**Art**

**Challenge:**

Keep a sketchbook for a period of three months using a variety of drawing materials e.g. pencils, paints, pastels. Drawings can be observational or imaginative. ICT may also be included.

**Assessor’s Role:**

Look at the challenger’s sketchbook and discuss his or her style, inspiration, techniques etc. It should be three months of work so should be plentiful. Be strict; knowing the child, if you think he or she should have more in it or if more effort should have been put in, please tell them to add a few pieces.
Read his or her self-assessment and ask any significant questions.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Drama**

**Challenge:**

Choose one of the following options:

A. Perform in front of an audience as a principal role in the Year 6 show.

B. Write a short play.

C. Using imagination and ICT skills to make a movie trailer.

**Assessor’s Role:**

There are three options:

* If he or she had a main role in the Year 6 show, he or she is sure to pass this level!
* Short play – should be presented as a playscript. It must make sense. It should have a beginning, middle and end and be of interest!
* Movie trailer – it should be dramatic, have music, have some words making impact and should make you want to know more.

Write a comment in the booklet, sign it, date it and send him or her to the Assessor to get a dot on the wall.

**First Aid**

**Challenge:**

Know how to spot the signs of a suspected heart attack and what to do.

Know when to use CPR and show how to perform it properly.

Know the mobile phone numbers of two responsible adults.

**Assessor’s Role:**

Ask the challenger the signs they should look for in someone they suspect is having a heart attack. They should mention:

* **Chest pain or discomfort.** Most heart attacks involve discomfort in the center or left side of the chest. The discomfort usually lasts for more than a few minutes or goes away and comes back. It can feel like pressure, squeezing, fullness, or pain. It also can feel like heartburn or indigestion. The feeling can be mild or severe.
* **Upper body discomfort.** You may feel pain or discomfort in one or both arms, the back, shoulders, neck, jaw, or upper part of the stomach (above the belly button).
* **Shortness of breath.** This may be your only symptom, or it may occur before or along with chest pain or discomfort. It can occur when you are resting or doing a little bit of physical activity.

Then your challenger should show how to perform CPR on ‘Annie’. It should look like this:

* Step 1: Shake and shout
* Step 2: Check for normal breathing
* Step 3: Call 999
* Step 4: Give 30 chest compressions
* Step 5: Give two rescue breaths
* Step 6: Repeat until an ambulance arrives

Finally, ask him or her to tell you a parent’s mobile number.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Caring for others**

**Challenge:**

Option A. Actively involve yourself in the local community once a week for a month or on four (hour-long) occasions at least over and above what you already do. For example you could help at Sunday school, or with a more junior team at a sports club, or you could visit and help somebody in a care home, or offer entertainment by playing music in their care home.

Or

Option B. Look around the local neighbourhood for something that needs to be improved. For example:

Is there enough access to the local shop or church for a wheelchair or pram? Is there dangerous paving or high kerbs?

Are there enough provisions for elderly/young people?

Then draw up a proposal or a plan to rectify the problem and write to the appropriate person / body such as the local council, the police, a shopkeeper etc.

Glue in a copy of the letter you sent along with the reply you receive.

**Assessor’s Role:**

Challengers should come to you with a letter from them to the appropriate ‘body’ requesting something in their area should be fixed. They should also have a reply, but some replies take a long time to come. Be lenient. If you think it is a well-worded letter requesting something be done in their locality, the reply is not important.
Or, check his or her booklet to see what he or she has done to help with a local group eg Brownies, tennis club etc. It should have four signatures to show he or she attended four sessions.
Ask if he or she plans to do more good in his or her neighbourhood?
Sign it, date it and send him or her to the Assessor to get a dot on the wall.

**ICT**

**Challenge:**

Design a web page to include:

 A coloured background.

 Two different-sized titles (headings).

 A picture on the right hand side of the page, and one on the left.

 At least two different font faces.

 3 hyperlinks connecting the page to Internet sites.

**Assessor’s Role:**

Please allow challengers a few minutes to show you his or her web page. Has he or she remembered to include everything mentioned in the challenge?

Read his or her self-assessment and ask any significant questions.

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

**Interest**

**Challenge:**

Create a Casserole.

Be it vegetarian, meat or fish based, we would like you to be confident to have a go making it!

Make sure you do all of the chopping, stirring and tasting yourself and learn how to take things out of the oven safely; we don’t want any burns!

Bring in a portion of your creative casserole along with photographic evidence of your cooking it. Print out the recipe or write it out on a separate sheet of A4 paper so that the staff can try to make it at home.

**Assessor’s Role:**

Think ‘Masterchef’! Does it look, smell and taste good?

This challenge is about the child becoming more independent and able to cook for his or her family without help.
Read the instructions and bring attention to any significant details in his or her recipe.
Read his or her self-assessment answers. Ask what kind of dinner he or she might like to make next time.
Read his or her self-assessment and ask any significant questions.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Domestic Challenge**

**Challenge:**

Take the sheets off your bed, learn how to use the washing machine, hang the wet sheets out to dry or learn how to use the tumble drier, iron the pillow case (duvet covers can be big and awkward, but it would be good if you could iron them too even if your sheets don’t normally get ironed!), then put them back on to your bed…with no help!

**Assessor’s Role:**

Parents are expected to check that their child is able to follow all of the stages…without help.

Your role is to read his or her self-assessment and look at the photographs and discuss the various tricky stages.

Ask when he or she plans to do it again. Ask if he or she will help with the laundry more often from now on.

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

**Trip Planning**

**Challenge:**

Take control of a trip using local public transport e.g. bus, train, subway etc.

It may be a journey into town to meet friends or a trip away with the family. The trip you plan must make use of a timetable (bus, train etc). It should involve more than one mode of transport eg. Walking to the bus stop, catching the appropriate bus then knowing where to walk at the other end. A responsible adult should accompany you, but not help.

You must know the time you need to arrive and work out the details of your trip. Make sure that you are safe and never go anywhere without your parent’s permission.

**Assessor’s Role:**

Look at his or her plan for the journey. This is all about encouraging children to be able to go on journeys themselves, so shouldn’t involve aeroplanes just yet! You should be able to see timings as well as how long he or she thought each section of the journey should take.
Read his or her self-assessment and discuss any significant information.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Happiness**

**Challenge:**

We are all different and it’s important that we know what makes us happy and what keeps us calm.

Spend a few hours doing what makes you happy (as long as it doesn’t upset anyone else or cause damage or harm). It may be creative, scientific, outdoorsy, skilful, musical etc.

Bring in some evidence of what you have been doing and choose whether to discuss it quietly with a teacher or to tell your class about it.

**Assessor’s Role:**

We all know how important our health and wellbeing is!

A ‘Happiness’ challenger may wish to share what makes him or her happy with his or her class, but he or she may prefer to keep it private. He or she may choose to tell you.
Ask them some questions like…What makes you happy? and discuss that choice. How does it actually makes them feel? How often they do it? When has he or she done it in the past? or where does he or she do it? etc. Some children may prefer not to discuss it much so just read the situation.
Read his or her self-assessment and discuss any significant information.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Sport**

**Challenge:**

Choose any sport in which you participate regularly and select a variety of skills you need to master. For example:



**Hockey**A.Demonstrate an accurate push pass and a hit to a partner.
B. Demonstrate a right and left hand dodge.
C. Complete 10 consecutive low lifts over cones without touching the cones.
D. Demonstrate a running penalty.

And learn a list of rules as well as how to score. Eg. Know the basic rules of the Year 6 rugby game/Year 6 hockey game as well as the referee signals. girls can choose rugby if they wish and boys, hockey.

Ask your coach to assess you strictly using the list of skills you have selected.

**Assessor’s Role:**

At an agreed time, watch to see that he or she is competent at all of the sections in the challenge.

Read his or her self-assessment and discuss any significant information.
Sign it, date it and send him or her to the House Representative to get a dot on the wall.