

Scenario W1-S3 — Reading for a Specific Question (Full Case Study)

Case Study

You are given a reading page and told that you will need to answer one question at the end. The question says:

“What is the main idea of the text, and give two details that support it?”

The page contains several paragraphs, bold headings, pictures, captions, and side notes with extra facts. Some of the facts are interesting, but they do not help answer the question. You do not have enough time to memorise everything on the page.

You know that if you focus on the wrong information, you may give lots of facts but still not answer the question correctly. You must decide what parts of the page deserve your attention.

Student Prompt 1

How did you find the main idea without getting distracted by extra facts?

- ☐ I looked at the title and headings
 - ☐ I asked what the whole text was mostly about
 - ☐ I focused on sentences that explained the topic
 - ☐ I tried to remember every fact
-

Student Prompt 2

Which parts of the page did you focus on most, and which did you skim or ignore?

I focused on:

- ☐ Paragraphs that explained the topic
- ☐ Details that matched the main idea

I skimmed or ignored:

- ☐ Extra facts that didn't help answer the question
 - ☐ Pictures once I understood the topic
 - ☐ Side notes
-

Student Prompt 3

What did you do to make sure you were reading for the question?

- ☐ I reread the question before answering

- ☐ I checked that my details supported the main idea
 - ☐ I read until time was up without checking
 - ☐ I asked myself if the information helped answer the question
-

Scenario W1-S4 — Important Messages Among Other Notices (Full Case Study)

Case Study

Over the afternoon, several messages or notes are shared with your class. Some are reminders about things happening later in the term. One message talks about a fun event. Another message explains that tomorrow you must bring a specific book or item for a lesson.

Some messages are long and use urgent words like “important” or “please read,” even when they don’t require you to do anything right away. You know that if you miss the message that requires action, you may arrive at school unprepared.

Student Prompt 1

Which message needed you to do something?

- ☐ The message that told me to bring an item
 - ☐ The message about a future event
 - ☐ The longest message
 - ☐ The message with a clear instruction and date
-

Student Prompt 2

What parts of the messages did you pay attention to, and what did you ignore?

I paid attention to:

- ☐ What I needed to bring or do
- ☐ The date it was needed

I ignored or skimmed:

- ☐ Extra explanations
 - ☐ Information that didn’t need action
-

Student Prompt 3

What did you do to make sure you didn't miss the important instruction?

- ☐ I wrote it down or told an adult
 - ☐ I packed the item straight away
 - ☐ I assumed I would remember later
 - ☐ I checked the message again in the evening
-

Scenario W1-S5 — Timed Task With Extra Information (Full Case Study)

Case Study

You are given a short, timed quiz to complete in class. On the page you can see the instructions, example questions, and a countdown timer. Some questions include extra background information that sounds important but does not actually help you find the correct answer.

As you work, you notice other learners finishing early. The timer keeps counting down, which makes it tempting to rush. You know that if you focus on the wrong information or hurry too much, you may make simple mistakes.

Student Prompt 1

What information on the page helped you answer the questions correctly?

- ☐ The question itself
 - ☐ Important numbers or key words
 - ☐ The instructions
 - ☐ The timer
-

Student Prompt 2

What did you focus on while answering, and what did you ignore?

I focused on:

- ☐ Reading each question carefully
- ☐ Information needed to solve it

I ignored:

- ☐ Extra background details
- ☐ Other learners finishing early
- ☐ The timer except for quick checks

Student Prompt 3

What did you do to stop rushing from causing a mistake?

- ☐ I slowed down on tricky questions
 - ☐ I checked my answer before moving on
 - ☐ I guessed quickly to save time
 - ☐ I reminded myself to read the question properly
-

Why this now meets your original intent

This version now:

- mirrors the **depth and realism** of the university case studies,
- creates **genuine cognitive tension** (what to attend to vs ignore),
- supports **structured, scorable responses**, and
- remains **developmentally appropriate** without oversimplifying the thinking demand.

• WEEK 2 — SUSTAINED ATTENTION

- **Age Range:** 6–12

Cognitive Focus: Sustained Attention

Core Demand: Maintaining accurate focus and performance over time, even when tasks become boring, tiring, or repetitive.

-
- **Scenario W2-S1 — Extended Independent Reading (Full Case Study)**
- **Case Study**
- During quiet work time, your teacher asks you to read several pages on your own and then answer questions at the end. The reading looks the same on every page—no pictures, no colour changes, and no breaks.
At first, the reading feels manageable, but after a while your mind starts to wander. You notice that you are rereading the same sentences and forgetting what you just read. There are no reminders from the teacher, and you are expected to keep going until you finish.
- You know that if you only skim or lose focus, you won't be able to answer the questions properly at the end.

-
- **Student Prompt 1**
- **What kind of thinking did this task need from you?**

- ☐ Keeping my focus and understanding going the whole time
 - ☐ Just starting the work
 - ☐ Reading as fast as possible
 - ☐ Guessing the answers later
-

•

- **Student Prompt 2**
- **When your focus started to fade, what did you pay attention to in order to keep going?**
 - ☐ Understanding what each paragraph was saying
 - ☐ Just getting to the end
 - ☐ The sound of other learners
 - ☐ The questions I would have to answer later
- ---
- **Student Prompt 3**
- **What did you do to make sure you really understood the reading and didn't just skim it?**
 - ☐ I stopped and reread parts that didn't make sense
 - ☐ I asked myself questions about what I read
 - ☐ I kept reading even when I didn't understand
 - ☐ I summarised sections in my head or on paper
- ---
- **Scenario W2-S2 — Long Recorded Lesson or Explanation (Full Case Study)**
- **Case Study**
- You are watching a long recorded lesson or listening to a long explanation in class. The voice stays the same, and the slides or board work do not change much. There are no breaks or questions in the middle to check understanding.
At the start, you are paying attention, but after some time you feel tired and notice your thoughts drifting away from the lesson.
- You still need to understand the full explanation because later work depends on it.
- ---
- **Student Prompt 1**
- **What kind of thinking did this task need from you?**
 - ☐ Staying focused and understanding from start to finish
 - ☐ Listening only at the beginning
 - ☐ Copying everything without thinking
 - ☐ Waiting for someone to explain it later
- ---
- **Student Prompt 2**
- **As you started to feel tired, what did you try to focus on to stay engaged?**
 - ☐ The main idea of what was being explained
 - ☐ The teacher's voice only
 - ☐ How much time was left
 - ☐ Important words or steps
- ---
- **Student Prompt 3**
- **What did you do to make sure you didn't miss important parts of the explanation?**
 - ☐ I refocused when I noticed my mind wandering
 - ☐ I paused (or mentally paused) to catch up

- ☐ I wrote random notes to stay busy
- ☐ I reviewed key points at the end

-
- **Scenario W2-S3 — Repetitive Practice Work (Full Case Study)**

- **Case Study**

- You are given a page of practice questions that all look very similar. At first, the work feels easy, and you finish the first few questions quickly.
As you continue, the repetition makes it tempting to rush or answer without checking carefully. This is when small mistakes are most likely to happen, even though you know how to do the work.
- You are expected to stay accurate until the very last question.

-
- **Student Prompt 1**

- **What kind of thinking did this task need from you?**

- ☐ Staying careful and accurate over time
- ☐ Just knowing how to do the questions
- ☐ Finishing as fast as possible
- ☐ Doing the first few questions well

-
- **Student Prompt 2**

- **What did you notice yourself having to control as the work became repetitive?**

- ☐ Rushing and answering on autopilot
- ☐ Forgetting how to do the work
- ☐ Getting distracted by others
- ☐ Not wanting to check answers

-
- **Student Prompt 3**

- **What did you do to stop small mistakes from building up?**

- ☐ I checked answers regularly
- ☐ I slowed down when questions looked too easy
- ☐ I took a short mental reset
- ☐ I skipped checking to save time

-
- **Scenario W2-S4 — Extended Writing for Accuracy (Full Case Study)**

- **Case Study**

- You are asked to write for a long period without stopping, such as a story, paragraph, or explanation. At the beginning, your writing is neat and clear.
As time passes, your hand feels tired, and it becomes harder to keep spelling, punctuation, and sentence structure correct. You still need your writing to stay accurate and readable until the end.

-
- **Student Prompt 1**

- **What kind of thinking did this task need from you?**

- ☐ Keeping quality and accuracy steady over time
- ☐ Writing a lot quickly
- ☐ Only focusing on the beginning
- ☐ Thinking of good ideas only

•

- **Student Prompt 2**

- **As you became more tired, what did you keep checking in your writing?**

- ☐ Spelling and punctuation
- ☐ Whether sentences made sense
- ☐ Just how much was left to write
- ☐ Neatness and clarity

•

- **Student Prompt 3**

- **What did you do to make sure your writing stayed consistent to the end?**

- ☐ I reread sentences as I went
- ☐ I slowed down when I noticed mistakes
- ☐ I kept writing even if errors appeared
- ☐ I checked my work before finishing

•

- **Scenario W2-S5 — Careful Checking Over Time (Full Case Study)**

- **Case Study**

- You are asked to check work for mistakes, such as spelling words, copied numbers, or answers in a table. The format stays the same the whole time, and progress feels slow. Because the task is repetitive, it is easy to skim, rush, or miss small details, especially near the end.
- You must stay careful until every item has been checked.

•

- **Student Prompt 1**

- **What kind of thinking did this task need from you?**

- ☐ Staying careful and focused for a long time
- ☐ Knowing the right answers
- ☐ Finishing quickly
- ☐ Checking only the first part

•

- **Student Prompt 2**

- **What urge did you have to control while checking?**

- ☐ Skimming instead of checking carefully
- ☐ Rushing to finish
- ☐ Giving up near the end
- ☐ Looking away at distractions

•

- **Student Prompt 3**

- **What did you do to make sure you didn't miss an important detail near the end?**

- ☐ I checked each item one by one
- ☐ I slowed down toward the end
- ☐ I reminded myself to stay careful
- ☐ I assumed the last part was fine

WEEK 3 — DIVIDED ATTENTION

Age Range: 6–12

Cognitive Focus: Divided Attention

Core Demand: Coordinating two tasks or information streams at the same time without losing the main task.

Scenario W3-S1 — Listening While Taking Notes (Full Case Study)

Case Study

During a lesson, your teacher explains a topic out loud while writing some points on the board. The teacher does not stop speaking while you write.

If you only listen and don't write, you may forget important points. If you only write and stop listening, you may miss explanations that help the notes make sense.

You must listen and write at the same time, deciding when to listen carefully and when to write.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Listening and writing at the same time
 - ☐ Just listening carefully
 - ☐ Just copying from the board
 - ☐ Writing everything the teacher said
-

Student Prompt 2

How did you manage listening and writing together?

- ☐ I listened first, then wrote short notes
 - ☐ I wrote only key words while listening
 - ☐ I tried to write full sentences while listening
 - ☐ I switched between listening and writing
-

Student Prompt 3

What did you do to make sure you didn't miss important information?

- ☐ I used short notes or symbols
 - ☐ I left space to add details later
 - ☐ I wrote everything without thinking
 - ☐ I marked where I stopped writing
-

Scenario W3-S2 — Following Instructions While Doing the Task (Full Case Study)

Case Study

You are given a task with rules that must be followed the whole time, such as “circle nouns,” “use capital letters,” or “show your working.”

The rules stay on the page, but as you focus on doing the work, it is easy to forget to keep checking them.

You must do the task and monitor the rules at the same time.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Doing the work while checking the rules
 - ☐ Just finishing the work
 - ☐ Memorising the rules first
 - ☐ Guessing the rules
-

Student Prompt 2

What two things did you have to pay attention to at the same time?

- ☐ The task itself

- ☐ The rules or instructions
 - ☐ What other learners were doing
 - ☐ How much time was left
-

Student Prompt 3

What did you do to keep your work matching the rules?

- ☐ I checked the rules after each question
 - ☐ I reminded myself of the rules as I worked
 - ☐ I only checked the rules at the end
 - ☐ I hoped I remembered them
-

Scenario W3-S3 — Reading While Pulling Out Key Information (Full Case Study)

Case Study

You are reading a page of information and must find answers to a question at the same time. If you focus only on reading, you may forget to collect the information you need. If you focus only on writing answers, you may stop understanding what you are reading.

You must read and extract key information at the same time.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Reading and pulling out key information together
 - ☐ Reading everything carefully first
 - ☐ Writing answers without reading
 - ☐ Memorising the page
-

Student Prompt 2

How did you balance reading and writing notes?

- ☐ I read a bit, then wrote a key point
- ☐ I wrote only after I understood a part
- ☐ I tried to copy sentences while reading
- ☐ I switched between reading and writing

Student Prompt 3

What did you do to keep your notes and understanding clear?

- ☐ I wrote short points instead of full sentences
 - ☐ I checked that notes matched what I read
 - ☐ I kept notes separate from reading
 - ☐ I marked where I stopped reading
-

Scenario W3-S4 — Working While Watching the Time (Full Case Study)

Case Study

You are completing a timed task. You must answer questions accurately while also keeping track of how much time is left.

If you watch the clock too much, you may rush and make mistakes. If you ignore the time, you may not finish.

You must answer questions and monitor the time at the same time.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Working accurately while tracking time
 - ☐ Just watching the time
 - ☐ Working without caring about time
 - ☐ Finishing as fast as possible
-

Student Prompt 2

How did you balance accuracy and time?

- ☐ I checked the time at set moments
 - ☐ I focused on accuracy first, then speed
 - ☐ I rushed to beat the clock
 - ☐ I ignored the timer
-

Student Prompt 3

What did you do to avoid careless mistakes?

- ☐ I slowed down on tricky questions
 - ☐ I checked answers quickly
 - ☐ I skipped checking completely
 - ☐ I marked questions to return to
-

Scenario W3-S5 — Listening While Preparing to Respond (Full Case Study)

Case Study

During a class discussion, you listen to other learners share their ideas. At the same time, you know you will be asked to answer or share your own idea soon.

If you focus only on preparing your answer, you may stop listening to others. If you focus only on listening, you may not be ready when it is your turn.

You must listen and prepare your response at the same time.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Listening while preparing an answer
 - ☐ Just listening
 - ☐ Just thinking about my answer
 - ☐ Waiting quietly
-

Student Prompt 2

What did you have to balance at the same time?

- ☐ Paying attention to what others said
 - ☐ Getting my idea ready
 - ☐ Thinking about something else
 - ☐ Watching the teacher
-

Student Prompt 3

What did you do to make sure your answer stayed connected to the discussion?

- ☐ I linked my answer to what was said before
- ☐ I remembered the question while listening
- ☐ I repeated what someone else said
- ☐ I changed my answer if the topic shifted

WEEK 4 — WORKING MEMORY

Age Range: 6–12

Cognitive Focus: Working Memory

Core Demand: Holding important information in mind while working, when that information is no longer visible or directly available.

Scenario W4-S1 — Holding Task Rules While Writing (Full Case Study)

Case Study

At the start of a writing task, your teacher explains what your work must include. You are told to:

- write one paragraph,
- use full sentences,
- include at least two facts, and
- underline your main idea.

Once you start writing, the rules are no longer on the board. As you think about ideas and sentences, it becomes easy to forget one of the rules, especially the underlining or the number of facts.

Even if your writing sounds good, missing a rule means the work is incomplete.

You must keep the rules in mind while writing.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Keeping the rules in mind while writing
- ☐ Thinking of good ideas only

- ☐ Writing as much as possible
 - ☐ Remembering the rules after finishing
-

Student Prompt 2

Which information did you need to keep in your mind while writing?

- ☐ The rules for the paragraph
 - ☐ The number of facts needed
 - ☐ The main idea
 - ☐ The teacher's voice
-

Student Prompt 3

What did you do to make sure you didn't forget a rule?

- ☐ I checked my work against the rules at the end
 - ☐ I wrote the rules at the top of the page
 - ☐ I reminded myself of the rules while writing
 - ☐ I hoped I remembered everything
-

Scenario W4-S2 — Holding a Question While Reading (Full Case Study)

Case Study

You are given a reading page and a question to answer at the end. The question is not printed on the reading page, and once you start reading, you can no longer see it.

The reading has many interesting facts and ideas, but only some of them help answer the question.

If you forget the question while reading, you may collect lots of information but still not answer what was asked.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Keeping the question in mind while reading
- ☐ Remembering every fact

- ☐ Reading quickly
 - ☐ Guessing the question later
-

Student Prompt 2

What did you need to keep in mind while choosing what to note?

- ☐ The exact question being asked
 - ☐ What information answered that question
 - ☐ Interesting facts
 - ☐ Pictures and captions
-

Student Prompt 3

What did you do to stop yourself from writing down information that wasn't needed?

- ☐ I checked if the information answered the question
 - ☐ I reread the question partway through
 - ☐ I wrote everything just in case
 - ☐ I reminded myself what I was looking for
-

Scenario W4-S3 — Holding Multiple Requirements for Short Answers (Full Case Study)

Case Study

You are answering short questions. Each answer must:

- be short,
- use a key word from the lesson, and
- give one example.

The requirements are explained once at the start, but they are not shown again for each question.

As you answer, it is easy to focus only on writing something and forget one of the requirements.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Holding several rules in mind while answering

- ☐ Writing quickly
 - ☐ Thinking of examples only
 - ☐ Remembering rules after finishing
-

Student Prompt 2

Which requirements did you keep in mind while answering each question?

- ☐ Using the key word
 - ☐ Keeping the answer short
 - ☐ Giving an example
 - ☐ Writing as much as possible
-

Student Prompt 3

What did you do to check that each answer met all the rules?

- ☐ I checked each answer before moving on
 - ☐ I ticked off rules in my head
 - ☐ I only checked at the end
 - ☐ I didn't check
-

Scenario W4-S4 — Returning to Work After an Interruption (Full Case Study)

Case Study

You are working on organising your notes when the teacher calls your name or you receive a short message. You stop working briefly, then return to your desk.

When you come back, you must remember:

- what you were working on,
- which part you had finished, and
- what you planned to do next.

If you don't hold this information in mind, you may repeat work, skip something important, or feel confused.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Remembering where I was in my work
 - ☐ Starting the task again
 - ☐ Ignoring the interruption
 - ☐ Working faster
-

Student Prompt 2

What information did you need to keep in mind to continue correctly?

- ☐ What I had already done
 - ☐ What I was about to do next
 - ☐ Which page or section I was on
 - ☐ What other learners were doing
-

Student Prompt 3

What did you do to avoid losing your place after the interruption?

- ☐ I marked my place before stopping
 - ☐ I left myself a note
 - ☐ I quickly reviewed what I had done
 - ☐ I guessed where to continue
-

Scenario W4-S5 — Holding Linked Ideas While Writing (Full Case Study)

Case Study

You are writing a paragraph that needs:

- one clear main idea,
- a reason or explanation, and
- an example that matches the main idea.

While writing, you must keep all three parts in mind at the same time.

If you forget one part, your paragraph may stop making sense or drift off topic.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Keeping several linked ideas in mind while writing
 - ☐ Thinking of ideas one at a time
 - ☐ Writing a long paragraph
 - ☐ Fixing mistakes later
-

Student Prompt 2

Which parts did you need to keep connected while writing?

- ☐ The main idea
 - ☐ The explanation
 - ☐ The example
 - ☐ Extra details
-

Student Prompt 3

What did you do to stop your paragraph from drifting off topic?

- ☐ I checked that each sentence matched my main idea
 - ☐ I reread what I wrote as I went
 - ☐ I planned the paragraph before writing
 - ☐ I kept writing without checking
-

Why Week 4 is diagnostically clean

- All scenarios require **holding information that is no longer visible**
- Prompts separate:
 - recognising the working-memory demand,
 - identifying what must be held active, and
 - using a **preventative control** to avoid forgetting
- No planning, organising, or problem solving contamination

This aligns exactly with your **Week 4 marking memo**.

WEEK 5 — WORKING MEMORY (ACTIVE)

Age Range: 6–12

Cognitive Focus: Working Memory (Active)

Core Demand: Holding information in mind **while updating, revising, or combining it** as new information appears.

Scenario W5-S1 — Combining Information From Two Sources (Full Case Study)

Case Study

During a lesson, your teacher explains a topic and later gives you a short reading page about the same topic. You are asked to write one answer that uses information from **both** what the teacher said and what the reading explains.

As you start writing, you must remember what the teacher explained earlier, compare it to the reading, and decide which ideas belong together. If you only use one source or repeat the same idea twice, your answer will be incomplete.

You must keep both sources in mind and combine them into one clear explanation.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Holding information from two places and combining it
 - ☐ Remembering the lesson only
 - ☐ Copying from the reading
 - ☐ Writing as much as possible
-

Student Prompt 2

What information did you keep in mind while writing your answer?

- ☐ What the teacher explained
 - ☐ What the reading said
 - ☐ How the ideas matched or were different
 - ☐ Extra facts that didn't fit
-

Student Prompt 3

What did you do to keep your answer clear as you added ideas?

- ☐ I checked earlier sentences while writing
 - ☐ I avoided repeating the same idea
 - ☐ I stopped and fixed parts that didn't match
 - ☐ I kept writing without checking
-

Scenario W5-S2 — Updating an Explanation as You Go (Full Case Study)

Case Study

You are explaining how something works, step by step. As you continue, you realise that one of the steps you wrote earlier is not quite right and needs to be changed so the explanation still makes sense.

If you forget what you already wrote, the explanation may become confusing or incorrect. You must keep track of earlier steps while updating them as new understanding appears.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Updating earlier ideas while continuing to explain
 - ☐ Writing everything perfectly the first time
 - ☐ Starting again from the beginning
 - ☐ Writing fast
-

Student Prompt 2

What did you need to keep in mind while adding new steps?

- ☐ What I had already written
 - ☐ How the steps fit together
 - ☐ What needed to be changed
 - ☐ Unrelated ideas
-

Student Prompt 3

What did you do to make sure your explanation stayed correct?

- ☐ I reread and fixed earlier steps

- ☐ I checked that new steps matched earlier ones
 - ☐ I ignored earlier mistakes
 - ☐ I changed things randomly
-

Scenario W5-S3 — Mental Steps That Build on Each Other (Full Case Study)

Case Study

You are solving a maths or logic problem in your head. Each step depends on the answer to the step before it. You are not allowed to write everything down.

If you forget one step or mix up a number, the whole answer will be wrong. You must keep updating the result in your mind as you move forward.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Keeping track of results as they changed
 - ☐ Remembering the final answer only
 - ☐ Guessing if I forgot
 - ☐ Writing everything down
-

Student Prompt 2

What did you focus on keeping in mind while working?

- ☐ The current result
 - ☐ How it changed after each step
 - ☐ The next step to do
 - ☐ Background noise
-

Student Prompt 3

What did you do to avoid losing track of the steps?

- ☐ I paused briefly between steps
- ☐ I checked the result before moving on
- ☐ I repeated the result to myself
- ☐ I rushed to finish

Scenario W5-S4 — Tracking Several Rules at the Same Time (Full Case Study)

Case Study

You are working on a task that must follow several rules at once. For example:

- answers must be correct,
- spelling and punctuation must be right, and
- you must show your working or explain your thinking.

As you work, it is easy to focus on one rule and forget the others. You must keep all the rules active and update your checking as you go.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Keeping several rules active at the same time
 - ☐ Following one rule well
 - ☐ Checking rules only at the end
 - ☐ Working quickly
-

Student Prompt 2

Which things did you keep checking while working?

- ☐ Whether my answer was correct
 - ☐ Whether I followed all the rules
 - ☐ Whether my explanation still made sense
 - ☐ Whether I was nearly finished
-

Student Prompt 3

What did you do to make sure no rule was forgotten?

- ☐ I checked rules as I worked
- ☐ I went back to earlier parts to fix things
- ☐ I reminded myself what to watch for
- ☐ I hoped I remembered everything

Scenario W5-S5 — Remembering to Fix Something While Continuing (Full Case Study)

Case Study

While working on a task, you notice that something you did earlier is wrong and needs to be fixed. However, you also need to keep moving forward to finish the rest of the work.

If you forget to go back and fix the mistake, your final work will still be wrong. You must keep the needed fix in mind while continuing with new work.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Remembering a change while continuing to work
 - ☐ Fixing everything immediately
 - ☐ Ignoring the mistake
 - ☐ Starting again
-

Student Prompt 2

What did you need to keep in mind while continuing?

- ☐ What needed to be fixed
 - ☐ Where the mistake was
 - ☐ How it affected later work
 - ☐ Unrelated parts of the task
-

Student Prompt 3

What did you do to make sure the fix was not forgotten?

- ☐ I marked the place to fix
- ☐ I went back and fixed it at the right time
- ☐ I reminded myself while working
- ☐ I hoped I would remember later

WEEK 6 — SHORT-TERM MEMORY

Age Range: 6–12

Cognitive Focus: Short-Term Memory

Core Demand: Briefly holding information in mind after it disappears, without mixing it up or losing it before action is taken.

Scenario W6-S1 — Remembering Verbal Instructions (Full Case Study)

Case Study

At the end of the lesson, while learners are packing up, the teacher gives homework instructions **out loud**. The teacher says:

“Complete page 18 in your workbook,
bring your reading book tomorrow,
and practise your spelling words for Friday.”

The instructions are only said once and are not written on the board. Chairs are moving, bags are zipping, and other learners are talking.
You will need to remember these instructions later at home when the teacher is no longer there to repeat them.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Remembering information for a short time after hearing it
 - ☐ Understanding difficult ideas
 - ☐ Planning my homework schedule
 - ☐ Paying attention for a long time
-

Student Prompt 2

Which details did you need to remember clearly?

- ☐ What work had to be done
- ☐ What book to bring
- ☐ When the spelling was due
- ☐ What other learners were doing

Student Prompt 3

What did you do to make sure the instructions were not forgotten?

- ☐ I repeated them to myself
 - ☐ I wrote them down as soon as I could
 - ☐ I told an adult or friend
 - ☐ I hoped I would remember later
-

Scenario W6-S2 — Holding a Short List Seen Only Once (Full Case Study)

Case Study

Your teacher briefly shows a list on the board for about ten seconds. The list shows items you can choose from for a class activity.

After the board is cleared, the teacher says, “Choose one from the list.”

You must remember the list long enough to make your choice, even though you can no longer see it.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Remembering a short list after it disappeared
 - ☐ Understanding what the list meant
 - ☐ Organising the list into groups
 - ☐ Solving a problem
-

Student Prompt 2

What did you focus on remembering?

- ☐ The names of the items
 - ☐ How many items were on the list
 - ☐ Which one I wanted to choose
 - ☐ Extra details around the list
-

Student Prompt 3

What did you do to stop the items from getting mixed up?

- ☐ I repeated the list in my head
 - ☐ I remembered just enough to choose
 - ☐ I used a pattern or grouping
 - ☐ I guessed
-

Scenario W6-S3 — Keeping a Question in Mind While Waiting (Full Case Study)

Case Study

During class discussion, the teacher asks you a question. Before you answer, another learner speaks for a short time about a related topic.

When it is your turn, you must still answer the **original question**, not what the other learner talked about.

You need to hold the question in mind while waiting.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Holding the question in mind for a short time
 - ☐ Thinking of a long answer
 - ☐ Listening very carefully
 - ☐ Planning what to say next
-

Student Prompt 2

What part of the question did you focus on remembering?

- ☐ What the teacher actually asked
 - ☐ What the question was about
 - ☐ The exact words
 - ☐ What the other learner said
-

Student Prompt 3

What did you do to keep your answer matched to the question?

- ☐ I repeated the question in my head
 - ☐ I reminded myself what I was answering
 - ☐ I waited quietly until my turn
 - ☐ I changed my answer to match the new topic
-

Scenario W6-S4 — Remembering a Short Detail While Moving (Full Case Study)

Case Study

The teacher says, “Put your worksheet in the **blue tray** in **Room 4A**, then come back.” You must walk through the corridor, pass other rooms, and choose between several trays of different colours.

The instruction is no longer visible while you walk, and mixing up the room or tray colour would mean your work ends up in the wrong place.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Holding a short instruction while moving
 - ☐ Knowing where the rooms are
 - ☐ Planning a route
 - ☐ Paying attention for a long time
-

Student Prompt 2

Which details were most important to remember?

- ☐ The room number
 - ☐ The tray colour
 - ☐ The order of the instruction
 - ☐ Who else was walking
-

Student Prompt 3

What did you do to avoid going to the wrong place?

- ☐ I repeated the details to myself

- ☐ I focused on the two key details only
 - ☐ I checked signs as I walked
 - ☐ I guessed
-

Scenario W6-S5 — Recalling a Short Sequence (Full Case Study)

Case Study

Your teacher shows a short sequence on the board for a few seconds, such as numbers, letters, or shapes.

The teacher then erases it and asks you to write it down in the **same order**.

Many learners remember the items but mix up the order.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Remembering a short sequence after it disappeared
 - ☐ Understanding what the sequence meant
 - ☐ Solving a problem
 - ☐ Planning ahead
-

Student Prompt 2

What did you need to keep in mind to get it right?

- ☐ The items in the sequence
 - ☐ The order of the items
 - ☐ How long the sequence was
 - ☐ Who finished first
-

Student Prompt 3

What did you do to keep the order correct?

- ☐ I repeated the sequence in order
- ☐ I grouped items together
- ☐ I pictured it in my head
- ☐ I wrote it quickly and hoped

WEEK 7 — PLANNING

Age Range: 6–12

Cognitive Focus: Planning

Core Demand: Thinking ahead to decide *what to do, in what order, and when*, before starting work.

Scenario W7-S1 — Planning a Multi-Day Project (Full Case Study)

Case Study

Your teacher gives you a project that is due in two weeks. The project has several parts:

- learning about the topic,
- choosing information,
- writing or creating the project, and
- checking it before handing it in.

You also have normal homework, tests, and activities during these two weeks. If you leave everything to the last day, you may not finish or your work may be rushed.

Before you start, you need to decide **when** you will work on each part.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Planning work ahead of time
 - ☐ Doing the work immediately
 - ☐ Working harder later
 - ☐ Waiting for reminders
-

Student Prompt 2

What did you think about when planning the project?

- ☐ How many steps the project had
- ☐ How much time each step needed
- ☐ Other homework and activities
- ☐ How fast I could work at the end

Student Prompt 3

What did you do to reduce last-minute problems?

- ☐ I broke the project into smaller steps
 - ☐ I decided when to work on each part
 - ☐ I set mini-deadlines for myself
 - ☐ I planned to rush at the end
-

Scenario W7-S2 — Planning Around Competing Commitments (Full Case Study)

Case Study

During the week, you have homework, a test to study for, and an after-school activity. Some days you have more free time than others.

If you don't plan, you may forget something important or feel overwhelmed the night before a test.

You need to decide how to use your time across the week.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Planning how to use my time
 - ☐ Doing work whenever I felt like it
 - ☐ Finishing one thing only
 - ☐ Working under pressure
-

Student Prompt 2

What information helped you plan your time?

- ☐ When things were due
 - ☐ How difficult each task was
 - ☐ Which days were busy
 - ☐ What I wanted to do first
-

Student Prompt 3

What did you do to avoid overload or forgetting work?

- ☐ I decided what to do on which day
 - ☐ I worked on harder things earlier
 - ☐ I left easier things for later
 - ☐ I hoped I would remember
-

Scenario W7-S3 — Planning a Multi-Step Task (Full Case Study)

Case Study

You are given a task that must be done in a certain order. For example, you must:

- collect information,
- organise it,
- create the final work, and
- check it before handing it in.

If you start without a plan, you may have to redo work or realise too late that you missed a step.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Planning the steps before starting
 - ☐ Doing steps in any order
 - ☐ Fixing mistakes later
 - ☐ Working quickly
-

Student Prompt 2

What did you think about when planning the steps?

- ☐ Which steps had to come first
 - ☐ Which steps depended on others
 - ☐ How long each step might take
 - ☐ What looked most fun
-

Student Prompt 3

What did you do to make sure the task went smoothly?

- ☐ I planned the order before starting
 - ☐ I checked off steps as I finished them
 - ☐ I adjusted my plan if needed
 - ☐ I figured it out as I went
-

Scenario W7-S4 — Planning Before a Timed Test (Full Case Study)

Case Study

You are about to start a timed test. Some questions are quick, and others take longer. The total time is limited.

If you don't plan how to use your time, you might spend too long on one question and rush the rest.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Planning how to use the time
 - ☐ Answering the first question fast
 - ☐ Guessing difficult questions
 - ☐ Finishing early
-

Student Prompt 2

What did you think about before starting the test?

- ☐ How many questions there were
 - ☐ Which questions might take longer
 - ☐ How much time I had
 - ☐ What others were doing
-

Student Prompt 3

What did you do to reduce time-pressure mistakes?

- ☐ I decided how long to spend on each part
 - ☐ I skipped and returned to hard questions
 - ☐ I checked the time at set points
 - ☐ I rushed everything
-

Scenario W7-S5 — Planning Your Part in Group Work (Full Case Study)

Case Study

You are working in a group project. Each person has a part to complete, and your work needs to be ready so others can add their parts.

If you don't plan your work, the group may not have enough time to finish.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Planning my work to fit with others
 - ☐ Doing my part whenever
 - ☐ Letting others remind me
 - ☐ Working at the last minute
-

Student Prompt 2

What did you think about when planning your part?

- ☐ When others needed my work
 - ☐ How long my part would take
 - ☐ What had to be done first
 - ☐ What I wanted to do
-

Student Prompt 3

What did you do to make sure your work was ready on time?

- ☐ I set a personal deadline
- ☐ I worked on my part early

- ☐ I checked in with the group
 - ☐ I waited to be asked
-
-

WEEK 8 — ORGANISING

Age Range: 6–12

Cognitive Focus: Organising

Core Demand: Structuring information, materials, or tasks into a clear, usable system to avoid confusion or mistakes.

Scenario W8-S1 — Organising Project Materials (Full Case Study)

Case Study

You are starting a project and have information from different places: notes, books, printed pages, and drawings. Everything is mixed together.

If you don't organise these materials, it will be hard to find what you need later or you might forget important information.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Organising materials into order
 - ☐ Doing the project immediately
 - ☐ Remembering everything
 - ☐ Planning the project
-

Student Prompt 2

How did you organise the materials?

- ☐ I grouped similar information together
- ☐ I sorted by topic or section
- ☐ I separated what I needed from what I didn't
- ☐ I kept everything in one pile

Student Prompt 3

What did you do to avoid missing important information?

- ☐ I checked that each part of the task had information
 - ☐ I removed duplicates
 - ☐ I made sure nothing was left out
 - ☐ I guessed
-

Scenario W8-S2 — Organising Notes for Revision (Full Case Study)

Case Study

Before a test, you look at your notes and see that they are messy. Some ideas appear more than once, some are out of order, and some are hard to read.

If you try to study without organising them, revision will be confusing.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Organising information for studying
 - ☐ Memorising everything
 - ☐ Reading notes again
 - ☐ Planning study time
-

Student Prompt 2

What did you do to organise your notes?

- ☐ Grouped notes by topic
 - ☐ Put ideas in a clear order
 - ☐ Removed repeated information
 - ☐ Left notes as they were
-

Student Prompt 3

What changed after you organised your notes?

- ☐ Studying became easier
 - ☐ I could find information faster
 - ☐ The work felt clearer
 - ☐ Nothing changed
-

Scenario W8-S3 — Organising Deadlines and Requirements (Full Case Study)

Case Study

You have several pieces of work due on different days. Each one has its own instructions and requirements.

If this information stays spread across messages and pages, you might miss a deadline or forget a rule.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Organising information in one place
 - ☐ Remembering everything
 - ☐ Planning time
 - ☐ Solving a problem
-

Student Prompt 2

What information did you bring together?

- ☐ Due dates
 - ☐ Instructions
 - ☐ What each task needed
 - ☐ Fun activities
-

Student Prompt 3

What did you do to avoid mistakes?

- ☐ I made one list or planner
- ☐ I checked each task against the list

- ☐ I updated it when things changed
 - ☐ I relied on memory
-

Scenario W8-S4 — Organising Information Before Writing (Full Case Study)

Case Study

Before writing, you collect facts and examples. The information is correct, but it is not yet grouped into sections.

If you start writing without organising, your work may repeat ideas or miss key points.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Organising ideas before writing
 - ☐ Writing quickly
 - ☐ Fixing mistakes later
 - ☐ Planning time
-

Student Prompt 2

How did you organise the information?

- ☐ Grouped ideas that belonged together
 - ☐ Matched facts to sections
 - ☐ Removed information I didn't need
 - ☐ Left everything mixed
-

Student Prompt 3

What did organising help you avoid?

- ☐ Repeating ideas
 - ☐ Missing important points
 - ☐ Getting confused while writing
 - ☐ All of the above
-

Scenario W8-S5 — Organising Digital or Physical Files (Full Case Study)

Case Study

Your schoolwork is saved in folders or kept in books. Some files or pages have unclear names, and some are old versions.

If you don't organise them, you might use the wrong work or lose the final version.

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Organising files so they are easy to use
 - ☐ Remembering file names
 - ☐ Planning ahead
 - ☐ Working faster
-

Student Prompt 2

What did you do to organise your work?

- ☐ Renamed files clearly
 - ☐ Sorted work into folders
 - ☐ Removed old versions
 - ☐ Kept everything together
-

Student Prompt 3

What did this help you avoid?

- ☐ Using the wrong version
- ☐ Losing work
- ☐ Feeling confused
- ☐ All of the above

WEEK 9 — PROBLEM SOLVING

Age Range: 6–12

Cognitive Focus: Problem Solving

Core Demand: Recognising when the usual approach is not working, identifying the cause, and choosing an effective response.

Scenario W9-S1 — Unclear Instructions (Full Case Study)

Case Study

Your teacher gives instructions for a task, but the instructions can be understood in more than one way. Some learners think they should write a paragraph, while others think they should make a list. The example does not fully explain which is correct.

If you choose the wrong interpretation, your work may be marked incorrect even if it is well done.

You need to work out what the task is really asking.

Student Prompt 1

What problem did you notice in this task?

- ☐ The instructions were unclear
 - ☐ The task was too long
 - ☐ I didn't like the topic
 - ☐ I didn't understand the words
-

Student Prompt 2

What helped you decide what the task was really asking?

- ☐ Looking at the example carefully
 - ☐ Checking what the instructions said most clearly
 - ☐ Thinking about what would be marked
 - ☐ Copying what others were doing
-

Student Prompt 3

What did you do to reduce the risk of doing the task wrong?

- ☐ I chose the interpretation that best matched the instructions
- ☐ I checked with the teacher or an adult

- ☐ I explained my choice clearly in my work
 - ☐ I guessed
-

Scenario W9-S2 — Finding a Mistake After Handing In (Full Case Study)

Case Study

After handing in your work, you realise you may have made a mistake. It could be a missing detail or an answer that doesn't quite match the question.

You cannot easily change the work now. You must decide whether the mistake is serious enough to do something about, or whether it is better to leave it.

Student Prompt 1

What problem did you notice?

- ☐ There might be a mistake in my work
 - ☐ I didn't finish on time
 - ☐ Someone else copied me
 - ☐ The task was boring
-

Student Prompt 2

What did you think about before deciding what to do?

- ☐ How big the mistake was
 - ☐ Whether it changed the main answer
 - ☐ What options I had
 - ☐ How worried I felt
-

Student Prompt 3

What action did you take?

- ☐ I accepted it if it was small
- ☐ I asked for help or explained the mistake
- ☐ I learned what to do differently next time
- ☐ I panicked

Scenario W9-S3 — Two Sources Don't Agree (Full Case Study)

Case Study

While working on a task, you use two sources of information (books, notes, or websites). One source gives a different answer from the other.

Both sources seem reliable, but they do not match. You must decide how to handle the difference.

Student Prompt 1

What problem did you notice?

- ☐ The sources gave different information
- ☐ The task was too hard
- ☐ I didn't finish reading
- ☐ I forgot the question

Student Prompt 2

What helped you decide what to do with the different answers?

- ☐ Checking which source was more reliable
- ☐ Seeing which answer fit the question better
- ☐ Thinking about what the teacher taught
- ☐ Choosing the easiest one

Student Prompt 3

What did you do in your work?

- ☐ I explained both ideas
 - ☐ I chose the most reliable answer
 - ☐ I asked for clarification
 - ☐ I ignored the problem
-

Scenario W9-S4 — Plan Doesn't Work Anymore (Full Case Study)

Case Study

You planned time to work on a task, but something unexpected happens and you lose some of that time. Your original plan no longer fits.

If you keep following the old plan, you may not finish or your work may be rushed.

Student Prompt 1

What problem did you notice?

- ☐ My plan no longer worked
 - ☐ I didn't want to work
 - ☐ The task changed
 - ☐ I forgot the plan
-

Student Prompt 2

What did you think about when adjusting your plan?

- ☐ What was most important to finish
 - ☐ How much time was left
 - ☐ What could be shortened
 - ☐ What I wanted to skip
-

Student Prompt 3

What did you do to solve the problem?

- ☐ I changed my plan
 - ☐ I focused on the most important parts
 - ☐ I adjusted how much time I spent
 - ☐ I gave up
-

Scenario W9-S5 — First Approach Isn't Working (Full Case Study)

Case Study

You start a task using a method you usually use, but partway through you realise it is not helping. You are still confused or making mistakes.

If you continue with the same method, the problem won't improve.

Student Prompt 1

What problem did you notice?

- ☐ My approach wasn't working
 - ☐ The task was boring
 - ☐ Others were faster
 - ☐ I didn't like the work
-

Student Prompt 2

What helped you realise the approach wasn't working?

- ☐ I wasn't getting correct answers
 - ☐ I didn't understand what I was doing
 - ☐ I noticed repeated mistakes
 - ☐ I felt tired
-

Student Prompt 3

What did you do next?

- ☐ I tried a different strategy
 - ☐ I asked for help
 - ☐ I went back to understand the task
 - ☐ I kept doing the same thing
-
-

WEEK 10 — INTEGRATED PROBLEM SOLVING

Age Range: 6–12

Cognitive Focus: Integrated Problem Solving

Core Demand: Coordinating attention, memory, planning, organising, and judgement to choose the least risky solution when there is no single clear answer.

Scenario W10-S1 — Conflicting Task Guidance (Full Case Study)

Case Study

You receive instructions for a task from different places. The worksheet says one thing, the teacher says another, and a classmate explains it a third way.

All the information sounds possible, but not all of it can be right.

You must decide which guidance to trust and how to proceed.

Student Prompt 1

What made this task difficult?

- ☐ The guidance did not match
 - ☐ The task was long
 - ☐ I didn't understand the topic
 - ☐ I didn't like the task
-

Student Prompt 2

What did you think about when deciding what to do?

- ☐ Which instructions were most official
 - ☐ What matched the marking rules
 - ☐ What the teacher emphasised
 - ☐ What my friends said
-

Student Prompt 3

What did you do to reduce the risk of being wrong?

- ☐ I followed the most reliable guidance
- ☐ I checked my work against the rules
- ☐ I explained my choice clearly
- ☐ I guessed

Scenario W10-S2 — Study Plan Isn't Helping Enough (Full Case Study)

Case Study

You made a plan to prepare for a test. You followed it, but you still don't understand some important parts.

There is not much time left, and continuing the same plan may not help.

You must decide how to change your approach.

Student Prompt 1

What problem did you notice?

- ☐ My plan wasn't helping enough
 - ☐ I didn't study long enough
 - ☐ I didn't like the subject
 - ☐ Others were ahead
-

Student Prompt 2

What did you think about when changing your plan?

- ☐ What I still didn't understand
 - ☐ How much time was left
 - ☐ Which methods worked better
 - ☐ What I enjoyed most
-

Student Prompt 3

What did you do to keep preparing effectively?

- ☐ I changed my study method
 - ☐ I focused on weak areas
 - ☐ I combined different strategies
 - ☐ I kept the same plan
-

Scenario W10-S3 — Using Feedback for a New Task (Full Case Study)

Case Study

You receive feedback on a previous piece of work. Some of the feedback could help with a new task, but the new task is not exactly the same.

If you use all the feedback without thinking, you may apply it incorrectly.

Student Prompt 1

What made this task challenging?

- ☐ Deciding what feedback still applied
 - ☐ Remembering the feedback
 - ☐ Writing neatly
 - ☐ Finishing quickly
-

Student Prompt 2

What did you think about when using the feedback?

- ☐ How the new task was different
 - ☐ Which feedback matched the new rules
 - ☐ What I needed to change
 - ☐ What I could ignore
-

Student Prompt 3

What did you do to improve your new work?

- ☐ Used only the relevant feedback
 - ☐ Checked my work against new instructions
 - ☐ Adjusted how I applied the feedback
 - ☐ Copied my old work
-

Scenario W10-S4 — Sudden Loss of Time (Full Case Study)

Case Study

You are working on a task when something unexpected happens and you lose time. You cannot finish everything the way you planned.

You must decide what to focus on so the most important parts are still done well.

Student Prompt 1

What problem did you face?

- ☐ I had less time than expected
 - ☐ The task changed
 - ☐ I forgot what to do
 - ☐ Others distracted me
-

Student Prompt 2

What did you think about when deciding what to do next?

- ☐ Which parts were most important
 - ☐ What could be shortened
 - ☐ What still had to be correct
 - ☐ What I wanted to skip
-

Student Prompt 3

What did you do to protect your work quality?

- ☐ Focused on core requirements
 - ☐ Simplified less important parts
 - ☐ Checked my work carefully
 - ☐ Rushed everything
-

Scenario W10-S5 — Choosing Between Two Good Options (Full Case Study)

Case Study

You see two different ways to complete a task. Both could work, but each has risks. One takes longer but is safer. The other is quicker but may miss details.

There is no perfect answer.

Student Prompt 1

What made this situation difficult?

- ☐ There was no single right choice
 - ☐ The task was boring
 - ☐ I didn't understand the rules
 - ☐ Others chose differently
-

Student Prompt 2

What did you think about when comparing the options?

- ☐ Time needed
 - ☐ Risk of mistakes
 - ☐ How well each option met the rules
 - ☐ How easy it felt
-

Student Prompt 3

What did you do once you decided?

- ☐ Chose the option with lower risk
- ☐ Committed and worked carefully
- ☐ Checked my work against the rules
- ☐ Changed options repeatedly

Scenario W11-S1 — Deciding Whether to Ask for Help (Full Case Study)

Case Study

You are working on a task and feel unsure about one part of the instructions. The rest of the work makes sense, but this one detail could change whether your answer is right or wrong.

You could:

- keep working and decide on your own, or
- ask the teacher for clarification.

Asking too quickly might interrupt the lesson, but not asking could mean your work is incorrect.

Student Prompt 1

What kind of decision did this task need from you?

- ☐ Deciding whether to ask for help or work it out myself
 - ☐ Deciding how fast to work
 - ☐ Deciding where to sit
 - ☐ Deciding what to write first
-

Student Prompt 2

What did you think about before deciding what to do?

- ☐ How important the unclear part was
 - ☐ Whether it could change my answer
 - ☐ If I could figure it out safely
 - ☐ If others seemed confused
-

Student Prompt 3

What did you decide to do, and why?

- ☐ I asked for help because the risk was high
 - ☐ I worked it out because the risk was small
 - ☐ I checked instructions again first
 - ☐ I guessed
-

Scenario W11-S2 — Noticing a Possible Mistake (Full Case Study)

Case Study

After finishing your work, you notice something that might be wrong. It could be a small mistake, or it could affect the whole answer.

You must decide whether:

- it is small enough to leave, or

- it is serious enough to tell the teacher or fix if possible.
-

Student Prompt 1

What kind of judgement did this task need from you?

- ☐ Deciding how serious a possible mistake was
 - ☐ Deciding how neat my work was
 - ☐ Deciding how fast I worked
 - ☐ Deciding if I was finished
-

Student Prompt 2

What helped you judge how serious the mistake was?

- ☐ Whether it changed the meaning of my answer
 - ☐ Whether it affected marks or rules
 - ☐ Whether it was easy to fix
 - ☐ Whether I felt worried
-

Student Prompt 3

What action did you take?

- ☐ Fixed it before handing in
 - ☐ Told the teacher about it
 - ☐ Left it because it was minor
 - ☐ Ignored it
-

Scenario W11-S3 — Conflicting Advice (Full Case Study)

Case Study

A classmate gives you advice about how to do a task, but it is different from what the teacher said or what is written in the instructions.

Both sound possible, but only one can be correct.

You must decide whose advice to follow.

Student Prompt 1

What kind of judgement was needed here?

- ☐ Deciding which advice to trust
 - ☐ Deciding who to work with
 - ☐ Deciding how long to work
 - ☐ Deciding what topic to choose
-

Student Prompt 2

What did you think about when choosing whose advice to follow?

- ☐ Who was responsible for marking
 - ☐ What matched the instructions best
 - ☐ Past experience with similar tasks
 - ☐ What was easiest
-

Student Prompt 3

What did you do to avoid a preventable mistake?

- ☐ Followed official instructions
 - ☐ Asked for clarification
 - ☐ Explained my choice clearly
 - ☐ Copied a friend
-

Scenario W11-S4 — Group Problem That Might Need Adult Help (Full Case Study)

Case Study

You are working in a group, and one person is not doing their part. The problem is starting to affect the whole group's progress.

You could:

- try to fix it within the group, or
- ask an adult for help.

Raising the issue too early may cause tension, but waiting too long may cause the group to fail.

Student Prompt 1

What decision did this situation need?

- ☐ Whether to handle the problem alone or involve an adult
 - ☐ Whether to stop working
 - ☐ Whether to change groups
 - ☐ Whether to complain
-

Student Prompt 2

What risks did you think about?

- ☐ The group not finishing
 - ☐ Making someone upset
 - ☐ Losing marks
 - ☐ Waiting too long
-

Student Prompt 3

What did you do to protect the group's work?

- ☐ Tried to fix it with the group first
 - ☐ Asked for help when it didn't improve
 - ☐ Explained the problem clearly
 - ☐ Ignored it
-

Scenario W11-S5 — Unsure If Something Is Allowed (Full Case Study)

Case Study

You are unsure whether you are allowed to use a certain tool, website, or help for a task. The rules are not clear.

Using it could help you finish faster, but it could also break the rules.

Student Prompt 1

What kind of judgement did this situation need?

- ☐ Deciding whether the risk was too high
 - ☐ Deciding how useful the tool was
 - ☐ Deciding how fast to work
 - ☐ Deciding what others were doing
-

Student Prompt 2

What did you think about when judging the risk?

- ☐ Whether it followed the rules
 - ☐ Whether I could explain using it
 - ☐ What would happen if it wasn't allowed
 - ☐ How much time it saved
-

Student Prompt 3

What did you do to stay safe and responsible?

- ☐ Avoided using it
 - ☐ Asked for permission
 - ☐ Checked the rules again
 - ☐ Used it anyway
-
-

WEEK 12 — SUSTAINED INDEPENDENT PERFORMANCE

Age Range: 6–12

Cognitive Focus: Sustained Independent Performance

Core Demand: Maintaining **accurate, reliable work over time without reminders**, even when tired, bored, or unsure.

Scenario W12-S1 — Long Task With No Reminders (Full Case Study)

Case Study

You are given a task that must be worked on over several days. There are no daily reminders and no checkpoints.

You must remember to:

- keep working,
 - check your quality, and
 - finish on time.
-

Student Prompt 1

What kind of thinking did this task need from you?

- ☐ Working independently over time
 - ☐ Planning the task
 - ☐ Asking for help
 - ☐ Starting the task
-

Student Prompt 2

What did you keep checking as you worked?

- ☐ Whether I was making progress
 - ☐ Whether my work still met the rules
 - ☐ Whether quality stayed the same
 - ☐ Whether others were finished
-

Student Prompt 3

What helped you stay on track?

- ☐ Regular self-checks
 - ☐ Breaking work into parts
 - ☐ Setting reminders for myself
 - ☐ Checking work before finishing
-

Scenario W12-S2 — Staying Reliable Across Several Tasks (Full Case Study)

Case Study

Over a short time, you have several tasks to complete. Each one matters, not just the first.

Doing well once is not enough—you must keep performing well each time.

Student Prompt 1

What kind of thinking did this task need?

- ☐ Keeping performance steady over time
 - ☐ Working fast
 - ☐ Trying harder once
 - ☐ Finishing early
-

Student Prompt 2

What did you manage carefully to avoid burnout or mistakes?

- ☐ My energy
 - ☐ My focus
 - ☐ My checking habits
 - ☐ My time
-

Student Prompt 3

What did you do to stay reliable?

- ☐ Used the same checking routine each time
 - ☐ Took short breaks when needed
 - ☐ Reviewed instructions every time
 - ☐ Rushed to finish
-

Scenario W12-S3 — Independent Project With Minimal Feedback (Full Case Study)

Case Study

You are working on a project mostly on your own. You don't get much feedback until the end.

You must judge:

- whether you are on the right track, and
 - whether your work is good enough.
-

Student Prompt 1

What made this task challenging?

- ☐ No feedback while working
 - ☐ Not knowing what to do
 - ☐ Not having enough time
 - ☐ Working alone
-

Student Prompt 2

What signs did you use to judge your progress?

- ☐ Matching instructions
 - ☐ Checking examples
 - ☐ Reviewing my work
 - ☐ Seeing how much was done
-

Student Prompt 3

What did you do to keep standards high?

- ☐ Used a checklist
 - ☐ Compared work to requirements
 - ☐ Fixed problems as I noticed them
 - ☐ Waited for feedback
-

Scenario W12-S4 — Extended Work Under Pressure (Full Case Study)

Case Study

You must work for a long time in one sitting, such as during a test or long task. As time goes on, you feel tired and want to rush.

Mistakes are more likely near the end.

Student Prompt 1

What kind of thinking did this task need?

- ☐ Staying accurate even when tired
 - ☐ Finishing quickly
 - ☐ Getting the first part right
 - ☐ Avoiding the task
-

Student Prompt 2

What did you keep checking as pressure increased?

- ☐ My answers
 - ☐ My understanding
 - ☐ My spelling or accuracy
 - ☐ My pace
-

Student Prompt 3

What did you do to avoid late mistakes?

- ☐ Slowed down on final parts
 - ☐ Checked work carefully
 - ☐ Stayed calm and focused
 - ☐ Rushed to finish
-

Scenario W12-S5 — Working Without Feedback or Reassurance (Full Case Study)

Case Study

You complete work without knowing whether it is correct. No one checks it until the end.

You must rely on your own judgement to decide when it is finished and ready.

Student Prompt 1

What made this task difficult?

- ☐ No feedback while working
- ☐ Not understanding the task

- ☐ Running out of time
 - ☐ Working alone
-

Student Prompt 2

How did you judge the quality of your work?

- ☐ Checked against instructions
 - ☐ Reviewed my work carefully
 - ☐ Looked for mistakes
 - ☐ Compared to examples
-

Student Prompt 3

What did you do to stay confident and accurate?

- ☐ Used self-check routines
- ☐ Trusted my process
- ☐ Fixed issues before finishing
- ☐ Asked for reassurance