

Approach: Station

Year: 4 & 8

Focus: Evaluating decisions, strategies, outcomes and consequences

Resources: Series of stills on laptop computer; *Cookie Time* biscuit

Questions / instructions:

This activity uses the computer. Click on the button that says *Cookie Time*.

[Series of stills; audio track matches on-screen text]



First I dream up an idea...



Then I trial and taste recipes until one is chosen.



I buy the raw ingredients...



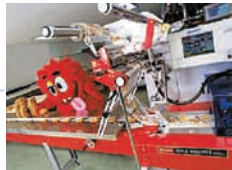
Then the ingredients are mixed up to make cookie dough!



The cookie dough is then pressed into cookie shapes...



Then racks of cookies are put into the ovens for baking.



Once baked, I use a wrapping machine to put the wrappers on.



Boxes of cookies are prepared to send around New Zealand.



Cookies are delivered to shops everywhere



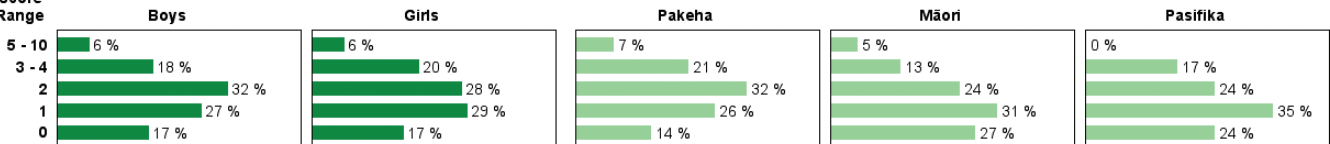
For serious cookie munchers to MUNCH!!!

	% response 2008 ('04)			% response 2008 ('04)	
	year 4	year 8		year 4	year 8
1. Why do you think they trial and test new recipes?					
make sure people like the taste of them (so they will buy them/get the best one)	55 (60)	73 (69)			
make sure recipe works well	9 (7)	14 (15)			
to avoid negative effects to the company/business (i.e., check works well so don't lose money/avoid bad results, harm, loss of reputation to the company)	4 (7)	4 (6)			
2. How do you think they would trial and test new recipes?					
survey (ask) people about the cookie they might like	1 (1)	9 (4)			
Make up new recipes:					
same recipe several times	4 (4)	10 (7)			
once	18 (10)	15 (15)			
get possible customers to trial/taste/ eat new biscuit recipes	43 (45)	62 (68)			
get customer's opinions (have people taste new biscuits and give feedback)	4 (8)	12 (9)			
3. Try to give three reasons why the biscuits are wrapped.					
fresh	47 (40)	68 (67)			
health/hygiene reasons (prevent people touching or eating them)	62 (74)	74 (75)			
marketing/advertising of brand/use of bar codes	10 (15)	28 (17)			
nutrition/ingredients information	5 (7)	13 (5)			
<b>Total score:</b>	<b>5-10</b>	<b>6 (9)</b>	<b>29 (18)</b>		
	<b>3-4</b>	<b>46 (43)</b>	<b>54 (65)</b>		
	<b>2</b>	<b>30 (34)</b>	<b>11 (14)</b>		
	<b>1</b>	<b>14 (11)</b>	<b>4 (3)</b>		
	<b>0</b>	<b>4 (3)</b>	<b>2 (1)</b>		

Subgroup Analyses:

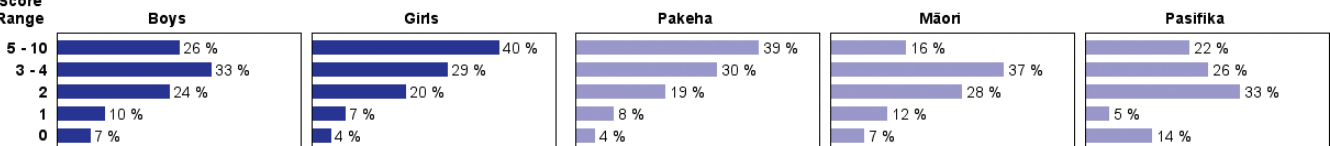
Year 4

Score Range



Year 8

Score Range



Commentary:

Most students were able to provide good reasons for why a cookie factory develops and tests new ideas for cookies, and why they wrap their product. There was moderate growth seen from year 4 to year 8. There were minimal gender differences at year 4, but girls outperformed boys at year 8. Pakeha students outperformed Māori and Pasifika students at year 4 and year 8. Moderate growth was seen from 2004 to 2008 at year 8.