Lifeskills Challenge

Resources to support learning at home or remotely

E1 Entry level 1

ASDAN

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Calculating with numbers up to 10

Challenge ref: 3081

Notional learning hours	30
Level	Entry 1
Subject area	Mathematics
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Numeracy; Problem solving
Learning aim	The learner will develop basic numeracy skills for work with numbers up to 10, for use in everyday situations.
Learning context	Classroom, practical, group, 1: 1

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to add single digit numbers in the range of 0 to 10.	• Add single digit numbers with totals up to and including 10 on at least two occasions • Identify pairs of single digit numbers which total 10 on at least two occasions • Use single digit numbers to create totals of 3, 4, 5, 6, 7, 8 and 9
2 Be able to subtract single digit numbers in the range of 0 to 10.	• Identify the steps to use when subtracting one number from another on at least two occasions • Subtract single digit numbers working with the numbers 0 to 10 on at least two occasions • Use addition to check accuracy of results on at least two occasions

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Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
3 Be able to use basic mathematical symbols and vocabulary in addition and subtraction tasks.	• Use related vocabulary and signs for addition on at least two occasions • Use related vocabulary and signs for subtraction on at least two occasions • Use a calculator for tasks involving addition on at least two occasions • Use a calculator for tasks involving subtraction on at least two occasions

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3
Labelled product, video or photographic evidence	

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Completing a bank account application

Challenge ref: 3747

Notional learning hours	10
Level	Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Ability to learn; Numeracy
Learning aim	The learner will be able to complete a bank account application and show they understand a bank statement with appropriate support.
Learning context	Small group, 1:1, practical

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to identify different features of a bank statement.	• Identify at least three features of a bank statement from a choice eg credit, debit, balance
2 Be able to identify the documentation required to open a bank account.	• Choose three documents required to support a bank account application from a choice of five documents
3 Be able to complete an application for a bank account.	• Complete an application for a bank account with appropriate support

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Completing a bank account application

Challenge ref: 3747

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2
Labelled product, video or photographic evidence	3

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Lifeskills Challenge

Describing and comparing weight and capacity

Challenge ref: 3085

Notional learning hours	10
Level	Entry 1
Subject area	Mathematics
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Numeracy; Problem solving
Learning aim	The learner will develop the knowledge and skills needed to provide simple descriptions and comparisons for weight and for capacity, for use in everyday situations.
Learning context	Classroom, practical, group, 1:1

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to describe and compare weight.	• Describe weight of objects using simple vocabulary eg heavy, light, on at least two occasions • Compare weight of two objects using simple vocabulary eg heavier, lighter, heaviest, lightest, on at least two occasions • Sort at least three objects in order of weight on at least two occasions
2 Be able to describe and compare capacity.	• Identify meaning of capacity in simple terms eg select from a list of everyday items, on at least two occasions • Compare difference in capacity of same shape objects eg one large mug, one small mug, on at least two occasions • Compare capacity of different shaped objects eg two different shaped items with same capacity, on at least two occasions

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Describing and comparing weight and capacity

Challenge ref: 3085

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2
Labelled product, video or photographic evidence	

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Exploring job opportunities

Challenge ref: 3171

Notional learning hours	30
Level	Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Literacy; Problem solving
Learning aim	The learner will identify what job opportunities are available and decide which would be the most suitable for them.
Learning context	Group activities, independent work, 1:1 work, practical activities

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Know how to relate their skills and interests to potential job opportunities.	• Identify a job opportunities using given information • Identify their skills and interests • Identify what tasks would be involved in this job • Discuss with others whether the job would be appropriate for them based on their skills and interests
2 Be able to communicate why they would be suited to a particular job role.	• Identify a job they would like to know more about • State why they think they would be good at that job

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Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	
Labelled product, video or photographic evidence	1 2

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Exploring the natural environment

Challenge ref: 3585

Notional learning hours	20
Level	Entry 1
Subject area	Geography
Preparing for Adulthood pathway	Community inclusion; Good health
Vocational area	Land-based
Skill	Ability to learn; Teamwork
Learning aim	The learner will be able to explore the natural environment and complete relevant tasks.
Learning context	Group, 1:1, practical activities

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to take part in a nature walk and explore the local environment.	• Use equipment such as binoculars and magnifying glasses to explore their surroundings • Record what they have seen/found using pictures or photographs
2 Be able to identify the seasons and their characteristics.	• Name different types of weather • Sequence the seasons of the year • Give two examples of how the seasons can affect the natural environment
3 Be able to recognise plants and natural materials in the environment.	• Identify at least three natural materials • Identify at least three different varieties of trees and plants

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Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
4 Be able to reflect on their experiences in the natural environment.	• Identify at least one reason why they like being in the natural environment • Create a piece of art which is inspired by their experience of the natural environment

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	
Labelled product, video or photographic evidence	1 2 3 4

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Hand hygiene

Challenge ref: 3929

Notional learning hours	10
Level	Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Health and social care
Skill	Ability to learn
Learning aim	The learner will show an awareness of good hand hygiene and will be able to demonstrate this.
Learning context	1:1, group work, practical activities

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to show an understanding of what is meant by good hand hygiene.	• State when they should wash their hands • State why they should wash their hands
2 Be able to demonstrate effective hand washing technique.	• Use visuals and follow demonstrations of good practice • Use appropriate products and equipment (eg hot water, antibacterial soap/gel, paper towels) to wash own hands

Assessment methodology	Linked to learning outcomes
Record of oral questioning	1
Observation checklist	2
Labelled product, video or photographic evidence	

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Healthy eating

Challenge ref: 3199

Notional learning hours	10
Level	Entry 1
Preparing for Adulthood pathway	Good health; Independent living and housing
Skill	Ability to learn; Literacy
Learning aim	The learner will show an understanding of a balanced diet and healthy eating.
Learning context	Practical activities, sensory activities, 1:1 tasks, group tasks

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to identify what makes up a balanced diet.	• Discuss with others what is meant by a balanced diet • Recognise different food types from known products eg butter, apples, pasta, carrots • Name five different fruits • Name five different vegetables
2 Be able to identify what is meant by healthy eating.	• Discuss with others what is meant by healthy eating • Give two examples of how healthy eating benefits the body • Give one health condition caused from a lack of healthy eating

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Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
3 Know how to prepare a balanced meal.	• Know how to prepare at least two foods in a healthy way • Experience preparing a balanced meal on at least one occasion
4 Understand the need for basic food hygiene.	• Know at least one food hygiene rule and use it in practice without prompts

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3 4
Labelled product, video or photographic evidence	

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Hobbies

Challenge ref: 2901

Notional learning hours	10
Level	Entry 1
Subject area	Expressive arts
Preparing for Adulthood pathway	Good health
Skill	Ability to learn; Literacy
Learning aim	The learner will participate in a range of hobbies.
Learning context	Practical activities, sensory activities, individual, 1:1 tasks, group tasks

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Actively participate in different hobby activities.	• Actively participate in at least three different hobby activities, showing engagement and interaction in the activity eg. swimming, trampolining, music, books, card games, board games, musical instruments, gardening
2 Show preferences for the hobby activities.	• Communicate a like or a dislike for each hobby activity eg. say which hobby activity they enjoyed the most or the least and state why
3 Choose a hobby and identify the equipment needed.	• Choose a hobby to participate in from a choice of two or more activities eg. by using real objects, photographs, symbols, keywords or questioning • Identify the equipment needed to participate in the hobby eg. by using real objects, photographs, symbols, keywords or questioning

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Assessment methodology	Linked to learning outcomes
Record of oral questioning	2
Observation checklist	1 3
Labelled product, video or photographic evidence	

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Planting bulbs

Challenge ref: 2773

Notional learning hours	10
Level	Entry 1
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Land-based
Skill	Ability to learn
Learning aim	Learners will develop a knowledge of spring bulbs, show they can prepare for and plant bulbs prior to selling.
Learning context	Practical, teamwork, research

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to recognise spring bulbs.	• Identify different spring bulbs • Choose a spring bulb they would like to plant • Choose where they will purchase bulbs from
2 Demonstrate how to prepare for planting bulbs.	• Check a bulb for any damage • Check they have a basket/pot • Check they have soil

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Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
3 Demonstrate how to plant and care for bulbs.	• Show that they can put soil in a basket/pot • Show the planting of bulbs to the correct depth with support from their team • Show how they water a basket/pot • Show how they care a basket when finished

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	
Labelled product, video or photographic evidence	1 2 3

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Preparing a hot snack

Challenge ref: 3514

Notional learning hours	10
Level	Entry 1
Subject area	Design and technology
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Hospitality and catering
Skill	Ability to learn; Problem solving
Learning aim	The learner will be able to prepare a hot snack and clear away afterwards.
Learning context	Practical, classroom, home, food safety

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to choose a hot snack to prepare.	• Choose one hot snack they would like to prepare and eat from a choice of three
2 Be able to select equipment needed to prepare a hot snack.	• Identify at least two items needed to prepare their chosen hot snack eg tin opener, toaster, knife, pan
3 Be able to prepare a hot snack and clear away.	• Show they can wash their hands before preparing food • Safely prepare a hot snack • Wash up the equipment they have used • Clear away and tidy the work area

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Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3
Labelled product, video or photographic evidence	

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Lifeskills Challenge

Preparing for life after school - numeracy

Challenge ref: 3778

Notional learning hours	30
Level	Entry 1
Subject area	Mathematics
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Numeracy; Problem solving
Learning aim	The learner will develop their functional numeracy skills to support them in every day life.
Learning context	Small group, 1:1, classroom work, practical work

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to plan how to spend a personal budget.	• Make a list of items they would like to buy, eg written or by using preferred ICT • Find prices of items they would like to buy through catalogues (hard copy or electronic) or by visiting the shop
2 Be able to create and use a personal budget.	• Identify their budget amount • Identify priority items for budget based on necessity • Identify costs of items and their budget and spend within it whilst in the community
3 Be able to pay for services and goods with a personal debit card.	• Demonstrate how to keep their debit card safe • Demonstrate how to pay for items using the 'tap and go' system

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Preparing for life after school - numeracy

Challenge ref: 3778

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
4 Be able to use measure for practical uses in the kitchen.	• Demonstrate the use of three pieces of kitchen equipment to measure amounts when cooking eg scales, measuring cup, measuring jug
5 Be able to use ICT to support timekeeping.	• Demonstrate they can set a personal alarm for a significant daily event eg medication, toileting, home time • Show they can respond to a personal alarm appropriately
6 Be able to recognise relevant numbers in the community.	• Match or read numbers in the community eg bus number, house number, phone number • Recognise and recall their phone number or part thereof

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3 4 5 6
Labelled product, video or photographic evidence	

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Self and home care

Challenge ref: 2648

Notional learning hours	10
Level	Entry 1
Preparing for Adulthood pathway	Good health; Independent living and housing
Skill	Ability to learn; Literacy
Learning aim	The learner will perform tasks associated with self and home care.
Learning context	1:1, practical activities, group activities

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to perform activities focussed on looking after themselves.	• Attempt to independently complete two different personal care activities eg. teeth brushing, hair styling, face washing, hand washing, shaving, dressing • Sequence how to perform these tasks using given keywords or symbols • Identify key equipment for these tasks using given keywords or symbols • Identify tasks that they can do independently and those that they need support with
2 Be able to perform activities focussed on looking after the home.	• Attempt to independently perform two different home care activities eg. washing or drying up, loading a dishwasher, washing clothes, vacuuming, dusting, making a bed • Sequence how to perform these tasks using given keywords or symbols • Identify key equipment for these tasks using given keywords or symbols • Identify tasks that they can do independently and those that they need support with

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Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2
Labelled product, video or photographic evidence	

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Lifeskills Challenge
Observation checklist

Learner name:	
Challenge ref:	Level:

	Assessment criteria	An example of how the learner met the criteria
Example	*Take part in one activity when caring for a plant* *(you could copy and paste this from the challenge sheet)*	*The learner watered the pea plant kept in the science classroom for one week*

Signed (teacher):	Date:

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Record of oral questioning

Learner name:	
Challenge ref:	Level:

	Assessment criteria	What was the question asked?	What was the learner's response?
Example	*State one conclusion about the UK landscape using the single map of the UK.* (you could copy and paste this from the challenge sheet)	*What can you say about the landscape of the UK by looking at this map?*	*The learner said that there have been lots of motorways built, which are highlighted in blue*

Signed (teacher):	Date:

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