CONTENTS

f **I vote NZ**

Your Voice, Your Choice
INTRODUCTION

This resource explores the relationship between voting, New Zealand's system of government and issues that face local communities and electorates. It provides a range of engaging activities, with supplementary resources, designed to encourage learners' understanding and enthusiasm for the voting process.

The focus is on connecting the voting system to learners' own lives to deepen their understanding about how New Zealand's system of government operates. The learners will consider the relationship between local issues and our national system of government, and how they themselves can participate in this system.

These units are designed to be followed in order, but you are welcome to adapt any activity for your own planning.

You are encouraged to adapt this sequence of learning activities to meet the specific needs and experiences of your learners.

Vision

These resources support learners to be active members of their family, whānau and community. Learners will consider how they can contribute to the well-being of their local communities, through critical thinking about social issues and participating in our political system.

Principles

These resources support the principles of:

- Community engagement – Learners will engage with their community to identify significant issues
- Learning to learn – Learners will be supported to reflect on and monitor their conceptual understanding
- Future focus – Learners will look to the future to determine how voting in the election will improve their community for future generations
- Te Tiriti o Waitangi – Learners can explore ideas of representation and participation in different forms of governance.

Key competencies

There are multiple opportunities for learners to use a combination of key competencies in the learning activities. In particular these activities focus on:

- Thinking – Learners will analyse and assess community issues and engage with a variety of perspectives

- Participating and contributing – Learners will evaluate what political parties best represent the issues they care about, and understand how to participate in Government.

Values

These learning experiences can be used to support learners to value:

- Innovation, inquiry and curiosity by thinking critically, creatively and reflectively
- Community and participation for the common good.

Learners will also reflect on their own values and the values of their family, whānau and community to decide what issues are important in their local area. As they examine these issues, they will empathetically explore and critically analyse the range of values involved. Learners will be able to identify their preferred representation in government by aligning their values with the values of a political party and/or local Member of Parliament (MP).

Focus of learning

By drawing on the personal experiences and concerns people have about their community, this resource helps you to explore with learners how voting in elections can address community issues. Learners will develop understandings around the importance of participation and representation in government for themselves and for their family, whanau and community.

You will be able to support learners to reflect on their learning to evaluate the progress they have made towards conceptual understandings.
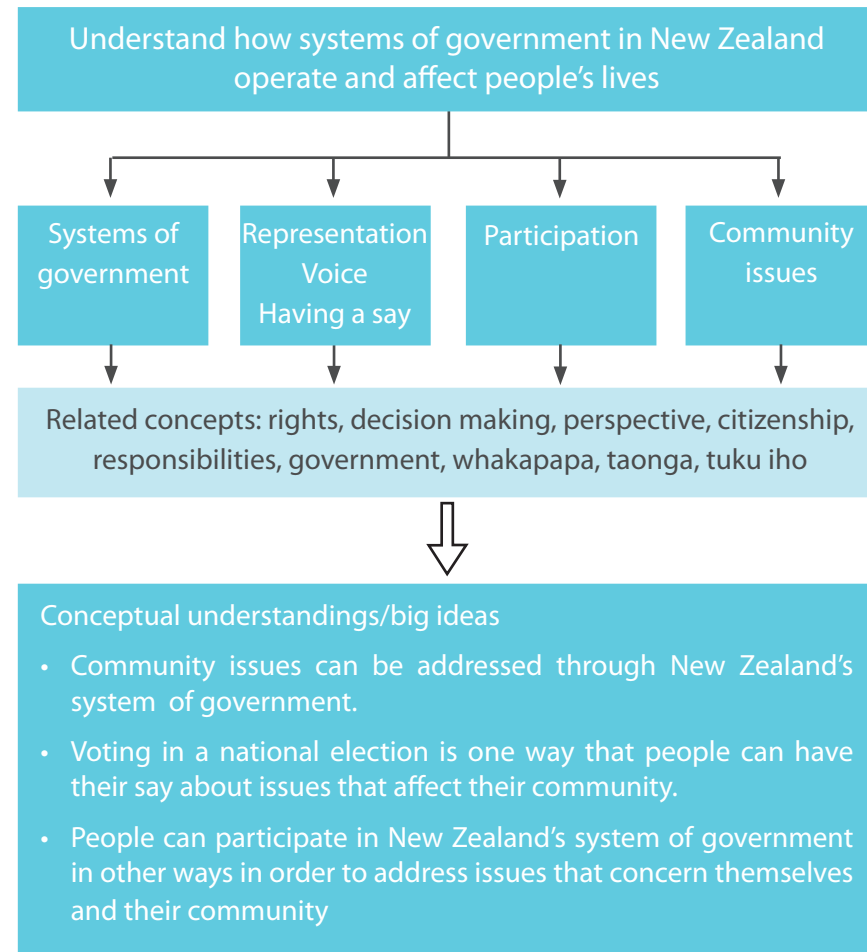
Social Inquiry

Teaching for conceptual understanding through the process of social inquiry is the focus of this resource. Social inquiry was chosen as the approach for this resource as it provides an authentic context for learning and allows learners to critically examine social issues, ideas and themes.

During a social inquiry, learners develop critical thinking and problem-solving skills. Learners are encouraged to identify, examine, clarify and explore others' values or perspectives in relation to an issue. Through analysing these values and perspectives and the reasons behind them, learners can develop deeper understanding of why people make certain decisions. This approach is supported by the New Zealand curriculum.

The focus of the social inquiry approach in this resource is on supporting the learners to undertake an inquiry into aspects of democracy within contexts that are meaningful to them.

Inquiry concepts

Key concepts and conceptual understandings are identified in the diagram below. The lower order concepts are a guide and can be added to throughout learning.

Understand how systems of government in New Zealand operate and affect people's lives

| Systems of government | Representation Voice Having a say | Participation | Community issues |

Related concepts: rights, decision making, perspective, citizenship, responsibilities, government, whakapapa, taonga, tuku iho

Conceptual understandings/big ideas

- Community issues can be addressed through New Zealand's system of government.

- Voting in a national election is one way that people can have their say about issues that affect their community.

- People can participate in New Zealand's system of government in other ways in order to address issues that concern themselves and their community

Inquiry questions

The questions below are a guide and can be developed further by learners.

Finding out information
- What are community issues?
- How does our system of Government operate?
- What community issues can be addressed by central Government?
- How have people participated in Government?
- How are our voices heard?
- How can people participate in New Zealand's system of Government?

Exploring values and perspectives
- What viewpoints do people hold on community issues?
- What informs people's viewpoints on community issues?
- What viewpoints do people hold on participation in Government?

Considering responses and decisions
- What decisions do people/groups make about community issues?
- What decisions do people make about representation?

Reflecting and evaluating
- Why do issues matter to the community?
- What factors influence decision making?

- Have community issues been addressed?
- What concepts am I more confident in using?

So what/now what?
- Is it important to participate in Government?
- How can I get involved in Government if I'm not 18 yet?

Assessment for learning

Formative assessment is an important feature of this resource. With support from you, learners will reflect on their learning in order to evaluate the progress they have made towards the conceptual understandings related to the achievement objective. You are strongly encouraged to use this information in order to adapt the learning sequence to better meet the learners' needs. A range of formative assessment tools are used throughout the teaching and learning sequence:

Formative assessment opportunities

Throughout the activities, we have suggested specific connections or understandings to look for in your learners. These are a guide for you to indicate what learners should be achieving at this point of the unit and to give you the chance to modify your lesson to help your learners get there.

Exit cards

The exit cards monitor learner conceptual understanding and progress towards the achievement objective/s in relation to the social inquiry approach. Again, you can use this information to inform planning for a lesson or sequence of lessons.

Exit cards are completed at the end of a lesson or activity, and take about 15 minutes. Learners respond to questions or statements about the content of the activity. This can either be done on a handed out card or the learners can copy the questions or statements onto a piece of paper.

Make sure you collect the card from each learner at the end of the lesson as learners will need the range of cards to reflect on their progress at the end of the unit.

We have included suggestions of statements or questions that could be on exit cards for specific activities. For example:
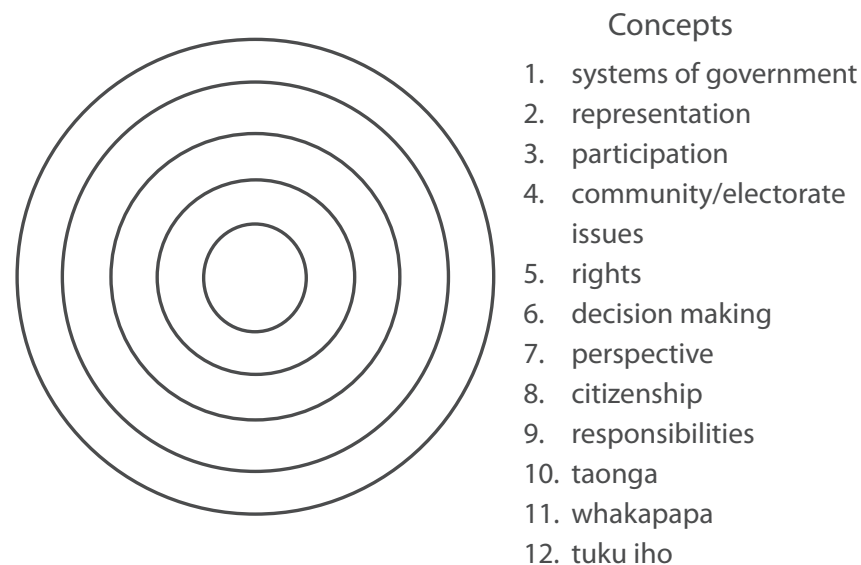

Exit card

Section 4, Activity 2: Community issues, deliberation technique

• What can make decision making difficult?

_____

_____

_____

_____

• Why is it important to consider all viewpoints when making a decision?

_____

_____

_____

_____

Concept target

This form of assessment strategy enables both you and your learners to monitor and reflect on their learning. Learners are given a handout with a target diagram and a list of concepts, as below:

Concepts

1. systems of government
2. representation
3. participation
4. community/electorate issues
5. rights
6. decision making
7. perspective
8. citizenship
9. responsibilities
10. taonga
11. whakapapa
12. tuku iho

Learners place those concepts that they feel more confident in using in the inner circles, those that they are less confident in using are placed in the outer circles, and the rest somewhere in between. Over time the learners will develop confidence with a range of concepts. You are encouraged to use those concepts that learners are placing in the outer ring as a focus for future lessons/activities.

We suggest doing a concept target at the beginning and end of the unit so learners can reflect on their progress, but this tool can be used more often if you choose.