

Trend Task: **Wasp Nest**

Approach: One to one  
Focus: Coherence of message  
Resources: Video on laptop computer, picture card

Year: 4 & 8



[Images from picture given to students, as above, taken directly from news video; script rewritten.]

VIDEO VOICEOVER:

What you see here are thousands and thousands of wasps in a far northern town in New Zealand and my name is Mike White. I've been asked to come up here because I'm a specialist in getting rid of wasps and other pests.

Now because this huge wasp nest is at the top of a very, very tall tree, a 25 metre tall tree – I have to be flown up there by helicopter, attached to a long rope – quite a dangerous job as you would imagine – to throw poisonous powder over this wasp nest. The wasp nest is about as big as a car.

So here I am wearing my protective clothing and you can see why I need to have protective clothing on this very dangerous job to get rid of these wasps.

Now I'm going to put this poisonous powder into the nest to destroy the wasps.

Well, I think that that's going to work very, very well so back to the base again and job well done and those people can sleep easy tonight.

Questions / instructions:

This activity uses the computer.

We are going to watch a video of something that could be on the news, and later on I'm going to ask you to be the news reporter.

The video is about a wasp nest in a tree. Put on the headphones, then I'll play the video.

Click the *Wasp Nest* button.

Now imagine that you are a news reporter, and you are going to tell a news story about what you saw on the video. Try to describe what happened, and to tell the news so that it sounds interesting. Before you tell the news story I'll play the video again, so that you can think about what you will say.

Click the *Pause/Play* button twice, to replay the video.

Here are some pictures from the video to help you tell the news story. You can think about it for a few moments, then tell me the story.

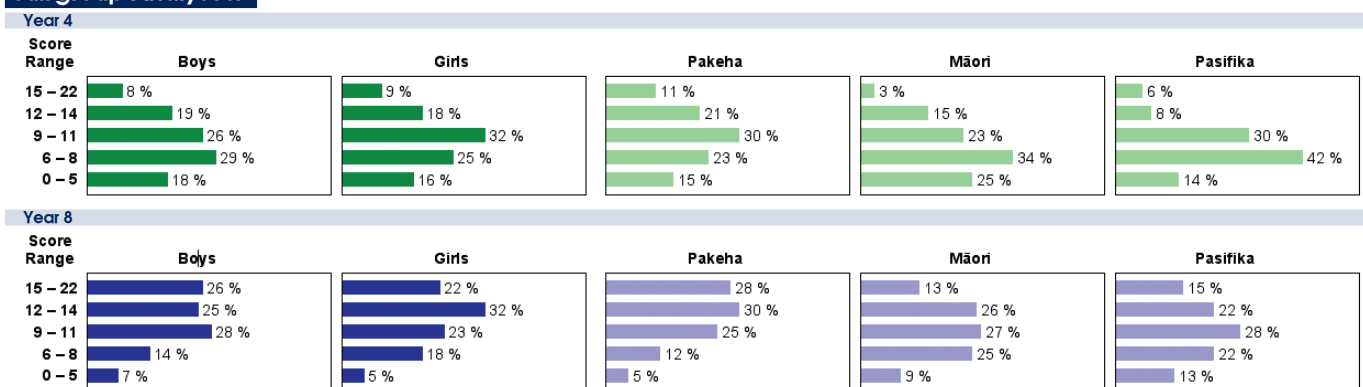
Give student picture.

Tell me the news story. Remember to describe what happened, and to tell the news so that it sounds interesting.

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
<b>Mentioned:</b>					
Huge wasp nest – “big as a car”	37 (36)	51 (57)	helicopter used	62 (62)	72 (62)
yes, lacking detail	16 (17)	17 (19)	man hangs at end of long rope from helicopter	38 (33)	44 (35)
thousands and thousands of wasps (or equivalent)	23 (24)	27 (20)	man wearing protective clothing	54 (54)	54 (45)
nest high in tree	31 (30)	45 (40)	Poison powder used:		
Tree – 25 metres	24 (24)	43 (45)	yes, sprayed into nest	49 (52)	55 (62)
very tall	12 (12)	15 (11)	mentioned	38 (38)	38 (27)
Specialist/expert at getting rid of wasps:			Job completed well:		
yes, named Mike White (or very similar)	18 (24)	37 (37)	people can sleep easy mentioned	23 (23)	22 (20)
yes, no name or inaccurate name	37 (40)	39 (37)		33 (25)	35 (38)

		% response 2008 ('04)		% response 2008 ('04)	
		year 4	year 8	year 4	year 8
<b>Appropriate introduction for news story:</b> <i>(highlighting risk from nest, drama of treatment)</i>	strong	9 (11)	21 (22)		
	medium	27 (29)	41 (47)		
	weak	64 (60)	38 (31)		
<b>Logical flow and coherence:</b>	strong	16 (14)	33 (27)		
	medium	58 (60)	54 (61)		
	weak	26 (26)	13 (12)		
<b>Sense of drama conveyed:</b>	strong/descriptive	8 (9)	14 (11)		
	medium/some	30 (31)	41 (49)		
	weak/basic	62 (60)	45 (40)		
<b>Speech clarity:</b>	very clear and well articulated	46 (59)	58 (62)		
	some minor limitations in speech clarity	44 (38)	38 (37)		
	some significant difficulties in understanding words spoken	7 (3)	3 (1)		
	very hard to understand	3 (0)	1 (0)		
<b>Perspective: <i>(told from)</i></b>	newsreporter/third person	83 (76)	89 (85)		
	personal/first person	17 (24)	11 (15)		
				<b>Total score:</b>	
				15–22	9 (6) 24 (12)
				12–14	18 (20) 28 (43)
				9–11	28 (33) 26 (28)
				6–8	27 (25) 16 (14)
				0–5	18 (16) 6 (3)

#### Subgroup Analyses:



#### Commentary:

Most year 8 students and a majority of year 4 students presented the main elements of the story, but many omitted details. The lack of detail was particularly noticeable for Māori and Pasifika students. Performance was similar in 2004 and 2008, except for an improvement in 2008 among the top quarter of year 8 students.