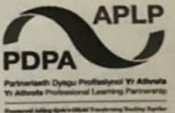


Appendices

This sentence has been added only for the purpose of the Turnitin requirement to include twenty words and should not be marked.

History Lesson Plan

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Institute of Education Addysg i Gymru Education for Wales	
Lesson Plan Phase 1			
Lesson Plan – Step 1 Cynllun Gwers – Cam 1			
Student-teacher	Samuel Lloyd	Class:	Year 7
AoLE or Subject	History	Date:	Jan/Feb 2020
Lesson Focus:	Medieval Town		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	English- reading/writing/discussing/role play (drama).		
Personal Targets (Linked to QTS and identified in weekly review)			
-Questioning-heavy lesson. Names are important			
Learning Objectives (focus on Learning- use accessible vocabulary):			
The pupils will learn to:			
Identify the key features and people within a medieval town			
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)		Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)	
-Nyw -discussion points and speaking frames on the board -Picture of medieval town/questions/things to look out for on board -Sentence starters		-movement -questioning/probing heavy lesson -diagnostic marking	

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce observer. Introduce topic/nyw Starter: what do we already know about medieval towns? Explain hand grab task based on the picture	Write down nyw and title Discuss what is already known about medieval town using the speaking frames Draw round hand and grab 5 things from the picture	Ppt Picture of town
Teaching & Core Learning	Give pupils a list of things to look out for in the picture, followed by questioning. 'I am standing _____. I can (senses)' Split room into two towns. Each town has 12-14 characters each who need to introduce themselves to eachother.	Use the list of things on the board to identify the features of the medieval town Lollipop sticks – some pupils have different senses to talk about. Get character each. Walk round their town and introduce themselves.	Ppt Picture of town characters
Plenary	'would you want to live in this town?'	- Walk to correlating point in the room. One side of the room is yes i would want to live there, one side is no, the middle is maybe.	Green/yellow/red sheets

Drama Lesson Plan



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1



Student-teacher	Emma Price	Class:	7NV
AoLE or Subject	Drama	Date:	4/2/2020
Lesson Focus:	The study of role-play and it's affect on engagement within a Drama lesson		
Meaningful links to Curriculum	Curriculum Cymraeg – Welsh Culture lesson on the story of Gelert		
Meaningful links to: Cross Curricular Responsibilities	DCF, oracy, literacy		
Personal Targets (Linked to QTS and identified in weekly review)			
A devised lesson created to fit in with the current SOW – Welsh Culture, that will be observed by a fellow pupil in order to form part of a University research assignment (ECAD7004) on Lesson Study.			
3 pupils have been identified to the observer as learners to watch during the lesson			
Pupil A – high engagement			
Pupil B – med- high engagement			
Pupil C – med – low engagement			
These learners will be asked to remain behind at the end of the lesson for a short interview with the teacher and observer			



Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will:

Develop their knowledge on Welsh Culture, whilst revisiting the Drama concept of performance conventions (Freeze frames and motif), as well as incorporating a new convention (Soundscape)

Ambitious and Capable learners will be challenged to take on the role of group director, to settle disputes, problem solve and direct their group to create a visually engaging performance

All learners will perform within the lesson

Learners will engage with drama vocabulary in order to justify their decisions and explain what made a performance engaging and interesting to watch

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Successful learners will work effectively in groups to provide ideas and feedback, and where identified, will take on the role of the group's director. They will create 3 freeze-frames, considering their transitions into these positions, all relating to their group's section to the story of Gelert. Learners will then revisit their freeze-frames and incorporate the Motif convention, and devise a soundscape. Each group will perform all 3 freeze-frames, at least one Motif and one soundscape. Ambitious and capable learners will devise 3 separate motifs and 3 separate soundscapes for their 3 separate freeze-frames for their 3 sections of the story.	Learners will perform in their groups and be peer assessed during the rehearsal process Learners will then perform in their groups to the rest of the class for teacher and peer feedback. Learners will then take this advice into further rehearsals within their group, incorporate the other conventions of motif and soundscape, then strong performances will be spotlighted to provide strong demo and modelling to learners.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning) Approx. 10 minutes	Teacher will immediately collect monologues from a previous homework and remind pupils of Eisteddfod performances First task - Teacher asks learners to sit and contemplate the question on the board "What is mythology?" Questioning lead by teacher – what do you already know about the word "mythology" then link back into our current SOW – Welsh Culture and Welsh mythology Second task – change slides on board – ask learners to link the pictures on the slide – do they know the story that is	Learners hand in their monologues they will have completed for homework, sit and contemplate the question "what is mythology?" Learners will respond to the register, then hands-up style questioning for their current knowledge on what "mythology" is. Learners will consider the pictures on the board, in silence whilst the register is	Slideshow powerpoint

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	being shown? If not, can they guess what the story might entail based off the images? - in silence whilst the register is taken. Questioning – what can they deduce using the images, and link this back into our current scheme of work – - Is this story true? - What is a myth? - What do you think happens?	being taken, and will prepare to feedback to the teacher Learners will respond to what they know about the story, or what they think they know. They will also respond to further questioning by the teacher about the concept of myths and legends.	
Teaching & Core Learning Approx. 40 mins	Teacher will display pre-determined groups on the board, devised taking MAT and ALN into consideration. Each group will have at least one MAT learner that will be tasked with the role of group director For the purposes of the research activity, all of the pupils being observed during today's lesson will be identified as directors – these names will be in bold on the board	Learners will find their groups and their matching resource packs, and assume the role decided by the class teacher	Pre-determined groups – displayed on board within powerpoint Resource packs made my teacher – including 2 scrolls with 3 steps to the story of Gelert per group and 3 seperate performance tasks Freeze frames

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Activities will be timed on the board to provide structure to learners. Teacher will provide lenience as necessary. ROLE – PLAY TASK 1 – sit and read your group’s part of the story, discuss ideas ROLE-PLAY TASK 2 – freezeframes – in groups devise 3 seperate freezeframes for the 2 seperate points your group has of the story. MAT learners will consider transitions between freezeframes. Groups 1-2 will perform back. Now incorporate Motif into your freezeframes – teacher leads quick APK and gives some examples of how they might use these Groups 3 - 5 Now incorporate soundscape –Teacher introduces this as a new convention. Display a photo of Gwynedd forest (where the story of Gelert is based) on	Learners sit in a circle facing their group and read their 3 key points of the story og Gelert. If they have time, they will discuss ideas as to how to perform these. Learners will devise their 3 freezeframes Learners revisit the concept of Motif, and encorporate into their freezeframes. MAT learners and learners opting for Stretch and Challenge will devise 3 seperate motifs for their 3 seperate freezeframes Learners will devise their own soundscape using their 3 points from the Gelert story as a starting point. MAT and	• Motif • soundscape Timer – youtube Powerpoint on whiteboard, including photo of forest of Gwynedd
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the board, and learners are asked to identify what sounds they may hear if they were in this forest. Once identified, each group will adopt a sound • Birds • Forest critters • Leaves crunching • Wind through trees • Rain • Wolves And each group will be asked to perform their sound, whilst the teacher directs volume, providing a good demo of an effective soundscape. Learners then revisit their freezeframes and incorporate their own soundscape into the scene. Teacher spotlights performances.	Stretch and Challenge learners will incorporate 3 seperate soundscapes for their 3 seperate points.	
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6

Plenary Approx. 8 mins	Teacher led discussion – what have you learned today? Do you think the story of Gelert is true, now that you've seen a photo of his grave? What new conventions have you learned, and did they help you performance? How? Did you work effectively in your groups? Which group do you think created the most successful performance today and why?	Learners will engage with previously learned drama vocabulary to explain what they have learned today, and respond to teacher questioning, peer assessing and self assessing their group work today.	Photo of Gelert's grave in powerpoint on board
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Observation Notes for History Lesson

Q. Does role-play increase levels of pupil engagement within a KS3 classroom?

Name of Observer:

Emma Pice

Date: 27/1/20

Context: medieval towns - new topic, first intro.

Timescale:

Rate from 1-5*	Child A	Child B	Child C
The Leuven Scale** for well-being and involvement, introduction	Rowan	Geys	Katie
Involvement in, and attitude towards the starter task	4	2	3
Engagement in questioning - how much effort is put into their answers during/post starter?	4	1	3
Involvement in, and attitude towards the role-play activity	5	3	4
Engagement in questioning - how much effort is put into their answers during/post role play?	5	2	4
The Leuven Scale** for well-being and involvement, ending	5	2	3

*1 - Extremely Low; 2 - Low; 3 - Moderate; 4 - High; 5 - Extremely High

Key aspects of observed lesson:

Introduction: pupils enter the room in their usual manner. The first row of the observation sheet is completed during this phase using the Leuven Scale for well-being and involvement; this scale should be adapted for KS3 students.

Starter task: This task is any, usual, NON-role-play activity. Pupils attitudes during this task are to be observed in this phase and the second row is to be completed.

Questioning 1: Post-starter task activity, checking what pupils have learnt in their starter task. 3 case pupils will be picked on for questioning as well as other students.

Role-play task: This task is a role-play activity, during which there is a clear learning objective. The role-play activity will not teach the same content as the starter activity, but content which naturally follows. Pupils' involvement and engagement in the role-play activity is to be observed and the fourth row is to be completed during this task.

Questioning 2: Post-role-play task activity, checking what pupils have learnt during the role-play task. 3 case pupils again will be picked on for questioning (with an attempt for it not to be obvious), as well as other students.

Ending: The final phase of the lesson is to be completed in the usual manner. The final row of the observation sheet is to be completed during this phase, again using the Leuven Scale.

"interesting"

lost 2

no Ark - all based on current knowledge

no demo or modelling - given resources + character info, straight into roleplay

Observation Notes for Drama Lesson

A - I believe that roleplay & rehearsal damages his engagement, but questioning & other tasks raises it

Q. Does role-play increase levels of pupil engagement within a KS3 classroom?

Name of Observer: **SAMUEL LLOYD** Date: **4/2/20.**

Context: **Y7 DRAMA.** - silent, non-participant observation.
- Roleplay - all 3 case pupils are 'directors'.

Rate from 1-5*	Child A Henry / ~~Henry~~	Child B Will / ~~Will~~	Child C Holly / ~~Holly~~
The Leuven Scale** for well-being and involvement, introduction What is Mythology?	4	2	low 2
Involvement in, and attitude towards the starter task Link the photos - what's the story?	3	* (actions, disruptive) 1	low 2
Engagement in questioning - how much effort is put into their answers during/post starter?	5	(3 → 4) 4	low 2
Involvement in, and attitude towards the main role-play activity - rehearsal	Disruptive. outbursts of poor behaviour 2 *	OK. 4	Good (high 3 low 4) 4
Engagement in questioning - how much effort is put into their answers during/post role play? Including Performance	roleplay only 2 questioning 4	(high 3 low 4) 4	4
The Leuven Scale** for well-being and involvement, ending Plenary - Questioning	3	*** - answers q's + focuses 4	obviously enjoys roleplay raises hand 3

*1 - Extremely Low; 2 - Low; 3 - Moderate; 4 - High; 5 - Extremely High

Key aspects of observed lesson:
Introduction: pupils enter the room in their usual manner. The first row of the observation sheet is completed during this phase using the Leuven Scale for well-being and involvement; this scale should be adapted for KS3 students.
Starter task: This task is any, usual, NON-role-play activity. Pupils attitudes during this task are to be observed in this phase and the second row is to be completed.
Questioning 1: Post-starter task activity, checking what pupils have learnt in their starter task. 3 case pupils will be picked on for questioning as well as other students.
Role-play task: This task is a role-play activity, during which there is a clear learning objective. The role-play activity will not teach the same content as the starter activity, but content which naturally follows. Pupils' involvement and engagement in the role-play activity is to be observed and the fourth row is to be completed during this task.
Questioning 2: Post-role-play task activity, checking what pupils have learnt during the role-play task. 3 case pupils again will be picked on for questioning (with an attempt for it not to be obvious), as well as other students.
Ending: The final phase of the lesson is to be completed in the usual manner. The final row of the observation sheet is to be completed during this phase, again using the Leuven Scale.

Handwritten Notes:
 T: Shall we...?
 A: No... (disruptive)
 Relatively disruptive
 A - Doesn't seem bothered
 B - OK → good
 C - Attempting to lead but being over-ruled by stronger, more engaged members
 A's behaviour improved when I, silent obs, was close to him. Instant behaviour increase.
 obviously bored (when being obs)
 B did raise hand for first time in the lesson, but was not chosen to answer.
 Visibly enjoying roleplay
 Holly is not disruptive, but is passive & unresponsive.
 * Will (B) is disruptive & talkative during silent, but then picks up during questioning.
 Refers to class, not so confident, loses engagement.

Information Sheet for Research Lesson

Dear Parent/Carer,

We currently have a group of eight PGCE (Post Graduate Certificate in Education) students working with us as part of their professional teaching experience. They are in the process of developing a compulsory research assignment to enhance pupil learning. Your son's/daughter's class have been selected to participate in the spring term. Pupils involved will contribute their feedback via group discussions, group interviews and questionnaires. This will help the PGCE students to complete their research.

We look forward to gaining valuable feedback from pupils. If you are happy for your son / daughter to take part, you do not need to do anything and we would like to thank you in advance for your support. If you would like more information or if you wish for your son's / daughter's feedback not to be used as part of this research, please feel free to email Rebecca Salmon at rms2@olchfa.org.uk.

Yours sincerely

Rebecca Salmon
Assistant Head Teacher

Interviewee Assent Information Sheet Provided Before Interview

Pre-interview proforma

The PGCE students welcome you to this short interview session. We are interested in your opinions and views. We would like to assure you that all of the information that you provide us with will be anonymous. Any voice recordings of your interview will be deleted once we have summarised the information.

Are you happy to complete this interview? Yes / No

Assent Form Provided Before Research

Dear Pupil,

During the spring term at Olchfa, we are undertaking a number of research projects to enhance your learning. Your class has been selected to participate.

Your lessons will run as usual, but you could be asked to complete a questionnaire in class or to participate in a small group discussion during a form period. This will be with fellow pupils from your class and a teacher. Your responses will be collected and analysed - all of this information will be confidential (kept private). If any of your data is used from the lessons, questionnaires or interviews, your name will not be attached to them.

You will always be given the opportunity to withdraw from any questionnaire or interviews by your teacher, should you wish to.

To show that you understand this and are willing to participate in the research project, please write your name, form and date in the spaces provided below.

Kind regards

Rebecca Salmon
Assistant Head Teacher

Name:

Form:

Date:

Transcript 1 – History Lesson

Observer 1: You all said you're happy be asked some questions

Child C1: Yeah

Observer 1: And you are going to be audio recorded if that's alright as well?

Child B1: Oh, okay

Observer 1: Okay? Right, so. Child A1 you're A, Child B1 you're B and Child C1 you're C. Okay. I'm going to ask you all the questions, there's not many questions, there's like, eight, and they're going to be straight forward. Is that okay with you guys?

(learners nod)

Observer 1: Okay. Okay, right, Child A1? What did you learn in the lesson today, something that's new?

Child A1: Well, erm, it was pretty disgusting...

Observer 1: It was pretty horrible?

Child A1: Yeah

Observer 1: Is that everything?

Child A1: Uh, it's just, like...it wasn't very clean, it was all...

Observer 1: It was all...?

Child A1: It was just like, disgusting and full of bacteria

Observer 1: So you thought it was just pretty disgusting? Okay. How do you know that, is that from previous lessons?

Child A1: Uh, yeah and from today.

Observer 1: Okay. Child B1, what about you?

Child B1: They used to drink wee, and like, sick from the river. I knew it was disgusting, but I didn't know they used to do that.

Observer 1: Okay. So that's something you've learned from today, that's pretty disgusting isn't it?

Child B1: Yeah

Observer 1: What about you Child C1?

Child C1: Um, it was extremely unhygienic. Like, very disgusting, not, like livable, like, not a very livable area.

Observer 1: Okay, so unlivable?

Child C1: Yeah

Observer 1: That's really good word. Okay, (to all) anything else? Anything else you've learned?

(pause)

Observer 1: Or you gathered from the castle lesson that you knew about?

Child A1: It was really crowded

Observer 1: Overcrowded, okay. And you all knew that, did you?

Child A1: Yeah, because you, like you said that *inaudible* before

Observer 1: Ah yeah, that was probably from last lesson. Okay, so, with the hand grab task that we did, where you wrote 5 things on your hand, do you feel like it actually improved your knowledge –

Child A1: (interrupting) Yes –

Observer 1: - on Medieval Life at all? Do you think it helped you – did it help you learn, or did you learn anything from doing that?

Child A1: Yeah

Child C1: Yeah –

Child B1: - Yeah

Observer 1: Okay, go on then.

(pause)

Observer 1: If it's a no, honestly, just give me the answer, it's only me, okay, and I'm not that scary

Child A1: Um, it was okay...

Observer 1: So, a little bit?

Child A1: Yeah...

Observer 2: The thing is, we need you to be honest, Sir won't mind if you say no -

Observer 1: - Yeah, if you hated the lesson, that's absolutely fine!

Observer 2: (laughs)

Observer 1: So, you felt like you learned a little bit?

Child A1: A little bit, yeah.

Observer 1: Can you elaborate on that?

Child A1: Uh, actually, I don't like that kind of art one, it's not art, but...

Observer 1: So did you like it?

Child A1: I...

Observer 1: If you didn't that's fine –

Child A1: I could...kinda. I mean, it was very short and basic

Observer 1: It was a pretty standard task to do in the classroom, wasn't it?

Child A1: Yeah

Observer 1: Right, what about you Child B1?

Child B1: I think, I liked drawing around my hand

Observer 1: You like drawing, yeah?

Child B1: Yeah. Um, I think it was good to analyse the photo and pick bits out of it

Observer 1: Okay, so you kind of liked it?

Child B1: Yeah

Observer 1: Out of ten?

Child B1: Um, like a seven

Observer 1: Seven, really? That's quite high actually, that's pretty impressive, that. Maybe we should do that more often, then. Child C1, what about you?

Child C1: Um, I really enjoyed it, um, because it actually made me realise, like, what they were actually like, 'cause like, from the photos, I would take a little glance and say like, "oh that's cool", but it actually made me realise like how small it was and like what happened, like

Observer 1: So you quite enjoyed it then, did you?

Child C1: Yeah

Observer 1: What would you give it out of 10?

Child C1: Ten

Observer 1: Would you?

Child C1: Yeah

Observer 2: What about you, Child A1? What would you have given it?

Child A1: Four

Observer 1: I like it that Child A1 is honest with me

Observer 2: Yeah, it's really helpful

Observer 1: Um, but look, yeah. The more truthful you are, the more helpful it is for my University work, so yeah that's pretty cool. So after the hand-grab task, and the writing task we did, you know, the "I'm standing here and I can see this", um, how do you feel about the Medieval life, did you enjoy the topic more after these tasks? Child A1?

Child A1: I enjoyed learning about it without the tasks

Observer 1: Okay, so they didn't increase how much you enjoyed learning about Medieval times?

Child A1: No

Observer 1: Okay, what about you Child B1?

Child B1: same as Child A1, really. Um...(shrugged)

Observer 1: It's okay. Did you get more interested as the lesson went on, or?

Child B1: Hmm...(shakes head)

Observer 1: So was doing the writing tasks really helpful to you?

Child B1: Yeah, but I probably should have had more time, because I didn't really get a chance to...

Observer 1: So you would have wanted more time-

Child C1: - (interrupting) It kinda made me imagine what it would actually be like if I was there.

Observer 1: Okay. And Child A1, did you just want them to be over, those tasks?

Child A1: (smiling) Um...

Observer 1: You don't like being quiet, do you? (laughing)

Child A1: They were pretty fun, but yeah, not the best

Observer 1: Okay.

Observer 2: So if we were going to ask all of you to rate them again, like you did for the last task, what would you give this one out of ten?

Child A1: Uh...

Observer 1: This is the writing word, the "think about your senses, think about where you are in the town"

Child A1: six out of ten

Observer 1: Six out of ten, okay. What about you, Child B1?

Child B1: Seven out of ten

Observer 1: And you wanted more time too. And what about you Child C1?

Child C1: Nine and a half, because I didn't understand one little bit of it

Observer 1: What didn't you understand?

Child C1: Uh, like, I thought we were standing...I didn't get what you meant by, like, stand –

Observer 1: Oh, okay, so do you think we could have used the grid references again?

Child C1: Hmm?

Observer 1: You know the the grid references we did from the castle lessons?

Child C1: That might be good.

Observer 1: Okay. Right, do you enjoy general role-play style activities? Do you love going to drama, things like that, Child A1?

Child A1: Yes!

Observer 1: Yes, shall we put capitals down for your answer, too?

Observer 2: (laughs)

Observer 1: What makes you enjoy them?

Child A1: I just enjoy getting practical with it, I don't actually enjoy drama when it's like, let's learn about, if I'm honest, Dionysus or, like, I wanna be –

Observer 1: Careful, I studied it at degree, Child A1 (laughs) So you love doing practical stuff, and you like getting up and about. Awesome. Child B1?

Child B1: I don't think it's as fun when you're just sitting down and writing stuff

Observer 1: Okay, so would you want to do it more regularly?

Child B1: Yeah

Observer 1: Okay. Do you actually like going up and talking to people then?

Child B1: I think it's a good idea.

Observer 1: Okay. Child C1?

Child C1: Um, I really like it 'cause I'm very drama person, I like, do loads of shows and plays and stuff, so like, going into like a character or playing a character is like really enjoyable and history is my favourite subject, so it's like two things that I love at the same time

Observer 1: Good answer!

(laughter)

Observer 1: No, but that's very cool. Okay, so, when we did the actual role-play activity, did you feel like your knowledge got better? Do you feel like learned loads about medieval life by just talking to people, do you feel like know more about it after being out there, did you actually interact with many people, Child A1?

Child A1: Not loads, but like, a bit, like the dung farming stuff

Observer 1: Did you learn some new stuff about dung farmers?

Child A1: Yeah.

Observer 1: Yeah, I didn't really know much about it either if I'm honest, but shh. Miss told me about that one. Child B1?

Child B1: It kind of made me understand more, because like, it's almost, like, it's almost like you're in the town because there's all the different people there and the occupations

Observer 1: Yeah

Child B1: It explains, what different jobs there were

Observer 1: So it's not as if you actually learned more, you just understood it more?

Child B1: Yeah

Observer 1: Awesome, okay. Child C1?

Child C1: It kinda made me realise like how many people, like how many different, like jobs there were 'cause I thought it would be just like peasants, knights, barons and the king and that was it, and like –

Observer 1: Yeah –

Child C1: - And like a priest of something, but it actually made me realise that there were a lot more people and a lot more, like, occupations

Observer 1: Cool. So you realised more, you understood more. Okay, awesome. Right, so how do you feel about medieval life now that you've done the lesson?

Child A1: Uh, I feel like...

Observer 1: Did you like the medieval town, did you enjoy the topic?

Child A1: Yeah, yeah, it was good.

Observer 1: It was good? Anything else to say?

Child A1: Yeah I just like it when...I don't like it when it's just like, oh let's write, or writing too many things, I like it when it's like actually, trying to – getting you engaged

Observer 1: Yeah, so using role play helped. Child B1?

Child B1: I think it made it more...I understood more when we stood up and we did more stuff, rather than just writing stuff down

Observer 1: Okay. Do you feel like your knowledge is quite good on a general medieval town, now?

Child B1: Yeah, I can kinda like, picture it in my head now

Observer 1: You can picture it, okay. Could you picture it the whole way through, or just during certain bits?

Child B1: During certain bits

Observer 1: Okay, which bits?

Child B1: Um, when we stood up and when we were writing down what we could smell, and things.

Observer 1: Okay, so what senses did you pick?

Child B1: See

Observer 1: So what did you see?

Child B1: Um, someone throwing up

(laughter)

Observer 1: Nice one! Child C1?

Child C1: Um, I think I learned more this lesson than any other lesson because we did a lot more things, like it wasn't just based on one thing, we did different things like the sentences and then the occupations and like –

Observer 1: Yeah

Child C1: Something else, and it just like, jumped to different things

Observer 1: Yeah

Child C1: It like, had loads of things in one

Observer 1: So you actually liked doing lots of different tasks?

Child C1: Yeah

Observer 1: Do you think it mattered what the tasks were, or do you just like doing loads of different things?

Child C1: It doesn't really matter what the tasks are

Observer 2: So, if sir devised a lesson for you with all different tasks, but they were all written –

Child C1: - I wouldn't mind

Observer 1: Right

Observer 2: And what about you Child A1, I can see you looking at me funny, you don't want the written tasks, do you?

Child A1: (laughing) I mean, I do like writing, but, I'd like variety, not...not just writing

Observer 2: Okay

Observer 1: You enjoy the learning, you just don't like getting the writing on the page, is it?

Child A1: Yeah

Observer 1: Right, so this is the golden question. What was your favourite bit about the lesson and why?

Child A1: Uh, the role play activity

Observer 1: Great, why?

Child A1: Because I really liked being able to get up and get into a role

Observer 1: Cool. Child B1?

Child B1: Finding out what...what role we were, I guess

Observer 1: Is that necessarily doing the role play, or just finding out what your character was?

Child B1: Both

Observer 1: Cool.

Observer 2: Did you enjoy going around the class, as a character and discussing, Child B1?

Observer 1: Were you putting a voice on or anything?

Child B1: I didn't (laughing)

Observer 1: Did you find it embarrassing, or did you just choose not to?

Child B1: embarrassing.

Observer 1: Okay. Child C1?

Child C1: Can't choose, this time. All of it, I loved all of it, to be honest

Observer 1: Oh, cool

Child C1: Like, the bit where we –

Observer 1: - Is this the topic you really got on with

Child C1: - Explained all of our ideas, like why we would like there, why we wouldn't live there, the role playing I really enjoyed, the writing bit I really enjoyed...the, other thing, the bit, I really enjoyed

Observer 1: Cool, top student, cheers (laughing). Right, were there any bits of the lesson you did not enjoy? This can be anything in the whole hour, okay. Was there anything you didn't like, even me talking at the front of the class, for any reason whatsoever, please be honest. Child A1?

Child A1: The hand thing, kind of, because I don't like drawing and stuff and it's like, yeah.

Observer 1: The hand grab, okay. Why did you not enjoy the hand grab?

Child A1: I just don't really like art and that's, like

Observer 1: So you didn't really like it –

Child A1: - It feels like art, and it's like, trying to take me into other subjects, but it's not just art and then maybe something from geography, it feels like it's going into art

Observer 1: Oh, so you don't like it when topics merge together?

Child A1: I mean, I like it sometimes but a lot of the times, like, this is art, I like it when art is just art and not with other subjects –

Observer 1: - So you only like doing art when it's in your sketch book?

Child A1: Hmm...

Observer 2: With that said then Child A1, you said you liked drama. Would you like to see more drama in your other subjects then?

Child A1: Yes, because that's engaging, and I don't really feel like art is engaging

Observer 2: Okay, I see. So is it a personal preference?

Child A1: Yes

Observer 1: Child B1? Anything you didn't enjoy at all, even handing out the books at the start. Was there anything?

Child B1: It's hard to think of something specific.

Observer 1: Okay

Child B1: Um...Uh, I don't really, I don't really know. I didn't really like writing down stuff but that's just because I don't really like writing

Observer 1: Any writing?

Child B1: No.

Observer 1: Does that include like, even writing the lesson objectives at the start?

Child B1: No, um...

Observer 1: Do you guys mind writing the lesson objective at the start?

Child A1: No

Child B1: I don't mind it

Child C1: I don't mind

Observer 1: Do you feel like it kind of, sets your brain to one direction, of what we're going to do?

Child B1: Yeah

Child C1: I highlight it 'cause it just makes it look good, it just makes the book neat

Observer 1: Cool, alright, Child C1?

Child C1: Um, well I liked all of it, so, I didn't really dislike anything. The bit that I did dislike was packing up and getting ready to leave!

Observer 1: Aww! So nice of you to say.

(laughter)

Child A1: It's kind of like, wish we had more history in Year 7

Child C1: I know

Child A1: Why not, like five lessons of history? (a fortnight)

Child C1: Or like, every day

Observer 2: How often do you have lessons in History?

Child A1: Uh, we have none on one week, and we have three the next. Because history is really important, but like, DT, it's...it's good, but you just don't learn as much impressive stuff

Observer 2: And how many drama lessons do you have over the fortnight?

Child A1: Three?

Child C1: Yeah three

Observer 2: Three hours of drama?

Child C1: Yeah

Observer 2: Interesting.

Observer 1: Finally, if I was to say rate the whole lesson out of ten, what would it be? Child A1, how would you rate that lesson?

Child A1: Nine

Observer 1: A Nine out of ten. One of the better lessons?

Child A1: Yeah.

Observer 1: Child B1?

Child B1: I would rate this lesson an eight of of ten. I can't really think of a specific lesson that I haven't really enjoyed though.

Observer 1: Okay. Child C1?

Child C1: Um, is it possible to rate it an eleven out of ten? Is that possible?

(laughter)

Observer 1: Of course it is.

Observer 2: So the reason then, Child C1, that you liked this lesson more than any you've had before, was...what did you say? What was the reason?

Child C1: I mean, I just enjoy every single history lesson. If I had to rate every single history lesson they'd all be an eleven out of ten.

Observer 2: And history is one of your favourite subjects?

Child C1: Yeah, and I don't mind the writing, I don't mind the role playing, I don't mind the drawing, I don't mind the analysing...I don't mind doing anything, I don't mind two subjects merging together, or stuff like that. I just liked it all.

Child A1: Oh yeah, I can actually think of a lesson that I didn't like

Observer 1: What was that, one of my lessons?

Child A1: It was before Christmas, and we were watching Robin Hood, and we were actually drawing Mott and Bailey castles –

Child C1: - Oh yeah I hated that one!

Child B1: That was the best lesson!

Child C1: I actually hated that – that was the one lesson I didn't like because we weren't doing anything

Observer 1: So you didn't like drawing the Mott and Bailey castles?

Child B1: I really liked that!

Observer 1: Oh, Child B1 you really liked that one?

Child B1: Yeah!

Child C1: It was because we were off – it felt like we were off-subject for that lesson

Child A1: Yeah

(bell rings)

Observer 1: that's perfectly timed. Thank you so much, I'm really sorry to have taken up your break time, but thank you so much for staying.

End of audio.

Transcript 2 - Drama Lesson

Observer 2: Now, a couple of questions then. So then guys, what did you know about mythology before today's lesson? Child A2?

Child A2: Um, I just, I just knew that um, that, um, myth, was something that isn't true but it's like, made out to be a real story

Observer 2: Lovely. What about you Child B2?

Child B2: Um, we, learned a bit about it in Primary and I have a good understanding of it. And we did quite a bit about Gelert as well

Observer 2: Oh nice, okay

Child B2: But its...like erm, like there's myths and legends, and then myths are something that er, don't, like aren't real, and then legends are something that could possibly be real

Observer 2: Lovely. What about you Child C2?

Child C2: Um, I know that myths are tales from the past, and that they're taught, like they pass down through time

Observer 2: Yeah you're absolutely right, fab. So, we started with the question on the board about myths, we then moved into the next question, where I asked you to look at the four different pictures, do you remember? And I asked you what was the story being told? I hadn't told you it was the story of Gelert at this point, do you remember? What did you think about that task? Did that help you improve your knowledge?

Child B2: No

Observer 2: Were you able to guess straight away what the task was?

Child C2: I thought it was the story of Gelert but I didn't know the name of it

Child B2: Yeah

Observer 2: That's fine, Child B2 you said the Observer 1e in the lesson, you thought it was Gelert but weren't sure of the name

Child B2: Yeah

Child A2: I, I didn't know the names of the characters, I knew Llewellyn, but erm, I, I, I don't know when, it might have been Primary, but I'd heard about the story before, and just looking at the pictures made me recognise it straight away

Observer 2: So did you like that task then, did you feel like it helped with your learning?

Child B2: Yeah

Child A2: Yeah

Child C2: Yeah

Observer 2: Would you like to see more of those tasks in future?

Child A2: Yeah

(Child C2 and Child B2 nod)

Observer 2: Cool, okay. How did you feel about Welsh mythology after being asked to read your scrolls? So, do you remember in your groups? Do you feel like that helped you understand a little bit more?

Child B2: Yeah

Child A2: Yeah

Child C2: It helped me learn a little bit more about Wales, I think it helps a bit to tell us about the story and *inaudible*

Observer 2: So do you think it helped to develop your knowledge, or did you already know what you were reading?

Child A2: Yeah, it helped with our knowledge, and I learned that erm, using sound effects can bring a lot of impact into what we're acting out

Observer 2: So you enjoyed one of the later tasks that we did?

Child B2: Yeah

Child A2: Yeah

Observer 2: So do you prefer those to actually just sitting in your groups and reading?

Child C2: Yeah

Child B2: Yeah

Child A2: Yeah

Observer 2: So do you prefer getting up and moving more than just reading?

Child A2: Yeah

Child B2: Yeah

Observer 2: All of you, Child C2, do you?

Child C2: Yeah

Observer 2: Okay. So, that sort of activity, where we get you up and moving, we call that role-play. Do you like role-play, as a rule of thumb?

Child B2 & Child A2: Yeah

Child C2: Yeah

Observer 2: When you come to Drama then, and I'm telling you we'll be doing some acting today and some role-play, are you happy to hear that?

Child A2: Yeah I like it, I was um, when I was younger, I used to like, role-play just by myself and stuff

Observer 2: Okay

Observer 1: So if you went into another lesson, let's say History, for example, that I teach, and you're allowed to act out some sort of activity –

Child A2: Oh yeah, that's cool

Child B2: We did like, we did like, for the Eisteddfod, we had to do a play about our own fairy tale and with -

Child A2: - uh me and Child B2's, we got into the like almost last round, but we didn't make it to the final

Observer 2: Oh amazing, so you two did really well in the Eisteddfod based on the role-play that you did in other subjects?

Child B2 & Child A2: Yeah

Observer 2: What about you, Child C2? What do you feel about it?

Child C2: Um, I, um, I...like it when it's in other subjects as well, not just drama

Observer 2: so you like a consistent bit of acting in all subjects too then?

Child C2: Yeah

Observer 2: So, all three of you, do you like Drama?

Child A2: Yeah

Child B2 & Child C2: Yeah

Observer 2: What is your favourite subject?

Child A2: Uh, PE

Child B2: Yeah, PE

Child C2: Uh, English probably

Observer 2: Nice, interesting to know.

Observer 1: What about when you're performing to the rest of the class, does that make you feel nervous?

Child A2: No

Child C2: Sometimes

Observer 1: Yeah?

Child C2: I don't know, like, sometimes it's okay when it's with my friends, and sometimes it makes me feel nervous, but like, because I know my form, it's not that bad anymore, because I know them all really well

Observer 2: Yeah that's true, you're not brand new into Year 7 anymore so you've gotten to know each other a bit

Child C2: Yeah

Child A2: I don't know why but I just like to put my hand up a lot and answer questions

Observer 2: That's really nice to know, and, to be fair, when I see you all putting your hand up, you do all give quite good answers, you all know what's going on. Lovely, so, do you think your role-play activities, so all the activities with you acting out that you did today, so from the freeze-frames to the soundscapes, do you think that helped you improve your knowledge on Welsh Mythology?

Child B2: A bit, yeah

Child A2: Yeah

Child C2: Yeah

Observer 2: Yeah? So do you all feel like you learned more today than what you came to the classroom with?

Child B2 & Child A2: Yeah

Child C2: Yeah because I briefly knew the story of Gelert, but I know more

Child A2: Yeah I would say that as well

Observer 2: Okay, so did you feel like you learned a bit more detail?

Child C2: Yeah

(Child B2 and Child A2 nodded)

Observer 1: So you feel like you know the story now? Don't worry, I'm not going to test you

(laughter – all three nod)

Observer 2: Nice, that's good to know. So, you feel like acting it out –

Child B2: Yeah

Observer 2: Helped to improve your knowledge?

Child A2: Yeah

Observer 2: Did all of you?

Child C2: Yeah.

Observer 2: Nice, good to know

Child A2: And you can feel like, you're like, in the actor's shoes

Observer 2: Yeah, you can actually put yourself in that moment in time.

Child A2: Yeah

Observer 2: I like that. Okay, so how do you feel about Welsh Mythology now that you've done today's lesson? And tell the truth, if you think it's boring that's absolutely fine, or if it's interesting, let me know

Child A2: Uh, I'm not, like, I only moved here like a year ago, and I'm not the biggest fan of Welsh, like when, uh, I just find it quite boring

Observer 2: that's fine

Child A2: I love, I love Spanish, but I don't know, just not Welsh

Observer 2: What about learning about the history of Wales, rather than the language, so today what we did about Gelert, was that interesting?

Child A2: Uh, kind of.

Observer 2: Okay, kind of, not your favourite. Give it a mark out of ten?

Child A2: Uh, eight.

Observer 2: Eight out of ten? That's quite high. What about you Child B2?

Child B2: Um, I feel a bit more immersed in Welsh history now

Observer 2: Did you enjoy it, would you be happy to carry on learning about it?

Child B2: I enjoyed it, yeah.

Observer 2: What would you score it out of ten?

Child B2: Uh, eight, like Child A2

Observer 2: What about you Child C2?

Child C2: Um, I think It was nice to learn the history of Wales, so I'd give it an eight as well.

Observer 2: Nice, all eights across the board.

Child C2: Yeah

Observer 2: So, what was your favourite bit about the lesson today then, which activity did you like the most?

Child A2: Erm, I liked the bit, I forgot the name – is it motif or something?

Observer 2: Motif, yeah

Child A2: Yeah, that one

Observer 2: Nice, so you liked making Gifs?

Child A2: Yeah

Observer 2: Lovely. What about you Child B2?

Child B2: I liked the soundscape. It was fun making all the sounds for the scene

Observer 2: Interesting

Child C2: I'm the Observer 1e as Child B2, I think

Observer 2: Yeah? You liked the soundscapes too?

Child C2: Yeah

Observer 2: Nice. Why, guys?

Child A2: Um, I don't know. I just think they're quite fun to do.

Child C2: It's quite nice to know more, about like the freeze frames and stuff

Observer 2: Do you feel like it's helped you perform better –

Child A2: - Yeah

Observer 2: - knowing all these different conventions?

Child B2 & Child C2: Yeah

Observer 2: Nice. Were there any bits of the lesson that you didn't enjoy? And I'm not going to be offended, I promise.

Child B2: Erm...No

Observer 2: Nothing?

Observer 1: What about the bit at the start where you're all sat down and not actually doing much performing?

Child C2: that bit is a bit boring, yeah

(Child B2 and Child A2 nod)

Observer 2: So did you feel like you were ready to get up and act?

Child C2: Yeah

Observer 2: So is it fair to say then, that that bit at the beginning is a bit boring?

Child B2: Yeah

Child A2: I just like getting on with it

Observer 2: Yeah, that's fair enough. So the actual sitting down, the first questions that we asked you, about mythology, if I asked you to rate those out of ten, what would you give them?

Child A2: I'd rate, five and a half

Child B2: six

Child C2: I'd rate five

Observer 2: and if I asked you to rate the link the pictures task?

Child A2: seven

Child B2: seven

Child C2: six

Observer 2: Yeah? And when I put you into your groups and I asked you to read the scrolls?

Child C2: three

Child A2: four

Child B2: five

Observer 2: And then the actual role-play, getting up and devising your freeze-frames?

Child B2: nine

Child A2: nine

Child C2: nine

Observer 2: Observer 1e for the motifs and soundscapes?

Child A2: Yeah

Child C2: Nine

Child B2: Nine

Observer 2: Interesting, okay. So if I had to force you all to give me your favourite part of today's lesson, what would that be?

Child A2: Uh, when we were, like, spotlighted and we had to do like the sound and stuff

Observer 2: So your favourite part was actually performing back for the rest of the class?

Child A2: Yeah

Observer 2: What about you, Child B2?

Child B2: Uh, the soundscape.

Observer 2: The rehearsing or the performing of it?

Child B2: The performing in front of everyone

Observer 2: So you like feeding back to the class as well, and showing off your hard work? Nice. What about you Child C2?

Child C2: Um, I like the getting ready to perform it, because the performing of it makes me nervous

Observer 2: that's fair enough, so do you prefer the rehearsal part then?

Child C2: Yeah

Observer 2: So when you're in your group and you're devising your own work, and the teacher isn't with you?

Child C2: Yeah

Observer 2: Okay, lovely. Have you got anymore comments for me, anything at all, anything that you'd like to say about my lesson. Maybe how you think I could have improved it? Or any ideas?

Child A2: Uh, not improved, but I like the expression in your voice when you're talking to us

Observer 2: So you like it when I role-play with you then, so when I played the dramatic narrator?

Child A2: Yeah like when you act, acting out the Welsh thing last lesson, and you were shouting like the guy was on the monologue

Observer 2: Oh, the last lesson when you directed me with my monologue?

Child A2: Yeah

Observer 2: Do you think there should be more teacher role-play, and teacher demoing then?

Child B2: Yeah

Child A2: Yeah

Child C2: Yeah because then we know what to do, like

Observer 2: Yeah that's true, you're seeing an example of what we want then. You did the director's task, didn't you? Do you remember when I showed you all a really bad demo of a monologue, and you all had to direct me on how to improve?

Child A2: Yeah

Observer 2: Which kind of task do you prefer? Do you like telling me how to improve my acting, or do you prefer acting?

Child A2: I don't really know. Probably when you have to fix what you're doing, 'cause like, you can see, um, if you don't like what they're doing, you can think if you're doing that in your own performances

Observer 2: It gives you a bit more independence then, rather than just copying what the teacher is doing, you're figuring it out yourself. What about you Child B2?

Child B2: Probably watching what you're doing and copying, because then it doesn't take as much time to do

Child C2: Observer 1e, watching you

Observer 2: So you two prefer perfect examples and demos, so I show you something as I would expect it to be performed, and then you go off and work on your own?

Child B2 & Child C2: Yeah

Observer 2: Lovely. Sir have you got any more questions?

Observer 1: No, no, all good.

Observer 2: Thank you so much guys for coming in and helping us, I'm just going to pop this off.

End of audio.