**Drama**

**Challenge:**

Option A- Without a book, retell a favourite children’s story to a KS1 class. Make sure you have voices and perhaps some noise-making equipment to help you in your retelling.

Or option B- make a recording of you retelling the story for the Infant class to keep. You may wish to use music and sound effects (make sure you are there to see their reactions when they watch!).

**Assessor’s Role:**

Please allow a five-minute slot for the challenger to re-tell a story to your class. He or she should know the story and be prepared with sound-making things and ‘voices’ to help your young children to gain a good understanding. He or she may prefer to have pre-recorded the story and play it as a video for your class. In the past, some challengers have shown great creativity by making short films or animations to help retell stories. Please look at his or her self-assessment and discuss how you felt the storytelling went.   
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.

**Swimming**

**Challenge:**

A. Swim two lengths each of three different strokes. Show correct technique. (= 6 lengths)

B. Swim 1 length in T-shirt and shorts. Remove them and then tread water for 30 seconds (without contact with the bottom of the pool).

C. Perform a safe sitting dive.

D. Perform a handstand.

**Assessor’s Role:**

If you have your own school pool and are assessing the Silver swimmers, please ensure that they have completed their 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:**

Plan and go on a long family adventure.

Before you go make a list of all of the potential risks which could happen during your trip. Remember to consider allergies eg. Wasp stings.

Then prepare a suitable first aid kit to take along with you. For assessment bring in: your list of potential risks, a photo of your first aid kit and photos of you on your walk.

**Assessor’s Role:**

Look at your challenger’s self-assessment in his or her booklet and discuss how his or her family adventure had been. Discuss what he/she did – walk, bike, climb etc.  
Read the risk assessment and ask if he or she had been right or had there been any oversights.  
Take a quick look through the photo of the first aid kit.   
Ask if the challenge has made him or her think ahead about potential injuries in other areas of their lives.  
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Caring for Others**

**Challenge:**

Knit or crochet.

There are many people in the world who are not as lucky as us. They are cold and in need of cosy blankets. You can help by learning how to **knit** or **crochet** a square **measuring 20cm** which will be added to other squares to be made into a blanket for people. Once your square is finished, please take it to your teacher who will then send it on to ‘Mrs Junior Duke’ who will post them off to Africa. You can learn from skilful friends or by looking for ’crochet for beginners’ on YouTube. If you and your ‘helper’ make more than one, all squares will be most welcome.

**Assessor’s Role:**

Challengers should come to you with a knitted or crocheted square. Ask if he or she had to learn the skill in order to make the square? Ask how he or she learned – was it by watching Youtube or did they have a skilful relative to teach them?  
Moment of truth – measure it. It must by 20X20 cm (or relatively close!). If it’s miles off but you know they have tried very hard, please be lenient as it is a hard skill and accept it but persuade them to keep practising!  
Ask if they plan to continue the skill? Tell them that they are welcome to make more squares and give them to you as they’ll all be made into blankets to help others to stay warm.  
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

At the end of the year, please post all squares to Dawn Waugh, Hutchesons’ Grammar School, 44 Kingarth Street, Glasgow, G42 7RN.

**ICT**

**Challenge:**

Make a short PowerPoint or Keynote presentation to your class sharing your knowledge of something that interests you. It could be something like: a hobby, a sport, a craft or a holiday. Your presentation should include:

a coloured background,

moving headings,

a picture

and a moving cartoon.

**Assessor’s Role:**

Please allow challengers five minutes to present his or her PowerPoint. Has he or she remembered to include the four important things? (It is important that the children don’t have screeds of writing on each slide and just stand and read it out. If so, please make sure they know to summarise their slides into bullet points etc and redo)

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:**

Demonstrate how to fix a puncture on a front wheel with quick release. (To make it easier for you, you may wish to bring the puncture repair kit with which you have been practising…

MAKE SURE YOU HAVE PRACTISED BEFORE ASKING FOR AN ASSESSMENT DATE!)

**Assessor’s Role:**

With the challenger, arrange a suitable time to complete a puncture repair. Challengers should come prepared with all they will need to fix the puncture. First of all, allow them to stick a drawing pin into the tyre.

They should then be able to:

* remove the inner tube,
* find the puncture,
* mark it with chalk,
* patch it
* then put the inner tube back into the tyre etc and
* pump it back up.

There is usually plenty of chat throughout the process about when they have done it before and difficulties along the way etc.   
Be strict – if he or she has clearly never physically fixed a puncture, send them away until they are ready.  
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.

**Eco Challenge**

**Challenge:**

We have all heard about the importance of looking after our environment and our planet. A simple way we can help with this is to plant a tree.

Although it takes time, this can be done by either taking a cutting or planting a seed. There are great instructions to follow on many websites.

You can be assessed on this once you have successfully planted a tree and new life can be seen. Bring in photos of the process.

Once this challenge has been completed, it is only the start of your little tree’s life. Keep nurturing it and look after it for years to come.

Thank you.

**Assessor’s Role:**

Read his or her self-assessment and ask any significant questions. Look at the photos and discuss difficulties they had and the time it took them etc.   
Sign it, date it and send him or her to the House Representative to get a dot on the wall.

**Cookery**

**Challenge:**

Choose a favourite type of bread and learn how to bake it. Be creative with flavour and style. It must require kneading and proving (so, no banana loaf!). Learn how to stay safe whilst taking things out of the oven. After baking, take time to create an instruction manual. Remember to write out or print an instruction manual.

To be assessed you need two things:

* a copy of the recipe
* a small sample of the bread.

**Assessor’s Role:**

Think ‘Paul Holywood’. Does it have a good crust? Etc. How does it taste?   
Read the instructions and bring attention to any significant details in his or her recipe. Has the recipe been included? If not, it doesn’t pass the test!   
Read his or her self-assessment answers. Ask what kind of loaf he or she might 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.

**Music**

**Challenge:**

Choose a composer you like and research them. Present your findings neatly and in your own words.

Or, in class or at a school concert, give a solo performance of a suitable piece agreed with your Instrumental Instructor or Music teacher.

**Asssessor’s Role:**

Listen to his or her piece and, with your musical ear, make comment and decide if it has made the criteria. Be strict. If you think the piece could be better, tell them to come back after practising.

Or, read his or her research. It should be of a good standard.  
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.

**Budgeting**

**Challenge:**

With your parents, agree on an amount you can spend on your packed lunches and snacks for a week. Write a plan of what you will need. Go to the supermarket and select carefully all you will need and can afford. Remember some healthy things! Make your packed lunches for the week.

\*Note to parents— don’t be too generous. Please make them really ‘budget’!\*

**Assessor’s Role:**

Plenty of time is required from parents for this but not nearly so much by the school’s assessor. £10 is a decent amount. Challengers should be able to plan, buy and create his or her packed lunches for the week. There should be healthy choices made. Read his or her self-assessment and discuss any interesting food choices and significant information. Sign it, date it and send him or her to the House Representative to get a dot on the wall.