

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information: <i>How does our system of Government operate?</i></p>	<p>Section Nine: Who gets to become the Government?</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: Concept diagram</p> <p>What you need:</p> <ul style="list-style-type: none"> • 'So who gets to become the Government?' resource provided, page 40 • Concept list resource provided • A3 paper <p>Give learners the 'So who gets to become the Government' text and concept list, and have them read and highlight the concepts in the text.</p> <p>In pairs, have learners use the concepts and text to create a concept diagram on A3 paper to show how a Government is formed. When learners link concepts with a line, they must describe the link in two to three sentences, for example, 'cabinet ministers are led by the Prime Minister'.</p>	<p>Look at the descriptions learners are writing on the lines that connect concepts, what big ideas are they forming?</p>

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	<p>Activity Two: Roles and responsibilities</p> <p>What you need:</p> <ul style="list-style-type: none"> • Roles and responsibilities table (graphic organiser provided, page 42) • Computer or library access. <p>Using the roles and responsibilities table, learners gather information to briefly identify and describe the responsibilities each person has in Government.</p> <p>Exit card (see page 5 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 group of concepts are the most important when thinking about how our government is organised? • What roles are the most important when thinking about how government works? <p>Collect the card from each learner at the end of the lesson.</p>	<p>Look for learners developing understandings about how different parties need to work together in government.</p>