

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-writing out what I will say for homework before taking the group (planning) and giving clear instructions.

This is appropriate because: **EXP** –if communication is poor this will affect my organising and managing of the group because they wont understand my instructions –**SE** provided to back this up. Reference back to first impressions of their poor listening skills when he first met the group. **D.EXP** –if they dont know what to do they wont enjoy the final kayak trip and it wont be safe

2

It will contribute to the functioning of the group by: **EXP** –shared and clear understanding so all working towards the same thing. **SE** –less people of task if they understand what they should be doing

It is working (well,ok, not sor well) ok

I know this because: **D.EXP** – writing out the instructions meant I wasn't having to come up with instructions on the day when a bit nervous speaking in front of the group. It also helped to give clear instruction to the group so they knew what to do. This helped keep the group safe on the water as they knew what to do.

1

My next step will be to: **D** –incorporating body language and speaking louder

So that: **EXP** –when kayaking on the ocean at camp the group will be further away. Need to make sure they understand instructions and stay safe.

3

Camp 4 April Activity –Kayaking trip and walking over kayak

The leadership strategy I am using is: Communication –using keywords and demanding full attention before speaking

This is appropriate because: **D. EXP** –felt he still needed to make improvements in instruction giving **EG** –linked to when the icebergs activity didnt work-instructions were too waffly. Referred to importance of role modelling good communication as a leader and gave **SEG**

It will contribute to the functioning of the group by: **D**-brief description of how important communication is in outdoor activities

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

I know this because: **EG** –generalised examples of how instructions were given and how paddle signals helped students.

3

My next step will be to: EXP—talked about checking understanding of the group after giving instructions

So that: EXP —linked to safety concerns

Post camp 10 April

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

Communication and Group Management **EG** as confidence grew he was able to speak louder and demand more attention. **EG**- Realisation that learning the groups names early on helps with communication ie: gets their attention and makes them feel important.

For the ones that were not effective –why not and what would you do differently? Goal setting =not as effective **EXP**—did not set any goals with the group and gave **EG** why he would do this in the future.