

Approach: Team
Focus: Expressing opinions convincingly
Resources: Demonstration card, 4 headlines cards

Questions / instructions:

Sometimes people have different opinions about news items in newspapers or on television, For example, if there was a report that pets were to be banned because they kill native birds, some people would agree, and some people wouldn't agree.

The newspapers might have these headlines.

Show headlines:

“Pets banned as native birds killed” and “Locals want to keep pets”.



Some people might think that pets should be banned, so they would agree with this first headline. Some people might think that people should be allowed pets, so they would agree with this second headline.

In this activity you will each have a chance to share your opinions and your reasons for those opinions.

I am going to give each of you two cards with news headlines. The cards show two sides of the same story. You are to think about which side of the story you agree with. You also need to think of the reasons why you agree, because you are going to try to persuade the rest of your team to agree with your opinions.

I'll give out the cards now, and you can start to think on your own about what they say, what your opinion is, and why.

Give out sets of headline cards. Help student read card if required.

Allow time for the students to think about the headlines.

Now you are to take turns at telling the others what is on your headlines.

Tell them which one you agree with, and give your reasons.

Make your reasons as clear as you can.

Try to convince the others in your team to agree with you.

Start with Student 1, then Students 2, 3 and 4.

When you have given your reasons, the others in the group can give their opinions about what you said, and you can reply to them.



		% response 2004 ('00)	
		year 4	year 8
Clarity of ideas presented:	very clear	17 (9)	30 (24)
	moderately clear	73 (74)	61 (69)
	unclear	10 (17)	9 (7)
Relevance to topic:	highly relevant	13 (6)	29 (20)
	moderately relevant	79 (82)	64 (73)
	not relevant	8 (12)	7 (7)
Overall strength of argument:	very strong	1 (1)	7 (3)
	strong	14 (12)	25 (22)
	moderately strong	70 (64)	58 (62)
	weak	15 (23)	10 (13)
Total score:	6-7	10 (5)	22 (18)
	4-5	10 (10)	17 (10)
	2-3	69 (69)	52 (63)
	0-1	11 (16)	9 (9)

Commentary:

About 15 percent more year 8 than year 4 students scored strongly on each of the three criteria. There was little change in performance between 2000 and 2004 for year 4 students, and a slight increase in strong performances from year 8 students.