



Lifeskills Challenge

Resources to support
learning at home or remotely

E3

Entry level 3



ASDAN

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Notional learning hours	10
Level	Entry 3
Subject area	Design and technology
Preparing for Adulthood pathway	Employment; Independent living and housing
Vocational area	Hospitality and catering
Skill	Ability to learn; Numeracy
Learning aim	The learner will be able to prepare a healthy meal to a set budget.
Learning context	Practical task, classroom based, group work, 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 describe what is meant by a healthy diet.	<ul style="list-style-type: none"> • Identify a minimum of two healthy meal options and state why they are healthy • Identify a minimum of two unhealthy meal options and state why they are unhealthy
2 Be able to plan a healthy meal on a budget.	<ul style="list-style-type: none"> • Choose a healthy meal to make and state what the budget is per person • Prepare a shopping list and price up items required • Agree final shopping list and budget with an appropriate person • Prepare a list of kitchen equipment required

Learning outcomes	Assessment criteria
What the learner needs to know, understand or be able to do. The learner will:	What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
<div>3</div> Be able to prepare a healthy meal.	<ul style="list-style-type: none"> • Gather kitchen equipment required • Prepare a healthy meal with appropriate support • State whether the meal came in on budget • Identify what went well when preparing the meal • Identify what they would do differently if preparing the meal again

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

Notional learning hours	10
Level	Entry 3
Subject area	Design and technology
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Health and social care
Skill	Literacy; Problem solving
Learning aim	The learner will be able to design, plan, prepare and evaluate their own healthy smoothie.
Learning context	Group and/or 1-1 discussions, researching skills, mathematical skills, practical activities, observation of health and safety practices and 200 word evaluation summary report.

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 state the health benefits of ingredients used to create a smoothie.	<ul style="list-style-type: none"> • Identify two healthy smoothie recipes they would like to make • List the ingredients required for each smoothie recipe • State at least two health benefits for each of the ingredients
2 Be able to calculate the cost of ingredients for the recipe.	<ul style="list-style-type: none"> • Choose one smoothie recipe to prepare • State the method required for making the recipe • Calculate the cost of ingredients for the recipe

Learning outcomes		Assessment criteria	
What the learner needs to know, understand or be able to do.		What the learner needs to demonstrate in order to meet the learning outcome.	
The learner will:		The learner can:	
3	Be able to identify health and safety practices when making a smoothie.	<ul style="list-style-type: none"> • Explain at least three health and safety practices which need to be carried out when making a smoothie 	
4	Be able to safely prepare the chosen smoothie.	<ul style="list-style-type: none"> • Prepare the chosen smoothie using the chosen method • Demonstrate safe practice when making the smoothie • Tidy up afterwards and clean the work area 	
5	Be able to produce an evaluation summary of the healthy smoothie project.	<ul style="list-style-type: none"> • Identify at least two things that went well and state why • Identify two areas where their skills can be developed and state why • State whether they would recommend the smoothie to other people and if not, why not • Produce an evaluation summary in a chosen format 	

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

Notional learning hours	10
Level	Entry 3
Subject area	PSHE
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Health and social care
Skill	Ability to learn; Teamwork
Learning aim	The learner will show an understanding of the importance of daily personal hygiene routines; they will know what is needed to maintain good health and well being and what factors result in ill health.
Learning context	Individual, small group activities, practical and classroom based learning, individual 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 describe what is meant by daily personal hygiene routines.	<ul style="list-style-type: none"> Identify at least four products needed daily to maintain good personal hygiene State a benefit of following three different daily personal hygiene activities State a consequence of not having a good personal hygiene routine
2 Be able to identify and engage with activities to support good health and well being.	<ul style="list-style-type: none"> Engage with at least three activities that promote good health and well being eg exercise, relaxation, reading State a benefit of engaging with each activity State a consequence of not having good health and well being

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 describe a balanced diet and why it is important for good health.	<ul style="list-style-type: none"> • Identify the meaning of a balanced diet • Identify the component food groups of a balanced diet • State two benefits of having a balanced diet • State two consequences of not having a balanced diet
4 Be able to identify possible causes of ill health and where they might seek support.	<ul style="list-style-type: none"> • Identify at least three possible causes of ill health • Identify where they can seek advice or help if they become unwell

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

Notional learning hours	10
Level	Entry 3
Subject area	Citizenship
Preparing for Adulthood pathway	Independent living and housing
Skill	Ability to learn; Literacy
Learning aim	The learner can fill in a form completing specified information with a good use of written english.
Learning context	1:1, writing skills, independence

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 form they will then complete.	<ul style="list-style-type: none"> Choose a form they will complete from a selection of five documents
2 Be able to source the information required to complete their chosen form.	<ul style="list-style-type: none"> Identify information required to complete the form State a minimum of two places to source the information asked for by the form
3 Be able to complete a form with the appropriate accuracy and language.	<ul style="list-style-type: none"> Identify which areas of the form they need to be complete Complete the form using any guidance stipulated on the form eg pen colour, word count etc Use appropriate spelling, language and accuracy to complete the form Get the form checked by an appropriate person

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

Notional learning hours	10
Level	Entry 3
Subject area	Expressive arts
Preparing for Adulthood pathway	Community inclusion; Employment
Vocational area	Media
Skill	Literacy; Teamwork
Learning aim	The learner will be able to produce three different items using a range of craft techniques.
Learning context	Teamwork, independent work, practical activity

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 find information and with others choose craft activities they would like to try.	<ul style="list-style-type: none"> • Research potential craft activities • With others, hold a vote to agree three craft activities the group will try
2 Be able to plan for different craft activities.	<ul style="list-style-type: none"> • Create a different list for each of the three craft activities, identifying the resources and equipment needed eg making a card, creating a flower, making a suncatcher • List the health and safety rules required when using the equipment identified • Identify any protective clothing or materials needed eg wearing goggles, covering the table to protect it • Collect the resources and equipment needed for each activity

Learning outcomes		Assessment criteria	
What the learner needs to know, understand or be able to do.		What the learner needs to demonstrate in order to meet the learning outcome.	
The learner will:		The learner can:	
3	Be able to participate in different craft activities.	<ul style="list-style-type: none"> Observe a demonstration of techniques involved in each chosen craft activity Carry out a range of skills and techniques needed to produce three different items eg painting, drawing, collage techniques, origami 	
4	Be able to review finished craft products.	<ul style="list-style-type: none"> Identify which finished craft product they liked the best State two things which went well with the activity Identify one skill that they could improve on 	

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

Notional learning hours	30
Level	Entry 3
Subject area	PSHE
Preparing for Adulthood pathway	Community inclusion; Employment
Skill	Ability to learn; Problem solving
Learning aim	The learner will gain an insight to how social action can play a strong part in developing their skillset, which will help to showcase their skills and personality to future employers.
Learning context	Group work, discussion, practical, social action, employability

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 Identify ways they can get involved in social action.	<ul style="list-style-type: none"> • Identify at least three different examples of social action • Identify at least four skills they could develop through social action • Identify two examples of social action they could get involved with in their local community
2 Identify the employability benefits of social action.	<ul style="list-style-type: none"> • Discuss with others how social action can build transferable skills for work • List three transferable skills and provide an example of each skill • Identify a job they would to do and the transferable skills required for this job • Identify how they could develop these skills through social action activities

Learning outcomes	Assessment criteria
What the learner needs to know, understand or be able to do. The learner will:	What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
<div>3</div> Plan and engage with a social action experience.	<ul style="list-style-type: none"> • Plan how they will get involved in a social action experience, including contact details and objectives • Participate in a social action experience • Review a social action experience, identifying their achievements and skills they have developed • Celebrate their achievements with others

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

Notional learning hours	10
Level	Entry 3
Subject area	Citizenship
Preparing for Adulthood pathway	Community inclusion; Good health
Skill	Literacy; Problem solving
Learning aim	The learner will gain an awareness of the dangers of the internet and social media and know how to keep themselves safe.
Learning context	Independent research, group work, discussion, practical activities

Learning outcomes	Assessment criteria
What the learner needs to know, understand or be able to do. The learner will:	What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to explain how they know a website is safe to access.	<ul style="list-style-type: none"> • Explain what you need to look for on a website to signpost they are safe to use
2 Be able to explain what is meant by the term social media and how it is used.	<ul style="list-style-type: none"> • Provide a definition of social media • Identify three different social media apps • Identify three ways that social media is used

Learning outcomes	Assessment criteria
What the learner needs to know, understand or be able to do. The learner will:	What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
<div>3</div> Be able to explain why personal details should not be shared with strangers on social media.	<ul style="list-style-type: none"> • Explain the importance of knowing who they are speaking with on social media • Identify which personal details they should not share on social media • Identify the possible dangers of sharing personal details on social media with strangers • Share a story with others that has a negative outcome when someone has shared personal details on social media with a stranger

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

Notional learning hours	20
Level	Entry 3
Subject area	PSHE
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Health and social care
Skill	Ability to learn; Problem solving
Learning aim	The learner will demonstrate an understanding of what supports a healthy lifestyle and take part in activities to help improve their lifestyle.
Learning context	Group work, 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 identify factors that contribute towards a healthy and unhealthy lifestyle.	<ul style="list-style-type: none"> Identify two factors which can contribute towards a healthy lifestyle Identify two factors which can contribute towards an unhealthy lifestyle
2 Be able to identify the different food groups and foods within each group.	<ul style="list-style-type: none"> Take part in a discussion about food groups Name the different food groups Identify two types of food found in each food group State what each of the food groups do for the body State what may happen if you don't have a balanced diet

Learning outcomes	Assessment criteria
What the learner needs to know, understand or be able to do. The learner will:	What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
<div>3</div> Be able to take part in activities to help improve their lifestyle.	<ul style="list-style-type: none"> Identify two activities they can undertake to help improve their lifestyle Plan and carry out activities over a period of at least three weeks Carry out a review and identify whether the activities have helped them improve their lifestyle

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

Notional learning hours	10
Level	Entry 3
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 be able to recognise the importance of personal hygiene, list different products required and state how these products are used.
Learning context	Group work, 1:1, practical activity

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 the need for personal hygiene.	<ul style="list-style-type: none"> • Explain six reasons why personal hygiene is necessary
2 Be able to identify personal hygiene products and where they are used on your body.	<ul style="list-style-type: none"> • Make a list of at least ten different personal hygiene products • Identify three products used on the hair • Identify three products used on the body • Identify three products used for oral health
3 Be able to explain how personal hygiene products are used.	<ul style="list-style-type: none"> • List at least three personal hygiene products that are used regularly • Explain how and why each one is used

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

Notional learning hours	10
Level	Entry 3
Subject area	Design and technology
Preparing for Adulthood pathway	Independent living and housing
Vocational area	Manufacturing
Skill	Ability to learn; Problem solving
Learning aim	The learner will take an existing fabric item, create a design and apply a chosen textile technique to create a new fabric product.
Learning context	Independent, small group. 1:1, practical activity, fabric techniques

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 create a mood board.	<ul style="list-style-type: none"> • Use the Internet or magazines to produce a mood board for a textile design project, to include at least five different designs that they like • Explain their choice of designs
2 Be able to create designs to show how a new fabric product might look.	<ul style="list-style-type: none"> • Choose two designs and create drawings to show how a finished product might look
3 Be able to explore a range of techniques used for fabric design.	<ul style="list-style-type: none"> • Explore the following fabric design techniques: <ul style="list-style-type: none"> ◦ Printing ◦ Tie Dye ◦ Applique

Learning outcomes		Assessment criteria	
What the learner needs to know, understand or be able to do.		What the learner needs to demonstrate in order to meet the learning outcome.	
The learner will:		The learner can:	
4	Be able to choose a fabric item to use to create a new product.	<ul style="list-style-type: none"> Choose from a range of fabric materials a suitable material/item to create a new fabric product 	
5	Be able to use a fabric technique to enhance a chosen material.	<ul style="list-style-type: none"> Use a chosen fabric technique/s to enhance their chosen material/item Design and create an item so it can be used for a new function eg cushion, bag 	
6	Be able to produce instructions for designing a new fabric product.	<ul style="list-style-type: none"> Produce a set of instructions for the new fabric product they have created, describing each step appropriately 	

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

Lifeskills Challenge

Observation checklist

Learner name:	
Challenge ref:	Level:

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

Signed (teacher):	Date:
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Lifeskills Challenge

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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