**Pupil C:** In class we use these talking and listening cards and they have six levels of Bloom Taxonomy. The first one is the very bottom and that's remembering. ‘I can remember facts about the information’. Then next is understanding which is ‘I can explain the ideas in the information’. And then next is applying. ‘I can use information in a new way.’ Then it's analysing. ‘I can break down the information to understand it better.’ Then second best is evaluating, and that is ‘I can say what I think about the information and back up my opinions’. And last is creating which is the hardest and ‘I can use information to build new ideas’.

**Pupil B:** I find that they really help you when you’re doing your shared reading and that.

**Pupil D:** So they are. It helps when you’ve not got any ideas. You can just pick up one of them question fans and just read off them.

**Pupil A:** ‘Cause when you pick them up and you don’t know what to think for a question you can just pick these up and get a question started.

**Pupil C:** Last week we moved into shared reading and I used ‘Would you recommend?’ Because my story’s about monsters and I was saying ‘Would you recommend a good way to defeat the monsters?’ And then my group was discussing what their ideas and opinions were.

**Pupil D:** Right, well, we’ve been reading this passage about elephant poaching and it’s basically just they poach elephants for their ivory and their tusks so they can get money off their tusks but the only reason that you cannae just go and stop poaching elephants is because the poachers have to do it. ‘Cause maybe they’ve got four young children and they’re poor so they cannae feed their children. So they think their children’s more important than an elephant. So they’ve got to kill that elephant to get money so that they can feed their children. ‘Cause there’s a story on the back here about a poacher called Jacob and he’s got four young children and he says, ‘I love elephants but when I have to choose between my children starving and killing an elephant there is only one choice’. So I’m thinking of trying to come up with a solution.

**Pupil C:** I agree with Calum, because the poachers need money so they can feed their children but also if they keep on poaching elephants there might not be elephants in the future.

**Pupil B:** I think that the government should set up hotels for tourists to come in and that money’ll pay off… And then they can give the likes of Jacob and poachers a job to take care of the elephants, so that tourists can see the elephants and stuff like that. So they could get money by that.

**Pupil D:** So basically you’re saying the government should, instead of Jacob killing the elephants, they should pay for… get him a job to maybe try and protect elephants *from* poaching. And then he can still get the money, and elephants are still living.

**Pupil C:** But who would pay for all the hotels and stuff?

**Pupil B:** I was thinking they could set up… See how you get Red Nose Day and stuff like that? They could set up…

**Pupil A:** A fundraiser.

**Pupil B:** Aye, a fundraiser. Something like that. And then use all that money to buy hotels and stuff like that and then it’ll pay off at a later time.

**Pupil C:** Well, we could come to a solution about how to just make sure elephants are all safe.

**Pupil D:** What if people like Jacob keep poaching elephants, then there’s not going to be any elephants left to poach and there’s no other animal that’s got ivory tusks so they cannae get money off other animals.

**Pupil A:** Then they cannae feed their families.

**Pupil C:** Yeah, ‘cause if it just keeps on continuing, if we have children when we’re older they’ll find a picture of an elephant they’ll go ‘Daddy, what’s this?’ And we’ll have to tell them that they’re not in the world any more because they’ve been extinct by poachers.

**Pupil D:** What do you think, Stuart?

**Pupil A:** I think maybe you could… I kind of agree with Andrew, but… I think fundraising’s a good idea as well. To fundraise different…

**Pupil D:** They could make it… So what youse are saying is that they could make it as big as Red Nose Day, one of them…

**Pupil B:** Aye.

**Pupil A:** And you have to help the elephants.

**Pupil D:** Make it famous.

**Pupil C:** Like Comic Relief.

**Pupil D:** Aye, Comic Relief. Would it be a charity, or a fundraising event or it might be something that celebrities would go on, like sponsors and that?

**Pupil B:** I think they should… Well, it’s kind of like Red Nose Day, everybody buys the red nose, so they should do something like that…

**Pupil A:** But like an elephant cap. Matthew.

**Pupil C:** Do you agree with the actions of poachers and why? Calum.

**Pupil D:** It depends, because if it’s just a poacher that’s wanting money off it, he’s got no children, no family or anything like that and he’s just poaching so he can get money? Then no, I don’t agree with them sort of poachers. But if it’s poachers that have got families with five children, a wife, grandchildren as well, they might have grandchildren, and he’s responsible for all them getting fed. So how else is he going to get them fed without money? So it depends on what sort of poachers that I agree with. Andrew.

**Pupil B:** Can you say more about any reason why it would be bad if elephants were extinct? Matthew.

**Pupil C**: They’re the only animal that have ivory. That’s what their tusks are made out of. So if they’re extinct no one will be able to get ivory any more.

**Pupil B:** Well, what’s the use of ivory?

**Pupil C:** Let’s look through the passage. What paragraph could it be mostly in?

**Pupil A:** The first one, ‘cause that’s where it talks about ivory poaching.

**Pupil D:** Well, it’s obviously used for…

**Pupil C:** Isn’t it used for necklaces and that?

**Pupil D:** The ivory trade.

**Pupil C:** Necklaces and bracelets.

**Pupil D:** It says the ivory trade.

**Pupil B:** ‘Art objects.’

**Pupil D:** Aye, I think it’s made for art materials. But how could you find a solution for this problem? And why? Matthew.

**Pupil C:** I think Andrew’s solution’s quite good about making a gigantic fundraiser, and we might be able to get enough money to give the poachers a job to protect the elephants and other wildlife. That would be quite a good solution.

**Pupil B:** Stuart, what’s your opinion on this?

**Pupil A:** I think your idea, Andrew, is quite a good one for making fundraisers and stuff like that and giving the poachers a job is quite a good idea. Matthew.

**Pupil C:** It’s not always just poachers that kill elephants. Some elephants go into farmers’ farmland and stand on the crops so the farmer thinks it’s ok to shoot them. I don’t think that’s right. Calum?

**Pupil D:** Do you have arguments for and against poaching? Matthew.

**Pupil C:** It’s like what you said about the children and the family but also this thing about what I was saying earlier on, about your children in the future might not know what an elephant is so there’s not going to be any more ivory.

**Pupil D:** Stuart.

**Pupil A:** Well, against is… Against poaching is you’d have not a lot of elephants left in the wild and if you keep on doing that they’ll maybe end up extinct. And ‘for’ is that they need to feed their families, if they have families.

**Pupil D:** Andrew, what’s your thoughts on this?

**Pupil B:** Well, I don’t agree with poaching, but they do have a point. That’s why I was saying give them a job and stuff, because it would be quite bad, children starving, but in the same way elephants dying off too.

**Pupil C:** I’m not really sure that it’s Jacob’s fault that he has to kill the elephants. It says in the passage that he does love the elephants but because he has to choose between his children starving or killing an elephant, he has to kill an elephant to keep his children alive. Stuart.

**Pupil A:** How do you think about farmers bringing their farms into the elephants’ habitats. What do you think about that?

**Pupil D:** It’s basically really unfair because if a farmer decides to build a farm where an elephant’s habitat is, obviously the elephant doesn’t know it’s a farm. So it’s going to come over, stand on the crops by accident because it still thinks it’s its habitat, it’s its land, and then the farmer shoots it because it stood all over his crops. But that’s the farmer’s fault for building a farm right in the middle of the elephant’s habitat. Matthew.

**Pupil C:** It’s like in the Amazon rainforests. Every hour three football-pitch-sizes will be cut down in the rainforest and then soon enough no animal, not even just elephants, but most animals, won’t have a habitat to live in.

**Pupil D**: Will we do like two stars and a wish where you give the person… You go clockwise and then whoever person you’re commenting on, you give them two things that they’re good at and one thing that they need to work on for next time. So this is what we’re going to do now.

Right, well, Stuart, what you did good was when people asked you ‘What do you think?’ you came in with a good answer. The second thing you done well was you used the question fans a lot, and asked really good high quality questions. The thing you need to work on for next time is maybe gestures. More gestures.

**Pupil A:** Well, Andrew, one of your things that you were really good at was using your gestures and using the question fans and I can’t think of anything you could really do to work on.

**Pupil B:** Thanks, Stuart. Matthew, I thought you used the question fans very well. And you used your gestures pretty well too, you were patient when other people were talking. And to work on… I can’t really think of anything.

**Pupil C:** Thanks, Andrew. Calum, the first thing that was good was your body posture, you weren’t fidgeting at all. And also you were quite patient when everybody else was talking. The thing you need to work on is… I can’t think of anything.

**Pupil D:** All right, thanks, Matthew. Well, I think we’ve found the solution to the problem.

**Pupil C:** What we need to do now is just do our team celebration.

**Pupil D:** All right.

**Pupil C:** [WHISPERS] What are we going to do for our team celebration?

[WHISPERING]

**ALL:** One, two, three, woah!