

Teacher Observation sheet (over period of time at camp)		
Social Responsibility Model: Level	Comment and tick	
<p><b>Levels 1/2</b></p> <p><b>Participation and effort.</b></p> <ul style="list-style-type: none"> <li>Is self-motivated ✓</li> <li>Tries their best and never give ups</li> <li>Tries new things and persists when the going gets tough. ✓✓</li> <li>Redefines success (it may be achieving a goal, it maybe winning a competition) ✓</li> <li>Can take part as directed and improves efforts to contribute independently ✓✓✓</li> <li>Participates in game or experience (not fully involved) ✓✓✓</li> </ul> <p><b>Respects the rights and feelings of others</b></p> <ul style="list-style-type: none"> <li>Shows self-control (No verbal or physical abuse i.e. name calling) ✓</li> <li>Includes everyone (No intimidation, bullying or hogging equipment)</li> <li>Solves conflicts peacefully</li> <li>Does not disrupt the work and play of others</li> </ul>	<p><b>Comment</b></p> <p><b>Summerhill mountain bike-</b> wore jeans and argued about the reasons why</p> <p><b>Prior to camp-</b> did not turn up to load his bike, then argued about it</p> <p><b>Kiate Falls-</b> jumped off the water fall with his undies on after being told not to</p> <p><b>On Marae – followed protocol on the Marae</b></p>	
Tick one:	Demonstrates	Consistently demonstrates
<p><b>Level 3</b></p> <p><b>Self-direction.</b></p> <ul style="list-style-type: none"> <li>On-task independence (they are able to complete tasks without the coach/teacher standing over them)</li> <li>Sets goals and self-standards ✓</li> <li>Show the courage to resist peer pressure</li> <li>Fully involved and active (but not dominating)</li> <li>Plays by the rules /prepared for outdoor experiences ✓</li> </ul>	<p><b>Comment</b></p> <p><b>On Camp-</b> had correct gear and organised food</p> <p><b>Reid's Hill-</b> set himself a goal to ride all the way up</p>	
Tick one:	Demonstrates	Consistently demonstrates
	✓ some	1
<p><b>Level 4</b></p> <p><b>Helping others and leadership.</b></p> <ul style="list-style-type: none"> <li>Shows good interpersonal skills (is sensitive towards others, shows care and compassion)</li> <li>Listens and responds without being judgemental.</li> <li>Helps others when they want help or need it</li> <li>Recognises the needs and feelings of others</li> <li>Makes sure all players in the group have equal opportunity to be involved</li> <li>Acknowledges other teams' skills or efforts</li> <li>Proactively applies fair play/honest rules</li> <li>Happily accepts others as part of the group</li> </ul>	<p><b>Comment</b></p>	
Tick one:	Demonstrates	Consistently demonstrates

TT has applied some behaviours of self-direction, however, some behaviours demonstrated are not yet on the social responsibility model.

Grade awarded: Not Achieved

Verification by teacher: MM

Date: March 2014

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. The following is an example:

**Reid's Hill-** I set myself a goal of not stopping until the top of Reid's hill. I had to concentrate on my gear changes to be able to do this. I was really tired by the time I got to the top, however, was really pleased with my efforts. My next goal is to ride to do the same on the next day's ride.