

2A1

Being new

What can people do when they are new to a community or area?

Starting somewhere new can bring exciting opportunities as well as challenges. People may need to make new friends, learn new routines and build confidence in unfamiliar surroundings. This challenge helps you explore how people can settle into a new area or community, identify positive ways to build relationships and create advice that supports others during times of change.

What you'll do

This challenge helps you understand how people can settle into a new area or community and build positive relationships.

You will:

- work with a partner to research what would be important for people moving to a new area or community
- create a list of helpful and unhelpful things to do when you are new to an area or community
- agree five good things that a new person can do
- create a poster or infographic that gives practical advice to young people who are new to an area or community



✓ Skills I used:

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

How I might show the skills

Skills	Examples
 Learning	Identifies the practical and emotional needs of people who are new to an area or community. Explains positive ways of settling in and building new relationships.
 Decision-making	Chooses information to include within the poster or infographic. Selects the best way to communicate information. Decides on the format, structure and tone of the poster or infographic.
 Communicating	Creates a poster or infographic that communicates practical advice for people who are new to a community. Works effectively with a partner to present information clearly for a young audience.
 Team working	Works with a partner to research facts relating to being new in an area or community. Negotiates decisions with partner. Supports partner in the research and creation process.
 Thinking	Compares helpful and unhelpful ways of settling into a new community. Identifies practical solutions that could help someone feel welcome, confident and included.
 Self-awareness	Reflects on the impact on someone new to an area or community. Able to understand how this impact can be difficult for someone new. Understands how to help someone new to an area or community.

6A11

Understanding puberty

How does puberty change our bodies, brains, and emotions, and why are these changes important for healthy development?

Puberty is the stage of growth and development during which a child's body matures into an adult body capable of reproduction. It is caused by hormonal changes and is marked by the development of secondary sexual characteristics and rapid physical, emotional, and psychological changes.

What you'll do

This challenge helps you understand puberty in males and females and identify support for both physical and emotional changes.

You will:

- describe the main physical changes that occur in males and females during puberty
- explain the emotional changes that can occur during adolescence
- understand how the brain develops during puberty and how this can influence thoughts, feelings, and behaviour
- identify ways to support physical and emotional health during puberty
- create a poster, infographic or short video to inform young people about emotional and physical changes in puberty



✓ Skills I used:

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

How I might show the skills

Skills	Examples
 Learning	Identifies the physical changes experienced by males and females during puberty. Describes emotional and brain development during adolescence. Recognises ways to support physical and emotional wellbeing throughout puberty. Evidence could include completed worksheets, fact files, labelled diagrams, research notes, quizzes or learning logs.
 Decision-making	Chooses appropriate strategies to support physical and emotional health during puberty. Identifies trusted sources of advice and support. Gives reasons for making healthy lifestyle choices during adolescence. Evidence could include scenario activities, action plans, wellbeing plans, decision trees or written justifications.
 Communicating	Explains the physical, emotional and brain changes that occur during puberty using appropriate scientific vocabulary. Creates a poster, infographic or short video that communicates accurate and age-appropriate information. Presents advice clearly about staying healthy and accessing support during puberty. Evidence could include a poster, infographic, short video, presentation, leaflet or recorded explanation.

 Team working	Discusses puberty and wellbeing respectfully with others. Listens to different viewpoints and contributes appropriately during group activities. Provides constructive feedback during collaborative tasks. Evidence could include discussion notes, peer feedback sheets, collaborative posters or tutor observation records.
 Thinking	Explains how hormonal and brain development can influence thoughts, feelings and behaviour. Compares physical and emotional changes experienced during puberty. Links healthy habits and sources of support to positive wellbeing during adolescence. Evidence could include comparison tables, mind maps, annotated diagrams, reflective responses or case study activities.
 Self-awareness	Reflects on how puberty can affect emotions, confidence and wellbeing. Identifies healthy ways to manage change and where to seek support if needed. Describes the importance of respecting differences in how people experience puberty. Evidence could include a reflection journal, confidence scale, wellbeing plan, personal action plan or audio reflection.

9B4

Understanding serious health conditions

What are the main serious health conditions in the UK?

Serious health conditions affect millions of people across the UK and can have a significant impact on individuals, families and communities. Understanding different health conditions, their symptoms, treatments and prevalence helps reduce stigma, encourages empathy and enables people to make informed decisions about health and wellbeing. In this challenge, you will explore five serious health conditions, investigate how they affect people's lives, examine common myths and misconceptions, and develop a greater understanding of the support available for those living with these conditions.

What you'll do

This challenge helps people understand serious health conditions. Knowing about these health conditions helps people understand how they affect others and can prepare them for diagnoses themselves or those they are close to, allowing for increased empathy, support and help.

In your group, you will:

- investigate what is meant by a serious health condition
- explore five serious health conditions that affect people and their characteristics, prevalence, symptoms, treatments
- examine common myths and misconceptions of the five serious health conditions, using reliable evidence
- explain how serious health conditions can affect people's lives
- identify sources of support locally and nationally for people living with the five serious health conditions
- create an awareness campaign that describes the five identified serious health conditions, their prevalence across the UK, characteristics, symptoms, treatments, myths and local and national sources of support

How I might show the skills

Skills	Examples
 Learning	Explains the characteristics, prevalence, symptoms and treatments of a range of serious health conditions.
 Decision-making	Evaluates reliable health information and identifies how greater awareness supports informed health decisions and appropriate support.



✓ Skills I used:

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

 Communicating	Presents accurate information about serious health conditions clearly using appropriate health terminology and visual communication
 Team working	Works collaboratively to research health conditions, evaluate information and produce a shared awareness poster.
 Thinking	Analyses the impact of serious health conditions and evaluates common myths using evidence.
 Self-awareness	Reflects on how greater understanding of serious health conditions can promote empathy, reduce stigma and influence personal health awareness.