

## WBQ – Skills Challenge Certificate

### Year 10

Term	Topic	Content/Assessments	Home learning opportunities
1a	Community	In preparation to deliver coaching sessions complete a <b>Skills Audit</b> including: <ul style="list-style-type: none"> <li>○ Identifying current personal and/or team working skills relevant to the Challenge;</li> <li>○ Identifying any additional personal and/or team working skills likely to be needed;</li> <li>○ Planning for the development and improvement of skills relevant to coaching.</li> </ul>	Building a Personal CV.
1b	Community	Identify and develop a coaching opportunity that will benefit the local community.  Produce a <b>Plan</b> that shows what needs to be done to <b>Run</b> a regular activity or a supporting intervention that will have an impact on the school community. <ul style="list-style-type: none"> <li>• The Plan should include: <ul style="list-style-type: none"> <li>○ The purpose and benefits of the coaching;</li> <li>○ Aims and objectives;</li> <li>○ Timescales, targets, resources;</li> <li>○ Individual/team responsibilities;</li> <li>○ Opportunities and risks;</li> <li>○ Coaching session plans.</li> </ul> </li> </ul> Implement and monitor the Plan over a period of 10 hours ensuring safe and appropriate practice.	Record of activities and Diary.
<b>Christmas Holidays</b>			
2a	Community	Continue with Implementation of the community coaching plan.  Complete a <b>Personal Reflection</b> on the planning process, own performance in carrying out the coaching sessions, and drawing from feedback received, the impact of the coaching on the participant.	Record of activities and Diary.
2b	Global Citizenship	Develop an understanding of the global issue to make an informed decision by considering: <ul style="list-style-type: none"> <li>○ information provided in Resource Pack;</li> <li>○ peer views and opinions from a class discussion;</li> </ul>	Select an article or source for a given topic to apply the principals of RURU.

		<ul style="list-style-type: none"> <li>○ further personal research.</li> </ul> <p>Use decision making techniques to develop and present a written <b>Personal Standpoint</b> on the global issue. The Personal Standpoint should include:</p> <ul style="list-style-type: none"> <li>○ facts, factors, differing opinions and viewpoints;</li> <li>○ consideration of the credibility of sources used;</li> <li>○ relevant factors – political, economic, social, technological, legal and environmental (PESTLE).</li> </ul>	
<b>Easter Holidays</b>			
3a	Global Citizenship	<p>Develop and implement a creative and innovative approach to raise awareness on the global issue with your chosen target audience.</p> <p>Produce a <b>Raising Awareness Pack</b> which should include evidence demonstrating the:</p> <ul style="list-style-type: none"> <li>○ generation of multiple ideas for raising awareness;</li> <li>○ assess and compare multiple ideas;</li> <li>○ selection of one idea with reasons for choice;</li> <li>○ development and implementation of the idea;</li> <li>○ raising awareness outcomes.</li> </ul> <p>Produce a <b>Personal Review</b> which must include:</p> <ul style="list-style-type: none"> <li>○ critical thinking and problem solving process;</li> <li>○ creativity and innovation process;</li> <li>○ lessons learned.</li> </ul>	Supply individual source for the raising awareness pack.
3b	Enterprise	<p><b>TASKS:</b></p> <p>Apply for a role in a team to develop a new concept for an educational product. Produce an application to showcase your relevant skills, qualifications and experience.</p> <ul style="list-style-type: none"> <li>• In preparation for producing the application, complete a personal <b>Skills Audit</b> including:</li> </ul>	Production supplies for the product.

		<ul style="list-style-type: none"> <li>○ identifying current personal and team working skills relevant to the Challenge;</li> <li>○ identifying any additional personal and team working skills likely to be needed;</li> <li>○ planning for development and improvement of relevant skills.</li> </ul> <p><b>TWO WORKSHOP DAYS:</b></p> <p>Work in a team (consisting of 3-6 members) to develop a business proposal for a new product.          As a team:</p> <ul style="list-style-type: none"> <li>○ research the current market of education games/products consulting with different audiences;</li> <li>○ agree one concept for a product, share responsibilities and combine ideas to develop the idea;</li> <li>○ hold regular meetings to plan and carry out the development of a new concept for a product, to make decisions, agree on changes, improvements and developments;</li> <li>○ develop a business proposal considering the 5Ps – product, price, place, people and promotion</li> </ul> <p>As a team plan and organise a <b>Pitch</b> of the business idea ensuring:</p> <ul style="list-style-type: none"> <li>○ effective structure and communication;</li> <li>○ use of props where appropriate;</li> <li>○ involvement of all members of the team.</li> </ul> <p>Deliver a 10 minute team <b>Pitch</b>, including use of the <b>Visual Display</b> of the idea, to a panel of at least 2 people.</p>	
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## WBQ – Skills Challenge Certificate

### Year 11

Term	Topic	Content/Assessments	Home learning opportunities
1	Individual Project	<p><b>Research Skills Development</b></p> <ul style="list-style-type: none"> <li>○ Consider how to identify suitable focus/topic and the purpose of a project</li> <li>○ Understand how to structure and develop a plan for effective research</li> <li>○ Consider how to devise a research question or statement for a successful project</li> <li>○ Consider different sources of information, numerical data and materials that can be used in a project</li> <li>○ Understand how to define and clarify appropriate aims and objectives</li> </ul> <p><b>Learner produces Project title, introduction, aims and objectives</b></p> <p><b>Develop Research Methods</b></p> <ul style="list-style-type: none"> <li>○ Understand types of numerical data that can be collected and their advantages and disadvantages</li> <li>○ Understand research methods to collect primary information and numerical data</li> <li>○ Understand credibility of sources and use of secondary information and numerical data</li> </ul> <p><b>Learner produces Research Methods section</b></p>	The individual project requires significant contribution from 'out of school hours' time and research.
<b>Christmas Holidays</b>			
2	Individual Project	<p><b>Complete &amp; present the project &amp; develop research skills</b></p> <ul style="list-style-type: none"> <li>○ Understand how to identify and explain features of different types of numerical data and use appropriate calculations</li> <li>○ Understand how to present numerical data in tables, charts, diagrams and graphs</li> <li>○ Understand how to use digital techniques to present research findings</li> <li>○ Consider the use of a variety of media to record the production process of artefact</li> <li>○ Understand how to analyse and summarise information into both a written format and a design format</li> </ul>	The individual project requires significant contribution from 'out of school hours' time and research.

		<ul style="list-style-type: none"> <li>○ Understand the importance of referencing sources of information and developing a bibliography</li> </ul> <p><b>Learner presents main findings of the project and/or development of artefact</b></p>	
<b>Easter Holidays</b>			
3	Individual Project	<p><b>Develop conclusion &amp; evaluation</b></p> <ol style="list-style-type: none"> <li>1. Understand how to make judgements and draw conclusions based on findings</li> <li>2. Understand how to evaluate own strengths and weaknesses in carrying out the Project</li> <li>3. Consider what should be included in the Appendix</li> </ol> <p><b>Learner produces conclusion and reflection of own performance</b></p>	The individual project requires significant contribution from 'out of school hours' time and research.