

**Extract summary from a verbal assessment.** only one strategy has been included in this exemplars, however the students all completed at least two strategies. The post camp section often refers to the other strategies worked on.

**Key:** **EG** –example provided, **SEG** –specific example provided, **D**–described,**EXP** – explanation given, **D.EXP** –detailed explanation given, **J** –judgement made, **+/-** - positive and negative impacts

### Pre Camp 1 March Activity –Paddle snatch n drop and icebergs

**The leadership strategy I am using is:** Communication –learning names and using a loud voice

**This is appropriate because:** **EXP** –more likely to listen if know names and they can hear the instructions **SEG** –overheard students whispering they could not hear her

2

**It will contribute to the functioning of the group by:** **EXP** –increase enjoyment and understanding of the activity. Stated this will help with safety on the water

**It is working (well,ok, not so well)** ok as students know who I am talking to when I say them name first.

1

I know this because: **EXP** –students not saying'what?' so often

**My next step will be to:** **EXP** –practice speaking loud outside at home tonight **EG**-practice instructions on parents first

3

**So that:** **EXP** –feel confident when communicating

### Camp 4 April Activity –Kayaking and walking over boats on water

**The leadership strategy I am using is:** Communication –using body language and paddle signals

**This is appropriate because:** **EXP** –wide open spaces and lots of noise meant her voice would be hard to hear. Needs alternative form of communicating

3

**It will contribute to the functioning of the group by:** **EXP** –Everyone can still follow instructions even when far away **SEG** –Johnson couldnt hear but the paddle signal meant he came back

**It is working (well,ok, not so well)** well

I know this because: **EXP** –the signals and are actually using them how they are supposed to.

**My next step will be to:** **EXP** –check understanding before moving on **EXP** –needs to be able to gain attention quickly

3

**So that: SEG-** related to how she thought they understood but then did the activity wrong

**Post camp 10 April**

**Which of the leadership strategies have been most effective and why?**

Communication—using paddle signals. **EXP** —related to importance of safety in outdoors when students couldn't hear the instructions

4

**For the ones that were not effective —why not and what would you do**

**differently?** Managing self —**EG** provided on forgetting to put out some equipment for one activity due to lateness. **D**-get to the activities earlier.