

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information: <i>What community issues can be addressed by central government?</i></p>	<p><b>Section Five: Understanding community issues in more depth</b></p> <p><b>Big Idea:</b> Community issues can be addressed through New Zealand's system of government.</p> <p><b>Activity One:</b> Who has the power to address community issues?</p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Concentric circle diagrams from Section One</li> <li>• Resources on local issues including articles, photos, editorials and letters to the editor. Issues can include: <ul style="list-style-type: none"> <li>– Economic issues</li> <li>– Social issues</li> <li>– Environmental issues</li> <li>– Cultural issues</li> </ul> </li> </ul> <p>Learners refer back to their circle diagram from Section One. Using a key, learners shade each issue determining which level of government can best address the issue: local, regional or central government.</p>	<p>Look for learners using prior knowledge to identify the role of different levels of government.</p>

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<p>Exploring values and perspectives:</p> <p><i>What viewpoints do people hold on community issues?</i></p> <p><i>What informs people's viewpoints on community issues?</i></p>	<p><b>Activity Two:</b> Community issues – deliberation technique</p> <p>What you need:</p> <ul style="list-style-type: none"> <li>Resources on local issues from previous activity, or computer/library access.</li> </ul> <p>In groups of four, have learners identify and select an issue that is relevant to them, supporting them where necessary. learners can use their own knowledge, use the provided resources or research further information.</p> <p>Different groups can deliberate on the same or different issues.</p> <p>Deliberation process:</p> <ul style="list-style-type: none"> <li>Learners individually gather information about their issue. You may want to suggest a literacy strategy to help learners process the information, such as highlighting key ideas.</li> <li>In groups of four, learners discuss the important ideas to gain greater understanding of the community issue.</li> <li>The deliberation question that matches the issue is given to learners, for example, 'Should the Government provide more support to people during the recession?'</li> <li>Each group of four is split into pairs. Pair A is in support, Pair B is in opposition. Each pair formulates their key argument. Learners should be instructed to use relevant concepts when forming their arguments. These arguments are presented to each other. Each pair should listen and ask questions for clarification.</li> </ul>	<p>Look for learners using concepts when forming arguments.</p>

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	<ul style="list-style-type: none"> <li>• Pair B selects the most significant reason from Pair A. Pair A selects the most significant reason from Pair B.</li> <li>• In the group of four, learners drop their position and deliberate the question again.</li> </ul> <p>Debrief process:</p> <ul style="list-style-type: none"> <li>• Learners do a written reflection on the deliberation. They should consider: What were the main ideas? Did their position change? Why/Why not?</li> <li>• Learners prepare a set of questions to ask the panel of politicians in the following learning activity.</li> </ul> <p>More information on the deliberation technique can be found at <a href="http://www.did.deliberating.org/documents/Lessons_Procedures.pdf">http://www.did.deliberating.org/documents/Lessons_Procedures.pdf</a></p> <p>Exit card (see page 5 for explanation of this strategy):</p> <p>This exit card could include the following questions:</p> <ul style="list-style-type: none"> <li>• What can make decision making difficult?</li> <li>• Why is it important to consider all viewpoints when making a decision?</li> </ul> <p>Collect the card from each learner at the end of the lesson.</p>	<p>Look for shifts occurring in learners' perceptions of their use of concepts.</p>