the issue. Describes how the case connects to real life. Shows awareness of right and wrong.

5A1

## Comparing financial products

What financial products are available, and how do they compare?

Find out about different financial products, such as current accounts, savings accounts, investment accounts, loans and credit cards.

Create a table comparing the features of each product. Include how each one works, what it is used for, and who might use it.

Choose one product you would use and explain why it suits your needs.

### What you'll do

This challenge helps you explore the main types of financial products offered by banks and lenders. To complete this challenge, you will:

- find out about products like current accounts, savings, loans, and credit cards
- compare the features, uses and users of each product
- create a table showing the differences
- choose one product you would use and explain your choice



✓ Skills I used:

	Learning	<input type="checkbox"/>
	Decision-making	<input type="checkbox"/>
	Communicating	<input type="checkbox"/>
	Team working	<input type="checkbox"/>
	Thinking	<input type="checkbox"/>
	Self-awareness	<input type="checkbox"/>

### How I might show the skills

Skills	Examples
Learning	Finds information about four types of financial products. Records features and uses for each. Applies learning to create a comparison table.
Decision-making	Chooses one product to focus on. Provides reasons for their choice. Judges which product is most suitable for their needs.
Communicating	Writes clearly in the comparison table. Uses financial terms with examples. Presents information visually.
Team working	(Optional) Shares ideas about product features. Supports discussion of different needs. Combines findings into a shared table (if working in pairs/groups).
Thinking	Compares key features of financial products. Explains differences in use and purpose. Evaluates what makes a product suitable for different people.
Self-awareness	Reflects on personal needs. Describes how a chosen product fits their situation. Shows understanding of responsible financial choices.

6B3

## Understanding the role of the United Nations

What does the United Nations do, and why is it important today?

Work in a small group to find out the four main purposes of the United Nations (UN).

Research one recent example for each purpose to show how the UN is taking action.

Create a group presentation to explain what the UN does and why it matters.

Share your presentation with others and ask for feedback.

### What you'll do

This challenge helps you understand what the United Nations (UN) does and why it plays an important role in the world. Working in a small group, you will:

- research the four main purposes of the UN
- find a recent example of the UN in action for each purpose
- create a presentation to explain the role and importance of the UN
- share your presentation and ask for feedback



✓ Skills I used:

Learning	<input type="checkbox"/>
Decision-making	<input type="checkbox"/>
Communicating	<input type="checkbox"/>
Team working	<input type="checkbox"/>
Thinking	<input type="checkbox"/>
Self-awareness	<input type="checkbox"/>

### How I might show the skills

Skills	Examples
Learning	Finds the four UN purposes. Researches current examples for each one. Applies this understanding to explain the UN's work.
Decision-making	Chooses relevant examples. Selects key facts for each purpose. Justifies what to include in the presentation.
Communicating	Presents group findings clearly. Uses visuals or notes to support the message. Explains global issues with confidence.
Team working	Shares research tasks in the group. Supports creation of the final presentation. Combines ideas effectively.
Thinking	Explains why the UN's work matters. Connects actions to global problems. Evaluates which purposes are most visible or urgent.
Self-awareness	Reflects on which UN work is most meaningful to them. Describes what they learned about global cooperation. Shows respect for international roles.