

Task: Ask Me Questions

Approach:	One to one	Year:	4 & 8
Focus:	Developing questions suited to a goal		
Resources:	None		

Questions / instructions:

I've got to know a little bit about your school since I've been here. Now it's your turn to find out about the school where I (used to) work.

Try to think of five or more interesting questions to ask me, and I'll try to answer them for you. If you want, you can take a little time to think about the questions first.

Allow time.

Answer questions. Encourage the student to ask at least five questions.

- Those were interesting questions.

Can you tell me why you wanted to ask those questions?

Number of questions:		% responses	
		y4	y8
5 or more		82	87
3-4		13	12
1-2		4	1
0		1	0

Relevance to the set task:		% responses	
		y4	y8
all relevant		61	66
mostly relevant		21	21
some relevant		15	11
none relevant		3	2

Extent to which set of questions encouraged extended responses?

	y4	y8
very strongly (<i>most or all questions</i>)	0	3
quite strongly	5	12
moderately	20	25
very little/not at all	75	60

To what extent did later questions respond to earlier answers?

	y4	y8
strongly	4	7
moderately	19	28
very little/not at all	77	65

Overall, how suitable were the questions for finding out about the teacher's school?

	y4	y8
very suitable	6	12
quite suitable	34	41
somewhat suitable	51	42
not suitable	9	5

Total score:	y4	y8
10-12	5	12
8-9	31	41
6-7	43	34
4-5	17	11
0-3	4	2

Commentary:

Year 8 students were a little more effective than year 4 students, mainly because their questions tended to encourage to a greater extent more elaborated responses from the teachers.

Task: Thank You

Approach:	Group	Year:	4 & 8
Focus:	Delivering an appropriate "thank you" speech		
Resources:	None		

Questions / instructions:

There are many reasons for saying "thank you".

I'd like to thank all of you for helping us over the past week. I've really enjoyed working with you and hearing about what you know.

You may now like to give a thank you for what you have been doing this week.

Each person in your team can think about their own special things that they want to say in their thank you. If there is some special way that your group would like to show their thanks, you can do this together.

You can have some time now to think about the things you would like to say and how you are going to say them in a little speech.

Allow time.

Now stand up to say your thank you.

Give time for each student to participate in the 'thank you'.

FOR EACH STUDENT:

Appropriateness of content:		% responses	
		y4	y8
	high	14	24
	moderate	55	53
	low	31	23
Clarity of expression:		% responses	
		y4	y8
	high	18	25
	moderate	58	60
	low	24	15

FOR WHOLE GROUP:

Was there a special group performance?		% responses	
		y4	y8
	yes	36	23
	no	64	77

Overall effectiveness of "thank you": (individuals and group)

	y4	y8
high	3	4
quite high	8	19
moderate	51	53
low	38	24

Total score:	y4	y8
4	8	16
3	15	17
2	39	40
1	23	17
0	15	10

Commentary:

Total scores were based on the responses of individual students. About 10 percent more year 8 than year 4 students handled this task well.