

Approach: Team

Focus: Generating possible solutions and related strategies

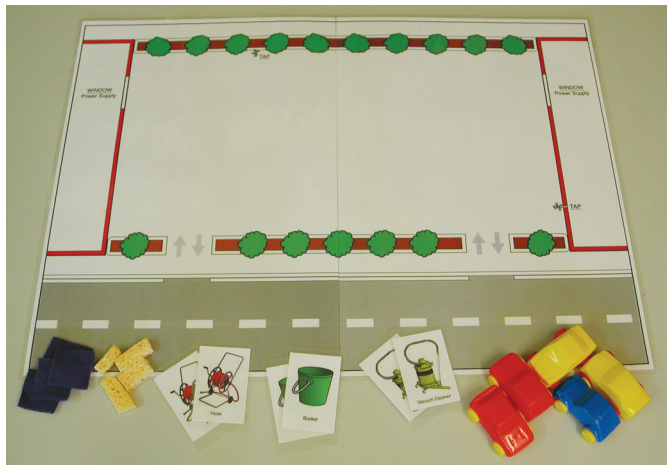
Resources: Car park mat (folded A3), toy cars, post-it notes, instruction card, 6 picture cards, answer sheet, rags and sponges

Questions / instructions:

In this activity you're going to work together as a team.

Imagine that your sports team has been chosen to go to national champs. You need to raise lots of money. You decide to organise a car wash on Saturday mornings in a car park by a busy road. Here is a plan of the car park.

Show car park mat, cars, picture cards and other equipment.



Here is some of the equipment you need for cleaning the cars. If there's anything else you decide you need, you can draw or write it on these post-it notes.

Hand out equipment (not answer sheet).

At any one time you think there will be five to ten cars to wash so you need to work out a good system. There are different tasks to do. Everyone in your team needs to know what they will do. Use the plan, the toy cars, the equipment and the cards to work out your system. Begin by talking about your system and how it will work. When you've finished doing that, let me know.

Allow time.

Now you are to make a plan which shows and explains exactly how your system works for cleaning cars.

Draw your system on the answer sheet. Write labels or captions that explain how it works, and what each person does. When your plan is ready, tell me. Then I'll ask you to describe it to me.

Hand out answer sheet and instruction card.

Allow time for students to develop their plan.

Now describe your system to me.

Features included in group plan:

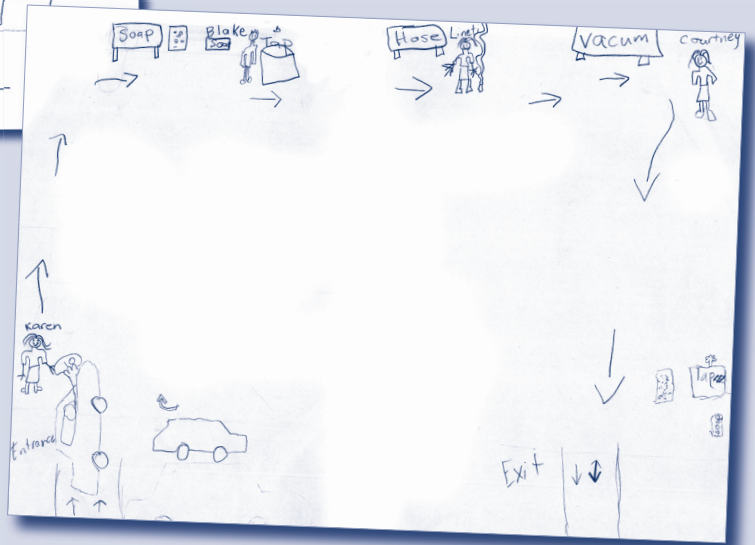
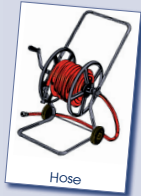
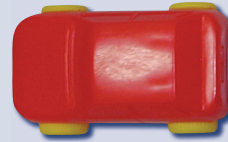
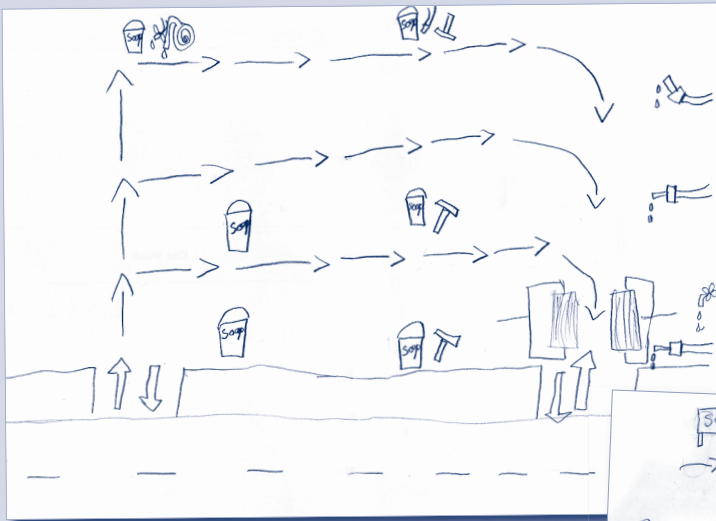
(on paper or oral report to teacher)

	% response 2004 ('00)	
	year 4	year 8
reception of customers	18 (10)	28 (31)
collecting money	45 (27)	60 (55)
initial hosing to remove loose grime	28 (17)	42 (22)
Application of detergent/soap –		
explicitly	36 (46)	52 (56)
implicitly (bucket shown)	60 (46)	46 (40)
Rinsing off –		
explicitly	44 (30)	52 (55)
implicitly (hose shown)	38 (32)	31 (27)
drying	61 (71)	52 (53)
polishing/waxing	14 (5)	25 (13)
vacuuming	87 (79)	95 (100)
wiping interior glass and/or other surfaces	9 (7)	15 (13)
allocating specific tasks to different people	60 (47)	63 (59)
explicit provision for efficient handling of several cars at once (assembly line or multiple stations)	57 (62)	91 (85)
efficient use of available space	55 (52)	86 (81)
How well does the paper version of the plan show sequence of activities?		
clearly	20 (17)	55 (57)
vaguely	41 (42)	29 (36)
not at all	39 (41)	16 (7)
How well does the plan on paper capture the orally-reported plan?		
well	29 (47)	53 (57)
moderately well	48 (34)	35 (34)
poorly	23 (19)	12 (9)
How well does the orally-reported plan cover the features of the plan on paper?		
well	30 (46)	55 (47)
moderately well	51 (36)	38 (44)
poorly	19 (18)	7 (9)
Total score:	16–20	6 (2)
	13–15	17 (19)
	10–12	35 (24)
	7–9	24 (39)
	0–6	18 (16)
		21 (17)
		37 (30)
		27 (32)
		12 (17)
		3 (4)

Commentary:

Year 8 teams performed substantially better than year 4 teams, perhaps indicating more car-washing experience and better capacity to understand and explain a complex system. Thirty-five percent more year 8 than year 4 teams scored 13 or higher. There was very little change between 2000 and 2004 for year 4 teams but a very modest increase for year 8 teams.

YEAR 4



YEAR 8

