

Approach: One to one  
 Focus: Personal introduction  
 Resources: None

Year: 4 &amp; 8

## Questions / instructions:

Sometimes when people meet other people for the first time, we introduce ourselves to them. We do this because it helps others to get to know us.

In this activity, imagine that you and I haven't met each other before.

I would like you to introduce yourself to me so I can know you a little better.

After that I'll introduce myself to you.

**Student introduces self. Give encouragement if needed. DO NOT ask specific or leading questions.**

Thank you [student's name]. Now it's my turn to introduce myself to you.

#### A BRIEF introduction!

Some people have a special kind of introduction which they say in their own language on special occasions. Do you have a special introduction?

**If the student says no, stop the task at this point.**

I would be very pleased to hear your special introduction, so you could say it to me now.

**If student wishes to make their greeting in a language other than English that is to be encouraged.**

*PROMPT:* Is there anything else you would like to tell me about yourself?

#### CONTENT OF INTRODUCTION:

##### Gives information about self:

(name, age, etc.)

a lot	7 (3)	15 (12)
quite a lot	38 (41)	49 (60)
one thing	52 (49)	35 (28)
none	3 (7)	1 (0)

##### Gives information about others:

(family, whānau, friends, ancestors, etc.)

a lot	4 (2)	14 (6)
quite a lot	10 (17)	19 (19)
one thing	13 (13)	17 (15)
none	73 (68)	50 (60)

##### Information about places:

(home, school, river, mountain, etc.)

a lot	2 (3)	5 (1)
quite a lot	13 (20)	27 (32)
one thing	33 (32)	47 (47)
none	52 (45)	21 (20)

% response  
2004 ('00)  
year 4 year 8

##### Information about personal interests and activities:

a lot	6 (2)	17 (6)
quite a lot	15 (18)	22 (32)
one thing	22 (24)	19 (18)
none	57 (56)	42 (44)

#### PRESENTATION OF INTRODUCTION:

##### Organisation (sequencing and grouping):

high	5 (2)	19 (9)
quite high	36 (32)	48 (54)
moderate	37 (46)	24 (26)
low	22 (20)	9 (11)

##### Clarity:

high	12 (12)	30 (20)
quite high	52 (37)	53 (61)
moderate	27 (40)	14 (16)
low	9 (11)	3 (3)

##### Fluency:

high	8 (7)	23 (17)
quite high	42 (37)	49 (50)
moderate	37 (39)	23 (25)
low	13 (17)	5 (8)

##### Overall effectiveness of introduction:

high	4 (2)	16 (4)
quite high	22 (19)	39 (44)
moderate	49 (55)	36 (35)
low	25 (24)	9 (17)

special introduction included 10 (7) 17 (18)

Total score:	24–27	2 (0)	8 (2)
	20–23	2 (3)	10 (7)
	16–19	9 (5)	23 (22)
	12–15	20 (20)	24 (31)
	8–11	34 (41)	22 (20)
	4–7	19 (17)	8 (13)
	0–3	14 (14)	5 (5)

#### Commentary:

Most students gave quite brief introductions, with little detail. Just over half of the year 8 students and one quarter of the year 4 students gave an introduction that was judged "high" or "quite high" in overall effectiveness.