

Approach: One to one

Focus: Investigating, applying and evaluating design

Resources: Video recording on laptop computer, decorative windsock

Year: 4 &amp; 8

## Questions / instructions:

This activity uses the computer.

## YEAR 8 ONLY:

Click on the **Windsock** button. [No sound]

We're going to watch a video of one type of windsock, which is used to help pilots when taking off and landing their planes.

Click on **Video 1** button.



1. How might the windsock help the pilot with taking off?

tells pilot where wind is coming from  
plane lands/takes off better into wind

2. What might the dangers be if there was no windsock?

strong side/cross winds dangerous  
for landing or taking off

% responses  
y4 y8

• 65  
• 15

• 7

Now let's have a look at a video of another kind of windsock. This one is a decorative windsock.

Click on **Video 2** button.

[no sound]

## YEAR 4 ONLY:

We're going to watch a video of a decorative windsock.

Click on the **Windsock** button.

[Same video as for year 8; no sound]



## YEAR 4 &amp; YEAR 8:

Here is that windsock. Have a careful look at the windsock now.

Hand out windsock. Encourage the student to have a good look at it.



3. Try to explain to me how somebody went about making this. Try to describe all the things they would do – starting from before they actually began to make the wind sock – then the things they did as they were making it.

4. Why is the windsock made like this?

conceiving idea/mental image

developing or finding an appropriate pattern

## Number of materials mentioned:

- fabric – first colour
- fabric – second colour
- fabric – third colour
- stiffening/cardboard
- thread for sewing
- string for hanging
- metal swivel/swivel

% responses  
y4 y8

19 36

18 34

7 0 0

6 3 3

5 7 12

4 15 14

3 24 23

2 27 22

1 14 19

0 10 7

To what extent did the explanation deal with the functionality of the windsock:

(includes consideration of important characteristics of materials – colour, strength, durability)

high

2 5

medium

15 24

low

83 71

Description of necessary work to prepare components to fit design – cutting and shaping:

detailed description of almost all steps

0 1

detailed description of some steps

4 13

some basic detail

31 37

no clear ideas/vague outline only

41 28

no relevant response

24 21

Description of process of joining components to make complete windsock: (particularly sewing)

detailed full description

0 4

covered several steps, but omitted some too

12 23

some basic detail (e.g. sew it)

46 47

no clear ideas/vague outline only

27 17

no relevant response

15 9

student specifically addressed the issue of making the windsock decorative

22 33

**Total score:** 12–21 4 11

9–11 18 29

6–8 31 34

3–5 36 19

0–2 11 7

## Commentary:

Only about 20 percent of year 4 students and 40 percent of year 8 students gave at least a somewhat detailed account of how the windsock would be planned and made.