Unit 1, Module 1 – Introduction and Reflection on Self

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| **Excelling** | All questions have been completed using detail | Uses 5 or more reputable sources to collect information | Can confidently discuss the importance of both positive and negative concepts relating to self to enhance personal growth | Uses eye contact most of the time | Is able to answer all class questions with explanation and elaboration | Demonstrates strong enthusiasm about the topic during the entire presentation | All questions have been completed using detail | Can confidently discuss the importance of interpersonal skills, demonstrating an understanding of other interpersonal skills outside the four main skills: teamwork, communication, time management and problem-solving | Demonstrates an understanding of interpersonal skill during role-play/performance/ activity whereby audience can identify the correct interpersonal skill given by teacher | Poster identifies and describes at least  5 strengths and 5 blockers | Entries are of high quality consisting of personal reflections based on a minimum of 5 strengths and 5 blockers | Assists at least 3 peers by adding at least 3 strengths to each to peers’ posters |
| Addresses all criteria in detail | Speaks with fluctuation in volume and tone to interest audience and emphasise key points | Includes at least 5 examples, facts and/or statistics to support conclusions/ideas with evidence | Significantly increases audience understanding and knowledge of topic | Ability to compare a ‘good vs bad’ (strengths/blockers) representation of the interpersonal skill given | Connects personal reflection to real life, identifying key influences of all strengths and blockers listed |
| Independently selects an appropriate person of significance | Has created cue cards | Presentation is presented in a logical way, with a clear beginning, middle and end, with the use of headings and subheadings | Convinces the audience to recognise the validity and importance of the topic | Demonstrates both leadership and teamwork skills during the planning and performance of the role-play/performance/activity | Develops at least 5 strategies/ goals for future growth |
| **Achieving** | All questions have been completed | Uses 2 or more reputable sources to collect information | Can discuss the importance of both positive and negative concepts relating to self | Uses eye contact more than half the time | Is able to answer all class questions with ease, without elaboration | Demonstrates some enthusiastic feelings about the topic | All questions have been completed | Can discuss the importance of interpersonal skills, with a focus on the four main skills: teamwork, communication, time management and problem-solving | Demonstrates an understanding of interpersonal skill during role-play/ performance/activity | Poster identifies at least 3 strengths and 3 blockers | Entries consist of personal reflections based on a minimum of 3 strengths and 3 blockers | Assists at least 1 peer by adding 3 strengths to peer’s poster |
| Addresses all criteria | Speaks with some variation in tone and volume | Includes at least 2 examples, facts and/or statistics to support conclusions/ideas with evidence | Raises audience understanding and awareness of most points | Demonstrates teamwork skills during the planning and performance of the role-play/performance /activity | Connects personal reflection to real life, identifying key influences of all strengths or blockers listed |
| Develops at least 3 strategies/goals for future growth |
| **Satisfactory** | More than half the questions have been completed | Uses 1 reputable source to collect information | Can discuss concepts relating to self | Uses eye contact less than half the time | Is uncomfortable with information, only able to answer simple class questions | Show little or mixed feelings about the topic | More than half the questions have been completed | Can discuss concepts relating to interpersonal skills, however does not address all four: teamwork, communication, time management and problem-solving | Demonstrates limited teamwork skills during the planning and performance of the role-play/performance /activity | Poster identifies at least 2 strengths and/or 2 blockers | Entries consist of personal reflections based on a minimum of 2 strengths and/or 2 blockers | Assists at least 1 peer by adding 2 strengths to peer’s poster, with teacher intervention |
| Addresses more than half the criteria | Speaks with uneven volume and tone | Includes 3 pictures related to content in presentation | Raises audience’s understanding and knowledge of some points | Develops at least 2 strategies/goals for future growth |
| **Not yet satisfactory** | Less than half the questions have been completed | Uses 1 reputable source to collect information | Can discuss concepts relating to self with teacher prompting | Holds no eye contact with audience | Does not have a grasp of information, not able to answer class questions | Shows no interest in the topic | Less than half the questions have been completed | Can discuss concepts relating to interpersonal skills with teacher prompting | Demonstrates minimal teamwork skills during the planning or performance of the role-play/ performance/activity | Poster identifies at least 1 strength or 1 blocker | Entries consist of personal reflections based on a minimum of 1 strength and/or 1 blocker | Assists at least 1 peer by adding 1 strength to peer’s poster, with teacher intervention |
| Addresses less than half the criteria | Speaks in low volume and monotonous tone | Includes 1 picture related to content in presentation | Fails to increase audience understanding of knowledge of topic | Develops at least 1 strategy/goal for future growth |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Structured questions** | **Research task** | **Class discussion** | **Delivery** | **Content/ organisation** | **Enthusiasm/audience awareness** | **Structured questions** | **Participation in discussion** | **Role-play/performance/ activity** | **Poster of self (strengths and blockers)** | **Reflective journal (strengths/blockers, strategies/goals)** | **Peer participation** |
| **Activity 1** | | | **Activity 1 – Presentation** | | | **Activity 2** | | | **Activity 3** | | |