Unit 1, Module 2 – Group Project

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| **Excelling** | Can demonstrate knowledge of physical, social and emotional wellbeing, providing at least 5 examples of each | All questions have been completed using detail | Demonstrates both leadership and teamwork skills when participating in a team meeting | Record of communication with at least 5 members of the school community to assist in planning of project | A detailed plan that encompasses both the theoretical and practical components of the project and includes all of the following components: timeline, roles and responsibilities and resources | Takes the leadership role during implementation of project, and also demonstrates teamwork, contributing to the success of the team/project | Evaluation of project consists of at least 5 positive and 5 negative aspects |
| Communicates effectively with the group, demonstrating competence in all agenda items being addressed | Includes at least 5 pieces of data/evidence gathered to justify positive or negative feedback related to project |
| Outlines agenda items for the meeting and oversees minute taking | Includes detailed strategies for improvement, with a minimum of 5 strategies |
| **Achieving** | Can demonstrate knowledge of physical, social and emotional wellbeing, providing at least 3 examples of each | All questions have been completed | Demonstrates teamwork skills only when participating in a team meeting | Record of communication with at least 3 members of the school community to assist in planning of the project | A plan that encompasses the practical components of the project and includes all of the following components: timeline, roles and responsibilities and resources | Only demonstrates teamwork skills when participating in the success of the project | Evaluation of project consists of at least 3 positive and 3 negative aspects |
| Communicates with the group, demonstrating competence in all agenda items being addressed | Includes at least 3 pieces of data/evidence gathered to justify positive or negative feedback related to project |
| Includes strategies for improvement, with a minimum of 3 strategies |
| **Consolidating** | Can demonstrate knowledge of physical, social and emotional wellbeing | More than half the questions have been completed | Communicates with the group, demonstrating competence in more than half the agenda items being addressed | Record of communication with at least 2 classmates in relation to the project | A basic plan that encompasses either the theory or practical components of the project and includes 2 of the following components: timeline, roles and responsibilities and resources | Minimal participation in project, needing prompting/assistance from the team | Evaluation of project describes 1 positive or 1 negative aspect |
| Does not include any evidence but participates in data collection/feedback |
| **Beginning** | Can demonstrate knowledge of physical, social or emotional well being | Fewer than half the questions have been completed | Minimal contribution to the group, demonstrating an understanding in less than half the agenda items being addressed | Record of communication with at least 1 classmate in relation to the project | A basic plan that encompasses either the theory or practical components of the project and includes 1 of the following components: timeline, roles and responsibilities and resources | Physically attends project, however does not contribute to the team | Evaluation of project lists 1 positive or 1 negative aspect |
| Does not include any evidence or does not participate in data/collection/feedback |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Mind map** | **Structured set of questions** | **Meeting minutes** | **Record of consultation with school community** | **Graphic organiser (planning project)** | **Participation in project** | **Reflective journal (evaluation of project)** |
| **Activity 4** | | **Activity 5** | | | **Activity 6** | |