

Learning Something New

I have heard a lot of people say they are going to learn to or do something different while they are stuck at home. I thought this might be fun and achieve an ASDAN Life Skill Challenge in the process. These are the challenges I have found:

- Communicating in a foreign language. There are some games on the website below to help you learn.

- <https://www.learninggamesforkids.com/vocabulary-games/foreign-languages.html>

- <https://www.digitaldialects.com/>

- Scottish country dancing
- Take part in beauty therapy.
- Local history linked to significant place, person or event.
- Explore the culture of another country.
- Shadow puppetry - Showing awareness of light and shadows.

Choose one or even more to do.

Notional learning hours	10
Level	Working Towards Entry 1
Subject area	Languages
Preparing for Adulthood pathway	Community inclusion
Skill	Literacy; Problem solving
Learning aim	Learners will listen and respond to words spoken in a foreign language.
Learning context	Group activities; 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:
1 Be able to listen and respond to simple words in a foreign language.	Listen to 2 single words, e.g. colours, days of the week, numbers, greetings. Show understanding in own chosen response e.g. sign/verbal to what has been heard.

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

Observation checklist

Learner name	
Challenge ref	1285
Level	Working towards Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be able to listen and respond to simple words in a foreign language.	

Notional learning hours	10
Level	Entry 1
Subject area	Expressive arts
Preparing for Adulthood pathway	Good health
Skill	Ability to learn; Teamwork
Learning aim	Learners will be able to follow instructions and participate in a Scottish Country Dance
Learning context	Oral Questioning

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 Know the basic steps of a Scottish Country dance.	Identify a typical Scottish Country dance. Identify the basic steps for the dance
2 Be able to participate in a Scottish Country Dance	Wear clothing suitable for dancing With an appointed partner follow instructions to perform the basic steps of a Scottish Country dance

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

Learner name			
Challenge ref	1342	Level	Entry 1

What was the question asked?	What was the learner's response?	Which Assessment Criteria does this meet?
		Know the basic steps of a Scottish Country dance.
		Know the basic steps of a Scottish Country dance.

Learner name			
Challenge ref	2302	Level	Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be able to participate in a Scottish Country Dance.	
Be able to participate in a Scottish Country Dance.	

Notional learning hours	10
Level	Working Towards Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Community inclusion; Good health
Vocational area	Hair and beauty
Skill	Literacy
Learning aim	To experience different aspects of Beauty Therapy and communicate likes and dislikes
Learning context	1:1 and Small Groups

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:
<p>1 Be able to identify areas of beauty therapy that they would like to take part in</p>	<p>Choose 3 therapy treatments from a list, that they would like to take part in e.g.</p> <ul style="list-style-type: none"> • Foot and hand massage • Head and shoulder massage • Hair cleaning and styling • Manicure, including nail varnish • Facial and make up
<p>2 Be able to take part in their selected therapies and state what they like and dislike about each one</p>	<ul style="list-style-type: none"> • Take part in selected therapy treatments for a time specified • Communicate what they like and dislike about each treatment

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

Learner name			
Challenge ref	1594	Level	Working Towards Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be able to identify areas of beauty therapy that they would like to take part in.	

Learner name			
Challenge ref	1594	Level	Working Towards Entry 1

What was the question asked?	What was the learner's response?	Which Assessment Criteria does this meet?
		Be able to take part in their selected therapies and state what they like and dislike about each one.
		Be able to take part in their selected therapies and state what they like and dislike about each one.

Notional learning hours	10
Level	Entry 1
Subject area	History
Preparing for Adulthood pathway	Community inclusion
Skill	Ability to learn; Literacy
Learning aim	Learners will be able to investigate an aspect of local history and link to a significant place, person or event.
Learning context	Research, 1-1 and or group 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:
<p>1 Be able to research a place, person or event</p>	<ul style="list-style-type: none"> Choose 1 local person, place or event to research Choose 1 information source to use for the research
<p>2 Be able to tell somebody about the historical research</p>	<ul style="list-style-type: none"> Describe 2 things that have been found out to an appropriate person Make 2 historical references in the feedback

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

Learner name			
Challenge ref	1098	Level	Entry 1

What was the question asked?	What was the learner's response?	Which Assessment Criteria does this meet?
		Be able to research a place, person or event.
		Be able to tell somebody about the historical research.

Notional learning hours	10
Level	Working Towards Entry 1
Learning aim	Learners will respond to and engage with a cultural celebration from a different country.
Learning context	Small group activities, practical skills, drama and movement skills

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:
<p>1 Respond to and engage in an event which explores the cultures of another country.</p>	<ul style="list-style-type: none"> Engage in a cultural celebration from another country and actively participate in drama activities eg the lion dance for Chinese New Year Express preferences in relation to different music, smells, foods, colours and textures Identify six key features of the celebration using objects, photographs and pictures
<p>2 Develop an awareness of another country.</p>	<ul style="list-style-type: none"> Show an awareness of the name of the country being explored Create a two dimensional representation of a key feature of the country eg national flag, traditional costume, traditional dish Use short phrases in own communication system which describe key features of the celebration

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

Learner name			
Challenge ref	3058	Level	Working Towards Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Respond to and engage in an event which explores the culture of another country.	
Develop an awareness of another country.	

Notional learning hours	10
Level	Working Towards Entry 1
Subject area	Science
Skill	Ability to learn
Learning aim	Learners will identify different light sources and shadows.
Learning context	1:1, small group, 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 identify shadows.	<ul style="list-style-type: none"> From a choice of three, identify an object which made a shadow on two different occasions
2 Be able to create at shadows.	<ul style="list-style-type: none"> Experience making shadows on two different occasions
3 Be able to make and use a shadow puppet.	<ul style="list-style-type: none"> Participate in helping to make a shadow puppet, and show an awareness of the shadow created
4 Be able to identify and operate a light source.	<ul style="list-style-type: none"> Identify and operate a light source, with support, on two occasions

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

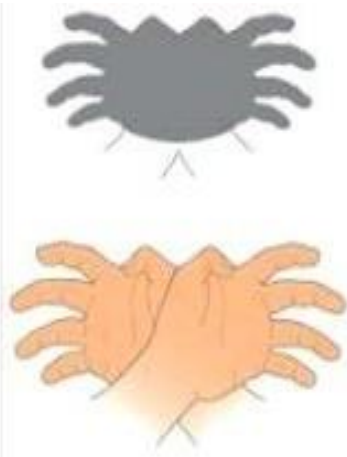
Learner name			
Challenge ref	1678	Level	Working Towards Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be able to identify shadows	
Be able to create a shadow	
Be able to make and use a shadow puppet	
Be able to identify and operate a light source.	

Shadow animals made with hands



RABBIT



CRAB



DOG



COCK



INDIAN



SQUIRREL



CROCODILE



PIGEON



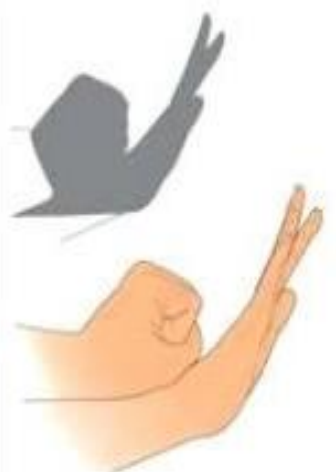
BULL



MOOSE



ELEPHANT



SNAIL

Shadow puppets

