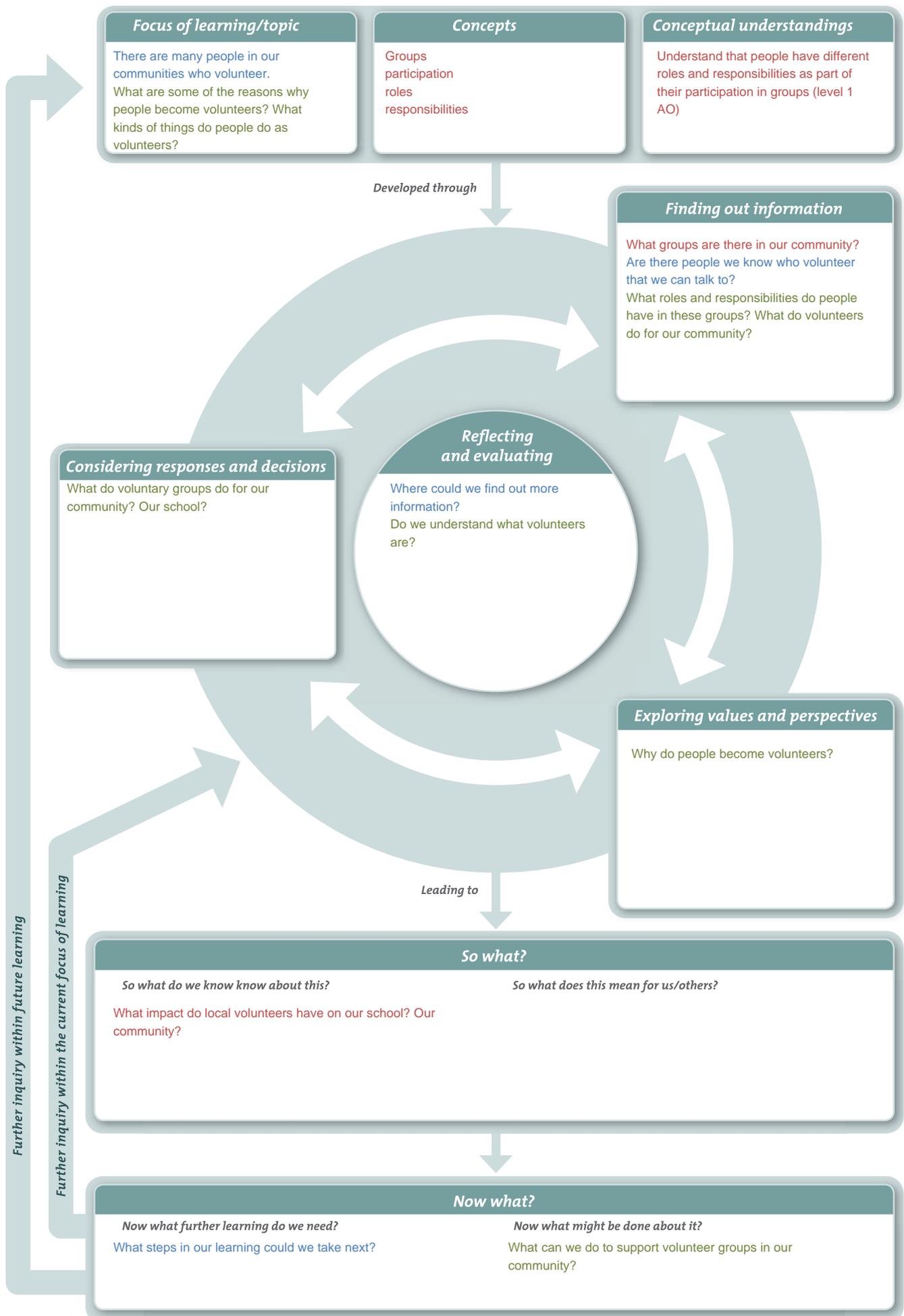


# Tongariro National Park: Whose Park is it Anyway? - Copy (2)



# Social Inquiry Planner

## Tongariro National Park: Whose Park is it Anyway? - Copy (2), Level 1 - Text only version

### Focus of learning/topic

#### What are our initial assumptions?

There are many people in our communities who volunteer.

#### What questions can we ask about this topic (for example, about values/ information/ participation)?

What are some of the reasons why people become volunteers? What kinds of things do people do as volunteers?

### Concepts

#### Which concepts are key?

Groups

participation

roles

responsibilities

### Conceptual understandings

#### What conceptual understandings about human society do we want to focus on?

Understand that people have different roles and responsibilities as part of their participation in groups (level 1 AO)

### Considering responses and decisions

#### Who can and can't respond and/or act?

#### What responses (decisions and actions) do individuals or groups make? How do people's values and perspectives influence their responses? What are the consequences of these responses?

What do voluntary groups do for our community? Our school?

### Finding out information

#### What concepts and patterns about society will we engage with?

What groups are there in our community?

#### What sources of information are available/unavailable?

Are there people we know who volunteer that we can talk to?

#### What background and historical knowledge is relevant? Which current issues are relevant?

What roles and responsibilities do people have in these groups? What do volunteers do for our community?

### Reflecting and evaluating

#### How can concepts mean different things to different people?

#### How reliable are the sources? Why was the information written (context) and from which perspective?

Where could we find out more information?

#### Is there anything more we need to know (about values, information, and participation)? Could the learning process we have been using be improved?

Do we understand what volunteers are?

### Exploring values and perspectives

#### Whose values and perspectives are stated and reported? Whose are missing?

What has shaped people's values, viewpoints, perspectives, and beliefs? How do these influence their responses? How are people's values and/or perspectives in agreement and in conflict?

Why do people become volunteers?

## So what do we know about this?

What conceptual understandings (values, information, and participation) can we explain? How does our process of learning change, develop, or refine our original conceptual understandings?

What impact do local volunteers have on our school? Our community?

How will we communicate what we have learned?

## So what does this mean for us/others?

How is this learning significant for us and/or others?

## Now what further learning do we need?

What are the next steps?

What steps in our learning could we take next?

## Now what might be done about it?

What responses could we make (decisions and/or actions)?

What can we do to support volunteer groups in our community?

Colour key:

Red: Building conceptual understandings

Blue: Developing critical thinking

Green: Developing a reflective social inquiry approach