

**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 – Paddle snatch n drop activity

**The leadership strategy I am using is:** Group management –using fun games for getting to know the group members and also separating troublesome pairings

**This is appropriate** because:-Reference made to first meeting of Y10 students-**SEGs** provided in terms of characteristics of the group ie: I noticed when we first met that they dont listen to each other, Thomas dominates the boys and often play fights, they take a long time to settle before giving instructions -Some discussion around safety on camp and links to group management “Risk management will be paramount on camp and if I am not able to manage the group effectively this could be compromised.

**It will contribute to the functioning of the group by:-D.EXP** provided around getting to know the group games so that it will be easier to manage them at camp. -Reference to safety concerns with kayaking and **SEGs**/scenarios discussed if the group was not managed well

**It is working (well,ok, not or well) ok.**

I know this because: **D.EXP, J and SEGs provided** eg “I have been partly successful in managing the pre camp activities and I know this because when I separated Thomas from his friends and gave him the calling role, he responded well and then the whole activity ran smoother. This was made clear when Janie said she found it easier to listen to instructions without him playfighting next to her...” *This made the activity a lot safer for the whole group and they all were able to hear the instructions and carry out successful the paddle snatch n drop. This meant the group members were very happy with their progress as they all achieved the goal of the session safely.*

**My next step will be to: EXP** provided around strategies to manage students without them getting annoyed and still enjoying the activity ie:split up from distractions, give mini leadership roles

**So that: DEXP** provided around everyone feeling that they have a chance to enjoy themselves while keeping safe on the kayak trip.

### Camp 4 April – kayaking trip and walking over kayaks

**The leadership strategy I am using is:** Group management –gaining attention, controlling off task behaviour.

**This is appropriate because:-D.EXP** in terms of improvements still required from first session, goals to enjoy the activity, big emphasis on ratios and safety linked to group management when kayaking eg awareness that if group is not managed well then safety is compromised **SEGs** given

1

2

2

**SEG** –reference to individual students who will need to be closely monitored and outlined strategies to manage their behaviour eg: kayaking next to instructor, smaller groups, shared rules

**It will contribute to the functioning of the group by:**+ impacts provided using **SEGs** ie: increased enjoyment, safety, confidence. All explained using reference to individual students and the smaller groups-impacts discussed ie: have to be careful not to be too controlling so that they are still thinking for themselves...

**It is working (well,ok, not so well)** well I know this because:**J** supported with **EG**-Reference made to strategies that worked well and how the y10s reacted ie: to get their attention everyone had to hold their paddle in the air when I held mine up, last person had to paddle around the group. Worked well because it was a fun way to manage them rather than yelling for their attention and they got quicker and quicker as the day went on.

**My next step will be to:****D** of strategies to get all of the group to help pack up at the end. Discussed ownership of the activity and self management strategies.  
So that: **EXP** –job shared is job halved concept. Gave **SEG's** of same students who always stayed behind to help pack up.

## Post camp 10 April

**Which of the leadership strategies have been most effective and why?**-**Communication and Group Management EXPs** links between group management and communication made clear and backed up with **SEGs** -“When I introduced the rule that only the person with the paddle could speak it was much easier to answer their questions and therefore manage the group by organised for the activity.

**J** -This proved to me that communication is vital when managing groups because when I did not communicate clearly it difficult to manage and I noticed they went off task a lot more...**SEGs**-related to how the group followed instructions quickly after focusing on group management strategies such as ...and how this increased her confidence as a leader because she felt she had safety aspects under control if the group was been managed well.

**C/C** –effectiveness of group management at the school activity compared to the camp activity. **EGs** –of improvements made clear ie: less waiting time for attention, came in more quickly when asked to etc.

**Developing partnerships = strategy least effective. D.EXP** ie I think I probably got carried away with managing the group myself that I didnt allow for too much of the year 10s input –**J** backed up with **SEG** given related to student who wanted to change the route but she just said no and didnt ask why. Reflected that his idea may have improved the trip if she gave him a chance.

**For the ones that were not effective –why not and what would you do differently?**-**J** made (above) -Positives and negatives both discussed and backed up with **SEG** --**SEGs** provided on how she would empower the students and include more student voice in future eg input into the planning of the journey, have y10 leaders within each smaller group etc-SPARCs research on youth leadership notes that empowering group members is an important factor if leaders are to be successful.-**EXP** in future she would get more feedback on her leadership style from the first session to help improve strategies on camp eg: what helps them to concentrate, do they like the way she addresses the group etc.