

Fix It, Leave It, or Get Help?

30 minutes | Beginner | Pencil; paper scenarios only

Paper cases only. Choose a safe FIRST response and explain it.

A / Loose shirt button



Response: _____

B / Sparking outlet

STOP & ASSESS

Response: _____

C / Dripping tap

CAUSE UNKNOWN

Response: _____

D / Loose storage-box screw



Response: _____

Choices: supervised practice / stop and alert adult / adult investigation before repair.

Formulate: how will you match the tool? When would you stop?

Challenge > Revise: write a useful help request for the dripping tap.

No live faults. No electrical, gas, structural, or appliance repair. Smoke/fire: leave and call emergency services from safety.

Explain it. Try it with permission. Teach someone else.

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13+ | Thinkers | Home | Keep this page separate from the challenge

WHAT THIS BUILDS

Observing, measuring, and recognizing the limits of a safe independent task.

ANSWERS AND REASONING

A: supervised sewing practice. B: stop, stay away, alert adult immediately; do not touch or attempt electrical repair. C: adult assessment before repair. D: supervised practice after checking instructions and tool fit. Stop for slipping, damage, resistance, or uncertainty.

SUPPORT AND BOUNDARIES

Paper assessment only. Do not reproduce faults. Adults decide whether a qualified professional is needed. No mains electricity, gas, structural work, or opening appliances. For smoke/fire, leave and call emergency services from safety.

REAL-WORLD MISSION

With permission, practice matching a screwdriver to an intact screw on a harmless loose sample. No live repair is required.

GROWN-UP DISCOVERY

Correct tool type and size both matter. Ask: Which repair taught you to call someone?

AFTER THE MISSION

One thing we noticed: _____

One thing we would try differently: _____

Child: I can explain it / I want another practice / I need help.