



Skills Builder
PARTNERSHIP



Hub Premium Resources

Build essential skills with the resources that suit you



Challenge Days Steps 1-7 (EYFS-KS2)

A Challenge Day is best delivered off-timetable by classroom teachers. Each Challenge Day covers a range of steps - you can run it with multiple year groups at once or over separate days. Learners apply all 8 essential skills. See Challenge Days [here](#) on the Hub.

STEPS 1-7 (EYFS-KS2)

CRIME SCENE INVESTIGATION

Learners become detectives and solve a mysterious crime.

OPERATION MOONBASE

Learners build a 3D model of a new moon society.

GAME ON

Learners design a sport, create the rules and test them.

LEVEL UP

Learners design a computer game set in school.

GREETINGS CARD

Learners set up a greetings card production line.

STEPS 1-7 (EYFS-KS2)

CRASH LANDING

Learners explore clues to investigate a landing site.

FUTURE TRANSPORT

Learners make and test a futuristic mode of transport.

START UP SUCCESS

Learners set up a new businesses and make prototypes.

CREATIVE SPACES

Learners create a 3D model of a new, local arts centre.

A DAY IN POLITICS

Learners create political parties and run a vote.

Challenge Days Steps 8-13 (KS3+)

A Challenge Day is best delivered off-timetable by classroom teachers. Each Challenge Day covers a range of steps - you can run it with multiple year groups at once or over separate days. Learners apply all 8 essential skills. See Challenge Days [here](#) on the Hub.

STEPS 8-10 (KS3+)

OPERATION MOONBASE

Learners build a 3D model of a new moon society.

A DAY IN POLITICS

Learners create political parties and run a vote.

LAW IN ACTION

Learners prepare a case and participate in a mock trial.

INVEST IT BEST

Learners take on an investment portfolio and client pitch.

BID TO BUILD

Learners create a 3D model for a new seaside site.

STEPS 11-13 (KS4+)

A DAY IN POLITICS

Learners create political parties and run a vote.

COMMIT TO CONFIDENCE

Learners carousel through four professional scenarios.

FUTURE FOCUS

Learners carousel through six different career industries.

CHOCOLATE CHALLENGE

Learners make packaging designs for a chocolate brand.

SOCIAL ENTREPRENEUR

Learners design business plans for a social enterprise.

Projects Steps 1-3 (EYFS-KS1)

A Project is best delivered over 10 hours, over a series of lessons. Projects work best in primaries and specialist settings. There are 24 themes, covering step 1 – 7. Each Project focuses tightly on 2 steps of 3 specific skills. See Projects [here](#) on the Hub.

GO EXPLORE Step 1



Learners set up a treasure hunt around the class.

GROOVY GARDENERS Step 1



Learners design, plant and lead a tour of a garden space.

READY TEDDY GO Step 1



Learners design and set up a teddy bear's picnic.

FREE TO BE ME Step 1



Learners reflect and create themselves as superheroes.

BRILLIANT BAKES Step 1



Learners set up and advertise a pop-up bakery.

FABULOUS FASHIONS Step 1



Learners design clothing items and run a fashion show.

SPECIAL DELIVERY Step 1-2



Learners set up a delivery service around school.

GALLERY OPENING Step 1-2



Learners create art and organise an exhibition space.

DOING GOOD Step 1-2



Learners design a fundraising event for a chosen charity.

GOING GREEN Step 2-3



Learners raise awareness of green issues in school.

COMMUNITY CAFÉ Step 2-3



Learners set up a food stand to promote healthy eating.

DREAM SPACE Step 2-3



Learners design and build their dream community space.

Projects Steps 3-7 (KS2+)

A Project is best delivered over 10 hours, over a series of lessons. Projects work best in primaries and specialist settings. There are 24 themes, covering step 1 – 7. Each Project focuses tightly on 2 steps of 3 specific skills. See Projects [here](#) on the Hub.

TRASH TO TREASURE Step 3-4



Learners design and pitch their own eco-toy.

FOOD GLORIOUS FOOD Step 3-4



Learners create a class cookbook with family recipes.

MAKING CHANGES Step 3-4



Learners set up a healthy living campaign.

BRILLIANT BOOKS Step 4-5



Learners design and build a new class reading area.

NUMBER CRUNCHING Step 4-5



Learners create their own confectionary brand.

DESIGN COMPANY Step 4-5



Learners become graphic designers to make a product.

BREAKING NEWS Step 5-6



Learners present current news in articles and podcasts.

NUMBER GAMES Step 5-6



Learners design and build a numeracy board game.

ACTIVE MINDS Step 5-6



Learners deliver fitness classes to their community.

CONSTRUCTION COUNTS Step 6-7



Learners make a 3D model for a new building.

BIG BUSINESS CHALLENGE Step 6-7



Learners launch a new business to provide a service.

LEGAL EAGLES Step 6-7



Learners take on a criminal case and run a trial.

Virtual Work Experience Modules (KS3+)

A Virtual Work Experience Module can be taught from the front or accessed on learners' devices. There are 4 modules, each with 8 x 15 min sections. There are video interviews, interactive sections, tasks and written responses via a downloadable workbook. See modules [here](#) on the Hub.

**Please note that the Virtual Work Experience modules are currently aligned to Universal Framework 1, with the Universal Framework 2 versions coming in spring 2026.*

WORLD OF WORK

Learners watch interviews from a range of employees including the Facilities Manager at London Zoo and a Customer Advisor at Oliver Bonas. Learners are set small tasks and reflection activities by an 'employee'.

WORLD OF CONSTRUCTION AND ENGINEERING

Learners watch interviews from people working in construction and engineering including the Director of Communications at HS2, an apprentice at Network Rail and an engineer from Tideway. Employees talk about specific essential skills and learners complete tasks.

WORLD OF FINANCE 1

Learners watch interviews about essential skills from a range of employees including a Wealth Manager at LGT Vestra, an auditor at Lloyds Bank and a Cyber Analyst apprentice.

WORLD OF FINANCE 2

Learners watch interviews of people talking about essential skills at work, including a Business Analyst at the Rural Payments Agency, a Client Manager at Pimco and an Assistant Manager at KPMG.

Challenge Day

A DAY IN POLITICS

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Learners consider: *How can we make our country a better place to live?*

They create political parties, design the branding, and think about what is important to them to write policies. At the end of the day they present and vote.

Resources:

Paper (plain and recycled), pens/pencils including colouring, scissors, sticky tape, glue.

Supporting document included: Rosette template.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8

Steps 5-7

Ages 8-11



Steps 8-10

Ages 11-14

Steps 11-13

Ages 14-18

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Challenge Day



Learners consider: *How can we build a community?*

They compete in teams to win the bid for a fictional seaside town's redevelopment. They research community needs then design, build and present their new construction project.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (A4, plain and recycled), pens/pencils including colouring, rulers, scissors, sticky tape, glue. Large or A3 paper.

Supporting printout included: Fact sheet.

Versions available:

Steps 8-10

Suitable for:

Ages 11-14

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.

Challenge Day



Learners consider: *What makes a successful business?*

They research, develop, cost, market and pitch their idea for a new brand of chocolate or confectionery, complete with advertising materials and a packaging prototype.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (plain and recycled), pens/pencils including colouring, scissors, sticky tape, glue.

Calculators (1 per team).

Optional: light card, printable 3D shape nets and craft materials for chocolate box design.

Versions available:

Steps 11-13

Suitable for:

Ages 14-18

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.

Commit TO Confidence

Learners consider: *What skills are required to be successful in work and employment?*

They take part in four professional scenarios, including a team meeting, sales pitch and product design session. They self-reflect on the day, writing targets for the future.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (plain and scrap), pens/pencils including colouring, scissors, glue.

Optional: additional arts/crafts resources for the Creativity and Teamwork sessions.

Versions available:

Steps 11-13

Suitable for:

Ages 14-18

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.

Challenge Day

CRASH LANDING

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Learners consider: *How can we welcome and include others?*

They decode alien messages and collect clues from a crash landing site. They design gadgets and food menus. At the end of the day they reflect on their positive approach to new challenges.

Resources:

Paper – A4 and A3. Colouring pens or pencils. Rulers and clipboards.

Optional: printable grids.

Materials of your choice for the crash landing site.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Challenge Day



Learners consider: *What are the Arts?*

They research, design and present a new Arts centre for their local community. They produce a 3D floorplan, creating miniature models of furniture and art equipment.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (A4, plain and recycled), pens/pencils including colouring, scissors, sticky tape, glue.

Large or A3 paper.

Optional: junk modelling, card, art paper.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

CRIME SCENE CHALLENGE

Learners consider: *Who stole the chocolate?*

They gather and analyse clues to decide which of the fairytale characters committed the fictional crime of stealing chocolate from the school/community building.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (plain and recycled), pens, pencils. Rulers (1 per team).

For the crime scene: Hair strand, chocolate, small piece of red fabric.

Supporting documents included: Assembly slides, fingerprint report, shoe print.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Future Focus

Learners consider: *What career is right for me?*

They complete a carousel of skills activities linked to different career sectors. They present back on what they have learnt and create an action plan for their next steps.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Stationery essentials: paper (plain and scrap), pens/pencils, colouring pens/pencils.

For the Leadership carousel (optional): newspapers, sticky tape, scissors.

Versions available:

Steps 11-13

Suitable for:

Ages 14-18

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.

Challenge Day

future transport

Learners consider: *How might we travel in the future?*

They design and build a model of a new mode of transport intended to cope with the harsh conditions faced in Earth's future. They present their creations at the end.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (A4, plain and recycled), pens/pencils including colouring, scissors, sticky tape, glue, junk modelling, light card.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11



Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Challenge Day



Learners consider: *Why do we have rules in sport?*

They research, design and present a brand new sport, including rules, players' kit and a model playing field. They show off their creations at the end of the day.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (plain and recycled), pens/pencils including colouring.

Supporting printout included: sports kit templates.

If building 3D sports arena: junk modelling materials, scissors, sticky tape, glue, light card.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Challenge Day



Learners consider: *How can we help people celebrate events?*

They explore the world of entrepreneurship by researching, designing, making a set of greetings cards. They present their creations at the end.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper, scissors, glue, colouring pens or pencils, light card.

Optional: pom-poms, glitter and other premium card-making materials.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Challenge Day

INVEST IT BEST

Learners consider: *How do you set up a successful investment banking firm?*

They take on the role of investment bankers, carefully balancing risk as they invest their clients' money and reassess decisions in several exciting rounds of stock market trading.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper, pens/pencils including colouring, calculators, rulers.

Supporting documents included: Company information; Investment tracker; Survey handout.

Versions available:

Steps 8-10

Suitable for:

Ages 11-14

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.

Challenge Day

LAW IN ACTION

Learners consider: *How can we build a successful law firm?*

They investigate the world of law and turn around a failing law firm. They take on clients (claimant or defendant) and take part in a mock trial.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Stationery essentials: paper (A4, some A3), pens/pencils, 1 ruler per team.

Supporting documents included: Trial bundles, Witness statements.

Versions available:

Steps 8-10

Suitable for:

Ages 11-14

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.

Challenge Day



Learners consider: *How can we share our community in a positive way?*

They create a computer game that celebrates their community. In teams, they decide on the game style before designing the characters, environment, and scoring system.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (A4, plain and recycled), pens/pencils, colouring pens/pencils, large or A3 paper.

Optional: light card, scissors, glue, sticky tape.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Challenge Day

operation: MOON base

Learners consider: *What makes a successful society?*

They build a new society on a distant moon –Utopia– by selecting a crew of first citizens, creating an animal that will help people and building a 3D model of their new city.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper (A4, plain and recycled), pens/pencils including colouring, scissors, sticky tape, glue.

Large or A3 paper to use as a base (1 per team). Junk modelling and light card.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

Ages 8-11

Steps 8-10

Ages 11-14

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Social ENTREPRENEUR

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Learners consider: *How can we have a positive impact?*

They set up their own venture addressing a social problem. They create a business plan including mission statement and funding strategy. At the end they present their idea and explore how to make it a reality.

Resources:

Paper (A4 and some A3), pens/pencils, colouring pens.

Supporting documents included: Case Studies; Society information sheet.

Versions available:

Steps 10-12

Suitable for:

Ages 14-18

Skills covered:



Step ranges are broad recommendations only. Feel free to adapt content, e.g. for learners with additional needs.



Learners consider: *How do you set up your own business?*

They become entrepreneurs and set up their own start-up designing, making and selling a range of souvenirs to show off the best aspects of their local community.

Time required:

4 hours 30 minutes

(approximately one school day)

Adapt timings to suit your priorities.

Resources:

Paper, scissors, glue, sticky tape, colouring pens or pencils, light card.

Optional: a range of souvenirs; items and photos from the local area.

Versions available:

Suitable for:

Skills covered:

Step 1

Ages 3-5



Steps 2-4

Ages 5-8



Steps 5-7

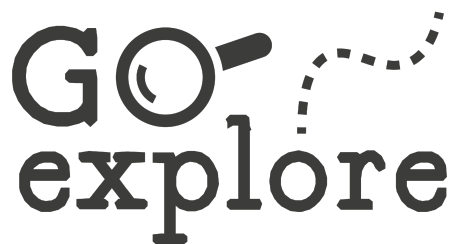
Ages 8-11

Steps 8-10

Ages 11-14

Step ranges are broad recommendations only. Feel free to adapt, e.g. for learners with additional needs.

Extended Project



Time required:

9 hours + time for local visit (e.g. school grounds or community centre). Virtual resources also included as an alternative.

Steps covered:

Step 1

Suitable for:

Ages 3-4

Learners consider: *What do you treasure?*

They explore different types of exploration. They design, plan then lead a 'treasure hunt' – with invited guests – where different learning areas reveal what makes their learning environment special. This project works well at the start of the academic year.

Resources:

Paper, colouring pens or pencils, role play materials.

Additional resources depending on the carousel activities you choose.

Skills covered:



Extended Project



Learners consider: *How do plants grow?*

Over several weeks, they explore the journey from seed to garden. They design and plant their own 'groovy gardens' to show off to invited guests at the end.

Time required:

9 hours + time to visit a local community garden or allotment. Virtual resources also included as an alternative.

Resources:

Paper, colouring pens or pencils, role play materials. Seed packets, spade, plants...
Additional resources depending on the carousel activities you choose.

Steps covered:

Step 1

Suitable for:

Ages 3-4

Skills covered:



Extended Project



Time required:

9 hours + time for a picnic in a park or outdoor space. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 1

Suitable for:

Ages 3-4

Learners consider: *How can we enjoy food together?*

They plan, prepare and run their own Teddy Bears' Picnic. After a group picnic in the local area, they design menus, write invites, create decorations and prepare food for their event, where they welcome friends and families.

Resources:

Paper, colouring pens or pencils, role play materials. Picnic-related items.
Additional resources depending on the carousel activities you choose.

Skills covered:



Extended Project



Time required:

9 hours + time to visit a local 'everyday hero base' (e.g. hospital, police or fire station). Virtual resources also included as an alternative to this visit.

Steps covered:

Step 1

Suitable for:

Ages 3-5

Learners consider: *What are your superhero talents?*

They explore different ways to promote health advice for a healthy lifestyle. They create a campaign to encourage others to be healthy, then run a Healthy Living Fair with invited guests.

Resources:

Paper, colouring pens or pencils, superhero role play materials.

Additional resources depending on the carousel activities you choose.

Skills covered:



Extended Project



Time required:

9 hours + time to visit a local bakery.
Virtual resources also included as an alternative to this visit.

Steps covered:

Step 1

Suitable for:

Ages 3-5

Learners consider: *How could we set up a bakery?*

They explore the journey from ingredients to bakery. In teams, they design, make, then sell their own 'Brilliant Bakes' at their very own pop-up bakery.

Resources:

Paper, colouring pens or pencils, bakery role play materials.
Additional resources depending on the carousel activities you choose.

Skills covered:



Extended Project

FABULOUS FASHIONS

Time required:

9 hours + time to visit a local clothing shop or fashion exhibition. Virtual resources also included as an alternative

Steps covered:

Step 1

Suitable for:

Ages 3-5

Learners consider: *What shall we wear?*

They explore the world of fashion, dressing up and costume. As fashion designers, they create their own clothes (hats or tabards) and put on a fashion show where friends and family are invited.

Resources:

Paper, colouring pens or pencils, fashion role play items.

Additional resources depending on the carousel activities you choose.

Skills covered:



Extended Project

≡ *Special Delivery*

Time required:

9 hours + time to visit a local post office or delivery hub. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 1-2

Suitable for:

Ages 4-6

Learners consider: *How can we spread joy?*

They set up their very own delivery service to spread joy through letters and gifts. In teams, they create a company name and logo, then deliver letters and parcels around their community.

Resources:

Exercise book, colouring pens or pencils, paper, scissors. Materials to create hats, sashes and/or badges.

Skills covered:



Extended Project

gallery opening

Learners consider: *How can we celebrate art?*

They work together to create then curate a whole-group gallery of their own artwork. They design posters ahead of their event, delegate jobs then welcome visitors at the exhibition.

Time required:

9 hours + time to visit a local gallery.
Virtual resources also included as an alternative to this visit.

Resources:

Exercise book, pens or pencils, paper. Gallery role play materials.
Art supplies. Labels and collection posters for the final event.

Steps covered:

Step 1-2

Suitable for:

Ages 4-6

Skills covered:



Extended Project



Time required:

9 hours + time to visit a local charity.
Virtual resources also included as an alternative to this visit.

Steps covered:

Step 1-2

Suitable for:

Ages 4-6

Learners consider: *How can we help people in need?*

They research charities and choose a good cause they'd like to help. They plan for a fundraising event, create a mascot and marketing materials, write letters to ask for support, and then run the fundraiser.

Resources:

Exercise book, colouring pens or pencils, paper. Decorations and resources for the fundraising event at the end.

Optional: ICT equipment if sending out emails.

Skills covered:



Extended Project

GOING GREEN

Time required:

9 hours + time to visit a local green project or recycling centre. Virtual resources also included as an alternative

Steps covered:

Step 1-2

Suitable for:

Ages 4-6

Learners consider: *What does it mean to be 'green'?*

They explore different ways we can be eco-friendly. After some research, they campaign to encourage others to 'go green'. They then run an Eco Fair with invited guests.

Resources:

A soft ball. Exercise book, colouring pens or pencils, paper including some A3 or flipchart. Resources for marketing (ICT or recording equipment if available). For badges: scissors, glue, tape, safety pins. Resources to make bunting and other decorations.

Skills covered:



Extended Project

Community Café

Learners consider: *How can we bring our community together?*

As budding entrepreneurs, they plan, organise and run their own community café.

Time required:

9 hours + time to visit a local café.
Virtual resources also included as an alternative to this visit.

Resources:

Exercise book, colouring pens or pencils, paper, sticky tape. Café-related role play materials. Resources to run the café at the end of the project.
(If available: whiteboards and pens.)

Steps covered:

Step 2-3

Suitable for:

Ages 5-7

Skills covered:



Extended Project



Time required:

9 hours + time to visit a design studio or homeware/decorating centre. Virtual resources also included as an alternative.

Steps covered:

Step 2-3

Suitable for:

Ages 5-7

Learners consider: *How can we transform a space for everyone to enjoy?*

Exploring the creative process, they become interior designers and create a model a redesigned space inspired by their school or community centre. At the end, they pitch their ideas for an original 'dream space' on site.

Resources:

Exercise book, colouring pens or pencils, paper, glue, scissors. Junk modelling materials, including scrap fabric and wallpaper.

Skills covered:



Extended Project

trash to TREASURE

Time required:

9 hours + time to visit a local shop selling toys. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 3-4

Suitable for:

Ages 6-8

Learners consider: *How can we develop an environmentally-friendly product?*

They design and build a new toy from recycled materials. They explore research, redrafts, manufacturing, pitching, whilst considering the environmental impact of their product.

Resources:

Example toys. Exercise book, colouring pens or pencils, paper. Mini whiteboards. Junk modelling materials. Sticky tape, glue.

Skills covered:



Extended Project

FOOD GLORIOUS FOOD

Time required:

9 hours + time to visit a local food establishment. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 3-4

Suitable for:

Ages 6-8

Learners consider: *How can we celebrate food?*

They explore food preparation, create a recipe book and some advertising materials ahead of a Food Fair they will run. They share out jobs in their teams then showcase their recipes with food demonstrations at the final event.

Resources:

Exercise book, pens or pencils, paper (plain and lined). Flipchart paper (1 piece per team). Sticky notes. Examples of simple recipes (e.g. cornflake cakes). Dice (2 per team). For bunting: string, card, scissors, sticky tape. Optional: ICT equipment if creating digital adverts.

Skills covered:



Extended Project



Time required:

9 hours + time to visit a local health centre or clinic. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 3-4

Suitable for:

Ages 6-8

Learners consider: *How can we help our community to be healthy?*

They explore different ways to promote health advice for a healthy lifestyle. They create a campaign to encourage others to be healthy, then run a Healthy Living Fair with invited guests.

Resources:

Exercise book, pens or pencils, paper. Resources to make bunting for the final event.
Some sessions require access to computers or tablets.

Skills covered:



Extended Project



Time required:

9 hours + time to visit a local library or bookshop. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 4-5

Suitable for:

Ages 7-9

Learners consider: *How can we inspire young people to read more?*

Thanks to market research, they promote reading in their local community, then develop a reading reward scheme. They redesign a reading area and showcase a 3D model of this at their very own Reading Fair with invited guests.

Resources:

Exercise book, pens or pencils, paper. Shoe boxes (1 per team) and/or junk modelling, card, scissors, glue, sticky tape. Optional: example reward schemes for session 4 + resources for decorations at the final event.

Skills covered:



Number ¹²³ CRUNCHING

Time required:

9 hours + time to visit a confectionery shop. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 4-5

Suitable for:

Ages 7-9

Learners consider: *How can we create a product that people will love?*

They collaborate to design a confectionery product and explore market research, planning, branding, marketing and advertising. They pitch their products to an audience of potential 'investors'.

Resources:

Examples of existing confectionery to test and analyse. Exercise book, pens or pencils, paper, newspapers (in one fun activity). Scissors, glue, sticky tape. Optional: ICT equipment for digital advertising; video recording equipment if available.

Skills covered:



Extended Project



Time required:

9 hours + time to visit a local design studio or department. Virtual resources also included as an alternative.

Steps covered:

Step 4-5

Suitable for:

Ages 7-9

Learners consider: *How can we communicate our ideas visually?*

They explore the world of graphic design then create their own logo and 3D prototype for a product. As graphic designers, they learn how to use text and image to develop brand identity, before selling their products at their very own Design Exhibition.

Resources:

Exercise book, pens or pencils, paper. Scissors, glue, sticky tape. Flipchart or A3 paper. String + other art materials. Resources to make bunting for the final event. Optional: tablets/laptops if creating digital designs.

Skills covered:



Extended Project

BREAKING NEWS

Time required:

9 hours + time to visit a local news outlet or broadcaster. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 5-6

Suitable for:

Ages 8-10

Learners consider: *How can we share important information with our local community?*

They work in teams to research and produce a piece of journalism for a local news story. They put together a Media Fair where they present their news stories to an audience.

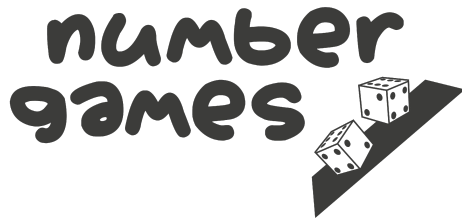
Resources:

Exercise book, colouring pens or pencils, paper. Selection of newspapers and magazines. Audio or video recording equipment if available. Audio or video editing software.

Skills covered:



Extended Project



Learners consider: *How can we make learning fun?*

They create their very own Maths-themed board games for younger learners. They present those to other peers and invited guests at a Games Exhibition.

Time required:

9 hours + time to visit a local games shop, school or education centre. Virtual resources also included as an alternative

Resources:

Exercise book, colouring pens or pencils, paper (plain and lined). Examples of existing board games. Card, glue, scissors, sticky tape, paper clips or bulldog clips.

Steps covered:

Step 5-6

Suitable for:

Ages 8-10

Skills covered:



Extended Project

ACTIVE ≡ MINDS

Time required:

9 hours + time to visit a local fitness centre. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 5-6

Suitable for:

Ages 8-10

Learners consider: *How can we encourage members of our community to keep fit?*

In teams they create their very own fitness classes through research, planning and redrafting. They promote those through advertising and come up with incentives. They delegate roles as they prepare for their final Fitness Event.

Resources:

Exercise book, PE kits, sports equipment depending on teams' ideas. Materials to make posters. Tablets or computers if creating digital marketing.

Skills covered:



Extended Project



Learners consider: *What makes a community successful?*

They research and plan a new development for their community. They build a 3D model of their project and present this at a Construction Fair which they organise.

Time required:

9 hours + time to visit a construction project. Virtual resources also included as an alternative to this visit.

Resources:

Exercise book, colouring pens or pencils, paper (A4 and A2 or flipchart). Mini whiteboards. Junk modelling materials, cardboard and newspapers. Card, scissors, sticky tape, glue.

Steps covered:

Step 6-7

Suitable for:

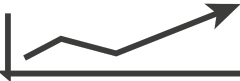
Ages 9-11

Skills covered:



Extended Project

BIG BUSINESS CHALLENGE



Time required:

9 hours + time to visit a local business.
Virtual resources also included as an alternative to this visit.

Steps covered:

Step 6-7

Suitable for:

Ages 9-11

Learners consider: *How can businesses make a positive contribution to the community?*

They develop a small business venture that provides a helpful service to their community. They research customer needs, come up with a business plan, create marketing materials and consider finances. They practise customer service at their very own Pop-Up Fair.

Resources:

Exercise book, colouring pens or pencils, paper, sticky tape. Resources to make bunting for the final event.

Some sessions require access to computers or tablets.

Skills covered:



Extended Project

LEGAL EAGLES

Time required:

9 hours + time to visit a local law firm or courtroom. Virtual resources also included as an alternative to this visit.

Steps covered:

Step 6-7

Suitable for:

Ages 9-11

Learners consider: *How do laws help to create a fair society?*

They take one of three criminal cases to trial: cyberbullying, theft or vandalism. In teams, they analyse different viewpoints and evidence as they build the case for either prosecution or defence. Opposing teams present this in a 'courtroom' trial at the end.

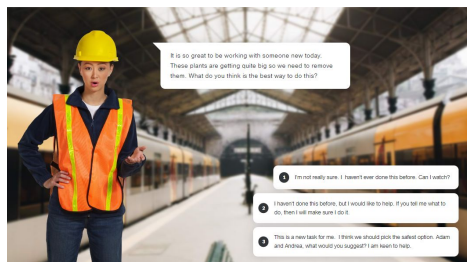
Resources:

Crime report, evidence log, witness testimonies, judge's script (all provided). Exercise book, colouring pens or pencils, newspaper. Optional: computers/tablets for internet research.

Skills covered:



Work Experience



Learners explore the world of: *Construction And Engineering*

They watch interviews from employees working in this sector, e.g. Director of Communications at HS2, or apprentice at Network Rail. Learners then complete scenario-based tasks.

Time required:

15 minutes × 8

*Can be taught as short-burst activities
or as a longer, in-depth exploration of
this industry sector.*

Resources:

Video interviews, interactive sections, tasks and written responses via a downloadable workbook.

Steps covered:

Intermediate to
Advanced

Suitable for:

Ages 11-18

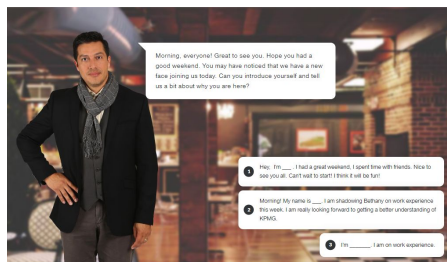
Skills covered:



Please note: these modules can be taught by a teacher or can be accessed remotely by learners.

Virtual Work Experience modules are currently aligned to Universal Framework 1, with the Universal Framework 2 versions coming in spring 2026.

Work Experience



Learners explore the world of: *Finance (module 1)*

They watch interviews about essential skills from a range of employees in this sector, including a chartered accountant at KPMG and an auditor at Lloyds Banking Group.

Time required:

15 minutes × 8

*Can be taught as short-burst activities
or as a longer, in-depth exploration of
this industry sector.*

Resources:

Video interviews, interactive sections, tasks and written responses via a downloadable workbook.

Steps covered:

Intermediate to
Advanced

Suitable for:

Ages 11-18

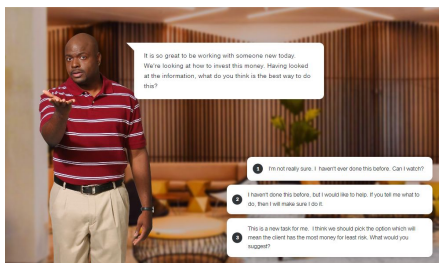
Skills covered:



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Work Experience



Learners explore the world of: *Finance (module 2)*

They watch interviews of people talking about essential skills at work, including a Head of Sustainable Investment at LGT Vestra, a Client Manager at Pimco and an Assistant Manager at KPMG.

Time required:

15 minutes × 8

*Can be taught as short-burst activities
or as a longer, in-depth exploration of
this industry sector.*

Resources:

Video interviews, interactive sections, tasks and written responses via a downloadable workbook.

Steps covered:

Intermediate to
Advanced

Suitable for:

Ages 11-18

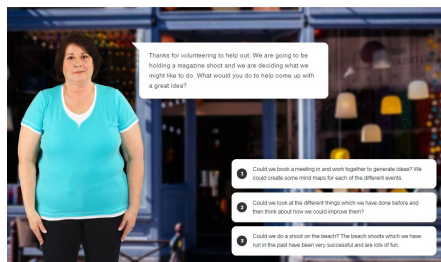
Skills covered:



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Work Experience



Learners explore the world of: *Work*

They watch interviews from a range of employees from different sectors including the Facilities Manager at London Zoo and a Customer Advisor at Oliver Bonas. Learners are set small tasks and reflection activities by an 'employee'.

Time required:

15 minutes × 8

*Can be taught as short-burst activities
or as a longer, in-depth exploration of
this industry sector.*

Resources:

Video interviews, interactive sections, tasks and written responses via a downloadable workbook.

Steps covered:

Intermediate to
Advanced

Suitable for:

Ages 11-18

Skills covered:



Please note: these modules can be taught by a teacher or can be accessed remotely by learners.

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