



How policies are shaped with a case study of superannuation



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- A super future - Visualiser
- Shaping superannuation policy – Group instructions
- Proposing a Bill – Investigation
- Writing paragraphs in Civics and Citizenship - Model
- Essay writing template

Suggested activity sequence

Part A: Exploring the sources of retirement income

- 1 Students *think-pair-share* 3 reasons why people 'retire' at the end of their paid employment.
- 2 Pose the question: Who provides the funds that allow people to live in retirement?

Elicit responses from students and point to the shared responsibility of individuals, employers and government to provide for people after their working life.

Point out that all employers put aside funds that are regarded as part of workers' entitlements.

- 3 Display *A super future – Visualiser* and explain and discuss the 3 statements.
- 4 Ask students to consider Point 2 and brainstorm factors that might determine how much money a person has accumulated at the end of their paid employment. Possible responses include:
 - length of time of paid employment
 - the amount of money being earned
 - the profitability of superannuation investments
 - time out of paid work.
- 5 Invite groups to share their responses and record them on the board.
- 6 Invite students to vote on the most appropriate solution for the government to address inequity in superannuation outcomes.





Part B: Exploring reasons for the gender gap in super

- 1 As a class read the *Investigation*.
- 2 Pairs of students collaboratively complete the investigation.
- 3 Students share their proposals (blogs) with the class.
- 4 Record these on the board.
- 5 As class vote on the most popular proposal. Students will need to consider this in the next part of this activity.

Part C: Exploring the process through which policy is shaped

- 1 Use a *grouping strategy* to organise students into groups of 3 or 4.
- 2 Groups read the scenario on the *Group instructions* and collaboratively complete the questions.
- 3 Use a *snowball discussion* to allow groups to share their responses to the discussion points. Continue combining groups until all groups have joined in a class discussion.
- 4 Students individually write one or more paragraphs, depending on their levels of readiness, explaining the factors that need to be considered when proposing and passing a Bill.

Refer students to the Paragraph model and/or Writing essays template.