Unit 1, Outcome 2 & 3 – Health & wellbeing group project

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| **Excelling** | Can demonstrate knowledge of physical, social and emotional wellbeing, providing at least 5 examples of each and include personal experiences for each | All questions have been completed using detail | Can list and describe at least 5 food apps that help record and track food intake | Records food intake using at least 2 apps for 1 week, comparing the 2 apps | All questions have been completed using detail in relation to the case study | Demonstrates more leadership than teamwork skills when participating in a team meeting | A detailed plan that encompasses both the theory and practical components of the project and includes all of the following components: timeline, roles and responsibilities, resources | Includes all of the following in detail: learning intension, success criteria, materials needed, introduction/warm-up activity, extra notes, procedure and time duration for the full 20 minutes of lesson | Presents a range of ideas/concepts/ facts that are accurate, clear and concise, using at least 5 reputable sources to collect information | Has developed multiple worksheets that are differentiated and cater for individual students | Takes the leadership role during implementation of the interactive activity, as well as demonstrates teamwork, contributing to the success of the activity | Can discuss at least 3 food apps that could be used by students, demonstrating both positive and negative aspects of each | Takes a leadership role in creating and developing a recipe book, with at least 10 healthy recipes included and aimed at grade 3 students | Evaluation of project consists of at least 5 positive and 5 negative aspects | Evaluation of at least 5 interpersonal skills, both positive and negative (must include leadership and teamwork) |
| Communicates effectively with the group, demonstrating competence in all agenda items being addressed | Structures PowerPoint in a logical order with a clear beginning, middle and end, using headings and subheadings |
| Assesses the reliability, validity and accuracy of the food apps, including at least 3 positive and negative aspects for each of the 5 apps | Includes at least 5 positive and 5 negative aspects of how technology impacts health and wellbeing by using the 2 apps | Outlines agenda items for the meeting and oversees minute taking | Incorporates at least 5 interpersonal skills that will be used during the planning and implementation of the project (leadership must be included as one) | Spelling, punctuation and grammar used with considerable accuracy | Includes at least 5 pieces of data/evidence gathered to justify positive or negative feedback related to project | Includes strategies for improvement, with a minimum of 3 strategies for each of the 5 interpersonal skills included |
| Word count between 500–600 words |
| Includes more than 5 pictures and/or graphs to justify information presented |
| **Achieving** | Can demonstrate knowledge of physical, social and emotional wellbeing, providing at least 3 examples of each and include personal experiences for each | All questions have been completed | Can list and describe at least 3 food apps that help record and track food intake | Records food intake using 1 of the food apps for at least 1 week | All questions have been completed in relation to the case study | Demonstrates both leadership and teamwork skills when participating in a team meeting | A plan that encompasses the practical components of the project and includes all of the following components: timeline, roles and responsibilities, resources | Includes all of the following aspects: learning intension, success criteria, materials needed, introduction/warm-up activity, extra notes, procedure and time duration for the full 20 minutes of lesson | Presents ideas/concepts/facts that are considerably accurate, clear and concise, using at least 3 reputable sources to collect information | Has developed a worksheet for students to complete | Demonstrates teamwork skills during implementation of interactive activity | Is able to discuss at least 3 food app that could be used by students | Creates a recipe book with at least 5 healthy recipes and aimed at grade 3 students | Evaluation of project consists of at least 3 positive and 3 negative aspects | Evaluation of at least 3 interpersonal skill, both positive and negative aspects (must include teamwork) |
| Communicates effectively with the group, demonstrating competence in all agenda items being addressed | Structures PowerPoint in a logical order with a clear beginning, middle and end |
| Assesses the reliability, validity and accuracy of the food apps, including at least 1 positive and negative aspect for each of the 3 apps | Includes at least 3 positive and 3 negative aspects of how technology impacts health and wellbeing by using the app | Outlines agenda items for the meeting | Incorporates at least 3 interpersonal skills that will be used during the planning and implementation of the project | Spelling, punctuation and grammar used with considerable accuracy | 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 1 strategy for each of the 3 interpersonal skills included |
| Word count between 300–500 words |
| Includes at least 5 pictures and/or graphs to justify information presented |
| **Satisfactory** | Can demonstrate knowledge of physical, social and emotional wellbeing, providing at least 3 examples of each but does not include personal experiences | More than half the questions have been completed | Can list at least 2 food apps | Records food intake using 1 of the food apps for less than 1 week | More than half the questions have been completed in relation to the case study | Demonstrates teamwork skills only when participating in a team meeting | 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, resources | Includes more than half the following aspects: learning intension, success criteria, materials needed, introduction/warm-up activity, extra notes, procedure and time duration for more than 15 minutes of the lesson | Presents some concepts/facts that are reasonably accurate | Has assisted their group in developing a worksheet for students to complete | Minimal participation during interactive activity, needing prompting/ assistance from the team | Is able to show at least 2 food apps that could be used by students | Assists their group in creating and/ or developing a recipe book, contributing 2 or more recipes | Evaluation of project describes 1 positive or 1 negative aspect | Evaluation of at least 2 interpersonal skills, including either positive or negative aspects |
| Structures information so it makes sense, using headings and subheadings |
| Can evaluate the 2 food apps, listing at least 1 positive and 1 negative aspect for each | Includes at least 1 positive and 1 negative aspect of how technology impacts health and wellbeing by using the app | Spelling, punctuation and grammar use sufficiently clear for the meaning to be understood | Does not include any evidence but participates in data collection/ feedback | Includes 2 strategies for improvement |
| Communicates with the group, demonstrating competence in more than half the agenda items being addressed | Incorporates at least 1 interpersonal skill that will be used during the planning and implementation of the project | Word count between 100–200 words |
| Includes at least 3 pictures |
| **Not yet satisfactory** | Can demonstrate knowledge of physical, social and emotional wellbeing | Less than half the questions have been completed | Can list 1 food app | Records food intake using 1 of the food apps for 1 day | Less than half the questions have been completed in relation to the case study | Communicates with the group, demonstrating competence in less than half the agenda items being addressed | 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, resources | Includes less than half the following aspects: learning intension, success criteria, materials needed, introduction/warm-up activity, extra notes, procedure and time duration for less than 15 minutes of the lesson | Presents some concepts that are reasonably accurate | Has assisted their group in printing the developed worksheet for students to complete | Physically present for interactivity, however did not contribute to the team | Able to show at least 1 food app that could be used by students | Assists their group in creating and/or developing a recipe book, contributing 1 recipe | Evaluation of project lists 1 positive or 1 negative aspect | Evaluation of at least 1 interpersonal skill, including either positive or negative aspects |
| Structures information so it makes sense |
| Can evaluate the 1 food app, listing at least 1 positive and/or 1 negative aspect for each | Includes at least 1 positive and/or 1 negative aspect of using the app | Incorporates at least 1 interpersonal skill that will be used during the planning and/ or implementation of the project | Spelling, punctuation and grammar use sufficiently clear for the meaning to be understood | Does not include any evidence or does not participate in data/collection/ feedback | Includes 1 strategy for improvement |
| Writes at least one paragraph or equivalent |
| Includes 1 picture |
| Not shown | Not shown | Not shown | 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** | **Mind map** | **Structured set of questions** | **Researching apps** | **Record of sugar intake reflective journal** | **Case study (The Mai Wiru Foundation)/structured questions** | **Meeting minutes** | **Graphic organiser (planning project)** | **Step-by-step instructions** | **PowerPoint presentation** | **Worksheet** | **Interactive activity** | **Food apps** | **Healthy recipe book** | **Reflective journal related to project (positive and negatives)** | **Reflective journal related to interpersonal skills and strategies for improvement** |
| **Activity 4** | | | | | **Activity 5** | | **Activity 6: 20-minute lesson** | | | | | | **Activity 6** | |