

Your Voice, Your Choice LEARNING UNITS

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Finding out information: <i>What are community issues?</i></p>	<p>Section One: Community issues that are important to us</p> <p>Big Idea: Community issues can be addressed through New Zealand's system of government.</p> <p>Activity One: What community issues concern you most?</p> <p>What you need:</p> <ul style="list-style-type: none"> • Concentric circle diagram (graphic organiser provided, page 31) • Newspaper clippings and/or photos of recent issues (photocopy enough for each group). <p>Learners each receive a concentric circle diagram. They will identify issues that they find concerning and why these issues are concerning, and record this on the diagram. These issues can be at an individual, whānau, iwi, hāpu, local community, national, or global level. The newspaper articles and photos act as a catalyst if they are struggling to identify issues.</p>	<p>Encourage learners to use personal experience and knowledge, and look for them making connections between their own lives and the issues.</p>

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Reflecting and evaluating: <i>Why do issues matter to the community?</i></p> <p>Exploring values and perspectives: <i>What viewpoints do people hold on community issues?</i> <i>What informs people's viewpoints on community issues?</i></p>	<p>Each learner's diagram will become a reference point throughout the learning activities. They will come back to this to reflect on their values and beliefs about the issues as they seek to identify people or groups in the community that can address them.</p> <p>Learners then form a group of three to discuss their values and beliefs about the issues that concerned them the most. In their groups, learners will share their issues and identify the issues that they have in common.</p> <p>Each group shares their common issues with the learning environment. You should record these and use them as case studies for the learning activities that follow. These can be posted on the wall for future reference.</p>	<p>Look for the range of issues that learners are aware of.</p> <p>Throughout the learning activities you may need to introduce a wider range of issues.</p>
	<p>Activity Two: Opinion continuum</p> <p>What you need:</p> <ul style="list-style-type: none"> • An open space in the learning environment • A set of opinion statements <p>Ask for learners to stand in the middle of the room. Explain to them that you will read out a statement and that they are to place themselves along a continuum depending on how true they think the statement is in New Zealand's government system.</p> <p>Statements:</p> <ul style="list-style-type: none"> • People have a lot of power to change issues that affect our community. • Community issues are the responsibility of central government. 	

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Reflecting and evaluating: <i>What concepts am I more confident in using?</i></p>	<ul style="list-style-type: none"> • I have power to change issues by voting in elections. • Voting in elections means my voice is represented in government. • I have the power to help address community issues by participating in government. <p>After each statement has been read, learners should be given an opportunity to explain their position on the continuum. Use a strategy to develop discussion, for example, a learner can only share if they respond to another learner's position first.</p> <p><i>Note:</i> At this stage it is ok if learners explain their position with statements like 'I don't have enough information to decide'.</p> <p>Exit card (see page 5 for explanation of this strategy):</p> <p>This first exit card could be done as a group so that learners have a model to refer back to throughout the unit. This class exit card could be kept on the wall.</p> <p>This exit card could include the following categories for learners to fill in:</p> <ul style="list-style-type: none"> • Things I am pretty sure I know about government(s) • Things I am confused or don't really understand about government(s) • How I think voting can change issues in our community ... <p>If the learners are doing individual exit cards, collect the card from each learner at the end of the lesson.</p>	<p>Look to see if learners believe they are agents of change.</p>