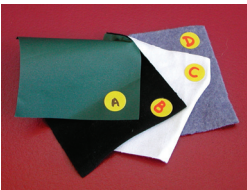


Approach:	Station	Year:	4 & 8
Focus:	Selecting the material best suited for a given purpose		
Resources:	Fabric sample: nylon (A), black cotton (B), white cotton (C), fleece (D); Pot holders: tile (A), cloth (B), plastic lid (C); Lunch holders: holey plastic bag (A), plastic bag (B), paper bag (C)		

Questions / instructions:

In this activity you will be choosing the best material for the job.



Look at the T-shirt materials.

1. Which piece of material would be good to make a T-shirt to keep you cool?

Write the letter in the box.

A	27 (41)	24 (26)
B	25 (10)	22 (13)
<input checked="" type="checkbox"/> C	35 (43)	48 (56)
D	11 (5)	4 (4)

2. Why is this a good material to keep you cool?

*thin/light*  
*loosely woven/breathes*  
*(lets air in and out)*  
*(light in colour so) reflects sunlight/heat*

33 (42)	61 (64)
8 (5)	16 (15)
5 (10)	23 (31)



Look at the things to put a hot pot on to stop it burning the table or bench.

3. Which one is the best one to put a hot pot on?

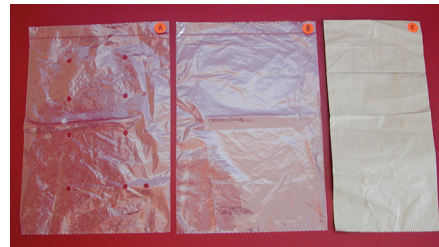
Write the letter in the box.

<input checked="" type="checkbox"/> A	67 (73)	78 (76)
B	9 (12)	7 (7)
C	18 (11)	11 (11)
D	1 (1)	1 (1)

4. Why is this a good material to put a hot pot on?

*insulates/prevents heat getting through it/absorbs*  
*material will not melt/be damaged*

4 (3)	14 (10)
26 (33)	52 (44)



Look at the bags to put your lunch in.

5. Which bag is the best one to pack your sandwiches in to keep them fresh?

Write the letter in the box.

A	26 (24)	26 (27)
<input checked="" type="checkbox"/> B	28 (23)	34 (45)
C	43 (52)	38 (26)

6. Why is this a good bag to keep your sandwiches fresh?

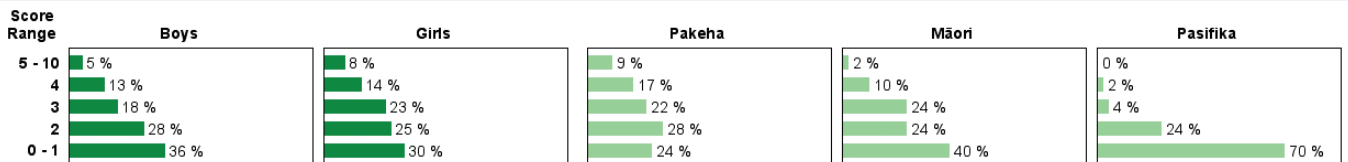
*keeps moisture/goodness in/ won't dry out*  
*keeps other substances out*  
*(e.g. dirt, bacteria)*

15 (15)	34 (42)
5 (4)	7 (4)

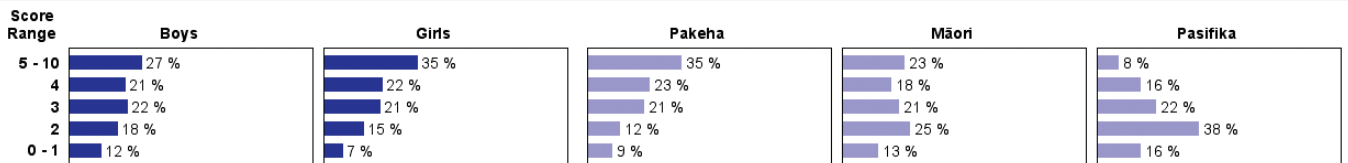
<b>Total score:</b>	<b>5-10</b>	6 (9)	31 (39)
	<b>4</b>	14 (12)	21 (19)
	<b>3</b>	21 (29)	21 (17)
	<b>2</b>	26 (24)	17 (14)
	<b>0-1</b>	33 (26)	10 (11)

Subgroup Analyses:

Year 4



Year 8



Commentary:

There was little change in performance between 2003 and 2007. Girls scored higher than boys at both year levels, but especially at year 8 (where the difference was statistically significant). Performance patterns for the ethnic subgroups were typical, except for the particularly low performance of year 4 Pasifika students.