1A1

Understanding uniqueness and personal qualities

What makes me who I am and how can I recognise my strengths and values?

In this challenge, you will reflect on your strengths, values, and interests. You will think about the things that shape your identity and how you are similar to or different from others. You will create a visual CV to show what you're proud of and what makes you, you. You will also create a simple visual CV to show your strengths when applying for college or a job. Every person is unique, with individual strengths and qualities.

What you'll do

This challenge focuses on understanding and recognising personal uniqueness and qualities. To complete this challenge, you will follow these steps:

- create a diagram, poster or visual mind map to show your qualities, interests and values
- work with a partner to compare your strengths and write a short paragraph about what makes your partner unique
- ask someone you trust to describe three of your strengths
- use what you've learned to design a one-page visual CV or digital profile to present yourself positively

✔ Skills I used:

💡 Learning	☐
🚩 Decision-making	☐
💬 Communicating	☐
👥 Team working	☐
☁ Thinking	☐
👤 Self-awareness	☐

How I might show the skills

Skills	Examples
💡 Learning	Lists personal strengths and values. Identifies patterns and themes in feedback. Applies ideas to a CV.
🚩 Decision-making	Chooses key qualities to include. Gives reasons for their importance. Selects a layout that suits the message.
💬 Communicating	Designs a clear visual CV. Includes personal qualities and achievements. Presents personal identity visually.
👥 Team working	Works respectfully with a partner. Shares and compares ideas. Offers positive feedback.
☁ Thinking	Sorts feedback into themes. Compares self with others. Explains what makes each person unique.
👤 Self-awareness	Describes personal qualities. Reflects on how others see you. Shows understanding of self and identity.

2B1

Research the different forms of renewable energy

How can renewable energy help protect the planet?

In this challenge, you will work in a team to research different types of renewable energy (eg solar, tidal, wave, wind, geothermal) and explore how they are used. You'll examine the benefits and problems with each, including their role in reducing global warming, and share your findings by organising an informative exhibition.

What you'll do

To complete this challenge, you will:

- identify and explain how at least four types of renewable energy work
- research the benefits and problems of each type (eg storage, cost, availability)
- find out how these sources can reduce the effects of climate change
- suggest suitable locations for using renewable energy in the UK or globally
- prepare an exhibition or display to inform others, using visuals, models or digital resources

Skills I used:

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

How I might show the skills

Skills	Examples
Learning	Researches how renewable energy works. Lists key facts and terms. Compiles information from more than one source.
Decision-making	Chooses energy sources to focus on. Explains pros and cons. Justifies recommendations based on evidence.
Communicating	Designs an exhibition or display. Explains energy systems clearly. Presents to others using visuals and facts.
Team working	Shares tasks for research and display. Supports others in creating the exhibition. Combines contributions into one final product.
Thinking	Compares energy types and technologies. Analyses solutions to reduce emissions. Explores real-world case studies.
Self-awareness	Reflects on personal energy use. Describes new things you learned. Presents thoughts respectfully to a wider audience.

3A3

Understand the reasons for crime

What causes crime, and how can inequality play a role in this?

In this challenge, you will explore the root causes of crime and how poverty, unemployment, and inequality can increase risk. You will look at how communities are affected and present ideas for crime prevention and community improvement.

What you'll do

To complete this challenge, you will:

- create a large diagram or drawing of a city that shows the contrast between rich and poor areas (eg large homes vs. high-rise flats, cars vs. no transport)
- list crimes that might happen locally, explain why they might occur and suggest ways to reduce crime and make the area better for everyone
- find out how crime has changed over recent years and explore what might be behind these changes.
- present findings to a small group

Skills I used:

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

How I might show the skills

Skills	Examples
Learning	Researches how crime links to poverty and inequality. Identifies local crime issues. Explains how society influences crime rates.
Decision-making	Chooses relevant crimes and possible causes. Suggests practical actions for prevention. Justifies ideas with reasons or evidence.
Communicating	Describes differences between areas using visual or written formats. Presents findings to others using appropriate language. Explains suggestions for community improvement.
Team working	Shares research and ideas with others. Supports peers in developing a presentation. Works together on diagrams or displays.
Thinking	Analyses the role of inequality in crime. Explores patterns or changes in crime over time. Proposes solutions to reduce crime.
Self-awareness	Reflects on personal experiences of fairness or safety. Describes how crime affects individuals and communities. Shows respect for different views when discussing solutions.

ASDAN

4A5

The complexity of going to war

What makes the decision to go to war so difficult?

In this challenge, you will explore how governments decide whether or not to go to war. You'll investigate the political, moral and humanitarian factors that are involved, and look at a real-world example where leaders had to make this decision. You'll create a reflective output that shows the complexity of these choices and explains the impact of war on people and countries.

What you'll do

To complete this challenge, you will:

- research the reasons given for a real war (eg Iraq, Falklands, Ukraine) and what was said by different sides before it began
- create a timeline showing the events that led up to the decision to go to war and include the key people involved
- choose one of the following ways to present what you've learned:
  - a decision-making flowchart showing pros and cons of going to war
  - a role play or short scripted dialogue between leaders with opposing views
  - a recorded video or podcast episode reflecting on the moral complexity of the case
  - a visual poster linking decisions to consequences (including civilian impact and global response)

✔	Skills I used:	
💡	Learning	☐
🔀	Decision-making	☐
💬	Communicating	☐
👥	Team working	☐
💭	Thinking	☐
👤	Self-awareness	☐

How I might show the skills

Skills	Examples
💡 Learning	Researches the political and ethical reasons for war. Finds timelines and factual evidence. Identifies different positions in a real-world example.
🔀 Decision-making	Creates a flowchart or structured decision map. Justifies the choices and consequences of actions taken. Explains multiple points of view.
💬 Communicating	Presents findings using clear and engaging formats. Explains complex issues through text, visuals or speech. Adapts language for different audiences.
👥 Team working	Works with others to develop a timeline or role play. Shares ideas and scripts fairly. Supports a respectful group discussion or presentation.
💭 Thinking	Analyses the events leading to war. Reflects on moral questions leaders face. Explores alternatives and consequences of inaction.
👤 Self-awareness	Reflects on personal views about conflict and leadership. Describes how complex information influenced their thinking. Explains how understanding grew through this challenge.

5B2

Explore how places are designed to support belief and worship

How do buildings and spaces reflect religious belief and support worship?
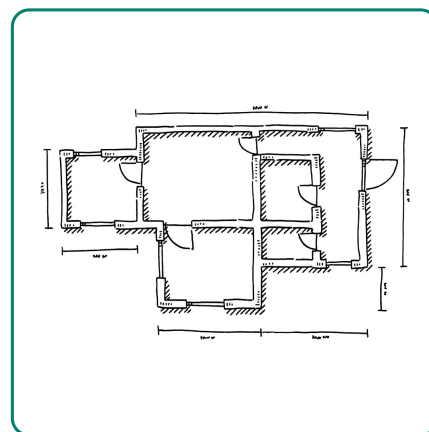
In this challenge, you will explore how the design of religious buildings and sacred spaces helps people express belief, pray or gather together. You will look at real-life examples, compare how different traditions use space, and then design your own place of worship or reflection with clear features and explanations.

You may work individually or in a group or pair. Sharing ideas can help you include different viewpoints and improve your design.

What you'll do

To complete this challenge, you will:

- research three places of worship (eg mosque, synagogue, gurdwara, temple, church) and look at layout, decoration, seating, light, sound, entrances and shared areas
- compare what is the same and what is different – use a table, Venn diagram or labelled images
- design your own worship or reflection space for one religion, more than one religion, or for people of no religion – your design could be:
  - a floor plan or 3D model (paper or digital)
  - a mood board with textures, colours and features
  - a slideshow explaining each area of the building
- explain how your space helps people practise belief, feel calm, and come together respectfully

Skills I used:	
Learning	☐
Decision-making	☐
Communicating	☐
Team working	☐
Thinking	☐
Self-awareness	☐

How I might show the skills

Skills	Examples
Learning	Finds examples of real places of worship. Identifies how space is used in different religions. Describes features of sacred design.
Decision-making	Chooses which buildings to study. Selects what to include in their own design. Justifies how the design helps people practise belief.
Communicating	Explains ideas using diagrams, models or slides. Presents clear reasons for their design choices. Uses key words and visuals to support understanding.
Team working	Works with others to plan and design a space. Combines ideas and builds on suggestions. Supports respectful discussion about beliefs.
Thinking	Compares uses of space in different traditions. Explores how design supports emotions, rituals and respect. Reflects on what makes a space feel special or sacred.
	Reflects on what kind of space helps them feel calm, focused or supported.

	Self-awareness	Describes what they learned about the link between belief and environment. Explains how their ideas changed during the challenge.

6B4

Design a future world that protects and inspires awe

What would a future world look like if it was built to protect what makes people feel amazed and hopeful?

In this challenge, you will imagine a new place or community where nature, beauty, belief, creativity and kindness are valued and protected. You will design your own future world and show how it helps people feel wonder, stay connected and live well together.

You can work on your own or in a pair or small group.

What you'll do

To complete this challenge, you will:

- think about what people find inspiring today, such as forests, art, music, prayer spaces, peaceful parks or acts of kindness
- choose three to five things you want to include in your future world
- design your future world using drawings, labels, maps or models, for example you could:
  - create a poster or 3D model showing your city, village or planet
  - design a classroom-sized display with images and labels
  - make a digital slideshow with voice notes or videos
- share your design and explain:
  - what makes your world special
  - how it helps people feel awe and stay connected
  - how it protects nature, culture or belief

How I might show the skills

Skills	Examples
Learning	Finds examples of things people value today. Identifies what inspires awe and wonder. Describes why these things matter.
Decision-making	Chooses which things to include. Gives reasons for choices. Explains how the design helps people and the planet.
Communicating	Designs a world using clear drawings, words or voice. Explains ideas using labels or short notes. Presents the design clearly to others.
Team working	Shares ideas in a group or pair. Helps create the final design together. Supports others with tasks and discussions.
Thinking	Explores what people need for wellbeing and inspiration. Reflects on how people live together. Describes how belief and awe can shape a better future.

Skills I used:

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

	Self-awareness	Reflects on what helps maintain calmness, hopeful or amazed. Describes what was learned from imagining a better world. Explains how thinking changed.

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