

Year 10 Social Studies Democracy	Strand: Understand how systems of government operate in New Zealand and affect people's lives, and how they compare with another system.
-------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------

Key Competencies	The Learning Context
Thinking. Managing self. Relating to others. Participating and contributing. Using Language, symbols and texts.	<ul style="list-style-type: none"> Students to learn about democracy, government, different political systems and the New Zealand political system by completing a series of text based activities or web based research tasks. In groups of 3-4 students create their own political party. Each group assigns roles within the group e.g. organiser, participation checker, resource organiser, recorder. These roles are rotated each session. A set of guidelines for how the group will operate are established by the group and mutually agreed. These would be based on co-operative learning ideas.
Enterprising Attributes	Each group creates their own political party focusing on what kind of society in New Zealand they want to live in. They will do this by:
Being creative. Being innovative. Focus on future outcomes. Decision making. Valuing difference. Negotiating. Problem solving. Effective communication skills.	<ul style="list-style-type: none"> Building the identity of their party by thinking of a name and abbreviation, creating a logo (colours/symbol), coming up with a slogan (catchphrase) which will help people remember their party and ideas. Completing an information sheet on policy areas which outlines the party's ideas or courses of action on health, education, social development, environment and tax. Designing a poster which will advertise the party for an election, make a badge that could be used for an election campaign. Write a one minute script for a radio advertisement (this could be recorded) that would be used to promote the party and encourage potential voters. Ideally, this unit should be taught around the time of an election (school, local body, national) to provide an authentic learning context. For example, could students be involved in a local campaign? Students could approach local ad company, and work with real client on a community issue, perhaps to create billboards etc.
Content	Assessment Ideas
Government. Democracy. Different political systems, dictatorship, autocracy, communism. New Zealand's democratic system of government. Political parties, policy. Elections and systems of voting.	Assess the communication process and presentation using standards based criteria. Students have opportunity to self, and peer, evaluate using an evaluation process.