

Links to social inquiry approach	Activities	Formative assessment opportunities
	<p>Section Six: Who can best address community issues?</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: Who are my options?</p> <p>What you need:</p> <ul style="list-style-type: none"> • A list of the different parties from: <ul style="list-style-type: none"> – www.elections.org.nz • Information from each political party, for example from their website or publications • Computer access. If computer access is not available tutors will need to provide a Party Folder. This should contain basic information on each political party • Retrieval table (graphic organiser provided, page 37) • Pamphlets parties have distributed to letter boxes <p>Contact with local Members of Parliament (MPs)/candidates from their electorate can also be made.</p>	

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<p>Considering responses and decisions:</p> <p><i>What decisions do people make about representation?</i></p>	<p>Learners should make connections in this activity to the deliberation issues used in the previous section. There is a range of learning activities that can be used to support learners to identify who would best address community issues at an electorate and party level. These could include:</p> <ul style="list-style-type: none"> • Contacting local Members of Parliament (MPs), Councillors or candidates (during an election campaign) to come and speak to the learners. Try to arrange it so that the guest speakers come at the same time to form a Politician Panel. This means that the politicians can focus on discussing the issues that the learners have identified as being important to them and respond to each other. Learners could have prepared questions from their learning so far such as ‘What will you do to make our community a safer place?’ <p>Following the visit, learners discuss the positive and negative consequences of voting for that MP, Councillor or candidate as their representative for themselves and their family, whānau and community.</p> <ul style="list-style-type: none"> • Learners use the election retrieval table to analyse the material and then select an appropriate representative. • Learners construct their own criteria to use to evaluate the electorate candidates and parties. The tutor will need to support learners to do this by guiding them to think about the values, beliefs and actions of the candidate and/or party to address local issues. 	<p>Look for learners making connections between issues that are common between them, a local candidate and a political party.</p> <p>Look for learners beginning to understand that their voice is represented by others.</p> <p>Look for learners using or referring to key concepts in their questions, analysis and conclusion.</p>

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	<p>Activity Two: Revisiting community issues</p> <p>What you need:</p> <ul style="list-style-type: none"> • Concentric circle diagrams from Section One <p>Learners reflect on the earlier activity in Section One where they identified the importance of issues in their concentric circle diagram. Based on the information and learning in Section Four, learners reflect on their identification with questions such as 'Were my initial thoughts accurate? What is different or similar?'</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"> • Two things I am sure about • One thing I am confused about • Decision making is important because ... <p>Collect the card from each learner at the end of the lesson.</p>	<p>Look for shifts occurring in learners' perceptions of their use of concepts. What concepts still need clarifying?</p>