

Approach: Group

Year: 4 & 8

Focus: Evaluating decisions, strategies, outcomes and consequences

Resources: Video recording on laptop computer, *Working Together Team* card, cue card

Questions / instructions:

This activity uses the computer.

Read and explain *Working Together Team* card with the students.

[see previous task, *Computer Games*].

Place cue card in front of students.



You are going to begin this activity by watching a video. The video shows a new type of car that has been invented. It is called an Aquada.

Click the *Aquada* button. The video will start.



SOUNDTRACK:

(Shots of car driving through city streets, then down into the sea.)

Voiceover: Auckland's daily commute may soon become a lot easier for the rich few. This sporty little number loves the water as much as land and it's been showing off on the Waitemata.

Neil: So where abouts is it you work?

Alex: Just straight across – just at the base of the Sky Tower.

And we just go straight across the water?

Neil: Absolutely.

(Car drives down ramp into the sea.)

Neil: When the indicator light that's flashing on the console there goes solid, you're fully transformed into a sport's boat.

Voiceover: Buyers are already sniffing around.

Buyer: It felt like a boat... with a car feel... if you could put it that way. It felt like a real mix.

Voiceover: At this stage though it is priced at a staggering \$400,000. But it certainly beats hours in gridlock or even the ferry.

Alex: You set your own schedule, choose what you want to listen to and go as fast as you like.

Neil: Commuting around Auckland in these will be fantastic. You'll save all the time on the Harbour Bridge. It'll be great.

Voiceover: The Aquada has a top speed of around 50 kilometres an hour on the water, 160 on the road.

1. As a team think and talk about the advantages, or good things, and the disadvantages, or not so good things, about the Aquada. Write your ideas on this answer sheet.

Hand out answer sheet. Allow time.

Now read to me the advantages and disadvantages of the Aquada that you have written down.

Allow time.

To what extent have the comments captured particular advantages of this amphibious car?

		% responses	
		y4	y8
very strongly	4	9	
strongly	39	47	
moderately strongly	43	37	
weakly	14	7	

To what extent have the comments captured the particular disadvantages of this amphibious car compared to an ordinary car, boat, or both?

very strongly	0	13
strongly	37	46
moderately strongly	47	33
weakly	16	8

Now look at the disadvantages you have noted.

2. How could the Aquada be changed or improved to overcome these disadvantages? Talk about your improvement ideas for the Aquada and write them beside each disadvantage on the answer sheet.

Allow time.

To what extent do suggestions for improvement seem to be feasible and worthwhile?

		% responses	
		y4	y8
(not just decorative):	very strongly	5	7
	strongly	28	27
	moderately strongly	51	53
	weakly	16	13

To finish off, discuss what you think might happen if lots and lots of these cars were used, then I'll ask you to tell me what you think.

Allow time.

3. Now tell me what you think might happen if lots and lots of the Aquada cars were used.

not marked	•	•
Total score:	8–9	1 7
	6–7	17 21
	4–5	38 44
	2–3	31 20
	0–1	13 8

Commentary:

Year 8 groups performed only marginally better than year 4 groups on this task, but were more able to identify disadvantages of the amphibious car.