



ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

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Return date of provisional marks & written feedback:*			

Sections marked with * should be completed by module lead

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	16/04/18
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*		YES	
		NO	✓

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐ *	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☐ *	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☐ *	☐	☐
4. Key Transferable Skills	☐	☐	☐	☐ *	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL		PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP	
Overall knowledge on study topic		Literature Review Critical analysis	
Student's Name	Amy Clifford	Date	15/04/2018
Student's Signature	A. Clifford.		

How can we improve involvement on the carpet area through the use of ‘Quiet Critters’ in a Foundation Phase classroom?

The Enquiring Teacher

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How can we improve involvement on the carpet area through the use of ‘Quiet Critters’ in a Foundation Phase classroom?

Abstract.

This small-scale study aimed to establish whether or not the use of ‘Quiet Critters’ within a classroom setting would improve children’s involvement on the carpet area, was refined to a Foundation Phase classroom setting.

During a recent teaching experience, a child’s involvement and concentration on the carpet area was identified as an area which seemed problematic, and perhaps could be improved. A lesson study was designed and applied to target this area in need of improvement and included observations of the children in Foundation Phase classes, observation techniques and questioning of the children, to collect qualitative data for the research.

Key words: Quiet Critters: Foundation Phase: Lesson Study: Pupil involvement: Leuven Involvement Scale.

Purpose of Research

During teaching experience, it was clear to see that there were many behaviour management strategies in place, used by the teachers. For example, counting down from 5 (in English and Welsh), using the word ‘Freeze’ and phrases such as ‘Un, dau, tri, gwrandewch I fi’.

However, it was noticed that when the children were on the carpet area, some of these strategies implemented were not improving the learner’s behaviour in terms of their listening skills and involvement in the lesson/discussion, especially where the discussion or instruction was particularly lengthy; it can become difficult for the teacher (and indeed the observer) to determine whether or not the children are fully engaged, allowing some pupils to ‘melt into the crowd’ (Galton, Hargreaves, Comber, Wall and Pell, 1999: P.43).

Therefore, the aim of this research was to create something that would not only excite and entice the children, but also improve their listening and involvement skills. As well as creating the Quiet Critters to improve the children’s listening and involvement skills, myself and my partner also focused on positively praising the children for their good behaviour and letting them know they would be rewarded (with the Quiet Critter) for their good behaviour.

Research context

The research was conducted in two Foundation Phase (FP) classrooms across two different schools.

The first research lesson took place in a nursery class in the area of Neath Port Talbot. The class comprises of 54 children, aged 3-4; 17% of the children attending this school are eligible for free school meals (FSM), which is marginally lower than the national average, coming in at 17.8% (Welsh Government, 2017). Due to the high number of students in the nursery class, it was decided that the lesson study would focus on a group of ten nursery children, including the three focus children, as this is usually the number of children within a group involved in activities in this nursery class.

The second research lesson took place in a year 2 class in the suburban area of Maesteg/Bridgend. There were 26 children in this class aged between 6-7, and throughout the school 53% of the children are eligible for free school meals, which is well above the local authority and the national average. This suggests that the second school has a higher level of deprivation than the first school.

After a discussion with my research partner, it was decided that the behaviour strategies both classes implemented to improve children's listening and involvement in a lesson, particularly on the carpet area, could be developed.

In both classes, behaviour management strategies and techniques were implemented well, but both myself and my partner felt that whilst on the carpet area, children became easily distracted and lost interest in the lesson or discussion, especially in the nursery class; the children would distract each other easily and fidget a lot.

Consequently, it was decided that we would create something that both the nursery children and the year 2 children would equally be interested in and enjoy. We made Quiet Critters, made out of pom-pom's, with googly eyes. These would be given as a reward to the children for their good, quiet and involved behaviour. An example of the Quiet Critters can be seen in appendix F, showing what they look like, and the box they were in to present them to the children.

Literature Review

It is commonly known that positively praising children and rewarding them for good behaviour can increase and develop a child's learning. However, it is debated as to whether or not rewarding children with something, other than just positive praise, actually helps the child to focus on the lesson and information, resulting in them listening better, developing their knowledge. Also, the way in which teachers respond to children, including misbehaviour, partly depends upon what they value and believe about the purpose of education, the relationship with the children, and their behaviour (Grigg, 2010, p. 365). Therefore, both researchers decided that instead of focusing on bad behaviour negatively, we would be positive and praise all the good behaviour in the classroom, in the hopes that this would motivate all children to behave well.

The aim of praise and reward is to enhance performance, promote appropriate behaviour or positive values, and help the individual feel good about themselves (Kohn, 1993, p. 97). Positively praising a child can often improve their behaviour during a lesson, whether that is misbehaving or generally not listening to the teacher. It can encourage the child to act in a way which is desired by the class teacher, in order for the children to learn. Marshall (2012) stated that we learn and do better when we feel good about ourselves, not when we feel bad (p.1), and positive messages elevate, encourage, and foster growth (Marshall, 2012, p.3), consequently helping the child develop their listening skills and their knowledge. The Welsh Government, in their Practical Approaches to Behaviour Management in the Classroom: Handbook for Teachers in Primary Schools (July, 2012) state that praise is an effective way to encourage children to engage in the desired behaviour as it focuses on a child's effort, rather than what is actually accomplished (p.9), therefore the child will feel enthusiastic and will feel good about themselves.

Additionally, positivity 'prompts feelings of being valued, enthusiastic, supported, respected, motivated, challenged, capable and proud' (Marshall, 2012, p. 9). Therefore, if the class teacher speaks in a positive manner to his/her class, the children will feel supported and encouraged by their teacher to behave well. This is something that both myself and my partner felt we would like to incorporate into our lessons, not only for the purpose of this research study, but for the future also.

In Robins (2012), she looks at three pictures/descriptions of teacher's classrooms, then asks the reader, what is wrong with these pictures? Of course, the readers answer will depend of

which perspective the view the scenarios. She suggests that although the three teachers are different, they all share much in common; they are caring, committed practitioners, who want the best for each child they teach (Robins, 2012, p.11). Robins states that the belief a person can be trained to behave in certain ways by the use of praise stems from the behaviourist theory, which contrasts with the constructivists theory, suggesting that people construct their own knowledge. The behaviourist theory was created and developed by B.F. Skinner.

So why is there such concern surrounding praise and reward? Although the aim of praise and reward is for the benefit of a child, praise and reward are not always positive (Ester, 2010, p. 1). For example, how do you determine who deserves a reward? A teacher cannot reward only their favourite students, teachers have to remain fair and objective. If you are giving the same children a reward each time for their good behaviour, other children will start to feel as though they are not as valued or appreciated as those chosen children, and therefore their behaviour could drastically decrease. Another negative element of praise, stated by Brophy and Good (2007), is that teachers are usually more comfortable working with those students who are successful; as a result of this, high achievers receive more praise and less criticism than low achievers (p. 331) which of course is highly unacceptable.

Ester (2010) also states that rewards could be seen and used as manipulation. Although a reward cannot affect who a person is, it can change behaviour (Kohn, 1993, p. 37). For example, a teacher can use a reward to change or influence a pupil's disruptive behaviour. Therefore, the reward would not be helping the child's involvement in the lesson as such, it would just change their behaviour.

It is also suggested that rewards can kill intrinsic motivation. Intrinsic motivation is the drive which comes from within; children will do something for the pure joy of it, or to answer a question they know the answer to and have the feeling of self-accomplishment (Tleson cited in Ester, 2010). The opposite of this is extrinsic motivation, which is what praise and rewards are; it is the desire to do something because of the promise of or hope for a tangible result (Tleson cited in Ester, 2010). Kohn (1993) suggests that because of this, children will just participate or behave well in an activity because they want the reward, and not because they want to learn or broaden their knowledge. Myself and my partner were aware of this and knew this could be a possibility during the study.

Furthermore, by awarding a child something, the teacher assumes that the child will not complete a task without the reward (Kohn, 1993). Therefore, the children's attitude towards

learning is damaged, thus meaning that the extrinsic motivation has taken over the intrinsic motivation.

One thing myself and my partner discussed was that we did not want any child to feel punished as a result of not receiving a Quiet Critter. We decided that we would award children on their good behaviour and involvement as the lesson progressed and hoped that by positively praising those children and rewarding them, all the other children would want the same praise and chance to have a Quiet Critter as a reward, therefore behaving well, and quietly on the carpet area. Friedberg *et al* (2009) stated that a child who loses many rewards may lose motivation to continue...’ (p.110), and this is not an outcome myself and my partner wanted to reach.

Therefore, both researchers were to motivate all pupils, using positive praise and the notion that if they behaved well and set nicely on the carpet, they would be rewarded with a Quiet Critter.

Methodology

This research was undertaken by myself and my partner, in order to establish whether the use of rewards, particularly on the carpet area, encouraged the children to listen better and to involve themselves more within the lesson, other than talking and fussing with other children. As we were both in Foundation Phase classroom settings, we wanted to involve something as a reward that all the children, in both the nursery and year 2 class would enjoy and be intrigued by. We came up with the idea of creating Quiet Critters, which would be handed out to the children as a reward for their good behaviour and listening skills.

Various research methods were used to collect the data for this research study, ensuring that the validation and reliability of the data collected is of a high standard (Taber, 2007).

This is a type of qualitative data, which includes direct observation, relying on 'direct evidence of the eye to witness events at first hand' (Denscombe, 2010, p.235).

Qualitative research methods are appropriate for collecting data on naturally occurring behaviours in their usual contexts (Mack *et al*, 2005, p.2), which in this case is the children's classroom environment.

Both myself and my partner had our class on the carpet area, whilst we introduced the idea of the children being rewarded with a Quiet Critter for listening well on the carpet. In each school, all the children were extremely excited and wanted to hold and look after the Quiet Critters, which was a great start. We explained to the children that if they were quiet, listened well and took part in the lesson, with answering and asking questions, they would then receive a Quiet Critter.

The most direct route to improved standards in education is taken to be through improving the quality of teaching in the classrooms, and through the recent years, significant investment has been made in teacher continuing professional development (CDP) (Desforges, 1995). However, as continuing professional development is taken by looking at events outside the classroom, it is hard to find evidence on the impact on students' outcomes. The approach has been under-researched, in the sense that information has not been collected on the impact of such work on the students' learning process. Therefore, it has been proven extremely difficult to determine what works, what works best, and for whom (Opfer and Pfeffer, 2011).

Lesson study, however, provides us with a more conclusive approach to students' learning, and their progress and outcomes. Lesson study takes place in the classroom, in contrast to

CDP which takes place outside the classroom, with the purpose of enhancing pupil learning directly. This approach provides authenticity in regard to its real-life classroom setting. Dudley (2014) agrees with Desforges that lesson study is an approach to continuing professional development that should be adapted by schools.

Lesson study is the world's fastest growing approach to teacher learning, and to developing practitioners teaching, which in turn improves the pupils' learning. Lesson study has roots in Japan, being practiced by Japanese teachers for over 140 years; since the beginning of the twenty-first century, lesson study has become a world-wide phenomenon.

The view that lesson study is a great approach to teacher learning is supported by Pollard *et al* (2014) who say lesson study is a 'deceptively simple sequence of collaborative reflective practice. Throughout this research study, both myself and my partner were aware of how important it was to be reflective in our practice, to ensure not only we are providing the best education (within the lesson taught) but that we were able to collect the necessary data through our practice for this research project. Hansen (2012) has also supported the fact that lesson is reflective, as groups of teachers 'repeatedly reflect upon evidence they have gathered about their students' (p.126). Hansen stated that teachers also adjust their understanding of the pupils' learning, and in turn improve their subsequent teaching. As well as lesson study being reflective, the attractiveness of its simplicity is that any small group of teachers can do it, as it requires no prior experience (Dudley, 2014, p.5); this was a huge positive for myself and my research partner, as neither of us had participated in a lesson study before.

The lesson study approach has also been supported by Norwich and Jones (2012) when they looked at Dudley's evidence of a pilot lesson study. They stated that what distinguishes lesson study from other models of professional learning is that it focuses almost exclusively on the learning of specific pupils and how the learning can be improved (p.16). This was another huge positive for myself and my partner, as we had to each have three focus children from our classes to observe and complete notes on.

For all the many reasons stated as to why the lesson study approach is becoming one of the most popular ways to support and observe teacher learning and their practice, in regard to children's learning, a lesson study has been adopted for the purpose of this study.

Whilst both myself and my partner came to the decision to implement this approach, it was noted that there were some challenges attached to the approach. Stepanek *et al* (2007) suggest

that one challenge of lesson study may be that the researchers may be too different to work with each other. They say that community is often 'equated with conformity and expectations that members will suppress their differences' (2007). Dudley (2011) stated that it is important to make sure that the members of the lesson study group have opportunity to share their views and opinions with their colleagues. As it was just myself and my partner, rather than a triad, we did not come across this challenge, as we both had the same views and ideas of what we wanted to achieve from the study.

Of course, the main part of the lesson studies is to observe the children's involvement throughout the lesson. Chesterfield (1997) stated that classroom observations can 'capture the naturally occurring events of an educational intervention' (p.1), which is exactly what both researchers hoped to achieve from the study. The aim of the study is to determine whether or not the implementation of the Quiet Critters as a reward, will help the children's involvement and engagement. Chesterfield's statement supports the views of Mack *et al* (2005) in describing the advantages of qualitative data collection.

Subsequently, during the lesson observations undertaken by myself and my partner, we decided to use time-sampling as a way to record our data, which ensures a 'snap-shot of observations at set intervals' (Denscombe, 2010, p.239). In this study, myself and my partner were tallying the children's responses throughout the lesson, ranging from absent; no signs of interest, to concentrating without interruption; this can be seen in appendix A and B. We wrote comments on how we responded as the teacher's if children did not respond appropriately. In this case, we hoped that by using positive praise and a reward, being a Quiet Critter to look after, the children would sit on the carpet without fussing, and listen intently to the lesson being taught.

Alongside the time-sampling sheet, we also marked the children's involvement in the lesson using the Leuven Involvement Scale, which was created by Ferre Leavers. Examples of the Leuven Involvement Scale can be seen in appendix A and B (extracts 1-6). In accordance with the time-sampling sheet, we marked the children from 1-5 against the Leuven Involvement Scale every couple of minutes, which would be accumulated to an overall score for each focus child. Leavers and Heylen (2003) explain that involvement is generated by 'an educational context or learning environment, and the direct feedback about the impact of interventions of the teacher' (p.7). For the purpose of this study, our intervention was the use of Quiet Critters as a reward for the children's quiet and good behaviour. However, Leavers and Heylen did state that involvement is not linked to specific types of behaviour; myself and

my partner hoped that through the use of positive praise and rewards/incentives, the children would become more involved within the lesson, for example asking and answering questions, talking amongst themselves within a think-pair-share activity, thus behaving more appropriately.

The Leuven Involvement Scale has been developed to record and observe children's involvement, encompassing seven variants of different settings (Leavers and Heylen, 2003, p.16).

Myself and my partner scored the focus children on the 5-point rating scale. Level 1 determines the child shows no activity, and their involvement is extremely low; Level 2 determines the child shows some involvement, but is often interrupted; Level 3 shows the child is busy at all times, but lacks concentration; Level 4 determines the child shows clear signs of involvement, however they are not always present; and Level 5 determines the child is fully engaged and completely absorbed in the activity.

Once myself and my partner had finished the observation, we took the three focus children, from each school, aside for a focus group interview. Norwich and Jones (2012) stated that teachers often take a group of children aside immediately after a research lesson and use questions in order to gain a sense of the pupils' perspectives of the lesson just taught (p.29). Mack *et al* (2005) stated that focus groups are especially effective for capturing information about the variety of opinions (p.52), which is exactly what both researchers aimed to achieve. One researcher leads the discussion and asks the children the questions, whilst the other researcher takes notes (appendix E).

Myself and my partner composed 6 questions to ask the children, which can be seen in appendix D. This was to help us understand if the use of the Quiet Critters as an incentive for the children was a positive reinforcement to use to help the children become more involved within activities. Examples of the children's answers can be seen in appendix E.

Additionally, as previously stated, the use of reflection on practitioner's work is fundamental to improving one's work.

Brookfield (1995) suggests that we need a specific focus, a critical incident, if we are able to understand what is involved and what the benefits are of becoming a critically reflective practitioner. So, it was important that both researchers focused on the event taking place, which was the implementation of the Quiet Critters to improve the children's involvement and engagement within the lesson studies.

Myself and my partner completed The Assisted Reflective Conclusions (ARC) Model; this allows the teacher to write down how they felt the lesson went, and what the positives and negatives were, and how this can be improved in the future; it helps us to analyse.

Finally, once the two lesson studies had been completed, the data was compiled and was ready for analysis.

The methods discussed helped myself and my partner to analyse and reflect on the lesson studies, which will be discussed later in this paper.

Ethical Considerations

Throughout the research study, it was important to adhere to the ethical considerations imposed by the British Educational Research Association Guidelines (BERA, 2011), ensuring that all considerations were met. Permission was sought from the university ethics committee prior to the beginning of the lesson study.

Various considerations were discussed by myself and my partner, then applied to the research study. Careful considerations were made due to the nature of the study being in a classroom, and of course involving the participation of children. The BERA (2011) state that within these circumstances, Article Three and Article Twelve of the United Nations on the Rights of the Child (Unicef, 1989) must be adhered to throughout the research study. This was very important to myself and my partner, as the respect and confidentiality of all children involved with the lesson study was paramount.

Great care was taken to ensure that all students participating in the lesson study felt comfortable throughout, and it was made sure that all children knew that if at any point they wanted to leave the study, they were able to. Consequently, all children were required to give verbal consent, following information provided by myself and my partner. As stated, it was paramount that all children felt safe in their learning environment. This is of course informed consent, which is a mechanism for ensuring that people understand what it means to participate in a particular research study, and that they can decide if they want to participate or not (Mack *et al*, 2005, p. 9).

The data collected was held securely, in accordance with the Data Protection Act (1998 cited in BERA, 2011, p.7). As a result of this all names have been emitted from this paper, to uphold the anonymity of the children (BERA, 2011).

Lesson Study

For this study, it was decided by myself and my partner that the overall theme of both lessons would be surrounding the celebration of Easter; lesson study 1 was for the nursery children (School A) and was a mathematics lessons, engaging the children in their counting skills. Lesson study 2 was for the year 2 class (School B); this lesson was a Religious Education lesson, surrounding the story of Easter and why we celebrate it.

The researcher who was most familiar with the children from each class, from Professional Teaching Experience (PTE) would teach the lesson, whilst the other researcher observed the 3 focus children. The roles were then reversed when teaching to school B.

Myself and my partner explained to the children what the lessons were about, and what was expected of the children in the particular lessons; for the nursery class, the children had to count out bunnies, and match the correct number of mini Easter eggs with the number of rabbits they were asked to count out. Year 2 were shown a PowerPoint of the story of Easter, and some short video clips, which they were then asked questions about. The year 2 children then played a game, where they had to describe something in relation to Easter (e.g. an Easter egg/ bunny) to the rest of the class and would pick out children to answer.

We introduced the Quiet Critters in their box to both classes, ensuring the children were quiet as the Quiet Critters only like quiet children. The children were able to have a little look at them also, which really excited all children.

It was explained to the children, that if they behaved and listened well, were quiet on the carpet and involved themselves within the activity, they would have the opportunity to receive a Quiet Critter. This was reinforced to all children from both schools throughout the lesson studies. Both researchers did take into consideration that low-level disruptive behaviour is common in schools; this generally is behaviour that distracts from the lesson such as fidgeting, whispering, giggling or shouting out (Grigg, 2010, p.371). From this, myself and my partner understood that this was to be expected.

The three overall predictions discussed and decided by both researchers were as follows:

- The higher achievers will do better than the low achievers.
- The older children (year 2) will find the lesson study more engaging and rewarding than the younger children (nursery).
- The girls, overall, will do better than the boys.

As seen in the participant observations in appendix A, for the first lesson study (nursery) all of the learners in the focus group, except for one, were engaged throughout the whole activity on the carpet area. As detailed in appendix A (Child C, extract 3), the learner who did not display any significant signs of engagement was the only boy of the focus group. This would therefore contrast with the prediction of the researcher (teacher) taking the lesson, as it was assumed, judging by past PTE and the fact he was of high ability, that he would show the greatest sense of involvement during the activity.

Hadjar and Gross (2016) stated that ‘compared to girls, boys tend to be less engaged in school and put forth less effort in their school work’ (p.169). This therefore supports our prediction that the girls would do better than boys, however this is not a direct effect of the strategy implemented during the lesson study (use of Quiet Critters as a reward), as it was not that he did not enjoy the Quiet Critter; Child C did show interest with the Quiet Critter which can be seen in his answers in appendix E, however for the majority of the lesson he was daydreaming and frequently looking around at all the other children, which therefore supports the claim made by Hadjar and Gross (2016), that it is just naturally in a boys nature to be less engaged within activities than girls. As noted in appendix E, Child C did not really want to answer the questions as much as the other children.

This informed myself and my partner, that for lesson study 2 in School B we would have to overcome the issue of the boys being less engaged than the girls. To do so we discussed we would use more positive praise aimed towards the boys in the year 2 class and encourage them to want to receive a Quiet Critter for their good, quiet behaviour; therefore, they would become more engaged within the lesson.

Further supporting this statement, Child A and Child B from School A, seen in appendix A (extracts 1 and 2; who were both girls) showed significant involvement during the lesson, both achieving an overall score of ‘high’ on the Leuven Involvement Scale, which can be seen in appendix A (extracts 1 and 2).

As a result of this, both children showed good understanding of the activity set and as a result met the success criteria and detailed learning objective of the lesson. This therefore highlights that with such high involvement from students, this develops their knowledge and understanding, whereas children with lower involvement, for example Child C (School A) who achieved ‘low’ on the Leuven Involvement scale, will not develop their learning and understanding, as it was noticed when asked questions, Child C (School A) did not know

what he was supposed to be doing. Child C did not meet the needs of the success criteria and the learning objective like Child A and Child B (School A) did.

Upon reflection, both researchers were relatively happy with the outcome of the Quiet Critter reward system; the children were excited and intrigued by them, wanting to look after them and call them names. However, it was noticed by both researchers that the nursery children did not fully understand the concept of the lesson, they just wanted to hold and look after the Quiet Critters, although their engagement and involvement was noted as Child A and Child B both achieved high on the Leuven Involvement Scale.

It was discussed that the lesson study could be refined in School B by explaining the lesson study in more detail, as the nursery children (School A) had to be frequently reminded what the purpose and aim of the activity was, and they had to be reminded that the Quiet Critters only like quiet, and well-behaved children. However, we were limited due to the time the children spent on the carpet area, as they only spend around twenty minutes on the carpet area. As stated by Charles (2017) 'seated carpet time should last for the age of the children, plus three minutes, as it is not long before it becomes uncomfortable and children become bored'. Therefore, we would suggest implementing the Quiet Critters in a nursery class throughout the day for good behaviour and involvement in activities, and not just for the time the children spend on the carpet. This supports the view of the children, as when in the focus group interview the children were asked if they would like to have the Quiet Critter in all their lessons, all the children said they would (see appendix E, School A).

Reflecting upon this, we decided we would spend longer explaining the strategy to the children in the year 2 class. As these children are older than the nursery children, they are able to spend more time on the carpet area without becoming restless and bored.

As the children spend a considerable amount of time more on the carpet than the nursery children, without the worry of time constraints, it was far easier to take the time to explain the strategy to the children, as well as the lesson. It was instantly noticed that the children were engaged and excited from the start of the lesson study. The children were extremely eager to receive and achieve a Critter; they showed their excitement and desire for a Quiet Critter by sitting with their legs and arms crossed, with a finger to their mouths to show they were being quiet. Looking at the observation notes seen in appendix B, it is clear to see that the children were not only motivated by the teacher to be quiet and be a good listener in order to receive a Quiet Critter, but they were encouraging their peers, by telling them 'shh remember we have to be quiet if we want to get a Quiet Critter', and 'they only like quiet!'. This was very

pleasing to see the children so involved and interested within the activity; this gave myself and my partner validation that the actual strategy of implementing the Quiet Critter within a classroom setting, does actually help children become more involved and engaged within a lesson.

Another assumption held by both researchers was that the higher achievers would be more engaged and involved than the lower achievers in the year 2 class. This assumption was proven correct, as Child A and Child C who are both high achievers, obtained 'high' on the Leuven Involvement Scale; they were very engaged at all times, looking at the PowerPoint intently, very keen to answer and ask questions, and sitting well on the carpet. Whereas Child B achieved 'moderate'. However, although Child B achieved 'moderate' this was an improvement of his usual behaviour within a lesson, and especially on the carpet area. Usually Child B would be shouting out, and not paying attention at all, which supports the previous statement made by Griggs (2010). Nevertheless, Child B did seem far more interested in the Quiet Critter itself, rather than the actual lesson and learning anything. This supports the statement made previously in the paper by Tleson, that rewards can kill intrinsic motivation. Therefore, the child would only behave in the desired way to receive the award (extrinsic motivation) (Kohn, 1993).

Contrasting to this, in regards with Child B, when he was praised and encouraged by the teacher he was very pleased and happy with himself. The teacher at one point stated that Child B was 'so quiet I forgot you were here!', to which Child B responded with a huge smile on his face.

The evidence that can be seen in appendix A and B conclude that overall, the girls in year 2 did in fact do better than the boys, with an exception of Child A (School B) who was a boy and a high achiever. This evidence is also supposed by the observation sheets and the Leuven Involvement Scale's seen in appendix A, for the nursery children, where Child A and B were both girls achieved 'high' on the Leuven Involvement Scale.

Therefore, the reward system of the Quiet Critter did have a significant impact on girls and boys, overall deducing that the strategy was a success.

Upon reflection of both lesson study 1 and 2, it was decided that if the strategy was refined to suit the age range of the children and implemented alongside positive praise and encouragement from the practitioner, we are confident that the inclusion of Quiet Critter's would be a success in any classroom, regardless of the children's gender.

Research findings

The majority of the findings from this research study are consistent with the literature reviewed. Myself and my partner concluded that positive praise does in fact prompt feelings of being valued, supported and respected, which supports this statement made by Marshall (2012). This can be seen in appendix B, Child B (extract 5). This pupil, who was a boy, was extremely happy when he received his praise from the teacher about being quiet; he had a massive smile on his face. The results from positively praising the children can be seen from both appendix A and B, from all extracts, as all the participants received positive praise for their good behaviour, and in turn listened with more involvement and engagement.

As discussed in the lesson study section of this paper, both researchers came up with three predictions for the study. These were:

- The high achievers will do better than the low achievers.
- The older children (year 2) will find the lesson study more engaging and rewarding than the younger children (nursery).
- The girls, overall, will do better than the boys.

Both researchers found that these predictions were correct to an extent; we found that the higher ability children did become more involved in the lesson than those children who were of low ability. However, contrasting to this statement, it was seen that in School A, Child C who usually is of high ability, did not show much involvement during the activity, which can be seen on his Leuven Involvement Scale (appendix A, extract 3). Therefore, this was a surprise as it was pre-empted that Child C (School A) would have scored well on the Leuven Involvement Scale. This contrast can also be seen briefly for Child A (School A, extract 1), as in the observation notes, it is claimed that in the beginning of the activity, she was fidgeting and seemed more engaged with the Quiet Critter than the lesson. This supports Grigg (2010) in his claim that low-level disruptive behaviour can be commonly seen in schools. Child A (School A) quickly became very involved within the activity, as was Child B (School A) and Child A and C (School B), who are all high achievers.

The prediction that overall, the girls would do better than the boys was also confirmed. Child A and B from school A are girls, and Child C from school C is a girl. They all achieved 'high' on the Leuven Involvement Scale (appendix A and B; extracts 1,2, and 6).

However, there was an exception to this prediction. A statement made by Hadjar and Gross (2016) suggests that it is just naturally in a boy's nature to be less engaged within activities than girls. The contrast to this statement can be seen in appendix B, Child A (extract 4). This child is a boy who is also of high ability and scored 'high' on the Leuven Involvement Scale. When participating within the lesson, Child A (School B) was extremely engaged throughout, answering many questions and also asking questions. Child A took it upon himself to remind his peers that they needed to be quiet around their Quiet Critters, and he was very careful with his own Quiet Critter.

And the last prediction that the older children would find the lesson more engaging and rewarding than the younger children, was proven correct. This was already discussed in the lesson study section of this paper, where it was stated that the nursery children in school A only had a certain amount of time on the carpet, so there was not much chance for them to fully understand and engage within the task; therefore we would suggest implementing the Quiet Critter reward strategy throughout the whole day, rather than just on the carpet area. Also, taking into considering the age of the nursery children, they are only 3/4 years old, compared to the year 2 class, aged 6/7. Of course, the older children are going to have a better attention span than the younger children and will be able to understand what it means to behave well better.

Conclusion

The aim of this research study was to determine whether the implementation of Quiet Critters as a reward for children would develop their involvement and engagement within a lesson. We developed three predictions that we applied to the study, and upon reflection which can be seen throughout this paper and within the research findings section, that all three predictions were found to be correct, however some predictions, as explained, did differ to what we originally thought would happen.

Overall, it was found by both researchers that the implementation of the Quiet Critters within a Foundation Phase classroom, did significantly boost children's involvement and engagement within a lesson. This is a positive outcome for myself and my research partner, as we now feel confident in implementing the Quiet Critters in future placements, and future jobs.

Recommendations

This was a small-scale study, which did have time constraints, so in the future it is recommended that perhaps the findings could be shared with other researchers who could carry on the research and develop the study in more depth.

This will allow for the limited research surrounding the area of the implementation of rewards on a carpet area to be expanded.

It is also suggested that the lesson study is refined to suit the age of the pupils better.

Further research should therefore entail whether or not Quiet Critters should be given as a reward exclusively to the carpet area activities, or whether they should be implemented throughout the day for the children's good behaviour, for example when they are sat at their desks.

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Appendices

Appendix A:

School A Observation sheets, including the Leuven Involvement Scale.

School A, Child A (Extract 1):

1400664 & 1700873
Focus Interview Recording Answers.

School A
21.03.2018

Child A: Involvement Records.

Achieved	Level	Involvement	Signals
	1	Extremely Low (The child shows hardly any activity)	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring, daydreaming.
	2	Low (The child shows some degree of activity which is often interrupted)	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
	3	Moderate (The child is busy the whole time, but without concentration)	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
✓	4	High (Clear signs of involvement, but they are not always present to their full extent)	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5	Extremely High (Child is continually engaged & completely absorbed in the activity)	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.

Further Notes:
With reference to the observation notes the child showed signs of engagement that relate specifically to 'high involvement' in relation to the Leuven Scale outlined above. Although, it can also be shown in the observation notes that on few occasions, E.M. was fiddling and 'engaged, only sometimes' - (at the beginning) - this is why she was not labelled 'extremely high' on the scale, in relation to her involvement.

Teachers response if the learner does not respond appropriately or immediately:

- Reminded the child to be gentle with the Quiet Cattle
- Asked questions to promote further involvement
- Praised when listening
- Reminded that the others are listening children

Observation Form:

Name: Child A (E.M.) Age: 4 years
Date: 21.03.18 Time: 9:00 - 9:30
Task: Easter counting activity

Note of instructions given:

- "Can you add another bunny?"
- "How many to we have now?"
- "How many eggs does each bunny have?"

Response	Tally
Absent, no signs of interest.	
No concentration, daydreaming.	
Engaged, only sometimes.	- at beginning of activity
Distracted by what is going on around them.	
Fiddling.	- at beginning of activity
Involved, but few signs of involvement.	
Not using capabilities to full extent.	
Seems involved at all times.	
Showing interest.	
Not easily distracted, listening well.	
Concentrated and energetic.	
Concentrating without interruption.	

1400664 & 1700873
Focus Interview Recording Answers.

School A
21.03.2018

Child A: Involvement Records.

Achieved	Level	Involvement	Signals
	1	Extremely Low (The child shows hardly any activity)	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring, daydreaming.
	2	Low (The child shows some degree of activity which is often interrupted)	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
	3	Moderate (The child is busy the whole time, but without concentration)	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
✓	4	High (Clear signs of involvement, but they are not always present to their full extent)	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5	Extremely High (Child is continually engaged & completely absorbed in the activity)	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.

Further Notes:
With reference to the observation notes the child showed signs of engagement that relate specifically to 'high involvement' in relation to the Leuven Scale outlined above. Although, it can also be shown in the observation notes that on few occasions, E.M. was fiddling and 'engaged, only sometimes' - (at the beginning) - this is why she was not labelled 'extremely high' on the scale, in relation to her involvement.

School A, Child B (Extract 2):

OBSERVATION	
Name: Child B (D.M).	Age: 4 years
Date: 21.03.18.	Time: 9:00-9:30.
Task: Easter counting activity	
Note of instructions given: • Asked to count the amount of bunnies • Asked to give each bunny a chocolate egg • Asked to count in Welsh. • Asked to 'add another egg/bunny'	
Response	Tally
Absent, no signs of interest.	
No concentration, daydreaming.	
Engaged, only sometimes.	- more towards the beginning of the lesson.
Distractions by what is going on around them.	
Fiddling. + shouting out.	
Involved, but few signs of involvement.	
Not using capabilities to full extent.	
Seems involved at all times.	
Showing interest.	
Not easily distracted, listening well.	
Concentrated and energetic.	
Concentrating without interruption.	
Teachers response if the learner does not respond appropriately or immediately: "Remember, you still have your Quiet Citter." • She reminded her about her listening. • Praised when listened well, when holding her 'Quiet Citter'. • "Are you still listening?"	

Child B: Involvement Records.		
Achieved	Level	Signals
	1 Extremely Low (The child shows hardly any activity).	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring, daydreaming.
	2 Low (The child shows some degree of activity which is often interrupted)	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
	3 Moderate (The child is busy the whole time, but without real concentration)	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
✓	4 High (Clear signs of involvement, but they are not always present to their full extent).	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5 Extremely High (Child is continually engaged & completely absorbed in the activity).	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.
Further Notes: With reference to the observation notes, the child (D.M) has been said to have had 'high involvement' and would therefore be placed at level 4 on the Leuven Scale. It can also be noted that the child did show signs of extremely high 'involvement' as there is one tally showing she concentrated without interruption and seven tallies showing she was 'concentrated and energetic'. However, she showed more signs of being at 'high' level of involvement.		

School A, Child C (Extract 3):

OBSERVATION

Name: Child C (C.J.S.) Age: 3 years
 Date: 21.08.18. Time: 9:00 - 9:30
 Task: Easter counting activity

Note of instructions given:
 • "Can you count all the bunnies?"
 • "Can you count in Welsh?"
 • "How many eggs do they have?"

Response	Tally
Absent, no signs of interest.	
No concentration, daydreaming.	
Engaged, only sometimes.	
Distracted by what is going on around them.	I
Fiddling.	
Involved, but few signs of involvement.	I
Not using capabilities to full extent.	
Seems involved at all times.	
Showing interest.	- more interest shown when the activity was directed towards him.
Not easily distracted, listening well.	
Concentrated and energetic.	
Concentrating without interruption.	

Teachers response if the learner does not respond appropriately or immediately:
 • He was reminded to listen and focus when he had the quiet cratter.
 • More questions were directed towards him when it was noticed he was not listening.
 • He was reminded about listening and concentrating when he had the quiet cratter.

1400664 & 1700873
 Focus Interview Recording Answers.
 School A
 21.03.2018.

Child C: Involvement Records.

Achieved	Level	Involvement	Signals
	1	Extremely Low (The child shows hardly any activity).	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring, daydreaming.
✓	2	Low (The child shows some degree of activity which is often interrupted)	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
	3	Moderate (The child is busy the whole time, but without real concentration).	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
	4	High (Clear signs of involvement, but they are not always present to their full extent).	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5	Extremely High (Child is continually engaged & completely absorbed in the activity).	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.

Further Notes:
 Looking at the observation notes, we have concluded that the child (C.J.S.) would be placed at level 2 of the scale - 'Low involvement'. This has been decided as the signs he displayed, link closely to this level on the scale. We did not rate the child as 'Extremely Low' on the scale, as in the observation notes, as on times he was "involved, but showing few signs of involvement." The child could not be given the 'moderate' level of involvement as the child was not busy throughout the whole activity.

Appendix B.**School B Observation sheets, including the Leuven Involvement Scale.****School B, Child A (Extract 4):**

1700873

OBSERVATION

Name: Child A (C.m) Age: 6/7 Years 2

Date: 28.03.2018 Time: 1.30pm

Task: Easter.

Note of instructions given:

- Spoke about Easter, asked questions about what they already knew about Easter.
- Shaved PP.
- Played Easter game (describing things to class related with Easter).

Response	Tally
Absent, no signs of interest.	
No concentration, daydreaming.	I
Engaged, only sometimes.	II
Distracted by what is going on around them.	II
Fiddling.	III
Involved, but few signs of involvement.	I
Not using capabilities to full extent.	
Seems involved at all times.	IIII
Showing interest.	IIII
Not easily distracted, listening well.	III
Concentrated and energetic.	IIII II
Concentrating without interruption.	II

Teachers response if the learner does not respond appropriately or immediately:

- Reminded C.m that the critters only like quiet children.
- Told C.m that he was behaving really well with the use of the critter, and told to 'keep it up'.
- 'Oh no, are you talking with your quiet critter? Oh they are sad now!'

Very keen to answer questions.

1400664 & 1700873.
Leuven Involvement Scale.

School B.
28.03.2018.

Child A: Involvement Records. C.m

Achieved	Level	Involvement	Signals
	1	Extremely Low (The child shows hardly any activity).	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring and daydreaming.
	2	Low (The child shows some degree of activity which is often interrupted)	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
	3	Moderate (The child is busy the whole time, but without real concentration).	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
✓	4	High (Clear signs of involvement, but they are not always present to their full extent).	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5	Extremely High (The child is continually engaged and completely absorbed in the activity).	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.

Further Notes:

- C.m was very excited to receive his quiet critter, and had it ~~was~~ very carefully. He showed ~~that~~ the teacher that he was listening and ready by putting his finger to his mouth.
- C.m answered many questions, something which the teacher stated C.m does not usually do at all. He continuously put his hand up to ~~that~~ answer questions.
- C.m received positive praise and feedback from the teacher for his good behaviour, which he was very pleased with (happy smiling).
- He showed clear signs of involvement, was slightly distracted at certain times, but overall, very well behaved, and participated well during the lesson.

School B, Child B (Extract 5):

OBSERVATION

Name: Child B (L.T.) Age: 7 Years: 2
Date: 28.03.2018 Time: 1:30 pm.
Task: Easter.

Note of instructions given:
 - Spoke about Easter coming up, asked what they already knew / have learnt about Easter.
 - Showed P.P and Videos on Easter.
 - ~~Spoke about Easter~~ Children described items associated with Easter.

Response	Tally
Absent, no signs of interest.	
No concentration, daydreaming.	
Engaged, only sometimes.	
Distracted by what is going on around them.	
Fiddling.	(With Critter)
Involved, but few signs of involvement.	
Not using capabilities to full extent.	
Seems involved at all times.	
Showing interest.	
Not easily distracted, listening well.	
Concentrated and energetic.	
Concentrating without interruption.	

Teachers response if the learner does not respond appropriately or immediately:
 - Reminded L.T that the Quiet Critters only like Quiet and listening children.
 - L.T did not share out much but often looked disinterested in the lesson and more focused on the QC.
 - Teacher Praised L.T for sitting quietly and not sharing out. 'I forgot you were here you're so quiet.'

1400664 & 1700873. School B.
Leuven Involvement Scale. 28.03.2018.

Child B: Involvement Records. L.T

Achieved	Level	Involvement	Signals
	1	Extremely Low (The child shows hardly any activity).	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring, daydreaming.
	2	Low (The child shows some degree of activity which is often interrupted).	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
✓	3	Moderate (The child is busy the whole time, but without real concentration).	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
	4	High (Clear signs of involvement, but they are not always present to their full extent).	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5	Extremely High (Child continually engaged, and absorbed in activity).	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.

Further Notes:
 - L.T sat quietly and was focussed, something which the teacher said L.T struggles with.
 - He sat quietly but did seem more interested in his quiet Critter (Smoking it, looking at it).
 - when it came to the end of the lesson, L.T was really keen to answer questions, however got frustrated when children were not choosing him to answer. Made noises of frustration and was on his knees, putting his hand higher. Did shout out during the lesson.

School B, Child C (Extract 6):

OBSERVATION Name: Child C (S-B) Age: 6/7 Years: 2 Date: 28.03.2018 Time: 1:30 pm Task: Easter.

Note of instructions given:
 - Spoke about Easter and what children already know / have learned.
 - Showed P.P. Videos.
 - Game at end.

Response	Tally
Absent, no signs of interest.	
No concentration, daydreaming.	
Engaged, only sometimes.	
Distracted by what is going on around them.	
Fiddling.	
Involved, but few signs of involvement.	
Not using capabilities to full extent.	
Seems involved at all times.	
Showing interest.	
Not easily distracted, listening well.	
Concentrated and energetic.	
Concentrating without interruption.	

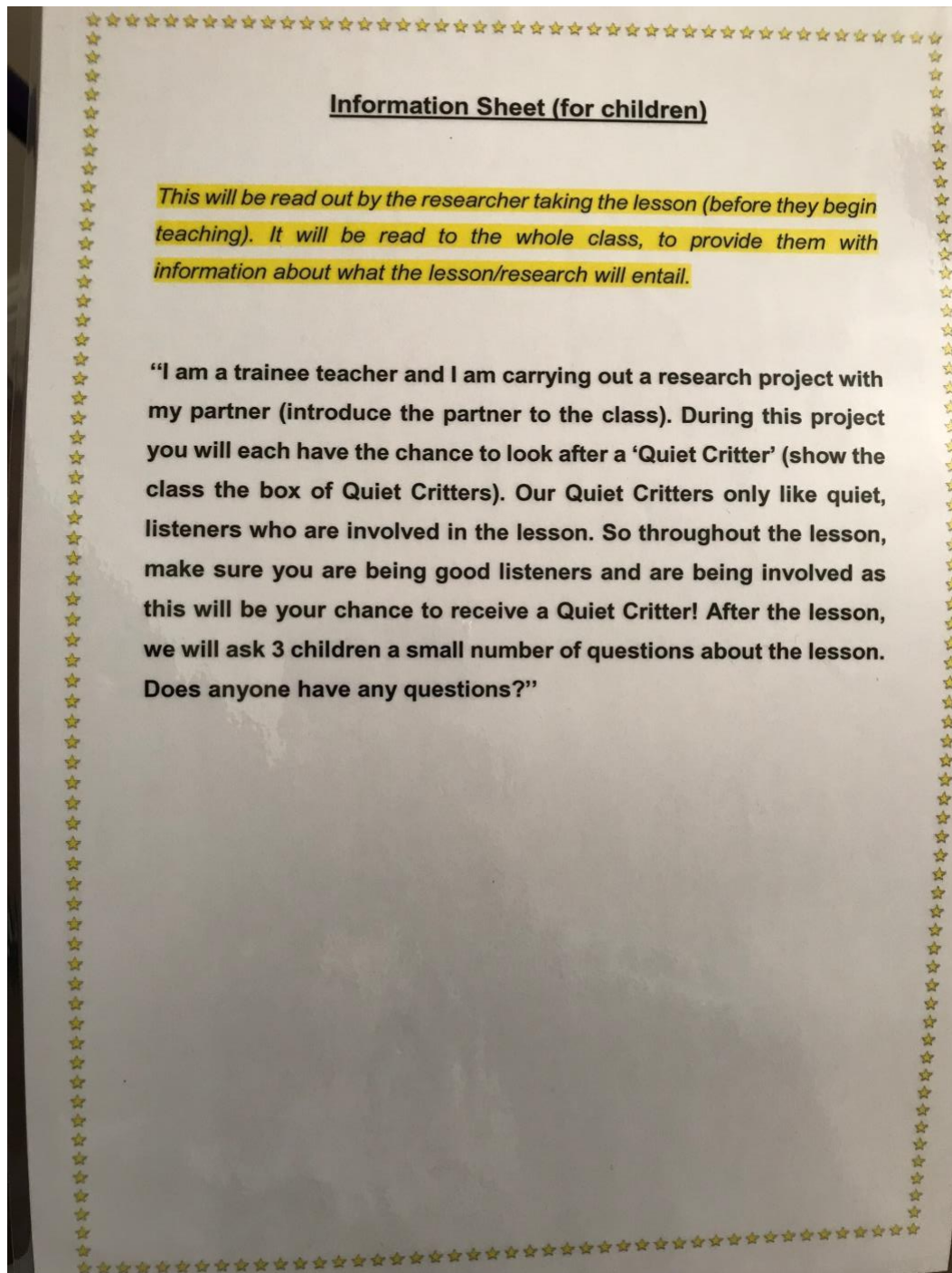
Teachers response if the learner does not respond appropriately or immediately:
 - Reminded SB not to shout out whilst holding QC - she got excited when answering questions.
 - Showed teacher she was ready to listen + learn by folding arms and putting finger to mouth.
 - Was positively praised throughout for good listening and being quiet.

1400664 & 1700873. School B. 28.03.2018.
 Leuven Involvement Scale.

Child C: Involvement Records. S-B.

Achieved	Level	Involvement	Signals
	1	Extremely Low (The child shows hardly any activity).	The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. No signs of exploration and interest. An absent, passive attitude. No concentration, staring, daydreaming.
	2	Low (The child shows some degree of activity which is often interrupted).	The child is engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. Looks away during the activity and fiddles.
	3	Moderate (The child is busy the whole time, but without real concentration).	Mainly continuous activity. The child is busy with the activity but at a fairly routine level there are a few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. Limited motivation and does not use their capabilities to their full extent.
✓	4	High (Clear signs of involvement, but they are not always present to their full extent).	The child's activity has intense moments and at all times they seem involved. They are not easily distracted. The child feels challenged and there is a certain degree of motivation.
	5	Extremely High (Child continually engaged, absorbed in activity).	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period. Engrossed in the activity and concentrating without interruption.

Further Notes:
 - SB was extremely excited and happy to receive a QC, and made sure she showed the teacher how well behaved she was. She had folded arms and finger to mouth as many points during lesson.
 - Very interested by QC - kissed it, smiling. Did fiddle on times. (Showing QC affection)
 - Answered lots of questions and had her hand up at every opportunity. Very engaged + involved.
 - Did get excited at certain times and shouted answers out - teacher had to remind her that the QC was to help when children are happy + don't shout out

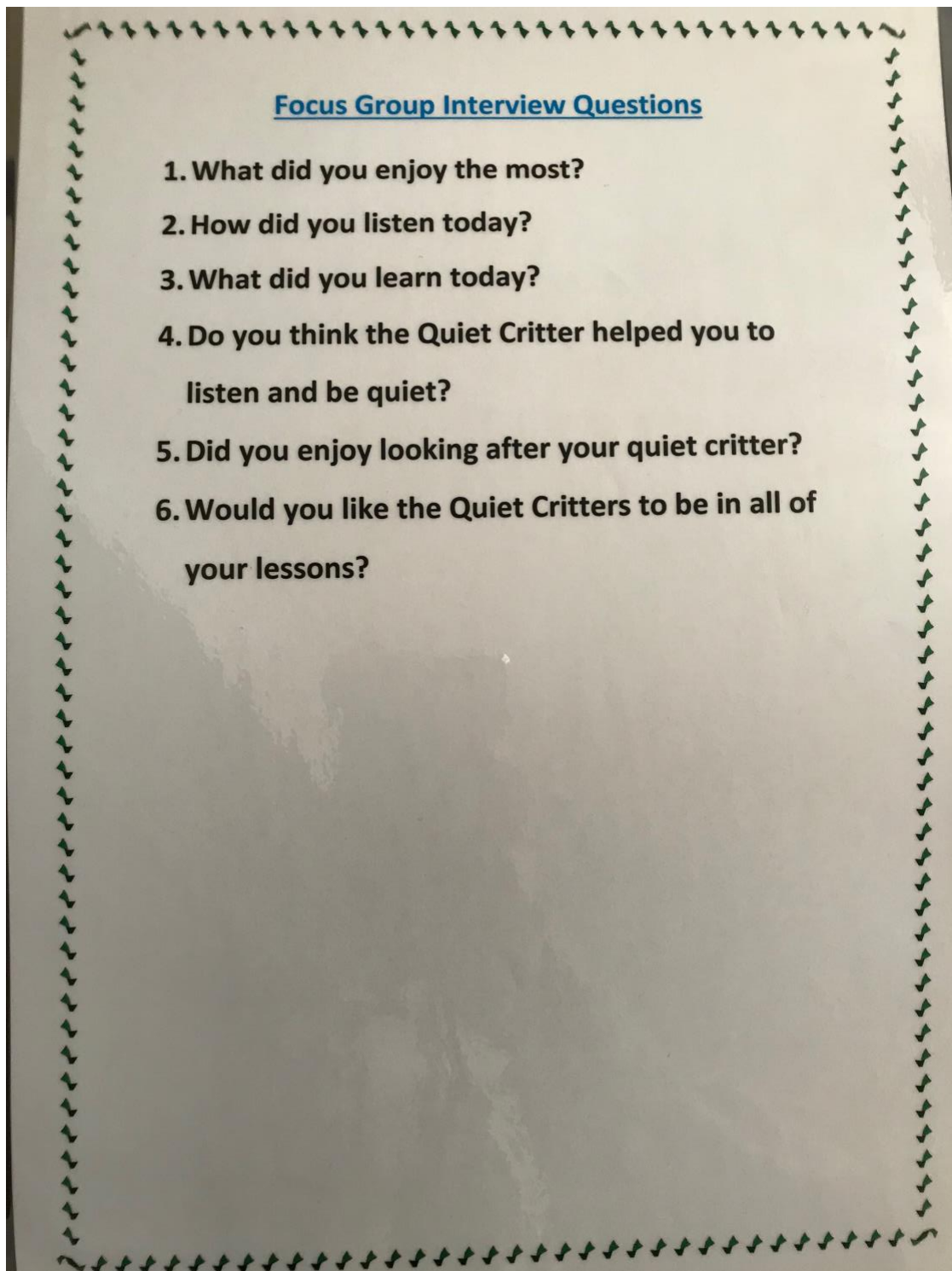
Appendix C- Information Sheet.

Information Sheet (for children)

This will be read out by the researcher taking the lesson (before they begin teaching). It will be read to the whole class, to provide them with information about what the lesson/research will entail.

"I am a trainee teacher and I am carrying out a research project with my partner (introduce the partner to the class). During this project you will each have the chance to look after a 'Quiet Critter' (show the class the box of Quiet Critters). Our Quiet Critters only like quiet, listeners who are involved in the lesson. So throughout the lesson, make sure you are being good listeners and are being involved as this will be your chance to receive a Quiet Critter! After the lesson, we will ask 3 children a small number of questions about the lesson. Does anyone have any questions?"

Appendix D- Question sheet for Focus Group Interviews.



Focus Group Interview Questions

- 1. What did you enjoy the most?**
- 2. How did you listen today?**
- 3. What did you learn today?**
- 4. Do you think the Quiet Critter helped you to
listen and be quiet?**
- 5. Did you enjoy looking after your quiet critter?**
- 6. Would you like the Quiet Critters to be in all of
your lessons?**

Appendix E- Focus Group Interview Answers.**School A:**

1400664 & 1700873
Focus Interview Recording Answers.

School A.
21.03.2018.

Focus Group Interview Answers

Child A Responses: (E.M.)
 Q1. "Enjoyed having my critter"
 Q2. "Good."
 Q3. "Counting easter eggs."
 Q4. "Yes!"
 Q5. "Yes."
 Q6. "Yes." "His name is Joe!"

Child B Responses: (D.M.)
 Q1. "Enjoyed counting the eggs and bunnies."
 Q2. "Good listener."
 Q3. "Counting bunnies." "You have to be quiet with a critter."
 Q4. "Yes, I loved them."
 Q5. "Yes, auntie Rachel."
 Q6. "No, they would be naughty and get out of the box."

Child C Responses: (C.J.S.)
 Q1. "Enjoyed having my critter."
 Q2. "I listened ok."
 Q3. "Counting and Easter."
 Q4. "Yes."
 Q5. "Yes!"
 Q6. "Yes, I would."
 *Did not really want to answer the questions as much as the other children.

School B:

1400664 & 1700873.
Focus Interview Recording Answers.

School B.
28.03.2018.

Focus Group Interview Answers

Child A (C.M.) Responses:
 Q1: holding BC - used his quiet Power.
 Q2: Really good. Didnt shout out any at the end.
 Q3: having people jealous of Jesus but BC helped me realise.
 Q4: Yes
 Q5: Yes (hands in air).
 Q6: Yes

Child B (L.J.) Responses:
 Q1: Game.
 Q2: Listened awesome, Put hand up and thought I disappeared as I was so quiet.
 Q3: About Easter story and answering Q's
 Q4: Yes I did.
 Q5: 10 billion times Yes.
 Q6: Yes

Child C (S.B.) Responses:
 Q1: enjoyed the game the most.
 Q2: twosome - don't listen that well usually.
 Q3: Easter story.
 Q4: Yes
 Q5: I loved it so much.
 Q6: Yes

Appendix F- Quiet Critters and their 'home'.