classifications may have been caused by the students masking this type of response. More discussion of the responses might have produced more classifications at Stage 2. The students choices and actions and reasons are listed in Appendix 2.

The classification done in this study did not indicate any connection between moral development and thinking style or age. Moreover, the very similar classifications at each age level suggested that teachers might have to probe quite deeply into students' thoughts and behavior to achieve fine distinctions in stages of moral development.

General Summary of Findings and Conclusions

1. Both thinking style and age appear to have an effect on the number of alternatives which elementary students might generate because,

a) Students with higher divergent thinking ability produced more alternatives than students with lower divergent thinking ability, within the seven, nine and eleven year age levels.

b) Older students, in general, generated more alternatives than younger students.

c) Among students of similar thinking style categories, older students produced more alternatives than younger students.

2. Neither thinking style nor age appeared to have affected the quality of the students' responses with respect to

a) classes of suggested courses of action

b)   choices of action

c)   impractical choices.

d)   the incidence of reasoning type statemen——— The
results for these aspects of inquiry and reasoning were much the same,
irrespective of whether they were examined in the thinking style
categories within the age levels, compared across the age levels, or
analysed in corresponding thinking style categories across the age
levels.

3.   Age, but not thinking style, appeared to have had an
effect on the quality of students' responses in connection with
inconsistency between final choices and initial suggestions.

4.   The moral development classification done in this study
yielded no connections between moral development and thinking style
or age. The classification suggested that two or three moral develop-
ment stages might be operational at the seven, nine and eleven year
age levels.

IMPLICATIONS

The implications of the study will be discussed in two
sections: a) Implications for teaching inquiry and valuing at the
elementary level and b) implications for curriculum.

Implications for Teaching Inquiry and Valuing

**General Instructional Strategies, Materials and Learning
Climate.** The ability to generate alternatives was identified as an

important aspect of inquiry and valuing. The results of the study implied that teachers ought not to ignore divergent thinking ability as a factor in effective inquiry, because students of higher divergent thinking ability appeared to generate more alternatives than students of lower divergent thinking ability. A greater number of possible solutions, or courses of action, it would seem, provide a better chance of arriving at a satisfactory final solution, and a wider range of choices to be weighed.

The importance of divergency in connection with the generation of alternatives has many ramifications in connection with teaching. If inquiry and valuing processes are to be taught at the elementary level, then it would appear that instructional strategies should incorporate the provision of opportunities for the students to engage in divergent thinking ability.

Discussion type lessons, perhaps, become very important in this context. This type of lesson lends itself to allowing children to diverge and range freely in thought when considering social problems. Inquiry strategies should, perhaps, be initiated with sessions devoted to allowing students to express and classify as wide a range of opinions as possible on problem topics.

More importantly, the general tone of instructional strategies should, perhaps, have the quality of openness. Consistent encouragement of students by teachers to explore for, and test continually, further possibilities in social problem solving and valuing contexts, would appear to be an essential component of an open atmosphere in

instructional strategies involving inquiry and valuing.

The performance of the higher divergent students in the study appeared to have implications for teacher behavior. Questioning techniques, for example, might be extremely important in providing opportunities for students to diverge. Open-ended-type questions, coupled with an attitude of acceptance and suspended judgement by the teacher, would appear to be the sort of teacher behavior which might encourage divergence. Continued questioning which requires students to converge upon facts, (History and Geography facts, for example), or tendencies by teachers to indicate immediately that a specific answer is correct, would seem to preclude opportunities for students to diverge.

The results of the study have implications for the instructional materials which might be used in conjunction with teaching strategies. Materials which offer students the opportunity to diverge might be selected. The opportunities to diverge, which materials offer, might be a useful criterion upon which to base selection. For example, film loops depicting open-ended problem situations could be extremely valuable in this context.

It would seem that divergent thinking ability is most important at the beginning of an inquiry or valuing process. It is at this stage that competent students, either individually or in groups, set the framework for the process through which they might proceed. The breadth of perspective created at this point in an inquiry process would seem to govern the richness and diversity of the following

phases. Narrower perspectives on a social problem, it would seem, tend to lessen opportunities to explore many aspects of specific problems, which might have emerged if students had been allowed to diverge more freely, or if students had developed greater divergent thinking ability.

Process Teaching. Along with general implications for instructional strategies and materials, the study appeared to have some implications for the type of performance with inquiry and valuing which teachers might expect from elementary school children; and also for the teaching of certain skills, such as hypothesizing and predicting, which are associated with inquiry.

The Performance of Elementary School Students. The results of study appeared to indicate that children within the elementary school age range seemed to be capable of generating a very satisfactory base of alternatives in the form of suggested courses of action, and consequences, in response to a social problem. Most of the youngest Low-Low children in the sample were able to suggest at least two courses of action and some consequences. This result seems to imply that elementary teachers might expect students to generate a basis of alternatives for discussion, classification, comparison, research and reporting in a social problem context.

Individual students in the sample indicated that they could produce clearly defined classes of suggested courses of action. This aspect of their performance is pertinent to both inquiry and valuing. The classes produced seemed to be genuine alternatives, thus providing

a basis for inquiry and valuing as Goldmark (1968) and Raths (1966)
see them, for example. In any case, the results of the study suggested
that a teacher might expect a class of elementary school children to
generate a number of realistic alternatives when faced with a social
problem.

The choice of social problems which elementary students might
be asked to consider would appear to be important. It would seem,
from the experience of this study, that problems to which the students
can relate personally could be essential in stimulating sensible,
realistic alternatives. In this study, no fantastic or "superman"
courses of action or consequences were offered by the students. This
contrasted with the Clegg and Hills (1968) study where students
offered bizarre alternatives in response to distant problems in
American history.

The students indicated that they were capable of producing
numbers of consequences sufficient to provide a satisfactory frame-
work within which to inquire or value. Up to this point in an inquiry
process, then, it seems that elementary school students might benefit
from instruction involving the generation, classification and con-
sideration of alternatives.

However, the study also indicated that many students made
impractical choices or choices which had not been considered. These
results appear to be indications of uncertainty and inconsistency
at the solution or decision making end of inquiry and valuing processes.

This uncertainty and inconsistency seemed to indicate that many elementary school students might experience difficulty with the latter stages of inquiry processes on social problems. The presence of uncertainty and inconsistency suggested that elementary students, perhaps, should be eased into the latter phases of inquiry and valuing, rather than taken through the entire process on the assumption that they are capable of coping with it.

The results of the study indicated that elementary social studies teachers might need to direct instructional strategies towards consolidating and developing the ability to generate alternative solutions to a problem, prior to encouraging growth in the ability to come to logical decisions. The very obvious ability to generate alternatives and consequences displayed by the children in the sample suggested that many activities involving classification of alternatives, could be undertaken by elementary students. Role playing and drama activities suggest themselves as strategies for exploring consequences.

The students who participated in the investigation offered very few reasoning type statements. This result suggested that perhaps elementary school students should not be expected to achieve full reasoning mastery over inquiry processes. Perhaps instruction should focus on skills such as comparing and contrasting consequences to various possible solutions.

Hypothesizing and Predicting Skills. The study appeared to indicate that elementary students might benefit from instruction aimed

at teaching them to hypothesize and predict. The classes of action which were generated can be seen as a basis for introducing students to the concept of hypothesizing about a problem. The ability to generate consequences might be used as a basis for teaching predictive skills. However, the scarcity of spontaneously offered reasoning type statements during the study suggested that, although students generated the raw material for hypothesizing and predicting, the process of getting them to perform these processes might be slow.

In general, the study indicated that many elementary school students might not be ready to achieve full mastery of inquiry or valuing processes, yet might have sufficient ability to benefit from experience and instruction in various aspects of these processes. The results of the investigation in no way preclude teachers from attempting to develop cognitive abilities after the manner of Taba, for example. They appear to indicate, however, that attempts to implement fully effective inquiry or valuing processes, especially with younger elementary students, might prove difficult.

Implications for Curriculum

The performance of the students in the study raised some questions about curriculum planning.

The validity of basing elementary social studies curriculums on inquiry or valuing might be questioned, if the curriculums require that elementary students achieve mastery over these processes. The uncertainty and inconsistency displayed by many of the students in the

sample in connection with making decisions suggested that such a requirement might be inconsistent with the normal reasoning ability of many elementary students.

Inquiry and valuing both imply that decisions should be made. In the social studies context, students are asked to make decisions about social problems. The results of the study indicated that a majority of the students decided to appeal to authority. This result suggested that difficulties might occur in the full implementation of inquiry or decision making curriculums at the elementary level, if a large proportion of elementary students tend to restrict themselves to decisions involving appeals to authority.

Inquiry models appear to be based on the premise that young children think like adults. Curriculums based on full inquiry or valuing models carry this assumption. The results of the study suggested that many elementary students display inconsistency with certain aspects of inquiry, and cannot be treated like adults. It would appear that curriculum planners might consider selected aspects of inquiry, rather than full-blown models, as curriculum aims; or indicate that steady progression towards mastery of the process, rather than full and immediate implementation, is the goal for elementary students.

Finally, the effect of moral development on inquiry needs to be considered. The moral development classification in the study indicated that two or three stages of moral development might be operative in any group of elementary school children. On this point

the classification appears to have been consistent with Kohlberg, though the actual stages were not. It is probable that moral development may have an effect on the decisions children make about social matters, irrespective of the results of their inquiry into social problems.

RECOMMENDATIONS FOR FURTHER RESEACH

1. Research aimed at the development of materials designed to encourage divergent thinking ability in a social studies context would appear to be useful, because higher divergent thinking ability appears to be connected to the ability to produce a wider range of alternatives.

2. Further research on, and development of, teaching strategies designed to develop the skills of observation, comparing and classifying. The performance of the students in the study indicated that elementary students seem to have the basic ability to capitalize on such instruction.

3. Research designed to probe for the effects of moral development on the decisions which elementary students make about social problems could throw further light on how young children approach social problems.

4. Further research into skills, such as inferencing and generalizing about social problems, would assist in providing more comprehensive knowledge of elementary school children's capacities with inquiry in social studies.

5. The age-divergence interaction on consequences suggested that an examination of Junior High School students' abilities in the context of inquiry and divergent thinking might provide useful comparisons with the elementary students' performance in this study.

CONCLUSION

In conclusion, the performance of the students indicated something of the richness and fertility of thought of which elementary children are capable. Although the study indicated that many of them might have difficulties in carrying through effectively a full inquiry process, their responses, especially the consequences, suggested that the older students, at least, were ready for development. Those who would argue that elementary children should have informational type curriculums appear to underrate many elementary students. It would seem that many useful and interesting activities within the frameworks of inquiry and valuing might be undertaken with them.

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APPENDICES

300

APPENDIX 1

WALLACH AND KOGAN INSTRUMENT

APPENDIX 1

WALLACH AND KOGAN INSTRUMENT

INSTANCES

"In this game I am going to tell you something and it will be your job to name as many things as you can think of that are like what I tell you. For example, I might say 'things that hurt.' Now you name all the things you can think of that hurt." (The experimenter then lets the child try.) "Yes, those are fine. Some other kinds of things might be falling down, slapping, fire, bruises, or a knife." (Here the experimenter varies her suggestions so that they consist of ones which the child has not provided.) "So we see that there are all kinds of different answers in this game. Do you see how we play?" (If the child already indicates strong understanding, the last sentence is replaced by, "I can see that you already know how we play this game.") "Now remember, I will name something and you are supposed to name as many things as you can think of that are like what I've said. OK, let's go."

1. "Name all the round things you can think of."

2. "Name all the things you can think of that will make a noise."

3. "Name all the square things you can think of."

4. "Name all the things you can think of that move on wheels."

ALTERNATE USES

"Now, in this game, I am going to name an object—any kind c object, like a light bulb or the floor—and it will be your job to tell me lots of different ways that the object could be used. Any object can be used in a lot of different ways. For example, think about string. What are some of the ways you can think of that you might use string?" (The experimenter lets the child try.) "Yes, those are fine. I was thinking that you could also use string to attach a fish hook, to jump rope, to sew with, to hang clothes on, and to pull shades." (The experimenter varies her suggestions so as not to duplicate any the child has provided.) "There are lots more too, and yours were very good examples. I can see that you already understand how we play this game. So let's begin now. And remember, think of all the different ways you could use the object that I name. Here we go."

1. "Tell me all the different ways you could use a newspaper."

2. "Tell me all the different ways you could use a knife."

3. "Tell me all the different ways you could use an automobile tire—either the tube or the outer part."

4. "Tell me all the different ways you could use a cork."

5. "Tell me all the different ways you could use a shoe."

6. "Tell me all the different ways you could use a button—the kind that is used on clothing."

7. "Tell me all the different ways you could use a key—the kind that is used in doors."

8. "Tell me all the different ways you could use a chair."

SIMILARITIES

"In this game I am going to name two objects, and I will want you to think of all the ways that these two objects are alike. I might name any two objects—like door and chair. But whatever I say, it will be your job to think of all the ways that the two objects are alike. For example, tell me all the ways that an apple and an orange are alike." (The child then responds.) "That's very good. You've already said a lot of the things I was thinking of. I guess you could also say that they are both round, and they are both sweet, they both have seeds, they both are fruits, they both have skins, they both grow on trees—things like that. Yours were fine, too." (The experimenter's suggestions are varied so as not to include any which the child has given.) "Do you see how we play the game?" (If the child indicates clear understanding already, the last sentence is replaced by, "I can see that you already know how to play this game.") "Well, let's begin now. And remember, each time I name two objects, you name as many ways as you can that these two objects are alike."

1. "Tell me all the ways in which a potato and a carrot are alike."

2. "Tell me all the ways in which a cat and mouse are alike."

3. "Tell me all the ways in which a train and a tractor are alike."

4. "Tell me all the ways in which milk and meat are alike."

5. "Tell me all the ways in which a grocery store and a restaurant are alike."

6. "Tell me all the ways in which a violin and a piano are alike."

7. "Tell me all the ways in which a radio and a telephone are alike."

8. "Tell me all the ways in which a watch and a typewriter are alike."

9. "Tell me all the ways in which a curtain and a rug are alike."

10. "Tell me all the ways in which a desk and a table are alike."

PATTERN MEANINGS

"Here's a game where you can really feel free to use your imagination. In this game I am going to show you some drawings. After looking at each one, I want you to tell me all the things you think each complete drawing could be. Here is an example—you can turn it any way you'd like to." (The experimenter gives the example card to the child.) "What could this be?" (The child is encouraged to try some suggestions.) "Yes, those are fine. Some other kinds of things I was thinking of were the rising sun, a porcupine, eye lashes, a brush, a carnation, and probably there are lots of other things too. And yours were very good examples too." (The experimenter's particular suggestions are varied so as not to include any given by the child.) "I can see that you already know how we play this game. So let's begin now."
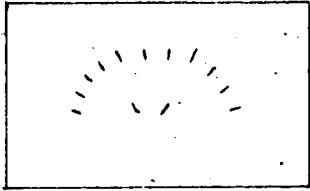
LINE MEANINGS

"This game is called the line game. I am going to show you some lines and after you have looked at each one, I want you to tell me all the things it makes you think of. Now take your time, and be sure that when you look at the line you tell me what the whole line makes you think of, and not just a part of it. O.K.?"
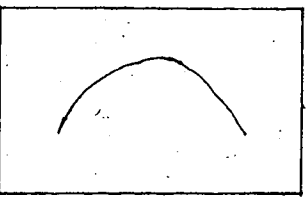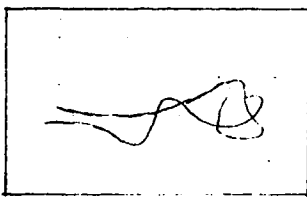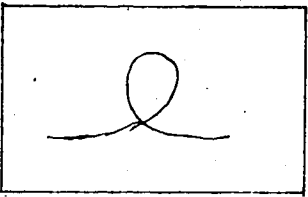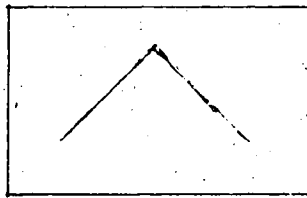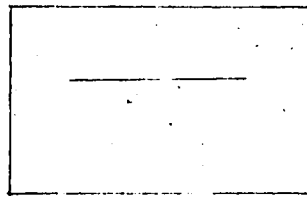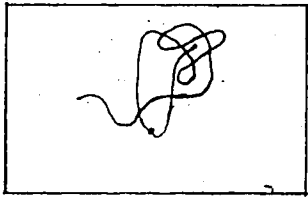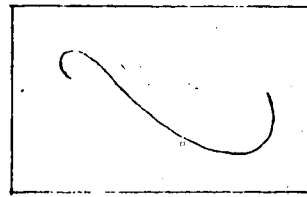
The experimenter then presents the first of the nine items in this procedure. Each line is shown on a separate 4 in. x 6 in. card. The experimenter now proceeds:

"Here is the first line. You can turn it any way you want to. Tell me all the things you can about it. What does it make you think of?"

PATTERN MEANINGS
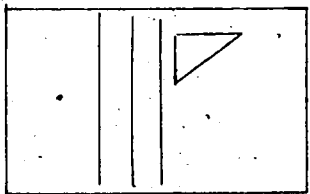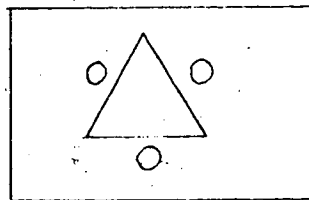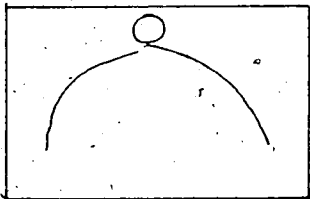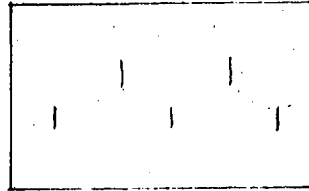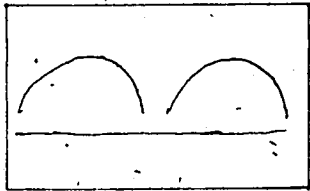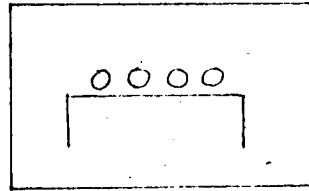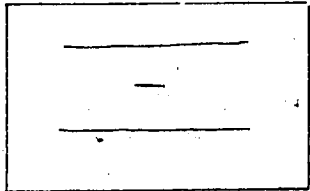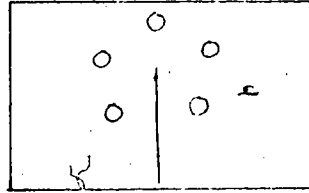
LINE MEANINGS
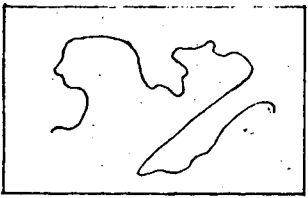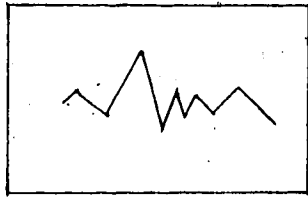
From M.S. Wallach and N. Kogan.
Modes of Thinking in Young Children.
New York: Holt, Rinehart and Winston,
pp. 29-35, 1965.

APPENDIX 2

STUDENTS' CHOICES OF ACTION AND REASONS

STUDENTS' CHOICES OF ACTION AND REASONS

SEVEN YEAR AGE LEVEL

LOW CONVERGENT-LOW DIVERGENT

Choice: I'd phone the police.
Reason: Because they weren't supposed to be spraying the wall.

Choice: Tell the boys' dads.
Reason: No response.

Choice: I would tell their parents.
Reason: Because their parents would not want them to mess up the
        walls.

Choice: I would tell the manager of the building.
Reason: Because it isn't nice to spray stuff on people's walls.

Choice: I would tell them not to do it.
Reason: Because they are messing up people's property.

Choice: Take the stuff away from them.
Reason: So they couldn't mess it up any more because we want the wall
        nice and clean.

Choice: (1) I would tell them not to do it or (2) tell the people
        who lived in the house or (3) tell the boys' parents.
Reason: Because it's not very nice to write on other people's walls.

Choice: I would tell them not to do that.
Reason: It would not be nice to let them keep on doing that.

Choice: I'd tell them to stop.
Reason: Because they were messing up a city wall and they could get
        into trouble for doing it.

Choice: Tell their mothers.
Reason: Their mothers might be able to tell somebody.

SEVEN YEAR AGE LEVEL

LOW CONVERGENT-HIGH DIVERGENT

Choice: I would tell the people in the building.
Reason: So that the boys would be too scared to do it again.

Choice: I'd fight them.
Reason: Because I might not get attention from the police.

Choice: I'd phone the police.
Reason: Maybe that's a special wall belonging to the government.

Choice: I'd phone the police.
Reason: Because littering walls isn't nice.

Choice: I'd get a pail and two cloths and tell them that I'd get the people in the building if they did not clean it up.
Reason: I don't know what else could be done.

Choice: I would hit them.
Reason: Because they were messing it up.

Choice: (1) If I was bigger than them, I'd beat them up.
(2) If not, I'd get my Mum.
Reason: I would get heck, so why shouldn't they.

Choice: I would tell the owner of the building.
Reason: Because they are not supposed to do that.

Choice: Get a good look at them, tell my Mum who would phone the police who would come and get them.
Reason: Mum would know the police number.

Choice: I would go to the police.
Reason: Because they messed up the wall.

SEVEN YEAR AGE LEVEL

HIGH CONVERGENT-LOW DIVERGENT

Choice: I'd tell their Mums.
Reason: Because they did a bad thing.

Choice: I'd tell the people who lived nearby.
Reason: Because they were putting it on the house.

Choice: I'd probably tell their Mums.
Reason: Because it makes a mess and doesn't look very nice.

Choice: Tell them to stop. Keep telling them to stop if they didn't.
Reason: Because that's an awful thing to do.

Choice: I'd tell a policeman.
Reason: Because they are doing something bad.

Choice: I'd go tell the closest adult.
Reason: Because they might run away.

Choice: I'd call a grown up.
Reason: So they would not do it any more.

Choice: I'd take the cans and spray them.
Reason: Because they are not supposed to write on walls.

Choice: I would tell the police.
Reason: Because messing up a wall like that is kind of like pollution.

Choice: I'd go and get my friends and fight them.
Reason: Because they were being bad.

SEVEN YEAR AGE LEVEL

HIGH CONVERGENT-HIGH DIVERGENT

Choice: I'd tell a man walking by or a man in the building.
Reason: Because he could tell them to stop doing it and keep an
         eye on the place to see they didn't do it again.

Choice: I'd go home and forget about it.
Reason: So I wouldn't get into trouble for painting on the wall and
         it wouldn't be on my mind all the time.

Choice: I would tell the police.
Reason: Because it's not good to litter and pollute the town by
         dirtying it up.

Choice: I'd tell my Mum.
Reason: Because they were messing up the wall.

Choice: I'd go away and do nothing.
Reason: Because if I stayed near, I might get into trouble too.

Choice: I'd tell their mothers if I knew them.
Reason: Because I'd know they were doing wrong. It's not nice to do
         that to walls and the owners would have to spend hours
         cleaning that stuff off.

Choice: Take them to the police.
Reason: Because they made a mess on the wall.

Choice: I'd tell my dad. He is a policeman.
Reason: Because he would give them heck and put them in jail.

Choice: I'd tell the guy who owns the building.
Reason: Because if I joined them I'd get heck too and if I tried
to take the cans away they'd beat me up.

Choice: I would tell the people in the house.
Reason: Because the boys were messing up the wall.

NINE YEAR AGE LEVEL

LOW CONVERGENT-LOW DIVERGENT

Choice: I wouldn't know what to do.
Reason: I don't know.

Choice: I'd tell them to stop it.
Reason: Because all they're doing is messing up the wall and wasting
spray paint.

Choice: I would tell them to stop.
Reason: They were making a mess of a building which they didn't even
own.

Choice: I would tell the manager.
Reason: Because they might mess up the wall so much that the name of
the building would be lost.

Choice: I wouldn't boss them around. I'd firmly tell them not to do
it again, because the storekeeper will get mad. I'd advise
them to tell the storekeeper that they did it and offer to
clean it up.
Reason: If I got bossy they might spray me and spray paint is danger-
ous if it gets in your eyes.

Choice: I'd tell the owner.
Reason: Because if I went and did it too I'd get into trouble.

Choice: I'd tell a man in the building.
Reason: Because it was making the building look messy.

Choice: Kick them.
Reason: No response.

Choice: I'd take them to the police.
Reason: Because they messed up the wall.

Choice: I'd call the police.
Reason: To stop them from dirtying up the wall anymore.

NINE YEAR AGE LEVEL

LOW CONVERGENT-HIGH DIVERGENT

Choice: I'd walk by and then go to a telephone booth and call the police.
Reason: Because they were doing something wrong.

Choice: I'd probably go tell the police. Or else run. Or else tell them not to do that on the wall. The one I'd really do would be go tell the police.
Reason: Because it's against the law to do that. Also, they were wrecking a good building.

Choice: I'd tell them not to. If they didn't stop I'd go tell the police on them.
Reason: I wouldn't approve of them ruining the wall.

Choice: I'd run to the police.
Reason: People don't like their walls being messed up.

Choice: I wouldn't tell them to stop because they'd pick a fight. I'd tell the police.
Reason: Because they were wrecking someone's property.

Choice: I'd tell a grown up across the street or another grown up in the building.
Reason: Because it would look ugly if I helped them and I would get it too.

Choice: I'd go tell the Mayor or the police.
Reason: Because I wouldn't want paint put on my house wall.

Choice: When they weren't looking, I'd grab the cans and spray them.
Reason: They were messing up the wall, so now they would know what it was like to be sprayed on.

Choice: Tell them to clean it up.
Reason: Because they were making a big mess on the wall.

Choice: I'd just ignore them and not start a big fight.
Reason: If you do tell them to stop and they start a fight, and beat you up, what good have you done? Two wrongs don't make a right.

NINE YEAR AGE LEVEL

HIGH CONVERGENT-LOW DIVERGENT

Choice: Tell them to stop it.
Reason: Because they have no right to do that.

Choice: I'd report them to the manager of the building.
Reason: Because they shouldn't spray paint the walls.

Choice: I'd go and tell the police.
Reason: If they continued to do that, they'd make an awful mess of the town.

Choice: I'd tell them to stop.
Reason: Because the wall was private property.

Choice: I'd tell them to stop.
Reason: It's messing up the neighbourhood.

Choice: I'd try to stop them. If they wouldn't stop, I'd tell the police.
Reason: I don't think it's nice to mess up walls.

Choice: I'd go to my Mum and Dad about it.
Reason: So they could go to the police.

Choice: If I knew them, I'd go tell their Mum and Dad.
Reason: Their Mum and Dad might punish them.

Choice: I'd tell the owner of the building.
Reason: Because it's his wall and he should know what to do.

Choice: I'd go home and tell my Dad.
Reason: Because my Dad would tell them off and speak to their parents.

NINE YEAR AGE LEVEL

HIGH CONVERGENT-HIGH DIVERGENT

Choice: I'd ring the doorbell of the building to bring someone. I would try to stop them until someone came to the door.
Reason: When the person came, he would help me keep them and phone the police to take them.

Choice: I would not join them. I would tell the boys' parents.
Reason: Because they were doing something against the law.

Choice: I'd go tell the police.
Reason: The police would tell them to stop it and they'd probably obey the police and the wall wouldn't be completely wrecked.

Choice: I'd get a policeman and make them clean it up.
Reason: Because writing on the walls is not nice and is a form of pollution.

Choice: I'd go home and phone the police.
Reason: To stop them from doing it so as to make the buildings look neat.

Choice: I'd tell the owner of the building.
Reason: So they'd be stopped and have to wash it off.

Choice: If it was a school wall, I'd tell the principal.
Reason: Because the walls don't look nice if they are spray painted, and damaged like that.

Choice: I'd try to get the owner without them noticing so they wouldn't run away.
Reason: Because I would be out numbered two against one.

Choice: I'd go tell an older person.
Reason: It's not right to do something like that.

Choice: I would tell the police.
Reason: Because they were polluting the walls—making a mess of someone else's property.

ELEVEN YEAR AGE LEVEL

LOW CONVERGENT-LOW DIVERGENT

Choice: I'd tell the owner.
Reason: I'd feel guilty if I didn't tell someone. I'd feel bad if I let them wreck the wall and not be punished.

Choice: I'd mind my own business.
Reason: Because they might blame me for the mess.

Choice: I would tell their parents about it.
Reason: So their parents could talk to them instead of the police. If that didn't do any good, then I would take them to the police station.

Choice: If I knew them, I'd go tell their parents, but I wouldn't tell them to stop.
Reason: Because they might beat me up.

Choice: I'd go tell the police.
Reason: I don't like to see private property get wrecked. And I don't like getting into trouble.

Choice: I'd go get an adult.
Reason: Because they were doing the wrong thing.

Choice: Tell my parents and let them decide what to do.
Reason: Because they would know what to do better than I do.

Choice: I'd tell them that they were doing the wrong thing.
Reason: Because it was a public building.

Choice: I'd accept the can and join them.
Reason: Because it would be fun to do that.

Choice: I'd probably just walk by and say nothing.
Reason: I just wouldn't feel right telling on them.

ELEVEN YEAR AGE LEVEL

LOW CONVERGENT-HIGH DIVERGENT

Choice: I'd try to get the spray cans away from them and hide the cans.
Reason: That would stop them messing up the streets.

Choice: I'd go beat 'em up properly if they were about my age.
Reason: To teach them a lesson.

Choice: I'd tell the manager.
Reason: They wouldn't like it if people did that to their place.

Choice: I would ignore them and walk away.
Reason: I wouldn't want to get into any trouble with them. If I told on them, they might beat me up.

Choice: I'd take the cans and run to the police. Then I'd have some proof and the police wouldn't think I'd done it.
Reason: I wouldn't want to get into trouble with them.

Choice: Go and tell the police or their parents.
Reason: I wouldn't do that sort of thing because I know the consequences.

Choice: (1) I'd tell them to stop it. (2) Then I'd take the cans. (3) Then I'd tell their parents and mine.
Reason: I wouldn't like my house to be spoiled just because some boys wanted to have some fun.

Choice: I would tell my parents.

Reason: I don't think it's very nice for people to wreck up other people's property.

Choice: I'd look for someone who could take charge, like the manager of the building.

Reason: Because the boys are wrecking private property.

Choice: I'd run and go get the police.

Reason: They don't have the right to damage property which isn't theirs.

ELEVEN YEAR AGE LEVEL

HIGH CONVERGENT-LOW DIVERGENT

Choice: I'd tell the government.

Reason: Because they were damaging private property.

Choice: I'd forget about it.

Reason: I'd not get into any trouble.

Choice: (1) If they were bigger than me, I'd go tell a policeman.
(2) If I was bigger than them, I'd stop them myself.

Reason: So I could avoid being hurt and the policeman would know how to handle it better.

Choice: I'd tell the people in the building or the police.

Reason: Because they were messing up a wall which is not their property.

Choice: (1) I'd tell their mothers if I knew them. (2) If I didn't know them, I'd tell someone in the building.

Reason: If they didn't get into trouble, they'd go on and mess up more buildings.

Choice: I'd tell them to stop.

Reason: Because they could get into serious trouble.

Choice: I'd probably go away and not tell anybody.

Reason: Probably so that I wouldn't get them into trouble.

Choice: I'd tell the police or the boys' parents.

Reason: To stop them.

Choice: I'd go and tell the police.

Reason: Because the police are the right authority and they could stop the boys.

Choice: (1) I'd probably take the cans, run and put them at the bottom of the garbage where they couldn't find them.
(2) If the owner came out I'd tell him that the two boys did it.

Reason: If the owner saw them trying to find the cans in the garbage, he's probably tell their parents. I'd tell the owner so that I wouldn't get into trouble and I may receive a reward.

ELEVEN YEAR AGE LEVEL

HIGH CONVERGENT-HIGH DIVERGENT

Choice: I'd walk away.
Reason: I wouldn't want to get caught like that, because I'd get into trouble from my parents.

Choice: (1) I'd tell them not to do it. (2) If they kept on doing it, I'd go tell a parent.
Reason: That sort of thing makes the town look scuffy. There might not be enough money to repaint it.

Choice: I'd go catch 'em and take 'em to the police.
Reason: Because they are destroying someone else's property.

Choice: (1) I'd try to get someone to help me. (2) Or tell my Mother to stop them.
Reason: Because I'd feel that that was the best thing to do.

Choice: Tell the police.
Reason: It's not very nice to mess up somebody else's property.

Choice: I guess I'd just walk away and show I wasn't interested.
Reason: I don't think it's right to mess up walls.

Choice: I'd walk right by.
Reason: It's none of my business.

Choice: I'd like to join them but I'd probably just keep quiet about it.
Reason: I don't like tattling or squealing.

Choice: I'd call the cops or tell my Mum.
Reason: It's not their property and they are spoiling it.

Choice: If I knew them and they were good friends and I knew they wouldn't fink on me and it was our school, I'd join up with them.
Reason: It's fun. To see how much guts you have, I'd like to be like the other buys, not a goody-goody.

Choice: If I didn't know them and knew I could beat them up, I'd take the cans off them and then beat them up.
Reason: Cans are expensive. I have models I'd like to paint.