

MAKING CHOICES

LEVEL 1 AND 2 LEARNING EXPERIENCES

A YOUR VOICE, YOUR CHOICE TEACHER RESOURCE



**ELECTORAL
COMMISSION**
TE KAITIAKI TAKE KŌWHIRI

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Resource developed by Lift Education E Tū for the Electoral Commission.



<https://facebook.com/VoteNZ>



<https://elections.nz/>

INTRODUCTION

The aim of this resource is to encourage young students to share opinions and make choices that affect their lives. It is based on civics education, which promotes engagement and participation in the democratic process.

This resource supports students to learn about their rights and responsibilities within their own lives and communities, and to develop understandings of how they can influence what happens in their class and school. It focuses on promoting students' ability to justify and accept opinions, encouraging students to make choices based on critical thinking, and participating in collective decision-making.

Ideas for curriculum-aligned learning experiences, including teacher- and student-support materials, are provided in the resource. The resource is aligned to the learning area of Social Sciences and is targeted at levels 1 and 2 of *The New Zealand Curriculum*.

Making Choices is designed to prepare students for further learning experiences in civics and citizenship learning, as part of the suite of Your Voice, Your Choice resources (*Have Your Say; Be Heard; Votes for Women; and Tūranga Mua, Tūranga Tika*) available for download from the Electoral Commission website <https://elections.nz/your-community/teaching-voting-at-schools/>



Links to The New Zealand Curriculum

Vision	<p>This resource focuses on students being:</p> <ul style="list-style-type: none"> connected: as members of their families, whānau, and communities actively involved: as participants in their communities lifelong learners: as critical thinkers and informed decision-makers.
Principles	<p>This resource supports the principles of:</p> <ul style="list-style-type: none"> inclusion: affirming students’ identities and abilities community engagement: connecting with students’ families, whānau and communities future focus: exploring citizenship.
Values	<p>This resource models and explores the key values of:</p> <ul style="list-style-type: none"> diversity, as found in our different cultures, languages, and heritages community and participation for the common good.
Key competencies	<p>This resource fosters in students the key competencies of:</p> <ul style="list-style-type: none"> thinking: making sense of information, experiences, and ideas relating to others: listening to other points of view and sharing ideas participating and contributing: as a group member and being involved in their communities.

Achievement objectives

Social Sciences (Social Studies)	
<p>Conceptual strand: <i>Identity, Culture and Organisation</i></p> <p>Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.</p>	
<p>Level 1 (Years 1–2)</p>	<p>Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> understand how belonging to groups is important for people understand that people have different roles and responsibilities as part of their participation in groups.
<p>Level 2 (Years 3–4)</p>	<p>Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> understand that people have social, cultural, and economic roles, rights, and responsibilities understand how people make choices to meet their needs and wants understand how people make significant contributions to New Zealand’s society.

A note about other links to the curriculum:
 This resource also supports the **Health and Physical Education** conceptual strand of *Healthy communities and environments*, in which students contribute to healthy communities and environments by taking responsible and critical action.

Pedagogical approach

This resource is based on a social inquiry approach. Social inquiry is a process for examining social issues, ideas, and themes and significant aspects of human society.

Using a social inquiry approach, students may follow these steps:

- **Find out information:** ask questions, gather information and ideas, and make links with their own lives.
- **Explore values and perspectives:** share ideas, explore different opinions and perspectives, and participate in shared experiences.
- **Consider responses and decisions:** make and justify choices, and consider how people participate in social action.
- **Reflect and evaluate:** reflect on, and celebrate, new learning.

For further information on the social inquiry approach, see *Approaches to Social Inquiry* (Ministry of Education, 2008). This can be downloaded from: <https://elections.nz/redirect/approaches-social-inquiry>

Developing conceptual understandings

Conceptual understandings to be developed in the resource are:

- people's opinions and perspectives can be different, and that's OK
- people can work together to make a change
- we can make choices that affect our lives and talk about why we made them
- democracy allows everyone to have a say in making the rules.

Concepts:

- participation
- contributing
- democracy
- decision-making.

For further information on building conceptual understandings in the social inquiry approach, see *Building Conceptual Understandings in the Social Sciences: Approaches to Building Conceptual Understandings* (Ministry of Education, 2009). This can be downloaded from: <https://elections.nz/redirect/approaches-conceptual-understandings>

Assessment

This resource supports formative assessment. Formative assessment is a way of showing student development of conceptual understandings. After individual activities, or the entire learning experience has been completed, allow students time to reflect on what they have discussed and learned, identify ideas that need further work, and review key points. Encourage students to think independently about how they have learned as well as what they have learned from the activities. These reflections provide valuable formative assessment information.

Digital resources

Digital versions of student resources, including editable PDFs and Google Slides, can be found on the Electoral Commission website: <https://elections.nz/your-community/teaching-voting-at-schools/>

Using te reo Māori in the classroom

This glossary provides phrases in te reo Māori for you to incorporate into your classroom, as part of these learning experiences and beyond.

Classroom phrases

Te reo Māori	English
Whakarongo mai	Listen to me
Titiro ki tēnei	Look at this (here by me)
Whakaarotia tēnei take	Think about this issue
Pānuitia tēnei whārangi	Read this page
Rangahautia tēnei kaupapa	Investigate this topic
Tuhia ō koutou whakaaro	Write down your ideas (to a group)
Tuhia ō kōrua whakaaro	Write down your ideas (to a pair)
Tuhia ō whakaaro	Write down your ideas (to one person)
He aha te rangatiratanga?	What is rangatiratanga?
He aha i pēnei ai?	Why is it like this?

Te reo Māori	English
Me whakaaro pēnei	Think of it like this
Āe	Yes
Kāo	No
Kia takitoru	Get into groups of three (works for numbers 2–9)
E tū	Stand up
Taki noho	Sit down (as a group)
Kōrero atu ki tō rōpu	Talk to your group
Ka rawe!	Great, excellent!
Koinā!	That's it!
He tika tāu	You're right (to one person)
He tika a Chloe	Chloe is right

Expressing an opinion (having a say)

Te reo Māori	English
Ki ōku nei whakaaro	In my opinion
Ki a au nei,	To me, (followed by statement)
Ki tō Tama e whakapono ai...	Tama believes that...
He pai ki a au te tākaro	I like to play
Kāore i te pai ki a au te hākinakina	I don't like sports
Tērā pea	Maybe, possibly
Me kōrero Māori tātou	We should all speak Māori
He pai ake te āporo i te panana	Apples are better than bananas
He aha tō koutou whakaaro?	What do you think? (to a group)
He aha tō kōrua whakaaro?	What do you think? (to a pair)

Te reo Māori	English
He aha tō whakaaro?	What do you think? (to one person)
He aha ai?	Why?
Engari	But
Me kī pea	Let's put it this way
He aha te kai o te rangatira? He kōrero, he kōrero, he kōrero.	What is the food of the leader? It is discussion (repeated for emphasis).
Kaiurungi	Leader (person who steers the ship)

Resources for integrating te reo Māori in the classroom

Te reo Māori to use in the classroom:

<https://hereoora.tki.org.nz/Teachers-notes/Useful-language-for-the-classroom>

Resources to learn and use te reo Māori:

<https://www.reomaori.co.nz/>

Collection of student and teacher resources:

<https://www.akopanuku.tki.org.nz/information/resources?search=>

Resources supporting using te reo Māori in English-medium schools:

<http://tereomaori.tki.org.nz/Reo-Maori-resources>

Professional development programme for teachers:

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-ahu-o-te-reo-maori-fostering-education-in-te-reo-maori/>

Suggestions for integrating te reo Māori and tikanga Māori into your classroom programme:

<https://inclusive.tki.org.nz/guides/supporting-akonga-maori/consider-ways-to-integrate-te-reo-maori-and-tikanga-maori-into-your-classroom-programme/>

LEARNING EXPERIENCES

The following learning experiences may be taught sequentially. However, you are encouraged to adapt the activities to meet the specific learning needs and experiences of your students.

Links to the social inquiry approach	Learning experiences	What you need
Topic 1: Getting started – who’s in charge?		
<p>Find out information</p>	<p>Activity 1</p> <p>Divide the class into groups. Provide classroom equipment that can be used to build a tower. Assign one student in each group to be in charge, which means they get to tell the others in the group what to do. Explain that each student will have a turn at being in charge. Have the students complete the tower, changing the leader every few minutes.</p> <p>Allow students to view each other’s towers before packing them away. Facilitate a class discussion asking:</p> <ul style="list-style-type: none"> • How did it feel to be in charge? • How did it feel to be told what to do? • Are you happy with the tower, or did you want to do anything differently? • What could have made building the tower better? <p>Explain that there are lots of times when one person is in charge and sometimes people make decisions together. In small groups, have students discuss who is in charge of:</p> <ul style="list-style-type: none"> • What they do at home, in the classroom, in the playground. • What they do at sports, marae, community groups, church. • What they and other people do in their suburb, town and country. <p>Have students report back to the whole class. Ask about how those people got to be in charge.</p> <p>Throughout the discussion, note student ideas, misconceptions, and questions as a diagnostic assessment of current understanding about who makes the decisions in their lives.</p> <p>Consider introducing the concepts of rangatira and rangatiratanga here. You can find content on this in Topic 3: Discovering Rangatira in the <i>Tūranga Mua, Tūranga Tika</i> resource.</p>	<ul style="list-style-type: none"> • Classroom equipment for building

Links to the social inquiry approach	Learning experiences	What you need
Topic 2: Rights and responsibilities		
Find out information	<p>Activity 1</p> <p>Explain that we all belong to lots of different groups, including our families, class, and school.</p> <p>Give students examples of other groups they could be a part of, including sports teams, community groups and classes, religious centres, iwi, and marae.</p> <p>In pairs, have students discuss other groups that they belong to and then share their ideas with the class. Make a list of the responses.</p> <p>Explain that in each group we have the right to be safe, but that we have different responsibilities in each one.</p> <p>Discuss what students are responsible for at school, and at home, noting if the responsibilities are the same or different.</p> <p>As a class, in groups, or independently, record (write or draw) what we are responsible for in different groups we belong to.</p> <p>In pairs or groups, have students compare their responsibilities.</p>	<ul style="list-style-type: none"> Graphic organiser A: What am I responsible for? (for print, see page 23)

Links to the social inquiry approach	Learning experiences	What you need
Topic 3: Expectations and rules		
Explore values and perspectives	<p>Activity 1</p> <p>Divide the class into groups. Let every student choose a piece of sports equipment and tell them they have five minutes to get five points, and that the only rule is that they cannot touch anyone else. Let them decide the rest of the rules, and let them play for five minutes however they would like to. If they are finding it difficult, they could work in pairs or individuals.</p> <p>In groups, have students explain to each other how they got their five points.</p> <p>As a whole class, ask if their games were the same and if the points were fair. Ask who the winner of the game was, and how did we know. Explain that games normally have instructions and rules so that everyone knows how to play, but that sometimes we can make the rules.</p> <p>Have students work in pairs or groups to make and play a game with rules that everyone in the group agrees with.</p> <p>Discuss the games and any difficulties that came up when deciding the rules.</p>	<ul style="list-style-type: none"> • Sports equipment • Large, open space
Explore values and perspectives	<p>Activity 2</p> <p>Facilitate a class discussion about rules and expectations.</p> <p>Ask:</p> <ul style="list-style-type: none"> • What are the rules at lunchtime, at the swimming pool, in the classroom, at home, at church, on the marae, or at the park? • Why do we have these rules? • Are any of these rules unfair? • What could happen if we didn't have any rules? <p>Choose two places and record any similarities or differences between the rules and expectations of each place using Graphic organiser B. For example, when we're at home we don't have to put our hand up, when we're outside at lunch it's OK to run.</p> <p>Ask why the rules are the same or different at different places.</p>	<ul style="list-style-type: none"> • Graphic organiser B: Rules: The same or different? (for print, see page 24)

Links to the social inquiry approach	Learning experiences	What you need
Topic 4: Is your voice heard?		
Explore values and perspectives	<p>Activity 1</p> <p>Explain that everyone has the right to participate in decision-making that affects them. Ask students to stand in the middle of the space. Explain that you will read out some statements and that they are to place themselves along a continuum going from “always” to “never”. Read the following statements:</p> <ul style="list-style-type: none"> • “Adults at home listen to what I have to say (about things that affect me).” • “Adults at school listen to what I have to say (about things that affect me).” • “Adults in the community listen to what I have to say (about things that affect me).” <p>Have the students place themselves on the continuum (or allocate spaces in the classroom) for the following responses:</p> <p>always ••• most of the time ••• sometimes ••• hardly ever ••• never</p> <p>After each statement, give students an opportunity to discuss the kinds of decision-making they do and don’t participate in.</p>	<ul style="list-style-type: none"> • Open classroom space

Links to the social inquiry approach	Learning experiences	What you need
Topic 5: Different opinions		
Explore values and perspectives	<p>Activity 1</p> <p>Explain that every one of us is different and we have different opinions. Explain that when you like or don't like something, that it is an opinion, and that it could be different to other people's opinions.</p> <p>In groups, have students share:</p> <ul style="list-style-type: none"> • their favourite colours, animals, foods, sport • why those are their favourites. <p>Read <i>The Same Game</i> and discuss ways we are the same and ways we are different.</p> <p>In pairs, tell students to talk until they find two things that they both like, and two things that they have a different opinion about.</p> <p>Explain that an opinion is different to a fact, and that facts are true information. Give examples of facts and opinions and ask students to categorise them.</p> <p>As a class, in groups, or independently, cut out and sort fact and opinion statements using Graphic organiser C. Discuss why each is a fact or opinion.</p>	<ul style="list-style-type: none"> • Graphic organiser C: Fact or opinion? (for print, see page 25) • <i>The Same Game</i> big book, available digitally: https://ssol.tki.org.nz/The-Same-Game

Links to the social inquiry approach	Learning experiences	What you need
Topic 5 (continued): Different opinions		
Explore values and perspectives	<p>Activity 2</p> <p>Remind students that we all have different opinions because we are all different. Explain that sometimes a different opinion is interesting, but sometimes it can make us feel worried or frustrated.</p> <p>Facilitate class discussion, ask:</p> <ul style="list-style-type: none"> • What if someone likes a different colour or food than you? • If lots of people like the same thing, does that make it the best one? • What if you want to do something, but your friend wants to do something different? <p>Explain that there are lots of ways to cope with someone having a different opinion than you. You could:</p> <ul style="list-style-type: none"> • Ask them why they think differently and listen to their reasons. • Accept that it is different, and say “we are different, and that’s OK”. • Tell them what you think, and explain why you think that. • Compare what is different, and try to think what is the same as well. • Take turns doing what each person wants to do. <p>Role-play having different opinions and using different strategies.</p>	

Links to the social inquiry approach	Learning experiences	What you need
Topic 6: Making choices and decisions		
Consider responses and decisions	<p>Activity 1</p> <p>Explain that we all make choices and decisions during the day. Give examples of choices that students make for example, where to sit, what book to read, or who to play with at lunchtime.</p> <p>Ask for further ideas of choices we make at home and school and record the ideas.</p> <p>Ask how important each of these choices are, and explain that important choices are ones that give us strong feelings and affect the most people.</p> <p>As a class, in groups, or independently, rank the importance of these decisions, from “not very important” to “very important”.</p>	
Consider responses and decisions	<p>Activity 2</p> <p>Explain that the more important the choice is, the more we should think about it and explain our thinking. Choose one of the not very important choices and one of the important choices from the previous activity. For each choice, ask:</p> <ul style="list-style-type: none"> • Who does the decision affect? • What are the options? • How does it make me feel? • How could it make other people feel? <p>Compare the two choices and remind students that when we are making an important choice there is always more to think about. Explain that we cannot always make a choice that will make everyone happy, but that thinking it through and talking about it will help lots of people.</p>	

Links to the social inquiry approach	Learning experiences	What you need
Topic 7: Voting and elections		
Consider responses and decisions	<p>Activity 1</p> <p>Explain that <i>voting</i> is a way for lots of people to make a decision together and that the choice with the most votes will be chosen.</p> <p>Introduce the word <i>democracy</i>. Explain that in a democracy everyone has a chance to have a say and explain their opinion, and everyone's vote is just as important as everyone else's.</p> <p>Conduct class practice votes to find out the class's favourite subject, sport, or other interests.</p> <p>Remind the class about the difference between opinions and facts. Discuss the idea that having the most votes, or "winning", shows what most people prefer, not what is necessarily "right" or what everyone wants.</p> <p>Conduct a vote to make a classroom decision, for example choosing a game to play, story to read, or activity to complete. Invite students to attempt to convince their classmates to choose their preference.</p> <p>You can choose to use hands-up voting, or conduct a private vote on pieces of paper. You could also use these in combination as a teaching point to see if there are changes in what students vote for.</p>	

Links to the social inquiry approach	Learning experiences	What you need
Topic 7 (continued): Voting and elections		
Consider responses and decisions	<p>Activity 2</p> <p>Show the class a picture of the current Prime Minister and the local Mayor. Ask if anyone knows who they are.</p> <p>Explain that they were <i>elected</i> by adults voting for them, and that lots of people voted for them in order for this to happen. Explain that they had to tell people why they should vote for them, and why they would be the best person to be in charge.</p> <p>Go on the Parliament virtual tour, to show students where the people who are elected work.</p> <p>https://www.parliament.nz/en/visit-and-learn/visit/experience-parliament-virtually/</p> <p>Ask: "What makes someone a good leader?" Discuss and list the students' criteria for a good leader.</p> <p>Explain that the class is going to have an election for the class helper. Explain what their job would be, and their responsibilities. Let students have time to think about and discuss whether they would like to try to be elected. Write the candidates' names on voting slips from Graphic organiser D.</p> <p>Explain to students that they need to stand up and tell the class why we should vote for them and how they would help the class if we did. Have self-nominated students deliver their explanations (some may need support and prompting to know what to say).</p> <p>Conduct a class election and discuss the idea that not being elected might be disappointing. Announce the elected student and remind the class of the elected student's responsibilities.</p>	<ul style="list-style-type: none"> • Photos of the current Prime Minister and local Mayor • Internet and screen • Graphic organiser D: Voting slips (for print, see page 26)

Links to the social inquiry approach	Learning experiences	What you need
Topic 7 (continued): Voting and elections		
Consider responses and decisions	<p>Activity 3</p> <p>Split the class into two groups and say that they are going to vote for a game or story. Say that only one of the groups is allowed to vote.</p> <p>Explain that you have to be 18 to vote in New Zealand. Explain that in the past it wasn't fair, and that at first only British men could vote. Then they changed it so Māori men could vote, and then so that women could vote.</p> <p>Count the scores and discuss how each of the two groups feel about it. Tell the students that they are going to vote again, but with everyone this time.</p> <p>Discuss how it felt that time, and if the results changed.</p> <p>Visit Te Ara to learn about the history of Māori and women's rights to vote, as appropriate to the year level.</p> <p>https://teara.govt.nz/en/voting-rights</p>	

Links to the social inquiry approach	Learning experiences	What you need
Topic 8: What is a referendum?		
Consider responses and decisions	<p>Activity 1</p> <p>Introduce the word <i>referendum</i>. Explain that this is when people vote for an idea or a proposed change, rather than a person. Clarify that referendums aren't always binding (to make a decision), sometimes they are just to see what people think.</p> <p>Practise voting as a class for ideas with yes/no answers, for example:</p> <ul style="list-style-type: none"> • Should we do all of our writing in crayon? • Should we get rid of all bikes? • Should we only eat lollies for lunch? <p>Ask students to explain why they think we should or shouldn't do something.</p> <p>Explain that the class will have a referendum. Ask for ideas or present an already chosen one, which is relevant, actionable, and binding – for example, swap the time a subject is taught, change where things are located in the classroom, or change how students pack their bags.</p> <p>Give students time to think about, discuss, and justify the options. Remind students about how to make choices.</p> <p>Conduct a referendum, using Graphic organiser E, with students ticking either yes or no, on voting papers. Make or do not make the change to the classroom as the results determine.</p>	<ul style="list-style-type: none"> • Referendum voting paper • Graphic organiser E: Referendum slips (for print, see page 27)

Links to the social inquiry approach	Learning experiences	What you need
Topic 9: Kids making a difference		
Find out information	<p>Activity 1</p> <p>Explain that the Christchurch earthquake in 2011 gave Christchurch children the opportunity to be involved in decision-making. Share the article, videos, and the outcome of the competition with the class.</p> <p>Discuss why it was important for children to be involved in the design of the playground. With the students, search the Internet for other examples around New Zealand of what other students have done (for example: approaching their councils to get new playgrounds, road crossings, better libraries, skateboard parks, and so on).</p> <p>Ask: "Can you suggest a project in the school or community that we could be involved in?"</p>	<ul style="list-style-type: none"> • Connected Level 2 article "Making Amazing Places" 2014 at https://elections.nz/redirect/making-amazing-places
Topic 10: What do we know now?		
Reflect and evaluate	<p>Have students reflect on what they have learned about the importance of having opinions and making choices.</p> <ul style="list-style-type: none"> • Why is it important to talk about our opinions? • What could happen if we stopped telling people what we are thinking? • How can we make choices that make us feel happy? • How can we make decisions together? <p>Have students communicate their learning through writing, role-plays, creating posters, or class letters to the people in charge.</p>	

RESOURCES

Resource links

Community participation

Connected Level 2, 2014 article “Making Amazing Places”:
<https://elections.nz/redirect/making-amazing-places>

Margaret Mahy Family Playground: <https://gazette.education.govt.nz/articles/1H9csd-from-out-of-the-rubble-margaret-mahy-family-playground>

YouTube – Margaret Mahy Playground:
https://www.youtube.com/watch?v=Lpz9De-_sts

Voting and voting rights

What happens in a general election?:
<https://elections.nz/elections-in-nz/what-happens-in-a-general-election/>

What is a referendum?:
<https://elections.nz/elections-in-nz/what-is-a-referendum/>

What is New Zealand’s system of government?: <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government/>

Ngā Māngai: <https://teara.govt.nz/en/nga-mangai-maori-representation>

Voting rights: <https://teara.govt.nz/en/voting-rights>

Health and Physical Education – relationships and identity

Enhancing relationships: active listening:
<https://hpe.tki.org.nz/planning-and-teaching-resources/all-resources/enhancing-relationships-active-listening/>

Enhancing relationships: making choices:
<https://hpe.tki.org.nz/planning-and-teaching-resources/all-resources/enhancing-relationships-making-choices/>

Supportive environments: Rights, responsibilities, and actions:
<https://hpe.tki.org.nz/planning-and-teaching-resources/all-resources/supportive-environments-rights-responsibilities-and-actions/>

Identity and self-worth: guidelines for our class as a whānau:
<https://hpe.tki.org.nz/planning-and-teaching-resources/all-resources/identity-and-self-worth-guidelines-for-our-class-as-a-whanau/>

Exploring Parliament

Panorama of parliamentary debating chamber: <https://www.nzhistory.net.nz/media/interactive/debating-chamber-galleries>

Parliament education resources: <https://www.parliament.nz/en/visit-and-learn/educators-and-students/education-programmes/>

Parliament virtual tour: <https://www.parliament.nz/en/visit-and-learn/visit/experience-parliament-virtually/>

Identity and belonging in our community

The Same Game: <http://ssol.tki.org.nz/The-Same-Game>

Link to social inquiry

Social Sciences Online: <https://elections.nz/redirect/approaches-social-inquiry>

GRAPHIC ORGANISER A

What am I responsible for?

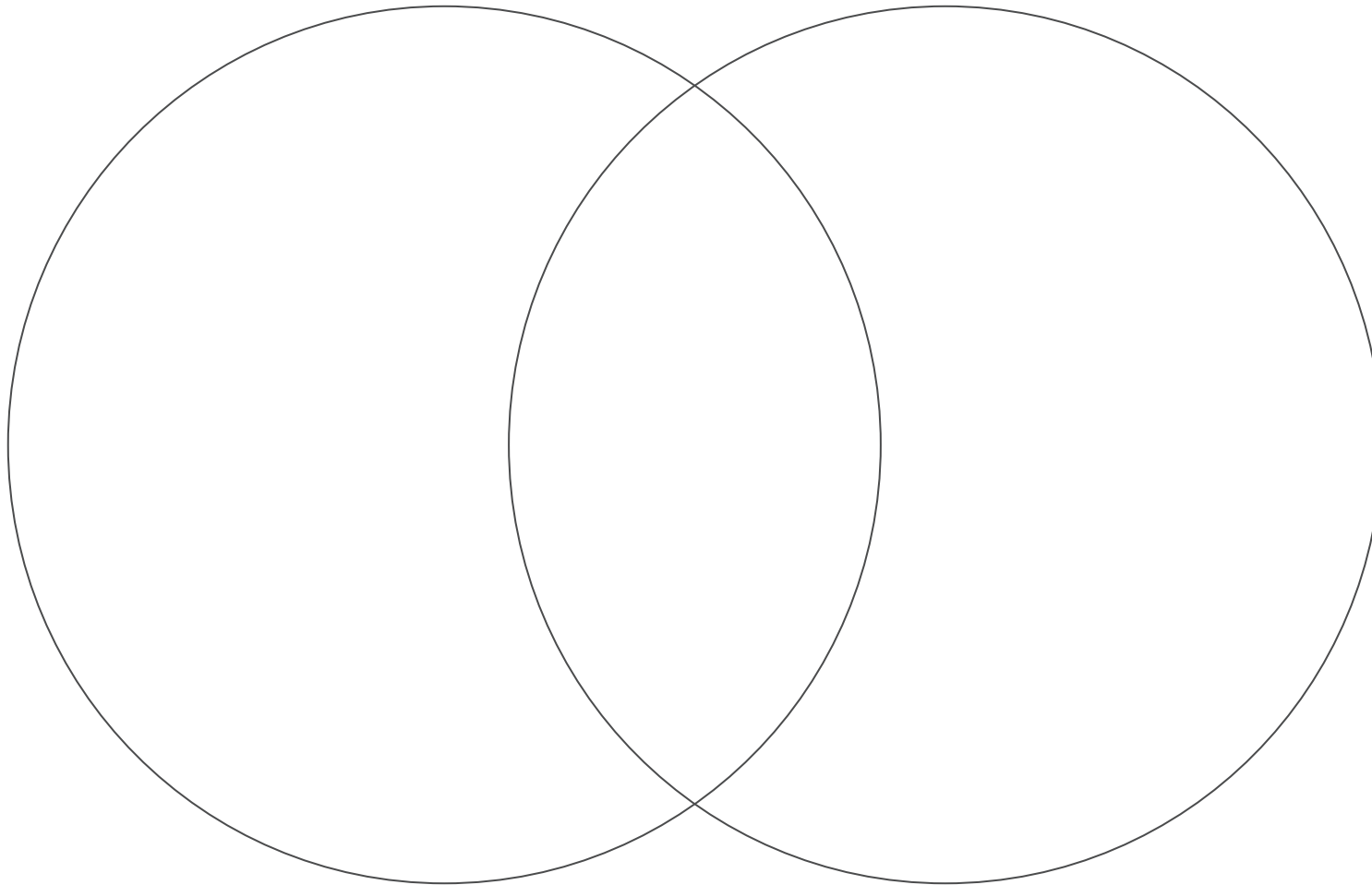
At school	At home	At _____

GRAPHIC ORGANISER B

Rules: The same or different?

Place 1 _____

Place 2 _____



GRAPHIC ORGANISER C **Fact or opinion?**

Fact	Opinion

Yellow is the best colour.	Cats are better pets than dogs.
Fish live in water.	Games are the most fun.
Apples are yummy.	Lots of New Zealand birds can't fly.
Spiders have eight legs.	Turtles have shells.

Voting slips

Class election Tick the box for the person you are voting for	
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>

GRAPHIC ORGANISER E

Referendum slips

Class referendum		
Tick the box with your answer to each question		
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Class referendum		
Tick the box with your answer to each question		
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>

