Unit 1, Outcome 1, 2, 3 –  Outdoor Excursion project, Excursion Planning

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| **Excelling** | Explains the links to classmates | Supports classmates to identify and access resources | Explains ideas and suggestions to classmates | Reflects on classmates’ achievements and challenges | Works with group to establish protocols | Leads discussion with teacher | Supports others with the knowledge and skills required for this activity | Outlines ways to improve on chosen focus area | Supported others during the planning | Encouraged and supported others on the excursion |
| **Achieving** | Links issues/key terms to the class outdoor excursion  | Accesses resources via email, phone or in person | Suggests ways to overcome negatives | Gives reasons for their achievements and solutions for their challenges | Works in group to identify requirements of their aspect of the excursion | Meets with teacher to discuss group plan and own responsibilities | Evaluates the knowledge and skills required for this activity | Identifies what they need to improve/focus on in next task | Engaged with and/or led group planning | Led an activity on the excursion |
| **Satisfactory** | Explains the meaning of key terms(emotional, social, physical etc.) | Uses the Internet to search for resources | Shares ideas of positive and negative factors | Outlines their achievements and challenges | Identifies requirements for good teamwork and cohesion | Completes and updates their personal responsibilities chart  | Demonstrates the knowledge and skills required for this activity | Meets with the teacher to discuss their reflection | Participated in group planning  | Participated in activities on the excursion |
| **Not yet satisfactory** | Completes the chart of factors affecting well-being | Uses resources within the classroom, such as peers and teachers | Completes the chart on positive and negative factors affecting participation | Completes the traffic light self-evaluation  | Completes a Project Action Plan  | Completes relevant group planning pages  | Identifies the knowledge and skills required for this activity | Completes a chart to evaluate the effectiveness of the excursion | Completed relevant pages from the booklet | Attended the excursion |
| Not shown | Not shown | Not shown  | Not shown | Not shown | Not shown | Not shown | Not shown  | Not shown | Did not attend |
| **Criteria** | **Issue identification** | **Use of appropriate resources** | **Behaviour and participation identification**  | **Achievement & challenges reflection** | **Establish requirements** | **Plan documentation** | **Required knowledge & skills** | **Performance reflection** | **Planning & preparation** | **On the excursion** |
| **Activity planning & running** | **Activity skills & knowledge**  | **Tasks** |

Students work in small groups to plan and prepare an aspect of the class excursion to a local outdoor location focused on improving health and well-being. Students need to plan and implement their part of the excursion, and apply tools and techniques for monitoring progress and evaluating the effectiveness of the activity. This includes theory work in the booklet, as well as practical work in the lead up and excursion day.