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Approach: Team

Level: Year 4 and year 8

Resources: A³ and A⁵ map, bird chart and single bird card (year 4 & year 8);
Inventa model picture and 4 sets of Inventa constructions kits (year 4 & year 8);
Tangram picture and cardboard pieces (year 8); Circle picture and circle work sheet (year 4).
(Note that one of the resources was different for year 4 and year 8.)

Questions/instructions

In this activity you will each be describing to the other members of the team how to do something without them seeing what you are doing. Each of you will have a different task. You will need to listen carefully and to give very clear instructions.

TASK 1

YEAR 4 AND YEAR 8

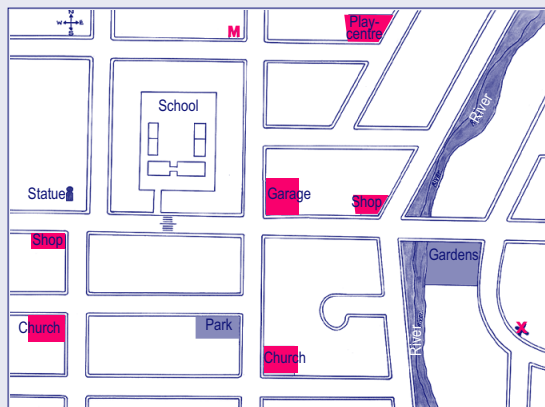
Choose first student and then describe the first task.

I am going to give you a map with a cross marked on it. I want you to pretend that the cross shows where you live. You have to tell the others how to get to your house from the school without showing them your map or using actions.

They will have a map and a toy person and will try to follow your directions to take the toy person to your house. You won't be able to see what they are doing, so your instructions need to be very clear.

Give out the small map with the cross on it to the first student, reminding the student not to show the others their map or to use any actions.

Give the large map and the toy person to the students following the instructions. Position student who is doing the describing so they can't see what the others are doing.



TASK 2

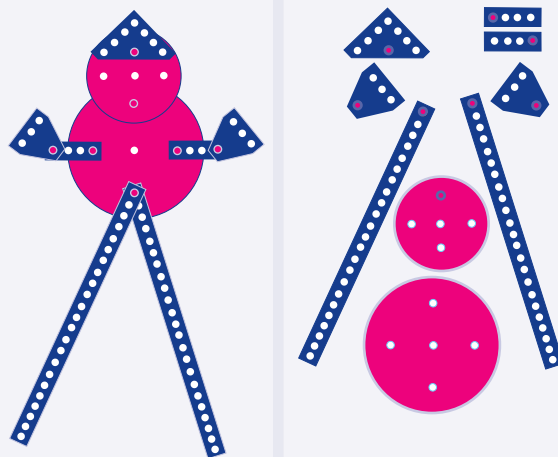
YEAR 4 AND YEAR 8

Choose the second student and then describe the task.

I am going to give you a picture of a model to be made with Inventa. I want you to tell the others how to put the model together without showing them your pictures or using actions.

They will each have a bag of Inventa and will try to follow your directions to make the model shown in your picture. You won't be able to see what they are doing

Give out an Inventa kit and the picture to student giving the instructions. Remind them not to show anyone the picture or to use any actions. Give out an Inventa kit to each of the other students. Position the student who is doing the describing so they can't see what the others are doing.



TASK 3

YEAR 4 ONLY

Choose the third student and then describe the task.

I am going to give you a picture that is drawn in red and black. I will give the others a copy of the picture but theirs will only have the red parts drawn. You have to explain to them all of the black parts of the drawing, so that they can draw them onto their picture. Tell them one thing at a time so that they can draw it. At the end, they should have a picture that looks very much like yours.

Give the 2 colour picture to the instructing student, and the incomplete worksheet pictures and pencils to the others. Remind the instructing student not to show anyone else their copy of the picture. Position the student who is doing the describing so they can't see what the others are doing.



TASK 3

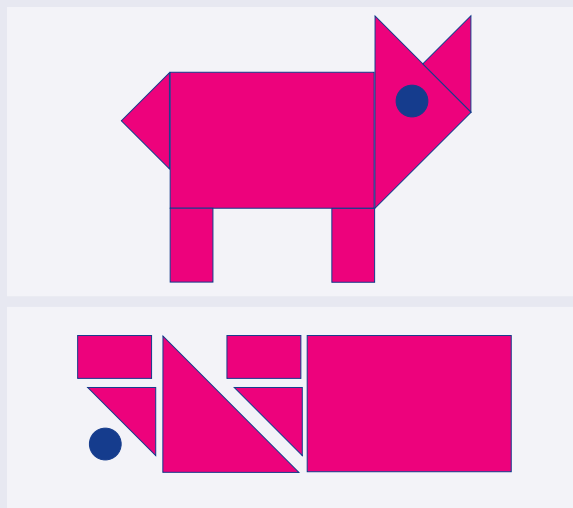
YEAR 8 ONLY

Choose the third student and then describe the task.

I am going to give you some pieces of card and paper and a picture. I want you to tell the others how to arrange the pieces of paper without showing them your picture or using actions. Don't tell them what the picture is.

They will each have a set of shapes and will try to follow your directions to make the picture. You won't be able to see what they are doing. The pieces of card are placed onto the piece of paper when the picture is being made.

Give out the card/paper and the picture. Remind the student not to show anyone else the instructions or to use any actions. Position the student who is doing the describing so they can't see what the others are doing.



Sequencing and organisation of instructions to team.

	% responses	
	y4	y8
strong	23	36
moderate	45	46
weak	32	18

Clarity of explanation

strong	16	29
moderate	39	44
weak	45	27

TASK 4

YEAR 4 AND YEAR 8

Choose the last student and then describe this task.

I am going to give you a picture of one bird. I want you to tell the others enough information about your picture so that they can tell which bird on their chart is the one you are describing.

They will have a chart with lots of birds on it and will try to work out from your description which picture you have. You won't be able to see which bird they have chosen until you have finished your description.

Give out the picture to the student giving the instructions, and the picture chart to those following

instructions. Remind the student not to show anyone else the picture or to use any actions. Position the student who is doing the describing so they can't see the sheet the others are using.



Completeness of instructions given

	% responses	
	y4	y8
strong	20	31
moderate	37	43
weak	43	26

Overall effectiveness in giving instructions

very high	4	7
quite high	21	30
moderate	36	37
low	39	26

Commentary

Only three of the four tasks were common to both year 4 and year 8. Nevertheless the similarities were sufficient to present the results as two versions of one task. Quite large numbers of students showed weaknesses in performing these skills.