

Approach: Group

Year: 4 & 8

Focus: Giving instructions

Resources: 1 clipboard, 4 packs of foam shapes, 4 pictures

### Questions / instructions:

In this activity you are each going to give instructions to the others in your team to make a foam clown.

**Hand each student a pack of foam shapes.**

Here are your foam shapes. You will each get a picture of a different clown. You need to **tell** the others how to make the clown – but you can't show them or move their foam pieces. Try to make your instructions very clear.

Let's begin with [Student 1]. I'll give you a picture of a clown. Don't let the others in the team see your picture, but watch what they are doing to check that you are giving clear instructions. When the others have **finished** making the clown, show them the picture.

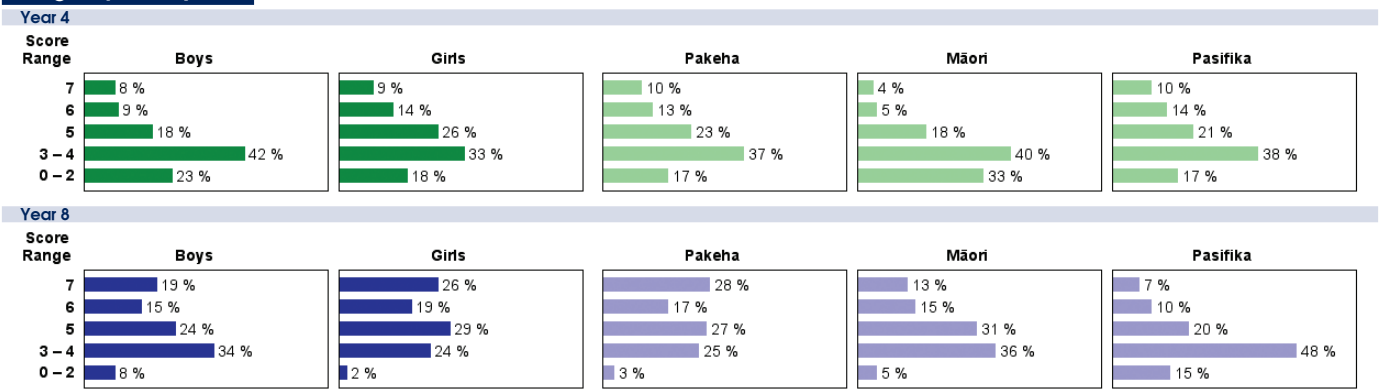
**Attach picture 1 to clipboard and give to Student 1. Ensure that students cannot see the photo being described. Repeat for Student 2, Student 3, Student 4.**

**Pack of foam shapes**

|                            |                                    |
|----------------------------|------------------------------------|
| 2 eyes                     | 1 pink semi circle                 |
| 1 big white circle         | 1 pink diamond                     |
| 3 brown triangles          | 4 smiles                           |
| 1 jagged green semi circle | (1 each of red, pink, blue, green) |
| 2 blue triangles           | 2 small squares (1 pink, 1 yellow) |
| 2 green semi circles       | 5 small circles                    |
| 3 yellow triangles         | (1 brown, 1 red, 1 pink, 2 blue)   |
| 2 red semi circles         | 2 small yellow circles with dots   |
| 2 small yellow triangles   | 2 small white circles with dots    |
|                            | 2 small white circles with crosses |

|  | % response 2008 ('04) |         |  | % response 2008 ('04) |         |
|--|-----------------------|---------|--|-----------------------|---------|
|  | year 4                | year 8  |  | year 4                | year 8  |
| <b>Clarity of individual instructions:</b><br>(including shape, colour, place)   |                       |         | <b>Efficiency of set of instructions</b><br>(e.g. sequenced in correct sensible order; extent to which correct positions signalled without need for corrective instructions) |                       |         |
| high   | 25 (23)               | 43 (37) | very efficient (no questions)  | 16 (11)               | 31 (23) |
| moderate   | 56 (62)               | 52 (55) | moderately efficient (few questions)   | 64 (68)               | 63 (69) |
| low  | 19 (15)               | 5 (8)   | inefficient  | 20 (21)               | 6 (8)   |
| <b>Completeness of set of instructions:</b><br>(i.e. to what extent should it have allowed the participants to create the desired picture) |                       |         | <b>Total score:</b>  | 7                     | 9 (6)   |
| all details covered  | 35 (26)               | 55 (55) |  | 6                     | 11 (9)  |
| most details covered (1-2 wrong)   | 32 (39)               | 33 (27) |  | 5                     | 22 (18) |
| moderately complete (2+ wrong)   | 27 (29)               | 11 (15) |  | 3-4                   | 37 (48) |
| very incomplete  | 6 (6)                 | 1 (3)   |  | 0-2                   | 21 (19) |

### Subgroup Analyses:



### Commentary:

This was a very popular task with a wide range of performance. Presenting a clear, complete and efficient set of instructions for such tasks is not easy. The improvement from year 4 to year 8 was moderate. There was little change from 2004 to 2008. At the bottom end, year 8 Pasifika students scored poorly, almost unchanged from year 4 Pasifika students.