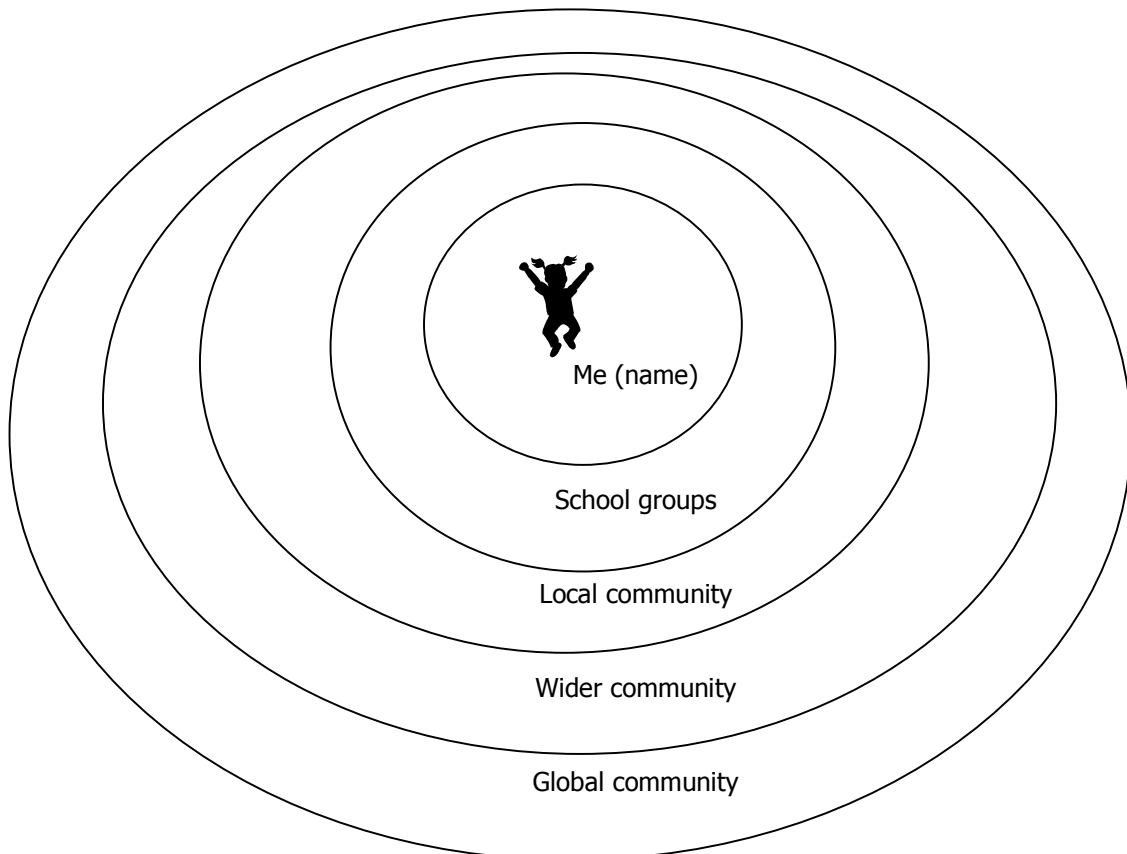


Activity 1

Onion diagram: Where do I belong?



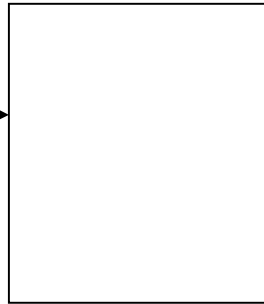
Activity 2

Graphic organiser: Groups with a purpose

A group I belong to:

Who belongs ?

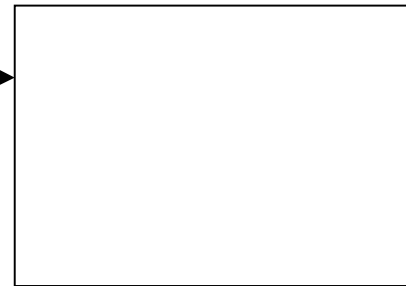
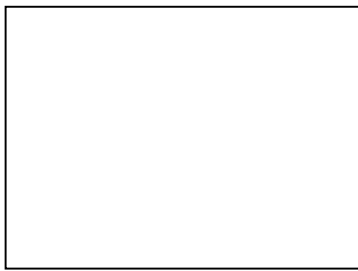
The purpose of the group



A group from our community

Who belongs?

The purpose of the group



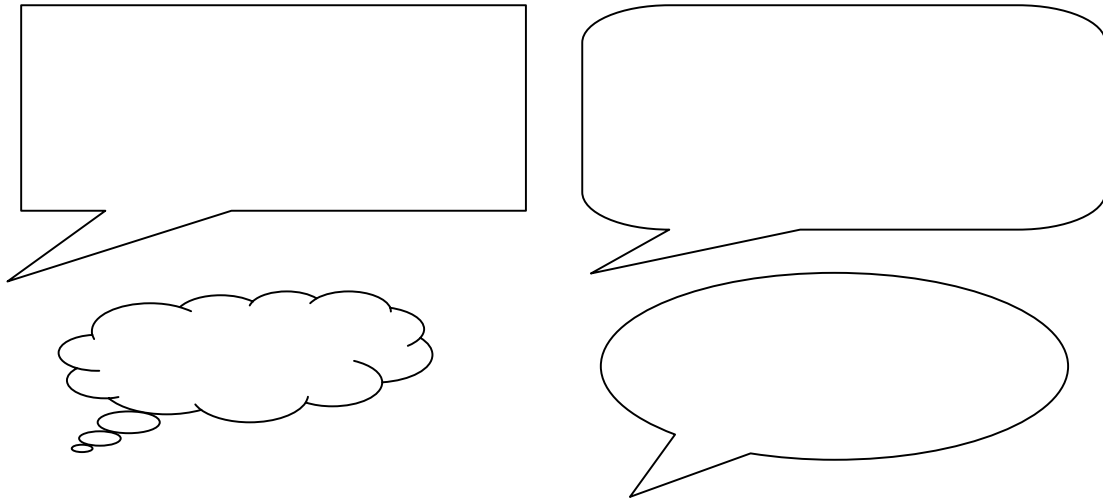
Activity 2

Flow chart: Many hands together

The Issue:
↓
What I could do...
↓
What a friend and I could do...
↓
What a group of students could do...
↓
What could a group of students and a teacher/adult do?
↓
Future thinking: What could be the outcome of student's actions?



Activity 3



Activity 3

Roles and rules retrieval chart

Describe the group.	Identify the people in the group.	Identify two rules for the group.	Who makes the rules? What happens when they are broken?	What are the responsibilities for the group members?
Red	<ul style="list-style-type: none"> ⋮ ⋮ ⋮ ⋮ ⋮ 	1.		
		2.		
Green	<ul style="list-style-type: none"> ⋮ ⋮ ⋮ ⋮ ⋮ 	1.		
		2.		
Blue	<ul style="list-style-type: none"> ⋮ ⋮ ⋮ ⋮ ⋮ 	1.		
		2.		



Red text:

'Right,' said Mrs Jolly, 'you've had enough time cutting and pasting into your books. You need to start packing up now.'

The children looked at the glue and paper all over the place. Ben grabbed a glue brush and threw it in the bin. 'No Ben, that's not how we pack up. Take that brush and wash it at the sink,' said Mrs Jolly.

Ben picked up the brush and walked to the sink, managing to get glue in Sam's hair on the way.

Just then the bell rung for Interval. Paper, scissors and glue were lying everywhere. 'I'm sorry everyone, but you won't be going to Interval until you finish tidying up,' said Mrs Jolly. 'Remember our classroom contract we all signed. We all work to keep our classroom a tidy and pleasant place.'

The children groaned and got to work quickly.

Green text:

Emily and Trina were best of friends and spent most of the day texting each other and their other friends. Their parents had both given them a \$20 per-paid card to use each month and once that was gone they had to pay for more themselves. They both were friends with Dwayne who went to the neighbouring school.

One day Emily had to stay and help her teacher so she gave Trina her bag to take out to lunch. When she returned she got her phone out and tried to send a text.

"Insufficient funds" was the sign that popped up on her cell phone screen.

'Hey, Trina! Did you use my phone? I had more than \$6 left.'

'I just called Dwayne to arrange for us all to go to a movie', said Trina.

'But you didn't ask me,' said Emily. 'You've got to ask first you know...'

Blue text:

Mike and his sister Georgia were both keen on playing tennis. They had started playing at the age of five and were both in the top grade at their Tennis Club. They played twice a week and had matches every Saturday.

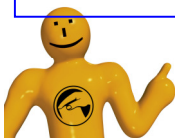
Their Mum and Dad had made a deal with Mike and Georgia that if they wanted to continue playing tennis, they would have to help more round the house. Mike had to set the table every night and Georgia had to make the lunches for the next day.

After a long training at the Tennis Club, Mike and Georgia came home and threw themselves in front of the TV. 'Come on' said Dad, 'you guys need to help out with dinner and lunches for tomorrow.'

'I can't be bothered tonight' said Mike. 'I'm too tired'.

'Me too,' said Georgia. 'Anyway, no other kids have to help out at home.'

Well I'm sorry, but you kids won't be playing in your matches this Saturday unless you do,' said Dad...



Activity 4
Self and group assessment

What did your group decide?	
How did you come up with possibilities on how to spend the money?	
How did you feel about the decision?	
Reflection – will this decision suit everyone? If not who will it suit?	
Reflection – what could a member of the class do if they didn't like the decision at this stage?	



Activity 4

Summary chart: Models of decision-making role-plays.

Group Number	Describe how their decision was made	Rank the decision out of 5 for:			Total (out of 15)
		The way it was decided was fair. (5)	People were happy with the result. (5)	It was quick. (5)	
1					
2					
3					
4					
5					

The decision making model I ranked the highest was... because...

The decision making model that I think would be best for the most people is...



Activity 4

Group 1

Teachers at your school are concerned about some students who are bringing toy guns from home. Your group has been asked to decide if toy guns should be allowed at school.

Model of decision making to use: All group members write their names on a piece of paper and put into a box/hat. Draw out the name of one person who will then make the decision about toy guns.

Create a role-play showing how the decision was made using this model and what happens.

Group 2

Teachers at your school are concerned about some students who are bringing toy guns from home. Your group has been asked to decide if toy guns should be allowed at school.

Model of decision making to use: The teacher decides for you – one student will need to act the teacher.

Create a role-play showing how the decision was made using this model and what happens.

Group 3

Teachers at your school are concerned about some students who are bringing toy guns from home. Your group has been asked to decide if toy guns should be allowed at school.

Model of decision making to use: Discuss the issue and vote on whether students should have toy guns at school. The majority (most votes) wins.

Create a role-play showing how the decision was made using this model and what happens.

Group 4

Teachers at your school are concerned about some students who are bringing toy guns from home. Your group has been asked to decide if toy guns should be allowed at school.

Model of decision making to use: Discuss the issue and arrive at a decision you all agree with – do not use voting.

Create a role-play showing how the decision was made using this model and what happens.

Group 5

Teachers at your school are concerned about some students who are bringing toy guns from home. Your group has been asked to decide if toy guns should be allowed at school.

Model of decision making to use: As a group, choose one or more students to represent you to make your decision. This person or group can choose how s/he/they wish to represent you.

Create a role-play showing how the decision was made using this model and what happens.

Activity 5

Government systems and decision making models

Decision-making model from Activity 4 role plays	Government system title	Description of government system
Group 1 Names are drawn out of a hat	Direct democracy	Decisions are taken by one person or a small group of people. They do not consult the wider population and are not accountable for their decisions.



Hands Up!

Exploring decision-making and action in our place

Group 2 Teacher decides		Representative democracy		Under this system, people are able to vote directly on each decision.
Group 3 Students and teacher vote		Consensus		Decision is left up to fate or chance
Group 4 All members of group discussed until a decision was made		Lottery/chance		People vote for other people to represent them in making decisions – such as a Member of Parliament.
Group 5 a person or group was chosen to represent views of whole group		Dictatorship/ oligarchy		Under this system, all opinions are heard and a decision is made through discussion and debate.



Activity 5

Answers Government systems and decision making models

Decision-making model from Activity 4 role plays	Government system title	Description of government system
Group 1 Names are drawn out of a hat	Lottery/chance	Decision is left up to fate or chance
Group 2 Teacher decides	Dictatorship/oligarchy	Decisions are taken by one person or a small group of people. They do not consult the wider population and are not accountable for their decisions.
Group 3 Students and teacher vote	Direct democracy	Under this system, people are able to vote directly on each decision.
Group 4 All members of group discussed until a decision was made	Consensus	Under this system, all opinions are heard and a decision is made through discussion and debate.
Group 5 a person or group was chosen to represent views of whole group	Representative democracy	People vote for other people to represent them in making decisions – such as a Member of Parliament.

Postcard answers

Name	Country	System of government
Filipo	Western Samoa	Aristocracy
Lia	Tonga	Monarchy
Jack	Australia	Representative democracy
Meriama	New Zealand - marae	Consensus



Activity 5
Dominoes

REPRESENTATIVE DEMOCRACY	All people have a chance to vote directly on each decision.	REPRESENTATIVE DEMOCRACY	All people have a chance to vote directly on each decision.
DIRECT DEMOCRACY	Hear all opinions and make a decision through discussion and debate.	DIRECT DEMOCRACY	hear all opinions and make a decision through discussion and debate.
CONSENSUS	Decision making is random - left up to fate or chance	CONSENSUS	Decision making is random - left up to fate or chance
LOTTERY /CHANCE	Ruled by a king or queen – they inherit their power.	LOTTERY /CHANCE	Ruled by a king or queen – they inherit their power.
MONARCHY	Decision making power is by merit of a high social rank or position.	MONARCHY	Decision making power is by merit of a high social rank or position.
ARISTOCRACY	Decisions are taken by one person or a small group of people.	ARISTOCRACY	Decisions are taken by one person or a small group of people.
DICTATORSHIP	Decisions made by pre-defined criteria used such as 'buy the cheapest'.	DICTATORSHIP	Decisions made by pre-defined criteria used such as 'buy the cheapest'.



Hands Up!

Exploring decision-making and action in our place

CONTEST	no formal decision making procedures in place.	CONTEST	no formal decision making procedures in place.
ANARCHY	A person or group is chosen to make the decisions for all.	ANARCHY	A person or group is chosen to make the decisions for all.



Activity 6
Classifying Local and National Government responsibility

<p>Local government (Council etc.) is responsible for.....</p> <p>Some examples of this are:</p> <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<p>National Government is responsible for</p> <p>Some examples of this are:</p> <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓
<p>Local and national government share responsibility for ...</p> <p>Some examples of this are:</p> <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	



Activity 6
Graphic Organiser

Council	Problem	Solution	Evaluation <i>Was the solution effective/appropriate?</i>
Auckland City Council			
Waikato Council			
Dunedin City Council			



Activity 7

Three Level Learning Guide Change Agent A

Level 1

A 12 year old saved What's up
 Shonam Reddy started a petition
 Shonam gathered about 800 signatures
 White Pages also has offered to help out
 The executive director of Kids Help is Grant Top
 What's up started in 2003

Evidence/Line No.

T/F
 T/F
 T/F
 T/F
 T/F

Level 2

1. What did Shonam do to bring about change?
2. What is the purpose of What's up?
3. What will the White Pages do to help?

Level 3

1. What do you imagine motivated Shonam to help What's up?
2. What could What's up do to make sure they keep their funding levels high in the future?
3. List the characteristics of a change agents like Shonam – what does she have in her personality to encourage her to take action?

Three Level Learning Guide Change Agents B

Level 1

The Calico Kids design clothes
 The Calico kids worked to improve the environment
 Calico bags can only be used once
 The school also has "Plastic wrap free Fridays"
 Room five won the Rimu award

Evidence/Line No.

T/F
 T/F
 T/F
 T/F

Level 2

1. What were the students concerned about?
2. What impact would their action have on the local area?
3. How did the group encourage others to join in the school?



Level 3

1. How could one of the ideas be used at your school?

2. Design an enviro logo for a calico bag.

Three Level Learning Guide Change Agent C

Level 1	Evidence/Line No.
Samantha Smith wrote to the Russian President	T/F
Samantha came from the UK	T/F
Samantha was worried about nuclear war	T/F
Mr Gorbachev wrote an e-mail to Samantha	T/F
Samantha became very famous	T/F
She wrote a book about her experiences	T/F
She now works in a university in the USA	T/F

Level 2

1. Why was Samantha concerned about the world situation?

2. What impact do you think she would have had on children in the USA?

3. Would her death have increased or decreased her mission and profile? Why?

4. What were the main tools she used to bring about change?

Level 3

1. How could Samantha be described as an activist?

2. What other issues are there currently in the world that children could write to world leaders about?

3. Write a letter about one of these issues to a world leader of your choice.

2 It's your move!

All levels

In your community are a huge number of issues that could require action. . It may be an issue about the environment, safety, student rights etc. To reinforce the idea of participation in society and the ability of students to make a positive change in their own communities, consider working through the following steps in an Action Plan with the students in groups, or choosing an issue and working as a whole class.

Alternatively, invite someone who has made a change in your community and prepare questions to work out what they did and why.



Activity 7
Our Action Plan

Outline an issue or problem in your community that requires action.
Describe what the issue/problem and what your (value) position on the issue is (for example, a polluted stream that you think needs cleaning up).

Who is affected by this issue? (individuals and groups)

- 1.
- 2.
- 3.
- 4.

Put a tick by those who agree with you.

What do these people/groups need to think, feel or do to help or at least not hinder you?

What are the best ways of talking/communicating with those who do not agree with you?

Who are the people who can make a change in this issue? (i.e. the people in power/ those who can make decisions?)

Consider:

- ✔ what do they think now;
- ✔ what is our common ground;
- ✔ what would I like them to think;
- ✔ what can we say or do that will help them change their mind or let us meet in the middle?
- ✔ What are the best ways of talking/communicating with them?

We know we will be partly successful if...

We know we will be really successful if...

Tools that we could use for action: e.g. asking to meet with them, starting a questionnaire, writing a letter, gaining support from others, researching possible solutions, protest.

What could be the consequences of our actions?
 How would we deal with these?



Our Action Plan, based on what we know about the other groups affected and the people we want to make a decision:

1

2

3

4

