## Neighbourhood Development

## Focus of learning/topic

There are many different kinds of people in our neighbourhood.

What does it mean to be a good

What does it mean to be a good neighbour? What do you know about your neighbourhood?

### Concepts

Groups participation/contribution roles/responsibilities privileges change/history diversity

## Conceptual understandings

All people have roles/responsibilities in their neighbourhood. There are different reasons why people live in a neighbourhood. There are different ways that people can be good neighbours. Neighbourhoods change.

#### **Colour Key**

Developing critical thinking

Developing a reflective social inquiry approach

Building conceptual understandings

## Developed through

## **Finding out information**

What groups/features/treasures are there in our neighbourhood?

People we know that we can talk to/interview/visit? Facilities we can use?

What roles/responsibilities do people have?

How do we improve our neighbourhood?

## Considering responses and decisions

What do groups do for our neighbourhood?

Our school?

What positive action have I contributed to my neighbourhood? My school?

# Reflecting and evaluating

Where could we find out more information?

Do we understand what it means to be a responsible member of our neighbourhood?

## Exploring values & perspectives

Māori perspectives, local residents/ socioecological

Why do people become good neighbours?

What makes an ideal neighbourhood?

## Leading to

## So what?

## So what do we do about this?

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

How will you share your findings?

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

This is a question for students to explore

## Now what?

## Now what further learning do we need?

What steps in our learning could we take next?

## Now what might be done about it?

Support groups in our community? Actions to make changes? Informing others about these changes? Continue promoting pride in our neighbourhood?

This template is taken from a social inquiry overview diagram originally adapted from B. Hill and G. Aitken's social inquiry model for the Ministry of Education, and published in Approaches to Social Inquiry from the Building Conceptual Understandings in the Social Sciences series (Ministry of Education, 2008).