

Handout 2 – Discover Prompts and Create Challenge Cards

All cards are optional. Replace any card without explanation.

Keep responses non-sensitive and do not record another student's private information.

A. Benefit Detective Cards

QUIET CO-WORKING Two students work silently beside each other for ten minutes. One notices that the other's presence helps them remain focused. What is the benefit? What boundary keeps it helpful? Benefit(s): _____ Contribution(s): _____ Helpful condition/boundary: _____	SKILL EXCHANGE One student explains a maths shortcut; the other shows a useful way to organise notes. What does each person contribute and receive? Benefit(s): _____ Contribution(s): _____ Helpful condition/boundary: _____
SHARED HUMOUR A group laughs about a fictional puzzle mistake and continues working. Everyone is included. What makes humour beneficial rather than harmful? Benefit(s): _____ Contribution(s): _____ Helpful condition/boundary: _____	UNWANTED ADVICE A student describes a small problem. A classmate immediately gives several solutions, although advice was not requested. What could change? Benefit(s): _____ Contribution(s): _____ Helpful condition/boundary: _____
LARGE NOISY EVENT A school activity is enjoyable for some students but overwhelming for others. How could the school provide different ways to participate? Benefit(s): _____ Contribution(s): _____ Helpful condition/boundary: _____	DIFFERENT PERSPECTIVE Two students interpret a story differently. Their discussion helps both notice evidence they had missed. What conditions make this useful? Benefit(s): _____ Contribution(s): _____ Helpful condition/boundary: _____

B. Discover Prompt Cards

FOCUS One small condition that helps me focus on a task is ... ☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace	CONTRIBUTION In group work, I often prefer to contribute by ... ☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace
CURIOSITY Something I would enjoy learning at school beyond normal subjects is ... ☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace	SKILL A skill I enjoy using or practising is ... ☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace
SCHOOL MOMENT A small, ordinary part of the school day that I sometimes enjoy is ... ☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace	RECOVERY After concentrating, a short activity that helps me reset is ... ☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace

COMMUNICATION

I find it easier to contribute when people ...

☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace

SHARED TASK

A type of task that is more enjoyable or easier with other people is ...

☐ speak ☐ write ☐ draw/symbolise ☐ pass/replace

C. Create Challenge Cards

INCLUSIVE TEN-MINUTE BREAK

Design a ten-minute school break activity that costs nothing, needs no special skill, has a quiet option, works for different mobility needs and allows people to join or leave. Each person must add one design condition.

Shared result: _____ How each contribution was used: _____

FOUR-PANEL STORY

Create a four-panel story called "A small school moment that went better because people worked together". Each person creates one panel; the group then links the panels into one story.

Shared result: _____ How each contribution was used: _____

SCHOOL-DAY TOOLKIT

Choose five items or actions for a fictional "school-day wellbeing toolkit" from a list of twelve. Each person argues for one choice, then the group agrees a final set and explains how the items work together.

Shared result: _____ How each contribution was used: _____

CLUE PUZZLE

Give each person one clue from the facilitator. No one may show the card; they must communicate the information. Solve the fictional timetable or location puzzle using every clue.

Shared result: _____ How each contribution was used: _____

SILENT DESIGN

Without speaking for three minutes, design a symbol or mini-poster for "useful interaction". Students may draw, point, write single words or move cards. Then spend two minutes explaining how contributions were combined.

Shared result: _____ How each contribution was used: _____

ONE-MINUTE MICRO-ACTIVITY

Design a one-minute class reset that can be done seated or standing, has a non-verbal option, does not touch anyone and can be stopped at any time. Every person adds one requirement or action.

Shared result: _____ How each contribution was used: _____

Facilitator: for the Clue Puzzle, create a simple four-clue solution relevant to the class. Ensure that no clue is optional, so every student holds necessary information.