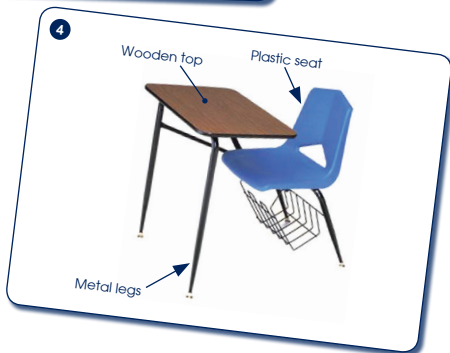
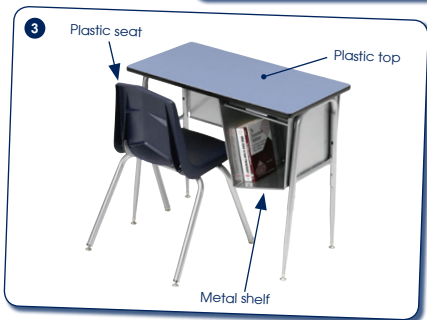
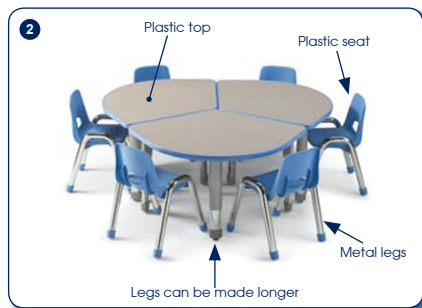
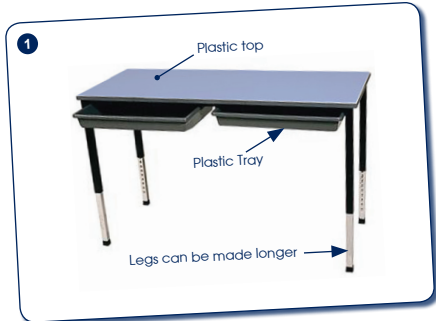


Approach: Station
Focus: Product analysis/evaluating decisions
Resources: 4 furniture pictures

Year: 8

Questions / instructions:

% responses
y8



Some children are allowed to choose new furniture for their classroom.

1. What are some **good** things about the **designs** of the furniture?
2. What are some **good** things about the **materials** the furniture has been made from?
3. What are some **not so good** things about the **designs** of the furniture?
4. What are some **not so good** things about the **materials** the furniture is made from?

Designs:

Good and not so good things: storage
convenience/capacity/flexibility of storage
encouraging working together vs individually
chair attached to desk vs independent chair
adjustability of desk legs
arrangements for moving/picking up chairs

Materials:

Good and not so good things : strength
(not likely to fail on a single occasion)
easy to keep clean
appropriate ends of legs (noise, damage to flooring)
durable materials (keep on working well, looking good)

5. Circle the number of the furniture you would choose?

1	21
2	13
3	54
4	2
no choice made	9

6. Explain why you would choose that furniture.

Strength of explanation: strong 22
moderate 48
weak 30

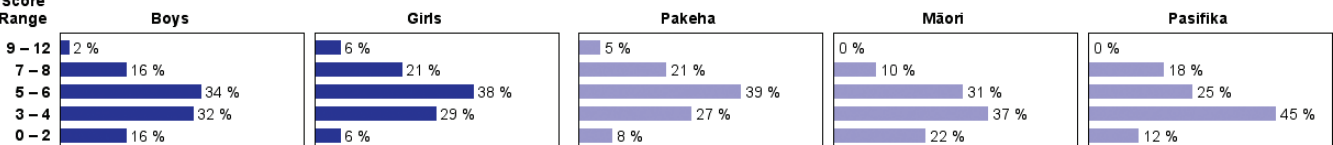
Total score:

9-12	4
7-8	18
5-6	36
3-4	30
0-2	11

Subgroup Analyses:

Year 8

Score Range



Commentary:

Year 8 students were moderately successful at describing the strengths and weaknesses of classroom furniture. Girls were more successful than boys at this task. It is interesting to note that just over half of the students chose the furniture that gives the greatest ease of access and effective storage (desk 3).