



# Lifeskills Challenge

Resources to support  
learning at home or remotely

**E2**

Entry level 2



**ASDAN**

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Notional learning hours	10
Level	Entry 2
Preparing for Adulthood pathway	Employment; Good health
Vocational area	Hospitality and catering
Skill	Ability to learn; Problem solving
Learning aim	The learner will be able to design, plan, prepare and review 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 a review of the activity

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:
<b>1</b> Be able to state the health benefits of ingredients used to create a healthy smoothie.	<ul style="list-style-type: none"> <li>Identify a healthy smoothie recipe they would like to make</li> <li>List the ingredients required for the smoothie recipe</li> <li>State a health benefit for each of the ingredients</li> </ul>
<b>2</b> Be able to calculate the cost of ingredients for a smoothie recipe.	<ul style="list-style-type: none"> <li>State the method required for making the recipe</li> <li>Calculate the cost of ingredients for the recipe</li> </ul>
<b>3</b> Be able to identify health and safety practices when making a smoothie.	<ul style="list-style-type: none"> <li>State two health and safety practices which need to be carried about when making a smoothie</li> </ul>

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 safely prepare a smoothie.	<ul style="list-style-type: none"> <li>• Prepare the chosen smoothie using the chosen method</li> <li>• Demonstrate safe practice when making the smoothie</li> <li>• Tidy up afterwards and clean the work area</li> </ul>	
5	Be able to review the healthy smoothie project and produce a summary.	<ul style="list-style-type: none"> <li>• Review the activity and produce a summary</li> <li>• Identify at least one thing that went well and state why</li> <li>• Identify one area where their skills can be developed and state why</li> <li>• State whether they would recommend the smoothie to other people</li> </ul>	

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	30
Level	Entry 2
Subject area	Mathematics
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Numeracy; Problem solving
Learning aim	The learner will develop their functional mathematics and numeracy skills in the context of activities about the world of work.
Learning context	Group activities, independent work, 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:
<b>1</b> Develop number skills related to the world of work.	<ul style="list-style-type: none"> <li>Count and write numbers up to 99 linked to work related tasks</li> <li>Use column addition to work out costing for items</li> <li>Calculate the price of two items to £1.00</li> <li>Solve simple number problems using addition (+) and subtraction (-)</li> <li>Conduct a simple survey and record outcomes using tally chart</li> <li>Produce a table and graph, including a labelled axis and a scale</li> <li>Use mathematical language in the context of the workplace</li> </ul>
<b>2</b> Develop money skills related to the world of work.	<ul style="list-style-type: none"> <li>Recognise and use 10p, 20p, 50p, £1, and £2 coins when exploring money needed in the workplace</li> <li>Sort coins by denomination</li> <li>Solve simple money problems using addition (+) and subtraction (-)</li> </ul>

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:
<b>3</b> Develop measuring skills related to the world of work.	<ul style="list-style-type: none"> <li>Identify and use different ways to measure and record time</li> <li>Identify and use different formats for measuring weight</li> <li>Identify and use different formats for measuring length</li> </ul>

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

Notional learning hours	10
Level	Entry 2
Subject area	PSHE
Preparing for Adulthood pathway	Employment; Independent living and housing
Vocational area	Hospitality and catering
Skill	Ability to learn; Problem solving
Learning aim	The learner will be able to do own laundry
Learning context	Group and /or 1-1 discussion, researching information, observation of practical activities, observation of safety issues

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:
<b>1</b> Be able to identify a reason for washing clothes	<ul style="list-style-type: none"> <li>• State two reasons for washing own clothes</li> </ul>
<b>2</b> Be able to sort clothing into light and dark colours	<ul style="list-style-type: none"> <li>• Sort out clothing into two piles by colour</li> </ul>
<b>3</b> Know the sequence of events for using a washing machine	<ul style="list-style-type: none"> <li>• Demonstrate placing one bundle of clothes into the machine</li> <li>• Add the correct amount of washing powder or solution</li> <li>• Check the door is closed</li> <li>• Choose the correct setting and start the machine</li> </ul>
<b>4</b> Know what to do when the machine has finished	<ul style="list-style-type: none"> <li>• Demonstrate removing clothes from the machine and placing in a suitable container</li> </ul>

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>5</div> Be able to dry the clothes	<ul style="list-style-type: none"> <li>• Demonstrate the ability to dry own clothes e.g. using a washing line, tumble drier or airing device</li> </ul>
<div>6</div> Be able to put washing away	<ul style="list-style-type: none"> <li>• Fold clothes and put away if appropriate</li> <li>• Prepare remaining clothes for ironing if appropriate</li> </ul>

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

Notional learning hours	10
Level	Entry 2
Subject area	Expressive arts
Preparing for Adulthood pathway	Employment; Independent living and housing
Vocational area	Media
Skill	Ability to learn; Literacy
Learning aim	Learners will develop their understanding of art and skills used to produce art.
Learning context	1:1, practical, sensory and 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:
<b>1</b> Show that they can appreciate art.	<ul style="list-style-type: none"> <li>Look at a range of art work and state one thing they like and give a reason why</li> <li>Look at a range of art work and state one think they dislike and give a reason why</li> </ul>
<b>2</b> Identify what equipment is needed to produce artwork.	<ul style="list-style-type: none"> <li>Name four or more pieces of equipment used in creating art work</li> <li>Identify two techniques using one piece of equipment</li> <li>Demonstrate using these techniques</li> <li>Create a piece of artwork</li> </ul>
<b>3</b> Show they can evaluate their work.	<ul style="list-style-type: none"> <li>Say what went well with their piece of artwork</li> <li>Say what went less well and what they would change</li> </ul>



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>4</div> Demonstrate how to tidy away.	<ul style="list-style-type: none"> <li>• Clean away after using art equipment</li> <li>• Show they know where equipment is stored</li> </ul>

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

Notional learning hours	10
Level	Entry 2
Subject area	PSHE
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 identify healthy eating options, explain the health benefits of these options and create a healthy snack.
Learning context	Group, 1:1, discussion, 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:
<b>1</b> Be able to find out about food groups and explain how these food groups contribute to good health.	<ul style="list-style-type: none"> <li>• State five different food groups</li> <li>• Identify three different foods for each food group</li> <li>• Explain how each food group contributes to good health</li> </ul>
<b>2</b> Be able to keep a record of their diet and identify healthy choices.	<ul style="list-style-type: none"> <li>• Keep a record of their diet for one week</li> <li>• Identify healthy choices on at least two occasions</li> <li>• Explain how these choices are good for their health</li> </ul>
<b>3</b> Be able to identify improvements to own diet.	<ul style="list-style-type: none"> <li>• State three ways that their diet could be made more healthy</li> <li>• Explain how these changes would be beneficial to their health</li> </ul>

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>4</div> Be able to create a healthy snack.	<ul style="list-style-type: none"> <li>• Choose one healthy snack to prepare</li> <li>• Assemble the ingredients and equipment to use</li> <li>• Prepare the healthy snack</li> <li>• Demonstrate an awareness of good food hygiene practices</li> </ul>

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

Notional learning hours	10
Level	Entry 2
Subject area	PSHE
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 demonstrate they understand the importance of hygiene and food safety in the kitchen.
Learning context	Small group, 1:1, practical, 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:
<b>1</b> Be able to wash hands before undertaking a food preparation activity.	<ul style="list-style-type: none"> <li>• Demonstrate hand washing on two separate occasions, using an approved method of hand washing</li> </ul>
<b>2</b> Be able to clean a food preparation area before and after food is prepared.	<ul style="list-style-type: none"> <li>• Demonstrate how to effectively clean a food preparation area before and after food is prepared using clean cloths and hot water</li> </ul>
<b>3</b> Be able to explain the importance of washing hands before preparing food.	<ul style="list-style-type: none"> <li>• Explain why it is important to wash hands before preparing food</li> <li>• Explain what can happen if hand washing practices are not carried out eg dirt and bacteria can cause food poisoning</li> </ul>

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 identify the correct storage for different foods.	<ul style="list-style-type: none"> <li>• State the correct storage of least three frozen food items</li> <li>• State the correct storage of at least three chilled food items</li> <li>• State the correct storage of at least three ambient food items</li> <li>• Explain why raw food should be stored separately from ready to eat food</li> </ul>	
5	Be able to demonstrate how to correctly store items in a fridge.	<ul style="list-style-type: none"> <li>• Demonstrate how different food items should be correctly stored in a fridge</li> <li>• Provide a reason for the storage of each item</li> </ul>	

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

Notional learning hours	30
Level	Entry 2
Subject area	PSHE
Preparing for Adulthood pathway	Good health; Independent living and housing
Skill	Ability to learn; Problem solving
Learning aim	The learner will identify and describe what is meant by the terms mindfulness and wellbeing and actively take part in a mindfulness activity of their own choosing that promotes their wellbeing.
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:
<b>1</b> Be able to describe what is meant by the terms mindfulness and wellbeing.	<ul style="list-style-type: none"> <li>Identify two different emotions associated with wellbeing</li> <li>Explain what is meant by mindfulness and wellbeing</li> </ul>
<b>2</b> Be able to take part in a mindfulness activity that supports and promotes their wellbeing.	<ul style="list-style-type: none"> <li>Participate in a mindfulness activity on a daily basis for at least ten minutes over a minimum of four weeks</li> </ul>
<b>3</b> Be able to practise a mindfulness activity of their own choice.	<ul style="list-style-type: none"> <li>Choose and practice a mindfulness activity they enjoy</li> </ul>

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

Notional learning hours	20
Level	Entry 2
Subject area	PSHE
Preparing for Adulthood pathway	Community inclusion; Good health
Skill	Ability to learn; Problem solving
Learning aim	The learner will develop their understanding of personal safety and how to keep themselves and their belongings safe when out in the community.
Learning context	Group work, 1:1 discussions

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:
<b>1</b> Be able to identify situations where they feel safe and unsafe.	<ul style="list-style-type: none"> <li>• Identify three situations where they feel safe</li> <li>• Identify three situations where they might feel unsafe</li> <li>• Identify what they could do in a situation where they feel unsafe</li> </ul>
<b>2</b> Be able to identify appropriate information they must share when going out.	<ul style="list-style-type: none"> <li>• State a place they might go where they would need to let someone know where they were going</li> <li>• Give an example of information they need to share with an appropriate person before going out</li> </ul>



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 recognise ways of keeping money safe.	<ul style="list-style-type: none"> <li>Identify one safe and one unsafe place to keep money in the home</li> <li>Identify one safe and one unsafe place to keep money when going out</li> <li>Identify one bank and state a service the bank provides</li> </ul>

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

Notional learning hours	10
Level	Entry 2
Subject area	PSHE
Preparing for Adulthood pathway	Employment
Skill	Ability to learn; Problem solving
Learning aim	The learner will create a timeline for their transition to employment, identifying key choices and decisions they will need to make.
Learning context	Group, 1:1, discussion, careers

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 discuss and identify a realistic career goal.	• Discuss and record ideas about how to find information about different careers • Explore a realistic career goal and the possible routes to this goal	
2	Be able to plan their career journey.	• Use the following three headings, create lists that will support the development of a career timeline: ◦ Things to do ◦ Places ◦ People • Discuss and identify options and decisions that will need to be made at different points of their career journey	

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 create a timeline to support their career plans.	<ul style="list-style-type: none"> <li>• Create a timeline to reach a career destination (eg a career, qualification, work experience)</li> <li>• Identify a date (eg month, year) to reach their career destination</li> <li>• Share their career plan with others</li> </ul>

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

Notional learning hours	10
Level	Entry 2
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 be able to select old clothing, create a design and apply a chosen textile technique to create a new fabric product.
Learning context	Group work, 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:
<b>1</b> Be able to create a mood board.	<ul style="list-style-type: none"> <li>Use the Internet or magazines to produce a mood board for a textile design project, to include at least three different designs</li> </ul>
<b>2</b> Be able to explore a range of techniques used for fabric design.	<ul style="list-style-type: none"> <li>Explore the following fabric design techniques:             <ul style="list-style-type: none"> <li>Printing</li> <li>Tie dye</li> <li>Applique</li> </ul> </li> </ul>
<b>3</b> Be able to create a design to show how a new fabric product might look.	<ul style="list-style-type: none"> <li>Create a drawing to show how a finished product might look</li> </ul>

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:	
4	Be able to choose clothing to recycle and create a new product.	<ul style="list-style-type: none"> <li>Choose suitable items of clothing to recycle for their design project eg an appropriate size and texture</li> </ul>	
5	Be able to use a fabric technique to enhance a chosen material and create a new fabric product.	<ul style="list-style-type: none"> <li>Use a chosen fabric technique to enhance their chosen material/clothing</li> <li>Create a product so that it can be used for a new function</li> <li>Choose an individual or group to share their new fabric product with</li> <li>Share their new fabric product</li> </ul>	

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

Notional learning hours	10
Level	Entry 2
Subject area	Design and technology
Preparing for Adulthood pathway	Employment; Independent living and housing
Vocational area	Computing
Skill	IT skills
Learning aim	The learner will be able to identify and practice basic keyboard and mouse functions.
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:
<b>1</b> Be able to identify and use most common function keys on a keyboard.	<ul style="list-style-type: none"> <li>Identify at least three function keys eg space bar, delete, backspace, return</li> <li>Use at least three function keys</li> </ul>
<b>2</b> Be able to change text using a mouse.	<ul style="list-style-type: none"> <li>Use a mouse to highlight words or sentences</li> <li>Change text in a least three ways eg size, font size, font style</li> </ul>

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

Notional learning hours	20
Level	Entry 2
Preparing for Adulthood pathway	Employment; Independent living and housing
Vocational area	Land-based
Skill	Ability to learn; Teamwork
Learning aim	The learner will be able to identify a range of gardening tools, demonstrate safe use of tools and clean and tidy garden tools appropriately when finished.
Learning context	Practical, health and safety, independent work, 1:1

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:
<b>1</b> Identify and collect tools for gardening activities.	<ul style="list-style-type: none"> <li>Following a simple instruction to identify a specific gardening tool from a range of equipment</li> <li>Following a simple instruction to collect a gardening tool for a specific gardening activity on at least three occasions</li> <li>Demonstrate carrying gardening tools safely on at least three occasions eg a rake, a fork, a hand trowel, a broom</li> </ul>
<b>2</b> Demonstrate safe use of gardening tools when carrying out gardening activities.	<ul style="list-style-type: none"> <li>Demonstrate they can request help or assistance appropriate to their needs</li> <li>Demonstrate they can use at least three gardening tools safely eg hand trowel, fork, rake, wheelbarrow</li> <li>Show they are willing to accept support or assistance when carrying out gardening activities eg this could be by working collaboratively with their peers, support or instructor</li> </ul>

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 clean and return gardening tools after use and keep work area tidy.	<ul style="list-style-type: none"> <li>• Demonstrate rinsing or cleaning gardening tools after use</li> <li>• Show they know where to return clean gardening tools after use</li> <li>• Demonstrate how to store a wheelbarrow correctly, so water does not collect in the base</li> <li>• Keep their work area clean and tidy</li> </ul>

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



# 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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