

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out: <i>How have people participated in government?</i></p>	<p><b>Section Eight: So why do I get two votes?</b></p> <p><b>Big Idea:</b> Voting in a national election is one way that people can have their say about issues that affect their community.</p> <p><b>Activity One:</b> Literacy strategy</p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Survey results from Section Four (complete survey as an activity now if you haven't done Section Four, page 36)</li> <li>• 'Information about the different voting systems' resource provided, page 48</li> <li>• Three-level guide or key words table (graphic organisers provided, page 50, 51).</li> </ul> <p>Refer back to survey results and have a brief discussion on 'why do we get two votes?'</p> <p>Have learners read the resource and process the information individually to come to their own understanding of why they get two votes. Use a three-level guide or key-words table.</p>	

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<p>Exploring values and perspectives:</p> <p><i>What viewpoints do people hold on participation?</i></p>	<p><b>Activity Two:</b> Public message</p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Smokefree advertisements (can be found on YouTube).</li> </ul> <p>Learners in pairs or trios need to come up with a 20 second message to be played as a radio or television advertisement (like the Smokefree advertisements) that explains why you get two votes.</p> <p>Work with your learners to construct success criteria so learners have an understanding of what makes an effective advertisement. The success criteria should make links back to ‘addressing community issues’.</p> <p>Learners then act/share these with the class. The class nominate the message they believe is most effective using the success criteria.</p>	
	<p><b>Activity Three:</b> Thoughts and ideas</p> <p>What you need:</p> <ul style="list-style-type: none"> <li>• Statements about survey results from Section Four (complete survey as an activity now if you haven’t done Section Four)</li> <li>• Coloured card.</li> </ul> <p>On pieces of coloured card, learners record their thoughts or ideas about the election process and system of voting in New Zealand. Add these to the wall with others’ thoughts and ideas from the survey. Lead a discussion about the similarities and differences between the ideas and thoughts of others and of the learners.</p>	

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	<p>Exit card (see page 5 for explanation of this strategy):</p> <p>Each learner completes their own exit card.</p> <p>This exit card could include the following for learners to complete:</p> <ul style="list-style-type: none"> <li>• Two key ideas I know about voting</li> <li>• One thing I want to know about</li> <li>• Identify how two concepts are relevant to the ideas in this unit, for example, participation and responsibilities.</li> </ul> <p>Collect the card from each learner at the end of the lesson.</p>	<p>Look for learners understanding how people can participate in government by voting.</p>