

2A2

Track your nutrition for peak performance

How does my food and drink intake support my energy during the residential?

You monitor what you eat and drink during the residential to see how nutrition and hydration affect your energy, concentration and wellbeing.

What you'll do

In this challenge you will track meals and hydration and reflect on effects.
You will:

- record meals, snacks and fluid intake for a set period
- compare how different meals, snacks and drinks affect your energy during activities
- identify one small change to improve nutrition or hydration
- share your findings and explain one realistic change you will try next time with your group



✓ Skills I used:

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

How I might show the skills

Skills	Examples
 Learning	Links food and drink choices to energy and performance, recording observed effects; evidence may include a brief journal entry, a photographed chart or a microblog post.
 Decision-making	Chooses one realistic nutrition or hydration change and defines measurable success signs; evidence may include an annotated checklist, a SMART card or a decision note.
 Communicating	Communicates nutrition observations clearly using simple logs, photographed diaries or short summaries; evidence may include a food diary photo, a short vlog or a digital tracker export.
 Team working	Shares tracking tasks with peers, compares notes respectfully and supports small improvements; evidence may include a shared spreadsheet, meeting notes or a group audio reflection.
 Thinking	Analyses patterns in energy and focus across activities and recommends timing or portion adjustments; evidence may include an annotated timeline, an infographic or a short analytical note.
 Self-awareness	Identifies one wellbeing action related to nutrition and records how to maintain it; evidence may include a wellbeing card, a short guided audio or a photographed reminder.

3A4

Team shout outs

Who made a positive difference in our team?

You will celebrate the people in your team who helped make the residential a success by producing anonymous shout-outs that highlight what teammates did and why it mattered.

What you'll do

In this challenge, you will:

- reflect on what teammates did to help the group succeed
- write at least two positive shout-outs for one or more team members
- take part in a celebration activity such as a Team Appreciation Book, Shout-Out Circle, or Wall of Positivity
- keep the tone encouraging, respectful, and based on real examples



✓ Skills I used:

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

How I might show the skills

Skills	Examples
 Learning	Recognises positive behaviours in others and reflects on how to use similar approaches in future teamwork; evidence may include a reflective note, a short blog post, or an illustrated poster.
 Decision-making	Chooses who to recognise based on real contributions and balances recognition fairly across roles and people; evidence may include a selection note, a fairness checklist, or an organiser's log.
 Communicating	Communicates appreciation clearly and kindly in written or spoken form and adapts tone to suit the audience; evidence may include photographed shout-outs, digital notes, a recorded circle, or a printed appreciation book.
 Team working	Helps create a supportive group environment by participating actively in the appreciation activity and encouraging others to join; evidence may include a photographed wall, a shared document, or a group audio clip.
 Thinking	Identifies specific actions or attitudes that had a positive impact and explains how individual strengths contributed to team success; evidence may include an annotated list, a short report, or a presentation slide.
 Self-awareness	Reflects on how others' actions affected them personally and records gratitude or wellbeing actions to maintain positive team morale; evidence may include a wellbeing card, an audio thank-you, or a photographed reminder.

4B2

The essential visitor handbook

What should visitors know before coming to our residential site?

You will collaborate with your group to create a detailed and engaging guide for future visitors to your residential site, covering accommodation, food, activities, health and safety, accessibility, and cultural awareness. Use creative formats to help incoming visitors prepare and enjoy their stay.

What you'll do

In this challenge you will learn how to produce clear, inclusive visitor information.

You will:

- explore memories of accommodation, staff, food, activities, safety, accessibility, atmosphere, and the local area
- gather views from teammates to include short quotes or favourite moments
- reflect honestly about challenges and how to handle them
- design the guide in a chosen format such as a booklet, video, app, or infographic to include site description, top tips, fun facts, accessibility notes, and constructive improvement suggestions



✓ Skills I used:

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

How I might show the skills

Skills	Examples
 Learning	Applies personal experience and research to produce useful guidance and adapts content after feedback; outcomes may include annotated tips, a research summary, revised drafts, or a guidance checklist.
 Decision-making	Chooses format, style, and key content based on audience needs and usability, prioritising essential information for ease of use; outcomes may include a storyboard, editorial checklist, a user testing note, or a final layout.
 Communicating	Communicates information using clear, engaging language and visuals suited to the audience; outcomes may include a printed booklet, an infographic, a promo video, or a digital zine.
 Team working	Collaborates to research, design, and produce the guide, dividing tasks fairly and resolving disagreements constructively; outcomes may include a shared drive with files, task tracker, meeting notes, or peer review comments.
 Thinking	Organises information logically and accessibly, selecting relevant details visitors need most and presenting them clearly; outcomes may include a content map, a highlights list, a packing checklist, or a site overview.
 Self-awareness	Reflects on what would have helped personal preparation and includes empathetic advice for visitors, noting how clear information supports wellbeing; outcomes may

include a wellbeing tips card, short audio reassurance, or a visitor support note.