



Government and voting

School Leavers Toolkit unit plan

Contents

Introduction 1

Lessons:

1
Our system of Government 7

2
Making laws 13

3
Participating in elections 19

4
Influencing Government 25

5
Fair Play with Government Agencies 28

Introduction



Opportunities for a bicultural first approach:

- Te Ao Māori
- Tikanga (e.g. inclusion of tikanga during lessons on making laws)
- Te reo Māori

Preparing the learning environment:

1

Introduce the topic and invite ākonga to discuss and share (in pairs, small groups or as a whole class) what behaviours or actions they feel would be conducive to learning and how they should behave when sharing ideas, thoughts, or experiences with each other.

2

Write ākonga responses on the board and check back with the class whether it is an accurate summary of their responses. Seek clarification of any responses if you as the teacher or ākonga are unsure of any of the ideas shared.

3

Ask ākonga if there is anything else to add or not and whether they are all in agreement before proceeding with the session.

Big idea

Rights and Responsibilities



Understands

- Treaty partnership.
- Government systems and representation.
- Decision-making processes at a national and local level.
- Actively participating in our democracy.
- Personal rights and responsibilities.

Knows

- About The Treaty of Waitangi/Te Tiriti o Waitangi.
- How our government works.
- How laws are made.
- Voting in general and local elections.
- How to make your voice and opinions heard by Parliament.
- What rights and responsibilities you have with government agencies.

Does

- Connects the three articles of Te Tiriti to their own life.
- Describes Aotearoa New Zealand's system of government.
- Describes how laws are made.
- Describes MMP and how it works.
- Enrols to vote.

Progression of learning

1

Aotearoa New Zealand's democracy: Government.

2

Aotearoa New Zealand's democracy: Laws.

3

Participating in elections: How to vote.

4

Talking to Parliament.

5

Fair play: your rights and responsibilities with government agencies.

Starting and ending the lessons:



Before you start...

5 min

Write the learning intention and success criteria on the board and share with ākongā.



Wrapping up

5 min

- Check how well your ākongā understood the intention of the lesson.
- What did ākongā feel they got most out of the lesson? Look for patterns. Were responses mostly about the content, activities, or delivery style of the lesson?
- What do ākongā want to know more about? How will you address this (your next steps)?

Supporting resources



Essential resources

- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/our-governing-system/>
- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/enrol-to-vote/>
- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/voting/#e89>
- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/talking-to-parliament/>
- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/help-dealing-with-a-government-agency/>

Specifically useful

- <http://www.TeAra.govt.nz/en/document/4216/the-three-articles-of-the-treaty-of-waitangi>
- <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/how-a-bill-becomes-law/>
- <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/fact-sheets/parliament-brief-the-legislative-process/>
- <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government/what-is-mmp/>
- <https://policy.nz/>
- <https://vote.nz/enrolling/get-ready-to-enrol/general-roll-or-maori-roll/>
- <https://vote.nz/enrolling/enrol-or-update/enrol-or-update-online/>
- <https://ondemand.parliament.nz/how-to-guides-for-nz-parliament/?itemId=60672>

Generally useful

- <https://www.parliament.nz/en/visit-and-learn/educators-and-students/resources/how-parliament-works-video/>
- <https://gg.govt.nz/office-governor-general/roles-and-functions-governor-general>
- <https://www.parliament.nz/en/get-involved/have-your-say/contact-an-mp> <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/types-of-bills/>
- <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government>
- <https://vote.nz/enrolling/get-ready-to-enrol/are-you-eligible-to-enrol-and-vote/>

Supporting resources



- <https://www.myd.govt.nz/documents/resources-and-reports/publications/aotearoa-youth-voices-toolkit/msd-14898-yv-toolkit-ag-write-politicians-web.pdf>
- <https://www.parliament.nz/en/pb/sc/how-to-make-a-submission/>
- <https://www.govt.nz/browse/engaging-with-government/consultations-have-your-say/give-feedback-on-a-bill-before-parliament/>
- <https://www.myd.govt.nz/documents/resources-and-reports/publications/aotearoa-youth-voices-toolkit/msd-14898-yv-toolkit-ag-psscp-web.pdf>
- <https://www.parliament.nz/en/get-involved/have-your-say/start-a-petition/>
- <https://www.myd.govt.nz/resources-and-reports/publications/aotearoa-youth-voices-toolkit.html>
- <https://www.myd.govt.nz/>
- <https://www.parliament.nz/en>
- <https://www.legislation.govt.nz/act/public/1975/0009/latest/DLM431204.html>
- <https://www.govt.nz/browse/engaging-with-government/complain-about-a-government-department/how-to-make-a-complaint/>
- <https://www.ombudsman.parliament.nz/get-help-public>
- <https://communitylaw.org.nz/community-law-manual/chapter-3-dealing-with-government-agencies/challenging-decisions-and-conduct-of-government-agencies/going-to-the-courts-judicial-review/>
- <https://www.hrc.co.nz/enquiries-and-complaints/>
- <https://www.ombudsman.parliament.nz/others-who-can-help/complaints-a-z>
- <https://communitylaw.org.nz/>
- <http://youthlaw.co.nz/>

Lesson 1 Our system of Government

1

● Session duration: 50 min

■ Curriculum level: 5/6

Opportunities for te ao Māori

- Whakataukī and whakatauākī about democratic principles included for discussion.

Preparing the learning environment

- Set up the room so ākonga can collaborate.
- Devices, tv or projector for viewing videos and websites.

Lesson specific vocabulary/kupu

- Government | Kāwanatanga
- Parliament | Pāremata
- Democracy | Manapori

Resources:

- Resource 1.1 Democracy Discussion Cards
- Resource 1.2 or <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/our-governing-system/>
- Resource 1.3 Aotearoa New Zealand's System of Government

Learning intentions:

We are learning about Aotearoa New Zealand's system of government.

Success criteria: Ākonga can ...

- Describe Aotearoa New Zealand's system of government in a labelled diagram.

Sequence of activities

1



Before you start...

5 min

Share learning intentions and success criteria



Discussion generator: Values Continuum

15 min

Teacher notes: This activity is designed to get ākonga thinking about democracy and their beliefs about it. Discussion is in small groups to encourage students to share and participate.

Important information to note: Pre-Colonial Māori Government: Te Ao Māori was governed in iwi/hapū groups using the concepts of Tikanga- Laws, Rangatira/Ariki- chiefs, Kāhui kaumātua- committee of elders, Tapu/noa- under restriction/unrestricted or ordinary. Our governmental system is adapted from the British system and does not reflect the pre-European government of Aotearoa New Zealand.

1. Democracy quotes discussion. Cut out the quotes in Resource 1.1 and distribute them to small groups (3-6) of ākonga. Ask ākonga to read the quotes and choose one which they connect with. Then ask them to explain to their group why they chose that quote.
2. Display these questions on the whiteboard to guide group discussion:
 - Whose voices about democracy are represented in the collection of quotes? And whose are missing? What ideas or opinions about democracy would you add to the collection?
 - Does the fact that all adults have a vote mean that our society is equal? What inequalities occur in our society despite its democratic nature?

Teacher notes: Note that the whakatauaākī from the first Māori king, Potatau Te Wherowhero, is included with its literal meaning and it is also often understood to be a comment about how the making of connections and collaboration are important when we work towards a common vision or goal.

1

1

Activity 1

20 min

How do all the different parts of government fit together?

Using Resource 1.2 or <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/our-governing-system/> label the blank diagram from Resource 1.3 with the key information in the spaces provided. They should also add arrows to show the connections between the branches of government.

If students would like more challenge, they could work together in groups to create their own labelled diagram which shows the relationships between the different parts of our system of government.

Resource 1.1

Democracy Discussion Quotes

Using a dictionary and/or www.maoridictionary.com work as a pair to complete this sheet. Each person in the pair takes a different word and finds the definition. Work together to discuss and decide on your answers for the other questions.



“Ēhara tāku toa i te toa takitahi, ēngari he toa takitini”

My strength is not the strength of one, but of many.

Whakatauki



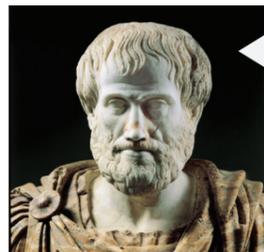
“Democracy is nothing but mob rule where 51 per cent of the people can take away the rights of the other 49 per cent.”

Thomas Jefferson, American President 1801-1809.



“Democracy is when the people keep the government in check.”

Aung San Suu Kyi, Burmese democracy activist, Prime Minister 2016-21.



“Democracy is when the indigent (poor) and not the men of property, are the rulers.”

Aristotle, Greek philosopher 384-322 B.C.E.



“Women are half the society. You cannot have a revolution without women. You cannot have democracy without women. You cannot have equality without women. You cannot have anything without women.”

Nawal El Saadawi, Egyptian feminist writer, activist, physician, and psychiatrist 1931-2021.



“Democracy is the worst form of government except for all the others.”

Winston Churchill, British Prime Minister 1940-45, 1951-55.



“Do not think your single vote does not matter much. The rain that refreshes the parched ground is made up of single drops.”

Kate Sheppard, Suffrage campaigner 1893.



“Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whereo.”

There is but one eye of a needle, through which white, black and red cotton are threaded. Hereafter, hold fast to charity, uphold the laws and be firm in the Faith.

Pōtatau Te Wherowhero, First Māori King

Images: <https://www.scoop.co.nz/stories/CU2101/S00085/day-2-waka-ama-sprint-nationals.htm> | https://commons.wikimedia.org/wiki/File:Rembrandt_Peale_-_Thomas_Jefferson_-_Google_Art_Project.jpg | Annie Leibovitz for <https://www.vanityfair.com/news/politics/2012/12/burma-aung-san-suu-kyi> | <https://www.britannica.com/biography/Aristotle> | <https://www.stuff.co.nz/national/politics/300133815/election-2020-thank-goodness-this-empty-election-is-almost-over> | <https://www.nobelprize.org/prizes/literature/1953/churchill/biographical/> | 'Painting of Pōtatau Te Wherowhero and two other chiefs'-crop, URL: <https://nzhistory.govt.nz/media/photo/painting-of-potatau-te-herowhero-and-two-other-chiefs>, (Ministry for Culture and Heritage), updated 2-Apr-2019 | <https://nzhistory.govt.nz/people/kate-sheppard>

Resource 1.2

How our governing system works

Parliament: The governing system of Aotearoa New Zealand

The governing system in Aotearoa New Zealand is a Parliament that is made up of two parts:

- House of Representatives - made up of members of Parliament, and
- the Head of State - the Sovereign (who is also the British King or Queen).

Parliament's job is to:

- represent the people of Aotearoa New Zealand
- provide us with a Government
- make decisions about how tax money is spent
- make laws for the country
- keep the Government accountable for its decisions.

House of Representatives

As Aotearoa New Zealand is a representative democracy, meaning it consists of elected officials, the House of Representatives is made of members of Parliament (called MPs for short) who are voted into their seats using the MMP system. Every three years New Zealanders choose who their MPs will be in a General Election.

The Head of State

The Head of State in Aotearoa New Zealand is the Sovereign (who is also the British King or Queen). Here the Sovereign is represented by a New Zealander appointed as the Governor-General. After a law goes through the stages of approval, the last step is having the Governor-General sign it off, giving the new law what is called 'the Royal assent'. The Governor-General also appoints the Government after an election and represents Aotearoa New Zealand at important international ceremonies, among other duties.

Government

The 'Government' is decided by which party or group of parties can rely on the votes of the majority of seats within the House of Representatives. The House of Representatives is generally made up of 120 seats. If one party doesn't have a majority on its own, it can

ask other parties to join to create a majority to form the Government. This is called a coalition Government. Under MMP, the Government is usually made up of more than one party. The remaining party or parties who are not in the Government majority form the Opposition.

Ministers vs. MPs

The Prime Minister appoints other Government MPs as Ministers. The Prime Minister and these Ministers together are called the Executive. The Executive is responsible for making decisions for things such as transport, education, and health. Members of Parliament that are not part of the Executive are simply called MPs.

Māori Representation in Parliament

Seven of the 120 seats within the House of Representatives are Māori seats. These seats are reserved for Māori to vote on. If you are Māori you can choose to enrol and vote on the Māori roll or the General election roll.

The Opposition

The Opposition is made up of the largest political party not in Government and not in coalition with a government party (meaning it does not contain Ministers like the Government does). The Opposition keeps the Government accountable by asking questions in the House and debating proposed laws.

How are laws made?

When a new law is proposed, it is called a bill. Bills need to go through many formal stages before they are finalised and then become new laws. New laws are called Acts of Parliament.

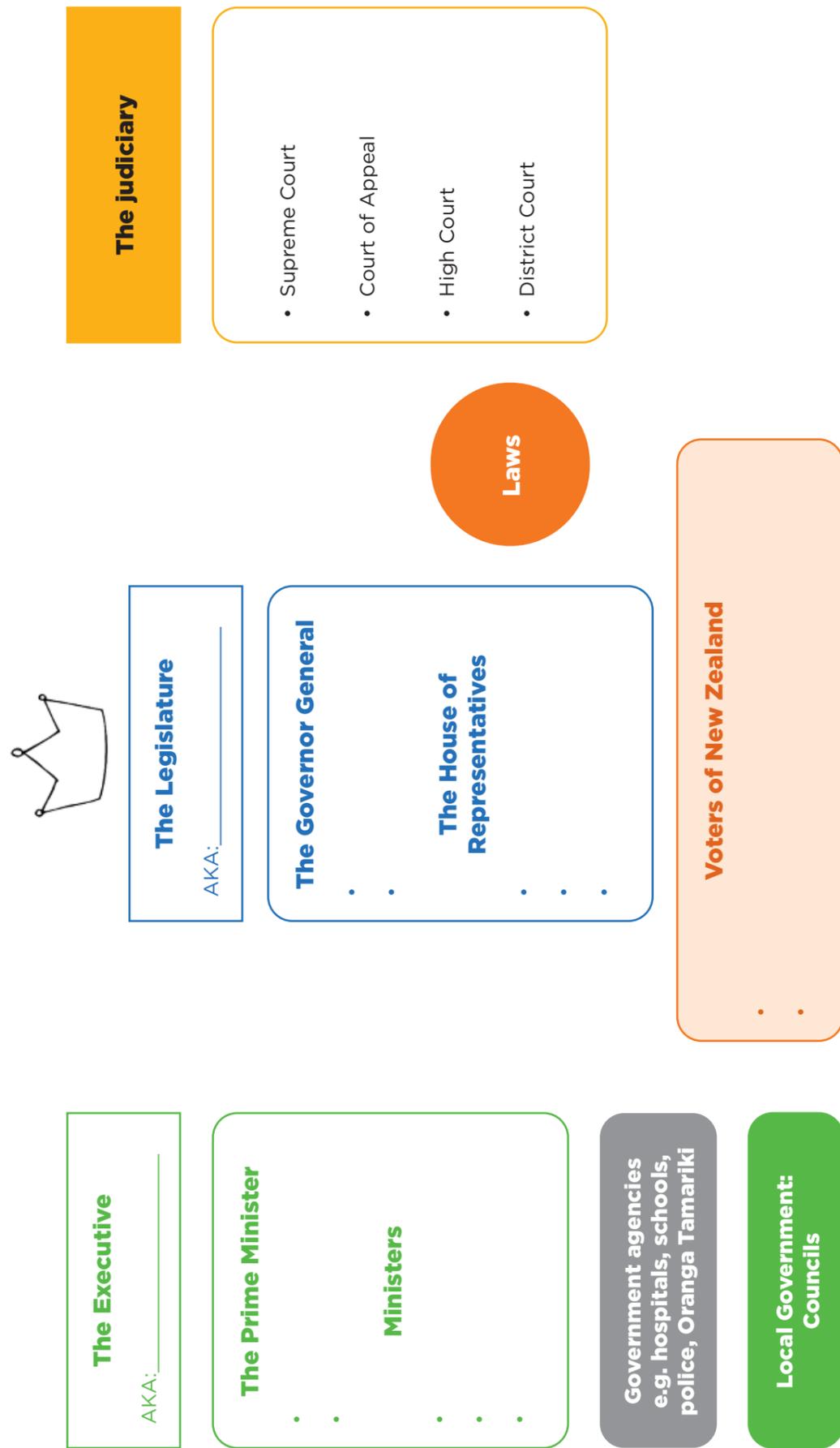
What this means for you

Aotearoa New Zealand is a democracy, so the people have a say in who makes up the Government. Take the opportunity to help select who will represent you by casting your vote.

Resource 1.2

Aotearoa-New Zealand's System of Government

Use arrows to show the relationship between the three parts of government and to indicate how power flows in our system of government. Add key information about the headings to each of the blank bullet-points.



1

Lesson 2 Making laws

Session duration: 50 min

Curriculum level: 5/6

2

Opportunities for te ao Māori

- Explore parallels between laws made in Parliament and tikanga.

Preparing the learning environment

- Set up the room so ākonga can collaborate.
- Devices, tv or projector for viewing videos and websites.

Lesson specific vocabulary/kupu

- Tikanga | Māori code of conduct, rule
- Statute | Ture
- Bill | Pire
- Act | Ture
- Lobby | Kōkirikiri

Resources:

- Resource 2.1 Co-constructed flow chart for how laws are made.
- Resource 2.2 How laws are made OR <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/how-a-bill-becomes-law/> and <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/fact-sheets/parliament-brief-the-legislative-process/>
- Scissors, glue, 10 x blank A3 sheets of paper.

Learning intentions:

We are learning about how laws are made in our democracy.

Success criteria: Ākonga can ...

- Process: Use my own words to describe the law-making process.
- Product: Create a business card with accurate information that summarises the law-making process.

Sequence of activities

2

 **Before you start...**  5 min

Share learning intentions and success criteria

 **Icebreaker/Discussion generator**  10 min

Teacher notes: This activity encourages students to think about the laws in our society, both laws that come from Parliament and laws that are part of tikanga. Students work in small groups. Start by having students take turns, talking one at a time to contribute an example of law/tikanga that has an impact on their life. They continue to share examples around their group until they have run out of ideas. Then they can repeat this process to discuss why we have laws/tikanga.

NB: An example of tikanga that might impact the lives of ākonga is a rāhui on using a place or resources from a place, such as the rāhui on walking in the Waitakere Ranges to protect kauri from kauri dieback, or not sitting on tables and other surfaces used for eating.

Discuss in small groups (3-6) Prior knowledge activity (10 min)

- What are some examples of laws or tikanga that have an impact in your life?
- Why do we have laws/tikanga?

2

1 **Activity 1**  10 min

How are laws made?

Teacher notes: This activity elicits understanding of how laws are made.

Give ākonga Resource 2.1 and ask them to cut out the steps in the flow chart and individually, **without talking to their group**, organise the boxes to show their understanding. Once done, they share their flow chart with their group and **as a group** come to a **consensus (everyone agrees)** about how the flowchart should be put together. One person from each group explains their answer to the class and the class decides what the final answer should look like. Check this against Resource 2.2.

2 **Activity 2**  10 min

Jigsaw research task

Staying in their groups from the previous activity, students each choose one topic from the law-making process to investigate further by answering the 2-3 questions on their topic using the links in the sources column or Resource 2.2.

They will be using this information in the next activity to create a business card which shows their understanding of their part of the law-making process.

TOPIC	QUESTIONS
The Public and the Law-Making Process	<p>What role can you play in the law-making process?</p> <p>At which stages do you have a chance to contribute to the making of laws?</p> <p>What is lobbying?</p>
Introduction, First reading and Select Committee	<p>What happens at the Introduction and First reading of a bill?</p> <p>What does the Select Committee do?</p> <p>Why is the Select Committee important in making good laws?</p>

Continued...

Second reading and Committee of the Whole House	<p>What happens at the second reading of a bill?</p> <p>What is the Committee of the Whole House?</p> <p>Why is this stage important in making good laws?</p>
Third reading and Royal Assent	<p>What happens at the final stage of making a law?</p> <p>Why does the Governor General have to sign the bill for it to become law?</p>

Sources

1. Resource 2.2 OR
2. <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/how-a-bill-becomes-law/>
3. <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/fact-sheets/parliament-brief-the-legislative-process/>

3 Activity 3  15 min

Presenting Research

Still in their groups, students present their information to their group. As they do this, the group creates a business card each, which includes answers which summarise the key parts of the law-making process.

It could be laid out like this:

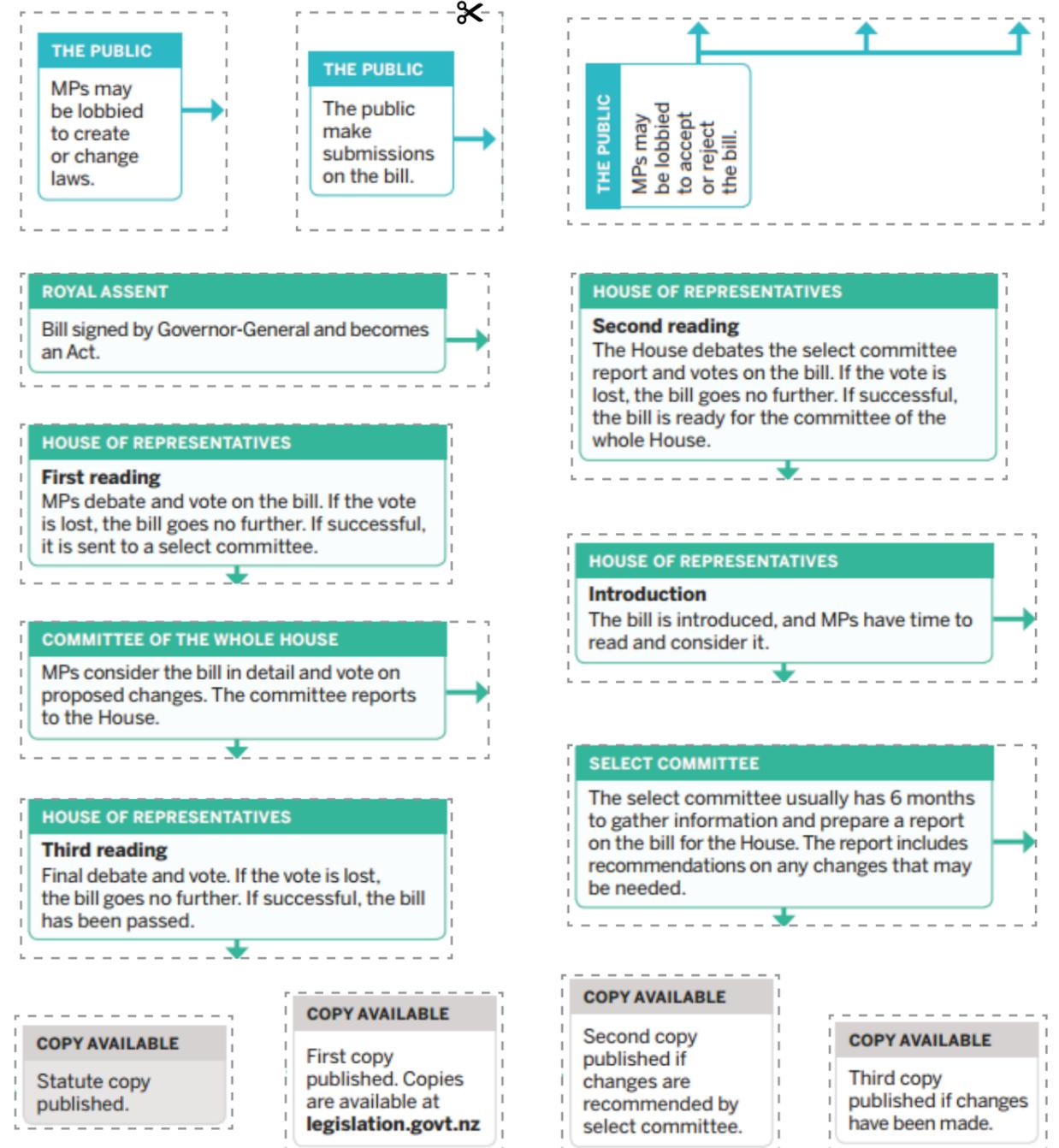
How laws are made

How many readings?	What happens in the Select Committee?
What does the Governor General do to make a law?	Why is important to have all these steps when making a law?

Resource 2.1

Prior Knowledge: How are laws made?

Cut out these steps in making a law and organise them to show your understanding of how a law is made.



Answers: How are laws made?

Source: Office of the Clerk. <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/how-a-bill-becomes-law/>

Resource 2.2

How our governing system works

How a bill becomes law

A bill passes through several stages before it can become an Act of Parliament. The Government decides how to prioritise the Government bills and regularly revises its priorities. All other bills follow the formula prescribed in the Standing Orders (procedural rules) of the House of Representatives. This ensures they cannot be unreasonably prevented from making progress if they have the support of a majority of other members once they are before the House.

Introduction

A bill becomes publicly available when introduced. It must have an explanatory note of the policy it seeks to achieve.

First reading

The term 'reading' dates back to the days in Britain when bills were literally read out to the House. It has never been the practice in New Zealand. Only the title is read aloud.

The Attorney-General examines all bills for apparent inconsistencies with the New Zealand Bill of Rights Act 1990 and may report to the House.

The first reading is the first opportunity for the House to debate the bill. The member in charge of the bill leads off the debate, which is limited to two hours for Government bills, and just over an hour for other bills. At the end of the debate the House decides if the bill should be read a first time. If it is defeated in this vote, that is the end of the bill. If the first reading is agreed, the bill is referred to a select committee.

Select committee

Once a bill has been referred to a select committee, the committee usually has six months to report to the House, unless the House specifies a different date. Reporting dates may be extended if it turns out more time is needed for the committee to consider the bill.

A committee normally calls for public submissions, hears evidence on those submissions, and recommends amendments to the House. The committee's report consists of the bill reprinted with the recommended amendments shown and a commentary, which is the committee's narrative explanation of its recommendations and the issues it considered.

Once the committee has presented its report, the bill is available for second reading any time from the third sitting day after presentation (see Parliament Brief, 'Select Committees').

Retrieved from <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/fact-sheets/parliament-brief-the-legislative-process/> Accessed 21 May 2021

2

Second reading

This is the main debate on the principles of the bill. This stage is a debate of up to two hours led off by the member in charge of the bill. At the end of the debate any select committee amendments that did not have the unanimous support of the committee are voted on together. All unanimous amendments are incorporated once the bill passes its second reading. The bill can also be defeated at this stage.

Committee of the whole House

The committee consists of all members of the House. The Deputy Speaker or an Assistant Speaker presides over the committee. The committee has delegated authority from the House to consider the bill in detail and make further amendments that members may propose in writing. Sometimes members, particularly Ministers in charge of a bill, release their amendments in advance in the form of a supplementary order paper.

There is no specific time limit on this stage and members have opportunities for up to four 5-minute speeches on each provision. On large bills of a controversial nature, this process can take place over several days.

At this stage some bills, for instance, a Statutes Amendment Bill, can be divided into several smaller bills with new names, depending on the principal Acts they amend. Once the final form of the bill has been agreed, it returns to the House and is reprinted to show any new amendments made.

Third reading

This is the final stage in the House. It is the last opportunity to debate and decide whether the bill should be passed in the form in which it has emerged from the committee of the whole House. It is a debate more for summing up than on the provisions in detail. The debate can last up to two hours.

Once a bill's third reading has been agreed, it has been passed by the House but has one more step before it becomes law.

Royal assent

The Sovereign (The Queen, represented in New Zealand by the Governor-General) forms part of Parliament but is completely separate from the House. It is the Sovereign's role to sign a bill into law by giving it the Royal assent. Assent is given on the advice of the Prime Minister (or the most senior Minister available) and the Attorney-General.

Lesson 3

Participating in elections

3

Session duration: 50 min

Curriculum level: 5/6

Opportunities for te ao Māori

- Explore parallels between laws made in Parliament and tikanga.

Preparing the learning environment

- Set up the room so ākonga can collaborate.
- Devices, tv or projector for viewing videos and websites.

Lesson specific vocabulary/kupu

- MMP | Pōti Whirirua
- Electoral system | Pūnaha Pōti
- Candidate | Kaitono

Resources:

- Resource 3.1 Everything You need to Know to Participate in Elections
- <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government/what-is-mmp/>
- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/enrol-to-vote/>
- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/voting/#e89>
- <https://policy.nz/>

Learning intentions:

We are learning about how to participate in elections.

Success criteria: Ākonga can ...

- Explain who can vote in NZ.
- Describe how to find out who to vote for.

Sequence of activities

3



Before you start...

5 min

Share learning intentions and success criteria



Icebreaker/Discussion generator

10 min

Teacher notes: This activity encourages ākonga to think about the role of choosing to vote, or not, in a democratic society so that if they decide to vote, or not, it is a considered choice. The third phase of this activity asks groups to come to a consensus about their answer, which means that whatever is said, must be agreeable to the whole group. This is to encourage discussion and engagement with ideas about voting.

1. In small groups, ask ākonga to think about reasons why people might choose to vote and why they might choose not to vote. Ask each group to feed their ideas back to the class.
2. Finally, ask the groups to decide if they think voting should be compulsory or not. As a group they must come to an agreed answer and then explain their reasoning to the class.

3

1

Activity 1

5 min

What do we know already about voting in New Zealand?

Teacher notes: This activity elicits understanding of how to vote in New Zealand. Look for understanding of MMP, enrolling to vote, and how to decide about who to vote for - key understandings for this lesson. It is done in small groups to activate ākonga as teachers for each other, as well as to create a safe space for sharing.

Set up a **Mind-map** on the board as an exemplar to get students started with their ideas. Place 'Voting' at the centre and 'MMP', 'enrolling to vote' and 'deciding who to vote for' around the central idea. In small groups, ākonga add ideas to each category to show their understanding of voting. They can also add categories. **Depending on their knowledge and understanding, ākonga can choose two of the three following activities.**

2

Activity 2

15 min

MMP

Using this link: <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government/what-is-mmp/> or Resource 3.1 research and answer these questions:

1. Watch the video.
2. What are five facts about MMP?
3. What do you think is good about this electoral system?
4. What could be a negative of this electoral system?
5. What is one question you still have about MMP? Discuss with your teacher or another student.

Continued...

Activity 3

 15 min

MMP

Using this link: <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/enrol-to-vote/> OR Resource 3.1 research and answer these questions:

1. Who can and cannot vote in New Zealand?
2. If you are Māori, what are your choices when you enrol to vote?
3. Optional: If you are 17+, enrol to vote using this link <https://vote.nz/enrolling/enrol-or-update/enrol-or-update-online/> or the Māori roll <https://vote.nz/enrolling/get-ready-to-enrol/general-roll-or-maori-roll/>
4. You will need your driver's license, passport or RealMe identification.

Activity 4

 15 min

Deciding who to vote for

Using this link: <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/voting/#e89> OR Resource 3.1 answer this question:

1. What are three ways to help you decide who to vote for?

Using this link: <https://policy.nz/> complete this activity:

2. Choose a topic you really care about (e.g. Community and inclusion, the economy, women's rights) and find out what each of the parties in Parliament at the moment have to say about that topic.
3. Based on this one topic, which party do you think you would vote for and why?
4. Optional: What else do you care about? What do the parties say about this? Does this change your mind?

Resource 3.1

How our governing system works

Enrolling to Vote

Ko wai ka āhei ki te pōti!?

If you are 18 years or older, you are an Aotearoa New Zealand citizen or permanent resident, and you're living in Aotearoa New Zealand, you need to enrol to vote. Voting is not compulsory, but enrolling to vote is. On the flip side, if you are a citizen that hasn't been in the country within the last three years, a permanent resident who hasn't been in the country in the last 12 months, or if you are in prison at the time of an election, then you cannot enrol or vote.

How do I enrol to vote?

Enrolling to vote is a pretty simple process and can be done entirely from your smartphone. You can even

enrol to vote in advance of your 18th birthday by one year - when you turn 17. This is called provisionally enrolling, which will mean you will automatically be enrolled to vote on your 18th birthday. To get yourself enrolled, visit the Electoral Commission's website.

How do I enrol if I'm Māori and I want to be on the Māori Roll?

If you are Māori, you can choose to enrol on the Māori Roll or the General Roll. Your choice determines the candidates you will choose to vote from. You make this choice when you enrol to vote for the first time, although you can switch during the next Māori Electoral Option if you change your mind.

Retrieved from: <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/enrol-to-vote/> 21 May 2021

Our electoral system:
Mixed Member Proportional

MMP is the voting system we use in New Zealand. It stands for 'Mixed Member Proportional'. We use MMP to choose who represents us in Parliament. Parliament has 120 seats for its members of Parliament (MPs). During an election, political parties try to win as many seats in Parliament as they can.

You have two votes under MMP

Under MMP, you get two votes — a party vote and an electorate vote.

Party Vote

You vote for the political party you want to represent you. When you vote for a party, you help to choose how many seats in Parliament each party gets. The party vote largely decides the total number of seats each political party gets. Parties with a bigger share of the party vote get more seats in Parliament. Parties also try to win as many electorate seats as possible.

Electorate Vote

You vote for the candidate you want to represent the area you live in. When you vote for a candidate, you help to choose who represents the electorate you live in. This is called your electorate vote. The candidate with the most votes wins and becomes an MP.

Resource 3.1

3

Political parties try to win party votes and electorate votes

Political parties must get at least 5% of the party vote or win an electorate seat before they can have any seats in Parliament. Because MMP is a proportional system, the share of seats a party wins in Parliament is about the same as its share of the party vote. This applies to big parties and small parties.

How seats in Parliament are allocated

Every candidate who wins an electorate gets a seat in Parliament. They are called electorate MPs. The remaining seats are filled from party lists. Every party has a party list, which is a list of candidates ranked in the order the party wants those candidates to be elected to Parliament. Candidates elected from a party list are called list MPs.

Parties negotiate to form a government

Usually, no party gets enough votes to govern alone. Parties often need to come to an agreement with other parties to form a government or pass legislation.

Some types of possible agreements are:

- coalitions — when two or more parties join together to form a government.
- confidence and supply agreements — when one party agrees to support another on certain issues and laws that are voted on in Parliament.

Retrieved: <https://elections.nz/democracy-in-nz/what-is-new-zealands-system-of-government/what-is-mmp/> 21 May 2021

Deciding who to vote for

Why should I vote?

Do you care about how much tax you pay? Or have an opinion on the future of the environment? Perhaps you don't think you should be paying so much in course fees? Voting is your opportunity to influence decision making. Casting a vote is your right in a democratic society and can put in power the party that is aligned with your way of thinking. In Aotearoa New Zealand you need to be 18 years old to vote.

How do I decide who to vote for?

Listen to what the parties and candidates are saying. Follow them on Facebook or visit their websites. Go to their meetings. Find out who you think is going to best represent you and those you care about.

Voting tools

'Policy' is a tool, created for the 2017 elections, that makes it easy to find out about the policies each party has. You can still use the site to 'like' or 'favourite' policies as you browse and see a breakdown of them and your party preferences when you are ready.

<https://policy.nz/>

Local elections

Local elections are how we decide who represents us on our city, district, and regional councils, and on our district health boards. These elections are held about once every three years, usually in November. You must be enrolled to vote and need to have your address up to date. Elections are held by postal voting.

Retrieved from: <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/voting/#e89> 21 May 2021.

Lesson 4 Influencing Government

4

Session duration: 50 min

Curriculum level: 5/6

Opportunities for te ao Māori

- The approach to this lesson is based on ako
– reciprocal teaching and learning.

Preparing the learning environment

- Set up the room so ākonga can collaborate.
- Devices, tv or projector for viewing videos and websites.

Lesson specific vocabulary/kupu

- Petition | Petihana
- Submission | Tāpaetanga

Resources:

- <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/talking-to-parliament/>
- For a range of short videos about how to influence Parliament's decision-making process: <https://ondemand.parliament.nz/how-to-guides-for-nz-parliament/?itemId=60672>

Learning intentions:

We are learning how to influence Parliament's decision-making process.

Success criteria: Ākonga can ...

- Process: Include information about the issue, at least three ways you can take action to influence Parliament, clear and colourful headings.
- Product: A colourful and informative pamphlet that describes at least three ways you can influence Parliament about an issue you care about.

Sequence of activities

4



Before you start...

5 min

Share learning intentions and success criteria



Discussion generator: Values Continuum

15 min

Teacher notes: CONVER-STATIONS: This activity generates discussion about the importance of participating in Parliament's decisions. This is a small-group strategy that gives ākongā exposure to more of their peers' ideas. Students are placed into groups of 4-6 with a discussion question to talk about. After sufficient time has passed for the discussion to develop, one or two students from each group rotate to a different group, while other group members remain where they are. Once in their new group, they discuss a different, but related question, and may also share some of the key points from their last group's conversation. For the next rotation, students who have not rotated before may be chosen to move, resulting in continually evolving groups.

Discussion Question 1: What are some issues in society that matter to you and why? (E.g. Health funding for people wanting to transition; Compulsory te reo Māori learning in schools; Health and safety to avoid head injuries on the rugby field.)

Discussion Question 2: How would you make our country's leaders aware of the importance of the issues you care about?

4

1

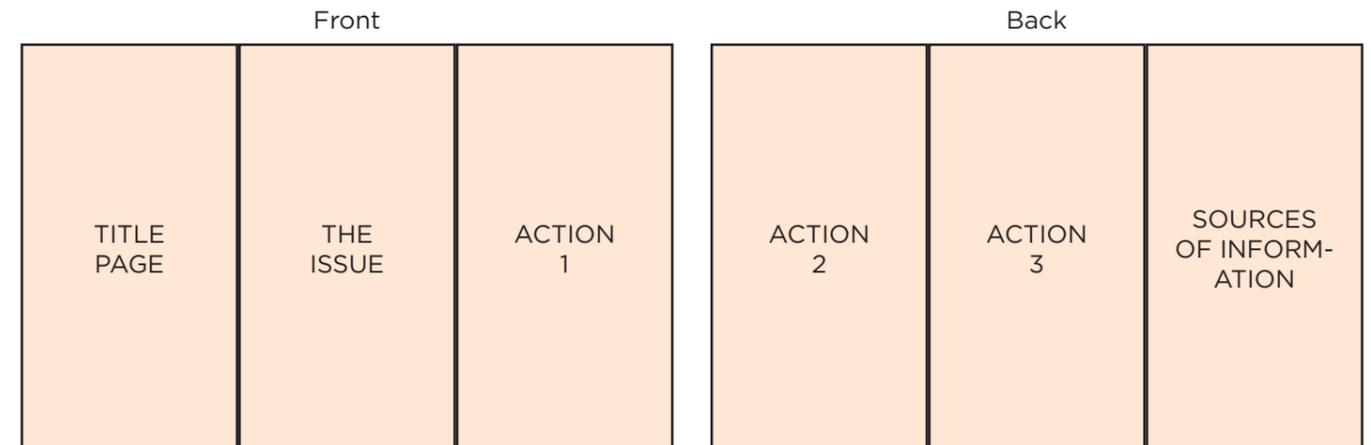
Activity 1

25 min

Take action to influence policy

1. Choose one of the issues you discussed in the icebreaker activity.
2. Using <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/talking-to-parliament> list the ways you can make Parliament aware of the issue, then explain what is involved in each of these actions.
3. Create a pamphlet aimed at people your age which shows them how to take action to influence Parliament's decision-making process about the issue you have chosen.

It could be laid out like this:



Lesson 5

Fair Play with Government Agencies

5

Session duration: 50 min

Curriculum level: 5/6

Opportunities for te ao Māori

- This lesson is implicitly based on kawanatanga and tikanga.
- Explores the Te Tiriti o Waitangi/Treaty of Waitangi as a founding document of government in New Zealand.

Preparing the learning environment

- Set up the room so ākonga can collaborate.
- Devices, tv or projector for viewing videos and websites.

Lesson specific vocabulary/kupu

- Ombudsman | Kaitiaki Mana Tangata

Resources:

- Resource 5.1
- Resource 5.2 OR <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/help-dealing-with-a-government-agency/>

Learning intentions:

We are learning how to deal with government agencies when you have a problem.

Success criteria: Ākonga can ...

- Product: Describe how to get help when dealing with government agencies.

Sequence of activities

5



Before you start...

5 min

Share learning intentions and success criteria

1

Activity 1

15 min

Te Tiriti o Waitangi - what do we already know?

Teacher notes: Understanding Te Tiriti o Waitangi/Treaty of Waitangi is key to understanding government in New Zealand. This activity gets ākonga thinking about the rights and responsibilities of government. Have a brainstorming session to find out from ākonga what they know about Te Tiriti and what their beliefs are.

Some key pieces of information to note: Most chiefs signed the Māori text. If there are any questions from your ākonga about the language used in different versions of Te Tiriti, you can say that the Treaty of Waitangi Act requires the Waitangi Tribunal to 'decide issues raised by the differences between [the Māori and English versions]' Also note that Waitangi Tribunal is a permanent commission of inquiry into Crown actions which breach the promises made in the Treaty of Waitangi.

Hand out one copy of Resource 6.1 to each pair who will work together to complete it. They will need access to a dictionary and/or www.maoridictionary.com to complete the worksheet. It will help to discuss the answers together as a class so ensure you leave enough time to do this (approximately 5 minutes.)

Activity 2

 20 min

How to get help when dealing with government agencies

Using <https://school-leavers-toolkit.education.govt.nz/en/government-and-voting/help-dealing-with-a-government-agency/> or Resource 5.2, identify and summarise 5-7 key points about dealing with government agencies.

Activity 3

 20 min

Scenarios

Using the information you summarised in the previous activity, work in pairs to give advice to the people in these scenarios. Decide what you would recommend each person does and who they should ask for help.

Teacher notes: Give ākongā some time to work through the scenarios, then bring the class back together to share what their advice would be. Students may wish to discuss these scenarios in greater depth or link them to their own experience.

Scenario 1: Bettina is a trans woman, but her workplace doesn't recognise her gender. They will not use her pronouns and they insist she uses the men's bathroom. Bettina feels unsafe going in there and must hold on until lunchtime when she can rush to a nearby café to use the bathroom. She really needs her job because she helps support her mum and younger brother, but it's affecting her mental health working under those conditions. What can she do? Who should she ask for help?

Scenario 2: Matt is pulled over for speeding by the police. The officer orders him out of his car and roughly pushes his face down on to the bonnet while his partner searches the car for drugs. They don't find anything, but Matt is upset about his treatment which he feels was unfair and too rough, especially since he was only speeding. What can he do? Who should he ask for help?

Scenario 3: Larrissa was on the jobseeker's support payment, but WINZ has stopped her payments saying they believe that she is not actively looking for work of 30 hours or more a week. Larrissa's dad has been ill, and she has been taking care of him which is why she hasn't been looking for work. She can't get anyone at WINZ to answer her calls or emails and her rent is due. What would you advise her to do?

Resource 5.1

Kupu/Words of Te Tiriti/The Treaty

Using a dictionary and/or www.maoridictionary.com work as a pair to complete this sheet. Each person in the pair takes a different word and finds the definition. Work together to discuss and decide on your answers for the other questions.

Kawanatanga/ Governorship definition:	What do these two concepts have in common?	Tino rangatiratanga/ Sovereignty definition:
	How do these concepts differ?	
<p>If the British Crown believed that Māori had ceded (given up) sovereignty and Māori believed they had only given up 'kawanatanga/governorship' how could this cause conflict in the future?</p>		

Resource 5.2

What are government agencies?

Government agencies are public service departments that are in place to make sure the country runs smoothly.

What kinds of things can I complain about?

There isn't a strict list of things you can or can't complain about, and it will often be specific to the situation. It is worth remembering, however, that making a complaint does not have to be based on how serious the problem is. Whether you disagree with a decision that Housing New Zealand has made, or an agency simply isn't responding to you by phone or email, if you feel like you've been treated poorly, you have a right to complain.

Where you look for help will depend on what your issue is, though there are options available regardless of your circumstances.

What should I do if I think I have been treated unfairly?

If you think an agency has treated you unfairly, there are a couple steps you should take to try and sort the situation. These are:

1. Make a complaint to the agency directly.
2. If you are unhappy with their response, or if you don't receive one, get in touch with an organisation that can help (such as the Ombudsman).

Even if you're not sure whether you've been treated badly, it's worth getting in touch with the Ombudsman. This office looks out for the interests of the citizens when dealing with the government. Often, any questions you have can be resolved by a phone call, or by filling out the complaint form on their website.

Keep in mind, if you're complaining on behalf of someone else, make sure you have their written permission to do so.

Who can I turn to for support?

If speaking directly to the government agency isn't an option, there are a few bodies and officials out there that can support you with more specific problems. As a start, reach out to:

The Ombudsman: The Ombudsman helps the public in its dealings with government agencies. It is independent

of the Government, answering instead to Parliament, and can aid with issues ranging from whistleblowing to an agency ignoring your calls. The Ombudsman can't make legally binding decisions, but it's fast, free, effective and covers a wide range of issues. The Chief Ombudsman is a person, who is supported by the Office of the Ombudsman.

The courts: Taking your complaint to the courts, in what is called a judicial review, is costly and slower than going to Ombudsman. They are able to make legally binding decisions, however, and can be a better option if the agency has broken the law.

Occasionally, another organisation might be recommended to you depending on your complaint, such as the Health & Disability Commissioner. If your issue is with a government agency and you are looking for some initial advice however, the Ombudsman is your best bet to get things rolling.

Useful Sources of Information:

Human Rights Commission: Works for a free, fair, safe and just New Zealand, where diversity is valued, and human dignity and rights are respected.

Community Law: The Community Law website is the official home of the Community Law Centres across Aotearoa New Zealand, which aim to provide free legal help to people throughout the country.

The Ombudsman: Set up in 1962, the Ombudsman helps the public in its dealings with government agencies.

YouthLaw Aotearoa: A community law centre which provides free legal help to children and young people under 25. Their website contains useful information in relation to your rights.

