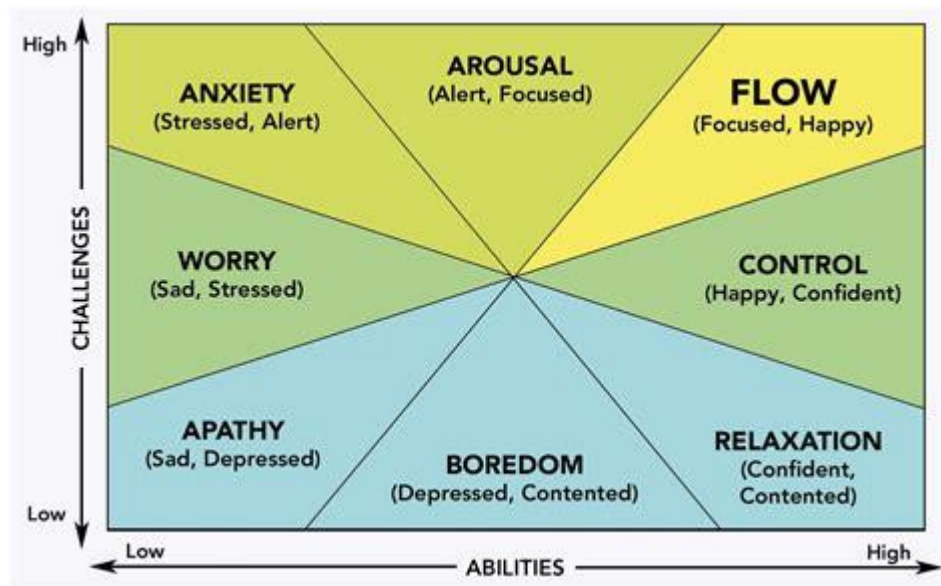
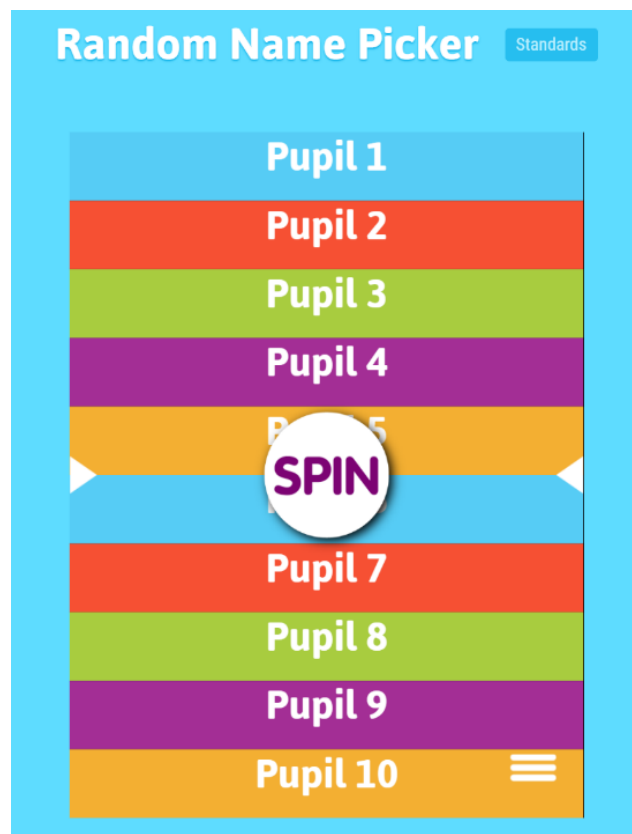


Appendices

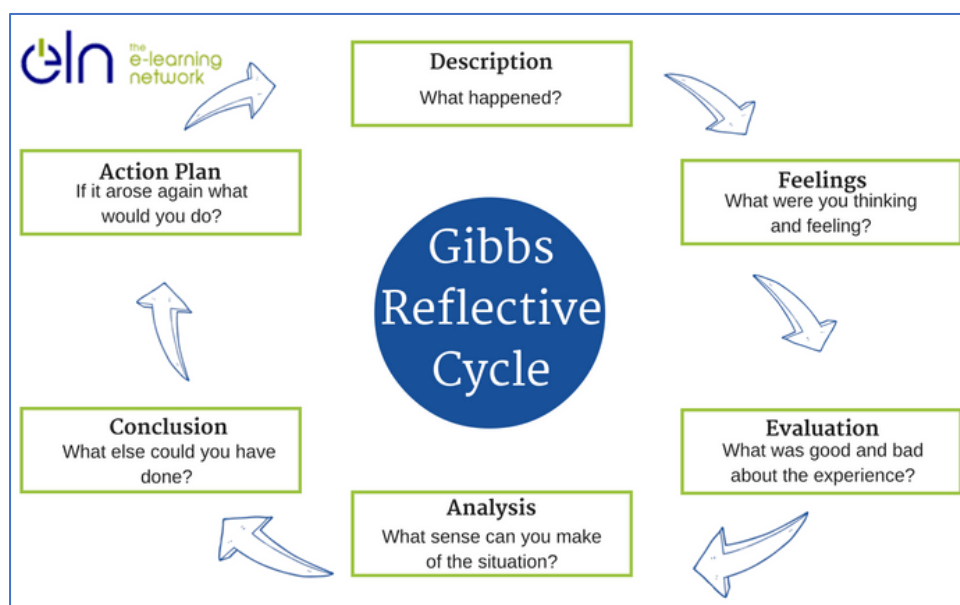
Appendix A: 'Flow Matrix' (Csikszentmihalyi, 1997). Retrieved from: <https://www.thinglink.com/scene/841036286113349632> [February 28, 2019]. This demonstrates that children's wellbeing is at its best when they are in a state of 'flow' caused by the correlation of high levels of challenge and high ability.



Appendix B: Random name picker tool used for selecting case pupils in the lesson. Retrieved from: http://www.abcy.com/random_name_picker.htm [25 February, 2019].



Appendix C: The 'Reflective Cycle' (Gibbs, 1988) used to structure our personal reflections upon the lesson study. Retrieved from: <http://resources.eln.io/gibbs-reflective-cycle-model-1988/> [February 28, 2019].



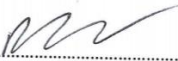
Appendix D: 'The Leuven Scale for Well-being' (Laevens, 1994). Used to structure our observations and in our focus group interviews.

Level	Well being	Signals
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Appendix E: Parental consent forms for case pupils.

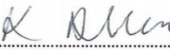
School A:

As Parent/Guardian of **Pupil 1** (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed  (Parent/Guardian).

Date 07-02-19

As Parent/Guardian of **Pupil 2** (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed  (Parent/Guardian).

Date 7/2/19

As Parent/Guardian of **Pupil 3** (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed  (Parent/Guardian).

Date 19/02/19

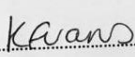
School B:

As Parent/Guardian of **Pupil 1** (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed  (Parent/Guardian).

Date 10/02/19

As Parent/Guardian of **Pupil 2** (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed  (Parent/Guardian).

Date 10.2.19

As Parent/Guardian of..... **Pupil 3** (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed..... (Parent/Guardian).

Date..... 10.2.19

Appendix F: Information sheet given to pupils in both classes before the research took place. (Text in yellow has been customised for each school).

How does randomised questioning affect children's well-being in a Key Stage 2 classroom?

Information Sheet

Dear Year 6,

Today your teacher wants to find out your views and feelings about being chosen at random to answer a question. We are doing this because we want to find out more about how you learn and how you feel about answering questions in class. In this lesson we will ask you questions, give you some thinking time and then use the computer to choose one of you to answer. Don't worry if you don't know the answer you can always 'Phone a Friend' for help. Your 'Phone a Friend' lifeline means you can ask any friend in the class to help you work out an answer if you need to.

You might see us making some notes in this lesson, however if at any point you do not wish for us to make notes about your learning turn the smiley face card in front of you over. However, even if you wish to not take part in our research you still have to continue with your lessons as normal as your learning is the most important thing today.

Any notes we keep about you will be kept confidential and your identity will be kept anonymous which means nobody reading our notes will know who they are about.

At the end of the lesson, three of you will be requested to have a chat with us about what you thought whilst the rest of you will stay in class to have this conversation with Miss X. After our chat we will look at the responses the three of you have given us and look to see if there are any patterns in what you think and feel about it. Later we will write a report about these findings which some people at university will read. If the school, you or your parent/guardian want to read it you can ask to see it at any time.

There will be no consequences whether you choose to take part or not but we hope you all enjoy this lesson.

Diolch yn fawr,

Mrs White & Miss Rowley

Appendix G: Completed reflection proformas from both lesson studies.

School A:



Personal Reflections

Description of Events:

I observed my research partner teaching a history lesson on “Crime and Punishment” in Tudor times. In the introduction to the lesson, my research partner used an online generator to choose 7 children to answer questions about the topic. Two of these questions were based on their prior knowledge, five were based on new content being taught in the lesson. I observed three “case pupils” and their reactions to being asked questions. Two of these pupils demonstrated lots of negative body language and were rated at 2 on the Leuven Scale of Wellbeing, the third was rated at 4 on the Leuven Scale.

Personal Feelings and How they Manifest/Impact on the Event:

I was pleased with how the lesson study went because we collected the data we needed, the pupils were engaged in the lesson and we followed the plan for our research. I was surprised about the stark difference in reaction between Pupils 1 and 2, and Pupil 3.

Evaluations: What was good and bad about the experience?

Positives:

- “Phone a friend” option was popular with students as it meant they were not put under pressure when asked a question at random.
- The approach was inclusive – all pupils were engaged and motivated in the lesson.
- The use of exit slips in addition to the observations and group interview because it gave all pupils an opportunity to anonymously voice their opinions on the lesson – after the lesson we only interviewed the three case pupils but others wanted to contribute and the exit slip provided them with an opportunity to do so. The exit slip also provided us with an opportunity to gather data indicative of the feelings of the class, not just 8%.
- Children were engaged and motivated in the lesson and there were no behavioural issues.
- The class appeared enthusiastic about the research lesson after we explained clearly what the purpose of the lesson was at the start of the session and gave them information sheet too.
- No child withdrew their assent from the lesson – almost all children had parental consent given.

Negatives:

- The children felt that there was not enough wait-time between being asked the question and being selected to answer. They felt that 10 seconds wait time would have been optimal.
- We did not ask enough follow-up questions in the interview as we were wary about leading the children towards an answer, but as a result we did not get the clarification about some of the pupils’ points we needed to fully understand how the randomised question impacted their wellbeing.
- The children struggled to answer the interview question about “feelings” – they were unsure what sort of response we were expecting.

- As an observer who is not familiar with the class, it was difficult to know which child was which when names were generated at random. This meant that it was difficult to observe the children's initial reaction after being asked the question as the observer was scanning the room for the pupil in question on each occasion.
- Pupil 2 conformed to the answers of the other two case pupils during the interview – answering “same” to several questions.
- We were only able to ask three pupils for their thoughts, but others wanted to contribute.

Analysis: What sense can you make of the situation?

Based on my observations and the feedback received from the interview and exit slips, the data collected appears to suggest that most pupils believed randomised questioning to be a positive classroom intervention.

80% of the class indicated that they liked randomised questioning on the exit tickets, 20% indicated that they did not like it. Reasons given for liking randomised questioning included:

- It was fun (x6)
- Everybody gets a turn to answer so it's fair (x16)
- It was more challenging (x1)
- It was different to normal classroom routine (x1)
- It stops people shouting out (x2)
- “Phone a Friend” was good (x2).

Reasons given for not liking randomised questioning included:

- Not everybody gets a chance to answer (x2)
- I might not know the answer so I feel nervous (x3)
- I do not like speaking in front of the class (x3).

Despite 20% of the class stating that they did not like randomised questioning, 89% indicated that they felt 😊 about it.

The interviews added additional information, with the case pupils suggesting that they felt under pressure when selected to answer the question, but they were either pleased to have been picked or were confident that they knew the answer. The responses indicated that peer pressure was an underlying reason which made them feel nervous – with the other pupils looking at them when they responded and fear of getting the answer wrong.

Conclusion: What else could you have done?

We could have provided the observer with a seating plan of the class so that when a name was selected the observer would quickly be able to locate them and observe their body language.

We could have clarified the initial interview question (‘How did you feel when you were chosen to answer a question?’) so that children felt able to give a clear response. We should also have asked open follow-up questions to clarify pupils’ responses when we did not understand them fully.

We could have increased the wait-time further to allow children more time to consider their answers before being selected to answer.

Action Plan: If it arose again what would you do?

For the next lessons study the observer will be provided with a seating plan of the classroom. We will also provide pupils with a word mat describing different feelings and emotions to give them confidence answering questions in the interview and giving us more useful data. We will also ask clarifying follow-up questions when necessary. Wait-time for all questions will be increased to 10 seconds, as per the case pupils' feedback on this lesson.



Colleague's Reflections

My colleague noted that it was difficult to observe children's reactions when she was teaching, so having an observer was important for ensuring our data was accurate. She also commented on the selection of two girls and one boy to answer, as 75% of her class were boys. She considered whether, although randomly generated, the selection of case pupils was representative of the make-up of the class in general.



Learners' Experiences

In the interview, the learners all told us that they felt 'a 3 going into a 4' on the Leuven Scale for Wellbeing. This suggests that randomised questioning did not have a significant impact on their wellbeing. They expressed frustration at only being given 5 seconds wait-time between the question being posed and being selected to answer. They liked randomised questioning because it was fair.



Critical Literature

Our findings emphasise the importance of wait-time as discussed by Clarke (2001) and Black et al. (2004). Children also responded that they enjoyed the 'challenge' of the lesson, reflecting literature by Dweck (2006), Clarke (2008) and Csikzentmihalyi (1997).

The difference in the data collection from observations and interview shows the importance of using a range of data collection methods as outlined by Bell (2010) and Dudley (2014). The limitations of the Leuven Scale for Wellbeing for differentiating between children showing dissimilar characteristics has become evident through pupils 1 and 2 being a [2] on the scale but showing significantly different body language. This reflects Thomas (2011) who says that human behaviour does not fit neatly into 'boxes'. Our difficulty understanding some responses during the interview is supported by Sharp (2009) who discusses the need to ask follow-up questions, and the children's difficulty in understanding the initial interview question is reflected in McCormick and James (1988) who wrote that children need to understand interview questions for the data to be meaningful.

School B:



Personal Reflections

Description of Events:

I taught a SPAG lesson on subordinate clauses to a Year 5/6 combined class I have been teaching for the past four weeks. I explained the purpose of the lesson study, then taught the lesson incorporating randomised questioning at several stages in the lesson. As many of the pupils in my class did not have parental consent, many questions had to be asked before three consenting and assenting pupils were selected by the random name generator. Of the three pupils observed, I considered Pupil 1 to show mostly neutral body language but significant hesitation in answering the question, Pupil 2 answered the question quickly and confidently, smiled and made eye contact with me and Pupil 3 did not look up from the table where she was playing with a pen but was able to answer the question quickly and correctly. Due to managing the whole class in the lesson, it was difficult for me to observe pupils in more detail so I am grateful for my research partners' observations as this enhanced my understanding of the pupils' reaction to my teaching.

Personal Feelings and How they Manifest/Impact on the Event:

I was pleased with how the lesson study went because we collected the data we needed, the pupils were engaged in the lesson and we followed the plan for our research. I was glad I had a research partner there for support as the experience showed me how challenging it is to observe pupils in detail whilst you are leading whole-class learning.

Evaluations: What was good and bad about the experience?

Positives:

- "Phone a friend" option was popular with students as it meant they were not put under pressure when asked a question at random.
- The approach was inclusive – all pupils were engaged and motivated in the lesson.
- The use of exit slips in addition to the observations and group interview because it gave all pupils an opportunity to anonymously voice their opinions on the lesson – after the lesson we only interviewed the three case pupils but others wanted to contribute and the exit slip provided them with an opportunity to do so. The exit slip also provided us with an opportunity to gather data indicative of the feelings of the class, not just 8%.
- Children were engaged and motivated in the lesson and there were no behavioural issues.
- No child withdrew their assent from the lesson.
- The interview went more smoothly than in School A – the word mat and follow-up questions allowed us to collect the data we needed and enhanced our understanding of children's response to randomised questioning.
- No child commented on the wait-time in the lesson, suggesting it was sufficient.

Negatives:

- The observations of children's reaction contrasted significantly with children's reflections on their reaction. This suggests an issue with one or both methods of data collection.

- The pupils all rated themselves differently against the Leuven Scale for Wellbeing than the observer did.
- We were only able to ask three pupils for their thoughts, but others wanted to contribute.
- Only one third of the class was given parental consent to participate in the study, limiting our options for case pupils and meaning the lesson had to be adapted to incorporate additional questions until the randomiser selected three pupils with consent. More questions were asked than would have been in a typical lesson meaning that the data may not be representative of children's responses to random questioning more generally since as more questions were asked, the children got more used to it.
- The purposes of the lesson were not clear to all pupils, despite using the same information sheet as Lesson Study One. Two children showed they did not understand what randomised questioning was in their responses to the exit tickets.

Analysis: What sense can you make of the situation?

Based on my partner's observations and the feedback received from the interview and exit slips, the data collected appears to suggest that most pupils believed randomised questioning to be a positive classroom intervention.

84% of the class indicated that they liked randomised questioning on the exit tickets, 16% indicated that they did not like it. Reasons given for liking randomised questioning included:

- I like answering questions (x1)
- It was fun (x6)
- Different people get to answer (x5)
- Easier than seeing loads of hands (x1)
- It was a challenge (x1)
- It was fair (x3)
- Everybody has to learn (x1)
- I was confident answering the question (x1)

Reasons given for not liking randomised questioning included:

- Not everybody gets a chance to answer (x2)
- I did not understand it (x1)
- No response (x1).

Despite 84% of the class saying they liked randomised questioning, only 79.17% responded that it made them feel 😊. This could suggest that their reasons for liking it were not linked to their wellbeing.

The interviews added additional information, with the case pupils suggesting that they felt 'calm' or 'nervous and excited' about being chosen to answer, suggesting that randomised questioning had limited effect on their wellbeing. 2 case pupils said they liked randomised questioning whilst the third said it depended on the lesson being taught as to whether she would like it – emphasising that the results of this research cannot be generalised.

Conclusion: What else could you have done?

We could have used audio-visual technology to record pupils' responses to randomised questioning to see how the observer's and children's reflections about the body language reflected what happened in actuality. However, there are ethical considerations with this and

this could also heighten the Hawthorne Effect as children may behave differently when they know they are being recorded.

We could have asked children if they had any questions about the research at the start of the lesson as two pupils did not understand the purpose of our research. This would have allowed us an opportunity to clarify what we were doing which may have enhanced the data. We could have also explained more specifically to pupils that we were watching their body language – this may have helped the case pupils to consider their own body language so it may have more closely correlated with our observations in the interview.

Action Plan: If it arose again what would you do?

If we were to complete a third lesson study we would consider recording or photographing children's physical reactions to being asked a question and used this as a discussion point in the interview, although for ethical reasons the images would not have been included in the final assignment. We would have also ensured the purposes of the study were clearer by allowing the children to ask questions about our research.

Regarding my future practice, this experience has made me realise the importance of being a reflective practitioner, and how small changes such as those we made between these two lesson studies, can have a big impact on children's experience. I will think carefully about the amount of wait-time I am using when questioning students using any technique, not necessarily randomised, as this is clearly important to children. It has also shown me the importance of student voice as the children understood the situation completely differently to how I did.



Colleague's Reflections

My colleague observed that Pupil 1 displayed some negative body language which I had not noticed. Pupil 2 displayed significant body language and the body language of Pupil 3 did not change.



Learners' Experiences

In the interview, the learners responded that they felt 3 or 4 on the Leuven Scale for Wellbeing, which contradicted our observations. They drew pictures of themselves but when they described the body language they had shown, this did not reflect our observations. Two case pupils liked randomised questioning whereas the third said it depended on the lesson it was being used in.



Critical Literature

Pupils did not comment on wait-time suggesting 10 seconds was sufficient, but this is significantly more than Clarke (2001) and Black et al. (2004) describe as optimal.

Appendix H: Observations from Lesson Study One.

How does randomised questioning affect children's well-being in a Key Stage Two classroom?

Observation Schedule

School: A Date: 20.02.19 Time: 9:00 – 10:00

	Pupil 1	Pupil 2	Pupil 3
Describe the pupil's reaction to the prospect of being called upon during random questioning.	The pupil moved their hands in front of their mouth.	Looked at partner wide-eyed.	No discernible response, maintained relaxed, open posture and body language.
How did the pupil make use of the wait time between the question being asked and the random pupil being selected to answer?	Quiet, unemotive.	Talking with partner.	Looking at stimulus on the smartboard.
Was the pupil selected to answer a question?	Yes	Yes	Yes
What was the wait time from being selected to answering the question?	2 seconds	3 seconds	<1 second (response almost instant)
Did the pupil show any positive body language? E.g. smiled, expressive voice/body language, relaxed, open posture. (Please specify)	Maintained eye contact with the teacher.	n/a	Relaxed posture – laid back in chair with legs stretched out straight. Smiling. Expressive gesticulation to add to response when answering, expressive voice showing enthusiasm about the topic.
Did the pupil show any negative body language? E.g. looked dejected, sad or angry, crying, avoids eye contact, closed posture.	Fiddled with sleeve, rocking on chair, closed body language/posture.	Avoided eye contact with teacher and peers, nervous giggling, flushed face. Unemotive voice. Hands clenched, pulling on sleeve.	n/a
Did the pupil seek help from the teacher or other pupils after they had been selected to answer? (Please specify)	No	Yes	No
Did the pupil answer the question successfully?	Yes	Yes, but lacked confidence in answer and requested to ask a friend to validate.	Yes
Describe the pupils' body language after they had answered the question.	Stopped rocking/fiddling.	Hand in front of mouth, flushed. Moved hands away from mouth and began talking to partner when name was removed from the randomiser and next question had been asked.	Smiled, maintained relaxed body language described above.
Rate the pupil against the Leuven Scale for Well-being (see below).	2	2	4

Appendix I: Interview responses from Lesson Study One.

Now show me your picture and explain to me what your picture represents.

Pupil A – “I was playing with my fingers when I was scared. I was a bit happy but a bit scared. I was nervous but it was like, I don’t know, I was under pressure. I think it’s because it was, like, a new thing.”

Pupil B – “I felt scared. I was holding my hands. I was happy to be picked because not many people but, like, I was nervous.”

Pupil C – “I felt under pressure. I didn’t want to be picked, I knew the answer but with everyone looking at me I would be under pressure.”

Why do you think we chose to use randomised questioning rather than asking you to put your hands up.

Pupil A – “Because it’s better and if some people don’t like putting their hand up, when they get picked they’re still interacting with the lesson and not just sitting there. Even if they have to phone a friend because they don’t know the answer. I really liked it.”

Pupil B – “It was a fun lesson.”

Pupil C – “Some people always let others answer the question instead of them because they don’t like doing it or feel weird doing it.

Would you prefer your teacher to use randomised questioning or putting your hand up?
Why?

Pupil A – “Randomised question because the whole class gets to do it. When you ask people to put their hands up it’s the same people who get to answer. With randomised questioning it’s more fair. When people put their hands up it’s the same people getting picked and not everyone gets a turn”

Pupil B – “I think the randomised one because some people if they don’t put their hands up they think ‘Well I’m just not doing it. I’m bored, I don’t want to do this lesson.’ When they do the nice, randomised questions then people actually try.”

We are are going to do this lesson with another class tomorrow so how do you think the randomised questioning could be made better for the next class? Why?

Pupil A – “Easier questions when there’s not a right or wrong answer because sometimes when you are introducing something new it makes you a bit nervous but when there’s not a right or a wrong answer it’s fine. We could have had a little bit longer to think”.

Pupil B – “Like maybe for the next class you could say “10 seconds” and give them a countdown so they know how long they’ve got. Because like it’s better than not trying with the randomised ones because you’ve not had enough time.”

Pupil C – “Using different sorts of questions”.

Give children a child friendly copy of the Leuven scale. Which one of these describes how you would feel if you were randomly selected to answer a question?

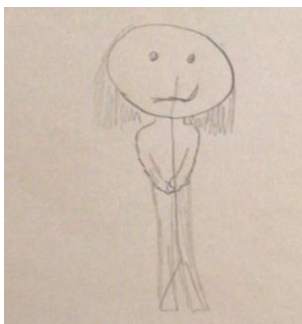
Pupil A – “I was happy but I wasn’t a 5 so I’d probably be a 3 or a 4”

Pupil B – “Yeah same”.

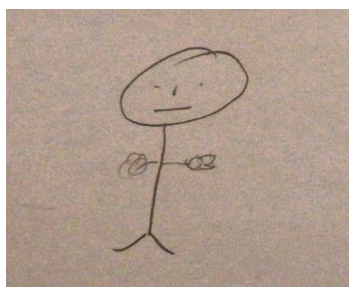
Pupil C – “I would be 3 going into 4.”

Appendix J: Case pupils’ drawings of their body language during interview in Lesson Study One.

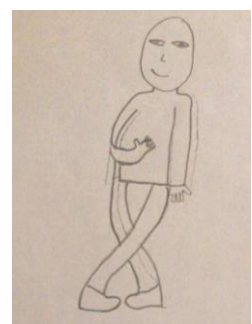
Pupil 1:



Pupil 2:



Pupil 3:



Appendix K: Observations from Lesson Study Two.

How does randomised questioning affect children's well-being in a KS2 classroom?

Observation Schedule

School: B Date: 21.2.19 Time: 9.30-10.30am

	Pupil 1	Pupil 2	Pupil 3
Describe the pupil's reaction to the prospect of being called upon during random questioning.	Not very confident and quite hesitant.	Confident. Knew the answer – no hesitation.	Willing to answer quickly and effectively.
How did the pupil make use of the wait time between the question being asked and the random pupil being selected to answer?	Child had 5 minutes to come up with as many answers as possible.	Read the sentence to themselves and sat waiting.	Distracted – playing with a pen and leaning over the table.
Was the pupil selected to answer a question?	Yes	Yes	Yes
What was the wait time from being selected to answering the question?	5 minutes then approximately 10 seconds.	10 seconds.	10 seconds.
Did the pupil show any positive body language? E.g. smiled, expressive voice/body language, relaxed, open posture. (Please specify)	Turned body to face the teacher when answering.	Smiled, relaxed posture, arms open.	Relaxed. Hunched over their desk.
Did the pupil show any negative body language? E.g. looked dejected, sad or angry, crying, avoids eye contact, closed posture.	Spoke quietly and body language was quite closed off. Hesitated and looked to teacher for reassurance.	None. Very much at ease.	Looking at the table. Distracted by something else. Did not look engaged.
Did the pupil seek help from the teacher or other pupils after they had been selected to answer? (Please specify)	No	No	No
Did the pupil answer the question successfully?	Yes	Yes	Yes
Describe the pupils' body language after they had answered the question.	Relaxed. Went back to talking to their friend.	Stayed the same. Relaxed and at ease.	No change.
Rate the pupil against the Leuven Scale for Well-being (see below).	2	5	3
Additional Comments	Body language and facial expressions changed when asked to answer. Relaxed once he knew his answers were correct.	Confident child who was happy to answer the question. No hesitation – open and relaxed. Confident learner.	No change in body language. Stayed in <u>exactly the same</u> position. Hunched over the table and not engaged but answered the question correctly. Distracted by playing with a pen but confident to answer.

Appendix L: Interview Responses from Lesson Study Two.

How did the lesson make you feel? Why? (with word mat)

Pupil A – “Calm because it wasn’t difficult or easy it was in the middle.”

Pupil B – “Excited and nervous. I felt nervous because you didn’t know if it was going to pick you but you felt excited when it did pick you.”

Pupil C – “Calm and brave. You explained what we were doing really well so I felt prepared.”

Now show me your picture and explain to me what your picture represents.

Pupil A – “I was surprised I was chosen. I sat up straight and read from the desk. I was nervous.”

Pupil B – “I was excited, I sat up straight, I was scraping my teeth and my legs were shaking, my toes were scrunching, my hands were moving and playing with my hair.”

You’ve written that you’ve felt excited – do those things show you’re excited?

“Yes – sometimes.”

Do they show you’re feeling anything else?

“No”

Pupil C – “I felt relieved because I really wanted to answer one. I was smiling. I was tapping my foot because I was excited. I *gestured yes* because I was pleased to be picked. I was sat up straight.”

Why do you think we chose to use randomised questioning rather than asking you to put your hands up.

Pupil A – ‘Maybe because people might say you only choose them because you like them but the laptop doesn’t like anybody.’

Pupil B – ‘You can see if people react when they’re picked.’

Pupil C – “Some people might not put their hand up because they don’t want to answer it but when you chose using the thing it gives everyone a chance to answer even if they didn’t know it. I think they would have felt scared if they didn’t know the answer.”

Would you prefer your teacher to use randomised questioning or putting your hand up?
Why?

Pupil A – “Randomised questioning. It’s more fair and you get more answers, really.”

Pupil B – “Randomised questioning.”

Pupil C – “Hands up because I get nervous sometimes. It depends what we do. Because science is hard we go into detail about it so it’s easier to remember sometimes. Depends what maths we do I find some maths hard and I wouldn’t do it.”

We are are going to do this lesson with another class tomorrow so how do you think the randomised questioning could be made better for the next class? Why?

Pupil A – “Repeat the question. Ask a friend next to you, Caitlin asked a friend. Then if your friend doesn’t know it ask the teacher. Have an ask the teacher option as well as a phone a friend.”

Pupil B – “Ask them if they want to answer it.”

Pupil C – “Explain to them what you are doing more so they’re doing and what’s happening.”

Give children a child friendly copy of the Leuven scale. Which one of these describes how you would feel if you were randomly selected to answer a question?

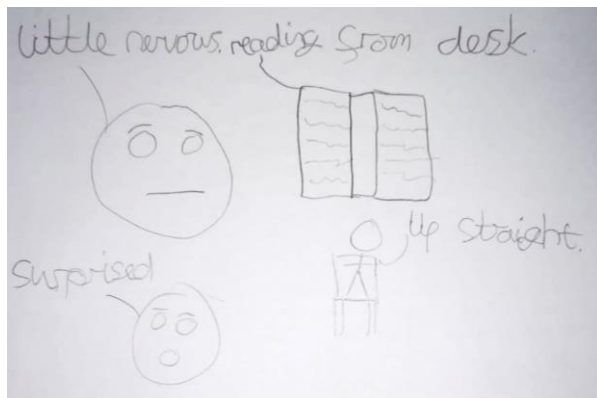
Pupil A – “3 – I really don’t any pressure and just wanted to get on with it.”

Pupil B – “3 – I don’t really feel like I show any emotion when I get picked.”

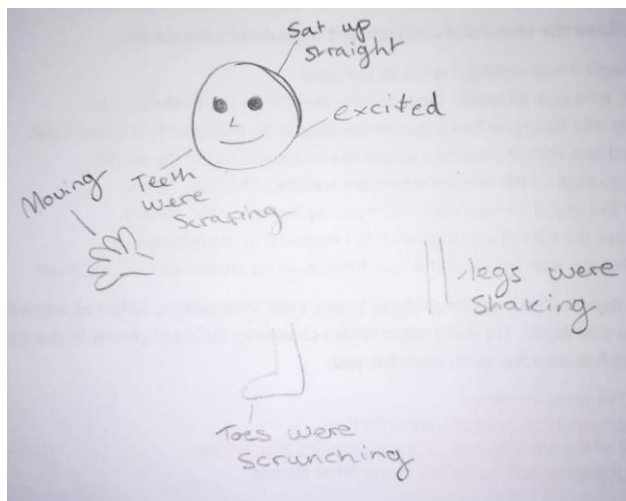
Pupil C – “4 – because I went “yes” under the table. Most of the time when I get picked I’m excited.”

Appendix M: Case pupils' drawings of their body language during interview in Lesson Study Two.

Pupil 1:



Pupil 2:



Pupil 3:

