

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Reflecting and evaluating: <i>What factors influence decision making?</i></p>	<p>Section Seven: Where can I go to find out more?</p> <p>Big Idea: Voting in a national election is one way that people can have their say about issues that affect their community.</p> <p>Activity One: Features of different sources of information</p> <p>What you need:</p> <ul style="list-style-type: none"> • 'How do the media help you decide how to vote?' resource provided, page 38 (cut into 4 segments) <p>Learners are in groups of four. Each group is given segments of text on newspapers, internet, radio and television. Each learner in the group selects a segment, reads it to the others then shares an experience they have had when they used that source to gain information. Other learners in the group can also share an experience they have had using that source. Each learner repeats this with their different sources. This is recorded on an A3 paper.</p>	
	<p>Activity Two: What makes a good source?</p> <p>What you need:</p> <ul style="list-style-type: none"> • Evaluate sources table (graphic organiser provided, page 39) • Articles, pamphlets, reports on the different MPs and Parties. <p>The tutor provides two to three articles, reports, editorials or other texts from different sources such as newspapers, internet, television, radio or pamphlets related to a specific electoral issue. This could be the same issue as Section Five and Six. Each source is evaluated using the evaluate sources table to determine the credibility, reliability and accuracy of the source.</p>	<p>Encourage learners to make connections by drawing on decisions they have made in their lives.</p>

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	<p>Have learners draw conclusions from the results of this table by asking themselves questions such as:</p> <ul style="list-style-type: none"> • Do any sources contradict each other? How? Why? • Do different sources emphasise different aspects on the issue? How/why? • What effect do these things have on the way the reader makes meaning of the issue? • What techniques do the producers of the source use to convince the reader of their message/perspective? For example, tone of voice, size of heading, vocabulary used, selective and symbolic use of images and colours, persuasive grammatical structures, particular camera views, clever juxtapositions, and so on. <p>Exit card (see page 6 for explanation of this strategy):</p> <p>This exit card could include the following categories for learners to fill in:</p> <ul style="list-style-type: none"> • What source of information would you recommend people use? • How can information help you make decisions? <p>Collect the card from each learner at the end of the lesson.</p>	<p>Look for learners making evaluative statements about factors that influence decision making.</p> <p>Developing critical thinking: Encourage learners to consider the implication of their evaluation for citizens? How could it influence people's decisions?</p>