

Links to social inquiry approach	Activities	Formative assessment opportunities
<p>Considering responses and decisions:</p> <p><i>What decisions have people/ groups made about community issues?</i></p>	<p>Section Ten: What does the Government do?</p> <p>Big Idea: Community issues can be addressed through New Zealand’s system of government.</p> <p>Activity One: Government response</p> <p>What you need:</p> <ul style="list-style-type: none"> • Computer or library access • Government response table (graphic organiser provided, pg 43) <p>Have learners, as a class or in groups, identify a past issue in your community that was addressed by central government, for example, the Wellington Bypass. Make sure learners identify their own issue that is meaningful for the learner’s local community, and support them where necessary to do this.</p> <p>Have learners gather sources around their issue about what the Government did to address the issue and community satisfaction with the response, for example, articles about central government responses to transport issues in Wellington.</p> <p>Learners read their sources, with the support of literacy strategies such as RAP (Read the text, Ask yourself what are the key ideas, Paraphrase) where necessary. They then complete the Government response table.</p>	

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<p>Exploring values and Perspectives: <i>What viewpoints do people hold on community issues?</i></p> <p>Reflecting and Evaluating: <i>Have community issues been addressed?</i></p>	<p>Activity Two: How satisfied are the community with the Government response?</p> <p>What you need:</p> <ul style="list-style-type: none"> • Computer or library access • Community satisfaction table (graphic organiser provided, pg 44) <p>In groups of three, each learner is issued a particular group or individual with a viewpoint on the Government’s response to a community issue. Individually, learners read the resource and highlight the position, beliefs and values of their group or person.</p> <p>Each learner then communicates to the group how satisfied their group or person is with the response of the Government. Learners use a ranking: 3-very satisfied, 2-satisfied and 1-not satisfied. Learners should be able to explain, by making links to the information they have highlighted in the resources, the reasons for the person or group’s level of satisfaction. Learners display this information in the community satisfaction table.</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"> • How important is it for the Government to consider others’ viewpoints when making decisions about community/electorate issues? • What challenges does the Government face when trying to make decisions about community/electorate issues? • Decision making is important because ... <p>Collect the card from each learner at the end of the lesson.</p>	<p>Look for learners developing understandings that decisions government make are important for different reasons. Learners will also understand that governments have a range of factors to consider when making decisions.</p> <p>Look for learners understanding how a Government addresses community/electorate issues.</p>