**Swimming**

**Challenge:**

Show how to enter and exit the pool safely.

Swim one length of your local pool on your front and one length on your back. Demonstrate any two floats.

**Assessor’s Role:**

If you have your own school pool and are assessing the Bronze swimmers, please ensure that the child has completed his or her self-assessment properly and can perform well in the pool. If you think there is an area that needs improvement, please spend any time you feel you have available giving them pointers.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**First Aid**

**Challenge:**

Know how to contact the emergency services for different scenarios and be able to recite your address, home phone number and a parent’s mobile number and practise calling for help using the house phone as well as mobiles.

Learn these guidelines and **be able to re-enact them when being assessed.**

In the event of an accident:

1. Check for danger. Ensure that neither you nor the casualty is in further danger.

2. Check for a response.

3. Shout for help.

4. Assess whether you need to call the emergency services. What information would they need to be told?

5. Do not allow the patient to EAT or DRINK. Know why.

6. If the person is bleeding badly, cover the wound with a clean dry cloth, apply pressure (if it is appropriate) and if possible raise the injured part.

Know how to look after a conscious casualty.

**Assessor role:**

If there is another child in the room, I usually ask that he or she lies on the floor and pretends to have had an accident. The ‘challenger’ should then be able to run through all of the points on the ‘guidelines’. With a pretend phone (…or banana…!) pretend that you are the emergency services receiving a phone call from the child. Does he or she know all the necessary info? Check he or she has definitely practised making phone calls from the various phones at home (it’s not just important to know what to say).

Sign their booklet, date it and send him or her to the House Representative to get a dot on the wall.

**Eco Challenge**

**Challenge:**

This will take two weeks

Find out how to read your electricity meter.

Week 1-Take a reading at the start of the week, have a normal week, then take another reading at the end of that week. Do the maths to work out how many units were used.

Week 2—take a reading, then your job is to be in charge of making sure you turn off all of the lights and TV etc. when they are not in use...all week. Take a reading at the end of the week. Is there a difference in this week’s usage?

**Assessor Role:**

Please have a good read of the child’s self-assessment and ask him or her questions on any significant information. Look at their calculations for their two weeks and ask what that means:

* for them,
* for their parents
* and for the environment.

(When I did the experiment, I saved over 28 units in one week. One unit is nearly 20p at the moment so that is £5.80 saved in a week, £23.20 saved in a month and £278.40 saved in a year!)
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Sport**

**Challenge:**Choose a sport and participate in it for at least four sessions.

During that time research the history of this sport and famous athletes who have achieved success in it.

Make a presentation to your class sharing your knowledge of the sport, remembering to include the details of the sessions in which you participated as well as the research you have done. You may wish to show your class the specific clothes you have to wear.

**Assessor role:**

Please allow children in your class time to present a talk on a new sport. This is all about having the chance to practise public speaking.
He or she should be organised and tell the class about their chosen sport as well as all about someone who has achieved success in that sport. They may use a PowerPoint, notes or a poster to help them to remember or organise facts but THEY MUST NOT JUST READ A SCRIPT.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Domestic Challenge**

**Challenge:**

Handwashing.

Choose an item of dirty clothing about the size of a jumper and learn how to wash it properly by hand (no cheating with a small sock!).

You will need to learn how to squeeze the water out and rinse the soap out. You may want to use softener too.

After that, you will maybe need to learn how to spin it then dry it.
Don’t forget to put it away neatly once it’s dry.

**Parental Assessor role:**

If parents ask about this, this could be the sort of thing you give them…Parents should be able to stand back and watch as his or her child:

* Fills the sink with warm water
* adds the right amount of detergent,
* washes the item well
* rinses it well,
* squeezes/wrings/spins it properly,
* hangs it up to dry carefully
* and puts it away properly.

At school, the House Representative should read what has been written and discuss any problems that the child encountered. He or she should sign the booklet and put a dot on the wall.

**Interest**

**Challenge:**

Watch, listen to or read the news. Choose an article that interests you. Then act as a newsreader and present the news to your class.

**Assessor’s Role:**

This is all about being aware of what is happening in the world around them. Please read through his or her self-assessment and discuss any significant bits.
Watch his or her news presentation of the story. Is he or she destined to be a newsreader?! Discuss briefly the ins and outs of the news story and ask them when they will be listening to the news next.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Modern Languages**

**Challenge:**

In the various European languages, many words are similar to words we use in English. Make an alphabet chart to show this, e.g. A – a la carte, B- Bouquet, C- Cafe

**Assessor’s Role:**

This challenge is to open children’s eyes to the fact that lots of our English words come from the same roots as other languages. The chart can have a mixture of languages in it.

Look at the child’s alphabet chart and bring attention to a couple of his or her word choices. Has it been presented to a good standard? If changes need made, ask that he or she makes improvements then brings it back to you once they are done.
Read his or her self-assessment to hear how he or she had found the challenge.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Cookery**

**Challenge:**

Choose some baking which you enjoy eating, find out how to make it. Learn how to stay safe whilst using utensils and taking things out of the oven. Bake it carefully and then take time to create an instruction manual for your teacher to follow. Remember to either print the recipe or write it as instructions ie. First weigh... Make sure you take a sample of your baking along to your assessor.

**Assessor role:**

 How does the baking look? Have a taste. Read the instructions and bring attention to any significant details in their recipe. Read his or her self-assessment answers. Ask what kind of baking might he/she like to make next time.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Independence**

 **Challenge:**

Your challenge is to walk to somewhere nearby ‘for a reason’. You should know your local environment and be able to make left and right turns and cross roads safely. If you have a local shop within a five or ten minute walk, you could walk there to buy the milk or you could perhaps lead a trip to the swimming pool, park or local Library. Make sure it is a challenging route, if the shop is at the end of your street, that’s too close so you’ll need to think of a different place to go. Time how long each leg of your journey took.

You should have an adult with you who will ensure you are safe to cross the roads but they shouldn’t help with directions, instead, allowing you to take wrong turns! His or her only role is to keep you safe.

**Assessor role:**

Discuss how the challenger felt about going on his or her journey / where he or she went / how far it was / any difficult junctions or road crossings / did he or she know the directions / how different was it to lead rather than being led etc.

How would he or she feel about doing it on his or her own? What does he or she feel they have learned?

**Art**

**Challenge:**

Create something out of Papier-mâché. Think carefully about your design. Make sure it can stand up on its own. Make a place card with your name and a title for your creation so that it can be put on display.

**Assessor’s role:**

Children should come to you with a creation made from paper mache. Please look at their self-assessment in their booklet and check that they have answered all of the questions well and discuss any significant details.

His or her creation should look as though they have done it all themselves and not just bought one of the cardboard shapes from Hobbycraft!
Sign it, date it and send him or her to the House Representative to get a dot on the wall.