

Approach: Team
 Focus: Justifying opinions
 Resources: 4 cards, Agree / Disagree sign

Questions / instructions:

Place 'Agree or Disagree' sign on the table.
 Place pile of cards upside down on the table.
 [See topics below, with results.]

There are some ideas written on these cards. You are going to tell the others in your team why you agree or disagree with them. In turns, you will pick up one of these cards and read it to the others. Then, each of you will take turns to say whether you agree or disagree, and why. If you partly agree and partly disagree, give your reasons for agreeing, and your reasons for disagreeing. After every one has had their say, the next person will read the next card.

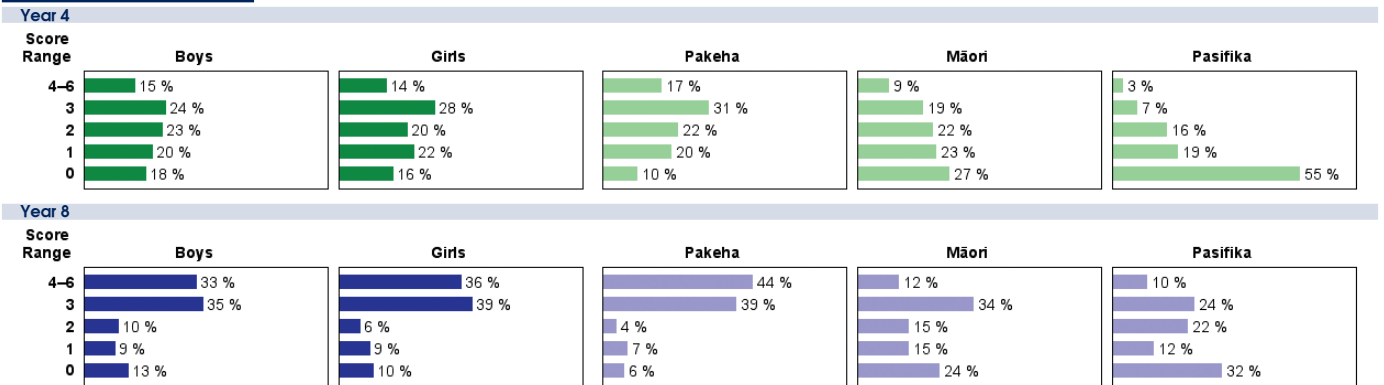
[Student 1], read the first card to the others.
Student 1 reads the card.

- [Student 1]: Do you agree or disagree? Try to give good reasons. Now pass your card around the team so that everyone says if they agree or disagree and gives their reasons.
- [Student 2]: Do you agree or disagree? Try to give good reasons.
- [Student 3]: Do you agree or disagree? Try to give good reasons.
- [Student 4]: Do you agree or disagree? Try to give good reasons.

Ensure that everyone in the team talks about the statement. Then have Student 2 read out the next statement and go round the group getting each child to talk about this new statement. Keep doing this until all four statements have been read and commented upon.

Topic	Support of topic:	% response 2008 ('04)		Topic	Support of topic:	% response 2008 ('04)	
		year 4	year 8			year 4	year 8
Topic 1: Fizzy drinks should be sold at school:	strongly in favour	2 (2)	10 (5)	Topic 4: Maths is the most important school subject	strongly in favour	31 (34)	12 (15)
	mildly in favour	8 (8)	7 (22)		mildly in favour	21 (21)	22 (17)
	equivocal/neutral/unsure/unclear	10 (18)	25 (24)		equivocal/neutral/unsure/unclear	22 (23)	37 (32)
	mildly against	19 (22)	25 (33)		mildly against	12 (8)	17 (32)
	strongly against	61 (50)	33 (16)		strongly against	14 (14)	12 (4)
Topic 2: School holidays should be longer	strongly in favour	19 (16)	20 (16)	Overall:			
	mildly in favour	12 (15)	25 (31)	Clarity of points made:	high	9 (6)	21 (14)
	equivocal/neutral/unsure/unclear	27 (16)	28 (28)		moderate	58 (50)	61 (64)
	mildly against	20 (20)	15 (23)		low	33 (44)	18 (22)
	strongly against	22 (33)	12 (2)	Relevance of arguments to viewpoints expressed:	high	11 (8)	29 (17)
Topic 3: Talking in class helps you learn	strongly in favour	10 (4)	17 (8)		moderate	64 (64)	54 (66)
	mildly in favour	17 (11)	24 (34)		low	25 (28)	17 (17)
	equivocal/neutral/unsure/unclear	21 (34)	45 (39)	Overall strength of arguments in support of viewpoints:	high	5 (4)	18 (8)
	mildly against	21 (20)	9 (11)		moderate	38 (35)	55 (46)
	strongly against	31 (31)	5 (8)		low	57 (61)	27 (46)
				Total score:	4-6	14 (10)	34 (21)
					3	26 (25)	37 (33)
					2	22 (18)	8 (19)
					1	21 (24)	9 (15)
					0	17 (23)	12 (12)

Subgroup Analyses:



Commentary:

While the views expressed are recorded here, the total score is based on the final three criteria which were judged for each student separately. More year 8 students achieved high scores in 2008 than 2004, but there was little change from 2004 to 2008 for year 4 students. Year 8 Māori and both year 4 and 8 Pasifika students averaged substantially lower than their Pakeha counterparts.