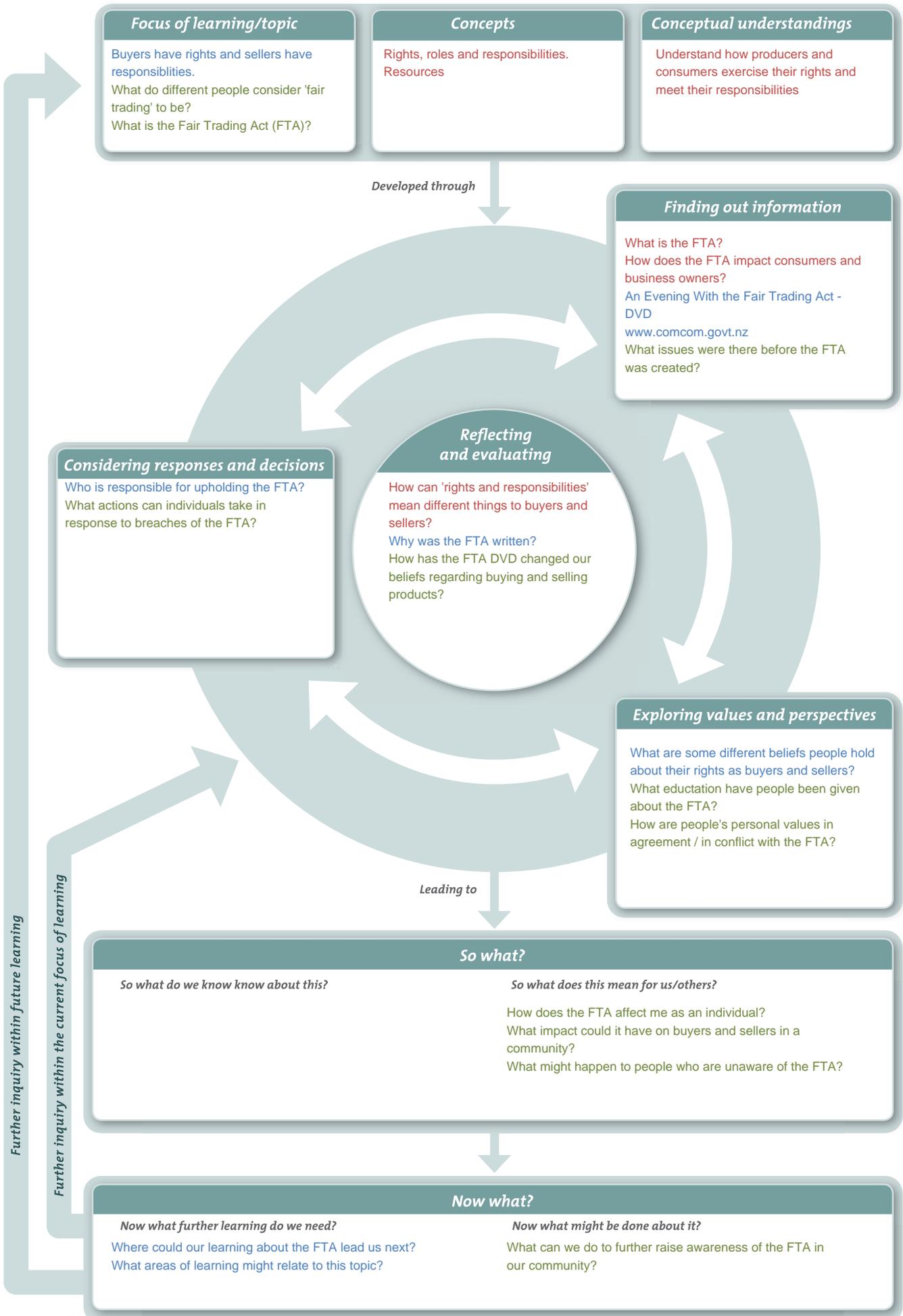


FTA



Social Inquiry Planner

FTA, Level 4-5 - Text only version

Focus of learning/topic

What are our initial assumptions?

Buyers have rights and sellers have responsibilities.

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

What do different people consider 'fair trading' to be?

What is the Fair Trading Act (FTA)?

Concepts

Which concepts are key?

Rights, roles and responsibilities.

Resources

Conceptual understandings

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

Understand how producers and consumers exercise their rights and meet their responsibilities

Considering responses and decisions

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

Who is responsible for upholding the FTA?

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 actions can individuals take in response to breaches of the FTA?

Finding out information

What concepts and patterns about society will we engage with?

What is the FTA?

How does the FTA impact consumers and business owners?

What sources of information are available/unavailable?

An Evening With the Fair Trading Act - DVD

www.comcom.govt.nz

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

What issues were there before the FTA was created?

Reflecting and evaluating

How can concepts mean different things to different people?

How can 'rights and responsibilities' mean different things to buyers and sellers?

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

Why was the FTA written?

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

How has the FTA DVD changed our beliefs regarding buying and selling products?

Exploring values and perspectives

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

What are some different beliefs people hold about their rights as buyers and sellers?

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?

What education have people been given about the FTA?

How are people's personal values in agreement / in conflict with the FTA?

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?

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?

How does the FTA affect me as an individual?

What impact could it have on buyers and sellers in a community?

What might happen to people who are unaware of the FTA?

Now what further learning do we need?

What are the next steps?

Where could our learning about the FTA lead us next?

What areas of learning might relate to this topic?

Now what might be done about it?

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

What can we do to further raise awareness of the FTA in our community?

Colour key:

Red: Building conceptual understandings

Blue: Developing critical thinking

Green: Developing a reflective social inquiry approach