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 iceberg game

The leadership strategy I am using is:Goal setting –setting mini goals

This is appropriate because: EXP –discussed usefulness of setting mini goals before camp ie: increases focus and commitment to a purpose by having something to achieve **EXP –**discussion around group members being motivated to reach their potential at camp

(1)

It will contribute to the functioning of the group by:-linked goal setting to group management ie by using goal setting as a way of focusing the group for the activity. -**EXP** y10 students will take the activity more seriously when they have SMART goals -**DEXP**-how she can help them set mini goals through the team building exercises at school so they can transfer these to camp and even life in general

(2)

It is working (well,ok, not so well) ok
I know this because:-**EXP** ie noticed they were enthusiastic when they had clear goals to focus on. **SEG** – Alec looked bored during first snatch in drop game but was cheering and screaming out with lots of energy when he was focused on the next game with a personal goal of getting to the end of the iceberg trail first.

My next step will be to:- D. EXP tryto get the group working together more. **SEG** ie Noticed Sheree was so focussed on achieving her individual goal of staying in till the last 3 people that she purposely made it difficult for the others to catch the paddle.

(3)

So that: D-improve cooperation and get the group functioning together not competing against each other goals could have been discussed with the group so that they are relevant to the specific student – however lack of examples given. **J**

(5)

Camp 4 April Activity –Kayaking trip and walking over kayaks

The leadership strategy I am using is: Goal Setting -individual and group goals

This is appropriate because:- D.EXP all students at differing kayaking levels –gave **SEG** 3 different abilities and personalities. -Referred back to planning day and gave **SEGs** of what particular students wanted to get out of the activity at camp ie just finish it, compared to finish the trip first etc

It will contribute to the functioning of the group by:-After the school session, realised that a group goal as well as individual goals would get the group working together better.

(3)

==SEG related to previous session when they all had individual goals but didnt really work together so wanted to incorporate a group goal.==

It is working (well,ok, not so well) well
I know this because: **D.EXP**-referred to improvements made since they developed the group goal rather than just focussing on individual goals ie: cooperation improved, ==safety increased because they working helping each other not competing against each other.**SEG** –linked to how they celebrated at the end of the walking over the kayaks activity when the whole group did it without falling in ie achieved the group goal==

My next step will be to:D.EXP –related to the need to encourage them to set new
So that: **D-** improve coopertion and get the group functioning together not competing against each othergoals once these have been achieved.

So that: D –keep challenging themselves and remain focused **SEG** –related to how group lost some focus after they achieved group and individual goals but there was still 1km to go on the kayaking trip **SEGs** -referred to specific students goals here

Post Camp 10 April

Which of the leadership strategies have been most effective and why?
Developing motivation and Goal Setting **EXP** –transition she went through and realisation that individual goals were not as effective as group goals. Why – backed up with **Egs** regarding safety and cooperation developed once they set group goals. Linked to + functioning of group. **D.EXP** –Reference back to school planning day and **EGs** provided linked to changes in enthusiasm with the group before implementing goal setting and after. However, difficult to develop motivation and linked to reasons related to intrinsic and extrinsic motivation. Stated that her perceived leadership role in terms of motivation was setting up environment so students could motivate themselves –no **EGs** provided to back this up.

For the ones that were not effective –why not and what would you do differently? Planning back up strategies **SEG** –related to when the groups had to change for the warm up lifejacket race and the game didnt work but she didnt have another activity ready to replace this with.