

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information:</p> <p><i>How are our voices heard?</i></p> <p><i>How can people participate in New Zealand's system of government?</i></p>	<p>Section Eleven: How can people participate in Government?</p> <p>Big Idea: People can participate in New Zealand's system of government in other ways in order to address community issues.</p> <p>Activity One: Taking Action</p> <p>What you need:</p> <ul style="list-style-type: none"> • 'Other ways you can have your say' resource provided, page 45 • SWOT analysis (graphic organiser provided, page 47). <p>Refer back to the deliberation issue in Section Five and ask learners 'what can we do about this issue if we can't vote?'</p> <p>Working in groups, learners consider possible actions and decide on a suitable action.</p> <p>Learners could complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to determine how useful the action would be to address the community/electorate issue.</p>	<p>Encourage learners to talk at home about the issue, and share their personal experiences in order to make connections.</p>
<p>So what/now what?</p> <p><i>Is it important to participate in Government?</i></p> <p><i>How can I get involved in government?</i></p>	<p>Activity Two: Concept Target</p> <p>What you need:</p> <ul style="list-style-type: none"> • Concept target hand out and concepts (graphic organisers provided, page 32). <p>Have learners complete another concept target using the concepts on the handout. (See unit outline for explanation of this strategy).</p>	<p>What ideas are learners forming about participation and community/electoral issues?</p>