



Challenge directory

A, B and C challenges

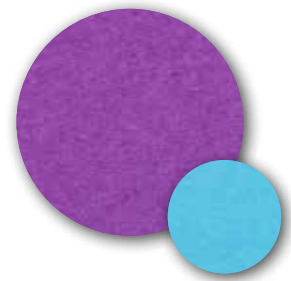
**Personal and Social Effectiveness
qualifications (Levels 1 and 2)**

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Sample

Introduction



Learners must complete a wide range of challenges throughout the course across a number of topics. The challenges are split into A and B (formative) challenges and C (summative) challenges.

During units 1–3, learners must complete a **range** of A and B challenges plus **one** C challenge per unit.

This challenge directory lists all of the available A and B (formative) challenges and C (summative) challenges for this course.

What are the A and B challenges?

A and B challenges provide an opportunity for learners to practise the skills they will need to complete a C challenge and should be used to prepare the learner for this next step.

- **A challenges** are short challenges to help learners practise their skills. They are expected to take around 2–3 hours to complete.
- **B challenges** are longer challenges to help learners develop their skills. They are expected to take around 5–8 hours to complete.
- A challenges can be used to build a learner's confidence before completing B challenges.

| A and B (formative) challenges | |
|--------------------------------|--|
| Purpose | <ul style="list-style-type: none">• To be used for teaching and learning throughout the course• To develop the learner's knowledge and skills in a given topic• To give helpful feedback to the learner about their performance• To prepare the learner for completing C challenges |
| Assessment | The challenges are formatively assessed by the tutor and do not contribute to a learner's qualification result. |
| Application | Tutors should set these types of challenges throughout the course to provide frequent opportunities for learners to embed understanding and practise the skills they will need later on. |

Introduction

What are the C challenges?

C challenges are assessed challenges to measure the learner's skills. Each C challenge has an assessment grid that sits alongside the challenge brief. Learners must meet all the assessment criteria in order to pass a unit.

If the learner is completing a Certificate, the C challenges will further prepare them for the final unit, where they will build on what they have learned to deliver a project.

| C (summative) challenges | |
|--------------------------|--|
| Purpose | <ul style="list-style-type: none"> To assess the learner's knowledge and skills within a topic To give helpful feedback to the learner about their performance To provide an opportunity to use the skills they have learned to complete a longer project To prepare the learner for completing Unit 4: Delivering a project |
| Assessment | The challenges are assessed by the tutor, internally moderated by the internal moderator and externally moderated by the ASDAN External moderator; they do contribute to a learner's qualification result. |
| Application | Tutors should use these types of challenges as an opportunity to assess the learner's progress and enable them to practise the skills they will need for the final unit. |

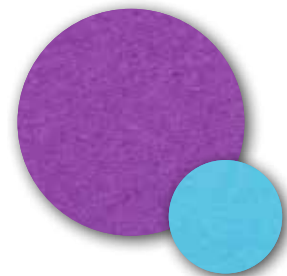
Units

The ASDAN Personal and Social Effectiveness qualifications (Levels 1 and 2) contain four units:

- Units DM, WW and PS are required for the Award in Personal and Social Effectiveness (Levels 1 and 2)
- Units DM, WW, PS and DP are required for the Certificate in Personal and Social Effectiveness (Levels 1 and 2)

| Unit title | | Mandatory for Award | Mandatory for Certificate |
|-------------|--------------------------------------|---------------------|---------------------------|
| DM1 and DM2 | Developing myself and my performance | ✓ | ✓ |
| WW1 and WW2 | Working with others | ✓ | ✓ |
| PS1 and PS2 | Problem solving | ✓ | ✓ |
| DP1 and DP2 | Delivering a project | ✗ | ✓ |

Introduction



Topics

There are a total of four or five different topics within each unit. The challenges are mapped to a specific topic within a unit.

When choosing challenges for a unit, the learner should choose A and B challenges in the **same topic** as their chosen C challenge. Learners can complete additional A and B challenges from other topic areas if they wish, however they can only be assessed in one topic area.





| |
|---|
| Unit DM: Developing myself and my performance |
| Health and wellbeing (HW) |
| International links (IN) |
| Digital communications (DC) |
| Beliefs and values (BV) |
| Unit WW: Working with others |
| Citizenship and community (CC) |
| The environment (TE) |
| Enterprise (EN) |
| Sport and leisure (SL) |
| Beliefs and values (BV) |
| Unit PS: Problem solving |
| Science and technology (ST) |
| Expressive arts (EA) |
| Independent living (IL) |
| Vocational preparation (VP) |
| Unit DP: Delivering a project |
| Learner chooses a project linked to one or more topics chosen from units 1–3. |



**Developing myself
and my performance**

Developing myself and my performance

Topics

| Developing myself and my performance | | | |
|---|---------------------------|---|-----------------------------|
|  | Health and wellbeing (HW) |  | Digital communications (DC) |
|  | International links (IN) |  | Beliefs and values (BV) |

Challenge codes

All challenge codes are unique and refer to the relevant unit, topic, level and challenge number.

| Example | Unit | Topic | Challenge |
|----------|--|--------------------------|-----------|
| DM/HW/A1 | DM: Developing myself and my performance | HW: Health and wellbeing | A1 |

Unit DM1: Developing myself and my performance

Unit aim

The aim of this unit is to equip learners with the skills and attributes to become more emotionally intelligent and personally effective in school, work and life. It will support young people to understand, manage and articulate their own emotions. The unit will provide learners with skills to continuously develop performance through setting, working towards and reviewing goals. It will support the development of personal resilience in the face of challenges to achieve personal goals, drawing on social and emotional learning.

Learning objectives

- 1 Be able to develop own personal effectiveness and emotional intelligence
- 2 Be able to set targets for developing your performance
- 3 Be able to meet targets for developing your performance
- 4 Be able to review development of your performance

The learning objectives map to the assessment criteria in the following way:

| | | | | | | | |
|----------|-------|----------|--------------|----------|-------|----------|--------------|
| 1 | AC1.1 | 2 | AC2.1, AC2.2 | 3 | AC3.1 | 4 | AC4.1, AC4.2 |
|----------|-------|----------|--------------|----------|-------|----------|--------------|



Developing myself and my performance

Health and wellbeing

Developing myself and my performance

Health and wellbeing

A challenges

Short challenges, to help learners practise their skills. They are expected to take around 2–3 hours to complete.

| | |
|--|--|
| DM/HW/A1 | Create a one-week exercise plan that fits around your lifestyle |
| <p>Regular exercise can reduce your risk of major illnesses, such as heart disease, stroke, type 2 diabetes and cancer by up to 50% and lower your risk of early death by up to 30%.</p> <p>Show that you understand the benefits of the following types of exercise and how they benefit your health in different ways:</p> <ul style="list-style-type: none">• aerobic exercises• flexibility exercises• strengthening exercises• balance exercises <p>Explore what leisure opportunities are available to you and what exercise you can do at home for free.</p> <p>Create a one-week exercise plan for yourself that fits around your lifestyle.</p> | |
| DM/HW/A2 | Design a challenge to get yourself and others active |
| <p>To stay healthy, you should try to be active every day and aim to achieve at least 150 minutes of physical activity over a week through a variety of activities.</p> <p>Design a challenge to get yourself and others active (eg to walk 10,000 steps in one day, couch to 5K, 30 days of yoga). Write a series of blog posts that include the following:</p> <ul style="list-style-type: none">• the benefits of completing the health challenge• what equipment you need• where it will take place• how you encouraged other people to get involved | |
| DM/HW/A3 | Identify ways that you could reduce or manage stress |
| <p>Some life events can be stressful and affect our emotional wellbeing in a negative way. List three things that make you feel stressed (eg exams, meetings, relationships, lack of money) and identify ways that you could reduce or manage this stress.</p> | |

Developing myself and my performance

Health and wellbeing

| | |
|--|--|
| DM/HW/A8 | Identify ways that you could grow your own food |
| <p>It is popular for people to grow some of their own food in their home and garden. Find out how you could grow your own food. Consider:</p> <ul style="list-style-type: none">• what plants you could grow• what plants grow inside or outside (eg herbs, vegetables, fruit)• any resources you would need | |

| | |
|---|--|
| DM/HW/A9 | Present information about the nutrients that are important for our health |
| <p>Food provides us with a range of different nutrients that have roles like providing energy or being needed for growth and upkeep of our body. Find out about the nutrients that are important for our health and create a presentation or display showing the different foods and drink the nutrients we need can be found in.</p> | |

| | |
|--|--|
| DM/HW/A10 | Create a savings plan for something you would like to buy |
| <p>Saving money is good for the mental health; it can reduce stress and give people more independence over their spending. Choose something that you would like to save up for. Using a savings plan or a savings app, figure out:</p> <ul style="list-style-type: none">• How much it would cost• The different ways you could save the money• Obstacles that may stop you from saving enough money | |

B challenges

Longer challenges, to help learners develop their skills. They are expected to take around 5–8 hours to complete.

| | |
|--|---|
| DM/HW/B1 | Produce a collage that illustrates the activities that you enjoy and are good for your emotional wellbeing |
| <p>The activities that we do affect our mood. Produce a definition for emotional health and wellbeing and think about how you keep yourself emotionally well. Produce a collage that illustrates the activities that you enjoy and are good for your emotional wellbeing (eg socialising with friends, listening to music, reading, yoga).</p> <p>Keep a chart for one week and record every time you do something positive that makes you feel good.</p> | |

Developing myself and my performance

Health and wellbeing

| | |
|---|---|
| DM/HW/B6 | Create a “top tips” list about making good money decisions |
| <p>Every day you make financial decisions. Some are minor, like buying a new pair of shoes, others are major, like deciding to start a new job. But all of them, large and small, can have an impact on your wellbeing.</p> <p>Create a “top tips” list, noting the key points you think are important about making good money decisions. You could include information about:</p> <ul style="list-style-type: none">• Best ways to pay• Benefits of budgeting• How to get good value for money | |

C challenges

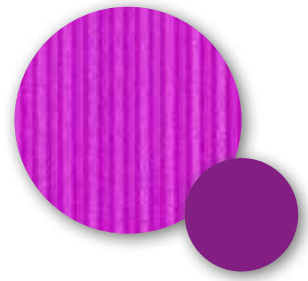
Assessed challenges to measure the learner’s skills.

| | | |
|--|-----------|--------------------------------------|
| DM1/HW/C1 | DM2/HW/C1 | Improve your nutrition |
| <p>Choose an area of your physical performance or mental wellbeing that could be improved with better nutrition. Set some personal targets and plan how you will improve your chosen area over a period of time.</p> | | |
| DM1/HW/C2 | DM2/HW/C2 | Improve your fitness |
| <p>Identify how you can improve your physical fitness. Set targets and plan what you need to do. Carry out your plan and review your progress.</p> | | |
| DM1/HW/C3 | DM2/HW/C3 | Improve your mental wellbeing |
| <p>Identify how you can improve your mental wellbeing. Set targets and plan what you need to do. Carry out your plan and review your progress.</p> | | |



Working with others

Working with others



Unit WW2: Working with others

Unit aim

The aim of this unit is to equip learners with skills and attributes to work well with others and become socially effective.

The unit will equip young people to understand other people's perspectives, thoughts and feelings in order to foster collaboration. It will encourage the development of empathetic ways of working with others that respect diversity and encourage inclusive approaches to working in teams. It will focus on building communication and language skills that are considerate of other peoples' heritage and perspectives.

Learning objectives

- 1 Be able to work with others in socially effective ways
- 2 Be able to work with others to meet an agreed objective
- 3 Be able to review how well you work in a team

The learning objectives map to the assessment criteria in the following way:

| | | | | | |
|---|---------------------|---|-------|---|-------|
| 1 | AC1.1, AC1.2, AC1.3 | 2 | AC2.1 | 3 | AC3.1 |
|---|---------------------|---|-------|---|-------|

Assessment

A single sheet **challenge brief** with a **challenge checklist** (see page 38) is available to download for each C challenge. This unique checklist maps to the Level 1 or Level 2 assessment criteria for Units WW1 or WW2.

The accompanying **Level 1** or **Level 2 assessment grid** for the unit can be downloaded from the members' area of the ASDAN website: www.asdan.org.uk.

For more information about the unit, see the **Personal and Social Effectiveness Qualification specification**.

Available to download from the members' area of the ASDAN website.





Working with others

Citizenship and community

Working with others

Citizenship and community

A challenges

Short challenges, to help learners practise their skills. They are expected to take around 2–3 hours to complete.

| | |
|---|---|
| WW/CC/A1 | Discuss with others what it means to be a good citizen and create a list of responses |
| <p>As a citizen, you have rights. These rights are protected by law. You also have responsibilities within the community. With others, discuss what it means to belong to a community, a country and the wider world. Consider and talk about what it means to be a good citizen. Share ideas with the whole group and make a list of everyone's ideas.</p> | |
| WW/CC/A2 | Produce a leaflet about organisations that help people in your community |
| <p>The local council, central government, charities and voluntary organisations, faith groups and others may provide services in your local area. In a group, find out about the main organisations that help people in need in your community. Produce a leaflet containing descriptions of what each organisation does that you could distribute in the community.</p> | |
| WW/CC/A3 | Find out about a social issue in your local area and communicate about it to different audiences |
| <p>Diverse neighbourhoods might face similar issues, such as traffic and litter. Some issues are more particular to certain areas. In a small group, find news stories about a social issue in your local area, (eg vandalism, homelessness, fly tipping etc). Choose one issue and write a single message about it in three different ways for different audiences.</p> | |
| WW/CC/A4 | Discuss the benefits of a volunteering programme that embraces diversity and inclusion |
| <p>Many organisations in both the private (business) and public (not for profit) sectors are keen to develop a workforce that reflects the communities they serve. With others, discuss the benefits of a volunteering programme that embraces diversity and inclusion to those taking part. Make a list of the advantages of having a diverse team.</p> | |
| WW/CC/A5 | Produce an information guide about voluntary work in your local community |
| <p>With others, find out about opportunities for voluntary work in your local community. Produce an information guide for people who might be looking to take part in a volunteer programme. In your guide, include information about the benefits of volunteering for the community as well as for the volunteer themselves.</p> | |



Citizenship and community

| | |
|--|--|
| WW/CC/A6 | Visit a magistrates' court, a police station or council department and report on your visit |
| In order to gain an insight into public services, go on a team visit to a magistrates' court, a police station or a local council department. Report back to others about the visit. | |

| | |
|---|--|
| WW/CC/A7 | Invite a local councillor or MP to discuss their work with your group |
| Each local area, or constituency, is represented in government by a Member of Parliament (MP). Each smaller neighbourhood, is represented in the council by elected councillors. Invite a local councillor or MP to discuss their work with your group. | |

| | |
|---|--|
| WW/CC/A8 | Identify ways people show respect for your local community through taking part in a learning walk |
| Go on a learning walk in your local community and make a note of the ways people show respect for their community (eg picking up litter, organising events, using multilingual signs). For each thing you notice, explain how it helps to build a good community. | |

B challenges

Longer challenges, to help learners develop their skills. They are expected to take around 5–8 hours to complete.

| | |
|--|--|
| WW/CC/B1 | Work with others to help raise money for a good cause |
| Many services, local, national and international, rely on donations. Work with others to help to raise money for a good cause. | |

| | |
|---|--|
| WW/CC/B2 | Find out about the responsibilities of your local council |
| Local councils are responsible for local services, from social care to bin collections. Find out more about the responsibilities of your local council. Using your findings, promote in a creative way the importance of voting in local elections. | |

| | |
|---|---|
| WW/CC/B3 | Help to organise an event for elderly or disabled people |
| Many elderly people go for days or weeks without a friendly call or visit. Age UK (Scotland) reports that loneliness is as dangerous to health as smoking 15 cigarettes a day and doubles the risk of dementia. Help to organise an event for elderly or disabled people. | |



C challenges

Assessed challenges to measure the learner's skills.

| | | |
|--|-----------|-------------------------------------|
| WW1/CC/C1 | WW2/CC/C1 | Compare media coverage |
| <p>Work in a team to produce a report comparing the different ways in which the media has covered a local issue or event. Ensure each team member takes responsibility for a different aspect of this work and that they make their own, unique contributions.</p> | | |
| WW1/CC/C2 | WW2/CC/C2 | Organise a fundraising event |
| <p>As part of a team, organise and take part in a fundraising event for your community. Make sure each team member has their own individual responsibility. Report on the success of your event, how much money was raised and how well you worked as a team.</p> | | |
| WW1/CC/C3 | WW2/CC/C3 | Local population |
| <p>Work in a team to carry out a survey of ethnic groups and languages spoken within your local area. Present your findings in a suitable format. Ensure each team member has their own individual role and review how well you worked together.</p> | | |



Problem solving

Problem solving

Problem solving

Science and technology



Level 1 challenge brief: Growing or storing food

PS1/ST/C3

Identify a problem with growing or storing food. For example, growing crops with little water, storing food without single-use plastics. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.

Learning objectives

- 1 Be able to identify a simple problem that needs to be solved
- 2 Be able to generate ideas to solve a simple problem
- 3 Be able to solve a simple problem

1 AC1.1, AC1.2 2 AC2.1, AC2.2 3 AC3.1, AC3.2, AC3.3

Challenge checklist

| Challenge checklist | | ✓ |
|---------------------|---|--------------------------|
| AC1.1 | Identify a problem with growing or storing food and write it down. | <input type="checkbox"/> |
| AC1.2 | Break the problem down into its component parts and write them down. | <input type="checkbox"/> |
| AC2.1 | Think of some ideas for a product that could solve the problem. | <input type="checkbox"/> |
| AC2.2 | Discuss your ideas with other people. | <input type="checkbox"/> |
| AC3.1 | Choose the best idea(s) then design at least two products to solve the problem and make a prototype of one of them. | <input type="checkbox"/> |
| AC3.2 | Write down the reason(s) why you chose that particular solution. | <input type="checkbox"/> |
| AC3.3 | Identify whether your prototype product was successful. | <input type="checkbox"/> |

PSE qualifications: C challenge brief

Problem solving

Science and technology



Level 2 challenge brief: Growing or storing food

PS2/ST/C3

Identify a problem with growing or storing food. For example, growing crops with little water, storing food without single-use plastics. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.

Learning objectives

- 1 Be able to identify a straightforward problem that needs to be solved
- 2 Be able to generate ideas to solve a straightforward problem
- 3 Be able to solve a straightforward problem

1 AC1.1, AC1.2 2 AC2.1, AC2.2 3 AC3.1, AC3.2, AC3.3

Challenge checklist

| Challenge checklist | | ✓ |
|---------------------|---|--------------------------|
| AC1.1 | Outline a problem with growing or storing food and write it down. | <input type="checkbox"/> |
| AC1.2 | Break the problem down into its component parts and write them down. | <input type="checkbox"/> |
| AC2.1 | Think of a range of ideas for a product that could solve the problem. | <input type="checkbox"/> |
| AC2.2 | Discuss your range of ideas with other people. | <input type="checkbox"/> |
| AC3.1 | Choose the best idea(s) then design at least two products to solve the problem and make a prototype of one of them. | <input type="checkbox"/> |
| AC3.2 | Justify why you chose that particular solution. | <input type="checkbox"/> |
| AC3.3 | Review the extent to which your prototype product was successful. | <input type="checkbox"/> |

PSE qualifications: C challenge brief | © ASDAN June 2021



Problem solving

Science and technology

Problem solving

Science and technology

A challenges

Short challenges, to help learners practise their skills. They are expected to take around 2–3 hours to complete.

| | |
|--|---|
| PS/ST/A1 | Make a scale model of our solar system |
| Seeing and holding something in three dimensions can help us to think about it, sometimes more, than a two dimensional diagram. Make a scale model of our solar system using materials that are freely available. | |
| PS/ST/A2 | Work out the cost of running different electrical appliances |
| Using everyday appliances produces carbon dioxide, contributing to global warming, as well as increasing the cost of our bills. Work out the cost of running six different electrical appliances over 24 hours. Use your knowledge of physical processes to suggest ways you could improve the efficiency of one of the appliances. | |
| PS/ST/A3 | Show that you can deal with weights and volumes |
| Different measures are used for weight and volumes. Understanding them is important in many situations. Show that you can deal with weights and volumes in one of the following situations: <ul style="list-style-type: none">• cooking• building, gardening or making something• animal care | |
| PS/ST/A4 | Create a plan showing how you would re-design a room |
| Designers use mathematical as well as artistic skills. Re-design a room. You could use IT for this. Show that you can: <ul style="list-style-type: none">• draw a plan to scale showing where you would put the furniture• work out the area of carpet or other flooring required | |
| PS/ST/A5 | Use design software to produce something for print |
| There are lots of tools available that you can use to make your designs look professional. Use design software to produce one of the following: <ul style="list-style-type: none">• newsletter• advertising flyer• brochure or leaflet• calendar• greetings card• poster• other agreed item | |



| | |
|---|---|
| PS/ST/A6 | Compare the advantages and disadvantages of materials used in construction |
| Different building materials are used in different parts of the world. Find out the advantages and disadvantages of at least three different materials used in construction. Take environmental impact into consideration. | |
| PS/ST/A7 | Investigate the different uses of radioactivity |
| Radioactive substances can cause great harm but radioactivity is very useful in a wide variety of areas, from history to medicine. Find out about the uses of radioactivity and record your findings. | |
| PS/ST/A8 | Present information on how different departments in your school or centre use technology |
| Where teachers used to write on blackboards, Technology has become part of the everyday in education. Gather information to show how different departments in your school or centre use technology and present your findings. | |

B challenges

Longer challenges, to help learners develop their skills. They are expected to take around 5–8 hours to complete.

| | |
|---|---|
| PS/ST/B1 | Conduct a survey on a scientific issue that some people may find controversial |
| <p>Science is about facts but people often disagree on how knowledge should be used. Research a scientific issue that some people find controversial, such as energy production, medical research or genetic engineering.</p> <ul style="list-style-type: none"> • Organise a debate and report back on the views of the group <p>or</p> <ul style="list-style-type: none"> • Conduct a survey of other people’s opinions on the issue and present your data. | |
| PS/ST/B2 | Make a working model using different mechanisms |
| <p>Many machines contain the same mechanisms. Make a working model using at least two of the following:</p> <ul style="list-style-type: none"> • cams • cranks • gears • springs • levers • pulleys <p>You may use any suitable materials.</p> | |



C challenges

Assessed challenges to measure the learner's skills.

| | | |
|---|-----------|--|
| PS1/ST/C1 | PS2/ST/C1 | Make a mechanical toy |
| <p>Make a mechanical toy using at least two of the following mechanisms: cranks, springs, pulleys, cams, gears, levers. Prepare at least two different designs and select the one you think will work best. Review and evaluate your final product.</p> | | |
| PS1/ST/C2 | PS2/ST/C2 | Help a person in their daily life |
| <p>Identify a problem that someone who is elderly or has a disability may encounter in their day-to-day life. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.</p> | | |
| PS1/ST/C3 | PS2/ST/C3 | Growing or storing food |
| <p>Identify a problem with growing or storing food. For example, growing crops with little water, storing food without single-use plastics. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.</p> | | |

Sample