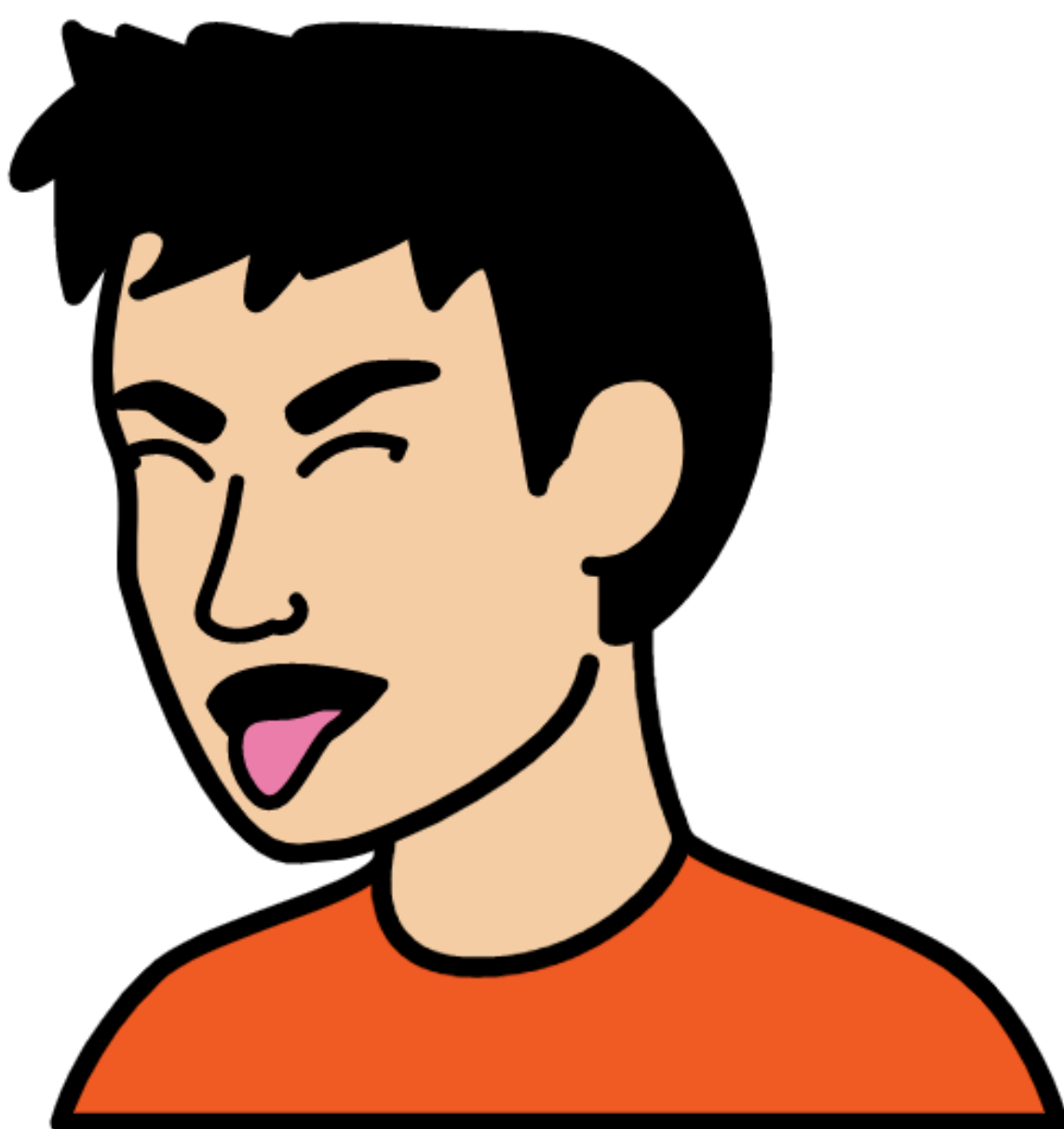
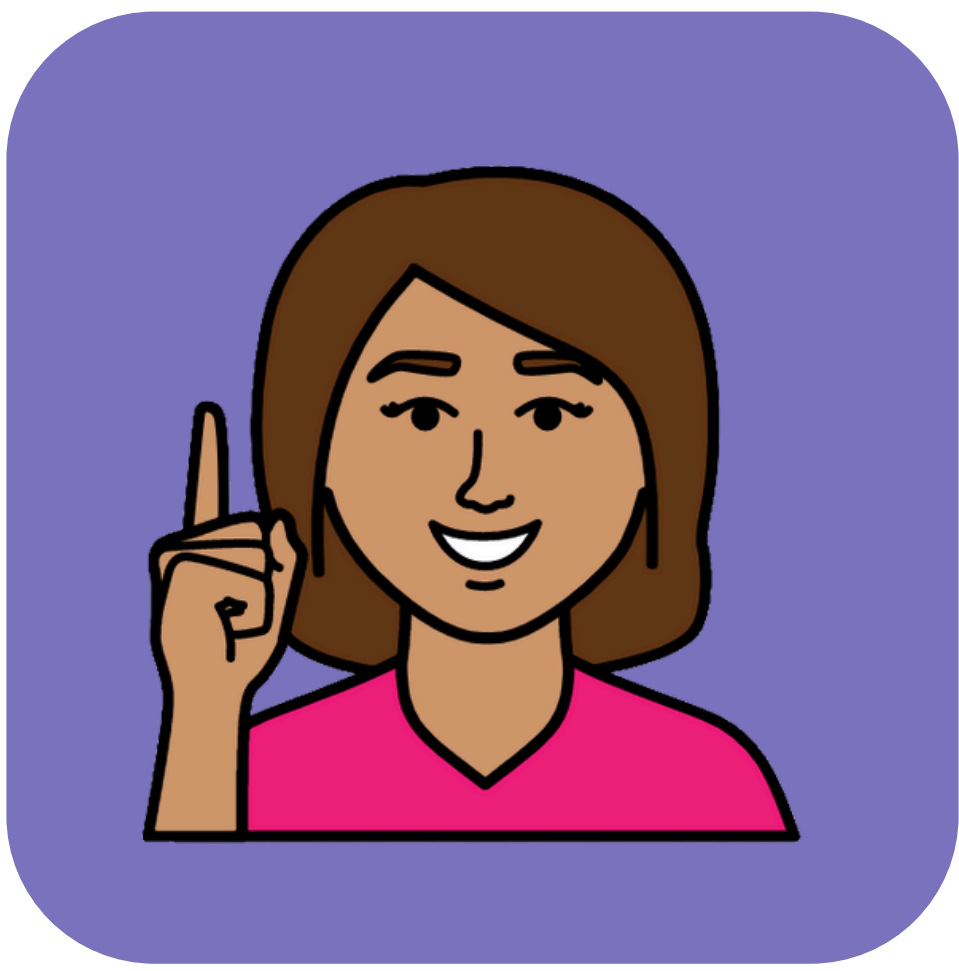











Katy and Louis' teachers want to know what they like to do at school.



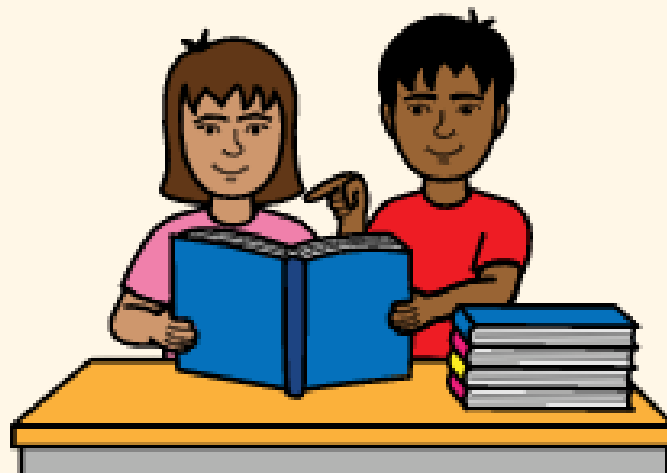
Their teachers also want to know what Katy and Louis do not like to do at school.



| My Energy in this activity | Do I like it? |
|--|--|
| Full of Energy!!!!  |  Like |
| Buzzing!  | |
| Focussed  |  Not sure |
| Chilled Out  | |
| Sleepy  | |
| No Energy  |  Dislike |

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Katy's teacher asks her to order the things she does at school on an energy meter.



Katy puts “writing” next to “focussed” because she has to work really hard at writing. Katy likes to write stories in choosing time, but sometimes finds it difficult to think of words, or to spell words, so she has to focus. She is not sure if she likes being focussed while writing.



My Energy in this activity

Full of Energy!!!!



Buzzing!



Focussed



Chilled Out



Sleepy



No Energy



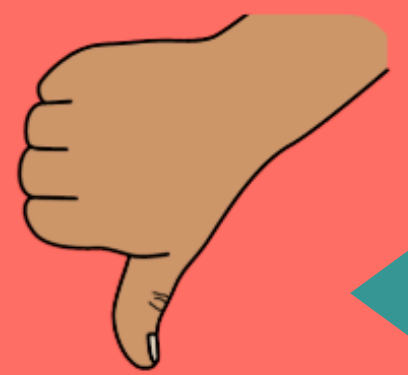
Do I like it?



Like



Not sure



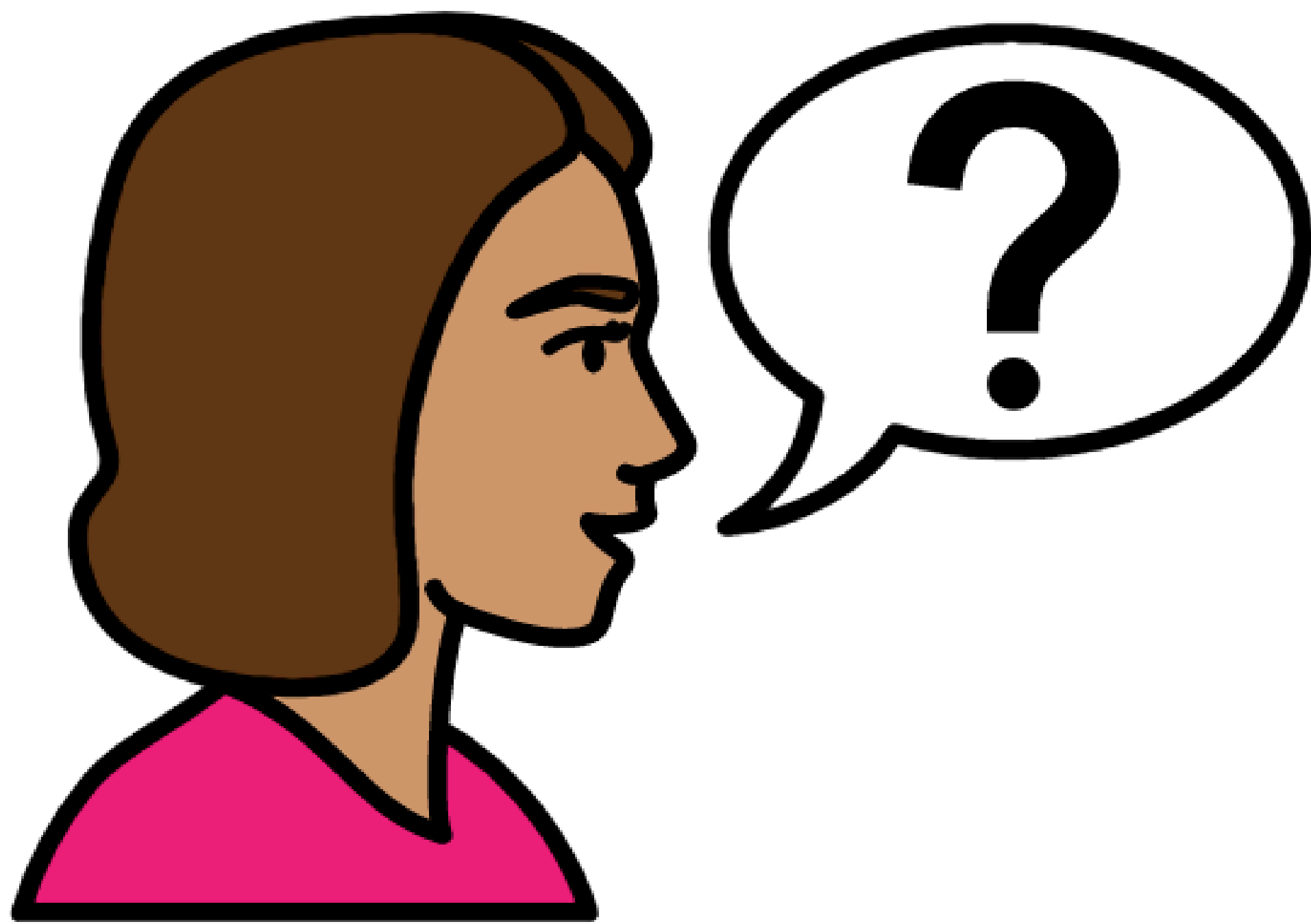
Dislike

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Louis puts “writing” next to “No Energy” because he finds writing really tiring. It is hard work. When he is working on his writing, he finds it hard not to fall asleep. He dislikes having no energy while writing.



Now it is your turn!

- **Like Louis and Katy did, I will ask you to put the things that you do at school on to an energy meter, then I will ask if you like having that much energy or not. We will do this for 10 minutes.**
- **After you have put an activity on the energy meter, I will ask you “why” you put it where you did.**
- **We will talk about as many activities as we have time to talk about.**
- **I will write down what you say when I ask you “why”, and I will take pictures of the energy meter when you have put an activity on it.**
- **I will finish, after 10 minutes, by asking if you have any questions to ask me.**

Is that okay?